

**AN UNDERGRADUATE THESIS**

**THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE  
STUDENTS' READING SKILL AMONG THE TENTH GRADE AT MA  
MAARIF NU 5 SEKAMPUNG IN EAST LAMPUNG**

**By:**

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**TARBIYAH AND TEACHERS TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H / 2021 M**

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THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS'  
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SEKAMPUNG IN EAST LAMPUNG

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In English Education Department

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*Assalamu'alaikum, W'r. W'b*

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

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

*Wassalamu'alaikum W'r. W'b.*

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*Assalamualaikum Wr. Wb.*

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

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

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION PAGE**

No. *B-5527/111-28-1/D/PP-00-9/12/2021*

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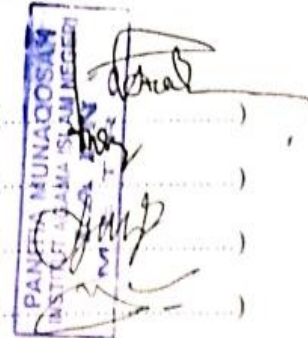
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**THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE  
STUDENTS' READING SKILL AMONG THE TENTH GRADE AT MA  
MAARIF NU 5 SEKAMPUNG IN EAST LAMPUNG**

**ABSTRACT**

**By:**

**YUNITA PRIHATINI**

The purpose of this research is to investigate that the use of about-point strategy can improve the students' reading skill and students' learning activities at the tenth graders of MA MAARIF NU 5 Sekampung in Academic Year of 2020/2021. The researcher had outlined the problems in this research that focused on reading skill based on the pre-survey result. Therefore, the researcher conducted this research to improve the students' reading skill and their learning activity.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planing, acting, observing and reflecting. Object of this research is the students' reading skill. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted by collaborating with an English teacher of MA MAARIF NU 5 Sekampung that was mrs. Ensi Dwi Eliawati, S.Pd.

The result of this research is, the data confirmed that pre-test just 24% students that can achieve Minimum Mastery Criteria (MMC) and the average score of the pre-test was 54. it can say that the result of pre-test was unsatisfactory. Furthermore, in post-test I there are 47 % students that can fulfill MMC and the average score of the post-test I was 67. Then, the result of post-test II was 78% students that can fulfil MMC with the average score was 78. It means that the use of About-Point Strategy in reading can improve the students reading skills at the tenth graders of MA MAARIF NU 5 Sekampung in East Lampung.

**Keywords:** *Reading Skill, About-Point Strategy, Classroom Action Research*

**PENGGUNAAN STRATEGI ABOUT-POINT UNTUK MENINGKATKAN  
KETERAMPILAN MEMBACA SISWA KELAS SEPULUH DI MA  
MAARIF NU 5 SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**OLEH:**

**YUNITA PRIHATINI**

Tujuan dari penelitian ini adalah untuk mengetahui bahwa penggunaan strategi about-point dapat meningkatkan keterampilan membaca siswa dan aktivitas belajar siswa kelas X MA MAARIF NU 5 Sekampung Tahun Pelajaran 2020/2021. Peneliti telah menguraikan masalah dalam penelitian ini yang berfokus pada keterampilan membaca berdasarkan hasil pra-survei. Oleh karena itu, peneliti melakukan penelitian ini untuk meningkatkan keterampilan membaca dan aktivitas belajar siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah keterampilan membaca siswa. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dengan berkolaborasi dengan seorang guru bahasa Inggris MA MAARIF NU 5 Sekampung yaitu ibu Ensi Dwi Eliawati, S.Pd.

Hasil dari penelitian ini adalah, data menegaskan bahwa hasil pre-test hanya 24% siswa yang dapat mencapai Kriteria Ketuntasan Minimum (KKM) dengan nilai rata-rata pre-test 54. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Selanjutnya pada post-test I terdapat 47% siswa yang dapat memenuhi KKM dengan nilai rata-rata post-test I adalah 67. Kemudian, hasil post-test II adalah 78% siswa yang dapat memenuhi KKM dengan nilai rata-rata adalah 78. Hal ini dapat di simpulkan bahwa penggunaan About-Point Strategy dalam membaca dapat meningkatkan keterampilan membaca siswa kelas X MA MAARIF NU 5 Sekampung Lampung Timur.

**Kata Kunci :** *Kemampuan Pemahaman Membaca Siswa, Strategi About-Point, Penelitian Tindakan Kelas.*



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, 21 November, 2021

Yang membuat pernyataan



Yunita Prihatini  
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾  
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

- 1.) Read in (mentioning) the name of your Lord who created, 2.) He has created man from a clot of blood, 3.) Read, and your Lord is Exalted.

(Al-Alq:1-3)

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Jawari and Mrs. Istato'ah)
2. My Beloved Brother (Nur Misbahul Munirrudin)
3. My Sponsor ( Drs. Kuryani, M.Pd ) and co-sponsor (Mrs. Linda Septiyana, M.Pd ), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.
5. The big family at MA Maarif NU 5 Sekampung, thanks for helping.

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Praise thanks to Allah who has been giving his blessing and mercy to the researcher to complete a research entitled “The Use of About-Point Strategy to Improve the Students’ Reading Skill Among the Tenth graders at MA Maarif NU 5 Sekampung in East Lampung”. Sholawat and salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung
3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.
4. Drs. Kuryani, M.Pd, as the first advisor and Linda Septiyana, M.Pd, as the second advisor for kindness, valuable knowledge and support in finishing this undergraduate thesis.
5. Headmaster, Teacher, Staff of MA Maarif NU 5 Sekampung, who gives permission to the researcher conducts the research in this school.

The researcher apologizes for all mistakes that she has made in writing and in finishing this undergraduate thesis. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for the institution and all readers generally.

Metro, September 03<sup>th</sup>, 2021



**YUNITA PRIHATINI**  
**ST.ID. 1601070060**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an international language that is used evenly in almost all parts of the world. Furthermore, English is used as a communication medium for interacting with others. English itself has an important role as a language that can unite various people from various countries. That is because English spelling is very important in the side of human life which includes the political, economic, legal, socio-cultural, security and education sides.

Based on the 2013 Curriculum, the purpose of teaching English senior high school is to develop students' communication ability in oral or written forms involve four skills such as listening, reading, speaking, and reading comprehension. The language elements such as grammar, vocabulary, pronunciation, and spelling are integrated to the four skills. Reading is one of the important basic language skills which important.

Moreover, reading has important roles for education. In reading, the students should be able to understand the text. In addition, the students can determine main ideas, and supporting details in a text. By having reading achievement, the students are expected get the new information, knowledge and also idea in the text.<sup>1</sup>

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<sup>1</sup>2 Reren Komela Sari, "The Effect of About-Point Strategy Toward Students' Reading Achievement (A Study at Eleventh Grade Students of MAN 2 Padang in 2014/2015 Academic Year)", Jurnal Wisuda ke 49 Mahasiswa Prodi Bahasa Inggris Vol. 4 No. 2, 2014, Page.3

In addition, reading is the process of seeing a series of written symbols and obtaining meaning from the written symbols in the form of letters, punctuation, and spaces. Reading is a good activity to improve English skills. By reading, people can apply the knowledge when they speak in English. Furthermore, reading is the activity of receiving, analyzing, and interpreting which is done by the reader to obtain the message to be conveyed by the researcher in the written media. In reading, the students must be able to understand the text. Most of them can read the text but do not understand it. The students have difficulty determine main ideas and supporting details in the text.

The function of reading is to increase the level of intelligence, and foster the reasoning power. Beside that, by reading people can encourage, move themselves to work supported by a broad range of insight and vocabulary selection. This reading activity is carried out to gain practical knowledge in life.

Moreover, learning to read is not as easy as expected, there are still many students who do not like reading, and this is a problem that is often are often experienced by most students. There are still many students who are lazy to read because most of them assume that reading is very boring and saturating. Beside that, there are still many other problems that are often got such as lack of vocabulary, lack of interest in reading, and too busy so that they do not have time to read.

Related to general problems of reading above, the researcher also found students problems in reading an English text based on the results of the pre-survey. The researcher conducted a survey in class at X IKA MA MA'ARIF NU 5 Sekampung on July 24<sup>th</sup> 2020. The results of the pre-survey above are classified into two categories based on English, as follows:

**Table 1**

**The Pre Survey data of Students Score**

No.	Name of the students	Grade	Criteria
1	ADG	80	Complete
2	AR	60	Incomplete
3	CDA	60	Incomplete
4	DR	60	Incomplete
5	DH	60	Incomplete
6	DFA	80	Complete
7	KNR	80	Complete
8	LF	60	Incomplete
9	LN	60	Incomplete
10	LN	60	Incomplete
11	MAH	80	Complete
12	MHI	60	Incomplete
13	MHB	60	Incomplete
14	NIS	60	Incomplete
15	PR	60	Incomplete
16	RW	60	Incomplete
17	RR	60	Incomplete
18	RE	60	Incomplete
19	SCP	80	Complete
20	SL	50	Incomplete
21	FBR	60	Incomplete

The result of the pre survey above are represented in the following table:

**Table 2**

**Table of Pre-survey Data The Reading Skill Score of The Tenth Graders At MA Maarif NU 5 Sekampung**

NO	MMC	NUMBER	PERCENTAGE	CRITERIA
1	$\geq 75$	5 students	24%	Complete
2	$< 75$	16 students	76%	Incomplete
Total of the students		21 students	100%	

Based on the results of the survey above, it is known that the percentage of students who are able to reach Minimum Mastery Criteria (MMC) is 24% while the percentage of students who are unable to reach 76%. It means that the number of students who are able to reach Minimum Mastery Criteria is less. Therefore, it can be concluded that the reading skill of the tenth grade of MA Maarif NU 5 Sekampung is low.

Based on the results of interviews conducted in the pre-survey process, it is known that students' reading problems are caused by the limitations of their English vocabulary. Moreover, students also have low English grammar skills, so that they experience difficulty in the reading process. In addition, the students had difficulty finding the main ideas or supporting ideas contained in a reading. They have low reading motivation.

Moreover, the researcher used About-Point Strategy because the strategy is one of the strategies that can improve students' reading skill and make it easier to find main reading ideas. The About-Point

strategy, developed by Morgan, Meeks, Schollaert, and Paul, is a versatile strategy for use with all types of text informational, persuasive, and expository-ad works especially well in cooperative groups.<sup>2</sup> Based on all of the explanation above, the researcher conducted a classroom action research entitled “THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADE AT MA MAARIF NU 5 SEKAMPUNG IN EAST LAMPUNG”.

## **B. Problem Identification**

Based on the results of interviews conducted in the pre-survey process, it is known that students reading problem is :

1. The students had limited English vocabulary.
2. The students had low English grammar skill.
3. The students had difficulty in finding the main ideas or supporting ideas contained in a reading.
4. The students had low reading skill.

## **C. Problem Limitation**

Based on the problems that have been identified, the researcher limits the research problem by focusing on problem number 4, namely the low reading skill of students, the researcher considers the use of teaching

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<sup>2</sup>Roberta L. Sejnost and Sharon Thiese, “*Reading and writing Across content Areas*”,(California:Corwin Press,2007),page.108



strategies About-Point Strategy can help efforts to improve students reading skills in the Academic Year 2020/2021.

#### **D. Problem Formulation**

Based on the problem limitation, the researcher determines the problem formulation that is “ How can About-Point Strategy improve the student’s reading skill and learning activity of the Tenth grade at MA Maarif NU 5 Sekampung?”

#### **E. Objectives and benefits of the study**

##### 1. The Objectives of the study

The objective of the study is to improve reading skill by using About-Point Strategy and learning activity of the tenth graders at MA Maarif NU 5 Sekampung.

##### 2. Benefits of the study

This research is expected to give benefits for the students, teachers, and other researchers :

###### a. For the students

This research as an alternative effort to help students more motivated in the reading learning process so that their reading skill is increased.

###### b. For the Teacher

This research as an input for English teachers about one of the effective reading learning strategies that can help teachers in the reading learning process.

c. For the other researchers

This researcher is expected to help the other researchers in preparation to explore this research topic deeply and in an effort to improve quality learning through methods or techniques that are considered relevant.

## F. Prior Research

There are three prior researchers that have relation to this research. The first prior research is done by Ladi Diana in her thesis entitled “Teaching Expository Reading Text by Using About-Point Strategy to The Eleventh Grade Students of SMA NU Palembang”. The first prior research had similarities and differences with this study. The similarities between the first prior research and this study is language skill and teaching strategy. The teaching is About Point Strategy. The differences between the first prior research and this research is research method. The research method of the first prior research is quantitative, while the research method of this study is Classroom Action Research (CAR).<sup>3</sup>

In addition, the second previous research is done by Nurlaili in her thesis entitled “The Effect Using About-Point Strategy on Reading Skillin Hortatory Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency”. The similarities

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<sup>3</sup>Ladi Diana, “*Teaching Expository Reading Text by Using About-Point Strategy to The Eleventh Grade Students of SMA NU Palembang*”, 2018

between the first prior research and this study include of the same language skill and teaching strategy. The different between the second prior research and this study is research method. The method of the second prior research is qualitative research, while this research method is Classroom Action Research (CAR).<sup>4</sup>

Moreover, the third previous research is done by Windi Rahmadani, in her thesis entitled “Teaching Reading by Combaining About-Point Strategy With Anticipation Guide Strategy at Junior High School”. The similiraties between the third prior research and this study is teaching strategy and research method. The method of the third prior research is quantitative research, while this research method is Classroom Action Research (CAR).<sup>5</sup>

Based on the above reseach, it is concluded that there are similarities and differencess between previous research and this research. The similarity is in this research and previous reseach About-Point Strategy as research media. While the difference is, in the first research and this research is research method. The research method of the first prior research is quantitative, while the research method of this study is Classroom Action Research. In this second research the differencess is research method. The method of the second prior research is qualitative

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<sup>4</sup>Nurlaili, “*The Effect Using About-Point Strategy on Reading Skillin Hortatory Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency*”, 2012

<sup>5</sup>Windi Rahmadani, “*Teaching Reading by Combaining About-Point Strategy With Anticipation Guide Strategy at Junior High School*,”*Jurnal Mahasiswa Prodi Pendidikan Bahasa Inggris*, Vol.2, No.1,2013

research, while this research method is Classroom Action Research. Furthermore, in the third research the difference is research method. The method of the third prior research is quantitative research, while this research method is Classroom Action Research.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Reading Skill

##### 1. The Definition of Reading

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the practice of using text to create meaning.<sup>6</sup> The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading is a constantly developing skill. Like any skill, the readers get better at reading by practicing. If they do not practice, they do not get better and their skills may deteriorate. From age three to one hundred and there, reading practice is what help us become better reader.

Reading is one important way to improve the general language skills in English.<sup>7</sup>It means that reading is the accumulation result of process that includes of the integration between skills and processes. Therefore, the ESL teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way. Reading is not simple since it deals with

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<sup>6</sup>Andrew P. Johnson, "Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students", (USA:United States of America,2008),page.3

<sup>7</sup>Beatrice S. Mikulecky and Linda Jeffries, "More Reading Power", (America:Addision-Wesley Publishing Company,1996),page.1

many related elements that support reading. It is in line with the definition of reading stated by Mike Fleming and David Stevens who point out that reading is at once a highly focused activity and one rooted in an extremely broad cultural context, with the potential to take one or several of many different forms.<sup>8</sup> In the other words, reading must be supported with many important elements such as culture context and linguistics competence.

In addition, reading is one of the important factors to get success in teaching English. Students can broaden their experience, develop new concept, resolve their problem, and extend their horizon of thinking by way of reading. Those are needed to know the development and change in the world.<sup>9</sup> Reading is very crucial to be mastered by the language learners because it is needed to gain urgent information that was needed in looking for the job and in learning important subject at the school.

Based on all definition of reading above, it is concluded that reading is an important language skill that deals with the complex and unnatural process because it is influenced by some important related elements such as linguistics competence of the reader, and cultural context.

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<sup>8</sup>Mike Flemming and David Stevens, *English Teaching In The Secondary School*, ( New York : Routledge, 2010), p. 76

<sup>9</sup>2 Wini Martika, Hermayawati, “ *Improving Students’ Reading Skill by Using Quantum Learning*”, *Journal of English Language and Education*, Vol.2.2016.page.118

## 2. The Definition of Skill

The essence of reading is skill. Skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults.<sup>10</sup> In the other words, skill is the complex process of forming the important meaning from the text that is resulted by connecting the readers' background knowledge, knowing the meaning of vocabulary, making conclusion, and connecting important message from the text. Furthermore, Linda J. Dorn and Carla Soffos skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences.<sup>11</sup> It is clear that the result of skill is only known by the readers who cannot manipulate whether they are able to comprehend the text or not.

Meanwhile, according to Margaret, skill is the ultimate goal of reading. The process of reading is successful if the readers are able to comprehend the main information of text. The heart of reading is skill as the main aim of reading process.

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<sup>10</sup>Hijril Ismail, "Improving the Students' Reading Skill through Translation Method", Journal of English Education, Vol.2.2.2016.page.126

<sup>11</sup>Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. P. 14

In addition, Camille Blachowicz defines skill as an interest-driven process where the purpose for reading can change over time.<sup>12</sup> It means that skill can be achieved by the continuous process based on the interest.

Based on all of the definition of skill above, it is concluded that skill is not a simple process in forming the urgent meaning from the text that is resulted by connecting the readers' previous knowledge, understanding the meaning of vocabulary, making inference, and relating important message from the text.

### **3. The Definition of Reading Skill**

Reading skill is defined by Chatrine Snow as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>13</sup> In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

According to Gordon Wainwright, reading skill is a complex process which comprises the successful or unsuccessful use of many

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<sup>12</sup>Camille Blachowicz and Donna Ogle, *Reading Strategies for Independent Learners*, (United States of America : The Guilford Press, 2008), p. 27

<sup>13</sup>Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p.



abilities.<sup>14</sup> It means that reading skill is a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly.

Based on all of the definition of reading skill above, it is concluded that reading skill is a language skill that requires the readers ability in responding and relating the linguistic structures of the text, in drilling metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

#### **4. The Models of Reading**

In the reading skill, there are three important models which should be paid more attention such as:

a. The bottom-up Model

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

b. Top-down Model

Top-down model emphasizes the importance of these schemata, and the reader's cotribution, over the income text. Top down model inteds the students to build the meaning through their previous knowledge and assumption.

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<sup>14</sup>Gordon Wainwright, *How To Read Faster And Recall More*, (United Kingdom :Deer Park Productions, 2007) , p. 35.

c. Interactive model

Interactive model is a combination among bottom up and top-down models and emphasizes the interaction between a reader and the text.<sup>15</sup>

## 5. The Strategies of Reading Skill

There are some strategies in reading skill that can be used to help the readers comprehend the text. Those strategies can be explained as follows :

a. Skimming

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of passages, the main topic, or message on possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.<sup>16</sup>

b. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through

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<sup>15</sup>J. Charles Alderson, *"Assessing Reading"*, (New York:Cambridge University Press,2000),page.16-18

<sup>16</sup>H. Douglas Brown, *"Teaching by Principles:an interactive approach to Language Pedagogy"*, (New York:Longman,2001),page.306

the whole text. For academic English scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

### c. Analyzing Vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- 1.) Looking for prefixes (co-,inter-,etc) that may give clues.
- 2.) Looking for suffixes (-tion,-ally,etc) that may indicate what part of speech it is.
- 3.) Looking for roots that are familiar (e.g., intervene may be a word a student doesn't know, but recognizing that root ven comes from Latin "to come" would yield the meaning "to come in between")
- 4.) Looking for grammatical context that may signal information.
- 5.) Looking at the semantic context (topic) for clues.

## 6. The Criteria of Reading Skill

According to Brown there are some criteria commonly used in indicating students' reading skill, those are.<sup>17</sup>

- a. Main idea (topic).
- b. Phrases in content.

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<sup>17</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York : Longman, 2004), p. 206.

- c. Inference (implied detail).
- d. Grammatical feature.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding fact not written (unstated detail).
- g. Supporting idea.
- h. Vocabulary content.

Based on the definition above, reading skill is an activity by human to read the text with constructing meaning through interaction and involvement to get the information who they read a text courageously. In this study, the researcher limits the criteria of reading skill including of main ideas, supporting details, vocabulary in context, reference, and inference.

## **7. The Measurement of Reading Skill**

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kind of questions of reading skill they are:<sup>18</sup>

- a. Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs.

Usually for comprehension, short answers are required and these forms of questions are called short answer question.

- b. True/False, Yes/No, Alternatives Question, Multiple-choice.

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<sup>18</sup>I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

## **B. The Concept of About Point-strategy**

### **1. The Definition of About-Point Strategy**

The About-Point strategy, developed by Morgan, Meeks, Schollaert, and Paul, is a versatile strategy for use with all types of text informational, persuasive, and expository-ad works especially well in cooperative groups.<sup>19</sup> The use of the strategy, readers locate the subject of the text in state it succinctly and then enumerate the points made about the topic.

Meanwhile, Roberta L. Sejnost defines the About-Point strategy as a strategy that fosters student's ability to identify the main idea and supporting details found in the texts they read.<sup>20</sup>

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<sup>19</sup>Roberta L. Sejnost and Sharon Thiese, "Reading and writing Across content Areas", (California: Corwin Press, 2007), page. 108

<sup>20</sup>Roberta L. Sejnost, "Tools for teaching in the Block", (California: corwin, 2009), page. 131

Moreover, About-Point strategy is a teaching strategy that represents an easy way that students can learn to think reflectively about relationships in a paragraph.<sup>21</sup> In this activity, the student concentrates on “what the passage is about” and what “main points” are covered in the reading. Simple study guides can be given to students to help them categorize the passage in this manner. In kindergarten and first grade, teachers can use this technique as a listening and speaking aid after reading a story aloud to students.

In addition, About-Point strategy is an easy-to-remember guide for silent rereading.<sup>22</sup> Students are instructed to pause at logical points, such as at the ends of paragraphs or text subsections. The About-Point strategy developed by Morgan, Meeks, Schollaert, and Paul, is a versatile strategy for informational, persuasive, and expository text.<sup>23</sup>

About-Point Strategy is a reading strategy that represents an easy way to remember for students in understanding the point of reading text and faster for the students to identify the main idea and supporting details. About-Point Strategy is an easy to remember guide

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<sup>21</sup>Judy S. Richardson, Raymond F. Morgan, Charlene Fleener, “*Reading to Learn in the Content Area*” (USA: Wadsworth Change Learning, 2009), page. 156

<sup>22</sup>Anthony Manzho and Ula Manzo, “*Content Area Reading a Heuristic Approach*”, (Columbus: Merrill Publishing Company, 1990), page. 174

<sup>23</sup>Bruce B. Stevens, “*Enhanced Scope and Sequence*”, (Virginia: Virginia Department of Education, 2004), page. 119

for silent reading.<sup>24</sup> It means that About-Point Strategy is a strategy for guiding the students as a silent reading.

Based on all of the definition above, it means that About-Point Strategy is a strategy for guiding the students as a silent reading. In order words, this is an easy way to remember for students in understanding the point of reading text.

## **2. The Advantages and Disadvantages of About-Point Strategy**

The advantages and disadvantages of using About-Point Strategy can be mentioned are as follows:

- a. The advantages
  - 1.) Stimulating students to be more enthusiastic in reading.
  - 2.) Helping students find the main idea of the reading more easily.
  - 3.) Helping students make it easier to answer questions in accordance with the reading they have read.
  - 4.) Measuring students' reading skill.
  - 5.) Making the students having a good influence on the ability to read comprehension.
- b. The disadvantages
  - 1.) Requiring a lot of time in the implementation of learning.
  - 2.) Effecting the students to feel bored in reading.

## **3. Steps of Teaching Reading by Using About-Point Strategy**

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<sup>24</sup>1 Windi Rahmadani, "Teaching Reading by Combaining About-Point strategy with Anticipation Guide strategy at Junior High School", Jurnal Mahasiswa Prodi Pendidikan Bahasa Inggris, Vol.2.2013.page.4

- a. The researcher instructs the students to read each paragraph.
- b. The researcher instructs the students choose the best “about” statement of each paragraph.
- c. The researcher instructs the students to discuss the reasons for their selection of “about” of each paragraph.
- d. The researcher instructs the students choose the best “point” statement of each paragraph.
- e. The researcher instructs the students discuss the reasons for their selection of “point” of each paragraph.

### **C. Action Hypothesis**

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “The Use of About-Point Strategy can improve the students reading skill and learning activity among the tenth graders students at MA Maarif NU 5 Sekampung in East Lampung.



## CHAPTER III

### RESEARCH METHOD

#### A. Variables and Operational Definition of Variables

##### 1. Variables of Research

This research is classroom action research. This research consists of two variables, they are independent and dependent variables. The independent variable in this research is the About-Point Strategy. This strategy is useful to make their reading is excellent in paragraphs of sentences.

The dependent variable of this research is reading skill as one of the four of language skills that has to be mastered by the students in order to be able to read their ideas effectively.

##### 2. Operational Definition of Variable

Operational definition the specification of how a researcher defines and measures the variable in the study by finding definitios in published research studies on the topic. Sometimes published studies have sections titled “Definition of terms”. Alternatifely, you might examine derfinitions in research summaries such as handbooks or encyclopedias.<sup>25</sup>

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

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<sup>25</sup>John W. Creswell, ”*Educational Research: Planning, Conducting, and evaluathing Quantitative and Qualitative Research*”(Boston:Parso,2012),page.151

a. Dependent Variable

The dependent variable of this research is students' reading skill that focuses on the students' ability.

To measure reading skill of students, the researcher administrated the reading test by giving pre-test and post-test in different level in multiple choice form that consist of 20 items and gave 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading skill, the researcher decides some indicators in this variable as follows<sup>26</sup> :

- 1.) The students are able to determine main idea of reading text.
- 2.) The students are able to comprehend the detail information on reading text.
- 3.) The students are able to understand the meaning of vocabulary in context.
- 4.) The students are able to comprehend the word that refers to the another word.
- 5.) The students are able to make the inference from reading text.

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<sup>26</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practies*, (New York : Longman, 2004), p. 206.

#### b. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is Abouts-Point strategy. To observe this variable the researcher used observation sheet. In reading skill there are some indicators that indicated the students are able to comprehend a reading text as follows<sup>27</sup> :

- 1) The students are able to read each paragraph.
- 2) The students are able to choose the best “about” statement of each paragraph.
- 3.) The students are able to discuss the reasons for their selection of “about” of each paragraph.
- 4.) The students are able to choose the best “point” statement of each paragraph.
- 5.) The students are able to discuss the reasons for their selection of “point” of each paragraph.

#### **B. Research Location**

The researcher conducted Classroom Action Research (CAR) at MA Ma’arif NU 5 Sekampung. The object of this research is the students reading skill at the tenth IKA of MA Maarif NU 5 Sekampung, consists of 21 students. The researcher chose the class because the students had a

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<sup>27</sup> Anthony Manzho and Ula Manzo, "Content Area Reading a Heuristic Approach", (Colombus: Merrill Publishing Company, 1990), page.174

lower average scor in reading. The school was built at 1983and located at Kampus street 56 A Sumbergede East Lampung.

### **C. Subject of the Research**

This research is the Classroom Action Research (CAR). The subject of this action research is the students of X IKA at MA Ma'arif NU 5 Sekampung, consist of 21 students. The objects if this research is the students' reading skill among the tenth grade at MA Ma'arif NU 5 Sekampung. The classroom action research design applied in this research is collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MA Ma'arif NU 5 Sekampung Mrs. Ensi Dwi Eliawati,S.Pd as a collaborator. The researcher played a role as an English teacher who teaches Reading Skill trough About-Point Strategy to the students, while the real English teacher's role is an observer who observers the action of the research while teaching-learning activities happens in the classroom. Meanwhile, the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the researcher is not only as an observer but the researcher also conducted the action by making lesson plan and giving assessment. Furthermore, the researcher also collected and analyzed data together with the teacher to know the result of their student reading result.

**Table 3****Total of students of the tenth grade MA Maarif NU 5 Sekampung**

No	Class	Gender		Total
		Male	Female	
1	X IKA	10	11	21

**D. Action Plan**

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

The kind of research used in thesis research is Classroom Action Research (CAR). According to Jean McNiff and Jack Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.<sup>28</sup> It means that kinds of classroom action research which researcher can take the results of research date through practitioners everywhere to check evaluate their work.

In addition Donald Ary et, al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.<sup>29</sup> It means that researcher focus on the use of action

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<sup>28</sup>Jean McNiff and Jack Whitehead,"*All You Need to Know About Action Research*"(London: Saga Publications,2006),page.7

<sup>29</sup>Donald Ary, "*Introduction to Research in Education 8th Edition*",(Wadsworth:Cengage Learning,2010,2006),page.512

research in education and be solution for the researcher to found generalize in local condition.

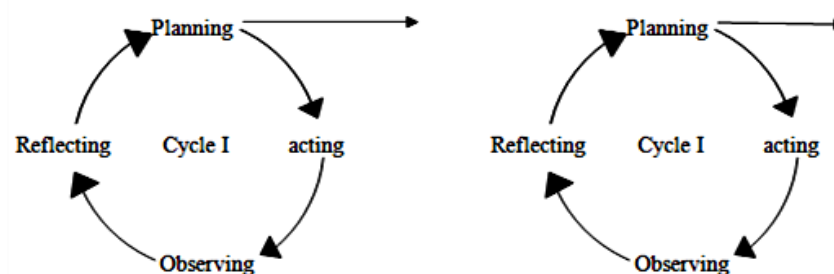
Based on the statement above, classroom action research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way reading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting.<sup>30</sup> The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

**Figure 1**

**Kurt Lewin's Action Research Design**

*(Adapted from Jean McNiff, 2002)<sup>3</sup>*



Classroom Action Research (CAR) was applied in this research since it is regarded important to develop reading skill of the tenth grade of

<sup>30</sup>Jean McNiff and Jack Whitehead, "Action Research: Principles and Practice Second Edition", (New York: Routledge Falmer, 2002), page.41

MA Maarif NU 5 Sekampung by About-Point Strategy applying. By applying this strategy, it is expected to solve students' problems in teaching-learning process of reading.

According to the Kurt Lewin's 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 Classroom Action Research (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 text.
- d. The researcher confirms the students their skill about the text.

**2.) Whilst Teaching**

- a. The researcher prepares the text that was read by the students.
- b. The researcher instructs the students to read each paragraph.
- c. The researcher instructs the students choos the best “about” statement of each paragraph.
- d. The researcher instructs the students to discuss the reasons for their selection of “about” of each paragraph.
- e. The researcher instructs the students choos the best “point” statement of each paragraph.



- f. The researcher instructs the students discuss the reasons for their selection of “point” of each paragraph.

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

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

### **3) Observing**

In this phase, the researcher conducted some activities as follows:

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

### **4) Reflecting**

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

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

## **2. Cycle 2**

### **a. Planning**

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 written 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 skill about the text.

**2.) Whilst Teaching**

- a. The researcher prepares the text that was read by the students.
- b. The researcher instructs the students to read each paragraph.
- c. The researcher instructs the students choose the best “about” statement of each paragraph.
- d. The researcher instructs the students to discuss the reasons for their selection of “about” of each paragraph.
- e. The researcher instructs the students choose the best “point” statement of each paragraph.

- f. The researcher instructs the students discuss the reasons for their selection of “point” of each paragraph.

### **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) The 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 About Point 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) The researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

## E. Data Collection Technique

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

### 1. Test

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

#### a. Pre-test

The pre-test was conducted before implementing *About-Point Strategy* in preparations study. Pre-test of this research was in the form of multiple choice test of reading skill that asks the studets to choose a correct answer.

#### b. Post-test

The post-test is implemented after using *About-Point Strategy* in teaching reading skill. Post-test of this research was in the form of asking the students to answer the multiple choice questions of reading skill that asks the studets 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 systematically recorded rather than stored only in personal memory, and are carefully interpret and analysis, again employing systematic and plan procedures.<sup>31</sup>

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 collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.

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

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<sup>31</sup>Roger Sapsford and Victor Jump, "Data Collection and Analysis Second Edition", (London: Sage Publications, 2006), page.58

- a. The history of MA Maarif NU 5 Sekampung.
- b. The condition teachers and officials employees in Maarif NU 5 Sekampung.
- c. The quantity of the students of Maarif NU 5 Sekampung.
- d. Organization structure of Maarif NU 5 Sekampung.
- e. Reading worksheet, course overviews and classroom materials of the students at MA Ma'arif NU 5 Sekampung.

#### **4. Field Note**

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

#### **F. Research Instrument**

##### **1. Reading Skill Test Question**

To measure students' reading skill, the researcher applied some reading skill test. In this case, the researcher administrated the reading skill test that consist of pre-test and post-test. The researcher asked the students to answer the questions.

## 2. Observation sheet

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

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teachers-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

**Table 4**

**Teachers Performance Table**

No	Teaching Activity	Criteria		
		Good	Fair	Bad
1	The researcher prepares the text that was read by the students.			
2	The researcher instructed the students to read each paragraph.			
3	The researcher instructed the students choose the best "about" statement of each paragraph			
4	The researcher instructed the students to discuss the reasons for			



	their selection of “about” of each paragraph.			
5	The researcher instructed the students choose the best “point” statement of each paragraph.			
6	The researcher instructed the students discuss the reasons for their selection of “point” of each paragraph.			

**Table 5**  
**Students Activities in the Learning Process**

No	Students Activities	Criteria			
		4	3	2	1
1	The students paid attention to teacher explanation				
2	The students asks/answered the questions				
3	The students were active in the class				
4	The students were able to do the tasks				

### G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did is in form of making abstraction of all collecting data. After conducting the research,

she made an abstraction of all data. Then, she selected the data that is related to the research question and classified them into the low categories data since learning process. Tabulating the result of the test, and finding the mean of the pre test and the post test. The mean was calculated by applying the following formula:

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

Notes:

$\bar{X}$  = Mean of average score

$\sum X$  = The total number of students' scores

N = Number of students<sup>32</sup>

Moreover, the formula to figure out the percentage of the students who pass the minimum mastery criteria in each cycle as follows:<sup>33</sup>

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

Notes:

P = Class percentage

F = Frequency

N = Number of students

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<sup>32</sup>Donald Ary at all, "Introduction to Research in Education Eight Edition", (USA: Wadsworth Cengage Learning: 2010), page. 108

<sup>33</sup>Timothy C. Urda, *Statistic in Plain English 3rd Edition* (New York: Taylor & Francis Group, 2010), 14.

## **H. The Indicator of Success**

To know the gain of data, the researcher analyzed the result of test by taking the average score of pre-test and post-test. The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get minimal score 75 and 75% of the students are active in learning activities.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

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

###### **a. The History of MA MAARIF NU 5 Sekampung**

MA Maarif NU 5 is located on Kampus street 56 A Sumbergede Sekampung District East Lampung. In the beginning, MA Ma'arif NU 5 Sekampung East Lampung was established on July 25<sup>th</sup>, 1983. It was founded by the Ma'arif NU Educational Institution Branch Representative Council (MWC) Sekampung District, East Lampung Regency, with the head of Madrasah Mr Drs. Zaidun SW. MA Maarif NU 5 Sekampung was founded with the background of the community's need for education, because there is no Madrasah Aliyah in this place and there are 10 SLTP/MTs as supporting schools.

As for those who have served as Principals of MA Maarif NU 5 Sekampung are as follows:

1. In the academic year of 1983-1984, it was led by Drs. H. Zaidun, SW
2. In the academic year of 1984-1990, it was led by Drs. H. Mulyono Herlambang
3. In the academic year of 1990-1992, it was led by Drs. H. Ahmad Mudjab Kh, M.Pd.I

4. In the academic year of 1992-1998, it was led by Drs. Muhammad Rodjan
5. In the academic year of 1998-2006, it was led by Drs. Mahmud Yunus, M.Pd.I
6. In the academic year of 2006-2010, it was led by Drs. Rudi Ahmad Fauzi
7. In the academic year of 2010-now, it was led by Fitriyanto, S.Ag

## **b. Vision and Mission of MA Maarif NU 5 Sekampung**

### **1) Vision of School**

MA Maarif NU 5 Sekampung excels in providing education and professionalism in the field of science and technology, so that it is stated in the Vision and Mission as follows:

As a Center for Science and Technology and populist Islamic arts, quality, beneficial for the community for the benefit of the people.

### **2) Mission of School**

- a) Organizing education and teaching and community service based on science and technology.
- b) Forming ethical and noble academic people and maintaining the tradition of Islamic sciences.
- c) Improving the quality of facilities and infrastructure as well as management on an ongoing basis.

- d) Maintaining a harmonious synergistic relationship with other institutions.
- e) Improving the quality of inputs, processes and outputs.

### c. Purpose of School

The objectives of organizing of MA Maarif NU 5 Sekampung are as follows :

Madrasah Aliyah graduates who are qualified, professional and able to develop good morals in social life and can continue to Higher Education.

### d. The Organization of MA Maarif NU 5 Sekampung

The organization of MA Maarif NU 5 Sekampung in the Academic Year of 2020/2021 is shown in the figure as follows:

**Figure 2**  
**Organization Structure of MA Maarif NU 5 Sekampung**  
**in the AcademicYear 2021**

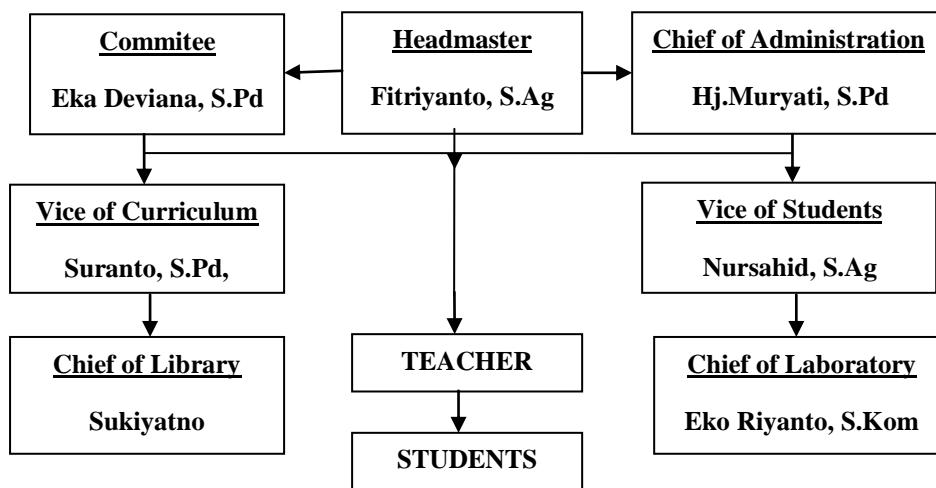
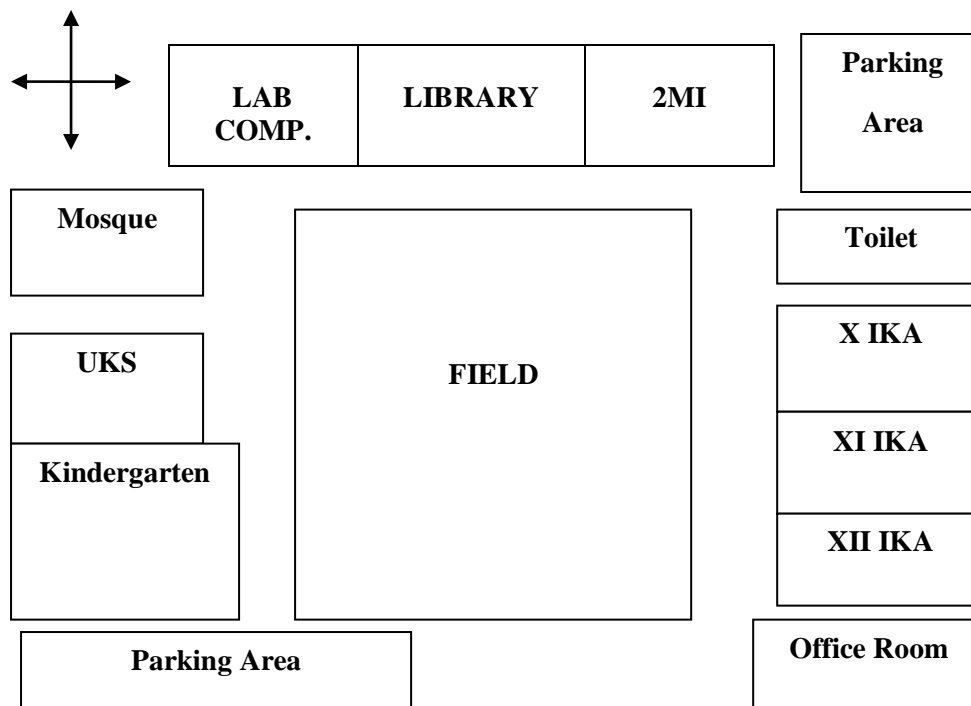


Figure 3

## The Location Sketch of MA Maarif NU 5 Sekampung



## 2. Description of the Research

This research was conducted through classroom action research.

It was conducted in two cycles including of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researcher made lesson plan. The action of this research used About-Point Strategy to improve the students' reading skill.



### a. Pre-test activity

The learning, the researcher conducted on Saturday, August 14<sup>th</sup>, 2021 at 7.30 until 9.00. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher conducted the research in their class in order to know their ability of reading skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 20 items. Furthermore, the students' pre-test result is provided on the table below:

**Table 6**  
**Students' Pre-test score**

No.	Name of the students	Grade	Criteria
1	ADA	55	Incomplete
2	AR	75	Complete
3	CDA	75	Complete
4	DR	35	Incomplete
5	DH	50	Incomplete
6	DFA	35	Incomplete
7	KNR	60	Incomplete
8	LF	75	Complete
9	LN	60	Incomplete
10	LN	65	Incomplete
11	MAH	40	Incomplete
12	MNI	40	Incomplete
13	MHB	60	Incomplete
14	NIS	45	Incomplete
15	PR	45	Incomplete
16	RW	40	Incomplete

17	RR	60	Incomplete
18	RE	60	Incomplete
19	SCP	75	Complete
20	SL	70	Incomplete
21	FBR	25	Incomplete
<b>Total</b>		1.145	
<b>Average</b>		54	

**Table 7**

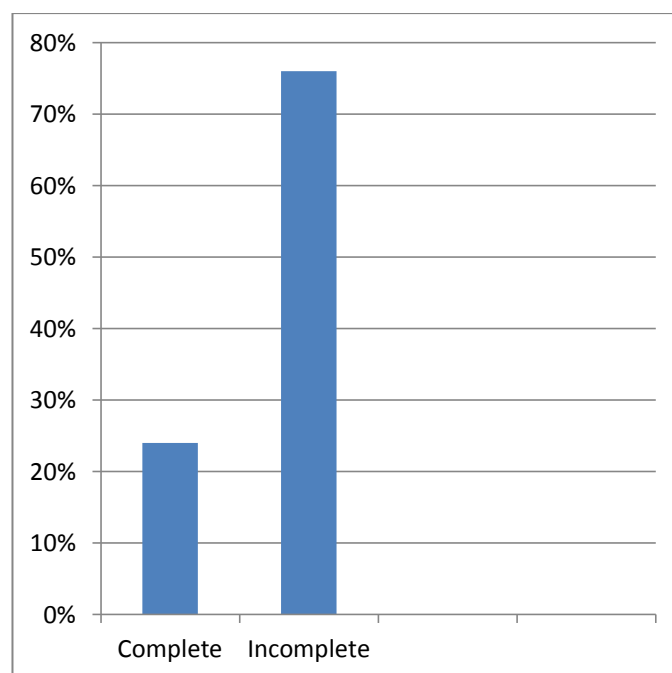
**Frequency of students score in Pre-test**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 75$	5 students	24%	Complete
2	$< 75$	16 students	76%	Incomplete
	<b>Total</b>	21 students	100%	

*Source:* The result score of reading pre-test at X IKA MA Maarif NU 5 Sekampung August 19<sup>th</sup> 2021

**Figure 4**

**The Percentage of the Students Completeness Score on Pre-test**



Based on the data above, it is inferred that 16 students (76%) were not successful and 5 other students (24%) were successful. The successful students were those who got the minimum mastery criteria at MA Maarif NU 5 Sekampung at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 54, so the result was unsatisfied. Therefore, the researcher used About-Point Strategy to improve the students' reading skill.

## **b. Cycle I**

### **1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that was examined as post test in the cycle I, prepared the material, made the observation sheet of the students activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

### **2) Acting**

#### **a) The first meeting**

The first meeting was conducted on Friday, August 20<sup>th</sup>, 2021 at 09.30 until 11.00 and followed by 21 students. The meeting was started by praying, greeting and checking the attendance list. In implementing About-Point strategy in the

process of action, the researcher applied five steps of About-Point strategy. The researcher prepared the text that was read by the students. At this stage, the researcher provided the descriptive text about tourist attractions in our area, namely the “Way Kambas” tourist spot in East Lampung. Furthermore, the researcher explained that the purpose of reading descriptive text material was to understand a paragraph containing sentence to describe something. It could be about objects, circumstances, places and events to others in detail. In the first step, the researcher instructed the students to read each paragraph in the descriptive text.

Furthermore, in the second step, the researcher instructed the students choosing the best “about” statement of each paragraph. Then, the researcher asked the students to make small groups or with their classmates to discuss and look for the main ideas in the descriptive text in the title “Way Kambas”. In the third step, the researcher instructed the students to discuss the reasons for their selection of “about” of each paragraph or the students are asked to discuss and give reasons for choosing the main idea in the text. In the fourth step, the researcher instructed the students choosing the best “point” statement of each paragraph or the students were asked to look for the supporting details in the descriptive text. In the fifth step, the researcher instructed the students to discuss the reasons for their selection of

“point” of each paragraph or the students are asked to discuss and to give reasons for choosing the supporting details in the text. In this step, after the students finished their assignment, the researcher asked the student to represent the task in each group to stand up from their seats and read the results of their discussion with the theme about finding the main ideas and supporting details in the descriptive text entitled "way kambas". In this stage, the students actively followed the teaching learning process, because they worked it by small group on one by one, so they thought when finding the difficulties. However, there were still troubles faced to the students. Such as, some of the students were not confident in completing their assignments because they were confused that their result true or false. The students were lack of desire in reading English text for some students, they lost the time to work.

#### b) The second meeting

The second meeting was conducted on Saturday, August 21st 2021 at 07.30 until 09.00 for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students condition. The activity was continued by giving some explanation more about descriptive text how to apply About-Point strategy to understanding. When students had understood about descriptive

text and had completed their task to find the main idea and supporting details. The researcher gave the opportunity for students to explain and read the results of their assignments. The students also mentioned examples of descriptive text in the surrounding environment such as tourist attractions, animals, famous people, and also famous buildings.

Furthermore, at the end this meeting the researcher gave post test cycle I with similar task on pre test before. Kind of the test was multiple choice which consisted of 20 items. The result of post test 1 was better than test in pre-test before.

**Table 8**  
**The Students' Post-test 1 score**

No.	Name of the students	Grade	Criteria
1	ADA	80	Complete
2	AR	80	Complete
3	CDA	75	Complete
4	DR	75	Complete
5	DH	65	Incomplete
6	DFA	55	Incomplete
7	KNR	65	Incomplete
8	LF	80	Complete
9	LN	80	Complete
10	LN	65	Incomplete
11	MAH	75	Complete
12	MNI	60	Incomplete
13	MHB	80	Complete
14	NIS	50	Incomplete
15	PR	50	Incomplete
16	RW	45	Incomplete
17	RR	60	Incomplete
18	RE	55	Incomplete
19	SCP	80	Complete
20	SL	75	Complete
21	FBR	60	Incomplete

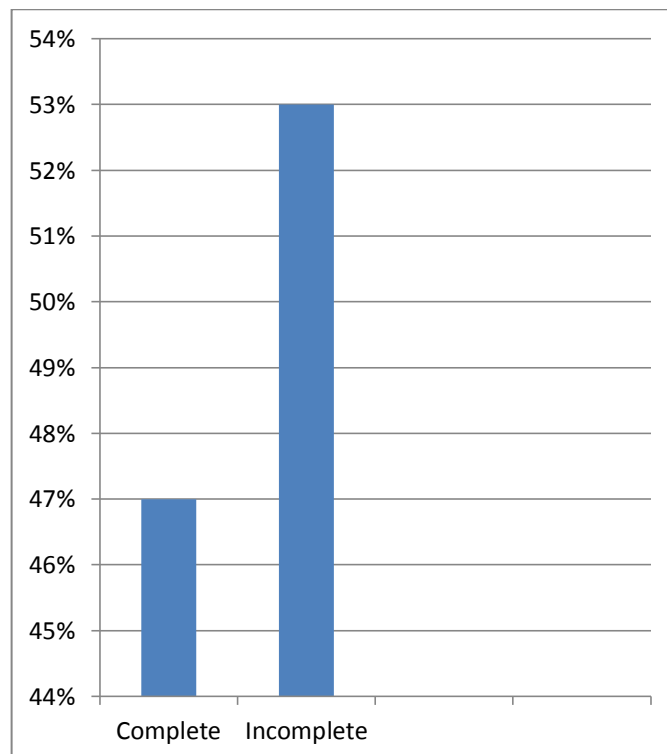
<b>Total</b>	1.410
<b>Average</b>	67

**Table 9**  
**The Frequency of Students' Score in Post-test 1**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 75$	10 students	47%	Complete
2	$< 75$	11 students	53%	Incomplete
	<b>Total</b>	21 students	100%	

*Source:* The result score of reading post test 1 at X IKAcLass of MA Maarif NU 5 Sekampung 21<sup>th</sup>, August 2021.

**Figure 5**  
**The Percentage of the Students' Completeness Score on Post-test 1**



Based on the result above, it could be seen that 10 students (47%) got score up to the standard and 11 students (53%) got score

less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got score 75. The fact showed that the result was unsatisfying.

### 3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially descriptive text by using About-Point Strategy.

While the treatment was being executed, the students' activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the students' learning activity is presented in the following table :

**Table 10**

#### **The Students' Learning Activities Observation in Cycle 1**

<b>The aspects that are observed</b>						
<b>No</b>	<b>Student's Name</b>	<b>Reading each paragraph</b>	<b>Choosing the best "about" statement of each paragraph</b>	<b>Discussing the reasons for their selection of "about" of each paragraph</b>	<b>Choosing the best "point" statement of each paragraph</b>	<b>Discussing the reasons for their selection of "point" of each paragraph</b>
1	A D G	✓	✓	✓	✓	✓



2	AR	✓	✓	✓		✓
3	CDA	✓	✓	✓	✓	✓
4	DR	✓	✓		✓	✓
5	DH	✓				✓
6	DFA	✓	✓	✓		✓
7	KNR	✓	✓	✓	✓	✓
8	LF	✓			✓	✓
9	LN	✓	✓	✓		✓
10	LN	✓	✓	✓	✓	✓
11	MAH	✓	✓			✓
12	MHI	✓		✓		✓
13	MHB	✓	✓		✓	✓
14	NIS	✓				
15	PR	✓				
16	RW	✓	✓	✓	✓	✓
17	RR	✓	✓	✓	✓	✓
18	RE					
19	SCP	✓			✓	✓
20	SL	✓	✓	✓	✓	✓
21	FBR			✓		✓
<b>Total</b>		<b>19</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>18</b>

**Note:**

- Tick (✓) for each positive activity

The percentages of students' learning activities are presented in the following table :

**Table 11**

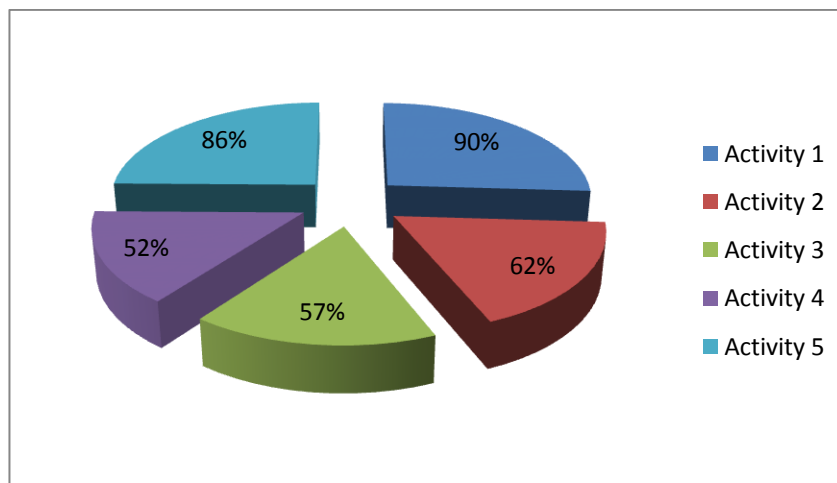
**The Percentage Students' Learning Activities Observation in Cycle 1**

No.	Learning Activities	Percentage
1	reading of each paragraph	90 %
2	choosing the best "about" statement of each paragraph	62 %
3	discussing the reasons for their selection of "about" of each paragraph	57 %
4	choosing the best "point" statement of each paragraph	52 %
5	discussing the reasons for their selection	86 %

	of “point” of each paragraph	
	The average of percentage	69,4 %

**Figure 6**

**Graph of Students Activities in Cycle I**



**4) Reflecting**

In this step, the researcher concluded that the result of post test 1 did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

a) There were some students that shown unexcited to the teacher's explanation

b) Some students did not ask and answer the teacher's questions. Based on the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

(1) The teacher gave more detail explanation and questions after explaining the materials to control the students.

(2) The teacher gave reward to the students who are active and achiever.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

**Table 12**

**The Score of The Pre- test and Post Test I Students' Reading Skill among the tenth graders at MA Maarif NU 5 Sekampung**

No	Name of students	Pre- test score	Post- test I score	Deviation	Explanation
1	A D G	55	80	25	<b>Improved</b>
2	A R	75	80	5	<b>Improved</b>
3	C D A	75	75	-	<b>Constant</b>
4	D R	35	75	40	<b>Improved</b>
5	DH	50	65	15	<b>Improved</b>
6	D F A	35	55	20	<b>Improved</b>
7	K N R	60	65	5	<b>Improved</b>
8	L F	75	80	5	<b>Improved</b>
9	L N	60	80	20	<b>Improved</b>
10	L N	65	65	-	<b>Constant</b>

11	M A H	40	75	35	<b>Improved</b>
12	M H I	40	60	20	<b>Improved</b>
13	M H B	60	80	20	<b>Improved</b>
14	N I S	45	50	5	<b>Improved</b>
15	P R	45	50	5	<b>Improved</b>
16	R W	40	45	5	<b>Improved</b>
17	R R	60	60	-	<b>Constant</b>
18	R E	60	55	5	<b>Improved</b>
19	S C P	75	80	5	<b>Improved</b>
20	S L	70	75	5	<b>Improved</b>
21	F B R	25	60	35	<b>Improved</b>
<b>Total Score</b>		<b>1.145</b>	<b>1.410</b>		
<b>Average</b>		<b>54</b>	<b>67</b>		

In this research, pre-test and post-test I had been done individually. It was purposed to know the ability of the students before and after the treatment. From the result of pre-test and post-test I, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 54 and post-test I was 67. Even though there was an improvement of the students' attainment, cycle I was not successful yet because only 10 students ( 47%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Thus, this research was continued to cycle II.

### **c. Cycle II**

The action of cycle I was not successful enough, the cycle was continued to cycle II. Cycle II was used to repair the lowness in 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 lownesses on cycle I. In addition, the researcher and collaborator planned to give the material for students in reading skills by descriptive text with the About-Point Strategy.

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

## **2) Acting**

### **a) The first meeting**

The first meeting was conducted on Friday, August 27<sup>th</sup>, 2021 at 09.30 to 11.00 and followed by 21 students. The meeting was started by praying, greeting and checking the attendance list. In implementing About-Point strategy in the process of action, the researcher applied the five steps of About-Point strategy. The researcher prepared the text that was read by the students. At this stage, the researcher provided the descriptive text about a famous person, namely "The number one person of Indonesia is Mr Jokowi". Furthermore, the researcher explained that the purpose of reading descriptive text

material was to understand a paragraph that contains sentences to describe something. It can be about objects, circumstances, places and events to other people in detail. In the first step, the researcher instructed the students to read each paragraph in the descriptive text.

Furthermore, in the second step, the researcher instructed the students to choosing the best "about" statement from each paragraph. Then the researcher asked the students to make small groups or with their classmates to discuss and look for the main idea in the descriptive text in the title "The Number One Person of Indonesia is Mr Jokowi". In the third step, the researcher instructed the students to discussing the reasons for choosing "about" each paragraph. or students are asked to discuss and give reasons for choosing the main idea in the text. In the fourth step, the researcher instructed the students to choose the best "point" statement from each paragraph or the students are asked to look for supporting details in the descriptive text. In the fifth step, the researcher instructed the students to discuss reasons for choosing "points" in each paragraph or students are asked to discuss and give reasons for choosing supporting details in the text. In this step, after students had completed their task, the researcher asked students to represent from each group to stand up from their seats and read the results of their discussion. With

the theme of finding the main idea and supporting details in a descriptive text entitled "The Number One Person of Indonesia is Mr Jokowi".

Then, the researcher gave the explanation to all of the students about the problem of reading skill that often faced by the students through the effective About-Point Strategy.

b) The second meeting

The second meeting was conducted on Saturday, August 28<sup>th</sup> 2021 at 07.30 until 09.00 for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students condition. The activity was continued by giving some explanation more about descriptive text how to apply About-Point strategy to understanding. When students had understood about descriptive text and have completed their task to find the main idea and supporting details. The researcher gave the opportunity for students to explain and read the results of their assignments. Then the students also mentioned examples of descriptive text in the surrounding environment such as tourist attractions, animals, famous people, and also famous buildings.

Then, in the end this meeting the researcher gave post test cycle II with similar task on post-test 1 before. Kinds of

the test were multiple choices which consisted of 20 items. The result of post test 1 was better than test in pre-test before. The researcher managed post-test II on Saturday, August 28<sup>th</sup> 2021. It was same type with the cycle I. In brief the students done the test, the researcher evaluated the students' answer sheet. The result of post-test II is presented on the table below:

**Table 13**

**The Students Post Test II score**

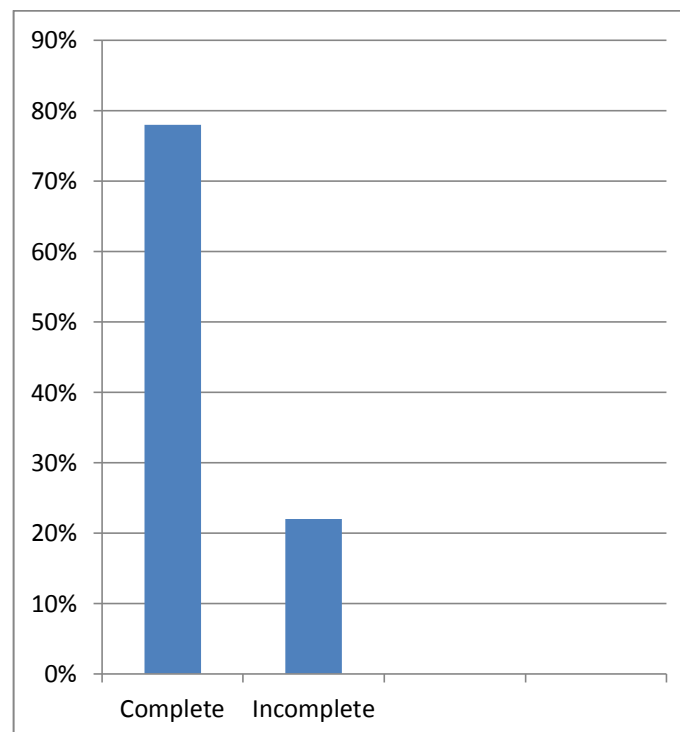
No.	Name of the students	Grade	Criteria
1	ADA	85	Complete
2	AR	85	Complete
3	CDA	80	Complete
4	DR	85	Complete
5	DH	75	Complete
6	DFA	80	Complete
7	KNR	65	Incomplete
8	LF	85	Complete
9	LN	85	Complete
10	LN	70	Incomplete
11	MAH	85	Complete
12	MNI	70	Incomplete
13	MHB	85	Complete
14	NIS	75	Complete
15	PR	80	Complete
16	RW	60	Incomplete
17	RR	80	Complete
18	RE	65	Incomplete
19	SCP	85	Complete
20	SL	85	Complete
21	FBR	85	Complete
<b>Total</b>		1.650	
<b>Average</b>		78	



**Table 14****The Frequency of students score in Post-test II**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 75$	16 students	78%	Complete
2	$< 70$	5 students	22%	Incomplete
Total		21 students	100%	

*Source:* The result score of reading post test II at X IKA MA Maarif NU 5 Sekampung on Saturday August 28<sup>th</sup> 2021.

**Figure 7****The Percentage of the Students Completeness Score on Post-test II**

Based on the result above, it is inferred that 16 students (78%) were successful and 5 other students (22%) were not

successful. In line with the post test 2 results, the researcher got the average of 78. It was higher than post test 1 in cycle I.

## 2) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially descriptive text by using About-Point Strategy.

While the treatment was being executed, the students' activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the students' learning activity is presented in the following table:

**Table 15**

### **The Students' Learning Activities Observation in Cycle II**

<b>The aspects that are observed</b>						
<b>No</b>	<b>Students' Name</b>	<b>Reading each paragraph</b>	<b>Choosing the best "about" statement of each paragraph</b>	<b>Discussing the reasons for their selection of "about" of each paragraph</b>	<b>Choosing the best "point" statement of each paragraph</b>	<b>Discussing the reasons for their selection of "point" of each paragraph</b>
1	A D G	✓	✓	✓	✓	✓
2	A R	✓	✓	✓		✓
3	C D A	✓	✓	✓	✓	✓
4	D R	✓	✓		✓	✓
5	DH	✓			✓	✓
6	D F A	✓	✓	✓	✓	✓

7	KNR	✓	✓	✓	✓	✓
8	LF	✓			✓	✓
9	LN	✓	✓	✓		✓
10	LN	✓	✓	✓	✓	✓
11	MAH	✓	✓			✓
12	MHI	✓		✓		✓
13	MHB	✓	✓		✓	✓
14	NIS	✓		✓		✓
15	PR	✓	✓			
16	RW	✓	✓	✓	✓	✓
17	RR	✓	✓	✓	✓	✓
18	RE	✓				✓
19	SCP	✓		✓	✓	✓
20	SL	✓	✓	✓	✓	✓
21	FBR	✓	✓	✓	✓	✓
<b>Total</b>		<b>21</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>20</b>

**Note:**

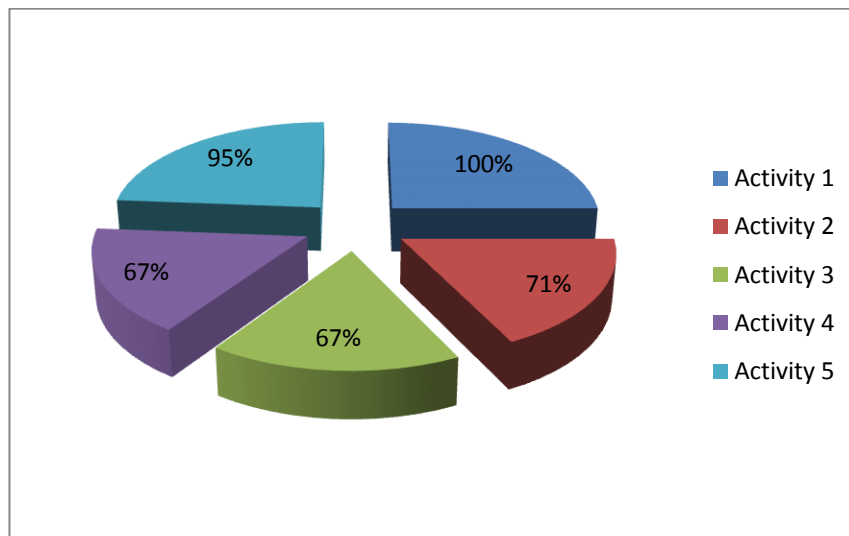
- Tick (✓) for each positive activity

The percentages of students' learning activities are presented in the following table:

**Table 16**

**The Percentage Students' Learning Activities Observation in Cycle II**

No.	Learning Activities	Percentage
1	reading of each paragraph	100 %
2	choosing the best "about" statement of each paragraph	71 %
3	discussing the reasons for their selection of "about" of each paragraph	67 %
4	choosing the best "point" statement of each paragraph	67 %
5	discussing the reasons for their selection of "point" of each paragraph	95%
	The total of percentage	80 %

**Figure 8****Graph of Students' Learning Activities in Cycle II**

Based on the result above, the researcher decided that this research was successful and was not continued to the next cycle.

The students score of post-test I and post-test II could be seen on the table below:

**Table 17**

**The Score of Post-test I and Post-Test II Students' Reading Skill among the tenth graders at MA Maarif NU 5 Sekampung**

No	Name of students	Post-test I score	Post- test II score	Improving	Explanation
1	A D G	80	85	5	<b>Improved</b>
2	A R	80	85	5	<b>Improved</b>
3	C D A	75	80	5	<b>Improved</b>
4	D R	75	85	10	<b>Improved</b>
5	DH	65	75	10	<b>Improved</b>
6	D F A	55	80	25	<b>Improved</b>
7	K N R	65	65	-	<b>Constant</b>
8	L F	80	85	5	<b>Improved</b>

9	L N	80	85	5	<b>Improved</b>
10	L N	65	70	5	<b>Improved</b>
11	M A H	75	85	10	<b>Improved</b>
12	M H I	60	70	10	<b>Improved</b>
13	M H B	80	85	5	<b>Improved</b>
14	N I S	50	75	25	<b>Improved</b>
15	P R	50	80	30	<b>Improved</b>
16	R W	45	60	15	<b>Improved</b>
17	R R	60	80	20	<b>Improved</b>
18	R E	55	65	10	<b>Improved</b>
19	S C P	80	85	5	<b>Improved</b>
20	S L	75	85	10	<b>Improved</b>
21	F B R	60	85	25	<b>Improved</b>
<b>Total Score</b>		<b>1.410</b>	<b>1.650</b>		
<b>Average</b>		<b>67</b>	<b>78</b>		

Based on the table above, About-Point strategy could improve the students' reading comprehension ability because there was improvement from average in post- test I was 67 became 78 in post-test II. In cycle II, most of the students were able to develop their performance. It means that cycle II was successful.

#### 4) Reflecting

Based on the result of post test II, the percentage of students' reading comprehension ability was 78% that had achieved the indicator of success 75%. It means that cycle II was successful.

**Table 18**

#### **The Comparison of Students' Grade Achieving Minimum Mastery Criteria (MMC)**

<b>No</b>	<b>Test</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pre Test	5	24%
2	Post Test I	10	47%
3	Post Test II	16	78%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that this research stops in this cycle.

## **B. DISCUSSION**

The students' reading skill which is shown from the results of the pre-test is very low. This is because the results of the pre-test show that students who are able to complete MMC 24%, in other words, the students have difficulties in reading skill. This happens because students have limited English vocabulary. They are difficult to determine the main idea, supporting ideas, and inference. This problems were known by the researcher from the result contained in the pre-test.

Therefore, to address this the researcher had conducted classroom action research in two cycles by applying About-Point Strategy. In the first cycle, the researcher taught twice and from the results of post-test 1 showed progress in ability students' reading skill. That's because 47% of students complete MMC from the results of post-test 1, but it had not yet reached the indicators of success. Therefore, the researcher conducted cycle 2 by applying About-Point Strategy. The results of post-test 2 showed success and achieved indicators of success because the percentage of students who were able to reach the MMC 78%. Therefore this study was declared successful. This progress is relevant with the theory stated by Roberta L. Sejnost that the teaching About-Point Strategy

is able to improve students' reading skill.<sup>34</sup> It was due to the application of About-Point Strategy able to help students to improve their reading skill.

In addition, the progress seen in terms of learning activities in cycle 2 consist of reading of each paragraph (100%), choosing the best “about” statement of each paragraph (71%), discussing the reasons for their selection of “about” of each paragraph (67%), choosing the best “point” statement of each paragraph (67 %), discussing the reasons for their selection of “point” of each paragraph (95%). The percentage average of students’ learning activity is 80%. The percentage indicated that learning activities in cycle II had achieved the indicator of success that is 75 % . Therefore, it is concluded that tis research is successful in improving the students’ reading skill ability and their learning ability.

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<sup>34</sup> Roberta L. Sejnost, ”*Tools for teaching in theBlock*”, (California:corwin,2009),page.131

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher would like to describe the conclusion that the reading skill ability could be improved through about-point strategy at the tenth graders of MA Maarif NU 5 Sekampung, as follows: the researcher concludes the research results by answering the problem formulation which consists of improving reading skills and learning activities using the about-point strategy. Moreover, about-point strategy improves reading skill at the tenth graders of MA Maarif NU 5 Sekampung. It is investigated on the progress from pre-test to cycle I and cycle II. The result of post-test 2 shows that the percentage of students' reading skill is 78%. It means that the result of cycle II had already achieved the indicator of succes that was 75% students fulfill the minimum mastery creteria (MMC).

In addition, about-point strategy can improve learning activity at the tenth graders of MA Maarif NU 5 Sekampung. The percentage of students learning activity in cyle 2 is 80 %. It means that the students' learning activity achieves the indicator of success.

#### B. Suggestion

Based on the conclusion above, some suggetions are stated to be shared more attention in teaching and learning process.



1. For English Teacher

The result of this study could be consideration for the teacher to use About-Point Strategy as an alternative strategy in improving reading skill.

2. For the Students

The result of this research could give positive contribution for students to improve their reading skill.

3. For Headmaster

This research can be used as the quality improvement of teaching and learning generally in English subject in MA Maarif NU 5 Sekampung.

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# **APPENDICES**

### The Students' Activities Observation in Cycle 1

The aspects that are observed						
No	Student's Name	Reading each paragraph	Choosing the best "about" statement of each paragraph	Discussing the reasons for their selection of "about" of each paragraph	Choosing the best "point" statement of each paragraph	Discussing the reasons for their selection of "point" of each paragraph
1	Anisa Dwi Agustina	✓	✓	✓	✓	✓
2	Astri Rahmadani	✓	✓	✓		✓
3	Calysta Devara Artha M.	✓	✓	✓	✓	✓
4	Desti Rahmawati	✓	✓		✓	✓
5	DifaHisbulloh	✓				✓
6	Dio Farid Apriliyanto	✓	✓	✓		✓
7	Khotib Nur Rohman	✓	✓	✓	✓	✓
8	Lisa Fadilah	✓			✓	✓
9	Lu'lu'atun Nafisatun	✓	✓	✓		✓
10	Lutvi Nafiah	✓	✓	✓	✓	✓

11	Maulana Ahmad Hanafi	✓	✓			✓
12	MuhamadNashriel Ilham	✓		✓		✓
13	Muhammad Hasan Basri	✓	✓		✓	✓
14	Nasrul Imam Safi'i	✓				
15	Putra Ramadhani	✓				
16	Rani Wulandari	✓	✓	✓	✓	✓
17	Rany Rahmadhany	✓	✓	✓	✓	✓
18	Ridwan Efendi					
19	Sania Cahyani Putri	✓			✓	✓
20	Sulis Lestari	✓	✓	✓	✓	✓
21	Fadli Bagus Ramadhan			✓		✓

### The Students' Activities Result in Cycle II

The aspects that are observed						
No	Student's Name	Reading each paragraph	Choosing the best "about" statement of each paragraph	Discussing the reasons for their selection of "about" of each paragraph	Choosing the best "point" statement of each paragraph	Discussing the reasons for their selection of "point" of each paragraph
1	Anisa Dwi Agustina	✓	✓	✓	✓	✓
2	Astri Rahmadani	✓	✓	✓		✓
3	Calysta Devara Artha M.	✓	✓	✓	✓	✓
4	Desti Rahmawati	✓	✓		✓	✓
5	Difa Hisbulloh	✓			✓	✓
6	Dio Farid Apriliyanto	✓	✓	✓	✓	✓
7	Khotib Nur Rohman	✓	✓	✓	✓	✓
8	Lisa Fadilah	✓			✓	✓
9	Lu'lu'atun Nafisatun	✓	✓	✓		✓
10	Lutvi Nafiah	✓	✓	✓	✓	✓



11	Maulana Ahmad Hanafi	✓	✓			✓
12	MuhamadNashriel Ilham	✓		✓		✓
13	Muhammad Hasan Basri	✓	✓		✓	✓
14	Nasrul Imam Safi'i	✓		✓		✓
15	Putra Ramadhani	✓	✓			
16	Rani Wulandari	✓	✓	✓	✓	✓
17	Rany Rahmadhany	✓	✓	✓	✓	✓
18	Ridwan Efendi	✓				✓
19	Sania Cahyani Putri	✓		✓	✓	✓
20	Sulis Lestari	✓	✓	✓	✓	✓
21	Fadli Bagus Ramadhan	✓	✓	✓	✓	✓

**The Condition of Teachers and the Official Employers  
At MA Maarif NU 5 Sekampung**

<b>No</b>	<b>The Subjects' Teachers</b>	<b>Jumlah</b>
1	Islamic Education	10
2	Indonesia Education	6
3	Civic education	7
4	Physical Education	4
5	Art	3
6	Mathematics	5
7	English Education	6
8	Chemistry Education	4
9	Biology	6
10	Counseling Guidance	3
11	Communication Technology	4
12	Local Language	2
13	Skill	2
14	Library	2
15	UKS/ School Healthy	1
16	History	5
<b>Total</b>		<b>70</b>

**Number of Teachers and their Educational Background of MA Maarif NU 5  
Sekampung in academic year 2020/2021**

<b>Teacher Educational Background</b>			
Senior High School/ Vocational High School (SMA/SMK)	Diploma (D1)	Bachelor Degree (S1)	Masters (S2)
4	3	53	10

<b>No</b>	<b>Administration</b>	<b>Educational</b>		<b>Honor</b>	<b>Total</b>
		<b>SMA</b>	<b>S1</b>		
1	Head of Administration		1	1	1
2	Treasurer	1	2	3	3
3	Student Administration		1	1	1
4	Teacher Administration		1	1	1
5	Archive Administration		1	1	1
6	Vocational Staff		6	6	6
7	Library		1	1	1

8	Cleanliness	2		1	1
9	Security	1		1	1
10	Night guard	1		1	1
Total		5	13	17	17

Source : Documentation in MA Maarif NU 5 Sekampung in academic year 2020/2021

### The Students Quantity of MA Maarif NU 5 Sekampung

Class	Rombel	The Number of Students		Total	
		Man	Woman	Class	Total
Class X	MIA1	8	24	32	276
	MIA2	7	25	32	
	MIA3	10	25	35	
	IIS1	8	27	35	
	IIS2	5	31	36	
	IIS3	4	32	36	
	IKA1	10	26	36	
	IKA2	14	20	34	
Class XI	MIA1	10	18	28	250
	MIA2	8	22	30	
	MIA3	7	21	28	
	IIS1	11	23	34	
	IIS2	4	25	29	
	IIS3	6	26	32	
	IKA1	6	29	35	
	IKA2	8	26	34	
Class XII	MIA1	10	22	32	253
	MIA2	8	18	26	
	MIA3	5	25	30	
	IIS1	12	18	30	
	IIS2	9	26	36	
	IIS3	8	24	32	
	IKA1	13	19	32	
	IKA2	10	25	35	
Total	24	201	577		778

Source: Documentation of MA Maarif NU 5 Sekampung in academic year 2020/2021.

## Time Schedule

### Classroom Action Research of MA M aarif NU 5 Sekampung

No	Activity	Time
1	Research Preparation	
	a. The application for permission research	13 August 2021
2	Pre-test	14 August 2021
	Meeting 1 of cycle 1	20 August 2021
	Meeting 2 of cycle 1	21 August 2021
	Post-test 1	21 August 2021
3	Meeting 1 of cycle 2	27 August 2021
	Meeting 2 of cycle 2	28 August 2021
	Post-test 2	28 August 2021
4	Action hypothesis	30 August 2021
5	Completing the data of research location	31 August 2021
6	Constructing chapter IV and V	31 August 2021
7	Completing the Undergraduate Thesis	5 September 2021

## SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS - WAJIB

**Kelas** : X

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	<b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, hewan dan</b>	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa memperhatikan/ menonton</li></ul>	Kriteria penilaian: <ul style="list-style-type: none"><li>Pencapaian fungsi sosial</li><li>Kelengkapan dan</li></ul>	2x45 menit	<ul style="list-style-type: none"><li><u>Audio</u></li><li><u>SUARA GURU</u></li></ul>

<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan</p>	<p><b>bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan</p>	<p>beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh secara terbimbing.</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks</li> </ul>	<p>keruntutan struktur teks deskriptif</p> <ul style="list-style-type: none"> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan</li> <li>• Ketepatan dan kesesuaian</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Buku Cetak / LKS</u></li> <li>• <u>Teks Deskriptive</u></li> <li>• <u>Lembar Kerja</u></li> <li>• <u>Lembar Jawaban</u></li> </ul>
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<p>konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p>	<p>deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> </ul>	<p>dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>• Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>• Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak</li> </ul>	<ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil</li> </ul>		
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		dicapai dari model yang dipelajari	terbaik untuk dipublikasi <ul style="list-style-type: none"><li>• Kumpulan hasil tes dan latihan.</li><li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li></ul>		
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## **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Satuan Pendidikan** : MA Maarif NU 5 Sekampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : X/I  
**Materi Pokok** : Teks deskriptif lisan dan tulis sederhana, tentang  
Bangunan Terkenal/Tempat Wisata/Hewan/Orang Terkenal  
**Alokasi Waktu** : 2 x 45 menit

### **A. Kompetensi Inti(KI)**

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi dasar dan indicator pencapaian kompetensi: Kompetensi Dasar(KD):**

- 4.8 Menangkap makna secara kontekstual terkait fungsi

sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait bangunan terkenal, tempat wisata, hewan dan orang terkenal.

### **C. Tujuan pembelajaran:**

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang bangunan terkenal, tempat wisata, hewan, dan orang terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang bangunan terkenal, tempat wisata, hewan, dan orang terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang bangunan terkenal, tempat wisata, hewan dan orang terkenal.
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang bangunan terkenal, tempat wisata, hewan dan orang terkenal.
5. menyusun teks descriptive lisan dan tulis sederhana tentang bangunan terkenal, tempat wisata, hewan dan orang terkenal.

### **D. Materi pembelajaran**

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan.

Ciri-ciri Descriptive Text :

1. Menggunakan kata-kata khusus untuk menggambarkan objek
2. Menggunakan kalimat rinci untuk menggambarkan objek
3. Menggunakan kata sinonim dengan emosi kuat
4. Menggunakan majas untuk melukiskan secara konkret

*Unsur kebahasaan*

- (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- (3) Kata kerja bentuk pertama (present tense)
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata.

**Contoh teks descriptive:**

### **Way Kambas**

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / *Pusat Latihan Gajah* (PLG), but the last few years this name was changed into Elephant Conservation Center / *Pusat Konservasi*

*Gajah* (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

**E. Metode Pembelajaran:** About-Point Strategy

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

1. Media : Power Point Presentation, Teks
2. Alat : Laptop
3. **Sumber Belajar** : Buku Bahasa Inggris kelas X, teks deskriptive, Lembar kerja, Lembar jawaban.

**G. Langkah-langkah pembelajaran Pertemuan1**

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>□□□Menyiapkan siswa untuk mengikuti proses pembelajaran;</li> <li>□□□Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan</li> </ul>	10 menit

	<p>internasional;</p> <ul style="list-style-type: none"> <li>- Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari:</li> </ul> <p>□□□Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasanuraian kegiatan sesuai silabus.</p>	
Inti	<p><b>1. Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>- Para siswa membaca setiap paragraph dari teks yang sudah berikan</li> <li>- Para siswa memilih pernyataan “tentang” terbaik dari teks tersebut.</li> <li>- Para siswa mendiskusikan dan mencari alasan “tentang” dari teks yang telah dibaca.</li> </ul> <p><b>2. Questioning(Menanya)</b></p> <ul style="list-style-type: none"> <li>- Para siswa memilih pernyataan “point” terbaik baik dari teks tersebut.</li> </ul> <p><b>3. Data (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>- Para siswa mendiskusikan dan mencari alasan “point” dari teks yang telah dibaca.</li> </ul> <p><b>4. Associating(Mengasosiasi)</b></p>	<p>20 menit</p> <p>15 menit</p>

	<p>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b>5. Communicating (Mengkomunikasikan)</b></p> <p>- Siswa secara berpasangan mendiskusikan pernyataan-pernyataan yang dikembangkan.</p> <p>Para siswa membaca sisa pilihan dan menulis pernyataan "tentang-poin" mereka sendiri untuk semua paragraf atau paragraf yang dipilih.</p>	<p>15 menit</p> <p>10 menit</p> <p>15 menit</p>
Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li> </ol>	<p>5 Menit</p>

#### H. Penilaian hasil pembelajaran Kriteria penilaian Kinerja dan Tugas

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

## **Soal Latihan Pilihan Ganda**

### **Taj Mahal**

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description,



particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

**Instruction :**

***Read the text above in one minute and choose A, B, C, or D to answer questions numbers 2 – 4.***

1. What is the text about?
  - a. TajMahal
  - b. Agra
  - c. Mosque
  - d. The JamunaRiver
  
2. Who built TajMahal?
  - a. MumtazMahal
  - b. TheQueen
  - c. ShahJahan
  - d. Agra
  
3. What is TajMahal?
  - a. AMausoleum
  - b. A Mosque
  - c. AGarden
  - d. AMall
  
4. Where is Taj Mahallocated?
  - a. Agra
  - b. Jamuna
  - c. Jahan
  - d. Mumtaz

**Read the text quickly until you find the clues to questions 5 up to 7 and then read carefully the sentences containing the informations.**

5. How long the diameter of Taj Mahal'sdome?
  - a. 58feet

- b. 213feet
  - c. 186feet
  - d. 160 feet
6. What is the concept that used in designing TajMahal?
- a. Self-replicatinggeometry
  - b. Interlockingarabesque
  - c. Unequaloctagon
  - d. Squareplatform
7. How can Taj Mahal seem glow in the light of themoon?
- a. Because it hasmagic
  - b. Because it hasminiarets
  - c. Because it is made ofmarble
  - d. Because of the interlocking arabesqueconcept

*Kunci Jawaban pilihan ganda:*

- 1) A
- 2) C
- 3) A
- 4) A
- 5) A
- 6) B
- 7) C

**KINERJA (praktik)**

- Melakukan monolog tentang deskripsi tempat wisata di depan kelas / berpasangan
- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif

Skor maksimum : 100

Nilai Perolehan Akhir : Skor perolehan x 100

Skor Maksimum

Sekampung, 28 August<sup>th</sup> 2021

The Collaborator

**Ensi Dwi Eliawati, S.Pd**

The Researcher

**Yunita Prihatini**  
**NPM. 1601070060**

## Pre-test of Deskriptive text on Reading Skill

### Direction:

1. Write your name and class on your answer sheet!
  2. Read the text then answer the question by crossing a, b, c, or d!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

### Text 1

The following text is provided used to answer questions of number 1 up to 3

#### Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful.

At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, HOTELS AND restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott HOTEL junction Vehiclesthat come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. What does the main idea of paragraph 2 talks about?
  - a. The history of Orchard Road
  - b. The location of Orchard Road
  - c. The distance of Orchard road
  - d. The condition of Orchard road
2. Words "it" in line 4 refers to?
  - a. The plantation
  - b. Luxury branded things
  - c. The plaza
  - d. Singapore

3. Mall and Plaza..... built in 1974.
  - a. Are 1974
  - b. Is 1974
  - c. Was 1974
  - d. Be 1970

### **Text 2**

**The following text is provided used to answer questions of number 4 up to 5**

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He was very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching, I was really amazed by his habit.

4. Based on the text above, it can be inferred that Mr. Tucker is?
  - a. Serious man
  - b. Humorous man
  - c. Easy going man
  - d. Friendly than
5. What is the synonym "walk" in paragraph 2?
  - a. Run
  - b. Stay
  - c. Jump
  - d. Stroll

### **Text 3**

**The following text is provided used to answer questions of number 6 up to 10**

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit to Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favorite place to visit.

6. The text talking about?
  - a. Paris
  - b. The Louvre

- c. Notre Dame
  - d. The crowded city
7. It is one of the most beautiful cities in the world. What the antonym of the underlined word?
    - a. Gorgeous
    - b. Bad
    - c. Nice
    - d. Best
  8. What does "it" in the second line refers to?
    - a. D' Louvre
    - b. The Cathedral Note Drame
    - c. Paris
    - d. The Eiffel
  9. Paris.....beautiful cities in the world.
    - a. Are
    - b. Be
    - c. Was
    - d. Is
  10. From the text, we can inferred that?
    - a. Millions of people visit Paris
    - b. This huge structure has become the symbol of Paris
    - c. Favorite place to visit
    - d. The most popular place to visit is the Eiffel Tower

#### **Text 4**

**The following text is provided used to answer questions of number 11 up to 15**

#### Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry. In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

11. What does the main idea of the first paragraph tells about?
  - a. Kinds of Victoria c beckham jobs
  - b. Victoria c beckham is a fashion guide

- c. Victoria Beckham is solo singer career
  - d. Writer two best-selling books
12. She married the Manchester United and England footballer. The underlined word refers to?
- a. Victoria C Beckham
  - b. David Beckham
  - c. Writer
  - d. Someone
13. Based on the text, we can be inferred that Victoria?
- a. She is an ordinary woman
  - b. She is a multi-talented woman
  - c. She designed The Spice Girls
  - d. She married to an ordinary person
14. What the synonym of “guide”?
- a. Take
  - b. Bring
  - c. Put
  - d. Lead
15. She become famous in the 1990’s with the pop group “the spice girl” and was known as posh spice.  
Who does it mean “She” in the text above?
- a. Writer
  - b. Beckham
  - c. Victoria Beckham
  - d. The spice girl

### **Text 5**

**The following text is provided used to answer questions of number 16 up to 20**

#### My Idol

My idol is Daniel Redcliffe. His full name is Daniel Jacob Redcliffe. His nick name is Dan. He was born in Fulham, London, 23 July 1989. He is very handsome. He has dark brown hair.

The color of his eyes is blue. His height is about 168 cm. He is an intelligent and humorous person. I admire him since his appearance in “Harry Potter and the Sorcerer Stone”. I think he is a good actor. Redcliffe has contributed to many charities, including Demelza House Children’s Hospice and The Trevor Project. He also made public service announcements for the latter. In 2011, he was awarded the Trevor Project’s “Hero Award”.

16. What the main idea of text about?
- a. The text is about Harry Potter
  - b. It talks about Jacob Daniels
  - c. The text is about Daniel Redcliffe
  - d. It is about Harry Potter and Sorcerer Stone

17. Based on the text, he can be inferred that Daniel?
- a. Was born in Chelsea, London
  - b. Has dark brown skin
  - c. Has blue shirt
  - d. Played in Harry Potter
18. What does “he” in paragraph 2 refers to?
- a. Harry Potter
  - b. Daniel Redcliffe
  - c. Sorcerer stone
  - d. Hero award
19. He is an **intelligent and humorous** person (line 5).  
What are the synonyms of the bold words?
- a. Stupid, funny
  - b. Dull, comical
  - c. Smart, funny
  - d. Smart, dull
20. Daniel Redcliffe.....born on 23 July 1989.
- a. Was
  - b. In
  - c. Are
  - d. Be



## Post-test 1

### Deskriptive Text on Reading Skill

#### Direction:

1. Write your name and class on your answer sheet!
  2. Read the text then answer the question by crossing a, b, c, or d!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

#### Text 1

The following text is provided used to answer questions of number 1 up to 5

Venice a city is northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy. Venice is world famous for its canals. It is built on an archipelago of 117 islands farmed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetian are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?
  - a. Gondola
  - b. Traghetto
  - c. Venice
  - d. Italy
2. You can ride gondola there. Where is noun phrase?
  - a. You
  - b. Gondola
  - c. Ride gondola
  - d. You can
3. What does “it” in the paragraph 2 refers to?
  - a. Bridge
  - b. City
  - c. Water
  - d. Gondola
4. Venice.....world famous for its canals.
  - a. Are

- b. *Is*
  - c. *The*
  - d. *Which*
5. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.  
What the antonym of the underlined word?
- a. Large
  - b. High
  - c. Big
  - d. Tall

**Text 2**

**The following text is provided used to answer questions of number 6 up to 10**

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty.

The design is simple and well-made. The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

6. What the main idea of the second paragraph ?
- a. The many function of bag
  - b. The design of bag
  - c. Suitable for a laptop backpack
  - d. The function of the bag is only a little
7. The bag..... very beautiful.
- a. Was
  - b. Are
  - c. Is
  - d. Be
8. What the synonym of small?
- a. Big
  - b. Large
  - c. Tight
  - d. Tiny
9. Based on the text above, it can be inferred that?
- a. The bag so very simple
  - b. The writer's bag has many function
  - c. The writers buy a bag preferred
  - d. The writers just wants to buy a bag

10. "I've spent much money on a bag but I don't regret it". The underlined word refers to .....the bag.
- Having
  - Seeing
  - Buying
  - Loving

### **Text 3**

**The following text is provided used to answer questions of number 11 up to 14**

#### **My Family**

My name is Radit. I am student of SMPN 1 Jakarta. I live on Jalan Panglima Sudirman no.23 Jakarta. Now, I am in grade 7C. My favorite subject is English and Biology. My hobbies are arts and sports. I like badminton and swimming. I also like painting and singing. My favorite idol is Gita Gutawa.

My father, Mr. Rahmat is a doctor. My mother is a teacher. My parents have 3 children. Ely, the eldest, works as a programmer in a private company. Sinta is my second sister. We are Students. She goes to SMA 3 Jakarta. I really love my family.

11. Radit... student of SMPN 1 Jakarta.
- Be
  - Are
  - Is
  - Was
12. "I really love my family".  
What the antonym of the underlined word?
- Miss
  - Like
  - Hate
  - Admire
13. The main idea of the second paragraph is about .....
- The children in the family
  - The parents' job
  - The jobs in the family
  - The education
14. Based on the text above, it can be inferred that?
- The Radit's family is very happy
  - The Radit's family is very busy
  - The Radit's family is very humorous
  - The Radit's family is very tight

#### **Text 4**

**The following text is provided used to answer questions of number 11 up to 17**

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe, Milky is jersey Wolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables.

15. It doesn't really like vegetables.  
The underlined word refers to?
  - a. I am
  - b. Uncle
  - c. Milky
  - d. Rabbit
16. What the main idea of the text?
  - a. The writer's rabbit pet
  - b. Kinds of rabbit breed
  - c. The description of Milky
  - d. Rabbit as a pet
17. Based on the text above, it can be inferred that the writer is?
  - a. Like a pet
  - b. Have a pet
  - c. Hate a pet
  - d. Didn't like a pet

#### **Text 5**

**The following text is provided used to answer questions of number 18 up to 20**

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous system for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few type that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

18. They.....invertebrate animals.
  - a. Is

- b. Have
- c. Are
- d. Was

19. They are invertebrate animals.

The underlined word refers to?

- a. Fish
- b. Jellyfish
- c. Pope
- d. Dolphin

20. They are made almost entirely of water.

What the antonym of the underlined word?

- a. Air
- b. Cool
- c. Fire
- d. Land

## Post-test 2

### Deskriptive Text on Reading Skill

#### Direction:

1. Write your name and class on your answer sheet!
  2. Read the text then answer the question by crossing a, b, c, or d!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

#### Text 1

The following text is provided used to answer questions of number 1 up to 5

#### My Neighbor

Mr. and Mrs. Harry are my neighbors. They have two children, a son and a daughter, their names are Sigit and Nuri. Mr. Harry is a lecturer in a state university in our town. Mrs. Harry is a house wife. She likes cooking many kinds of food. She often invites me to cook together in her kitchen. Mr. Harry's family has some pets. There are some birds, a cat and two rabbits. I sometimes feed them. I like going there because they are kind and friendly. They always show good attitude to everyone.

1. What the main idea of the passage?
  - a. Tell about the writer's neighbor's family
  - b. Tell about the writer's neighbor's job
  - c. Tell about the writer's neighbor's pet
  - d. Tell about the writer's neighbor's child
2. Based on the text above, it can be inferred that Mr. Harry's family is?
  - a. Bad
  - b. Good
  - c. Angry
  - d. Arogant
3. She often invites me to cook together in her kitchen. What the antonym of the underlined word?
  - a. Alone
  - b. Both
  - c. Group
  - d. Group and both
4. Mrs. Harry.....a house wife.
  - a. Are
  - b. Is
  - c. Am

- d. Has
- 5. She often invites me to cook together in her kitchen. The word “me” refers to?
  - a. The teacher
  - b. Mr. Harry
  - c. Nuri
  - d. The writer

## **Text 2**

**The following text is provided used to answer questions of number 1 up to 10**

### My Pet

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour’s dog. I love Miko very much because it can be my friend, too.

- 6. Based on the text above, it can be inferred that the writer is?
  - a. Like plants
  - b. Didn’t like pet
  - c. Like Miko
  - d. Didn’t like Miko
- 7. Most people.....the world have a pet.
  - a. An
  - b. In
  - c. On
  - d. Of
- 8. I love Miko very much because it can be my friend, too.  
The underlined word refers to?
  - a. Miko
  - b. Friend
  - c. My mother
  - d. People
- 9. What the main idea of the text?
  - a. My lovely dog
  - b. My best friend
  - c. My pet shop
  - d. My neighbour’s pet
- 10. He is funny and smart.  
What the synonym of “funny”?
  - a. Angry

- b. Bad
- c. Hate
- d. Cute

**Text 3**

**The following text is provided used to answer questions of number 11 up to 12**

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

11. What does the above text tell about?
  - a. The history of Kediri
  - b. The famous products of Kediri
  - c. The description of Kediri
  - e. 1.3 million people
12. "Those who do not work here ..." (last sentence). The "those" word refers to ....
  - a. The local people
  - b. The factory workers
  - c. The farmers
  - d. Woman labour force

**Text 4**

**The following text is provided used to answer questions of number 13 up to 15**

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from



“wayang” figures (Java Traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

13. What is the main idea of the second paragraph?
  - a. There are three rocky islands in Bale Kambang
  - b. Huge waves frighten many overseas cruisers
  - c. Names of rocky islands are taken from “wayag” figures
  - d. The rocky islands are in the middle of the sea.
  
14. Bale Kambang ... a small village in the Southern coast of East Java.
  - a. Is
  - b. Be
  - c. Who
  - d. An
  
15. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. What is the synonym “beautiful” ?
  - a. Ugly
  - b. Preeety
  - c. The best
  - d. Available

#### **Text 5**

**The following text is provided used to answer questions of number 16 up to 20**

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar’s past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.



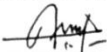
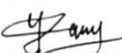









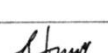


16. What is the main idea of the text?
  - a. This mosque was found on the bank of the kuin river
  - b. The roof is layered
  - c. The Mosque
  - d. Masjid Sultan Suriansyah of the historical mosque
  
17. Masjid Sultan Suriansyah ... a historical mosque
  - a. Are

- b. The
  - c. Is
  - d. But
18. Based on the text, Masjid Sultan Suriansyah is a?
- a. The was unique
  - b. Historical mosque
  - c. Mosque in the near Kanmpung Kraton
  - d. The building is the oldest mosque
19. Masjid Sultan Suriansyah is a historical mosque  
What the antonym of “historical”
- a. Building
  - b. Modern
  - c. Separated
  - d. Architecture
20. He was the first Banjarnese King who converted into Islam.  
The word “he” refers to?
- a. Masjid Sultan Suriansyah
  - b. Pangeran Samudera
  - c. Kampung Kraton
  - d. Mosque in South Kalimantan

**ATTENDANCE LIST OF PRE-TEST**

CLASS :

DATE :

No	Name	Signature
1	ANISA DWI AGUSTINA	1. 
2	ASTRI RAHMADANI	2. 
3	CALYSTA DEVARA ARTHAMEFIA	3. 
4	DESTI RAHMAWATI	4. 
5	DIFA HISBULLOH	5. 
6	DIO FARID APRILIYANTO	6. 
7	KHOTIB NUR ROHMAN	7. 
8	LISA FADILAH	8. 
9	LU'LU'ATUN NAFISATUN	9. 
10	LUTVI NAFIAH	10. 
11	MAULANA AHMAD HANAFI	11. 
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13	MUHAMMAD HASAN BASRI	13. 
14	NASRUL IMAM SAFI'I	14. 
15	PUTRA RAMADHANI	15. 
16	RANI WULANDARI	16. 
















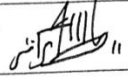
17	RANI RAHMADANY	17.	<i>Rani</i>	
18	RIDWAN EFENDI			18. <i>Ridwan</i>
19	SANIA CAHYANI PUTRI	19.	<i>Sania</i>	
20	SULIS LESTARI			20. <i>Sulis</i>
21	FADLI BAGUS RAMADHAN	21.	<i>Fadli</i>	

**ATTENDANCE LIST OF POST-TEST 1**

(First Meeting)

CLASS :

DATE :

No	Name	Signature	
1	ANISA DWI AGUSTINA	1. 	
2	ASTRI RAHMADANI		2. 
3	CALYSTA DEVARA ARTHAMEFIA	3. 	
4	DESTI RAHMAWATI		4. 
5	DIFA HISBULLOH	5. 	
6	DIO FARID APRILIYANTO		6. 
7	KHOTIB NUR ROHMAN	7. 	
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11	MAULANA AHMAD HANAFI	11. 	
12	MUHAMAD NASHRIEL ILHAM M		12. 
13	MUHAMMAD HASAN BASRI	13. 	
14	NASRUL IMAM SAFI'I		14. 
15	PUTRA RAMADHANI	15. 	
16	RANI WULANDARI		16. 

















17	RANI RAHMADANY	17. <i>Rani</i>	
18	RIDWAN EFENDY		18. <i>Ridwan</i>
19	SANIA CAHYANI PUTRI	19. <i>Sania</i>	
20	SULIS LESTARI		20. <i>Sulis</i>
21	FADLI BAGUS RAMADHAN	21. <i>Fadli</i>	
22			22.

**ATTENDANCE LIST OF POST-TEST 1**

(Second Meeting)

CLASS :

DATE :

No	Name	Signature	
1	ANISA DWI AGUSTINA	1. 	
2	ASTRI RAHMADANI		2. 
3	CALYSTA DEVARA ARTHAMEFIA	3. 	
4	DESTI RAHMAWATI		4. 
5	DIFA HISBULLOH	5. 	
6	DIO FARID APRILIYANTO		6. 
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8	LISA FADILAH		8. 
9	LU'LU'ATUN NAFISATUN	9. 	
10	LUTVI NAFIAH		10. 
11	MAULANA AHMAD HANAFI	11. 	
12	MUHAMAD NASHRIEL ILHAM M		12. 
13	MUHAMMAD HASAN BASRI	13. 	
14	NASRUL IMAM SAFI		14. 
15	PUTRA RAMADHANI	15. 	
16	RANI WULANDARI		16. 

17	RANI RAHMADANY	17.	<i>Rani</i>	
18	RIDWAN EFENDI			18. <i>Ridwan</i>
19	SANIA CAHYANI PUTRI	19.	<i>Sania</i>	
20	SULIS LESTARI			20. <i>Sulis</i>
21	FADLI BAGUS RAMADHAN	21.	<i>Fadli</i>	
22				22.



















**ATTENDANCE LIST OF POST-TEST 2**

(First Meeting)

CLASS :

DATE :

No	Name	Signature	
1	ANISA DWI AGUSTINA	1. 	
2	ASTRI RAHMADANI		2. 
3	CALYSTA DEVARA ARTHAMEFIA	3. 	
4	DESTI RAHMAWATI		4. 
5	DIFA HISBULLOH	5. 	
6	DIO FARID APRILYANTO		6. 
7	KHOTIB NUR ROHMAN	7. 	
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14	NASRUL IMAM SAFFI		14. 
15	PUTRA RAMADHANI	15. 	
16	RANI WULANDARI		16. 



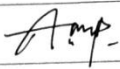







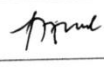

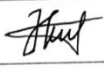
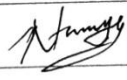


17	RANI RAHMADANY	17.	<i>Rani</i>	
18	RIDWAN EFENDI			18. <i>Ridwan</i>
19	SANIA CAHYANI PUTRI	19.	<i>Sania</i>	
20	SULIS LESTARI			20. <i>Sulis</i>
21	FADLI BAGUS RAMADHAN	21.	<i>Fadli</i>	

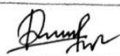
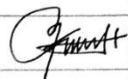

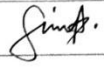
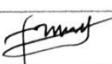
**ATTENDANCE LIST OF POST-TEST 2**

(Second Meeting)

CLASS :

DATE :

No	Name	Signature	
1	ANISA DWI AGUSTINA	1. 	
2	ASTRI RAHMADANI		2. 
3	CALYSTA DEVARA ARTHAMEFIA	3. 	
4	DESTI RAHMAWATI		4. 
5	DIFA HISBULLOH	5. 	
6	DIO FARID APRILIYANTO		6. 
7	KHOTIB NUR ROHMAN	7. 	
8	LISA FADILAH		8. 
9	LU'LU'ATUN NAFISATUN	9. 	
10	LUTVI NAFIAH		10. 
11	MAULANA AHMAD HANAFI	11. 	
12	MUHAMAD NASHRIEL ILHAM M		12. 
13	MUHAMMAD HASAN BASRI	13. 	
14	NASRUL IMAM SAFFI		14. 
15	PUTRA RAMADHANI	15. 	
16	RANI WULANDARI		16. 

17	RANI RAHMADANY	17.		
18	RIDWAN EFENDI			18. 
19	SANIA CAHYANI PUTRI	19.		
20	SULIS LESTARI			20. 
21	FADLI BAGUS RAMADHAN	21.		

Answer Sheet

Name : Muhammad Hasan Basri

Class : X.IKa

SCORE

60,4

Cross the right answer!

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

B : 12  
S : 8

Answer Sheet

Name : Latfi Natirah

Class : "XIPA"

SCORE  
65/1

Cross the right answer!

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

B = 13  
S = 7

Answer Sheet

Name : Desti Rahmawati

Class : X IPA

SCORE  
35/11

Cross the right answer!

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

B = 7  
S = 13

Answer Sheet

Name : Lutfi Nafrah

Class : "XIPA"

SCORE  
65/1

Cross the right answer!

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

B = 13  
S = 7



Answer Sheet

Name : Rony Rahmadany  
Class : X (IPA)

SCORE  
70,1

Cross the right answer!

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

B = 14  
S = 6

Name : ANISA Dwi. A

Class : X IPA

The title of text : EXERCISE

No	Paragraph	About	Point
	Paragraph	The main idea	The supporting details
	1	Way Kambas national park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, east Lampung, Indonesia.	in the beginning of its established in 1985, is the first establishment, way kambas national park was named the elephant training center /pusat latihan gajah (PLG), but the last few years this name was changed into elephant conservation center /pusat konservasi gajah (PKG), which is expected to become a center for elephant conservation in training, breeding and conserving elephants.
	2	in way kambas national park, there are some endangered animals such as Sumatran rhinos, Sumatran elephant, Sumatran tiger, mentok rimbun, and buaya sepi.	on the marshy coasts of way kambas national park is often found various species of birds, such as, Lesser adjutant, pheasant blue, kuau raja, Pelandan timur, and some other birds.

Name : LULUAN

Class : 1KA X

The title of text : Let's read the following text and find out the main idea and details

No	Paragraph	About	Point
	Paragraph	The main idea	The supportig details
1.	1	Way kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu Sub district East Lampung - Indonesia.	1) Way kambas National park established in 1985 is the first school for elephant in Indonesia.
2.	2	In way kambas National Park, there are some endangered animals such as Sumatran Rhinos, sumatran elephant - sumatran tiger, Mentok pinba, and Buaya sepih.	1) There are also some plants which are mostly found there such as Api-api, pidada Nipah and pandan.

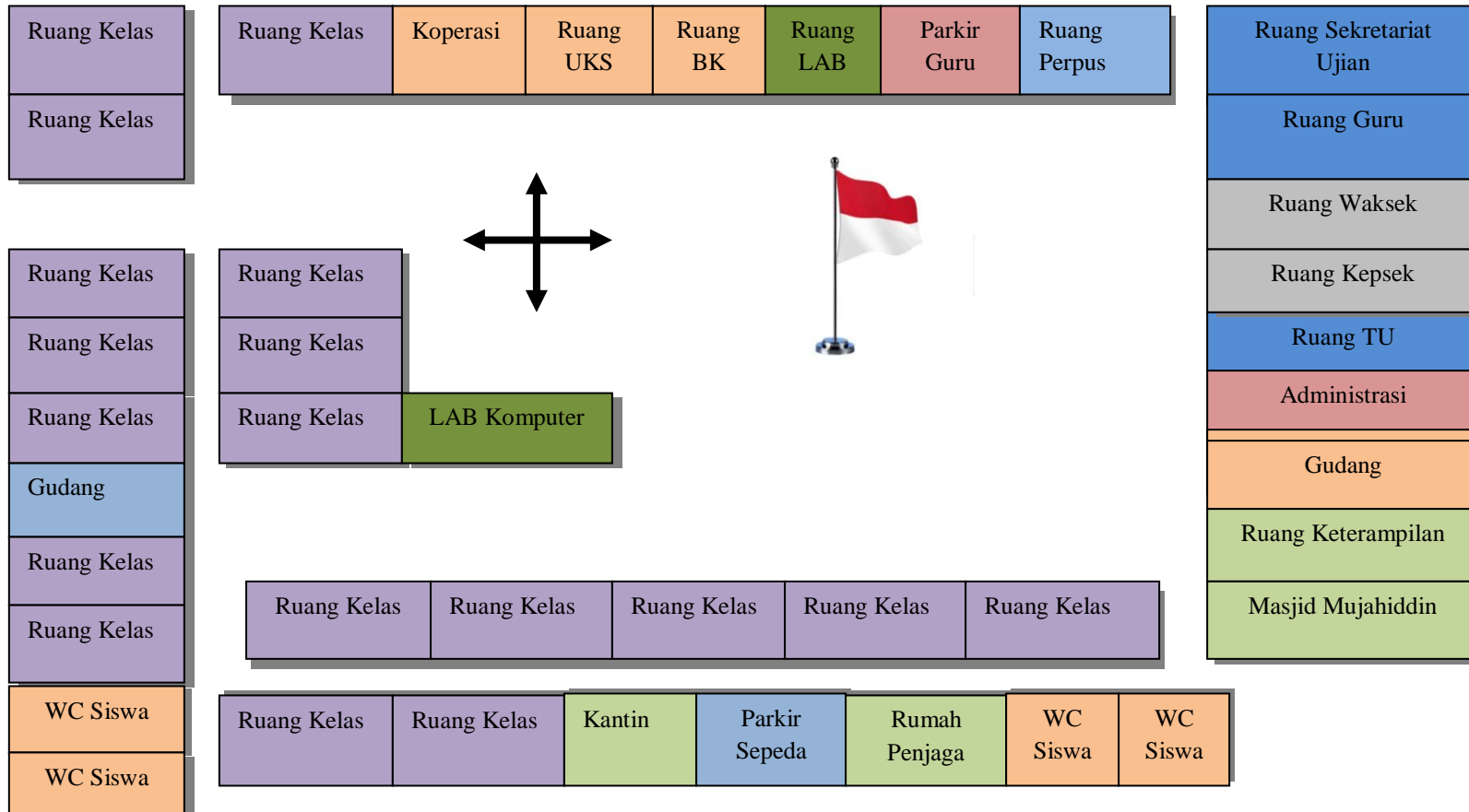
Name : Sania Cahyani P.

Class : X Ika

The title of text :

No	Paragraph	About	Point
	Paragraph	The main idea	The supportig details
	1	Way Kambas National Park is a national park of elephant sanctuary located in Lampung. Precisely in the Labuhan Ratu sub district, east Lampung, Indonesia.	In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG). but the last few years this name was changed into elephant conservation center / Pusat Konservasi Gajah (PKG) which is expected to become a center for elephant conservation in training, training, breeding and conserving elephants. - until now this (PKG) has trained for about 300 elephants which have been deployed to all over the country.
	2	In way kambas national park there are some endangered animals such as Sumatra Rhinos, Sumatra elephant, Sumatra tiger, Mentawai, and buaya repp.	- There are also some plants which are mostly found there such as Bidada, niran and budan.

### The Sketch Location of MA Maarif NU 5 Sekampung



## DOCUMENTATION

### Profil of MA Maarif NU 5 Sekampung



## Pre-Test



**Cycle 1  
(Meeting 1)**





**Cycle 1  
(Meeting 2)**



**Cycle 2  
(Meeting 1)**



**Cycle 2  
(Meeting 2)**





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

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

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

Nomor : B-1640/ln.28.1/J/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MA'ARIF NU 5 SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **YUNITA PRIHATINI**  
NPM : 1601070060  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di MA MA'ARIF NU 5 SEKAMPUNG.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Juni 2020  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014



**LEMBAGA PENDIDIKAN MA'ARIF NU**  
**MADRASAH ALIYAH MA'ARIF NU 5**

STATUS : TERAKREDITASI A, NOMOR : 580/BAN-SM/SK/2019

NSM: 131218070009 / NPSN : 10816318

Alamat : Jl. Kampus Sumbergede 56 A, Sekampung Lampung Timur 34182, Telp. (0725) - 7850794

**SURAT IZIN PRA SURVEY**

Nomor : 007/421.3-MAMNU.5/VII/2020

Kepada Yth,  
Kepala Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Lampung  
di-

Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Kepala Madrasah MA Ma'arif NU 5 Sekampung  
Kecamatan Sekampung Kabupaten Lampung Timur :

Nama : FITRIYANTO,S.Ag  
Jabatan : Kepala Madrasah  
Unit Kerja : MA MA'ARIF NU 5 SEKAMPUNG

Dengan ini memberikan izin kepada :

Nama : YUNITA PRIHATINI  
NPM : 1601070060  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan Pra-Survey di MA Ma'arif NU 5 Sekampung Kecamatan Sekampung  
Kabupaten Lampung Timur.

Demikian surat ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.  
*Wassalamualaikum Wr. Wb*

Sekampung, 24 Juli 2020

Kepala Madrasah

  
  
FITRIYANTO,S.Ag



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

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47266, Website [www.metroia.ac.id](http://www.metroia.ac.id) E-mail [iaimetro@metrouw.ac.id](mailto:iaimetro@metrouw.ac.id)

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

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 12-02-2021	✓		- Revisi harus menggunakan huruf times news roman 12	
2.	Rabu 17-02-2021	✓		- Revisi huruf belum diganti harus menggunakan huruf standar fontisan KTI. Lihat buku fontisan.	
3.	Jumat 19-02-2021	✓		- Harus konsisten dengan judul, Revisi skill ufa gambar dengan revisi completion ga.	
4.	Jumat 05-03-2021	✓		- All done I	
5.	Senin 08-3-2021	✓		- Revisi " indicators diganti dengan the " measurement"	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kurvani, M.Pd**  
NIP. 196202151995031001



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

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Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Kamis 11-03-2021	✓		- Menghilangkan the Concept of Narrative text. - Revisi Hypertosis - Revisi 9 " the Measurement of Reading Skill - Cari teori nya jangan Cuma gugur @ in aja.	
7.	Jumat 19-03-2021	✓		Acc Bab II	
8.	Pasar 24-03-2021	✓		- Tambahkan tabel. Pengamatan Kinerja guru dan aktivitas belajar siswa.	
9.	Jumat 26-03-2021	✓		- Tambahkan sumbu Presentase. - Acc Bab III	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 196202151995031001



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

Jalan Ki Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 13 November 2020			Revisi Bab I	
2.	Jum'at 11 Desember 2020			Revisi Bab II	
3.	Jum'at 29 Januari 2021			Revisi chapter III	
4.	Jum'at 05 Februari 2021			Acc Proposal	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 100801 1 014

Dosen Pembimbing II

Linda Septivana, M.Pd  
NIP. 2016099001





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

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

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Seminar Proposal**  
**Yunita Prihatini**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*AssalamualaikumWr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Yunita Prihatini  
NPM : 1601070060  
Judul Skripsi : THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS  
READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU  
5 SEKAMPUNG IN THE ACADEMIC YEAR OF 2016/2020

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

**Pembimbing I**

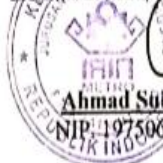
**Drs. Kuryani, M.Pd**  
NIP.19620215 199503 1 001

Metro, April 2021

**Pembimbing II**

**Linda Septiyana, M.Pd**  
NIP. 2016099001

**Ketua Jurusan Pendidikan Bahasa Inggris**



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



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

Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the seminar of Yunita Prihatini**

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

*Assalamu'alaikum, Wr. Wb*

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

Name : Yunita Prihatini  
Students Number : 1601070060  
Department : English Education  
Faculty : Tarbiyah and Teacher Training Faculty  
Title : **THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE  
STUDENTS READING SKILL AMONG THE TENTH GRADERS AT  
MA MAARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR OF  
2019/2020**

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

*Wassalmu'alaikumWr.Wb*

Sponsor

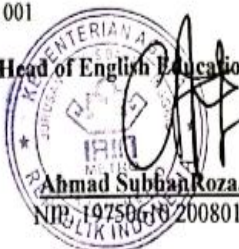
**Drs. Kuryani, M.Pd**  
NIP.19620215 199503 1 001

Metro, April 2021

Co-Sponsor

**Linda Septiyana, M.Pd**  
NIP. 2016099001

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750616 200801 1 014



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**APPROVAL PAGE**

Title : **THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE  
STUDENTS READING SKILL AMONG THE TENTHGRADERS AT  
MA MAARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR OF  
2019/2020**

Name : Yunita Prihatini  
Students Number : 1601070060  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

**Sponsor**

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

Metro, April 2021  
**Co-Sponsor**

**Linda Septivana, M.Pd**  
NIP. 2016099001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

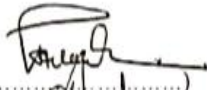


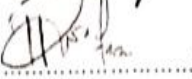
Jalan Ki Hajar Dewantara Kampus 15A Inngmulyo Metro Timur Kota Metro Lampung 34111  
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**RATIFICATION PAGE**

No.

The Undergraduate thesis entitled : THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021 written by: YUNITA PRIHATINI, Student Number 1601070060, English Education Department, had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, may 05<sup>th</sup> 2021 at 13.00-14.30 p.m WIB

**BOARD OF EXAMINERS**

Chairperson	: Drs.Kuryani, M.Pd	(.....  )
Examiner I	: Ahmad Subhan Roza, M.Pd	(.....  )
Examiner II	: Linda Septiyana, M.Pd	(.....  )
Secretary	: Rika Dartiara, M. Pd	(.....  )

**The Head of English Education Department**



**Anlianto, M.Pd.**  
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroain.ac.id, e-mail: tarbiyah.ain@metroain.ac.id

Nomor : B-1716/In.28.1/J/TL.00/06/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
Linda Septiyana (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **YUNITA PRIHATINI**  
NPM : 1601070060  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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

*Wassalamu'alaikum Wr. Wb.*





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

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

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

Nomor : B-3208/In.28/D.1/TL.00/08/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF NU 5  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3209/In.28/D.1/TL.01/08/2021,  
tanggal 03 Agustus 2021 atas nama saudara:

Nama : **YUNITA PRIHATINI**  
NPM : 1601070060  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Agustus 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-3209/In.28/D.1/TL.01/08/2021

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

Nama : YUNITA PRIHATINI  
NPM : 1601070060  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG".
  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 : 03 Agustus 2021

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003





**LEMBAGA PENDIDIKAN MA'ARIF NU  
MADRASAH ALIYAH MA'ARIF NU 5**

STATUS : TERAKREDITASI A, NOMOR : 580/BAN-SM/SK/2019  
NSM : 131218070009 / NPSN : 10816318

Alamat : Jl. Kampus Sumbergede 56 A, Sekampung Lampung Timur 34182, Telp. (0725) - 7850794

**SURAT IZIN RESEARCH**

Nomor : 008/421.3-MAMNU.5/VII/2021

Kepada Yth,  
Wakil Dekan Akademik dan Kelembagaan IAIN Metro Lampung  
di-

Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Kepala Madrasah MA Ma'arif NU 5 Sekampung Kecamatan Sekampung Kabupaten Lampung Timur :

Nama : FITRIYANTO,S.Ag  
Jabatan : Kepala Madrasah  
Unit Kerja : MA MA'ARIF NU 5 SEKAMPUNG

Dengan ini memberikan izin kepada :

Nama : YUNITA PRIHATINI  
NPM : 1601070060  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Untuk melakukan Research di MA Ma'arif NU 5 Sekampung Kecamatan Sekampung Kabupaten Lampung Timur.

Demikian surat ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.  
Wassalamualaikum Wr. Wb

Sekampung, 21 Agustus 2021

Kepala Madrasah

FITRIYANTO,S.Ag





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Yunita Prihatini

NPM : 1601070060

Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, November 2021

Ketua Jurusan TBI



Andanto, M.Pd

NIP. 1987 1102 201503 1 004



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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-921/ln.28/S/U.1/OT.01/09/2021**

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

Nama : YUNITA PRIHATINI  
NPM : 1601070060  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070060

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 September 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



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

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 9 Juli 2021	✓		- Kata research diganti dengan teacher. - Tambahkan The Condition of teachers and Staffs.	
2.	Jumat 16 Juli 2021		✓	- Acc APD	

Mengetahui,  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
NIP. 196202151995031001



KEMENTERIAN AGAMA  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
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IAIN METRO

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 11/6 2021		✓	Pembuatan Soal harus di Sesuaikan dengan Indicators of Reading. - Membuat Time Schedule - RPP & Sesuainkan.	
2.	Jumat 25/6 2021		✓	- Try out test - RPP (4) - Revisi Time Schedule - RPP disesuaikan dengan About-Point Strategy.	
3.	Jumat 19/07 2021		✓	- ACC APD	

Mengetahui  
Ketua Jurusan TBI

Andiyanto M.Pd  
NIP. 198711022015031004

Dosen Pembimbing II

Linda Septirana, M.Pd  
NIP. 2016099001



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

Nama Yunita Prihatini  
NPM 1601070060

Jurusan TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 06/11/2021	✓		- Jelas Kim What, Why, How. - Kesimpulan yang menarik - Perbaiki trace ke-11	
2.	Jummi 19/11/2021	✓		- Ace Manngosyah.	

Mengetahui,  
Ketua Jurusan TBI

Anlianto, M.Pd  
NIP 198711022015031004

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
NIP 196202151995031001



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

Nama : Yunita Prihatini  
NPM : 1601070060

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday 07/2021 09		✓	- Revisi Problem Formulation - Penggunaan bahasa dalam Pembuatan Skripsi harus formal. - Penempatan urutan tabel dan Figure harus consistent	
2.	Tuesday 28/2021 09		✓	- Tambahkan Time Schedule	
3.	Tuesday 12/2021		✓	- Revisi Abstract	
4.	Monday 08/11-2021		✓	Acc Munagasyah	

Mengetahui  
Ketua Jurusan TBI

Ancianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing II

Linda Septivana, M.Pd  
NIP. 2016099001

# THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE STUDENTS READING SKILL AMONG THE TENTH GRADERS AT MA MAARIF NU 5 SEKAMPUNG IN EAST LAMPUNG

## ORIGINALITY REPORT

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## CURRICULUM VITAE



The name of the researcher is Yunita Prihatini.

She was born in Sumur Bandung, on June 10<sup>th</sup>

1998. She is the firstdaughter of Mr. Jawari and

Mrs. Istato'ah. She have younger brother, his

name's Nur Misbahul Munirrudin. Her parents

lives in Way Jepara East Lampung. She was

enrolled her study at Kindergarten Rodhotul Iman

Rempelas on 2003 until 2004. Next, she contiuned her study at MI Darul Ulum

Rempelas Way Jepara on 2004 until 2010. Inline with her focus on the study, she

continued her study at SMPN 3 Way Jepara East Lampung on 2010 and graduated

on 2013. She decided to continue her study atMA Maarif NU 5 Sekampung and

took on 2013 until 2016. Then at the same year, she was registered as a S1

student of English EducationDepartment of State Institute of Islamic Studies

(IAIN) of Metro.