AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

By:

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Student Number: 1701070069

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
1443 H / 2022 M

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FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR
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GRADERS AT SMA TELADAN WAY JEPARA**

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

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
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APPROVAL PAGE

Title
: IMPROVING READING COMPREHENSION BY FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

Name
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To be discussed in the proposal (munaqosyah) in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

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Metro, January 17th 2022
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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the munaqosyah**
                of Anita Nanda Zahara

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

       Name   : Anita Nanda Zahara
       Students Number   : 1701070069
       Faculty   : Tarbiyah and Teacher Training Faculty
       Department   : English Education
       Title   : IMPROVING READING COMPREHENSION BY FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

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

Wassalmu'alaikum Wr. Wb

                                          Metro, January 17th 2022

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon dimunaqosyahkan skripsi**
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Kepada Yth,
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Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Name   : Anita Nanda Zahara
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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Metro, 17 Januari 2022

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RATIFICATION PAGE

B-023/In-28-1/D/PP-00-9/03/2022

An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA. Written by: Anita Nanda Zahara, Students Number: 1701070069, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February, 18th, 2022.

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IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

ABSTRACT

By:
ANITA NANDA ZAHARA

The purpose of this study is to show that the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy can improve the comprehension skills and learning activities of class Xl students at SMA Teladan Way Jepara. The researcher tries to apply that the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy can be one of the teaching strategies to improve students' reading comprehension skills.

This research method was Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, implementation, observation and reflection. The subjects of this study were students of class Xl SMA Teladan Way Jepara who collected 36 students. In collecting data, researcher used tests consisting of initial tests, final tests I and final tests II, observation and documentation. The research was conducted collaboratively with the English teacher at Teladan Way Jepara High School.

The results of this study indicated that the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy has a positive impact on improving the reading comprehension ability of class Xl SMA Teladan Way Jepara. The results showed that the average score of students from pre-test to post-test increased. The mean score on the pre-test was 31, the post-test I was 60 and became 75 in the post-test II. The percentage of students' reading comprehension in post-test II (88%) has achieved success. That is, the use of the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy can improve students' reading comprehension skills in the report text. In addition, student learning activities increased from 61% in the first cycle to 77% in the second cycle. This means that the use of Friendliness-Language-Interest and Prior Knowledge (FLIP) can increase student learning activities.

Keyword: *Reading Comprehension, Friesndliness-Language-Interest and Prior Knowledge (FLIP) Strategy and Classroom Action Research*

PENGGUNAAN STRATEGI FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA KEAS XI DI SMA TELADAN WAY JEPARA

ABSTRAK

Oleh:
ANITA NANDA ZAHARA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi Friendliness-Language-Interest and Prior Knowledge (FLIP) dapat meningkatkan kemampuan pemahaman bacaan dan activitas pembaajaran siswa kelas Xl SMA Teladan Way Jepara. Peneliti mencoba mengaplikasikan bahwa strategi Friendliness-Language-Interest and Prior Knowledge (FLIP) dapat menjadi salah satu strategi pengajaran untuk meningkatkan kemampuan pemahaman bacaan siswa.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas Xl SMA Teladan Way Jepara yang berjumlah 36 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan tes akhir II, observasi dan dokumentasi. Penelitian dilakukan secara kolaboratif dengan guru bahasa Inggris SMA Teladan Way Jepara.

Hasil penelitian ini menunjukkan bahwa strategi Friendliness-Language-Interest and Prior Knowledge (FLIP) berdampak positif dalam meningkatkan kemampuan pemahaman bacaan siswa kelas Xl SMA Teladan Way Jepara. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari pre-test hingga post test meningkat. Nilai rata-rata pada pre-test adalah 31, post-test I 60 dan menjadi 75 pada post-test II. Persentase pemahaman bacaan siswa pada post tes II (88%) sudah mencapai indikator keberhasilan. Artinya, penggunaan strategi Friendliness-Language-Interest and Prior Knowledge (FLIP) dapat meningkatkan kemampuan pemahaman bacaan siswa pada teks report. Selain itu, aktivitas belajar siswa meningkat dari 61% pada siklus I menjadi 77% pada siklus II. Artinya penggunaan Friendliness-Language-Interest and Prior Knowledge (FLIP) dapat meningkatkan aktivitas belajar siswa.

Kata Kunci: *Pemahaman Membaca, Friendliness-Language-Interest and Prior Knowledge (FLIP), dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

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

Metro, February, 2022
The Writer

Anita Nanda Zahara
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Anita Nanda Zahara

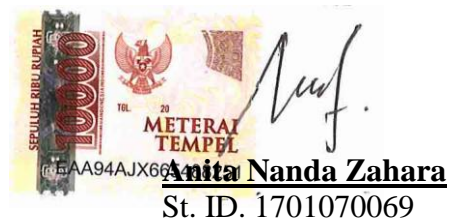NPM   : 1701070069

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Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro,   Februari 2022
Penulis

Anita Nanda Zahara
St. ID. 1701070069

MOTTO

وَأَنَّهُۥ هُوَ أَضْحَكَ وَأَبْكَىٰ ﴿٤٣﴾

Artinya: Dan bahwasanya Dialah yang menjadikan orang tertawa dan
menangis (Q.S. An-Najm. 43)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Muhtadi and Mrs. Siti Markumi)

2. My Sponsor (Mr. Drs. Kuryani, M.Pd.) and co-sponsor (Mr Andianto, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.

3. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.

4. My beloved friends Naufal Hidayatulloh, Siti Ariyanti, Indah Permata Sari, Fadila, Kinanti, Luluk, Khusnul, Erwin, Irma, Isna and who cannot I mention it one by one, thanks for your care, help, and support.

5. My wonderful friends in TBI 2017 especially my classmates of TBI a members. Keep our friendship.

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Praise thanks to Allah who has been giving his blessing and mercy to the researcher to complete a research entitled "Improving The Students Reading Comrehension by Using Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy among the Tenth Graders of SMA Teladan Way Jepara". 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 his deepest gratitude especially to:

Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung

1. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung

2. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.

3. Drs. Kuryani, M.Pd, as the first advisor and Andianto, M.Pd, as the second advisor for kindness, valuable knowledge and support in finishing this undergraduate thesis.

4. Headmaster, Teacher, Staff of SMA Teladan Way Jepara, who gives permission to the researcher conducts the research in this school.

The researcher do apologizes for all mistakes that he 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 our campus and all readers generally.

Metro, May, 2022
The Writer

Anita Nanda Zahara
St. ID. 1701070069

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an interactive activity to understand the meaning contained in written material. With reading we can seek information through written symbols and then make sense of it. In reading, there is a process of identification and the process of remembering a reading material that is presented as a stimulus to generate experience and form new meanings through relevant concepts that readers already have which are used by readers to get the message the writer wants to convey through the media of words or written language. Reading is not an activity of looking at written symbols alone. A reader needs to mobilize various abilities so that he is able to understand the material he is reading. The reader must strive to make the symbols he sees become symbols that are meaningful to him.

Reading is a form of communication between readers and what is being read, by reading we know many things so that it makes it easier for us to share information that is out there and information with other people. We can also expose new things within ourselves. Reading a lot helps us to improve ourselves to be better than before. We can know so many interesting things that we can learn from reading, with what we have read to help us to take a certain action.

The more we read books, the more we got explanations about things we don't know yet, and can increase the number of vocabulary that we can use in our daily lives. This can help us to convey opinions in good and correct language, and can increase self-confidence when talking to others. By increasing the vocabulary that we have from reading activities, it can help us to be able to make our own writing in good language or even better than what we have read before.

But reading is not a language skill that is easy to master there are many problems that readers experience in the process of reading an English text. Limitations in vocabulary are one of the main causes of students inability to understand a text and sometimes someone is less interested in the title and theme of the reading besides it is weak mastery of grammar if it causes problems in reading.

In line with the reading problem, the researcher conducted a pre-survey on March 02, 2020 at SMA Teladan Way Jepara. From the results of the pre-survey the researcher found reading problems experienced by students in eleventh graders. Problems in the reading process are caused by low English vocabulary mastery, low English grammar mastery, inability to find main ideas and supporting ideas for a reading. Therefore it can be concluded the student of SMA Teladan Way Jepara have problems in reading comprehension. The results of pre-survey are illustrated in the following table:

Table 1
Data of Pre-Survey Result

No.	Name of Students	Grade	Criteria
1.	AAR	58	Incomplete
2.	AAH	55	Incomplete
3.	AFM	45	Incomplete
4.	ABS	65	Incomplete
5.	AAC	45	Incomplete
6.	AR	65	Incomplete
7.	AS	35	Incomplete
8.	BTR	65	Incomplete
9.	CS	40	Incomplete
10.	DN	45	Incomplete
11.	DPS	45	Incomplete
12.	DLA	65	Incomplete
13.	DEP	45	Incomplete
14.	DCA	40	Incomplete
15.	DP	30	Incomplete
16.	ES	55	Incomplete
17.	EAA	45	Incomplete
18.	FGM	65	Incomplete
19.	FAW	65	Incomplete
20.	HS	45	Incomplete
21.	JM	55	Incomplete
22.	KIF	55	Incomplete
23.	MGOT	35	Incomplete
24.	MNS	65	Incomplete
25.	MDA	65	Incomplete
26.	NSR	35	Incomplete
27.	NZ	40	Incomplete
28.	RAS	45	Incomplete
29.	RPA	55	Incomplete
30.	RP	65	Incomplete
31.	RIK	20	Incomplete
32.	RD	35	Incomplete
33.	SAM	55	Incomplete
34.	SM	25	Incomplete
35.	TA	35	Incomplete
36.	TSP	45	Incomplete
Average		**Total: 36**	

Table 2
Data of Pre-Survey Result

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 70	0	0%	Complete
2.	<70	36	100%	Incomplete
Total of the Students		36 students	100%	

Based on the information in the table above with consideration of the categorization of graduation from the English Minimum Mastery Criteria (MMC), which is 70. The number of students who do not complete the MMC is 36 students or 100%. It is known that students experience problems in reading. This is because the percentage of students who are able to achieve the Minimum Mastery Criteria (MMC) is nothing

To solve the reading problem above, the writer tries to improve students reading skills by implementing Friendliness-Language-Interest and Prior Knowledge (FLIP). FLIP is a strategy that can be used for the learning process of reading comprehension. It uses the reader fluent process of combining information from the text and their own background knowledge to construct meaning.

FLIP is a strategy often used with middle and high school students for content area material, but it can be modified so that even younger students can use it to determine if a text is suitable for them. Appropriate text is text which has high FLIP scale. In the reading learning process, FLIP plays an important roles in determining the reading text they read, to see the contribution of FLIP

to the achievement of students reading comprehension, to find out which text is based on FLIP which improves students reading comprehension.

Based on all the illustrations above, the writer tries to help students to improve their reading comprehension by using the FLIP strategy. In this case the writer used classroom action research. Therefore, the researcher compile a research proposal entitled Improving Reading Comprehension By Using FLIP Strategy Among The Eleven Graders at SMA Teladan Way Jepara.

B. Identification of the Problems

Based on the results of the pre-survey, several research problems can be seen, including:

1. Students mastery of English vocabulary is weak

2. The students mastery of English grammar is not good

3. Students have unsatisfactory reading comprehension skills

4. Students are unable to determine main ideas and supporting ideas for a reading

C. Limitation of the Problems

The writer limits this research problem by focusing on problem number 3, namely about the weak reading comprehension ability of eleventh grade students of SMA Teladan Way Jepara, it is expected that by implementing FLIP strategy students reading ability is improved.

D. Problem Formulation

The researcher has formulation the researcher as follows: Can the use of FLIP strategy improve students reading comprehension and learning activities at the eleventh grade students of SMA Teladan Way Jepara?

E. Objectives and Benefit of the Study

1. Objective of the Study

The writer has objectives including: To improve students reading comprehension and learning activities by using FLIP strategy amongtheeleventh grade at SMA Teladan WayJepara.

2. Benefit of the Study

This research is expected to provide benefits not only for researcher but also for students, teachers and principals

a. For Students

This writer is expected to contribute to students by improving reading comprehension skills. Through the application of the FLIP strategy students are more motivated in the process of understanding English texts. In addition, students are expected to be more focused and focused in the reading learning process. Therefore, this study is expected to improve the quality of students reading comprehension.

b. For the teacher

This writer is expected to be useful for English teachers in an effort to improve students English skills, especially reading comprehension. By using the FLIP strategy, it helps teachers to teach

reading comprehension effectively. This is because the FLIP strategy contains reading teaching steps that make it easier for teachers in the teaching process

c. For the headmaster

This writer is expected to be of benefit to the principal to facilitate teachers in order to improve the quality of teaching English, especially reading. In addition, this study is expected to encourage school principals to make efforts to improve the quality of students reading by motivating teachers to implement new strategies and complement English learning media.

F. Prior Research

This research conducted with some prior researches. The first research entitled Using FLIP Strategy to Improve Students Reading Comprehension in Narrative Text of The Eighth Grade Junior High School 29 Pekanbaru, conducted by M. Fadhly Farhy Abbas and Desi, research using classroom action research. The purpose of this research was to improve reading comprehension in narrative text. The sample of the research is The Eighth Grade SMP Negeri 29 Pekanbaru.

Furthermore, this study has similarities and differences with the first prior research. The equation includes the similarity of variables, objectives, and methods. The similarity of research variables is due to the similarity in the use of the strategy FLIP in teaching reading, which is in the form of another similarity that lies in the similarity of the research, namely the application of

CAR, the objectives of these two studies include: to investigate the FLIP strategy of student reading comprehension.

The second study entitled The Contribution of FLIP Strategy towards Students Reading Comprehension at Third Grade Students of SMP N 4 Batipuh, conducted by Mia Widya Rahma, uses classroom action research. The purpose of this research was to improve reading comprehension in narrative text. The sample of the research is The Third Grade Students of SMP N 4 Batipuh.

Furthermore, this research has similarities and differences with the second prior research. The similarities include the similarity of the research variables. The similarity of the research variables is due to the similarity in using the strategy FLIP in teaching reading. The difference lies in the method and purpose of the study. Research objectives. This study aims to see the contribution of FLIP to the achievement of students 'reading comprehension and to find out which texts are based on FLIP which improve students reading comprehension. While this research method uses a mixed research method.

CHAPTER II

THEORITICAL REVIEW

A. **Concept of Reading Comprehension.**

1. **Definition of Reading.**

Reading is the process of decoding and understanding, where decoding is a proxy for word recognition.[1]At the word level, reading is a problem that can be avoided to a large degree through clear instruction in word recognition. Recognition of new words and adding new vocabulary can increase reading ability and fluency. The students have to learn and add knowledge about vocabulary.

Reading is (roughly speaking of course) speech written down, the letters represent sounds and sounds make words.[2]Printed down voice (approximately speaking of course), and letters represent sounds and words are rendered by sounds. However, in the first few lessons, I believe its good practice to begin by reviewing onset rime blending activities before plunging into phoneme blending and segmenting.

Reading is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.[3] Reading is imperative. It is the mechanism by

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[1] Yola Center, *Beginning Reading* (Australia: Allen & Unwin, 2005), 75.

[2] *Ibid.*, 94.

[3] Camille Blachowicz Donna Ogle., *Reading Comprehension,* (New York: THE Guilford Press, 2008)., 15.

which books, journals, manuals, letters, contracts, advertising and a variety of other materials procure information and ideas from individuals.

My opinion, reading is an activity of reading a passage and the process of understanding the text aloud or silently. This is done to understand and understand the researcher intent or purpose in written media.

2. Definition of Comprehension

Comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task.[4]Usually, comprehension is assessed by asking students to read a short passage and then answer questions with multiple choices or short answers or by using a cloze task.

Comprehension strategies to make connections in our classroom, the effects of our stories ripple outward.[5]To make connections in our classroom, knowing tactics, the results of our stories ripple outward. The Visiting Day discussions were greatly opened up to those in the class by Kevin's connections to the complexities of prison life.

Comprehension involves more than the simple accumulation or "adding up" of individual word meanings. Rather, readers must understand the context in which any word is "nested"[6]. Understanding requires more than a mere compilation or "adding up" of the meanings of each phrase.

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[4] Janette K. et al., *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York: THE GUILFORD PRESS, 2007), 15.
[5] Andie Cunningham Ruth Shagoury., *Starting With Comprehension,* (Portland: Stenhouse Publishers, 2005), 45.
[6] Stepheb B. Kucer., *Dimensions Of Literacy,* (Madison Ave: Routledge,), 171.

Instead, readers need to consider the context in which every word is "nested"

3. Definition of Reading Comprehension

Reading comprehension is difficult to determine in students because so much of it occurs "in the head" and isn't readily observable.[7] In pupils, reading comprehension is hard to assess since too much of it happens "in the head" and is not readily visible. The student only reads without explaining the difficulties experienced by the student. They also only hide their difficulties so that the teacher doesn't know what their difficulties are.

Reading comprehension is a way that suggests the student had trouble with decoding, with reading fluently enough to comprehend, or with vocabulary. [8] Understanding reading is a way of showing that the student has difficulty with decoding, reading fluently enough to understand, or vocabulary. Reading comprehension is a way of showing that students are having difficulty with decoding, reading fluently enough to understand, or vocabulary. So students have to learn and master vocabulary a lot in order to master the material and be able to learn reading fluently.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading,

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[7] Janette K. et al., *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 1.

[8] Amber Gove and Anna Wetterberg., *The Early Grade Reading Assessment,* (Liberia: RTI Press, 2011), 18.

word and world knowledge, and fluency[9]. Understanding reading is the process of building meaning by coordinating a variety of dynamic processes that include word reading, comprehension of words and worlds, and fluency.

4. Process of Reading Comprehension

The researcher asks the students to explore comprehension using a range of strategies that include asking questions while reading, making inferences, synthesizing ideas, visualizing information, and making connections between texts, the world, and their lives. The point of strategy instruction is to help students see reading as a thinking process.[10]Using a variety of strategies that include asking questions while reading, making inferences, synthesizing ideas, visualizing knowledge and making links between texts, the environment, and their lives, the reservoir invites students to explore understanding. The aim of instruction in strategy is to help students see reading as a process of thought.

Introduction and pre reading discussion: In the first part of the lesson, the teacher defines the concept of theme, discusses the value of understanding themes, and introduces the background of the specific story for that lesson. Reading the story: The teacher reads the story aloud, interspersing the text with questions designed to encourage students to process the text actively (e.g., make connections with prior knowledge).

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[9] Janette K. et al., *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 2.

[10] Andie Cunningham Ruth Shagoury., *Starting Comprehension,* (Portland: Stenhouse Publishers, 2005), 4.

Discussion using organizing (theme scheme) questions: The teacher and students discuss eight questions.[11]

a. Previewing: Students preview a few pages of the text and generate an outline of numbers and letters for the sections indicated in the text.

b. Reading: Students read, filling in the sections.

c. Outlining: For each section, students write a main idea in their own words; they summarize the subsection into key phrases.

d. Studying: After they have finished reading, students review their summaries.

e. Retelling: Students orally retell what they learned, with a partner.

5. **Assessment of Reading Comprehension.**

The score given on the multiple choice test is 1 for each correct item and 0 for each in correct item.[12] The reading assessment are illustrated in the following table[13]:

Table 3 Indicator of Reading

No	Indicator	Correct	Incorrect
1.	Main idea (topic)	1	0
2.	Expression/idioms/phrases in context	1	0
3.	Inference (implied detail)	1	0
4.	Grammatical features	1	0
5	Detail (scanning for a specifically stated detail)	1	0
6	Excluding facts not written (unstated details)	1	0
7	Supporting idea(s)	1	0
8	Vocabulary in context	1	0
Total		8	0

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[11] Janette K. et al., *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 85.

[11] *Ibid.,* 95.

[12] Khaerudin, *teknik perskoran tes obyektif model pilihan ganda,* Jurnal Madaniyah Volume 2 Edisi XI, Agustus 2016.

[13] H.Douglas Brown, *Language Assessment Principles an Classroom Practices,* (San Francisco State University, 2004), 206.

B. Concept of FLIP

1. Definition of FLIP

Flip stands for friendliness language interest and prior knowledge and rates the book's readability. [14]Experience, and scores the readability of the book or novel. Students who are less strategic readers can benefit from direct instruction in how to analyze an expository reading assignment and make a plan for reading.[15] Students can often read texts or read novels to increase student knowledge.

This strategy is similar to the preview, pre read and overview or survey step.[16]This technique is similar to the preview, pre-read, and overview or survey steps. Students draw up a checklist of variables, taking into account the "friendliness" of text content. Readers must assess both text-based and reader-based (prior knowledge) variables to decide the level of complexity of the text.

2. Benefits of FLIP

The Benefit of FLIP is to enable students to examine their reading assignments and develop an appropriate plan of action for completing.

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[14]Jiri vopafa et al., *Proceeding of AC 2018 in prague, (*prague: EBSCO Information services, 2018), 281.

[15]Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*, (New York: TheGuildford Press, 2006), 276.

[16] Katherine D.Wiesendanger., *Strategies For Literacy Education*, (New Jersey Columbus: Alferd University, 2006), 180.

3. Steps of Teaching Procedure Using FLIP.

a. The researcher asks the students to preview the reading text, looking at headings, subheadings, captions, and so on. In this case, the researcher asks the students to read the introduction of text.

b. The researcher asks the students to rate the friendliness of the assignment by asking the students many friendly text features e.g., margin notes, headings, study questions, and words in color.

c. The researcher asks the students to rate the language of the assignment by asking the students many new words and long, complicated sentences.

d. The researcher asks the students to rate their interest in the assignment topic by asking the students whether the content of text is very interesting for them.

e. The researcher asks the students to rate their prior knowledge of the topic by asking the students whether they are familiar with the material being presented.[17]

f. To evaluate the reading assignment, the teacher gives students FLIP charts to complete.

g. The teacher Instructs students to record the title and the number of papers in the assignment, and then begin FLIP. Rate each of the four elements of FLIP on a scale from 1 to 5, with 5 indicating a positive rating.

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[17] Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*, (New York: TheGuildford Press, 2006), 276.

C. Action Hypothesis

The action hypo thesis of this research is as follow: "Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy can improve reading comprehension and learning activities among the eleventh graders at SMA Teladan Way Jepara"

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables, those are independent and dependent variables. The independent variable in this research is FLIPthat was implemented to improve the studentsreading comprehension. This strategy is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading comprehension as one of the four of language skills that has to be mastered by the students in order to be able to understand the main idea of the text.

2. Operational Definition of Variable

Operational definition is the specification of how the writers defines and measures the variable in their study.[18] Specifies how the researcher defines and measures the variable in their study. Operational definitions of variables in research are very important to avoid mistakes when collecting data by the writer. Variables in research are critical for avoiding errors when the writer collects data.

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

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[18]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

a. Dependent Variable

Dependent variable is the thing you are trying to study or what you are trying to measure. Dependent variable is a variable that can be improved by an independent variable. The dependent variable of this research is students' reading comprehension.The things you're trying to study or measure are known as dependent variables. A dependent variable is one that can be influenced by an independent variable. This study's dependent variable is students' reading comprehension.

To measure reading comprehension, the writer conducted pre-test and post-test in different level in multiple choice form that consist of 20 items and gives 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension, the writer decides some indicators in this variable as follows:

1) The students are able to identify the main idea of reading text.

2) The students are able to find detail information on reading text.

3) The students are able to find locate the meaning of vocabulary in context.

4) The students are able to identify references.

5) The students are able to make inference from reading text.

b. The independent Variable

Independent variable is might be causing an effect on the things you are trying to understand. In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using FLIP strategy. This variable is used to engage students in reflective teaching about their views while thoughtfully and active analyzing a specific text. The indicators of independent variable consist of:

1) The students are able to preview the reading text, to look at headings, subheadings, and captions.

2) The students are able to rate the friendliness of the assignment by describing many friendly text features (e.g., margin notes, headings, study questions, words in color).

3) The students are able to rate the language of the assignment by describing many new words and long, complicated sentences.

4) The students are able to rate their interest in the assignment topic by describing very interesting point to them.

5) The students are able to rate their prior knowledge of the topic by describing whether they are familiar with the material being presented.

6) The students are able to complete FLIP charts.[19]

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[19] Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*, (New York: TheGuildford Press, 2006), 276.

B. Research Location

The writer conducted the Classroom Action research (CAR) at SMA Teladan Way Jepara East Lampung. The school was built at 1986and located at JL Pramuka, Labuhan Ratu Satu, Way Jepara.SMA Teladan Way Jepara is one of the newest schools in East Lampung. In Eleven grade consists of four classes. Starting from class XI.IPS 1 to XI.IPS 3 and XI.IPA 1 to XI.IPA 2. The subject of this research is the students reading comprehention at XI.IPA 2 of SMA Teladan Way Jepara. The researcher chose the class because the students had a lower average score in reading.

C. Subject and Object of the Research

The subjects of this action research were students of class XI IPA 2 SMA Teladan Way Jepara which could reach 36 students. The object of this research is the ability to read the understanding of class XI students of SMA Teladan Way Jepara. The classroom action design applied in this research is collaborative classroom action research. In conducting the research, the researcher collaborated with the original English teacher of SMA Teladan Way Jepara, Mrs.Yuyun Yuliana, S.Pd. as a collaborator.The writer plays a role as an English teacher who teaches reading comprehension trough FLIP to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the writer is not only as an observer but the writer also takes actions by making lesson plan and giving assessment. Then, the writer also collecting and analyzing data together with the teacher to know the result of their student reading result.

Table 4
Total of The Students

No	Class	Gender		Total
		Male	Female	
1	XI IPA 2	10	26	36

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 strategy to solve problems in a class. This study employs a classroom action research design. It is called CAR because the research aims to develop a specific instructional strategy to solve problems in a classroom setting. This study employs a classroom action research design. It is called CAR because the research aims to develop a specific instructional strategy to solve problems in a classroom setting.

According to Zina O'Leary, action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.[20]Action research is a research strategy that integrates action and knowledge through a cyclical and participatory process. Process, outcome, and application are inextricably linked in action research.

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[20] Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thoundand Oaks: SAGE, 2004).*,* 139.

Moreover, Lin Norton said that action research is a broad umbrella term for what is actually a wide range of research paradigms and processes, each with its own philosophies and rationales.[21]Action research is a broad term that encompasses a wide range of research paradigms and processes, each with its own set of philosophies and rationales. Diverses set of research paradigms and processes, each with its own set of philosophies and rationales. Action research is a broad term that refers to a variety of research paradigms and processes, each with its own set of philosophies and rationales.

Furthermore, Yogesh states that action research is a method for improving and modifying the working system of a classroom in school.[22]Action research is a technique used in schools to improve and modify the working system of a classroom.

Based on the statement above, the writer can say that classroom action research is one of the efforts made by the teacher in order to improve the quality of learning in a learning process by using new methods, techniques, or strategies or combining them.

The writer describes the cycles through the scheme of action research design by Zina O'leary as follows:

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[21]Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Researchin Universities*, (New York: Routledge, 2009) 51.
[22]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), 261.
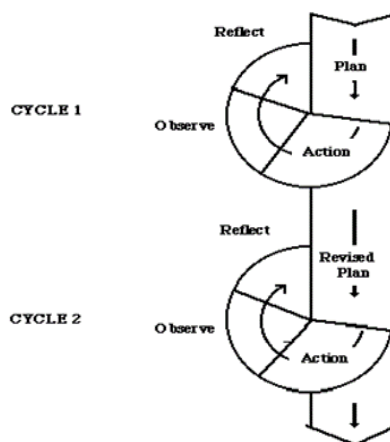
Figure
Zina O'leary's Action Research Design[23]

CAR was applied in this research since it is regarded important to develop reading ability of the elevent graders of SMA Teladan Way Jepara by FLIP applying, by applying this strategy it is expected to solve students problems in teaching-learning process of reading ability.

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

1. **Cycle 1**

   a. **Planning**

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

   1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.

   2) The writer prepares the observational note and guidelines.

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[23] Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thoundand Oaks: SAGE, 2004), 141.

3) The writer prepares the instrument of reading tests before and after CAR.

b. Acting

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

1) Pre-Teaching

a) The writer greets the students and checks the attendance list.

b) The writer gives warm up activities.

c) The writer explains general overview related to the topics of the text.

d) The writer confirms the students their comprehension about the text.

2) While Teaching

a) The writer implements FLIP.

b) The writer asks the students to preview the reading text, looking at headings, subheadings, captions, and so on. Read the introduction and summary if included.

c) The writer asks the students to rate the friendliness of the assignment by asking the students "Does it include many friendly text features (e.g., margin notes, headings, study questions, words in colour)?"

d) The writer asks the students to rate the language of the assignment by asking the students "Does it have many new words and long, complicated sentences?"

e) The writer asks the students to rate their interest in the assignment topic by asking the students "Does it seem very interesting to you?"

f) The writer asks the students to Rate their prior knowledge of the topic by asking the students "Are you familiar with the material being presented?"[24]

3) Post-Teaching

a) The writer gives a conclusion about the text.

b) The writer closes the class.

c. Observing

In this phase, the writer 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) Identifies the students achievement in learning reading comprehension by giving the test after CAR in cycle 1.

3) The writer calculates students improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

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[24] Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*, (New York: TheGuildford Press, 2006), 276.

d. Reflecting

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

1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also students achievement and the media.

2) The teacher and the writer 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

In the phase of planning, the teacher and the writer make instruments, as follows:

1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The writer prepares the observational note and guidelines

3) The writer prepares the instrument of reading tests before and after CAR.

b. Acting

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

1) Pre-Teaching

    a)   The writer greets the students and checks the attendance list.

    b)   The writer gives warm up activities.

    c)   The writer explains general overview related to the topics of thedescriptive text.

    d)   The writer confirms the students their comprehension about the text.

2) While Teaching

    a)   The writer asks the students to preview the reading text, looking at headings, subheadings, captions, and so on. Read the introduction and summary if included.

    b)   The writer asks the students to rate the friendliness of the assignment by asking the students "Does it include many friendly text features (e.g., margin notes, headings, study questions, words in color)?"

    c)   The writer asks the students to rate the language of the assignment by asking the students "Does it have many new words and long, complicated sentences?"

    d)   The writer asks the students to rate their interest in the assignment topic by asking the students "Does it seem very interesting to you?"

e) The writer asks the students to Rate their prior knowledge of the topic by asking the students "Are you familiar with the material being presented?"

3) Post-Teaching

a) The writer gives a conclusion about the text.

b) The writer closes the class.

c. Observing

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

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

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

d. Reflecting

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

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also student's achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of student's score and to solve the problem unfinished yet.

E. Data Collection

There are two type of collecting data. They are qualitative and quantitative data. The writer uses observation dealing with the qualitative data. On the other side, the writer uses the students final result score of reading as a pre-test and post-test to obtain the quantitative data.

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

1. Test

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

a. Pre-test

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

b. Post-test

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

2. Observation

Observation is a systematic method of data collection that relies on a writer's ability to gather data through his or her senses.[25]In other words observation is an action or process of observing something or someone carefully to get information or prove the truth of a study.

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

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

3. Documentation

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

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

a. The history of SMA Teladan Way Jepara.

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[25]Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thoundand Oaks: SAGE, 2004)170.

b. The condition teachers and officials employes in SMA Teladan Way Jepara.

c. The quantity of the students of SMA Teladan Way Jepara.

d. Organization structure of SMA Teladan Way Jepara.

e. Reading worksheet, course overviews and classroom materials.

f. Location sketch ofSMA Teladan Way Jepara.students at SMA Teladan Way Jepara.

Instrument is a mechanism formeasuring that was used togather and record information for assessment, decision making, and ultimately understanding. In this research, the research instrument was designed by the writer.

F. Data Analysis Method

In this research, the researcher conducts the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions are conduct and given test at the early and the last cycle.

The formula for counting the average score is as follow:

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

Note:
$\overline{X}$: Average (mean) of the student score.
$\sum X$: Total of the student score.
N : Total of the students.[26]

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[26]Ary Donald, et.al, *Introduction To Research In Education*, (USA: wardsworthCengage Learning, 2010), 108.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows: [27]

$$P = \frac{F}{N} x100\%$$

Notes:
P= Percentage
F= Frequency
N= Number of observation

Furthermore, to know the result the researcher compares between pre-test and post-test. Then, the result is match by indicator of success at the school at least 70. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

G. Indicator of Success

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

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[27]Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

In this chapter, the researcher would like to present the research result. It presents the research result and discussion which had been accomplished by the researcher at SMA Teladan Way Jepara especially for the tenth graders. The result of the research, as follows:

a. The History of SMA Teladan Way Jepara

A Brief History of the Establishment of Way Jepara High School, East Lampung Exemplary High School Way Jepara, East Lampung was founded on July 14, 1968 on the initiative of the supervisor of the Central Lampung Metro Exemplary Education Foundation which has overseen 2 schools, namely Metro Exemplary High School, Gajah City Exemplary High School, then Way Jepara Exemplary High School was established.

In the first year of its existence, Teladan High School had 104 students and only 77 students reached the graduation year. The increase in school status occurred after the first accreditation in 1990, and with the issuance of SK Accreditation No. 009/C/Kep/I/1990 dated January 20, 1990, the status of the school that originally registered to be

recognized so that the following year the Exemplary High School has the right to hold its own exam.

Way Jepara Exemplary High School has a School Data Number (NIS) L.02074003, School Statistics Number (NSS) 30212040818 and National School Pakon Number (NSPSN) 10806003. Since its establishment, Exemplary High School has undergone 3 changes to schools, namely:

1) Drs Yahya Zakaria (1986-1991)

2) Drs. Aliminuddin, SE.Mm (1992-2004)

3) Drs. Ismanto, M.Si (2004-2012)

4) Drs Aliminudin, SE.Mm (2012-2018)

5) Drs Ismanto, M.Si (2018-2020)

6) Riyanto, SE (2021-Now)

Exemplary High School already has a school operational permit issued by the Regional Office of the Ministry of Education of Lampung Province with a decree Number: 22251/1.12.G4/MN/2000 dated October 14, 2000 concerning the approval of the Granting of Operational Permits for Private Junior High Schools and High Schools.

Way Jepara High School, East Lampung is located in Labuan Ratu village, Way Jepara District, East Lampung Regency, precisely on Pramuka street, Labuan Ratu I Way Jepara, postal code 34196. The location of the school is approximately 1 km from the Way Jepara market, so it is far from the noise of motorized vehicles and other

activities. In the north, the school borders the rice fields of the population so the location is very convenient for the teaching and learning process.

b. **Vision of the School:**

1) Excellence in achievement based on IMTAQ and science and technology

2) The creation of student achievements in both academic and non-academic fields.

3) The creation of conditions of good character in the school environment.

4) The realization of good disciplinary conditions in the school environment by implementing a point system school for both discipline violators.

5) The fun learning activities and effective laboratories

c. **Mision of the school**

1) Implementing the learning and guidance process effectively and efficiently so that it becomes an intensive source of excellence for all school members.

2) Fostering the spirit of excellence intensively to all school members.

3) Encouraging and helping each student to recognize his own potential.

4) Fostering appreciation of religious teachings and national culture so that they become a source of wisdom in acting.

5) Implementing participatory management by involving all school members and school committees.

d. The Formation of Teacher and Official Employee of SMA Teladan Way Jepara

The formation of the teacher and official employers in SMA Teladan Way Jepara can be identified, as follows:

Table 5
The Formation of the Teacher and Official Employees in
SMA Teladan Way Jepara

No	Subject	Total
1.	Religion Education	1
2.	Civic Education	1
3.	Indonesian Language	1
4.	English	1
5.	Mathematics	1
6.	Sociology	1
7.	Indonesian History	1
8.	Specialization math	1
9.	IPA math	1
10.	Physics	1
11.	Chemical	1
12.	IPS History	1
13.	Geography	1
14.	Economy	1
15.	Art and culture	1
16.	Lampung language	1
17.	Physical Education	1
18.	Etrepreneurship	1
19.	Librarian	1
20.	Administrator	1
21.	Security	1
22.	Conseling	2
23.	Technician	2
24.	Laborer	2

(Source: the school archieve given by the administration staff of SMA Teladan Way Jepara)

e. **The Quantity of the Students of SMA Teladan Way Jepara**

The quantity of students of SMA Teladan Way Jepara can be identified, as follows:

Table 6
The Students' Quantity of SMA Teladan Way Jepara

Year Lesson	Kelas X		Kelas XI		Kelas XII	
	Jumlah		Jumlah		Jumlah	
2021/2022	Siswa	Rombel	Siswa	Rombel	Siswa	Rombel
	117	3	126	4	132	4

(Source: the school archieve given by the administration staff of SMA Teladan Way Jepara)

f. **The Building of SMA Teladan Way Jepara**

The condition of facilities in SMA Teladan Way Jepara can be seen on the table below:

Table 7
The Building of SMA Teladan Way Jepara

No	Ruangan	Jumlah (set)	Kondisi
1	Classroom	14	Good
2	Library room	1	Good
3	Office room	1	Good
4	Principal's office	1	Good
5	Administration room	1	Good
6	Praying room	2	Good
7	BP/Bk Ruang Room	1	Good
8	UKS	1	Good
9	WC.Students	8	Good
10	WC.Teacher	3	Good
11	Principal's WC	1	Good
12	Gym	1	Good
13	Warehouse	1	Good
14	Language laboratory	-	-
15	Science Laboratory	2	Good
16	Computer lab	1	Good

No	Ruangan	Jumlah (set)	Kondisi
17	Student Council Room	1	Good
18	committee room	-	-
19	Sir teacher	1	Good
20	Park students	2	Good
21	Canteen	2	Good

g. The Organization Structure of SMA Teladan Way Jepara

Figure 2
The Organization Structure of SMA Teladan Way Jepara
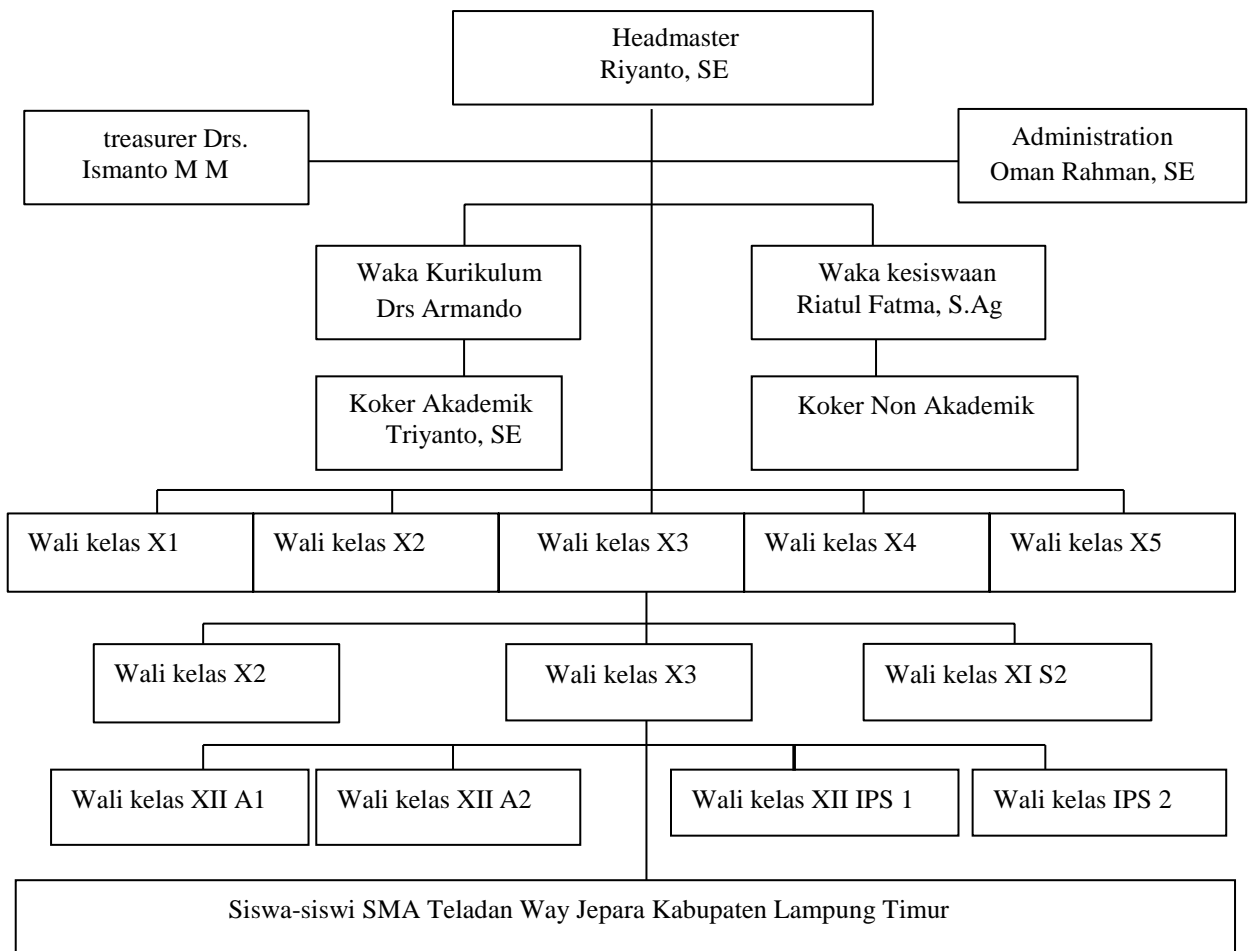
h. Location skecth of SMA Teladan Way Jepara

Figure 3
Location skecth of SMA Teladan Way Jepara
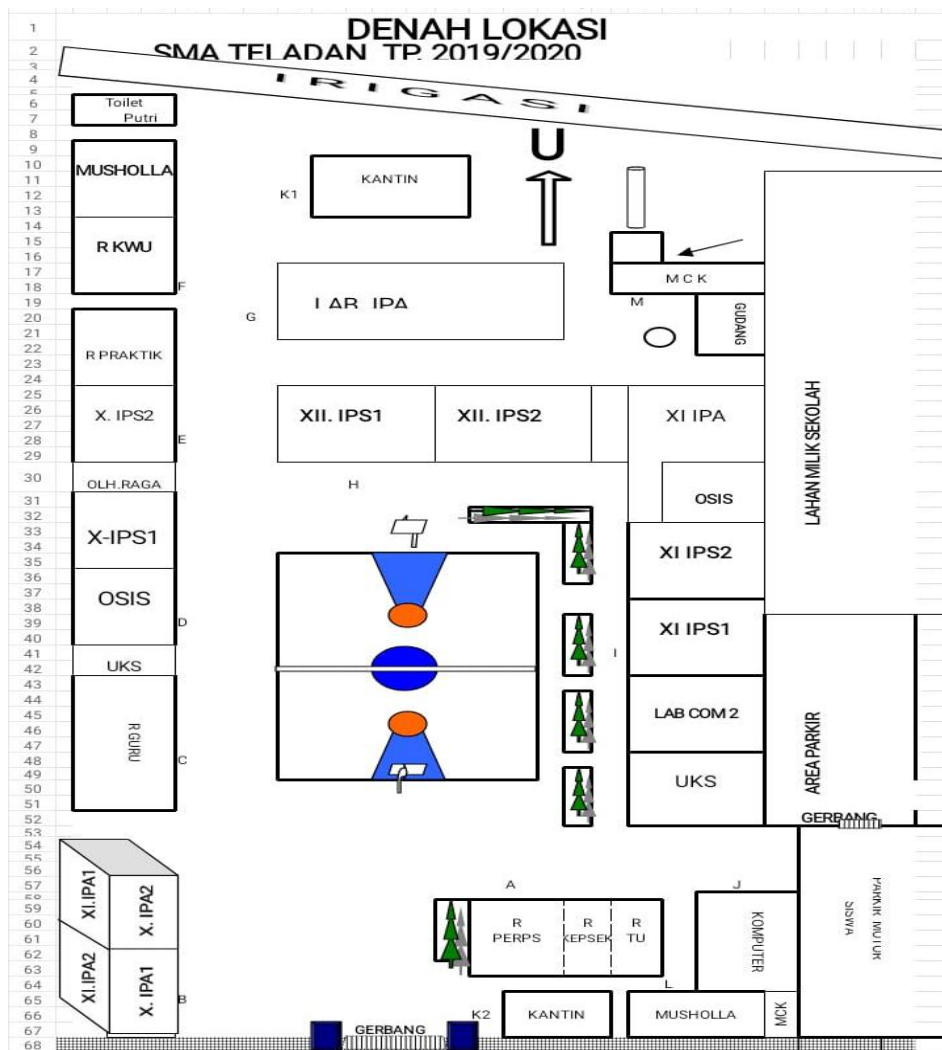
2. Description of the Research

In this research, the researcher is as an English teacher and Miss Yuyun S.Pd is as the collaborator managed the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting. To manage the class the writer made a lesson plan. The action of this research

was using guide reading and summarizing procedure FLIP strategy to improve the students' reading comprehension.

a. Pre-test activity

The learning, the writer conducted on Tuesday, 16 november 2021 at 08.00 until 09.30. All the students had already prepared when the teaching time came. The writer greeted the students. The writer told the students that the writer would research in their class to know their of reading comprehension 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 the Multiple Choice questions consisted of 20 items. Based on the results of the pre-test, it can be concluded that all students scored less than 70.

Based on the table above, it was analyzed that there were no students who achieved the (MMC) score, who got a minimum score of 36 students (100%) who failed the pre-test. The lowest score in the pre-test was 20 and the highest score is 45. It means that students do not achieve the minimum score at SMA Teladan Way Jepara and students' reading comprehension skill is low. In addition, from the results of the pre-test, the researcher got an average of 31, 2. Therefore, the researcher used the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy to improve students' reading comprehension.

Figure 3
Graph of Students Result of Pre-Test

Based on the table above, it was analyzed that there were no students who achieved the (MMC) score, who got a minimum score of 36 students (100%) who failed the pre-test. The lowest score in the pre-test was 20 and the highest score is 45. It means that students do not achieve the minimum score at SMA Teladan Way Jepara and students' reading comprehension skill is low. In addition, from the results of the pre-test, the researcher got an average of 40. Therefore, the researcher used the Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy to improve students' reading comprehension.

b. **Cycle I**

1) **Planning**

In the planning stage, the writer and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be 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 writer 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 Saturday, 20 November 2021 at 08.00 until 09.30 and followed by 36 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the writer to make sure the students' effectiveness before the writer was researching the class.

It showed that most of the students gave their full nice attention to the writer when the study time came. In the beginning, the writer started to introduce the procedure of the strategy that was used in the learning process, then started to deliver the material.

The writer explained that the used text in the teaching-learning was organized in the report text form. The generic structure included description in general, general classification, and observation text. The purpose of the text is to describe and reveal a particular person, place, or thing.

b) The second meeting

The second meeting was conducted on Tuesday, November 23, 2021 at 80.00 until 09.30. for 2x45 minutes after the students given the action. The writer began the lesson by praying, greeting, checking the attendance list and asking the students' condition. The activity continues by giving some explanation more about the Report text. The title of the text is cow

Then, the writer applied this FLIP strategy. The writer asked the students to make a group consist of four students. The teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asked students about all of information of the text and the students write all of information from the text in white board every group.

The students return the texts and read text again for can be more information. The teacher helps students for arranged information about text (definition and text). Then students rewrite the simple sentences. The students make conclusion as summarizing. The writer gave the same question for all students who had the name and they answered it.

Furthermore, on november, 27 2021 the writer gave a post- test cycle I with a similar task on a pre-test before. Kinds of

the test multiple chocies qustion which consisted of 20 items. The result of the students' test in post-test 1 was better than the test in the pre-test before. Based on the table above, there were 14 students got ≥ 70 and 22 students got < 70. The highest score was 75 and the lowest score was 40. Based on the Minimum Mastery Criteria (MMC), there were 14 students on post-test I got score ≥ 70. It means that in cycle I the students' attainment could improve enough, but it was not succesfull yet.

Figure 4
Graph of Students Result of Post-Test I
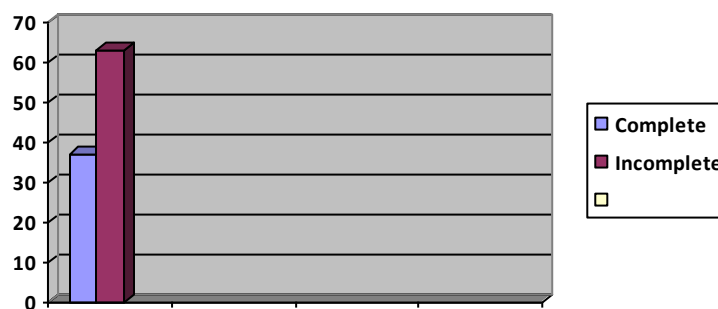
3) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading Report text.

While the treatment was being executed, the students exercises during the learning interaction were additionally being seen by the observer. The Students who are active in the class got points by checking them on the sheet for meeting 1 and meeting 2. The consequence of the students' learning exercises could be seen as follow:

Table 8
The Students' Learning Activities in Cycle 1

No.	Name of Students	Reading the Report text	Determining friendliness and language from the reading text	Determining interest and prior knowledge from the reading text	Presenting the conclusion of the result of FLIP
1.	AAR	√	√	√	√
2.	AAH				
3.	AFM	√	√	√	√
4.	ABS				
5.	AAC	√	√	√	√
6.	AR	√	√	√	√
7.	AS	√	√	√	√
8.	BTR	√	√	√	√
9.	CS	√	√	√	√
10.	DN				
11.	DPS				
12.	DLA	√			
13.	DEP	√	√	√	√
14.	DCA	√	√	√	√
15.	DP	√	√	√	√
16.	ES				
17.	EAA				
18.	FGM	√	√	√	√
19.	FAW				
20.	HS				
21.	JM	√	√	√	√
22.	KIF				
23.	MGOT	√	√	√	√
24.	MNS	√			
25.	MDA				
26.	NSR	√	√	√	√
27.	NZ				
28.	RAS	√	√	√	√
29.	RPA				
30.	RP				
31.	RIK	√	√	√	√
32.	RD				
33.	SAM	√	√	√	√
34.	SM	√			
35.	TA				
36.	TSP	√	√	√	√
	Total	**21**	**19**	**19**	**19**

The result of learning activity is presented in the following table:

Table 9
The Result of Learning Activity

No.	Learning Activity	Percentage
1.	Reading the Report text	65%
2.	Determining friendliness and language from the reading text	59%
3.	Determining friendliness and language from the reading text	59%
4.	Determining friendliness and language from the reading text	59%
The average		61%

Figure 5
Graph of Students Activities in Cycle I
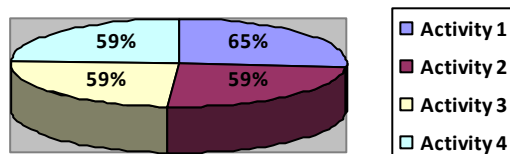
4) **Reflecting**

In this step, the researcher concluded that cycle I did not run well because most of students 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

   (1) 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: 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 10
The score of The Pre-test and Post-Test 1

No.	Name of Students	Pre-test score	Post-test 1 scrore	Deviation	Explanation
1.	AAR	35	75	40	Improved
2.	AAH	25	60	35	Improved
3.	AFM	30	75	45	Improved
4.	ABS	35	50	15	Improved
5.	AAC	25	55	30	Improved
6.	AR	30	65	35	Improved
7.	AS	20	60	40	Improved
8.	BTR	30	45	15	Improved
9.	CS	35	75	40	Improved
10.	DN	35	50	15	Improved
11.	DPS	40	70	30	Improved
12.	DLA	45	70	25	Improved
13.	DEP	35	60	25	Improved
14.	DCA	20	65	40	Improved
15.	DP	20	55	35	Improved
16.	ES	25	60	35	Improved

No.	Name of Students	Pre-test score	Post-test 1 scrore	Deviation	Explanation
17.	EAA	30	45	15	Improved
18.	FGM	25	70	45	Improved
19.	FAW	40	40	0	Improved
20.	HS	35	60	25	Improved
21.	JM	20	75	55	Improved
22.	KIF	35	70	35	Improved
23.	MGOT	30	55	25	Improved
24.	MNS	35	45	15	Improved
25.	MDA	45	60	15	Improved
26.	NSR	35	70	35	Improved
27.	NZ	25	60	35	Improved
28.	RAS	30	55	25	Improved
29.	RPA	35	70	35	Improved
30.	RP	30	55	25	Improved
31.	RIK	35	45	10	Improved
32.	RD	35	50	15	Improved
33.	SAM	25	75	50	Improved
34.	SM	20	70	50	Improved
35.	TA	35	50	25	Improved
36.	TSP	40	65	15	Improved
Total Score		1120	2175		
Average		31, 2	60		

In this research, pre-test and post-test I had been done individually. It was purposed to know the 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 31, 2 and post-test I was 60. Even though there was an improvement of the students' attainment, cycle I was not successful yet because only 14 students (36%) 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 would be continued in the next cycle.

c. **Cycle 2**

Cycle II is the same as cycle I. The strategy of teaching and giving the material is still the same from the cycle 1. It is further explained as follows**:**

1) **Planning**

Based on observation and reflection in cycle I, it was investigated that cycle I was not successful yet. Thereupon, the researcher and collaborator tried to revise the several problems that observed in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post- test II.

2) **Acting**

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each step, the researcher tried to make the students more diligent. The implementation of this strategy was managed in two meetings, namely; treatment and post-test II.

The treatment in cycle II was carried out on Tuesday, november 30, 2021. Starting with greetings, prayers, and checking the attendance list in class. Researcher as teachers deliver material about reading Report texts about penguins. At the beginning of the

teaching and learning process, the researcher chose a Report text with the title penguins which was used to be shown to students. Students read and understand Report text. The students can identify the main ideas or other topics from the text by using the Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy. Researcher revise what they do based on the revision.

After giving the treatment process in cycle I and cycle II, the researcher held a post-test II on Thursday, December 2, 2021. The type was the same as in cycle I. In short, students took a test, then students collected the results of their respective answer in the teacher table. after that the researcher corrects the student's answer sheet. Can be concluded that 29 students pass the minimum mastery criteria (MMC). The average score of students in post-test II is 75. The highest score is 90 and the lowest score is 55. 28 students can be improved. It means that the second cycle is successful.

Figure 6
Graph of Students Result of Post-Test II
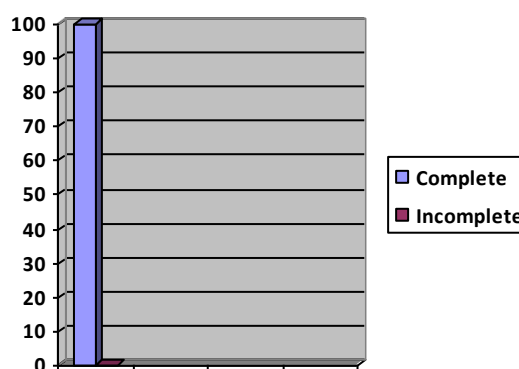
From the graph above, that explained 88% students complete and 12% students incomplete in post-test 2, it mean that the second cycle is successful in reading comprehension.

3) **Observing**

In this step, the researcher presented the material using the Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy. Based on the results of the research in the second cycle, it can be concluded that the second cycle was successful. It was found that the result of the study is satisfied. 88 % of the students pass MMC. It is investigated that the result achieved the indicator of success. This means that students' reading comprehension skills have improved.

Based on the results of the observation sheet in the second cycle, the researcher showed that the learning interaction in the second cycle was successful. The value of the results of observations of student learning activities, as follows:

Table 11
The Students' Learning Activities in Cycle 2

| No.	Name of Students	Reading the Report text	Determining friendliness and language from the reading text	Determining interest and prior knowledge from the reading text	Presenting the conclusion of the result of FLIP
1.	AAR	√	√	√	√
2.	AAH	√	√	√	√
3.	AFM	√	√	√	√
4.	ABS				
5.	AAC	√	√	√	√
6.	AR	√	√	√	√
7.	AS	√	√	√	√
8.	BTR	√	√	√	√
9.	CS	√	√	√	√

No.	Name of Students	Reading the Report text	Determining friendliness and language from the reading text	Determining interest and prior knowledge from the reading text	Presenting the conclusion of the result of FLIP
10.	DN				
11.	DPS	√	√	√	√
12.	DLA	√			
13.	DEP	√	√	√	√
14.	DCA	√	√	√	√
15.	DP	√	√	√	√
16.	ES	√	√	√	√
17.	EAA				
18.	FGM	√	√	√	√
19.	FAW				
20.	HS	√	√	√	√
21.	JM	√	√	√	√
22.	KIF				
23.	MGOT	√	√	√	
24.	MNS	√	√	√	√
25.	MDA	√	√	√	√
26.	NSR	√	√	√	√
27.	NZ				
28.	RAS	√	√	√	√
29.	RPA	√			
30.	RP				
31.	RIK	√	√	√	
32.	RD				
33.	SAM	√	√	√	√
34.	SM	√	√	√	√
35.	TA				
36.	TSP	√	√	√	
Total		27	25	25	22

Table 12
The Frequency Students' Learning Activities in Cycle 2

No.	Learning Activity	Percentage
1.	Reading the Report text	84%
2.	Determining friendliness and language from the reading text	78%
3.	Determining friendliness and language from the reading text	78%
4.	Determining friendliness and language from the reading text	68%
	The average	77%

Figure 7
Graph of Students Activities in Cycle II
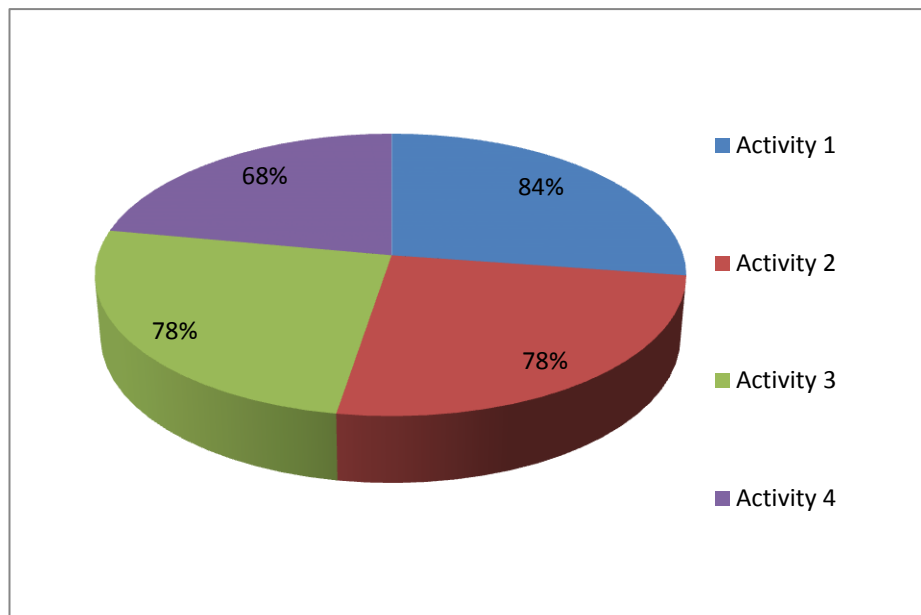
From the result above, the researcher deduced that this research was successful and would be not continued in the next cycle. The students score of from post-test I to post-test II could be seen on the table below:

Table 13
The Score of the Post Test I and Post Test II

No.	Name of Students	Post-test 1	Post Test II	Improving	Explanation
1.	AAR	75	80	5	Improved
2.	AAH	60	75	15	Improved
3.	AFM	75	85	10	Improved
4.	ABS	50	70	20	Improved
5.	AAC	55	80	25	Improved
6.	AR	65	80	15	Improved
7.	AS	60	85	25	Improved
8.	BTR	45	75	30	Improved
9.	CS	75	90	15	Improved
10.	DN	50	85	35	Improved
11.	DPS	70	80	10	Improved
12.	DLA	70	75	5	Improved
13.	DEP	60	80	20	Improved
14.	DCA	65	60	5	Improved

No.	Name of Students	Post-test 1	Post Test II	Improving	Explanation
15.	DP	55	75	20	Improved
16.	ES	60	80	20	Improved
17.	EAA	45	90	45	Improved
18.	FGM	70	85	15	Improved
19.	FAW	40	65	25	Improved
20.	HS	60	75	15	Improved
21.	JM	75	55	-	Constant
22.	KIF	70	70	-	Constant
23.	MGOT	55	80	25	Improved
24.	MNS	45	65	20	Improved
25.	MDA	60	75	15	Improved
26.	NSR	70	55	-	Constant
27.	NZ	60	85	25	Improved
28.	RAS	55	80	25	Improved
29.	RPA	70	75	5	Improved
30.	RP	55	80	25	Improved
31.	RIK	45	65	20	Improved
32.	RD	50	80	30	Improved
33.	SAM	75	65	-	Constant
34.	SM	70	70	-	Constant
35.	TA	50	60	10	Improved
36.	TSP	65	55	-	Constant
Total Score		2175	2685		
Average		60	75		

Based on the table above, Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy could improve the students' reading comprehension because there was improvement from average in post- test I was 60 became 75 in post-test II. In the cycle II, most of the students could 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 was (88%) had achieved the indicator of

success 70%. In the cycle II, most of the students could develop their performance. It means that cycle II was successful.

Table 14
The Comparison of Students' that (MMC)

No	Test	Frequency	Percentage
1.	Pre Test	0 Students	0
2.	Post Test 1	14 Students	36%
3.	Post Test 2	28 Students	88%

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

B. Discussion

In this case, the total of students who are able to achieve the MMC in their reading comprehension was 28 students in terms of the results of post test 2 or 88 % of students completed MMC. This progress is relevant with the theory stated by Karen Bromley that the teaching Friendliness-Language-Interest and Prior Knowledge (FLIP) Strategy is able to improve students' reading comprehension.[28]

In consequence, Friendliness-Language-Interest and Prior Knowledge (FLIP) strategy can improve the students' reading comprehension. There is a progress average score from pre-test was 32, 1, post-test I was 60 and become 75 in post- test II. We can be seen that there was an improvement on the

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[28] Andie Cunningham Ruth Shagoury., *Starting Comprehension,* (Portland: Stenhouse Publishers, 2005), 4.

average score and total of the students who passed the test from pre-test, post-test I and post- test II.

In addition, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to reading the Report text 84%, determining friendliness, language of the Report text in pair Flip 78%, determining interest, prior knowledge of the Report text in a pair, presenting the conclusion of the result of Flip 68%. This is also relevant with the theory stated by Jane Shay Chum this Flip Strategy helps the students become proficient at determining important aspects in reading text as they examine the problem independently and then collaborate with peer, they begin to identify crucial information.[29] Therefore, it is concluded that tis research is successful in improving the students' reading comprehension and their learning activity.

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[29] Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*, (New York: TheGuildford Press, 2006), 276.

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of this chapter is to describe the conclusion of the research. In addition, the researcher would like to provide the suggestion to the teacher in teaching reading comprehension by using Flip strategy.

A. Conclusion

Based on the results of cycle I and cycle II, it was investigated that the use of Flip strategy could improve the students' reading comprehension. This can be seen from the average score from pre-test was 32, 1, post-test I was 60 and become 75 in post-test II. In addition, the percentage of students that achieved the minimum mastery criteria in pre- test was 0, in post-test I was 36%, and in post-test II was 88%. It was investigated that the research is successful because the result of students' reading comprehension in post-test II had achieved the indicator of success. Consequently, it was inferred that there was an improvement on the average score and the percentage of the students who achieved the test from pre-test, post-test I and post-test II.

Additionally, Flip strategy could improve the students' learning activity at the eleventh graders SMA Teladan Way Jepara. In cycle I, the students' learning activity was 61 %. Eventually, in cycle II the students' learning activity was 77%. It means that result of learning activity in cycle II had achieved the indicator of success that was 70% students fulfill the Minimum Mastery Criteria (MMC).

B. Suggestion

Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researcher:

1. For the Students

   The researcher hopes that the students to be more active in learning English. Therefore, the students can understod and comprehend the material which teacher has given and improved their knowledge especially in reading comprehension.

2. For the Teacher

   It is recommended that the English teacher to use the Flip strategy to guide reading comprehension makes it easier to determine Friendliness, language, interest, and prior knowledge.

3. For the other researcher

   It is suggested to be useful for other researcher find out not only the theoretical side of Flip improving reading comprehension but also how to apply it so that students' reading skills can improve. Therefore, it is hoped that this research can strengthen research that is processed by other researcher.

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APPENDICES

SILABUS MATA PELAJARAN BAHASA INGGRIS

KELAS XI

1.1. Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di KelasXI.	**Teks ilmiah faktual (*factual report*) lisan dantulis sederhan a tentang benda, binatangdan gejala/peristiwa alam,** *Fungsisosial* - Mengamatialam	Mengamati ● Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan ● Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual ● Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan	Kriteriapenila ian: ● Pencapaianf ungsisosi al ● Kelengkapa ndankerunt utanstruktur teksilmiahf aktual ● Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	4 x 2 JP	● CD/Audio/ VC D ● Kor an/ maja lah berbahasa Inggris ● Sumber dari internet: - ww w.da
	- Menulis paparan ilmia h mengenai benda ,binatang dan gejal/peristiwa alam *Struktur* - Klasi fikasiUmu m tenta ng binat ang/ benda yang dituli s, e.g. Slow loris is a mam mal. It is foundin ... It is anocturnal anima l. It isvery small with	(questioning) ● Dengan pertanyaanpenga rahdariguru, siswa terpancinguntuk mempertanyakan tujuan, struktur, danunsurkebahasaan yang digunakandalam paparantersebut. ● Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/me mbaca/membacaka nteksilmiahfaktuald engan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai	● Kesesuaian format penulisan/ penyampaian Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. ● Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai,dala m melaksanakan komunikasi ● Ketepatand ankesesuaia ndalammen yampaikand anmenuliste ksilmiahfak tual		ilye nglish.co m - http: //america nenglish. state .gov /files/ae/reso urce _files - http: //learnenglish .britishcounci l.org /en/

		dengan konteks. Mengasosiasi • Dalamkerjakelompokterbimbing siswamenganalisisstrukturdanunsurbahasa yang adadalambeberapateks report. • Siswamengelompokkanstruktur, fungsisosialdanunsurkebahasaanteksberdasarkanpenggunaannya.	• Kesungguhansiswadalamprosespembelajaran dalamsetiap tahapan • Ketepatandankesesuaianmenggunakanstrategidalammembaca		
	- Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple Present - Kata kerja yang menggambarkan binatang/ benda / gejalaalam - Kata sifat - Berbagai kata benda terkait dengan benda / binatang/	• Siswa memperoleh balikan (*feedback*) dari guru dan temantentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Komunikasi • Siswamenyalinteks report yang didapatkannyatentangbenda, binatangdangejalaalamatauperistiwa lain yang terkaitdenganmatapelajaran lain danmembacakannya di kelas • Siswa menyampaikanlaporanberupacatatan (*note taking*) darihasilmembacabeberapateksilmiahfaktual. • Membuat learning journal dalam pembelajaran ini.	Portofolio • Kumpulan catatankemajuanbelajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri danpenilaian sejawat, berupa komentarataucarapenilaianlainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, ataubentuk penilaian lain		

		• Pada saat yang sama, antar siswa melakukanpenilaian			
	gejalaalam yang diam ati - ejaan,tandabaca, dan tulisan tanga n dancetak yang jelas dan rapi. - Rujukan kata	sejawat, tentang teks report yang dihasilkan			

Lesson Plan

Sekolah   : SmaTeladan Way Jepara

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/1

MateriPokok   : Report Text

AlokasiWaktu   : 2x45Menit (Satu Kali Pertemuan)

A. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percayadiri, Dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan Rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budayaterkait Fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuaidengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator	
1.	1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagaiBahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
		1.1.2	Serius dalam melaksanakan setiap kegiatan pada

No.	Kompetensi Dasar	Indikator
		pembelajaran Bahasa Inggris .
	2. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi transaksional.	2.1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.1.3 Menunjukkanperilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam elaksanakan komunikasi fungsional.
	3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks reportsederhana tentang benda, binatang, gejala/peristiwa alam. 4. Menangkap makna dalam teks *report* lisan dan tulis sederhana tentang benda, binatang, gejala/peristiwaalam	3.1.1 Menganalisis fungsi sosial pada teks *report*sederhana tentang benda, binatang, gejala/peristiwa alam.Sesuai dengan konteks penggunaannya. 3.1.2 Menerapkan struktur teks danunsurkebahasaanunt ukmelaksanakanfungsis osial pada teks*report* sederhana tentangbenda, binatang,gejala/peristiwa alam. sesuai dengan kontekspenggunaannya. 3.2.1 Menangkapmakna dalam teks *report* yang dipresentasikan oleh guru melalui powerpoint, gambar dan diskusi.

No.	Kompetensi Dasar	Indikator
	5. Menyusun teks *report* sederhana tentang benda, binatang, gejala/peristiwa alam dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secarabenar dan sesuai dengan konteks.	4.1.1 Menyusun teks *report* sederhana tentangbenda, binatang,gejala/peristiwa alamdengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Tujuan pembelajaran dari materi ini yaitu siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran BahasaInggris;

1.1.3 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.

1.1.4 Menunjukkan perilaku jujur, disiplin, percayadiri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru danteman.

1.1.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

1.1.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *report*sederhana tentang benda, binatang, gejala/peristiwa alam.

1.1.7 Menangkap makna dalam teks report lisan dan tulis sederhana tentang benda, binatang, gejala/peristiwa alam

1.1.8 Menyusunteks report sederhana tentang benda, binatang, gejala/ peristiwa alam dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Materi Pembelajaran

Report **sederhana tentang benda, binatang, gejala/peristiwa alam.**

Report text adalah jenis teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu .Informasi yang diberikan dalam teks laporan misalnya menggambarkan sesuatu seperti benda, manusia, tumbuhan, hewan dan lainnya adalah informasi yang sangat umum,

Fungsi sosia :

- Social function of report text is to present information about something generally to the reader."
- Social function dari report text adalah untuk menyajikan informasi tentang sesuatu secara umum kepada pembaca.

Struktur Teks:

Generic Structure of Report

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be described in general. (Menyatakan klasifikasi / gambaran umum tetnang apa yang akan kita gambarkan)

2. Description: Describing the characteristics of the object which was discussed in detail. Characteristics in this case are form, parts, qualities, behavior, etc. (Menggambarkan ciri-ciri dari objek yang akan didiskusikan secara detail. Ciri-ciri dalam hal ini adalah bentuk, bagian–bagian, sifat, perilaku, dll.

Unsur Kebahasaan:

Language Feature of Report :

1. Describing group or general aspect (Menggambarkan sesuatu dalam sebuah grup / seara umum)

2. Using conditional logical connection; when, so, etc (Menggunakan hubungan kondisi yang logis tentang sesuatu)

3. Using simple present tense (Menggunakan Simple Present Tense)

Contoh Report Text :

Cow

Cows are cattle which belong to Bovidae famil and Bovinae upafamili. Cows that have been neutered and are typically used to plow the field named Ox. Cows are cared primarily for the benefit of milk and meat as human food.

Cows have a scientific name as Bos Taurus. Cows have a gestation period of over 274 days. Average cow lifespans is 15 years. The male weight is typically around 1,100 kg, while average females' weight is about 720kg.

Camel

Camels are four-legged mammals with the ability to survive in a desert. According to the data, there are only three species left of camels in the world. They are: Dromedary Camels (one-humped camel), Bactrian Camels (two-humped camel) and Wild Bactrian Camel which has a very limited population. Only some place in the world are inhabited by camels, those place are: The Middle East, The Horn of Africa, Central Asia, Northwest China and Mongolia. Camels can provide a lot of things for humans, for example: they produce milk, we can eat their meat, we can use their hair for textiles, and we can also ride on themor use them as a courier to bring our belongings.

Camels legs are very long. It is recorded that the average height of a full-grown adult camel can reach 1.85 m, it could reach the height of 2.15 m if we add the size of the hump into it too. The "hump" is where they store the fat that can be changed into water to keep their body hydrated whenever food and water is scarce. It is located on top of their back. Their head resemble the head of a horse and their eyes is located on each side of the head. Their eyes is protected by the three eyelid and two rows of long lashes, which help them survive the blowing sand. They can also shut their nostrils when the sand storms is coming.

E. Metode Pembelajaran:

FLIP (Friendliness Language Interest and Prior Knowladge) Strategy

F. Media dan Sumber Pembelajaran

1. Media

    - Boarmaker,spidol, whiteboard, Laptop

2. SumberBelajar

    - BukuPaket English Genre Hal 32 – 40

    - Bukupaket "english in Focus " kelas XI HAL 45 - 52

    - http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html

    - http:// contoh report teks.html.

    - Power Point

G. Langkah-LangkahPembelajaran

Pertemuan 1

1. Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa	- Membalas salam guru	
- Mengajak siswa berdoa	- Berdoa bersama dengan guru	10'
- Mengecek kehadiransiswa	- Menyatakan kehadirannya dengan berkata, "I am here/Present"	

2. Kegiatan Inti

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
Peneliti meminta siswa untuk melihat teks bacaan, melihat judul, tema materi dan sebagainya. Dalam hal ini, peneliti meminta siswa untuk membaca teks pendahuluan.	Membaca teks.	15'

b. **Mempertanyakan (Questioning)**		
Peneliti meminta siswa untuk menilai keramahan tugas dengan meminta siswa banyak fitur teks ramah misalnya, catatan margin, judul,pertanyaan studi, dan kata-kata dalam teks.	- siswa membaca teks dan memahami teks dengan memperhatikan catatan margin,judul,pertanyaan study dan kata" dalam teks.	15'
c. **Mengeksplorasi (Exploring)**		
1. Peneliti meminta siswa untuk menilai bahasa tugas dengan menanyakan banyak kata baru dan kalimat yang panjang dan rumitkepada siswa. 2. Peneliti meminta siswa untuk menilai minat mereka pada topik tugas dengan menanyakan kepada siswa apakah isi teks sangat menarik bagi mereka.	1. Siswa menjawab pertanyaan terkait denganBahasa. 2. Menjawab pertanyaan guru terkait dengan ketertarikan siswa pada teks.	10'
e. **Mengkomunikasikan (Communicating)**		
1. Peneliti meminta siswauntuk menilai pengetahuan awal mereka tentang topik dengan menanyakan kepada siswa apakah mereka sudah familiar dengan materi yang disajikan. 2. Untuk mengevaluasi tugas membaca, gurumemberikan grafik FLIP kepada siswa untuk diselesaikan.	1. Siswa menjawab pertanyaan guru dengan pertanyaan yang terkait dengan pengetahuan sebelumnya. 2. Siswa mengisi grafik.	
Memberi feedback atas report text yang diceritakan oleh siswa dari unsur fungsi sosial, struktur teks dan unsur kebahasaan.	Mendapat feedback dari guru atas text report yang telah diceritakan dari unsur fungsi sosial, struktur teks dan unsurkebahasaan	20'

3. Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Dengan panduan guru menyimpulkan hasil pembelajaran	

Guru	Siswa	Waktu
Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	Menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	10'
Memberikan pesan	Menyimak pesan yang diberikan oleh guru	
Mengajak siswa berdo'a	Berdo'abersama guru	
Memberi salam penutup	Membalas salamp enutup dari guru	

Diketahui:
Guru Mapel Bahasa Inggris   Peneliti,

Yuyun Yuliana, S.Pd   Anita Nanda Zahara

Blueprint of Pre Test

Reading Comprehension

No	Components	Item Test
1.	Main Idea	1,8,13
2.	Inference	5,9,17
3.	Grammatical Features	3,10,20
4.	State Detail	6,12,15
5.	Unstated Detail	2,11,16,19
6.	Vocabulary in content	4,7,14,18

PRE TEST

Every time see illegal logging in their area, the women and children cry out, "Where can we settle and make a living if our forests were gone?" They are the forest people, members of the local AnakDalam tribe, in Mangkekal (Makekal), Bukit Duabelas National Park, Jambi province. They have tried very hard to protect the forest zone from illegal logging operations. "Adult as well as children are fighting for the conservation of this forest," said tribal chief Tumenggung (Regent) Meriak. The national park zone is about 60,000 hectares. It is home for about 1,500 AnakDalam. The tribesmen llive in Mangkekal, Kedasung, Air hitam, and Terap.

1. What the main idea of the text?
   a. their area
   b. National Park
   c. Forest conservation
   d. Illegal logging
   e. AnakDalam

2. Which statement is true according to the text, **except**?
   a. The national park zone is about 60,000 hectares
   b. Every time see illegal logging in there are
   c. AnakDalam are forest people
   d. AnakDalam in illegal logging
   e. Mangkekal is home for about 1,5000 Anak Dalam

3. To tell the factual information, the writer uses…
   a. Passive voice
   b. Simple present
   c. Present perfect
   d. Simple past tense
   e. Present continuous

4. "Illegal logging" have a meaning?
   a. Harvesting and processing of timber in contravention of nationallaw.
   b. Rare animal hunting not allow by the law
   c. Illegal goods trade
   d. Forest management by the government

5. What is the inference from the paragraph above?
   a. illegal logging in their area Bukit Duabelas National Park, Jambiprovince
   b. Tribal chief and his partner
   c. Government
   d. Women and children
   e. Women

6. The tribesmen who are not included in the protest are from ...
   a. Terap
   b. Jambi
   c. Air hitam
   d. Kedasung
   e. Mangkekal

The following text is for questions 7 to 12.

The Incas used to be a large empire of 990.000 km² in Peru of South America. Their city was high up in the Andes Mountains. They were well- known for their great wealth, especially gold. This great empire was unfortunately destroyed in an attack by the Spaniards who were searching for their famed gold. Although this empire existed way back in 1493, it was not backward but complex and well-organized.

The empire was ruled by the Sapa Inca, Lord of the World, Son of the Sun. He owned everything in the empire - the land, soil, gold and even the people. The people, therefore, had no freedom.

Boys and girls were to life of obedience and tradition. They began working in their ayllu or family groups. The rule was Amasua, amallulla, amasheklla, which means, "Do not steal, do not lie, do not be lazy."

Despite this difficult way of live, the Incas were very skillful. They constructed drainage system and underground water reservoirs. Their buildings were made from huge stones. These were cut to flit perfectly together so that no mortar was needed. Their rope bridges were so strong that even a horse could gallop across them!

The Incas had no written language. Information was recorded on knotted strings called quipus. These were also used as calculators. Strong and healthy young boys were chosen as chasquis or couriers to carry messages from one place to another.

7. "They <u>constructed</u> drainage system and underground water reservoirs." (Paragraph 4)
   The underlined word has the same meaning as ...
   a. Grew
   b. Bore

c. Built

d. Existed

e. Renovated

8. What the main idea of the text?

a. Chasquis

b. The inca kingdom

c. Sapa Inca

d. Spaniards

e. The Andes

9. What is the inference from the paragraph above?

a. The empire was destroyed by huge stones

b. It was destroyed by well-organized ayllu

c. The empire was ruled by the Sapa Inca

d. It was reconstructed by systems

e. It was attacked by the Spaniards

10. What did they use to calculate....

a. Quipus

b. Strings

c. Mortars

d. Chasquis

11. All of the following are true, **except**?

a. The Incas had no written language

b. The empire was ruled by the Sapa Inca

c. Sapa Inca is sun of the earth

d. His empire existed way back in 1493

12. The Incas Empire was ruled by?

a. Sapa Inca

b. Spaniards

c. Sun of earth

d. Government

The following text is for questions 13 and 16.

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "Those who live upstream" or "Those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "King". The society is hierarchically structured (the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan) birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "Buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage,

strength, and fi ghting spirit.

Designed as a representation of the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja have given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "Modern" (in other words houses built with cement) houses with such roofs.

13. What is the text about?

a. The culture of Toraja

b. The society of Toraja

c. The distinctive features of traditional houses

d. The description of a traditional house of Toraja

e. The ethnic groups of southwest and central Sulawesi

14. "... and even today they build modern ... " (paragraph 3)The underlined word refers to ....

a. Raja

b. Rengnge

c. Society

d. Toraja people

e. Mountain regions

15. What are the ordinary people commonly called?

a. Tongkonan

b. Makaka

c. Celebes

d. Rengnge

e. Kaunan

16. Which of the following does not symbolize a buffalo?

a. Status

b. Courage

c. Strength

d. Cowardice

e. Fighting spirit

The following text is for questions 17 and 18.

**CALL FOR PROPOSALS
(Funded by the European Commission)**

The ongoing outbreaks of H5N1 Avian Influenza in Indonesia hava had a significant impact. Since August 2003, more than 10 million livestock have been affected and the H5N1 virus has crossed the species barrier

resulting in at least 135 confirmed human cases with 110 deaths. Moreover, the potential exists for the H5N1 Avian influenza virus to trigger a human pandemic.

Research on clinical disease, virology and epidemiology of H5N1 in Indonesia is needed to understand the ecology and variability in transmission to human. To foster essential research, WHO requests for proposals that will then be evaluated through a review process. The awards will then be made to competent researcher and institutions focused on research of local scientists and public health professionals. Areas for research include:

1. Studies of disease ecology, transmission and epidemiology

2. Studies of clinical spectrum and management of disease

Detailed information of call for proposal, include: application and assessment process, assessment criteria and deadline of proposal submission, is attached and available at WHO Indonesia Country Office Web-site.

17. Who are specifically invited to send research proposals?
   a. Scientists and professionals from around the world
   b. Indonesian scientists and public health professionals
   c. Professionals researcher in health sciences
   d. Health institutions in Indonesia
   e. Researcher specializing in H5N1 virus

18. "... for the H5N1 Avian influenza virus to trigger a human pandemic."(lines 8-9). The underlined word is closest in meaning to ....
   a. To impact
   b. To share
   c. To increase
   d. To immune
   e. To cause

The following text is for questions 19 to 20.

Glasses—also called eyeglasses (formal), spectacles, or specs (informal)—are frames bearing lenses worn in front of the eyes, normally for vision correction or eye protection. Safety glasses are kind of eye protection

against flying debris or against visible and near visible light or radiation. Sunglasses allow better vision in bright daylight, and may protect against damage from high levels of ultraviolet light. Other types of glasses may be used for viewing visual information (such as stereoscope) or simply just for aesthetic or fashion values.

Historical types of glasses include the pince-nez, monocle, lorgnette, and scissors or scissors-glasses. Modern glasses are typically supported by pads on the bridge of the nose and by temple arms (sides) placed over the ears. CR-39 lenses are the most common plastic lenses due to their low weight, high scratch resistance, low dispersion, and low transparency to ultraviolet and infrared radiation. Polycarbonate and Trivex lenses are the lightest and most shatter-resistant, making them the best for impact protection.

An unpopular aspect of glasses is their inconvenience. Even through the creation of light frames such as those made of titanium, very flexible frames and new lens materials and optical coatings, glasses can still cause problems during rigorous sport, Visibility can be significantly reduced by becoming greasy, trapping vapors when eating hot food, swimming, walking in rain or rapid temperature changes (such as walking into a warm building from cold temperature outside). Scraping, fracturing, or breakage of the lenses require time—consuming and costly professional repair, though modern plastic lenses are almost indestructible and very scratch—resistant.

19. Which of the following is not mention
    a. Modern glasses are typically supported by pads on the bridge of thenose
    b. Monocle is one types of glasses
    c. Modern plastic lenses are almost indestructible and very scratch—resistant.
    d. Titanium made of plastic lenses
    e. Glasses—also called eyeglasses

20. At the workshop or repair shops,

the mechanic puts on glasses to....

    a.   Protect against debris

    b.   Avoid sun radiation

    c.   Make good looking

    d.   Protect against ultraviolet light

    e.   View visual information

Blueprint of Post Test 1

Reading Comprehension Test

No	Components	Item Test
1.	Main Idea	1, 17
2.	Inference	5,7,13,16
3.	Grammatical Features	2,8,18
4.	State Detail	4,12,15
5.	Unstated Detail	3,9,11
6.	Vocabulary in content	6,16,20

POST TEST I

TEXT 1

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being. Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

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

1. What the main idea of the text?
   a. spoof
   b. smart mammals is dolphin
   c. procedure
   d. narration
   e. description

2. To tell the factual information, the writer mostly uses…
   a. passive voice
   b. simple past tense
   c. present perfect tense
   d. simple present tense
   e. tense

3. Which statement is true according to the text?
   a. Dolphins are dangerous toward man.
   b. Dolphins are cleverer than big apes.
   c. Chimpanzees are cleverer than Dolphins
   d. Dolphins are cleverest fish.
   e. Dolphins is smart

4. Why talking to dolphin is not easy?
   a. dolphins cannot hear the kind of man's sounds
   b. dolphins cannot think as human
   c. dolphins like playing with man
   d. dolphins feel annoyed by man
   e. dolphins are mammals

5. What is the characteristic of dolphin according to the text?
   a. fierce
   b. friendly
   c. naughty
   d. shy

6. "Not be easy" is refers to…

    a. Fast

    b. Easy to do

    c. Complicated

    d. Hard to do

    e. Go

TEXT 2

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

7. What is the text about?

    a. sea-living mammals

    b. the description of mammals

    c. the difference between whales

and fish

    d. whales

8. The length of a whale is…

    a. is generally more than 30 meter

    b. may be more than 30 meter

    c. is less than 30 meter

    d. ranges from 30 meter to more than 30 meter

9. All of the following are true, *except*…

    a. Whales are sea-living mammals

    b. Blue whale are largest animals on earth

    c. Blue whale are carnivores

    d. Whales have smooth skin

Octopus

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet". The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8, 5 meters

from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemies by doing this.

10. Which group of sea creatures belongs to the same family with octopus?
    a. turtle and crab
    b. shrimp and crab
    c. crab and cuttlefish
    d. cuttlefish and squid

11. How much a fully-grown octopus can weigh?
    a. 25 kilograms.
    b. 35 kilograms.
    c. 45 kilograms.
    d. 55 kilograms.

12. How does the octopus look for food?
    a. It uses magic colors.
    b. It uses its teeth.
    c. It uses its hand.
    d. It uses its tentacles.

13. Before the octopus eats its victim, the octopus …
    a. changes the color of its body
    b. realizes a thick dark fluid
    c. bite it
    d. crushes it

14. How large a fully-grown octopus can be from the tip of one tentacle to thetip of another?
    a. 6, 5 meters.
    b. 7, 5 meters.
    c. 8, 5 meters.
    d. 9, 5 meters.

15. What does the word "octopus" mean in Greek?
    a. Eight feet
    b. Fish.
    c. Dark fish.
    d. Ghost Sea

16. The word *them* in paragraph 3 refers to the octopus's …
    a. teeth
    b. enemies
    c. tentacles
    d. utilizes

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 systems 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 types 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 Southpoles.

17. What is the topic of the text?
    a. Sea animals
    b. Unique animals
    c. Sea mammals
    d. Jellyfish

    e. Salt water

18. Which one creates Jellyfish's light?
    b. Ocean
    c. Stomachs and mouths
    d. Chemical reaction
    e. Salt water
    f. Fresh water

19. Based on the text, we know that….
    a. They don't have brain, only stomachs, and mouths
    b. They glow when they sleep
    c. They live in the lake
    d. They are part of fish
    e. They are vertebrate animals

20. What is synonyms of "salt water"?
    a. Sea
    b. Fresh water
    c. Sand
    d. Mineral water
    e. Sky

Blueprint of Post test Reading Comprehension Test

No	Components	Item Test
1.	Main Idea	1,8,14,18
2.	Inference	2,9,16, 20
3.	Grammatical Features	11,7,19
4.	State Detail	12,3,15
5.	Unstated Detail	13,4,6,17
6.	Vocabulary in content	3,5,18

POST TEST II
AN ELEPHANT

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, littleeyes, long white tusks and above all it has a long noise, the trunk.The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long am and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

1. What the main idea of the text?
   a. The Elephant's peculiar feature
   b. Useful servant
   c. strange looking animal
   d. an elephant
   e. Elephant looks very clumsy.

2. What is the inference from the paragraph above?
   a. elephants are strong
   b. elephants can lift logs
   c. elephants are servants
   d. elephant are very useful
   e. elephant must be trained

3. The most distinguishing characteristic of an elephant is....
   a. its clumsiness
   b. its thick legs
   c. its large body
   d. its long nose
   e. its large ears

4. Which of the following is NOT part of the elephant described in the first paragraph?
   a. It looks strange
   b. It is heavy
   c. It is wild
   d. It has a trunk
   e. It has a small tail

5. The elephant draws up water by its trunk and can squirt it all over its bodylike a shower bath (paragraph 2) The underlined word refers to….
   a. a shower bath
   b. elephant's body
   c. a shower
   d. water
   e. elephant's trunk

6. It is stated in the text that the elephant uses the trunk to do the following,EXCEPT ...

    a. to eat

    b. to push

    c. to drink

    d. to carry things

    e. to squirt water over the body.

7. The text above is in the form of…

    a. Analytical Exposition

    b. Narrative

    c. Recount

    d. Report

    e. Spoof

A tsunami is a series of ocean waves that sends surges of water, sometimes reaching heights of over 100 feet (30.5 meters), onto land. These walls of water can cause widespread destruction when they crash ashore.These awe-inspiring waves are typically caused by large, undersea earthquakes at tectonic plate boundaries. When the ocean floor at a plate boundary rises or falls suddenly, it displaces the water above it and launches the rolling waves that wascome a tsunami.

Most tsunami, about 80 percent, happen within the Pacific Ocean's "Ring of Fire," a geologically active area where tectonic shifts make volcanoes and earthquakes common.

Tsunamis may also be caused by underwater landslides or volcanic eruptions. They may even be launched, as they frequently were in Earth's ancient past, by the impact of a large meteorite plunging into an ocean.Tsunamis race across the sea at up to 500 miles (805 kilometers) an hour — about as fast as a jet airplane. At that pace they can cross the entire expanse of the Pacific Ocean in less than a day. And their long wavelengths mean they lose very little energy along the way.

A tsunami's trough, the low point beneath the wave's crest, often reaches shore first. When it does, it produces a vacuum effect that sucks coastal water seaward and exposes harbor and sea floors. This retreating of sea water is an important warning sign of a tsunami, because the wave's crest and its enormous volume of water

typically hit shore five minutes or so later. Recognizing this phenomenon can save lives.A tsunami is usually composed of a series waves, called a wave train, so its destructive force may be compounded as successive waves reach shore. People experiencing a tsunami should remember that the danger may not have passed with the first wave and should await official word that it is safe to return to vulnerable locations.Some tsunamis do not appear on shore as massive breaking waves but instead resemble a quickly surging tide that inundates coastal areas.

8. What the main idea of the text?
   a. To raise people' awareness about tsunami.
   b. To warn people about an upcoming tsunami.
   c. To inform people about past tsunamis.
   d. To inform people about the different types of tsunami.
   e. To warn people about the dangers of tsunami.

9. What is the inference from the paragraph above?
   a. The sudden rise or fall of ocean floors
   b. Pacific Oceans "Ring of Fire"
   c. The awe-inspiring waves
   d. Volcanoes
   e. Landslides

10. "Some tsunami do not appear on shore as massive breaking waves but insteadresemble a quickly surging tide that inundates coastal areas." (Paragraph 8) The underlined word is closest in meaning to ...
    a. Floods
    b. Covers
    c. Fills
    d. Attacks
    e. Submerges

A kangaroo is an animal found only in Australia. It has a small relative called a wallaby,that lives in Tasmania and New Guinea. Kangaroos eat grass and plants. They have short front legs, long and strong back legs and a tail. These are used to sit up and jump. Kangaroos are well known for their 8-meter forward jumps and more than 3-meters high leap across fences. They can also run at the speed of over 45 kilometers per

hour. The largest kangaroos are the Great Grey Kangaroos and Red Kangaroos. Adult kangaroos grow to a meter in length and 90 kilos in weight. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. The baby kangaroo is very tiny when it was born. It right away crawls into its mother's pouch where it spends the first five monthsof its life.

11. Kangaroo is an animal that … from Australia.
    a. Living
    b. Lives
    c. Live
    d. That living
    e. life

12. We can conclude from the text that ...
    a. The largest kangaroos are the males.
    b. The male kangaroos do not have pouch.
    c. Kangaroos only eat grass and plants that grow in Australian
    d. Tasmania's and New Guinea's wallabies are different in size.
    e. The new born kangaroo is also skilful in jumping and leaping.

13. Which of these statements is contrary to the fact?
    a. Kangaroos are not carnivorous.
    b. Kangaroo is native animal of Australia.
    c. All wallabies are of smaller size than Kangaroos.
    d. All marsupial females have pouch on the front of their body.
    e. Baby Kangaroos leave their mother's pouch at the age of five months.

Napoleon is a favorite fish for divers in many regions of the world. The fish can instantly be recognized by its size, color and shape. It is one of the largest reef fishin the world. They can grow up to 230 cm and weigh 190 kg. They have fleshy lips and a hump over the head that is similar to a napoleon hat. The Hump becomes more prominent with age.Colors vary with age and sex. Males range from a bright electric blue to green or purplish blue. Mature males develop a black stripe along the sides, blue spots on their body scales, and blue scribbles on the

head. Juveniles can be identified by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.Napoleon fish are carnivorousand eat during the day.

They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also crush large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms.Pairs spawn together as part of a larger mating group that may consist of over 100 individuals. The planktonic eggs are released into the water, and once the larvae have hatched they 1 settle out on the substrate. Adult females are able to change sex but the triggers for this development are not yet known.The Napoleon is mainly found on coral reef edges and drop-offs. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large. Adults, therefore, are more common offshore than inshore.

14. What is the text about?
    a. The description of Napoleon fish
    b. The physical characteristics of carnivorous fish
    c. The divers' favorite animals
    d. Napoleon's family
    e. The development of Napoleon fish

15. Where do Napoleon fish move during the day to feed?
    a. Offshore
    b. Onshore
    c. Deeper water
    d. Shallow bays
    e. Coral reef edges

16. <u>It</u> is one of the largest reef fish in the world.
    The underline word refers to…
    a. Dolphins
    b. Blue while
    c. Napoleon fish
    d. Coral reef
    e. Fleshy lips

17. Which of the following statements is mentioned in the text?
    a. Napoleon fish tend to move into shallow waters as they grow older andlarge

b. Napoleon fish move into deep bays during the day to feed

c. Adult females are not able to change sex

d. Napoleon fish are not carnivorous

e. The male has more attractive colors than the females

18. "Once the <u>larvae</u> have hatched they will settle out on the substrate".

The synonyms of larvae is…

    a. Pupa
    b. Egg
    c. Baby
    d. Maggot
    e. Zygote

Every single rock on the surface of the Earth-whether it is gravestone, a piece of solidified lava from a volcano or a boulder that has broken from a cliff or mountain-is slowly being broken down. This breaking down of rocks at or near the Earth's surface is called weathering. The word is used because the weather is mainly responsible. Weathering turns solid rock into soft materials that may eventually form soil.

Air and water are the cause of most weathering. Sometimes they change the chemical in the rocks, and sometimes they just break apart the rock physically. If water seeps into the cracks in the rocks, for example, it may later freeze if the temperature falls below 0 degrees Celsius. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believe to be as much as 2,100 kilograms per square centimetre. This forces the cracks open. Repeated freezing and thawing causes the fragments to break away from the original rock, these may slide down a cliff or mountain and form a sloping mass of fragments at the bottom, called scree.

19. What type of the text is used by the writer?
    a. Narrative
    b. Report
    c. Recount
    d. News item
    e. Exposition

20. What is the text about?
    a. there are two kinds of rock, gravestone and a boulder
    b. soft materials will turn to solidified lava through weathering
    c. chemical in the rocks causes weathering in every single rock-
    d. a cliff or mountain may slide down because of the water in the rocks
    e. cracks in the rocks will turn water into ice at the temperature below 0degrees Celsius

DOCUMENTATION SHEET
Table List of Document Point at MA Maarif Roudlotut Tholibin

No.	Aspect	Availability
1.	Profil of SMA Teladan Way Jepara	√
2.	Profil of SMA Teladan Way Jepara	√
3.	The quanty of students at SMA Teladan Way Jepara	√
4.	Organization structure of SMA Teladan Way Jepara	√
5.	Location sketch	√
6.	Students' reading assignment	√

Blue Print of Observation Sheet

Aspect	Sub-Aspect	Reference
The teaching steps usingFLIP (Friendliness Language Interest and Prior Knowledge) Strategy	• The students see the reading text, see headings, subheadings, captions, and so on. In this case, the researcher asked the students to read the introductory text. • The Students assess assignments by asking students for many friendly text features for example, margin notes, titles, study questions, and words in color. • Assess the language of the assignment by asking students many new wordsand long and complex sentences. • The Students assess their interest in the topic of the assignment by asking students whether the content of the textis of great interest to them. • The Students assess their priorknowledge of thetopic by asking students if they are familiar with the material presented. • The students evaluate readingwith FLIP chartsto complete. • The students record the title and number of papers in the assignment, then start FLIP. Rate each of the four FLIP elements ona scale from 1 to 5, with 5 indicating a positive rating.	Jeane Shay Schumm., *Reading Assessment and Instruction for All Learners*,(New York :TheGuildford Press,2006),276.

Observation Sheet

NO	Teaching Activity Learning	High	Midle	Low
1	The researcher asks the students to preview the reading text, looking at headings, subheadings, captions, and so on. In this case, the researcher asks the students to read the introduction of text.	√		
2	The researcher asks the students to rate the friendliness of the assignment by asking the students many friendly text features e.g., margin notes, headings, study questions, and words in color.	√		
3	The researcher asks the students to rate the language of the assignment by asking the students many new words and long, complicated sentences. The researcher asks the students to rate their interest in the assignment topic by asking the students whether the content of text is very interesting for them.	√		
4	The researcher asks the students to rate their prior knowledge of the topic by asking the students whether they are familiar with the material being presented.	√		
5	To evaluate the reading assignment, the teacher gives students FLIP charts to complete.	√		
6	The teacher Instructs students to record the title and the number of papers in the assignment, and then begin FLIP. Rate each of the four elements of FLIP on a	√		

	scale from 1 to 5, with 5 indicating a positive rating.			

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Nomor   : B-4073/In.28.1/J/TL.00/10/2021
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Kuryani (Pembimbing 1)
Andianto (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**ANITA NANDA ZAHARA**
NPM	:	1701070069
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

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.

Metro, 14 Oktober 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor : B-1901/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA TELADAN WAY JEPARA
di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ANITA NANDA ZAHARA**
NPM	:	1701070069
Semester	:	A6
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVENTH GRADERS AT SMA TELADAN WAY JEPARA

untuk melakukan *pra-survey* di SMA TELADAN WAY JEPARA.

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, 08 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

YAYASAN PENDIDIKAN TELADAN
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SMA TELADAN WAY JEPARA
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NIS / NPSN : 300180 / 10806003

NSS. 302120408018

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SURAT REKOMENDASI PENELITIAN
Nomor : 422/6393.a/15/SK.SMAT/2020

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Teladan Way Jepara Lampung Timur, memberikan izin/rekomendasi kepada :

Nama   : ANITA NANDA ZAHARA
NPM   : 1701070069

Untuk melakukan kegiatan Pra Survey dan penelitian di SMA Teladan Way Jepara Lampung Timur

Demikian surat rekomendasi ini dibuat, untuk dapat dipergunakan seperlunya dengan penuh tanggung jawab.

Way Jepara, 10 Agustus 2020
An. Kepala Sekolah
Waka. Bid. kurikulum

RIYANTO, SE.

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Nomor : B-4796/In.28/D.1/TL.00/11/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala SMA TELADAN WAY JEPARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4797/In.28/D.1/TL.01/11/2021, tanggal 26 November 2021 atas nama saudara:

Nama	:	**ANITA NANDA ZAHARA**
NPM	:	1701070069
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA TELADAN WAY JEPARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING FRIENDLINESS- LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 November 2021
Wakil Dekan Akademik dan Kelembagaan,

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

YAYASAN PENDIDIKAN TELADAN
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NSS. 302120408018

Alamat : Jalan Pramuka Labuhan Ratu Satu, Kecamatan Way Jepara - Lampung Timur 34196 Telp. (0725) 641357

SURAT REKOMENDASI OBSERVASI
Nomor : 422/6532/15/SK.SMAT/2021

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Teladan Way Jepara Lampung Timur, memberikan izin/rekomendasi kepada :

Nama   : ANITA NANDA ZAHARA
NPM   : 1701070069

Untuk melaksanakan/mengadakan kegiatan Obsevasi/Survey di SMA Teladan Way Jepara Kabupaten Lampung Timur

Adapun selama melaksanakan kegiatan tersebut, untuk dapat mengikuti peraturan serta norma norma yang ada di SMA Teladan Way Jepara

Demikian surat izin/rekomendasi ini dibuat, untuk dapat dipergunakan seperlunya dengan penuh tanggung jawab.

Way Jepara, 28 November 2021
An. Kepala Sekolah
Waka. Bid. kurikulum

Drs. ARMANDO

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S U R A T   T U G A S
Nomor: B-4797/In.28/D.1/TL.01/11/2021

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

Nama	:	**ANITA NANDA ZAHARA**
NPM	:	1701070069
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA TELADAN WAY JEPARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING FRIENDLINESS- LANGUAGE- INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA".

             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   : 21 November 2021

Mengetahui,
Pejabat Setempat
Waka Kurikulum

Arman qo

Wakil Dekan Akademik dan
Kelembagaan,

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

IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

by Anita Nanda Zahara 1701070069
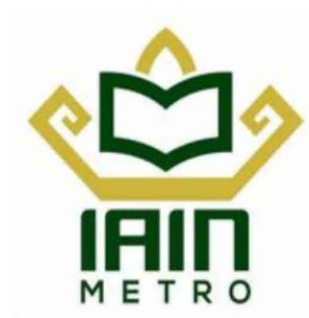
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IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

By:

ANITA NANDA ZAHARA
Student Number: 1701070069

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
1443 H / 2022 M

IMPROVING READING COMPREHENSION BY USING FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

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SURAT KETERANGAN
BEBAS PUSTAKA JURUSAN PBI

Yang bertanda tangan di bawah ini menerangkan bahwa:

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NPM   : 1701070069

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : IMPROVING READING COMPREHENSION BY FRIENDLINESS-LANGUAGE-INTEREST AND PRIOR KNOWLEDGE (FLIP) STRATEGY AMONG THE ELEVEN GRADERS AT SMA TELADAN WAY JEPARA

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas pustaka Jurusan pada Ketua Jurusan PBA Institut Agama Islam Negeri Metro Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 Januari 2022
Ketua Jurusan PBI

Andianto, M.Pd
NIP. 198711022015031004

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-19/In.28/S/U.1/OT.01/01/2022

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

Nama	: Anita Nanda Zahara
NPM	: 1701070069
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

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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, 06 Januari 2022
Kepala Perpustakaan
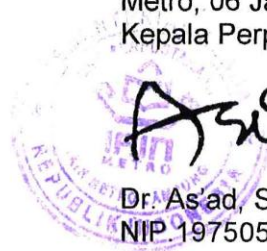
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA
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NPM : 1701070069

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	8/1/21			Revisi Diagram — Revisi BAB 5	
	12/1/21			— Halaman judul	
	10/1/21			— Acc Munaqosyah	

Mengetahui,
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Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	28/21 12			Revisi penulisan	
	2			Reuse Adel bring all of Theories that you use .	
	12/1 '9				

Mengetahui,
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NPM : 1701070069 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22/21 /5			Rpp / Materi / poker point.	
	8/21 /10			Revo Test Indicator / blue print	
	13/ /10 /21			Indicator. Test. Acc Research	

Mengetahui,
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Nama : Anita Nanda Zahara
NPM : 1701070069

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	28/11/21			~~Menambahkan~~ mengganti objek Observasi dengan aktivitas belajar siswa.	
	15/11/21			Acc APD	

Mengetahui,
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Nama : Anita Nanda Zahara   Jurusan : TBI
NPM : 1701070069   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	12/07/21	✓		- ganti score pada Assessment of reading comprehension - Perbaikan pada Action Hypothesis	
	17/07/21	✓		- Acc BAB II	
	23/07/21	✓		- Location sketch - Tambahan Rumus Persentage	
	27/07/21	✓		- Acc seminar	

Mengetahui,
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Nama : Anita Nanda Zahara   Jurusan : TBI
NPM : 1701070069   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17/6/21		✓	Acc Seminar	

Mengetahui,
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Dosen Pembimbing II

Andianto, M. Pd.
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PHOTO DOCUMENTATION

The students do the question of pre test

Cycle 1

Teacher gives lesson material to students

Post test 1

Cycle II

Teacher gives lesson material to students

Post Test II

CURRICULUM VITATE

The name of the researcsher is Anita Nanda Zahara. She was born in Way Jepara, East Lampung on July 03, 1999. She is tshe second of two children from the couple, namely Mr. Muhtadi and Mrs. Siti Markumi. She graduated from Elementary School (MI Muhamadyah Way Jepara) in 2011. She continued his studies at Junior High School (SMP Muhamadyah Way Jepara) and graduated in 2014. After graduating from Junior High School, she continued to Senior High School (SMA) Exemplary Way Jepara and graduated in 2017. And in 2017 she continued his studies as an undergraduate student at the Department of English Education, Metro State Islamic Studies Institute (IAIN Metro).