

AN UNDERGRADUATE THESIS

**USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO
IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE
OF MA MA'ARIF 06 SEPUTIH RAMAN
THE ACADEMIC YEAR 2019/2020**

**By :
DIAN NUR AINI
STUDENT NUMBER: 1501070241**

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



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE
OF MA MA'ARIF 06 SEPUTIH RAMAN
THE ACADEMIC YEAR 2019/2020**

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

By :
DIAN NUR AINI
STUDENT NUMBER: 1501070241

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Dr. Kuryani, M.Pd
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
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YEAR 2019/2020**

ABSTRACT

**BY
DIAN NUR AINI**

Reading is one of four basic language skills that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in the learning process. Moreover, students often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of MA Ma'arif 06 Seputih Raman where many students had difficulties in English learning especially in reading comprehension ability, so it caused their result of learning was low. Hence, to improve the students' reading comprehension ability, the researcher used QAR strategy in learning process. QAR strategy is one of strategy that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of QAR strategy can improve the students reading ability at the eleventh graders of MA Ma'arif 06 Seputih Raman.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students reading ability. In collecting the data, the researcher used test, observation, documentation. This research was conducted with an English teacher of MA Ma'arif 06 Seputih Raman that was Mr. Ismail, S.H.I

The result of this research shows that QAR strategy has positive role in improving reading ability at the eleventh graders of MA Ma'arif 06 Seputih Raman. It can be proved by the students average score from pre test to post test. The average score in pre test was 54.04 and in post test was 65.47 became 78.09.

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ABSTRAK

**OLEH
DIAN NUR AINI**

Membaca merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi dan semua yang mereka butuhkan di dalam proses pembelajaran. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas sekelas MA Ma'arif 06 Seputih Raman dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan QAR dalam proses pembelajaran. QAR merupakan salah satu teknik yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan QAR dapat meningkatkan kemampuan pemahaman membaca siswa dalam pelajaran bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini difaksanakan dengan guru mata pelajaran bahasa Inggris kelas XI MA Ma'arif 06 Seputih Raman.

Hasil dari penelitian ini menunjukkan bahwa QAR memiliki peran positif dalam meningkatkan kemampuan membaca siswa kelas XI MA Ma'arif 06 Seputih Raman. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 54,04, dan post test 65,47 menjadi 78,09.



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metroiniv.ac.id e-mail: tarbiyah@metroiniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE OF MA MA'ARIF 06 SEPUTIH RAMAN THE ACADEMIC YEAR 2019/2020, written by Dian Nur Aimi, student number 1501070241, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 20th December 2019 at 13.00 – 15.00 pm.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd
Examiner I : Dr. Mahrus As'ad, M.Ag
Examiner II : Trisna Dinillah Harya, M.Pd
Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd

NIP. 19691008 200003 2 005



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Ilirgugury Metro Timur Kota Metro Lampung 98111
Telp. (0726) 415077 Faksimili (0726) 41296; Website: www.metroiain.ac.id e-mail: tariyah.iain@metroiain.ac.id

NOTA DINAS

Number :
Appendix :
Materi : Pengajuan Munawaziyah

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

Assalamu'alaikum Wr.Wb.

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

Nama : Dian Nur Amri
NPM : 1501070241
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE OF MA MA'ARIF 06 SEPUTHI RAMAN THE ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 1995003 1 001

Metro, Desember 2019
Dosen Pembimbing II

Irisna Dinillah Haryn, M.Pd
NIP. 19830511 200912 2 004



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

Jalan Ki Hajar Dewantara Kampus 15A Ilirguguryo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.iainmetro.ac.id e-mail: tarbiyah.iain@metroumhu.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Dian Nur Aini**

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

Assalamu'alaikum Wr.Wb,

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

Name : Dian Nur Aini
Student Number : 1501070241
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : **USING QUESTION-ANSWER RELATIONSHIP STRATEGY
(QAR) TO IMPROVE STUDENTS READING ABILITY OF THE
ELEVENTH GRADE OF MA MA'ARIF 06 SEPUTIH RAMAN
THE ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

Sponsor

Dr. Kurvani, M.Pd
NIP. 19620215 1995003 1 001

Metro, December 2019

Co-Sponsor

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



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

Jalan Kl. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 38111
Telp. (0726) 41807; Faksimili (0725) 47296; Website: www.metrouniv.ac.id e-mail: tariyah.iaim@metrouniv.ac.id

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Title : USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO
IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH
GRADE OF MA MA'ARIF 06 SEPUTIH RAMAN THE ACADEMIC
YEAR 2019/2020

Name : DIAN NUR AINI

NPM : 1501070241

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Metro, December 2019

Co-Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 1995003 001

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

Head of English Education Department



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

MOTTO

وَلَقَدْ نَصَرَكُمُ اللَّهُ بِبَدْرٍ وَأَنْتُمْ أَذِلَّةٌ فَاتَّقُوا اللَّهَ لَعَلَّكُمْ تَشْكُرُونَ

"Truly Allah has helped you in the Badar battle, even though you are in a weak state. Therefore piety toward Allah, so that you are grateful!"

(Ali Imran: 123)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DIAN NUR AINI
NPM : 1501070241
Department : English Education Department (TBI)
Faculty : Tarbiyah

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

Metro, December 2019

The writer:



DIAN NUR AINI
St. Number 1501070241

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : DIAN NUR AINI

NPM : 1501070241

Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019

Penulis



DIAN NUR AINI

St. Number 1501070241

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr. Mukhamim and Mrs. Suningsih who
always support me in their endless love**

**My beloved almamater State Institute for Islamic Studies
(IAIN) of Metro**

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled "USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE OF MA MA'ARIF 06 SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019/2020". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, Mukhamin and Suningsih for their endless love, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be successful person someday (amin). The greatest gratitude would also be addressed to both of my advisors, Drs. Kuryani, MPd and Trisna Dimillah Harya, MPd who have constantly given their endorsement, time and guidance so that the researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, Desember 2019



Dian Nur Anni
St. Number 1501070241

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a unique heritage that has a very important role in human life, because of its function to communicate in our lives. By using language people can share their thoughts, convey ideas, and negotiate with others. Considering the importance of English, most people attempt to get information thought receptive skill namely listening and reading, and also productive skill namely speaking and writing. Reading is the process of the intraction between language perception and the reader language skill, cognitive skill, and the knowledge of the world.

Language as a part of communication seems to have played an important role in human life. Language and human beings cannot separated. Language is very important role in the world. English as an international language in the world occupies important role in communication process among many sectors, like education, economic, sport, science, society and politic, always involve English as the medium besides that, it must be realized most scientific books ar written in English.

Reading is one of the activities to get information from the text. Reading is defined as an activity between readers and the text. Reading is very important aspect in our lives. Without reading e world never be informed. Most of students in Indonesia have difficulties in reading ability because the student do not understand about the phonology about the text.

Reading for pleasure focuses on the live-through experience of reading. They concentrate on the image, feelings, and association evoked during reading. Reading to carry away information concentrates on the public, common referents of the world and symbol. Consequently, the existence of the reading is very important for the life of human being. People usually say that reading is the window of the world it means that to see the world. Through reading, people can get the information entire the world without going anywhere. Get the information in media such as, internet, television, newspaper, book, etc.

The use of the Question Answer Relationship strategy aims that the students who read short stories, newspaper, book, or magazine are not just reading but they also know what the content and the purpose of the text above. The students are usually lazy to reading English. Not jus lazy, usually the students also embarrassed or afraid to directly convoy the answer the have receive. This Question Answer Relationship strategy requires the students to submit answer to the question given. Activity is one way that is used by the teacher in teaching learning process.

The writer assumes that the using Question Answer Relationship strategy, it would be easy for the students to more understanding about the content. It is activity to get the purpose in learning process. The students could not get bored and make the learning process more enjoy with listen and appreciating the answer given by the students. Then the students get feedback from the teacher and the students. So, that the students feel confident. Therefore

the writer want to conduct a research entitled: “Using Question-Answer Relationship Strategy (QAR) To Improve Students Reading Ability Of The Eleventh Grade Of MA Ma’arif 06 Seputih Raman”.

At MA Ma’arif 06 Seputih Raman, the English teacher has decided 70 as the minimum standard (KKM). But in fact a lot of students get low in reading ability, especially at the eleven grader. Especially in the english language reading ability is low.

To know the students ability in reading, the writer hold the pre-survey on March 28th 2019 in MA Ma’arif 06 Seputih Raman which show table below:

Table 1
The pre-survey data of the MA Ma’arif 06 Seputih Raman

No	Name	Score	Category
1	AL	70	Fair
2	AM	65	Fair
3	BE	50	Bad
4	DA	75	Good
5	DE	45	Bad
6	EK	60	Bad
7	FE	75	Good
8	FI	80	Good
9	MA	45	Bad
10	MB	70	Fair
11	MT	75	Good
12	NU	45	Bad
13	PU	70	Fair
14	RM	75	Good
15	RS	50	Bad
16	SN	60	Bad
17	SU	65	Fair
18	YA	50	Bad
19	YO	55	Bad
20	MU	50	Bad
21	HA	75	Good
Total of Score		1305	
Average		62.14	Bad

Table 2
The Frequency Table of the Students' English Test Result

No.	Score	Category	Number of Students	Percentage
1	71-100	Good	6	28,57 %
2	61-70	Fair	5	23,80 %
3	0-60	Bad	10	47,61 %
Total			21	100 %

Source: Ledger of the English teacher at MA Ma'arif 06 Seputih Raman

Based on pre-survey data above, the writer found that score of students at eleven grade especially social class of MA Ma'arif 06 Seputih Raman are categorized into lo category. It can be seen in fro score of the 21 students, while there are 10 students which get bad score, 5 student get fair score, and 6 students get good score. Observing the students learning result above, can be considered that the students can't understand well and can not explain again and to apply from what students read.

The presents study will be focus on the: "Using Question-Answer Relationship Strategy (QAR) To Improve Students Reading Ability Of The Eleventh Grade Of Ma Ma'arif 06 Seputih Raman"

B. Problem Identification

Based on the background of the study above, some problems are identifying as follows :

1. The students worry to explore their potential in the class
2. Most of students have less interest to study English
3. The students have less a habit read English

4. The students are lazy to learn to read English

C. Problem Limitation

In line with the problem mentioned above, the writer limits the problem in the fourth problem which is most of the student less habit read English in learning process. Therefore the writer will do research the influence of using Question Answer Relationship Strategy toward reading ability at eleven grade of MA Ma'arif 06 Seputih Raman.

D. Problem Formulation

Based on the background of the study and problem identification “is there any positive and significance influence of using Question Answer Relationship strategy toward reading ability at eleven grade of MA Ma'arif 06 Seputih Raman”

E. Objectives and Benefit of The Study

Generally, the objective of this research is to know the influence of using Question Answer Relationship Strategy toward reading ability.

1. The Objective of the Study

Whether there is a positif and significance influence of using Question Answer Relationship Strategy toward reading ability at eleven grade of MA Ma'arif 06 Seputih Raman.

a. Benefit of The Study

Benefit of this research are not only theoretically but also practically, such as:

b. For the students

As a stimuly reading ability by using Question Answer Relationship Strategy.

c. For the teacher

This study hopefully as an problem solving in the English teaching learning process.

F. Prior Research

There are many researcher that had done researcher about Question Answer Relationship. The first researcher is Tri Anggeraini, Mukhaiyar, Hamzah with the entitled “The Effect Of Question Answer Relationships (Qars) Strategy and Reading Motivation Toward Students’ Reading Comprehension on Descriptive Text At Grade X Of Sman 4 Lubuklinggau”. This research focus the reading comprehension of descriptive text. The researcher to know motivation by QAR strategy on reading comprehension hae a significant higher or not.¹

The second researcher is Lilla Roosantie with the entitled is “The Effect of Question-Answer Relationship on the Reading Comprehension Score of the First Graders of Smk”. The researcher have the purpose of this research is to investigate the effect of applying Question Answer Relationship (QAR) in reading comprehension achievement.²

¹ Tri Anggeraini, Mukhaiyar, Hamzah, “*The Effect Of Question Answer Relationships (Qars) Strategy and Reading Motivation Toward Students’ Reading Comprehension on Descriptive Text At Grade X of Sman 4 Lubuklinggau*”, Vol.2 No.1(2014), p. 80

² Lilla Roosantie, “*The Effect of Question-Answer Relationship on the Reading Comprehension Score of the First Graders of Smk The Effect of Question-Answer Relationship on the Reading Comprehension Score of the First Graders of Smk*”, Vol.2 No.35 (2014), p.25

The third researcher is Umi Sholihah with the entitled is “Question Answer Relationship (Qar) as One of Active Learning Strategies in Teaching Reading”. The researcher to know the reading activity using QAR strategy is hoped can motivate and encourage the students to read.³

The differences of this research with other are, this research is focus on the influences Question Answer Relationships (Qars) Strategy toward reading ability. In the research above, apply the strategy to know ability of reading in the English classroom.

³ Umi Sholihah, “*Question – Answer Relationship (Qar) as One of Active Learning Strategies in Teaching Reading*”, Vol.2 No.98 (2016), p.36

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Reading Ability

1. The Concept of Reading

Reading is one way in teaching and learning process that has to be understood by the learners because by reading the learners get the new information and increase their knowledge. There are so many experts that have difference statements about the definition of reading. Researcher will be take the several definition of the reading from experts as follow:

According to Scalon that reading is the complex process that requires the process of analysis, coordination, and interpretation of many resources of information.⁴ It means that reading is activity which carried out to gain overall understanding of the text is being read.

Moreover, Patel and Jain that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one knowledge of the language.⁵ From the statemens it can be assumed that understanding about the text has a goal to enrich someone knowlgedge from many available source.

⁴ Donna Scalon, et.al, *Early Interention for Reading Difficulties*, (New York: Guilford Press, 2010), p.9

⁵ M.F Patel and Praveen M.Jain, *English Language Teaching* (Jaipur: Sunrise Publishers and Distributory, 2008), p.114

Meanwhile, Caroline T Linse that reading is a set of skill that involves making sense and deriving meaning from the printed word.⁶ In order to reading must be able to translate or should out the pointed words and also comprehend what we read.

Futhermore, Penny Ur assume that reading is decoding and translating process off written symbol into suitable sound.⁷ It can be understood that reading is the complex process which involves decoding and translating process as well reader and text become the sound which can be directly understood.

Meanwhile, Silberstain states that reading is an active process which entails the students to work intensively and interact with the text to the create significant discourse.⁸ Its means that active process which involve students and text which is directed to invent good understanding from what they have read.

Based on quotations above, the researcher inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful massage. Reading will be easier by relating it with background knowledge, so the readers can be read and understand the text deeply. Reading also helps the readers to refresh their ideas, and can understand many type of word.

⁶ Caroline T. Linse, *Practical English Language Teaching Young Learners* (New York: Mc. Graw Hill Companies, inc. 2005), p.69

⁷ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University, 1991), p.138

⁸ Sandra Silberstein, *Technique and Resources in Teaching Reading* (New York: Oxford University Press, 1994), p.6

2. The Concept of Reading Ability

Etymologically, the word “ability” in Oxford Learner’s Pocket Dictionary is skill or power. It means that the ability to comprehend a passage requires the power of understanding the total meaning of the passage. While the word “reading” in Oxford Advanced Learner’s Dictionary is derived from the word “read” that can be defined as follows:

- a. To look at and understand the meaning of written or printed words or symbols.
- b. To go through written or printed words, silently or aloud to others.
- c. To discover or find out about somebody or something by reading.⁹

It has been clarified in the previous chapter that reading is an important language skill that must be mastered by students learning English as a second or foreign language.

In other words, reading ability should aim to increase pronunciation ability. That reading ability is the search for meaning: actively using our knowledge of the world and of the text to understand each new thing. By reading we can gain many kinds of knowledge such as science, social, economic, history and etc. All information that is gained by reading is represented in written form. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passage and to know how to pronounce the word correctly.

⁹ Oxford University, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p.967

According to Jean Wallace state reading skill or reading ability is a measure of one's general knowledge.¹⁰ A general rule about learning is that you relate unknown to known, that is you have know a little something about a topic in order to understand something neww that you are reading about it.

In other word reading ability is a language ability that include, sound, words, sentences and communicative intentions is much the same as that of language in general or enable reader to turn writing into meaning and achieve the goals of independence, comprehension and fluently.

3. Reading Strategies

Fluent readers use the following strategies for a reading passage:

a. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

b. Scanning

The purpose of scanning is to extract specific information without reading though the whole text.¹¹

c. Predicting

¹⁰ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem* (United States of America: Harper Collins College Publisher, 1994), p.4

¹¹ H. Douglas Brown, *Teaching by Principle* (San Fransisco: San Fransisco University, 2001), p.308

Predicting is a process of making an educated guess, based on the best information available, about what might happen next.¹²

d. Reading Aloud to Clarify

Reading aloud is similar to thinking aloud, a powerful technique for making one thinking visible.¹³

e. Using Context and Word Parts to Infer Meaning

Vocabulary knowledge is strongly related to reading comprehension. The very act of reading provides children with a context for learning new words. Words that are only partially understood become better known through meaningful practice.¹⁴

4. The Models of Reading

There are three models of reading as follow:

a. Bottom-up Models

Bottom up models is a reading models suggest that all reading follow mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with the little interference from the reader own background knowledge. In other words, in bottom-up model the reader forms the meaning from a piece of information in the written language with using a little of the readers prior knowledge.

¹² Douglas Fisher and Nancy Frey, *Better Learning* (USA: Association for Supervision and Curriculum Development, 2008), p.69

¹³ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension* (Portland: Stenhouse Publishers, 2005), p.44

¹⁴ *Ibid.*,46

b. Top-down Models

Top-down models assume that reading is primarily directed by reader goals and expectations.¹⁵ It means that the reader as someone has a expectations about text information and samples informations from the text to confirm or reject these informations. The reader should predict the content related the text by activating prior knowledge. Other definition from Colin Harrison that Top-down models to memory start by trying to describe with our memories rather than with the architecture and neural networks of the brain.¹⁶ Top-down models of understanding is with stories, because one thing most adults and most children can do is to recognise, understand and recall a story.

c. Interactive Models

Interactive models of reading is the combination of top-down and bottom-up processing.¹⁷ A view general metaphorical explanation. The simple idea behind this view is that one take useful ideas from a bottom-up perspective and combine them with key ideas from a top-down view. In other words, the reader compose the meaning by guessing the content of the text then check their expectation by translating the sentences of the written text.

¹⁵ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2012), p.25

¹⁶ Colin Harrison, *Understanding Reading Development* (London: SAGE Publications, 2004), p.5

¹⁷ Brown H. Douglas, *Teaching by Principle...*, p.299

It can be models above is used by reader when they trying to understand the meaning of reading text, they use their previous knowledge and experiences of the topic when are trying to understand the meaning of a passage.

5. The Meauserement of Reading Ability

To know the achievement of reading ability should be measured use the assement of reading. There are the measurement of reading ability according to Grenall and Swan, as follow:¹⁸

Table 3
The Measurement of Reading Ability

Aspect	Category	Indication
Clarity	5 (exellent)	Question and anser were clear and comprehensible
	4 (good)	Question and answer were awkward at times but always understandable
	3 (fair)	Question and answer were awkward and incomprehensible to understand at times
	1-2 (bad)	All question and answer were awkward and comprehensible
Voice	5 (exellent)	Pronounciation, intonation, and accuracy was clear, and expression wwere used to enhance communication

¹⁸Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (Cambridge: Cambride University Press, 1994), p.34

	4 (good)	No serious problem arose, but better pronunciation, intonation, and accuracy. Non verbal communication could have made communication more efficient
	3 (fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to expression himself
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly
Fluency	5 (excellent)	Students noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses
	3 (fair)	Some effort was required to maintain the conversation. There may have been long pauses

	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses
Comprehension	5 (excellent)	The students fully understood the text and question asked and answered correctly
	4 (good)	The students understood most of what was asked text and question were only asked once
	3 (fair)	The students understood most of what was asked text and question were only asked once question. Question had to be repeated
	1-2 (bad)	The students were unable to comprehend questions and text. Questions were repeated more than one time.

B. The Concept of Question Answer Relationship (QAR) Strategy

1. Definition of Question Answer Relationship (QAR)

There are so many experts that have different statements about the definition of Question Answer Relationship (QAR). Researchers will take the several definitions of the Question Answer Relationship (QAR) from experts as follows:

According to Diane QAR is a language for talking with your students to take the mystery out of activities that involve questions.¹⁹ It means that

¹⁹ Diane Lapp and Douglas Fisher, *Essential Reading on Comprehension* (Reading Association: 2009), p.27

activity by teacher and students related to the question. The teacher use this strategy to approach with the students to get the purpose our lesson.

Meanwhile, Sean that Question-Answer Relationships (QAR) is how the easier in learning process in the classroom. Its means that ho the teacher make a learning process to be enjoy so that the students more easy to get the material.²⁰

Futhermore, Mehrnaz that QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions.²¹ In the other words is how to students understand a question and answer from a reading text. It also encourages then to be active, strategic reader of the text.

Meanwhile, Auliatisky Aziz state that QAR strategy is a reading strategy where the students categorize comprehension question according to where they get information they need to answer the questions. Its mean that this strategy make the students more understand about the text.²²

Based on quotations above, the researcher conclude that Question Answer Relationship (QAR) strategy is strategies used to answer and generate questions related to text. Thus, teachers to gain or regain a focus on instruction in comprehension strategies in their classrooms. The teacher

²⁰ Mashur, "The Effect Of Question And Answer Relationship (Qar) Strategy And Achievement Motivation Toward Students' Reading Ability At The Second Semester Students Of Gunung Rinjani University In East Lombok" Vol.9 No.1 (2015), p.128

²¹ Mehrnaz Hosseini Fard and Farahnas Rimani Nikou, "The Effect of Question Answer Relationship (QAR) Strategy on First Grade High Shool EFL Students Reading Comprehension." EISSN:2289-2737 & ISBN: 2289-3245, Vol 7 (2), (2014), p. 300

²² Auliatisky Aziz and Celly Casuarina Yasin, "The Experimental Research of Using Question Answer Relationship (QAR) Strategy in Teaching Reading Comprehension for Indonesian Students in Junior High School", Vol.110 (2017), p.45

give the students theory about how questions work as well as appropriate strategies for answering questions.

2. Type of Question-Answer Relationship (QAR) Strategy

QAR have two categories: “In the Book” that includes question of “Right There” and “Think and Search” and “In my Head” that includes question of “On My Own” and “Author and You”. They are explained as follows:²³

a. Text-Based Questions or “In the Book”

1) Right There

The characteristic of Right There question is the questions and answer usually have the same word and there is usually one right answer. Some examples of phrases used for right there questions: who, what, where, why, when, how.²⁴

This type of question not require the students to think hard because the question use the same word from the text and the answer are there in the text. The entire thing needed is only how the students understand the question delivered by the teacher. there were some question that can be included to Right There questions and also the students responses toward it.

2) Think and Search

²³ Sa'dulloh Muzammil, “Qar (*Question Answer Relationship*) as an Alternative Strategy to Teach Reading”, Vol. II, No.2, p.105

²⁴ Auliatisty Aziz and Celly Casuarina Yasin, “*The Experimental...*”, p.45

The characteristic of Think and Search Questions is the questions and answer have different wording and the answer are usually short answers. Some examples of phrases used for Think and Search questions. How did? For what reason? Why was?.²⁵ Its means that the answer is in the text but the words are not same sentence.

b. Reader-Based Questions or “In My Head”

1) Author and Me

The answer is not in the text. Some examples of phrases used for Author and Me: did you agree with? What do you think of? Its means that These questions require you to think about what you have read and formulate your own ideas or opinions.

2) On My Own

The characteristic of On My Own is questions can be answered using readers background knowledge on a topic. Some examples of phrases used for On My Own: Have you ever? Would you ever?²⁶

Based on the explanation above, we can conclude that Question-Answer Relationship (QAR) Strategy have two categories of question which have two different types more under each category. They are: In the Book questions that are classified into Right There questions or Think and Search. In My Head questions are classified into Author and You questions or On My Own.

²⁵ Siti Maria Ulfa, “*Question – Answer Relationship (Qar) Strategy Used In Teaching Reading Comprehension II For University Students*”, Volume 7, No.2, 2015, p.184

²⁶ Sa’dulloh Muzammil, “*Qar...*”, p.106

3. Procedure of Implementation Question-Answer Relationship (QAR)

Strategy

Question and answer relationship strategy is a strategy helps students understand the different types of question. There are some procedures that the teachers have to do before the Question and Answer Relationship strategy. The procedures of question and answer relationship as follow:

- a. The teacher asks students read the text.
- b. After the students read the text, the teacher asks some question then students response it.
- c. The students answer four types of questions following list:
 - 1) Right there. It means the answers to Right There questions are located directly in the reading materials. They are the literal level of questions that ask who, what, where, why, when, how, etc.
 - 2) Think and search. Think and Search requires students to think about what they have read and make connections in order to relate the information and ideas in a passage to each other
 - 3) Author and You. It means These questions require students to use ideas and information that is not directly stated in the reading selection to find the answers. Students must think about what they have read to formulate their own opinions.
 - 4) On my own. It means Students can answer On My Own questions using their prior knowledge and experiences. These questions

usually do not appear on tests because they do not refer to the reading passage.²⁷

Based on the explanation above, Procedure of Question and Answer Relationship that is consist of Right there, Think and search, Author and you, on my own, that are still related.

4. Advantages and Disadvantages of Question Answer Relationship (QAR) Strategy

a. Advantages

- 1) The teacher can build on their understanding of the strategies involved in the framework.
- 2) The students are confident in using in the text, the teacher can introduce Right There questions and Think and Search questions.
- 3) Students must look back at the reading selection, try to find the information needed to answer the question, and then think about how the information or ideas fit together.²⁸

Based on the explanation above, there are Three advantages of Questions and answer relationship that is the teacher give a strategy involved in the framework. The student be able use Right There questions and Think and Search questions. Then, the student review what they read.

²⁷Trisha Brummer, Stephani Macceca, *Reading Strategies for Mathematics*, (Huntington Beach: Shell Education, 2014), p. 238

²⁸*Ibid.*

b. Disadvantages

- 1) QAR needs a lot of practice and teacher needs more time to prepare the lesson.
- 2) The teacher needs more practice
- 3) The teacher also needs more energy because they have to apply group discussion in teaching QAR students.²⁹

Based on the explanation above, Question and answer relationship has three disadvantages are needs more time to prepare the lesson. The teacher needs more practice, then also need more energy.

C. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulates the hypothesis is as follow “By using Question-Answer Relationship Strategy (QAR) the students will be able to improve their reading ability of the eleventh grade of MA Ma’arif 06 Seputih Raman”

²⁹Asti Mayasari, et al, “*Improving Students’ Reading Comprehension Through Question Answer Relationship*”, p. 137

CHAPTER III

RESEARCH METHODOLOGY

A. Variable And The Operational Definitions of Variables

According Donald Ary to state that variable is a construct or a characteristic that can take on different values or scores.³⁰ By using operational definition, the writer processed with investigations that might not otherwise be possible. There were two kinds of variables, such as:

1. Independent Variable

Independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable.³¹ In this research, independent variable was Question Answer Strategy Relationship (X). By using QAR strategy the students will be more understand and interest in learning process, because there is interaction between the students and the teacher, so the students will be more active in communication.

2. Dependent Variable

The dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. In this case the dependent variable (Y) is students reading ability. The indicators of this variable are:

- a. Be able to understand the text

³⁰ Donald Ary, et.al, *Introduction to Research in Education...*, p.37

³¹ Jack R.Fraenkel and Norman E Wallen, *How to Design and Evaluate Research in Education* (San Fransisco: McGraw-Hill Higher Education, 2009), p.7

b. Be able to understand structure of the text and answering the questions well

Be able to know detail and specific information of the text

B. Research Location

The researcher will conduct the Classroom Action research (CAR) at MA Ma'arif 06 Seputih Raman of the eleventh grade is chosen as a sample since the students of this class have the lowest Reading Ability.

C. Subject and Object of Study

The object of this research is class of eleventh the students of MA Ma'arif 06 Seputih Raman. There is Eighth class, the research took XI IPS 1 which consist of 21 students as a object of the research because the average of English test in class XI IPS 1 was the lowest among the other and the researcher wanted using Question-Answer Relationship Strategy (QAR) to improve students reading ability.

D. Action Plan

Moreover, Jean McNiff states that action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.³² Furthermore, Elliott state action research is about improving practice rather than producing knowledge.³³ It can be inferred that classroom action research is the inquiry toward the problems faced in learning activity by

³² Jean McNiff,. *Action Research for Professional Development: Concise advice for new and experienced action researchers.* (UK, Dorset: September Books, 2010), p. 8.

³³ Jean, McNiff, *et.al.You and Your Action Research Project.* (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

conducting an action to improve the quality of process and the result of learning.

The researcher would like to divide the research in two cycles in the classroom action research. The first cycle is not successful; it continues in the second cycle. It conducts until there is an increasing on the students' reading comprehension ability. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

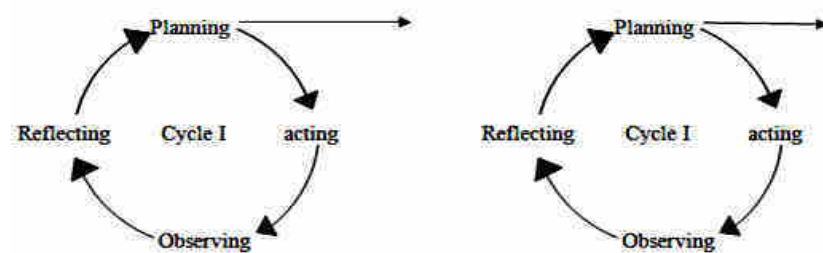


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)³⁴

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the researcher would like to hole the research in two cycles. The steps will be the follows:

³⁴Jean McNiff and Jack, *Whitehead, Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

1. Cycle 1

a. Planning

In this research, the researcher will conduct some plans, namely:

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students name.
- 4) Making work sheets and answer sheets which will be learned by the student.
- 5) Making test which used in pre-test and post-test.

b. Acting

In this action, the researcher does pre-test, treatment and post-test to the students. This action conducts in some meetings.

In this implementation, the researcher follows the schedule of English subject in the class and additional class. The researcher will act as if a teacher in the classroom and implement some activities as follows:

1. Pre-teaching activity
 - a) The researcher starts the lesson by greeting the students.
 - b) The researcher checks student attendance.
 - c) The researcher explain general overview related to the topics of the text.
2. While-teaching activity

- a) Giving test to the students about narrative text as pre-test of the research.
- b) The teacher guides and help the students in the learning process.
- c) The teacher ask question for the students.
- d) The teacher gives a reward to the students who have a highest score.

3. Post-teaching activity

- a) Getting summary the material
- b) Asking students about the material today
- c) Closing the class and greets the students

c. Observing

While observing, the researcher and collaborator use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the students learning activities.

d. Reflecting

In this step, the researcher and collaborator analyze how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

When the researcher found the problem in the first cycle, the researcher will repair the problem in the next cycle. It will be explained as a following:

- 1) The researcher studies the result of reflecting on cycle 1.
- 2) The researcher prepares the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The researcher evaluated the implementation in the previous cycle. The researcher will act as if a teacher in the classroom and implement some activities as follows:

1. Pre-teaching activity
 - a) The researcher starts the lesson by greeting the students.
 - b) The researcher checks student attendance.
 - c) The researcher explain general overview related to the topics of the text.
2. Post-teaching activity
 - a) The teacher gives the students motivation to study harder.
 - b) The teacher does the treatment by using Question-Answer Relationship Strategy (QAR).

- c) The teacher explain the material.
- d) The teacher guides and help the students in the learning process
- e) The teacher gives evaluation.

3. Post-teaching activity

- a) Getting summary the material
- b) Asking students about the material today
- c) Closing the class and greets the students

c. Observing

The collaborator observes and collects the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflect all the acting which have been conducted and identify the result of observation in the learning process and compare the score of pre-test and post-test.

E. Data Collection Technique

1. Test

Test was a set of stimuli which given to the individual to obtain the respond based on what was assessed.³⁵ therefore, in this research, test as used as data collecting technique to measure depent variable. Futhermore the researcher measured teaching speaking for the students thought QAR by pre-test and post-test as data collecting.

- a. Pre-test

³⁵ Donal Ary, et.al, *Introduction to Research in Education...*, p.201

First, the writer used pre-test to know whether the using of Question Answer Strategy Relationship toward reading ability, in this case the riter give pre-test before the students get treatment by using QAR strategy. From this result, the writer know the students capability in reading and know the weakness of learning process.

b. Post-test

Second, post-test was a test give to measure the outcome variable after experimental manipulation as implemented. the post-test was give after doing treatment by using QAR strategy to find out the treatments give any effect to the students reading ability in the class or not.

2. Documentation

Documentary frequency studies are undertaken to identify and count certain characteristics found in documents under consideration. They deal with a systematic examination of currents, records documents, etc. documentary frequency studies are undertaken to identify and count certain characteristics found in documents under consideration. They deal with a systematic examination of currents, records documents, etc.³⁶ The writer used this technique to get the data about:

- a. The profil of MA Ma'arif 06 Seputih Raman
- b. The condition of teacher in MA Ma'arif 06 Seputih Raman
- c. The quantity of the students of MA Ma'arif 06 Seputih Raman
- d. Organization structure of MA Ma'arif 06 Seputih Raman

³⁶ Yogesh Kumar Singh, *Fundamental Research Metodology and Statistic...*, p.109

3. Observation

According to Geoffrey Marczyk state that observation means ore than just observing the orld around us to get ideas for research.³⁷ In this case the writer used observation obtain the data about the students activity or participation. Futhermore observation as usd to get information from relatively source of the students at the eleven grade of MA Ma'arif 06 Seputih Raman.

F. Data Collecting Instrument

The writer used the test as an instrument to collect the data. There are two kinds of instrument in this reseach, they are: instruments for classroom action research. The tests will in the form of multiple-choice and writen test. The total number of item test for classroom action research is 20 items. The hight score is 100 and the low score is zero. The will be calculated based on the formula as bellow:

$$\frac{\text{The correct answare}}{\text{Total of question}} \times 100 \%$$

G. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher compared between pre-test and post-test score. Then, the results were matched with the minimum mastery criteria (KKM) in the school. At the eleventh grade

³⁷ Geoffrey Marcszyk, et all, *Essentials of Research Design and Methodology* (Canada: Wiley, 2005), p.6

of MA Ma'arif 06 Seputih Raman, the minimum mastery criterion (KKM) for English subject is 75.

There some students were not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were successful, so the cycles stopped because the students had achieved the minimum mastery criteria. The researcher to analyze the data by a formula for counting the average score is as follow:

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

Notes:

\bar{X} = Mean

$\sum X$ = Total of students' score

N = Total of students³⁸

H. Criteria for success

The indicator of success takes from the process and the result of the action research. This research is called success if 70% of the students get minimal score 75 and 70% of the students active in learning process.

³⁸ Donald Ary, et.al, *Introduction to Research in Education...*p.108

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MA Ma'arif 06 Seputih Raman

The location of MA Ma'arif 06 Seputih Raman is on Jl. Kamboja No.06 Rukti Harjo, Seputih Raman. MA Ma'arif 06 Seputih Raman was established in 1989. The vision and mission of MA Ma'arif 06 Seputih Raman as follow:

Vision: "Creating human resources that have science and technology and IMTAQ and Akhlakul Karimah."

Mission:

- 1) Optimizing computer tutoring
- 2) Carry out Intra and extra-curricular study guidance activities
- 3) Trying to improve general and religious skills

b. Building Condition of MA Ma'arif 06 Seputih Raman

Table 4
Building Condition of MA Ma'arif 06 Seputih Raman

No	Name of Building	Sum
1	The head master room	1 Room
2	The teacher office room	1 Room
3	The class room	8 Room
4	The religious room	1 Room

5	The library room	1 Room
6	The UKS room	1 Room
7	The parking area	1 Room
8	Toilet	6 Room

c. The students quantity of MA Ma'arif 06 Seputih Raman in the academic year of 2019/2020 is that can be identified as follows:

Table 5
Number of Students at MA Ma'arif 06 Seputih Raman
in the Academic Year of 2019/2020

NO	CLASS	TOTAL
1.	Class X	78
2.	Class XI	75
3.	Class XII	58
TOTAL		211

d. Condition of the Teacher and Official

Table 6
The Condition of the Teacher and Official

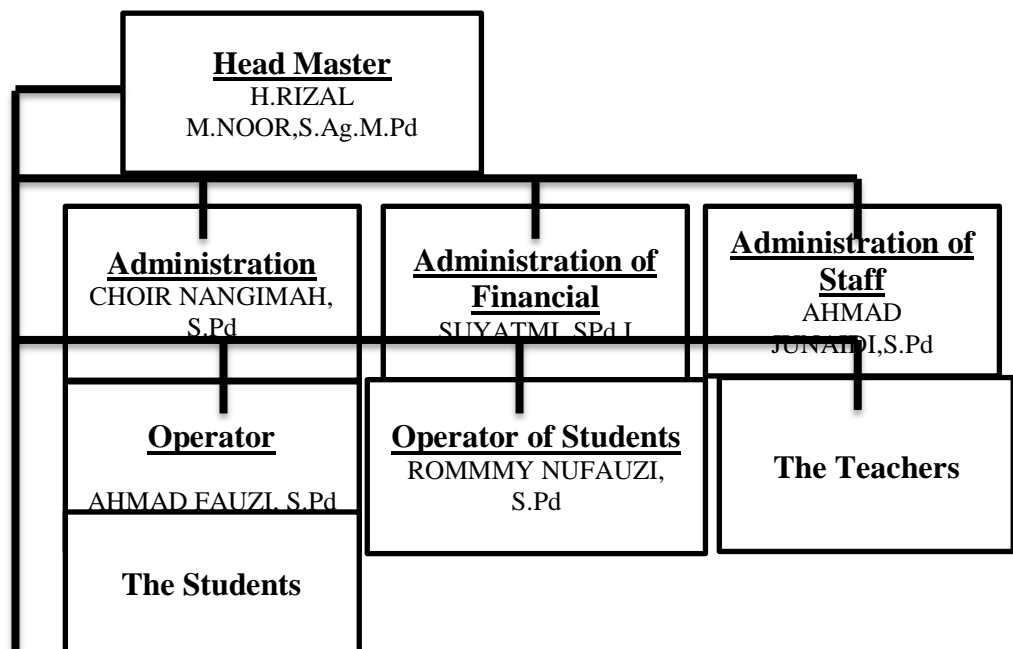
No	Name	Sex	Occupation
1	RIZAL.M.NOOR,S.Ag,M.Pd.I	Male	Headmaster
2	SALIM HARIYANTO,S.Pd.I	Male	Faith Manner
3	ADI RATNA,S.Pd	Male	Mathematics
4	MIFTACH ALFIAH,S.Pd.I	Female	Indonesian Language

5	SUYATMI,S.Pd	Female	Indonesian Language
6	SUWARNO,BA	Male	Religion
7	IKHWANUDDIN	Male	Arabic Language
8	HI.GUNAWAN,S.HI	Male	Religion
9	SYAUQI,S.Pd.I	Male	Religion
10	ISMAIL,S.HI	Male	English
11	AKHOL KHASANI,S.Ag	Male	Religion
12	SURIPTO,S.Pd	Male	History
13	SUPRIYANTO,S.Pd.I	Male	Mathematics
14	SITI MUSLIKAH,S.Ag	Female	Sociology
15	ANA KRISTINANINGSIH,S.Pd	Female	History
16	SYAIFUDIN,S.Pd.I	Male	Computer
17	IMAM MASKURI,S.Pd	Male	Sport
18	ROMMY NURFAUZI,S.Pd	Male	Geography
19	SUHARNO,S.Pd	Male	Economy
20	SOPINGI,S.Pd	Male	Biology
21	HANIK,S.Pd	Female	Chemistry
22	OKKI PRESILIA,S.Pd	Female	English
23	TRI WIDIAWATI,S.Pd	Female	Physics
24	HANIK DM,S.Pd	Female	Mathematics
25	NARDA	Male	Religion

26	ARI KURNIAWAN	Male	Official
27	CHOIR NANGIMAH	Female	Official
28	AHMAD FAUZI,S.Pd	Male	Official

e. Organization of MA Ma'arif 06 Seputih Raman

Figure 2
Organization of MA Ma'arif 06 Seputih Raman



f. The Sketch of MA Ma'arif 06 Seputih Raman

Figure 3
The Map of MA Ma'arif 06 Seputih Raman

Lab	XII.S1	XII.A1	XI.A1	XI.S2
				XI.S1

Toilet				X.S1
Library				X.A2
				X.A1
Mosque	Office	Head Master Room	Gate	Lab. Comp

2. Description of Research Data

This research used classroom action research approach. That has purpose to increase the activity and the study result of MA Ma'arif 06 Seputih Raman conducted in 2 cycles. The students result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation the learning activity was happened. In this research before the process of cycle one, the researcher conducted the pre-test on October 25th 2019. The result of the students pre-test score can be seen on the table as follows:

Table 7
Table of the Students Pre-test Result

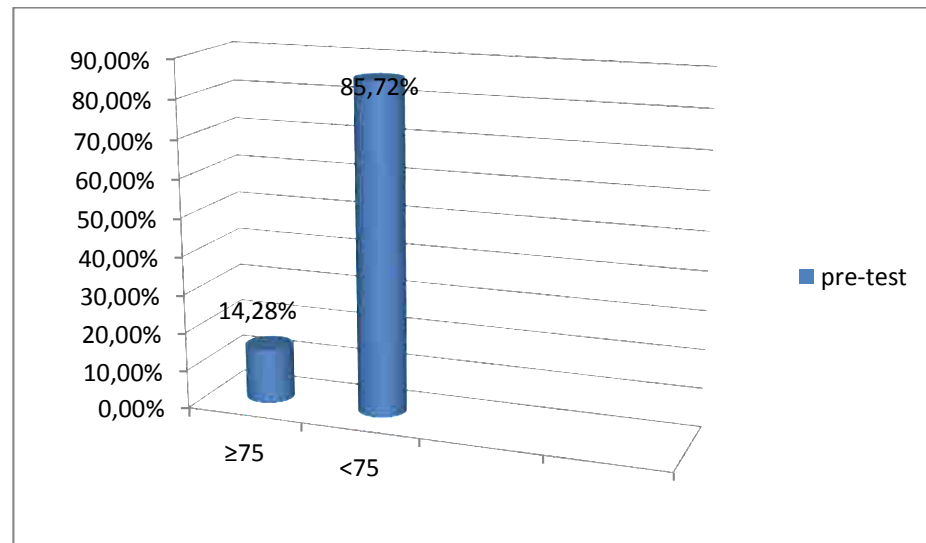
No	Name	Score Pre Test	Note
1	AL	45	Incomplete
2	AM	55	Incomplete
3	BE	35	Incomplete

4	DA	50	Incomplete
5	DE	45	Incomplete
6	EK	55	Incomplete
7	FE	40	Incomplete
8	FI	70	Incomplete
9	MA	35	Incomplete
10	MB	70	Incomplete
11	MT	80	Complete
12	NU	50	Incomplete
13	PU	75	Complete
14	RM	55	Incomplete
15	RS	55	Incomplete
16	SN	45	Incomplete
17	SU	80	Complete
18	YA	40	Incomplete
19	YO	55	Incomplete
20	MU	40	Incomplete
21	HA	55	Incomplete
	Total	1135	
	Average	54.04	
	Low Score	35	Incomplete
	High Score	80	Complete

Table 8
Frequency of Students Score at Pre Test

No	Score	Frequency	Precentages	Criteria
1	≥ 75	3	14,28%	Complete
2	< 75	18	85,72%	Incomplete
Total		21	100 %	

Figure 4
The Frequency Students Reading Ability score on Pre Test



Based on the table above can be seen that only 14,28% (3 students) got complete score, then 85,72% (18 students) student got incomplete score. While the standard minimum for English lesson in MA Ma'arif 06 Seputih Raman. It was the lowest score from standard score. That is the reason, why the researcher chosed QAR to improve their reading ability in MA Ma'arif 06 Seputih Raman.

a. The Action and Learning Result at Cycle 1

1) The Learning Action at Cycle 1

a) Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the lesson plan, preparing the material, making the items that will be examined as the pre test and post test 1 in the cycle 1.

b) Action

The action in the cycle 1 consisted of 3 meetings, one meeting for one meeting for the action, and one meeting for the post test, the are :

(1) The first meeting

The first meeting was conducted on Saturday, October 26th, this meeting used as treatment the for 2x40 before the students was given action. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before it the teacher ask the students prepare before learning process. After that the teacher gave information about the material and explained the material. The teacher asked the students to read the material. After the students read the material so they are try to answer the question in the paper. But in this stage the condition of the class did not effective, because still there students who are noisy. Then the teacher had written the words that are difficult for students to memorize. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(2) The second meeting

The second meeting was used as the implementation the action in the cycle I. The second meeting was conduct on Friday, November 1st for 2x40 minutes. The meeting was

started by praying and greeting, checking the attendance list, and asking the students condition. Before it the teacher ask the students prepare before learning process. After that the teacher gave information about the material and explained the material. The teacher asked the students to read the material. After the students read the material so they are try to answer the question in the paper. But in this stage the condition of the class did not effective, because still there students who are noisy. Then the teacher had written the words that are difficult for students to memorize. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(3) The third meeting

The third meeting was conducted on Saturday, October 2nd, this meeting used to posttest 1, for 2x40 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave posttest to the students. Kind of the test are essay. In the posttest 1 only

8 students who got good score, but the result of the students' test was better than the students test before giving treatment.

c) Observation

The observation of the students is conducted when the learning process was continuing with the observation sheet students activity. This observation was conducted by the collaborator, Mr Ismail.

d) Reflection

At the end of cycle 1, then the researcher and collaborator to do reflection together. Based on the data entered the reflections in cycle 1 was still found in the deficiencies that occurred in cycle 1. As for the deficiencies in this first cycle, there are: when explaining the material the researcher less attention to students so that still there students who are noisy, students are less question answer in learning process, some students got failure in test of cycle I.

The reflection result can be inferred that:

- (1) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.
- (2) The researcher should in around to more responsive.

2) The Students Post test Result at Cycle 1

Table 9
The Students Score at Post Test I

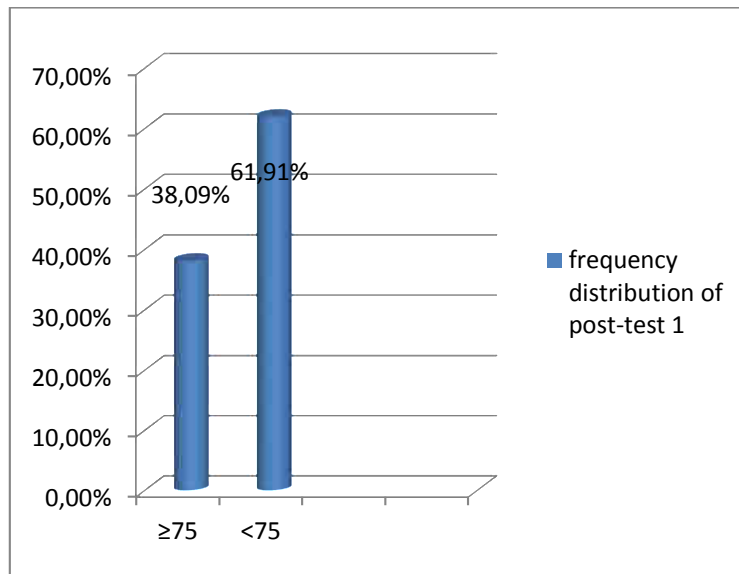
No	Name	Score	Category
----	------	-------	----------

1	AL	75	Complete
2	AM	55	Incomplete
3	BE	55	Incomplete
4	DA	50	Incomplete
5	DE	55	Incomplete
6	EK	70	Incomplete
7	FE	55	Incomplete
8	FI	70	Incomplete
9	MA	55	Incomplete
10	MB	75	Complete
11	MT	75	Complete
12	NU	50	Incomplete
13	PU	80	Complete
14	RM	75	Complete
15	RS	75	Complete
16	SN	55	Incomplete
17	SU	80	Complete
18	YA	55	Incomplete
19	YO	75	Complete
20	MU	55	Incomplete
21	HA	60	Incomplete
	Total	1375	
	Average $\bar{x} = \frac{\sum X}{N}$	65.47	
	Low Score	50	Incomplete
	High Score	85	Complete

Table 10
Frequency of Students Score at Post-test in Cycle I

No	Score	Frequency	Percentages	Category
1	≥75	8	38,09%	Complete
2	<75	13	61,91%	Incomplete
Total		21	100%	

Figure 5
The Frequency Students Reading Ability score on Post Test 1



Based on the data above can be seen that 61,91% (8 students) got low score, 38,09% (13 students). Based on the minimum mastery criteria (MMC), there were 8 students whose the scores completed of minimum mastery criteria on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students achievement could improve enough, but it was not successful yet.

Table 11
Table of the Result Score of Students Reading Ability
Pre test, Post test 1

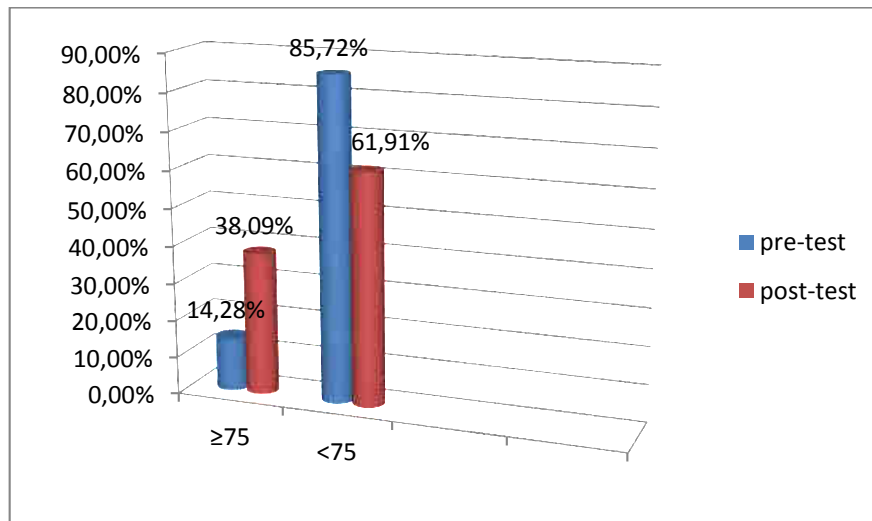
No	Name	Score Pre Test	Score Post test 1	Increase	Category
1	AL	45	75	30	Increase
2	AM	55	55	0	Constant
3	BE	35	55	20	Increase
4	DA	50	50	0	Constant
5	DE	45	55	10	Increase
6	EK	55	70	15	Increase
7	FE	40	55	15	Increase

8	FI	70	70	0	Constant
9	MA	35	55	20	Increase
10	MB	70	75	5	Increase
11	MT	70	75	5	Increase
12	NU	50	50	0	Constant
13	PU	75	80	5	Increase
14	RM	55	75	20	Increase
15	RS	55	75	20	Increase
16	SN	45	55	10	Increase
17	SU	80	80	0	Constant
18	YA	40	55	15	Increase
19	YO	55	75	20	Increase
20	MU	40	55	15	Increase
21	HA	55	60	5	Increase
	Total	1135	1375		
	Average	54.04	65.47		
	Low Score	35	50		
	High Score	80	85		

Table 12
Frequency of Students Score at Pre Test and Post Test 1

No	Score	Pre Test		Post Test 1		Category
		F	P	F	P	
1	≥ 75	3	14,28%	8	38,09%	Complete
2	< 75	18	85,72%	13	61,91%	Incomplete
Total		21	100 %	21	100%	

Figure 6
The Frequency of the Students Reading Ability
Pre test, Post test 1



In this research the researcher gave pre test and post test it aimed to improve reading ability. From the average score of pre test and post test 1 above, it can be seen that there was an increasing of students reading ability. The average score in pre test is 54,04 increased to 65,47 in post test 1, so there is an increasing 11,43 point.

Table 13
The Students Learning Activities Observation in Cycle I

No	Name	Students Activity			
		1	2	3	4
1	AL	✓		✓	✓
2	AM	✓	✓		✓
3	BE	✓		✓	✓
4	DA	✓	✓		
5	DE	✓		✓	✓
6	EK		✓	✓	✓
7	FE	✓			
8	FI		✓		✓
9	MA			✓	✓
10	MB	✓		✓	✓
11	MT		✓		✓
12	NU	✓		✓	
13	PU	✓	✓		✓

14	RM		✓		✓
15	RS	✓		✓	✓
16	SN	✓	✓		
17	SU	✓		✓	✓
18	YA		✓	✓	
19	YO		✓		✓
20	MU	✓	✓	✓	
21	HA		✓	✓	
TOTAL		13	12	12	14

Note:

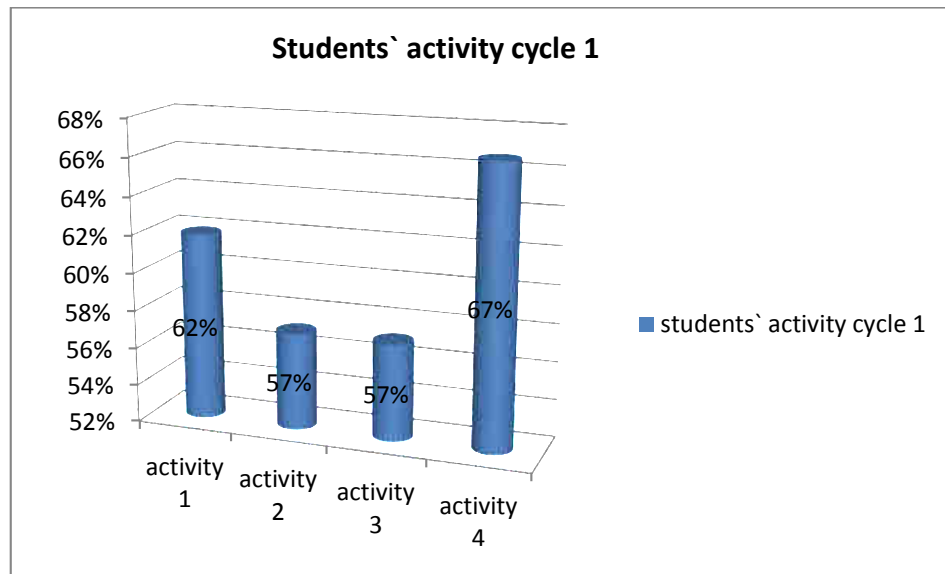
The students activities that observed are:

1. Clarity
2. Voice
3. Fluency
4. Comprehension

Table 14
The Frequency of Students Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Clarity	13	61,90%
2	Voice	12	57,14%
3	Fluency	12	57,14%
4	Comprehension	14	66,66%
Total Students		21	

Figure 7
The Frequency of Students Activities in Cycle I



According to the result of the observation above it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 62% of clarity in learning process, 57% the students voice, 57% the students fluency, and then 67% the students comprehension.

b. The Action and Learning Result at Cycle 2

1) The Learning Action at Cycle 2

Because the action was not success, in order that in the stage need to be held the cycle 2 again to repair the weakness in the cycle 1.

The steps of the cycle 2 as follow:

a) Planning

Based on the observation and reflection in cycle 1, it showed failure. So, we try to received to it and arrange the planning for

cycle 2. Based on the result of cycle 1, in this stage the researcher and collaborator made the planning of the action as follow: preparing the lesson plan, preparing the material, preparing the learning media, preparing the observation sheet of the students activity 2.

b) Action

The action in the cycle 2 consists of 3 meetings, two meeting for the action, and one meeting for the post test, the are:

(1) The first meeting

The first and the second meeting are used as the implementation the action in the cycle 2. And the allocation time for 2 meetings (4 x 40 minutes). The first meeting was conduct on Friday, November 8th for 2x40 minutes. In this meeting, the collaborator was being the teacher and the researcher was being the observer.

This meeting was started by praying and greeting, asking the students condition and checking the attendance list. Then the teacher gave information about the material, explained the material. The teacher given the text to the students, and then the teacher given some minutes for the students read, after finished the teacher gave some minutes to the student asked the question about words in the text that they do not understand. Then the teacher asked question about the text

that have been given by approaching students so students are more willing to answer. In this meeting, the condition of the class more effective than before. So, the learning process has run smoothly. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(2) The second meeting

The second meeting was conduct on Saturday, November 9th for 2x40 minutes. This session, the researcher was being the teacher. This meeting was started by praying and greeting, asking the students condition and checking the attendance list, and apperception. The teacher was explaining the material.

The teacher gave a text assignment and the students answer the question. Then the other students have to listen and gave the opinion. Then, the teacher and students correct the result of the assignment together. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. Closing the meeting.

(3) The third meeting

The thrid meeting was conducted on Friday, November 15th, this meeting used to post test 2 in the end cycle 2, for 2x40 minutes after the students given the action, the researcher gave posttest to the students. In this meeting, most of the

students could answer well. It can be seen from the result of post test 2.

c) Observation

The observation of the students activity is conducted when the learning the learning process was continuing. This observation was conducted with the collaborator with the use the observation sheet.

d) Reflection

With the end of cycle 2, then the researcher and collaborator to do refection together. Based on the result of observation learning process in cycle 2, it can be inferred that most of the students pay attention the teacher, the students were also active to do the task in group than before. From the test result, it can be said that the teaching learning process was successful.

2) The Students Post test Result at Cycle 2

Table 15
The Students Score at Post Test 2

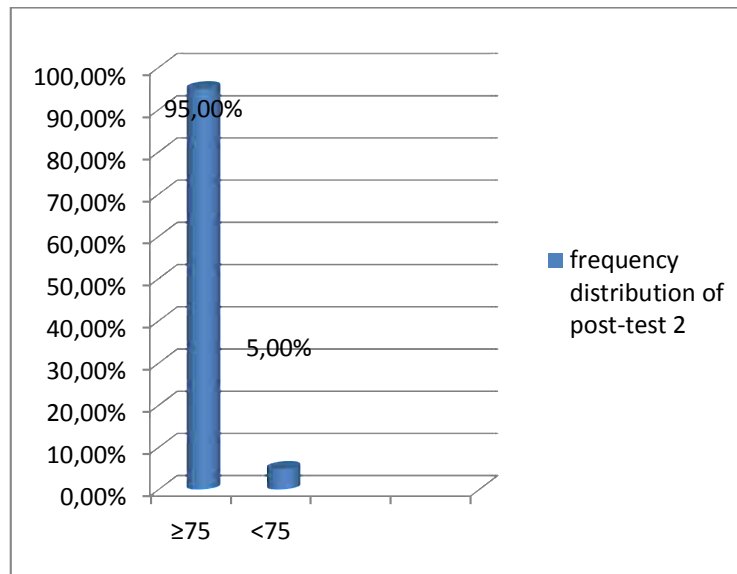
No	Name	Post test 2	Category
1	AL	80	Complete
2	AM	75	Complete
3	BE	80	Complete
4	DA	75	Complete
5	DE	75	Complete
6	EK	80	Complete
7	FE	75	Complete
8	FI	75	Complete
9	MA	80	Complete

10	MB	80	Complete
11	MT	75	Complete
12	NU	75	Complete
13	PU	80	Complete
14	RM	80	Complete
15	RS	85	Complete
16	SN	75	Complete
17	SU	80	Complete
18	YA	80	Complete
19	YO	80	Complete
20	MU	75	Complete
21	HA	60	Incomplete
	Total	1640	
	Average	78.09	
	Low Score	70	Incomplete
	High Score	85	Complete

Table 16
Frequency of Students Score at Post-test in Cycle 2

No	Score	Frequency	Percentages	Category
1	≥ 75	20	95%	Complete
2	< 75	1	5%	Incomplete
Total		21	100%	

Figure 8
The Frequency Students Reading Ability score on Post Test 2



The table and graphic above is the result of students score at post-test 2. It can be seen that there was an increasing from the score of post-test 1 and post-test 2. There were 95% (20 students) got complete score and 5% (1 students) got incomplete score. The lowest score was 70, the highest score was 85, and the average score was 78,09. The average score on post-test 1 was 65,47. It means that there was an increasing 12,62 points from post-test 1 and post-test 2.

Table 17
Table of the Result Score of Students Reading Ability
Post test 1 and Post Test 2

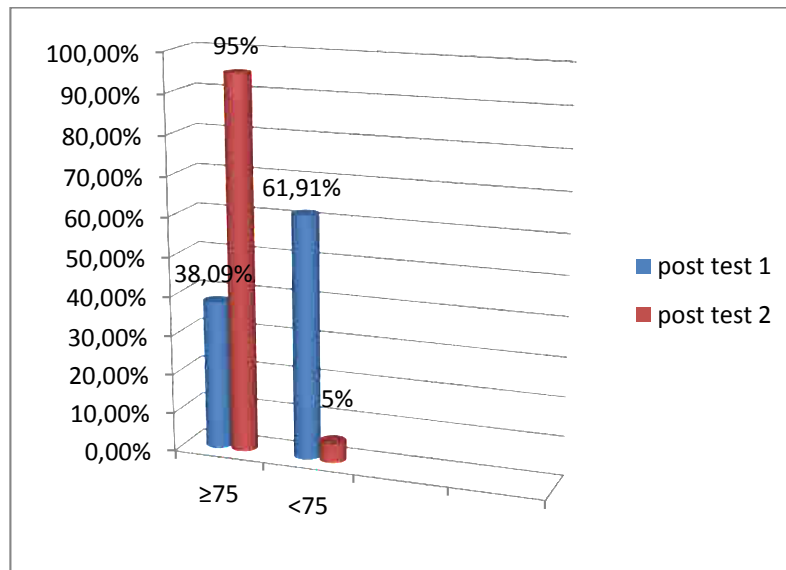
No	Name	Post test 1	Post test 2	Increase	Category
1	AL	75	80	5	Increase
2	AM	55	75	20	Increase
3	BE	55	80	15	Increase
4	DA	50	75	25	Increase
5	DE	55	75	20	Increase
6	EK	70	80	10	Increase
7	FE	55	75	20	Increase
8	FI	70	75	5	Increase

9	MA	55	80	25	Increase
10	MB	75	80	5	Increase
11	MT	75	80	5	Increase
12	NU	50	75	25	Increase
13	PU	80	85	5	Increase
14	RM	75	80	5	Increase
15	RS	75	85	10	Increase
16	SN	55	80	25	Increase
17	SU	80	85	5	Increase
18	YA	55	80	25	Increase
19	YO	75	80	5	Increase
20	MU	55	75	20	Increase
21	HA	60	70	10	Increase
	Total	1375	1640		
	Average	65.47	78.09		
	Low Score	50	70		
	High Score	85	85		

Table 18
Frequency of Students Score at Post Test 1 and Post Test 2

No	Score	Post Test 1		Post Test 2		Category
		F	P	F	P	
1	≥ 75	8	38,09%	20	95%	Complete
2	< 75	13	61,91%	1	5%	Incomplete
Total		21	100%	21	100%	

Figure 9
The Frequency of the Students Reading Ability
Post test 1 and Post Test 2



In this research the post test 1 and post test 2 it aimed to improve reading ability. From the average score of post test 1 and post test 2 above, it can be seen that there was an increasing of students reading ability. The average score in post test 1 is 65,47 in post test 2 is 78,09, so there is an increasing 12,62 point.

Table 19
The Students Learning Activities Observation in Cycle 2

No	Name	Students Activity			
		1	2	3	4
1	AL	✓	✓	✓	✓
2	AM	✓	✓	✓	✓
3	BE	✓	✓	✓	✓
4	DA	✓	✓		✓
5	DE	✓	✓	✓	✓
6	EK	✓	✓	✓	✓
7	FE	✓	✓	✓	✓
8	FI		✓	✓	✓
9	MA	✓		✓	✓
10	MB	✓	✓	✓	✓
11	MT		✓	✓	✓
12	NU	✓	✓	✓	✓
13	PU	✓	✓	✓	✓

14	RM	✓	✓	✓	✓
15	RS	✓		✓	✓
16	SN	✓	✓		✓
17	SU	✓	✓	✓	✓
18	YA		✓	✓	✓
19	YO	✓	✓		✓
20	MU	✓	✓	✓	✓
21	HA	✓	✓	✓	
TOTAL		18	19	18	20

Note:

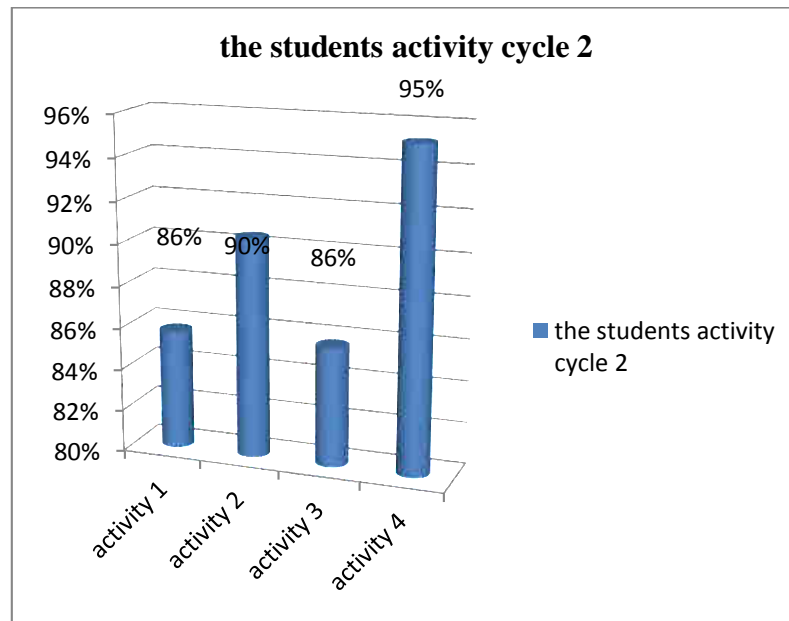
The students activities that observed are:

1. Clarity
2. Voice
3. Fluency
4. Comprehension

Table 20
The Frequency of Students Activities in Cycle 2

No	Students Activities	Frequency	Percentage
1	Clarity	18	85,71%
2	Voice	19	90,47%
3	Fluency	18	85,71%
4	Comprehension	20	95,23%
Total Students		21	

Figure 10
The Frequency of Students Activities in Cycle 2



According to the table and graphic above, the results of the observation above can be concluded that the learning process was successful. It can be inferred that the learning process has gone well and the students were more active in the class than in cycle 1.

B. DISCUSSION

1. The Result of Students Learning

a. The Result of the Students Pretest

To see the students' reading English before implementing the treatment, the researcher conducted the pretest. It was done on Friday, October 25th, 2019. From the results of the pretest, it was shown that most of the students had difficulty answering the test. Based on table 7, the students' average score was 54.04, which shows that most of the students have not yet passed the minimum mastery criteria (75). In this stage, only 3 students (14.28%) out of 21 students passed the minimum mastery criteria.

b. The Result of the Students Post Test 1

To see the students read English after implementing the treatment, the researcher conducted the posttest 1. It was done on Saturday, October 02nd, 2019. Based on the table 9 the students average was 65.47, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). It can be seen that most of the students failed in achieving materials. In this stage, only 8 students (38,09%) out of 21 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials.

c. The Result of the Students Post Test 2

To see the students read English after implementing the treatment, the researcher conducted the posttest 2. It was done on Friday, November 15th, 2019. Based on the table 15, it can be seen that the students average was 78.09, it shown that most of the students passed in achieving the minimum mastery criteria (75). It can be seen that most of the students passed in achieving material. In this stage, only 1 student (5%) out of 21 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

d. The Comparison of Pretest and Post Test

The result of study was gotten from the learning process that has been conducted. The score from implementation of cycle 1 and cycle 2 as follow:

Table 21
The Comparison of Pretest and Posttest

No	Name	Score Pre Test	Score Post Test 1	Score Post Test 2	Category
1	AL	45	75	80	Increase
2	AM	55	55	75	Increase
3	BE	35	55	80	Increase
4	DA	50	50	75	Increase
5	DE	45	55	75	Increase
6	EK	55	70	80	Increase
7	FE	40	55	75	Increase
8	FI	70	70	75	Increase
9	MA	35	55	80	Increase
10	MB	70	75	80	Increase
11	MT	70	75	80	Increase
12	NU	50	50	75	Increase
13	PU	75	80	85	Increase
14	RM	55	75	80	Increase
15	RS	55	75	85	Increase
16	SN	45	55	80	Increase
17	SU	80	80	85	Increase
18	YA	40	55	80	Increase
19	YO	55	75	80	Increase
20	MU	40	55	75	Increase
21	HA	55	60	70	Increase
TOTAL		1135	1375	1640	

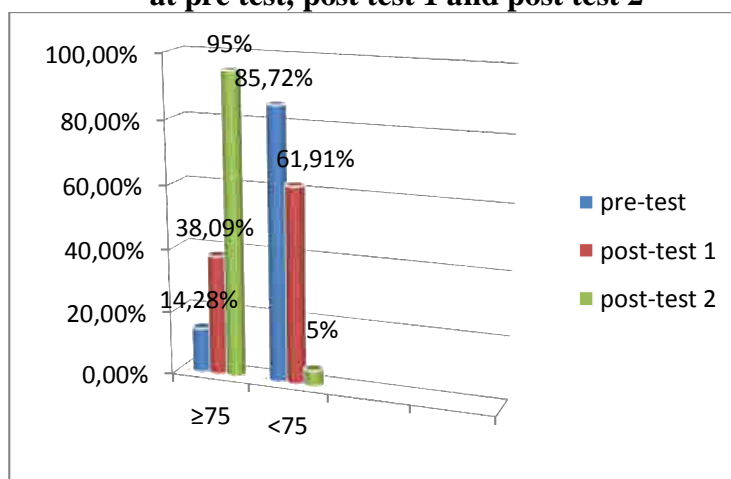
Table 22
Frequency of Students Score at Pre test, Post-test 1, and post test 2

Score	Pre-Test		Post-Test I		Post-Test II		Category
	F	P	F	P	F	P	
≥75	3	14,28%	8	38,09%	20	95%	Complete
< 75	18	85,72%	13	61,91%	1	5%	Incomplete
Total	21	100%	21	100%	21	100%	

Based on the table above, it can be describe in the graph 11 as follow:

Figure 11

The Percentage of the Students Grade of the students at pre test, post test 1 and post test 2



The increasing is caused by using the Question Answer Relationship

Strategy in the learning process which the students is direct related and to do the activity in the learning process. Therefore, it effected to understanding level of the students. It can be concluded that the Question Answer Relationship Strategy has positive effect by using the teaching learning especially in learning reading ability. Those are good to help students solves their problem in reading.

2. Result Observation of Students Activity

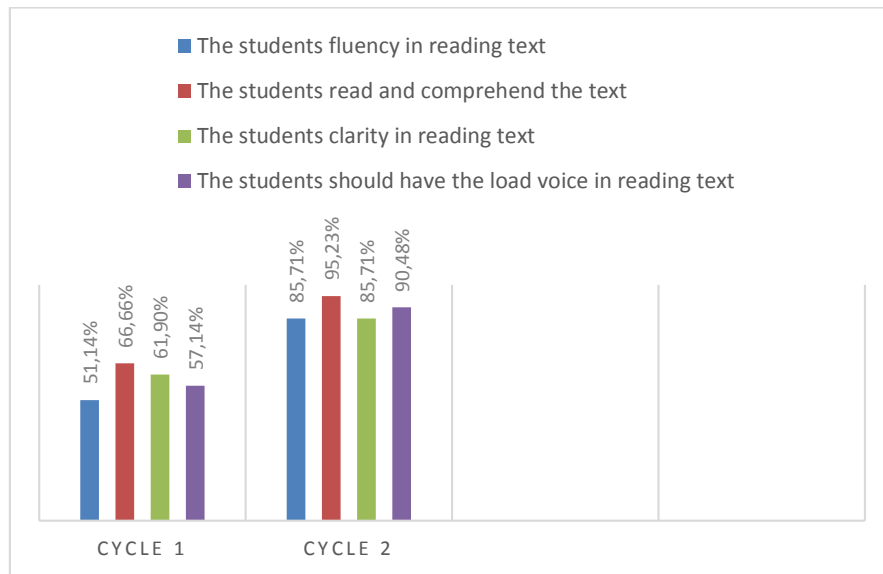
This observation result was gotten when the learning process happened by researcher. The result of the students learning activity observation can be seen in this table 23 as follow:

Table 23
Result of the Students Learning Activity

No	Students Activities	Cycle 1		Cycle 2	
		F	P	F	P
1	Clarity	13	61,90%	18	85,71%
2	Voice	12	57,14%	19	90,47%
3	Fluency	12	57,14%	18	85,71%
4	Comprehension	14	66,66%	20	95,23%
Total Students		21		21	

Based on the table above, it can be describe in the graph 11 as follow:

Figure 12
Result of the Students Learning Activity



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

a. The students fluency in reading text

The students attention to the teacher explanation from the first meeting to next meeting was improved. In cycle 1 was only 57,14% and in cycle 2 was only 85,71% it improved 28,57%.

b. The students read and comprehend the text

The students who asked or answered question from the teacher wwas improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all question could be answered well. For this activity was improved 28,57%, from cycle 1 was 66,66%, and cycle 2 was 95,23%.

c. The students clarity in reading text

The students who had activated in a group or pairs also improved. From cycle 1 was 61,90% and cycle 2 was 85,71%, it improved 23,81%.

d. The students should hae the load voice in reading text

The students who had done the task were improved. It could be seen on the cycle 1 was 57,14% and cycle 2 90,47%, it improved 33,33%.

Based on the explanation above, it can be inferred that the students learning activity was happened increasing from the cycle I to the cycle II. Therefore, this research in the student activities side to reach the target. It was caused on the learning in the cycle II the students have begun to responsible to themselves, so that it can bring the good effect to the activity in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collected and analysis, the research concludes that using memory strategies can increase the students reading ability. It can be seen in the result increasing of the post test in the cycle 1 and post test in the cycle 2. The result of pretest and posttest show that there is increase from the pre-test and post-test. The average score of the posttest is higher than pretest. The average score of pre-test is 54.04, then the average score of post-test 1 is 65.47, and the average score of post-test 2 is 78.09. So, there is progress from 54.04 to 65.47 to 78.09. From pre-test to the post-test cycle I, there is increase for about 11.47 points, and from the post-test cycle 1 to the pot test cycle 2, there is increase for about 12.62 points. It means that the action hypothesis which stated that, "By using Question-Answer Relationship Strategy (QAR) the students will be able to improve their reading ability", was accepted.

B. Suggestion

After the researcher had done the research at the eleventh grade of MA Ma'arif 06 Seputih Raman, the researcher would like to give some suggestion as follows:

1. To the Students

This method can increase their ability in studying English, especially to reading ability, and the students are suggested to used question answer

with the other students to more understanding about the task or about the material.

2. To the English Teacher

The English teacher can use Question Answer Relationship strategy in reading ability in the class because those strategies are effective to increase the students reading ability in learning, and the teacher gives motivation to the students to be active in teaching and learning process.

3. To the other researcher

It is suggested for the other researcher to develop this research with the new innovation and hopefully the result of this research could be a reference.

APPENDICES

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
 Kelas : XI (Sebelas)
 Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang diaminya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradabana terkait penyebab fenomena dan kejadian, serta menerapkan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, aan)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<ul style="list-style-type: none"> • Fungsi Sosial • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
konteks	<p>tawaran, dengan modal <i>should</i> dan <i>can</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)	<p>• Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/diharuga) • Unsur Kebahasaan - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the</i>. 	<ul style="list-style-type: none"> - Menyajikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>• Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/diharuga) • Unsur Kebahasaan - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the</i>. 	<ul style="list-style-type: none"> - Menyajikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, 	<p>menjaga, memelihara dan memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar
		<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempatkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural 	<p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
		<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian mencerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang memunculkan perilaku yang termuat di KI • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/diharuga) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi/by - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<ul style="list-style-type: none"> - Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Benda, binatang, tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Pengalaman, informasi, hal lain yang terkait dengan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<p>sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> ● Fungsi Sosial <ul style="list-style-type: none"> - Menjelaskan, memberikan alasan, mensyukuri, dsb. ● Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) ● Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan ● Topik <ul style="list-style-type: none"> - Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan 	
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p>perilaku yang termuat di KI.</p> <ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if -then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>termuat dalam KI</p>	
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasannya sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesantentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MA Ma'arif 06 Seputih Raman
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginn tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan dari sebuah teks, serta menanggapinya, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi struktur teks untuk memahami teks deskriptive• Mengidentifikasi unsur kebahasaan teks untuk mengetahui unsur teks deskriptive• Mengidentifikasi fungsi social dari sebuah teks deskriptive
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang mengharuskan membaca, memahami, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Menjawab pertanyaan yang ada berkaitan dengan sebuah teks• Mengambil nasihat dari sebuah teks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menunjukkan kesungguhan belajar Bahasa Inggris dalam menjawab pertanyaan
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam menjawab pertanyaan
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada jawaban setiap soal

D. Materi Pembelajaran:

➤ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

➤ Struktur Teks

- Memulai

- Menjawab

- Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

Dapat Memahami dan menjawab pertanyaan dalam soal yang sesuai dengan teks

E. Metode Pembelajaran

1. Metode : Discussion

2. Strategi : Tanya jawab dan diskusi

F. Media, Alat dan Sumber Pembelajaran

1. Media

- Worksheet atau lembar kerja (peserta didik).

- Lembar penilaian

2. Alat

- Marker, papan tulis.

- Laptop

3. Sumber Belajar

- Buku Pemangjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016.

- www.britishcourse.com.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<p>Orientasi</p> <ul style="list-style-type: none">✓ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.✓ Menyiapkan peserta didik untuk mengikuti proses pembelajaran <p>Apersepsi</p> <ul style="list-style-type: none">✓ Mengaitkan materi / tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.✓ Apabila materi tema / projek ini kerjakan dengan baik dan sungguh-sungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Deskriptive teks</i> <p>Pemberian Acuan</p> <ul style="list-style-type: none">✓ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.✓ Pembagian kelompok belajar✓ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.
Kegiatan Inti (60 Menit)
<p>Mengamati (Observing)</p> <ul style="list-style-type: none">✓ Peserta didik mengamati interaksi saat menjawab soal✓ Peserta didik memberikan responnya✓ Dengan bimbingan dan arahan guru, peserta didik menjawab pertanyaan

dengan strategi yang diberikan (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya (Questioning)

- ✓ Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antara berbagai bentuk teks dalam bahasa Inggris dan bahasa Indonesia

Mengumpulkan Informasi (Exploration)

- ✓ Peserta didik mendalami deskriptive teks dari banyak sumber contoh dari buku teks, dsb.
- ✓ Secara kolaboratif, peserta didik berusaha menjawab dengan bahasa Inggris agar mendapat feedback dari guru, serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Menalar (Associating)

- ✓ Peserta didik membandingkan teks deskriptive yang telah dipelajari dengan yang ada di berbagai sumber lain.
- ✓ Peserta didik membandingkan antara teks dalam bahasa Inggris dan dalam bahasa peserta didik.

Mencoba (Experimenting)

- ✓ Peserta didik mengolah informasi dari materi teks deskriptive yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

Mengkomunikasikan (Networking)

- ✓ Peserta didik dapat mendeskripsikan isi dari teks
- ✓ Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).

Kegiatan Penutup (10 Menit)

Menyimpulkan

- ✓ Guru menyimpulkan materi tentang deskriptive teks yang baru dilakukan

Refleksi

- ✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung

Umpun Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung
- ✓ Memberikan penghargaan untuk materi pelajaran ungkapan-ungkapan member dan merespon pujian kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

Pemberian Tugas

- ✓ Mengagendakan memahami teks deskriptive dirumah

Informasi Kegiatan Pembelajaran Pertemuan Berikutnya

- ✓ Mengagendakan materi atau tugas proyek / produk / portofolio / unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
<75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menangkap makna (teks deskriptive	Teks tertulis	Uraian	Soal uraian (tertulis)

Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Uraian	Soal uraian (tertulis)
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Collaborator



Ismail, S.H.I

Metro, October 2019

Researcher



Dian Nur Aini
NPM. 1501070241

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MA Ma'arif 06 Sepuluh Raman
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ Ganjil
Materi Pokok : Narrative Text
Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan dari sebuah teks, serta menanggapinya, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi struktur teks untuk memahami teks narrative• Mengidentifikasi unsur kebahasaan teks untuk mengetahui unsur teks narrative• Mengidentifikasi fungsi social dari sebuah teks narrative
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang mengharuskan membaca, memahami, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Menjawab pertanyaan yang ada berkaitan dengan sebuah teks• Mengambil nasehat dari sebuah teks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menunjukkan kesungguhan belajar Bahasa Inggris dalam menjawab pertanyaan
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam menjawab pertanyaan dan berinteraksi dengan guru
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada jawaban setiap soal

D. Materi Pembelajaran

➤ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

➤ Struktur Teks

- Memulai

- Menjawab

- Menanggapi (diharapkan/di luar dugaan)

➤ Linsur Kebahasaan

- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

Dapat Memahami dan menjawab pertanyaan dalam soal yang sesuai dengan teks

E. Metode Pembelajaran

1. Metode : Discussion

2. Strategi : Tanya jawab dan diskusi

F. Media, Alat dan Sumber Pembelajaran

1. Media

- Worksheet atau lembar kerja (peserta didik).

- Lembar penilaian

2. Alat

- Marker, papan tulis

- Laptop

3. Sumber Belajar

- Buku Pemunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016,

- www.britishcourse.com.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<p>Orientasi</p> <ul style="list-style-type: none">✓ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.✓ Menyiapkan peserta didik untuk mengikuti proses pembelajaran <p>Apersepsi</p> <ul style="list-style-type: none">✓ Mengaitkan materi / tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.✓ Apabila materi tema / projek ini kerjakan dengan baik dan sungguh-sungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Narrative teks</i> <p>Pemberian Acuan</p> <ul style="list-style-type: none">✓ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.✓ Pembagian kelompok belajar✓ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.
Kegiatan Inti (60 Menit)
<p>Mengamati (Observing)</p> <ul style="list-style-type: none">✓ Peserta didik mengamati interaksi saat menjawab soal✓ Peserta didik memberikan responnya✓ Dengan bimbingan dan arahan guru, peserta didik menjawab pertanyaan

dengan strategi yang diberikan (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya (Questioning)

- ✓ Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antara berbagai bentuk teks dalam bahasa Inggris dan bahasa Indonesia

Mengumpulkan Informasi (Exploration)

- ✓ Peserta didik mendalami deskriptive teks dari banyak sumber contoh dari buku teks, dsb.
- ✓ Secara kolaboratif, peserta didik berusaha menjawab dengan bahasa Inggris agar mendapat feedback dari guru, serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Menalar (Associating)

- ✓ Peserta didik membandingkan teks narrative yang telah dipelajari dengan yang ada di berbagai sumber lain.
- ✓ Peserta didik membandingkan antara teks dalam bahasa Inggris dan dalam bahasa peserta didik.

Mencoba (Experimenting)

- ✓ Peserta didik mengolah informasi dari materi teks narrative yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

Mengkomunikasikan (Networking)

- ✓ Peserta didik mendiskusikan dengan temannya tentang teks narrative
- ✓ Peserta didik menuliskan permasalahan dala menjawab di dalam jurnal belajar (*learning journal*).

Kegiatan Penutup (10 Menit)

Menyimpulkan

- ✓ Guru menyimpulkan materi tentang narrative teks yang baru dilakukan

Refleksi

- ✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung

Umpan Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung
- ✓ Memberikan penghargaan untuk materi pelajaran ungkapan-ungkapan member dan merespon pujian kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

Pemberian Tugas

- ✓ Mengagendakan memahami teks narrative di rumah

Informasi Kegiatan Pembelajaran Pertemuan Berikutnya

- ✓ Mengagendakan materi atau tugas proyek / produk / portofolio / unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau di rumah.

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Uraian	Soal uraian (tertulis)
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Uraian	Soal uraian (tertulis)

Menyusun teks deskriptive dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Uraian	Soal uraian (tertulis)
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Collaborator



Ismail, S.H.I

Metro, October 2019

Researcher



Dian Nur Aini
NPM. 1501070241

Pre-Test of Reading Ability

Name :

Class :

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar, the third largest indoor theme park in the world and the Karebosi Link, the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Question!

1. Where is Makassar located...
2. Based on the text, what is the biggest city on Sulawesi Island...
3. What is the old name of Makassar...
4. According to the text, what is the first underground shopping center in Indonesia...
5. What is the most well-known food in Makassar...
6. It can be inferred from the passage that ...
7. What is the writer's main point in the passage...
8. "It is a stew made from the mixture of nuts". Pronoun 'it' in line 14 refers to...
9. "Makassar is home to several prominent landmark". Look at the word "prominent" in the passage. Prominent is probably
10. "Many street vendors sell pisang epe". The underlined word is closest in meaning to

Keyword:

1. Makassar is located on South Sulawesi
2. The biggest city on Sulawesi Island is Makassar
3. The old name Makassar is Ujung Pandang
4. The first underground shopping center in Indonesia is Karebosi Link
5. The most well-known food in Makassar is Coto Makassar
6. Makassar is one of the most favorite places to visit on Sulawesi Island
7. Makassar is a great city to visit
8. Pronoun 'it' refers to 'Coto Makassar.'
9. The word 'prominent' is probably outstanding
10. The underlined word is closest in meaning to 'sellers.'

Pre-Test of Reading Ability

Name : *Rifa Senna Winda*

Class : *XI IPS*

Direction : *Answer*

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar, the third largest indoor theme park in the world and the Karebosi Link, the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Lasari beach.

Question!

1. Where is Makassar located... *Makassar is located on Sulawesi Island*
2. Based on the text, what is the biggest city on Sulawesi Island... *the biggest*
3. What is the old name of Makassar...
4. According to the text, what is the first underground shopping center in Indonesia... *the first underground shopping center in Indonesia is Karebosi Link*
5. What is the most well-known food in Makassar... *The most Makassar is Coto Makassar*
6. It can be inferred from the passage that... *is a great city to visit*
7. What is the writer's main point in the passage...
8. "It is a stew made from the mixture of nuts". Pronoun "it" in line 14 refers to... *it refers to Coto Makassar*
9. "Makassar is home to several prominent landmark". Look at the word "prominent" in the passage. Prominent is probably
10. "Many street vendors sell pisang epe". The underlined word is closest in meaning to... *Seller. Vendor*

Pre-Test of Reading Ability

Name : Fina Auringea

Class : XI IPS

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar, the third largest indoor theme park in the world and the Karebosi Link, the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Komro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Komro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Question!

1. Where is Makassar located. *Sulawesi*
2. Based on the text, what is the biggest city on Sulawesi Island... *Makassar*
3. What is the old name of Makassar...
4. According to the text, what is the first underground shopping center in Indonesia... *Karebosi Link*
5. What is the most well-known food in Makassar... *Coto Makassar*
6. It can be inferred from the passage that ... *Makassar is the largest city in 2023*
7. What is the writer's main point in the passage... *Makassar is the largest city in 2023*
8. "It is a stew made from the mixture of nuts". Pronoun 'it' in line 14 refers to... *Coto Makassar*
9. "Makassar is home to several prominent landmark". Look at the word "prominent" in the passage. Prominent is probably
10. "Many street vendors sell pisang epe". The underlined word is closest in meaning to

Pre-Test of Reading Ability

Name : Muhammad Ade Bagus P.

Class : XI IPS 1

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar, the third largest indoor theme park in the world and the Karebosi Link, the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Question!

1. Where is Makassar located... South Sulawesi
2. Based on the text, what is the biggest city on Sulawesi Island... Makassar
3. What is the old name of Makassar...
4. According to the text, what is the first underground shopping center in Indonesia... Karebosi Link
5. What is the most well-known food in Makassar... Coto Makassar
6. It can be inferred from the passage that... Sulawesi Island
7. What is the writer's main point in the passage... Visit
8. "It is a stew made from the mixture of nuts". Pronoun 'it' in line 14 refers to... Coto
9. "Makassar is home to several prominent landmark". Look at the word "prominent" in the passage. Prominent is probably... scenic
10. "Many street vendors sell pisang epe". The underlined word is closest in meaning to... pressed bananas

Post-Test I of Reading Ability

Name :

Class :

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question.
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

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, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant peculiarr features, 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 arm 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 akes it a very useful servant to man and it can be trained to serve in various ways such as carry as carry heavy loads, hunt for tigers and even figh.

Question (1-6)

1. The text tell is about...
2. The third paragraph is mainly about the fact that...
3. The most distinguishing characteristic of an elephant is....
4. What a-describe of the elephant of first paragraph...
5. The elephant draws up water by its trunk and can squirt it all over is like body a shower bath (paragraph 2). The word "it" refers to....
6. "The trunk is the elephant peculiar feature...(paragraph 2). The word "peculiar" close in meaning to.....

The polar bear is a native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperature, for moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

Question (7-10)

7. The text tells about....
8. What does the adult male bear weigh....
9. Where did the animal live....
10. Where is the polar bear as born....

Keyword:

1. An elephant
2. Elephant is very useful
3. Its long nose
4. It is heavy, it has a trunk, it has a small tail
5. Elephant's trunk
6. Strange
7. The polar bear
8. 400-680 kg
9. In the Arctic Ocean
10. In the land

Post-Test I of Reading Ability

Name : Finka Apuningtia

Class : XI IPS E

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

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 tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant peculiarr features, 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 akes it a very useful servant to man and it can be trained to serve in various ways such as carry as carry heavy loads, hunt for tigers and even figh.

Question (1-6)

1. The text tell is about... *An elephant*
2. The third paragraph is mainly about the fact that... *Elephant are very "usefull"*
3. The most distinguishing characteristic of an elephant is... *its long nose*
- ✗ What a describe of the elephant of first paragraph... *it looks strange*
5. The elephant draws up water by its trunk and can squirt it all over is like body a shower bath (paragraph 2). The word "it" refers to... *elephant's trunk*
6. "The trunk is the elephant peculiar feature...(paragraph 2). The word "peculiar" close in meaning to... *strange*

The polar bear is a native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperature, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

Question (7-10)

7. The text tells about...
8. What does the adult male bear weigh....
9. Where did the animal live....
10. Where is the polar bear as born....

X

8. an adult male weighs about 400-680 kilograms
9. The polar bear is a native to the Arctic Ocean and its surrounding

X

Post-Test 1 of Reading Ability

Name : Yordan Satriadi

Class : XI IPS

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

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 tail, little eyes, long white tusks and above all it has a long noisā, the trunk.

The trunk is the elephant peculiarr features, 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 akes it a very useful servant to man and it can be trained to serve in various ways such as carry as carry heavy loads, hunt for tigers and even figh.

Question (1-6)

1. The text tell is about.. *Elephant*
- ~~2.~~ The third paragraph is msinly about the fact that... *the elephant is a very intelligent animal*
- ~~3.~~ The most distinguishing characteristic of an elephant is... *long nose*
- ~~4.~~ What a describe of the elephant of first paragraph... *It look strange*
- ~~5.~~ The elephant draws up water by its trunk and can squirt it all over is like body a shower bath (paragraph 2). The word "it" refers to... *ele*
6. "The trunk is the elephant peculiar feature...(paragraph 2). The word "peculiar" close in meaning to... *strange*

The polar bear is a native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperature, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

Question (7-10)

7. The text tells is about... *Polar bear*
8. What does the adult male bear weigh? *max weight about 400-500 kilograms*
9. Where did the animal live... *The Polar bear is ~~native~~ ^{mostly} to the Arctic Ocean and its surrounding*
10. Where is the polar bear as born... *Berlin, Germany*

Post-Test 1 of Reading Ability

Name : YOHANS (JONSON)

Class : XI IPS

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question.
3. You may not cheat with your friends!
4. Check your answer before submitting!

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 tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant peculiar features, 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 arm 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 or carry heavy loads, hunt for tigers and even fight.

Question (1-6)

1. The text tells about... Elephant
2. The third paragraph is mainly about the fact that... Elephants are very useful
3. The most distinguishing characteristic of an elephant is... its long nose
4. ~~What a describe of the elephant of first paragraph... it looks strange~~
5. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath (paragraph 2). The word "it" refers to... elephant's trunk
6. "The trunk is the elephant peculiar feature...(paragraph 2). The word "peculiar" close in meaning to... strange

The polar bear is a native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperature, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

Question (7-10)

- 7. The text tells us about... *an adult male weight above 400 kg*
- 8. What does the adult male bear weigh? *400-680 kg*
- 9. Where did the animal live? *Arctic*
- 10. Where is the polar bear as born? *Land*

Post-Test 2 of Reading Ability

Name :

Class :

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man he had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begaan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the kahyangan.

Question (1-4)

1. Why the wicked fairy did use her magic to make Raden Begawan unconscious...
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time.....
3. So a nice fairy took her to the kahyangan, (paragraph 2) the word her in the sentence refers to...
4. The similarity between fairy and human according to the text.....

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Question (5-10)

5. What type of the text is used by the writer...
6. To tell the plot, the writers uses...
7. Why Snow White ran away to the woods...
8. When did Snow White run away to the woods...
9. Where did Snow White live after she ran away to the woods
10. The communicative purpose of this text is....

Keyword

1. She didn't want the prince of Blambangan marry the princess
2. Wicked fairy will not take Raden Begawan's life
3. Princess Nirmala
4. The jealousy that they possess
5. Narrative
6. Past tense
7. Her uncle and aunt would go to America
8. In the morning
9. She lived in the dwarf's cottage
10. To entertain the reader

Post-Test 2 of Reading Ability

Name

: Elba Nurul Angharani

Class

: XI IPA 11

Direction:

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man and he had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the kahyangan.

Question (1-4)

1. Why the wicked fairy did use her magic to make Raden Begawan unconscious... she did not like the Prince of Blambangan and the Prince
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time... Begawan
3. So a nice fairy took her to the kahyangan. (paragraph 2) the word her in the sentence refers to... Princess Nirmala
4. The similarity between fairy and human according to the text... The jealousy that they possess

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Question (5-10)

5. What type of the text is used by the writer... *narative*
6. To tell the plot, the writers uses... *past tense*
7. Why Snow White ran away to the woods... *her uncle and aunt go to america*
8. When did Snow White run away to the woods... *morning*
9. Where did Snow White live after she ran away to the woods... *cottage*
10. The communicative purpose of this text is.... *to entertain*

Post-Test 2 of Reading Ability

Name : Hanief Nasudin
Class : XI IPS 1

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man and he had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begaan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the kahyangan.

Question (1-4)

1. Why the wicked fairy did use her magic to make Raden Begawan unconscious...
she didn't want the Prince of Blambangan marry the Princess
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time...
sleeping
3. So a nice fairy took her to the kahyangan. (paragraph 2) the word her in the sentence refers to...
Princess Nirmala
4. The similarity between fairy and human according to the text...
for self

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Question (5-10)

5. What type of the text is used by the writer... *Narrative text*
6. To tell the plot, the writers uses... *Past tense*
7. Why Snow White ran away to the woods... *Her snow*
8. When did Snow White run away to the woods... *America in the morning*
9. Where did Snow White live after she ran away to the woods... *She lived in the dwarfs cottage*
10. The communicative purpose of this text is,.... *to entertain the reader*

Post-Test 2 of Reading Ability

Name : Sulaiman Alhidayat
Class : XI IPS 1

Direction

1. Write your name and class on your answer sheet!
2. Read the text then answer the question
3. You may not cheat with your friends!
4. Check your answer before submitting!

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man and he had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the kahyangan.

Question (1-4)

1. Why the wicked fairy did use her magic to make Raden Begawan unconscious... *was searching*
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time... *sleeping*
3. So a nice fairy took her to the kahyangan. (paragraph 2) the word her in the sentence refers to... *Princess Nirmala*
4. The similarity between fairy and human according to the text... *the jealousy that they possess*

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."










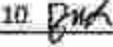











Finally, Snow White and the seven dwarfs lived happily ever after.

Question (5-10)

5. What type of the text is used by the writer... *Narrative text*
6. To tell the plot, the writers uses... *Past tense*
7. Why Snow White ran away to the woods... *Her uncle and aunt would go to America*
8. When did Snow White run away to the woods... *In the morning*
9. Where did Snow White live after she ran away to the woods... *she lived in the dwarf cottage*
10. The communicative purpose of this text is... *to entertain the reader*






















**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

25 Oktober 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoirul Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andran	4 
5	Defvi Wulandari	5 
6	Eka Nurlita Anggraini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhamad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Putri Trias Aprilla	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningsih	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prabowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

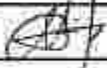


**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

26 Oktober 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoirul Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryam	3 
4	Dandy Andran	4 
5	Defvi Wulmdari	5 
6	Eka Nurlita Anggraini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhammad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Putri Trias Aprilia	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningsih	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prabowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

11 November 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoiril Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andran	4 
5	Defvi Wulandari	5 
6	Eka Nurlita Anggraini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhamad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Putri Trias Aprilia	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningaih	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayun Setiadi	18 
19	Yogas Prabowo	19
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

2 November 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoirul Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andran	4 
5	Defvi Wulandari	5 
6	Eka Nurlita Anggrini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhammad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Patri Trias Aprilia	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningah	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prabowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 












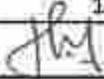






ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN

8 November 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoirul Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andran	4 
5	Defvi Wulandari	5 
6	Eka Nurlita Angeraini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhamad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Putri Trias Aprilia	13 
14	Ririn Munwaroh	14 
15	Rita Setya Ningsih	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prabowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

9 November 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoiril Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andran	4 
5	Dafvi Wulandari	5 
6	Eka Nurlita Anggraini	6 
7	Feri Tri Lesmana	7 
8	Finka Aynuningtia	8 
9	Masyrifatus Nisa	9 
10	Muhammad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sahroni	12 
13	Putri Trias Aprilia	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningiah	15 
16	Sario Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prubowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

**ABSEN SISWA
MA MA'ARIF 06 SEPUTIH RAMAN**

15 November 2019

NO	NAMA	TANDA TANGAN
1	Alif Khoiril Anam	1 
2	Amanda Febriyanti	2 
3	Beta Maryana	3 
4	Dandy Andron	4 
5	Defvi Wulandari	5 
6	Eka Nurlita Anggraini	6 
7	Feri Tri Lesmana	7 
8	Finka Ayuningtia	8 
9	Masyrifatun Nisa	9 
10	Muhamad Ade Bagus P	10 
11	Muhammad Taufik Aditya	11 
12	Nur Sabroni	12 
13	Putri Trias Aprilla	13 
14	Ririn Munawaroh	14 
15	Rita Setya Ningsih	15 
16	Satrio Nugroho	16 
17	Sulaiman Hidayat	17 
18	Yayan Setiadi	18 
19	Yogas Prabowo	19 
20	Muhammad Iwan	20 
21	Hanief Nasrudin	21 

OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class : XI

Table
The Students Learning Activities Observation in Cycle I

No	Name	Students Activity			
		1	2	3	4
1	AL	✓		✓	✓
2	AM	✓	✓		✓
3	BE	✓		✓	✓
4	DA	✓	✓		
5	DE	✓		✓	✓
6	EK		✓	✓	✓
7	FE	✓			
8	FI		✓		✓
9	MA			✓	✓
10	MB	✓		✓	✓
11	MT		✓		✓
12	NU	✓		✓	
13	PU	✓	✓		✓
14	RM		✓		✓
15	RS	✓		✓	✓
16	SN	✓	✓		
17	SU	✓		✓	✓
18	YA		✓	✓	
19	YO		✓		✓
20	MU	✓	✓	✓	
21	HA		✓	✓	
TOTAL		13	12	12	14

Note:

1. Tick (√) for each positive activity
2. Percentage of student's activities
 - The students fluency in reading text 61,90 %
 - The students read and comprehend the text 57,49 %
 - The students clarity in reading text 57,44 %
 - The students should have the loud voice in reading text 66,66 %

Collaborator



Ismail, S.H.I

Metro, October 2019

The Researcher



Dian Nur Aini

NPM: 1501070241

OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES**CYCLE II****Subject : English****Class : XI**

No	Name	Students Activity			
		1	2	3	4
1	AL	✓	✓	✓	✓
2	AM	✓	✓	✓	✓
3	BE	✓	✓	✓	✓
4	DA	✓	✓		✓
5	DE	✓	✓	✓	✓
6	EK	✓	✓	✓	✓
7	FE	✓	✓	✓	✓
8	FI		✓	✓	✓
9	MA	✓		✓	✓
10	MB	✓	✓	✓	✓
11	MT		✓	✓	✓
12	NU	✓	✓	✓	✓
13	PU	✓	✓	✓	✓
14	RM	✓	✓	✓	✓
15	RS	✓		✓	✓
16	SN	✓	✓		✓
17	SU	✓	✓	✓	✓
18	YA		✓	✓	✓
19	YO	✓	✓		✓
20	MU	✓	✓	✓	✓
21	HA	✓	✓	✓	
TOTAL		18	19	18	20

Note:

1. Tick (√) for each positive activity
2. Percentage of student's activities
 - The students fluency in reading text 95,71 %
 - The students read and comprehend the text 90,97 %
 - The students clarity in reading text 95,71 %
 - The students should have the loud voice in reading text 95,73 %

Collaborator



Ismail, S.H.I

Metro, October 2019

The Researcher



Dian Nur Aini

NPM: 1501070241

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Teachers Activity	Good	Enough	Low
<p>1. Pre Teaching</p> <p>a. Prepare the lesson plan</p> <p>b. Prepare the material that will given</p> <p>c. Ability in opening the learning process</p>		✓	
<p>a. While teaching</p> <p>b. Inform the objective of learning</p> <p>c. Explain the material used</p> <p>Question-Answer Relationship Strategy</p> <p>1) The teacher asks students read the text.</p> <p>2) After the students read the text, the teacher asks some question then students response it.</p> <p>3) The students answer four types of questions following list: Right there, Think and search, Author and you, on my own.</p> <p>d. Guide the students follow the lesson</p> <p>e. Motivate the students</p> <p>f. Guide the students to practice the material.</p>		✓	
<p>2. Post teaching</p> <p>a. Conclude the result Learning</p> <p>b. Close the learning activity</p>	✓		

Tick (✓) for each positive activity

Collaborator



Ismail, S.H.I

Seputih Ramani, October 2019

Researcher



Dian Nur Aini

NPM: 1501070241

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Teachers Activity	Good	Enough	Low
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will given c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material used Question-Answer Relationship Strategy 1) The teacher asks students read the text. 2) After the students read the text, the teacher asks some question then students response it. 3) The students answer four types of questions following list: Right there, Think and search, Author and you, on my own. c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material.	✓		
3. Post teaching a. Conclude the result Learning b. Close the learning activity	✓		

Tick (✓) for each positive activity

Collaborator



Ismail, S.H.I

Seputih Raman, October 2019

Researcher



Dian Nur Aini

NPM: 1501070241

DOCUMENTATION SHEET

No	Documented Point	Availability
1	Documentation about historical background of MA Ma'arif 06 Seputih Raman	✓
2	Documentation about condition of the teacher and official employes of MA Ma'arif 06 Seputih Raman	✓
3	Documentation about students of MA Ma'arif 06 Seputih Raman	✓
4	Documentation about structural organization of MA Ma'arif 06 Seputih Raman	✓
5	Documentation about facilities of MA Ma'arif 06 Seputih Raman	✓
6	Documentation about sketch of location MA Ma'arif 06 Seputih Raman	✓

Note

- Tick (✓) for each positive availability

Collaborator



Ismail, S.H.I

Metro, October 2019

The Researcher



Dian Nur Aini

NPM: 1501070241

Table**The Condition of the Teacher and Official**

No	Name	Sex	Occupation
1	RIZAL M. NOOR, S. Ag, M. Pd. I	Male	Headmaster
2	SALIM HARIYANTO, S. Pd. I	Male	Faith Manner
3	ADI RATNA, S. Pd.	Male	Math
4	MIFTACH ALFIAH, S. Pd. I	Female	Indonesian Language
5	SUYATMI, S. Pd.	Female	Indonesian Language
6	SUWARNO, BA.	Male	Religion
7	IKHWANUDDIN	Male	Arabic Language
8	HEL GUNAWAN, S. HI	Male	Religion
9	SYAUQI, S. Pd. I	Male	Religion
10	ISMAIL, S. HI	Male	English
11	AKHOL, KHASANI, S. Ag	Male	Religion
12	SURIPTO, S. Pd.	Male	History
13	SUPRIYANTO, S. Pd. I	Male	Mathematics
14	SITI MUSLIKAH, S. Ag	Female	Sociology
15	ANA KRISTINANINGSIH, S. Pd.	Female	History
16	SYAIFUDIN, S. Pd. I	Male	Computer
17	IMAM MASKURI, S. Pd.	Male	Sport

18	ROMMY NURFAUZI,S.Pd	Male	Geography
19	SUHARNO,S.Pd	Male	Economy
20	SOPINGI,S.Pd	Male	Biology
21	HANIK,S.Pd	Female	Chemistry
22	OKKI PRESILIA,S.Pd	Female	English
23	TRI WIDIAWATI,S.Pd	Female	Physics
24	HANIK DM,S.Pd	Female	Mathematics
25	NARDA	Male	Religion
26	ARI KURNIAWAN	Male	Official
27	CHOIR NANGIMAH	Female	Official
28	AHMAD FAUZI,S.Pd	Male	Official

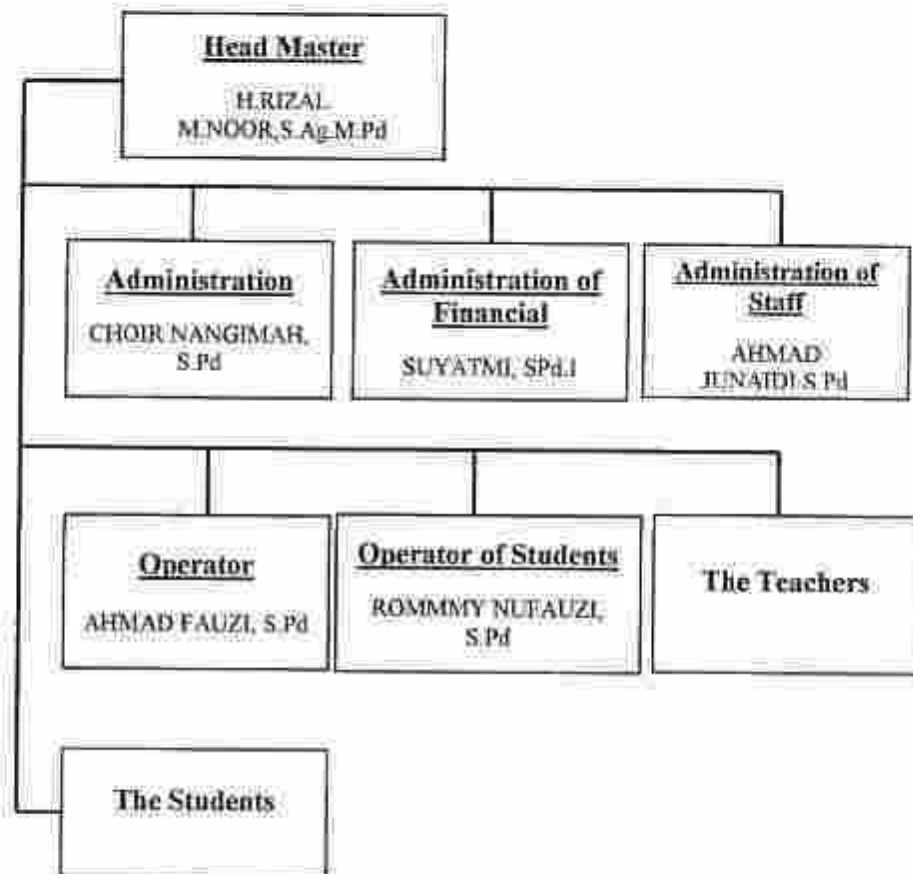
Table

Building Condition of MA Ma'arif 06 Seputih Raman

No	Name of Building	Sum	Condition of Building		
			Good Condition	Damage Condition	Comprehend Damage Condition
1	The head master room	1 Room	1	-	-
2	The teacher office room	1 Room	1	-	-
3	The class room	8 Room	8	-	-
4	The religious room	1 Room	1	-	-
5	The library room	1 Room	1	-	-
6	The UKS room	1 Room	1	-	-
7	The parking area	1 Room	1	-	-
8	Toilet	6 Room	6	-	-

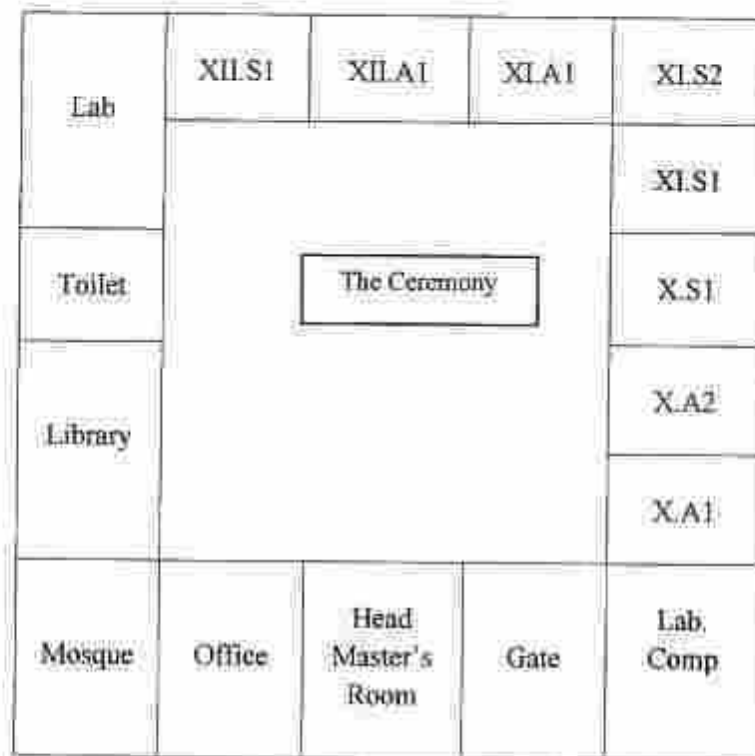
Figure

Organization of MA Ma'arif 06 Seputih Ramau



Figure

The Map of MA Ma'arif 06 Seputih Raman



DOCUMENTATION

The students doing pre-test



The teacher explain about the material



The teacher doing question answer with the students



The teacher control the students assigment



The teacher doing approach in learning process



The students doing post test





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

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

Nomor : B-3157 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

07 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Dian Nur Aini
NPM : 1501070241
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Using Question-Answer Relationship Strategy (QAR) To Improve Students Reading Ability Of The Eleventh Grade Of MA Ma'arif 06 Sepetih Raman In The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049



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

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

IAIN
METRO

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

Nomor : B-3395/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA'ARIF 06 SEPUTIH
RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3394/In.28/D.1/TL.01/10/2019,
tanggal 23 Oktober 2019 atas nama saudara:

Nama : **DIAN NUR AINI**
NPM : 1501070241
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF 06 SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING QUESTION-ANSWER RELATIONSHIP STRATEGY (QAR) TO IMPROVE STUDENTS READING ABILITY OF THE ELEVENTH GRADE OF MA MA'ARIF 06 SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 0031

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Dian Nur Anni
NPM : 1501070241
Fakultas : Tarbiyah (Tadris Bahasa Inggris)
Angkatan : 2015

Telah menyerahkan buku berjudul : *Qualitative Research in Education : focus and Methods*

Metro,
Ketua Jurusan TBI


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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Dian Nur Anni
NPM : 1501070241
Fakultas : Tarbiyah (Tadris Bahasa Inggris)
Angkatan : 2015

Telah menyerahkan buku berjudul : *Qualitative Research in Education : focus and Methods*

Metro,
Ketua Jurusan TBI

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



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

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

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

Nomor : B-0644/tn.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MAARIF 06 SEPUTIH RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : DIAN NUR AINI
NPM : 1501070241
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING QUESTION ANSWER
RELATIONSHIP STRATEGY (QAR) TOWARD READING ABILITY
AT ELEVEN GRADE OF MA MAARIF 06 SEPUTIH RAMAN

untuk melakukan *pra-survey* di MA MAARIF 06 SEPUTIH RAMAN.

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

Wassalamu'alaikum Wr. Wb.



Metro, 20 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-932/In.28/S/OT.01/11/2019**

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

Nama : DIAN NUR AINI
NPM : 1501070241
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070241.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Nopember 2019
Kepala Perpustakaan

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47796 Email: info@iaimetro.ac.id website: www.tarbiyah.metroia.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	17/10/2019	✓		Penelitian tentang Sholat wajib RC	
2	21/10/2019	✓		ACE I.P.D.	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 1995003 1 001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetrometro.ac.id website: www.tarbiyah.iainmetrometro.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 7/10-19		✓	Revisi instrument.	
	Jelas 15/10-19		✓	Ace Instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	29/7/2019	✓		Revisi footnote dan Bibliography	
2	15/8/2019	✓		Revisi Chapter I	
3	22/8/2019	✓		Revisi Chapter I	
4	29/8/2019	✓		Revisi Chapter II	
5	2/9/2019	✓		Revisi Chapter III	
6	5/9/2019	✓		Acc Seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 1995003 1 001



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

Jl. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@metrometro.ac.id website: www.tarbiyah.metrometro.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 01/7-19		✓	Acc ch. II continue to ch. III	
	Kamis 10/7-19		✓	elaborate more instrument calibration	
	Kamis 25/7-19		✓	Acc ch. III Continue to 1 st Advisor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Dian Nur Aini
NPM : 1501070241

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu / 27/3-19		✓	Revise problem formidhan	
2	15/4-19		✓	Please consisten in writing. Please use a correct grammar!	
3	Rabu 24/4-19		✓	Acc ch. I continue to ch. II.	
4	Rabu 15/5-19		✓	issent the theory about reading ability.	
5	Rabu 3/7-19		✓	Revise grammar after to Inu Sponde U base	

Mengetahui
Ketua Jurusan TBI

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

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0125) 41307 Fax. (0125) 42296 Email: umroh@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 15/11-19		✓	Revise Grammar	
	18/11-19		✓	Revise figure 2	
	Jumat 22/11-19		✓	Revise figure 3	
	Jumat 29/11-19		✓	Revise Cardinal Number	
	Jumat 6/12-19		✓	Acc ch. IV	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0723) 41587 Faks. (0723) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

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

Nama : DIAN NUR AINI

Fakultas/Jurusan : TBI

NPM : 1501070241

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	10/12 2019	✓		- Tabel Frekuensi dan Amplitudo setiap test. - Tabel Struktur Arterial di cycle I & Cycle 2 - Tabel Perbandingan SA di cycle I & cycle 2 - Tabel Perbandingan nilai pre test, post test 1 & post test 2. - Review Ekg, V, ACE Membran	
2	12/12 2019	✓			

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 1995003 1 001

CURRICULUM VITAE



The name of the writer is Dian Nur Aini. She was born in Lampung Tengah, on April, 1997. She is the first children of Mr. Mukhamim and Mrs. Suningsih. She was enrolled her study in SDN 02 Setia Bumi, Seputih Banyak on 2003-2009. Then, she continued her study at SMP N 1 Seputih Banyak on 2009-2012. She continued her study at SMAN 1 Seputih Banyak, Central Lampung on 2012 -2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a SI student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She hope that one day she can continue her study to master of degree.