AN UNDERGRADUATE THESIS

THE INFLUENCE OF CONTEXT BASED LEARNING TECHNIQUE
ON THE STUDENTS' READING COMPREHENSION
AMONG THE SEVENTH GRADE STUDENTS
AT MTs NEGERI 1 EAST LAMPUNG
IN THE ACADEMIC YEAR OF 2019/2020

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Tarbiyah and Teachers Training Faculty
English Education Department

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

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF CONTEXT BASED LEARNING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AMONG THE SEVENTH GRADE STUDENTS AT MTs NEGERI 1 EAST LAMPUNG

ABSTRACT

By:

A'AT PERDIANSAH

The purpose of this research was conducted to find out whether the use of Context Based Learning technique can Influence the students' Reading comprehension ability. This research was conducted to the seventh graders of MTs N 1 East Lampung.

In this research, a form of experiment research was used by the researcher; the population of this research consists of 29 students. The sample of this research is conducted students of the seventh grade of MTs N 1 East Lampung in academic year 2018/2019. The data collecting techniques used in this study were test, documentation and questionnaire. The analysis techniques used in this study were Chi-Square and T-test (Paired-Sample-Test)

The findings are there was a positive and significant influence of using CBL technique toward the students' reading comprehension ability at the seventh graders of MTs N 1 East Lampung. T he result of this research was $t_{observed} > t_{table}$ (2.048< 4.847> 9,7) which revealed that Ha was accepted and Ho was rejected. Based on the analysis and result of the research, the researcher can conclude that Context Based Learning technique has a positive influence toward the students reading comprehension ability. It can be used as the technique in learning reading comprehension and it can improve in learning reading.

Keywords: *Reading Comprehension ability, Context Based Learning Technique.*

PENGARUH TEKNIK *CONTEXT BASED LEARNING* TERHADAP KEMAMPUAN MEMBACA PEMAHAMAN PADA SISWA KELAS TUJUH DI MTS n 1 LAMPUNG TIMUR

ABSTRAK

Oleh:

A'AT PERDIANSAH

Tujuan dari penelitian ini dilakukan untuk mengetahui apakah penggunaan teknik Pembelajaran Berbasis Konteks dapat Mempengaruhi kemampuan membaca pemahaman siswa. Penelitian ini dilakukan di kelas tujuh MTs N 1 Lampung Timur. .

Penelitian ini menggunakan penelitian eksperimen; Populasi penelitian ini terdiri dari 29 siswa. Sampel penelitian ini adalah siswa kelas VII MTs N 1 Lampung Timur tahun pelajaran 2018/2019. Teknik pengumpulan data adalah tes, dokumentasi dan angket. Teknik analisisnya adalah Chi-Square dan T-test (Paired-Sample-Test)

Temuan penelitian ini adalah terdapat pengaruh positif dan signifikan penggunaan teknik CBL terhadap kemampuan membaca pemahaman siswa di kelas tujuh MTs N 1 Lampung Timur. Hasil penelitian ini diobservasi> t_table (2,048 <4,847> 9,7) yang mengungkapkan bahwa Ha diterima dan Ho ditolak. Kesimpulan penelitian adalah bahwa teknik Context Based Learning memiliki pengaruh positif terhadap kemampuan membaca pemahaman siswa pada siswa kelas tujuh MTs N 1 Lampung Timur. Ini dapat digunakan sebagai salah satu teknik dalam pemahaman membaca di kelas tujuh MTs N 1 Lampung Timur.

APPROVAL PAGE

Title   : THE INFLUENCE OF CONTEXT BASED
LEARNING TECHNIQUE ON THE STUDENTS'
READING COMPREHENSION AMONG AMONG
THE SEVENTH GRADE STUDENTS AT MTs
NEGERI 1 EAST LAMPUNG IN ACADEMIC YEAR
OF 2019/2020

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Faculty   : Tarbiyah and Teacher Training Faculty

APPROVED BY:

To be discussed in the Proposal Seminar in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.
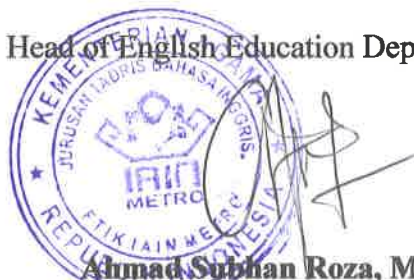
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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In Order to Hold the Munaqosyah**
          of A'at Perdiansah

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

Assalamu'alaikum Wr. Wb.

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

Name   : A'at Perdiansah
St. Number : 14120827
Title   : THE INFLUENCE OF CONTEXT BASED
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          READING COMPREHENSION AMONG AMONG
          THE SEVENTH GRADE STUDENTS AT MTs
          NEGERI 1 EAST LAMPUNG IN ACADEMIC YEAR
          OF 2019/2020

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

Wassalamu'alaikum Wr. Wb.

Sponsor,	Metro, 20 Agustus 2019 Co-sponsor,
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Saudara A'at Perdiansah

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

Assalamu'alaikum Wr. Wb.

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

Nama   : A'at Perdiansah
Npm   : 14120827
Judul   : THE INFLUENCE OF CONTEXT BASED
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          READING COMPREHENSION AMONG AMONG
          THE SEVENTH GRADE STUDENTS AT MTs
          NEGERI 1 EAST LAMPUNG IN ACADEMIC YEAR
          OF 2019/2020

Sudah kami dapat persetujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,

Metro, 20 Agustus 2019
Dosen Pembimbing II,

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RATIFICATION PAGE
No. B - 3220/In.28.1/D/PP.00.9/10/2019

An Undergraduate thesis entitled: THE INFLUENCE OF CNTEXT BASED LEARNING TECHNIQUE ON THE STUDENTS READING COMPREHESION AMONG THE SEVENTH GRADE AT MTS NEGERI 1 EAST LAMPUNG, written by A'at Perdiansah, student number 14120827, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 25th September 2019 at 13.00 – 15.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(........................)
Examiner I	: Drs. Kuryani, M.Pd	(........................)
Examiner II	: Syahreni Siregar, M.Hum	(........................)
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The Dean of Tarbiyah and Teaching Training Faculty

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STATEMENT OF RESEARCH ORIGINALITY

The undersign :

Name   : AatPerdiansah

Students Number   : 14120827

Study Program   : English Education

Department   : Tarbiyah

State that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

Metro, 20 Agustus 2019

Aat Perdiansah

14120827

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱصْبِرُوا۟ وَصَابِرُوا۟ وَرَابِطُوا۟ وَٱتَّقُوا۟ ٱللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ۝

O you who have believed, persevere and endure and remain stationed and fear Allah that you may be successful (QS. Al Imraan : 200)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved Parents, you are my soul and inspiration.

(Mr. Surya Panani and Mrs. Husni Hayati)

My beloved Brothers

I love you

(Diki syaputra,Aan Susanto, and Pahrul Febrianto)

My beloved Friends

(Handi, Leo, Jamal, Gelex, Robin, Ifan, Way Kurni, and Rillo)

My beloved Lectures of English Department of the State

Institute For Islamic of Metro Lampung

My beloved almamater

TABLE OF CONTENTS

ACKNOWLEDGMENT

All thanks, the researcher prays to Allah SWT for everything abundance, grace and guidance, so the writer can complete the task the end of the thesis entitled The Influence of Context Based Learning Technique on the Students' Reading Comprehension among the Seventh Grade Students at MTs Negeri 1Lampung Timur in the Academic Year of 2018/2019. The author is fully aware, without guidance from various parties; the final project of this thesis will not be able to finish well. Therefore on this occasion the author sincerely thanks you to:

1. Prof. Dr. Hj. Enizar, M.Ag as Rektor IAIN Metro.

2. Dr. Hj. Akla, M.Pd as Dekan Tarbiyah IAIN Metro.

3. Dr. Widhiya Ninsiana, M.Hum as the first advisor.

4. Syahreni Siregar, M.Hum as the second advisor.

5. Irwin S.Pd, M.Pd as the headmaster of MTs N 1 Lampung Timur.

6. My beloved parents who have given prayers and support to the author both morally and materially.

7. All my Friends who endlessly provide support and motivational support for the author.

In closing, this article has benefits especially for the author and generally for all of us.

Metro,   August 2019
The Writer

A'AT PERDIANSAH
NPM. 14120827

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills that should be learned and practice when use English language as the tool of communication, here are listening, speaking, reading, and writing. Many students cannot master each skill. Among those for basic skill, reading is the most important language skill to be developed and give a particular stress in the classroom because reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is the first step to get practice and familiar in their pronunciation in English and after reading there is reading comprehension in it.

So far, the students still find difficulties to improve their reading comprehension because they seldom do the reading activity at school and material for reading is not interesting for them. Most of the students think that knowing every word in the passage would improve in comprehends the passage. So, it is caused the students still get difficulties in comprehend the passage.

Reading subject is defined as the level of a text or message. Therefore to gain the aim of reading subject is not only done by students but also by teacher, because it is impossible for students to master this skill without helping from teacher, and this is the only reason to teacher to provide the right strategy, method, and technique in teaching English especially on

Table 2. Table of Frequency

No	Sore	Frequency	Category	Percentage
1	>80	3	Good	10%
2	60-70	9	Fair	31%
3	20-50	17	Bad	58%
	Total	29		100%

Based on the data above, there are 22 students have low score, 7 students have high score. It can be assumed that most of students among the seventh graders of MTs N 1 East Lampung have problem in reading comprehension.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students need motivation to make them active in comprehending text in reading.

2. The students' reading comprehension is low.

3. The students are incapability in finding the main idea.

4. The students find difficulties in getting meanings of difficult words in a text.

C. The Problem Limitation

Based on the identification of the problems described above, this research is limited to the students are incapability in finding the main idea at the seventh grade students of MTs N 1 East Lampung in the academic year 2018/2019. The researcher used Context-based learning in reading comprehension to help the students in comprehending the English text easier.

reading subject. Reading comprehension has more deep meaning than reading, because in reading it just imitate word by word base on the text without knowing what the text is talking about and then reading comprehension is main activity in reading because in this activity the students not only read or imitate the word but also construct the meaning of the text. Reading comprehension is an important ability that must be mastered by students to enlarge their knowledge even though reading comprehension is not easy to be learned because reading comprehension needs maximal reading skill.

In this case, the writer chooses Context-based learning as the technique in teaching reading comprehension. Context-based learning (CBL) in its broadest sense describes the cultural and social environment within which students, tutors and institutions operate. This context is influenced by communications media to provide the academic community with a common culture.[1] Tina overton add that Context based learning is any learning that places content within a meaningful context.[2]

Based on the argument above the researcher trying to application the CBL technique into English class especially for improving the reading comprehension skill of the students. CBL is similar with Problem-based learning (PBL). Problem-based learning can be viewed as a sub-set of CBL. In PBL, the context is framed as an open ended problem scenario.

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[1] Tina Overton, Context and Problem-based Learning, (Physical Sciences Centre Department of Chemistry University of Hull: Hull), p. 7 t.l.overton@hull.ac.uk

[2] ibid

Although reading comprehension is an important skill in developing English language ability, based on the pre-survey on 2 April 2018, it can be seen that most of students at the seventh graders of MTs N 1 East Lampung do not have any interest to comprehend the English materials. They are passive and looks bored to read more reading materials. As the result, they have low skill in reading comprehension. In this research the writer wants to investigate whether Context Based learning gives the positive effect on reading comprehension ability.

From the interviews with the English teacher, the researcher found that the students have low comprehension of texts. It is reflected by their incapability in finding the main idea. They also find difficulties in getting meanings of difficult words. Moreover, the students cannot relate the information from paragraph to the other paragraphs. Sometimes, when they just read a text and they have to tell about the text, they know nothing. If they get the specific information, automatically they know the general information. Then, this strategy is suitable with the student needed. That is about looking for specific information or main idea of the text. Therefore, they should use the Context Based Learning to get it.

Another case on reading problem above, that is the students reading score is low. Below are the data of the students score at the seventh graders of MTs N 1 East Lampung.

Table 1

The Pre-survey Data of the students' Reading Comprehension Ability among the Students seventh graders of MTs N 1 East Lampung

No	Name	Result of Reading Score	Category
1	M N	50	Incomplete
2	N K	50	Incomplete
3	F H	60	Incomplete
4	B G	90	Complete
5	M A	50	Incomplete
6	Z I	70	Complete
7	A K	20	Incomplete
8	R A	20	Incomplete
9	K R	40	Incomplete
10	N A	40	Incomplete
11	A M	40	Incomplete
12	M R	50	Incomplete
13	A K	60	Incomplete
14	N P	50	Incomplete
15	M S	50	Incomplete
16	A N	70	Complete
17	S N	60	Incomplete
18	M F	50	Incomplete
19	L A	40	Incomplete
20	A L	20	Incomplete
21	H Y	70	Complete
22	Z	40	Incomplete
23	B F	60	Incomplete
24	R A	40	Incomplete
25	T I	60	Incomplete
26	R P	30	Incomplete
27	N C	90	Complete
28	M I	80	Complete
29	A M	70	Complete
Total		1520	--
Average		52,41	**Fail**
The Higher Score		90	--
The Low Score		20	--

Sources: taken on 12 April 2018

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates the problem in this research as follows:

"Is there any positive and significant influence of Context-Based Learning on the students' reading comprehension ability among the seventh graders at MTs N 1 East Lampung in the Academic Year of 2018/ 2019?

E. Objectives and Benefits of the Study

1. Objective of the Study

In accordance with the problem formulation, the objective of present research is hopefully able to know the positive and significant influence of the students' reading comprehension after using Context-Based Learning strategy at the seventh graders of MTs N 1 East Lampung in the Academic years of 2018/ 2019.

2. Benefits of the Study

a. For the Students

By using Context-Based Learning as strategy, it is hoped to be a motivation in learning English, so their reading comprehension ability will be developed.

b. For the Teacher

This strategy is expected to be a contribution for the teacher to help her / his students to solve the problems in reading comprehension

ability and to be an inspiration for the teacher to improve the students'

reading comprehension ability.

c.   For others Researchers

This research can give general knowledge of how to improve

students' reading skill. This research also can be used as the

foundation for the next research.

F. Prior Research

1. Yehudit Judy Dory, et. All, *Context-based learning and metacognitive prompts for enhancing scientific text comprehension*, their study involves CBL through comprehension and analysis of adapted scientific articles. They develop a module which integrates metacognitive prompts for guiding students to monitor their understanding and improve their scientific text comprehension. Based on their research, they found that high-intensity CBL combined with metacognitive prompts improves students' chemistry understanding of the adapted scientific articles and the ability to regulate their learning. The conclusion of this study establishes that reading context-based adapted scientific articles advances students' conceptual chemistry understanding.[3]

2. Esra ÖZAY KÖSE and Figen ÇAM TOSUN, Effects of Context Based Learning on Students' Achievement and Attitudes in Biology. The aim of this study is to determine effect of "context based learning approach" towards student's biology success and attitudes on biology course. The result of analysis shows

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[3] Yehudit Judy Dory, et. All, "*Context-based learning and metacognitive prompts for enhancing scientific text comprehension*", International Journal of Science Education, (UK: Informa UK limited), vol. 40, no. 10. P. 1198-1220

that there is a meaningful difference between contexts based learning approach and traditional learning on student's success and attitudes towards biology. The results of interview form which was implemented on experimental group in order to support obtained findings are in favor of our study.[4]

The prior research above has similar discussion that is about using context based learning into teaching and learning material in the class. And then the two research above also got the conclusion that context based learning can advances the students ability and understanding the material in the class. But, the two researches above have different subject material, the first research is using context based learning to comprehension and analysis of adapted scientific articles and the second research applying context based learning to analyze student's achievement and attitudes in Biology. Compare with this research, the writer thinks that CBL technique can be influence any materials such reading comprehension so the writer doing this research "to know the influence of CBL on the students' reading comprehension ability".

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[4] Esra ÖZAY KÖSE and Figen ÇAM TOSUN, Effects Of Context Based Learning On Students' Achievement and Attitudes In Biology, (K. Ü. *Kastamonu Eğitim Dergisi 23 (4),p. 1425-1436*

CHAPTER II

THEORETICAL FRAMEWORK

1. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

It is widely known that, so many experts assert about the definition of reading. There are:

According to Glenda MacNaughton reading is the recognition and interpretation of the meaning of a printed word or symbol and of groups of words or symbols. Reading is about making meaning from print. When we read a road sign we recognise the word or symbol on then try to interpret its meaning. When we read book we recogines groups of printed words and images in the book and then try to interpret their meaning.[1]

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrated skill attracts many experts to highlight their opinion about the definition of reading comprehension.

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[1] Glenda MacNaughton & Gillian Wiliams, *Teaching Young Children*. Australia:Open University Press, (2004). Page 162.

John, Allan and Kathleen said that reading comprehension is focusing in getting information and knowledge from text.[2] It means that reading comprehension means construct the meaning from text that they have read and it is not just imitate the word by word. Moreover, in this case emphasize in knowledge.

Beside that, reading is deeply entwined with your process of self exploration. As with any learning process, you have to take your time.[3] However, Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story.[4]

It means that reading is the basic to get information from a text through reading human can be thought, transfering information, and learn something new in a daily basic. In other word, reading can be as a media to improve learning proccess. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

Next, in a book Teaching Adult to Read, Mary and John said reading comprehension is the process of making comprehend the meaning of the text. [5] The other meaning that reading comprehension is one of activity to get more information and knowledge base on the text.

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[2]John Guthrie T. et.al, *Motivating Reading Comprehension,* (London: Lawrence Eilbaum Associates, 2004), P. 246

[3] Wall Amy and Regina Wall, *The Complete Idiot's Guide to Critical Reading.* Penguin Group: New York, (2005). Page 10.

[4] McNamara S. Danielle, *Reading Comprehension Strategies.* United States of America: Lawrence Erlbaum Associates, (2007). Page 3.

[5]Mary E. Curtis and John R. Kruidenier, *Teaching Adult to Read*, (Wangshiton DC: National Institute for Literary, 2005) ,p. 9

In this contexts, comprehending means understanding the text until finish reading.[6]

Meanwhile, Talal said that reading comprehension is process that needs some concentrates to guess some decode through the development meaning of vocabulary words that find in the texts, and learning how to summarize meaning from text.[7] It could say that reading comprehension is how we could recognize the meaning of the text with some strategies and process of it.

Moreover, in Teaching Reading to English Language Learner book Kristin Lems said reading comprehension is about how we can get comprehend from the text not how we can read the text.[8] Based on the definition above it could say that reading comprehension is not just competence in reading because there are interactions between text and background knowledge.

In addition, Kenneth Goodman's contend that Reading is a Psycholinguistic Guessing Game, and other subsequent work, second language specialists began to tackle the unique issues and questions facing second laguage reading pedagogy.[9]

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[6]Barbara J Guzzetti, *Literacy in America,* (California: Library of congress Catalogy, 2002), p. 354

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

[8]Kristin Lems, et.al, *Teaching Reading To English Language Learner*, (New York: The Guilford Press, 2010), p. 170

[9] H. Douglash Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (San Francisco State University: Longman 2001), Second Edition, p.298.

Based on the some definition above the researcher conclude that reading comprehension is a process to understand information and idea of the author within the text, which involves the experience and knowledge of the reader. Reading comprehension has more deep meaning than reading because in reading comprehension need long process to comprehend the text and it involved previous knowledge then reading is just convey the message from the text.

b. The Model of Reading

According to H. Douglas Brown there are three models of reading as follows:[10]

1) Bottom-Up Model

In bottom up processing, reader focus on words, sentences, and organization of the text, then make concept meaning in the text. To understand the reading on this theory, people read the text then they summary propositions in the text.

It drives the reader to get correct understanding when using punctuation or stress while read the text. Buttom-up model requires the reader to understand the text detily.

2) Top-Down Model

Top-down processing is the reader first focuses look at the passage of the text then make prediction about what the writer means in the text. Therefore indirectly in top-down processing, reader's prior

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[10] *Ibid*

knowledge is the first key to comprehend the text of reading material easily.

3) Interactive model

This is the last model of reading. Interactive reading is the combination between bottom up and top down models as an interactive process that reader use simultaneously to get meaning from text.

In summary, notwithstanding, reading have many various model, but, all of them have different portions in a reading as well as their function.

c. Strategy of Reading Comprehension

A reader needs strategy in comprehending a text. Brown explains ten strategies for reading comprehension. The explanations of the strategies are as follow:[11]

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the reader know what they are looking for and can weed out potential distracting information.

2) Using grapheme rules and patterns

In many cases, learners have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain

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[11]H. Douglas Brown, Teaching by Principles an Interactive Approach to language Pedagogy second edition (San Francisco State University 2000),P.306.

English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will acquired with ease, other relationships might prove difficult.

3) Using efficient silent reading technique for relatively rapid comprehension.

The readers' intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules. (a) The readers do not need to "pronounce" each word to the teacher. (b) Try to visually perceive more than one word at time, preferable/phrase. (c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skimming the text for main idea

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.

5) Scanning the text for specific information

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

6) Using semantic mapping or clustering

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

7) Guessing when the reader are not certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

8) Analyzing vocabulary

One way for learners to make guessing pay off when they do not immediately recognize word is to analyze terms of what they know about it. (a) Look for prefixes (co-, inter-, etc.) that may gives clues. (b) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is. (c) Look for roots that are familiar. (d) Look for grammatical contexts that may signal information. (e) Look at the semantic context (topic) for clues.

9) Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure

makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10) Capitalizing on discourse makers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such makers can greatly enhance learner's reading efficiency.

Types of discourse markers are:

1. Enumerative: firstly, secondly, finally, etc.

2. Additive: again, then again, moreover, well, etc.

3. Logical sequence: so far, as a result, consequently, etc.

4. Explicative: namely, in other words, namely, etc.

5. Illustrative: for example, for instance.

6. Contrastive: by contrast, for all that, yet, etc.

So, the researcher should check whether the source words have any equivalent in standard English words; if that is the case, they should adopt English words or phrases in translating the selected interviews, using quotes when the source words or phrases either do not have a direct equivalent or are difficult to translate or interpret.

d. Reading Comprehension Test

Two primary types on the reading comprehension test:

a) The first type consists of a reading passage followed by a question base on the text. Both short and long passages are provided. The reading passages can also be classified according to the kind of information processing required including explicit statements related to the main idea, explicit statements related to a secondary idea, and inference.

b) The second type of question, sentence relationship, presents two sentences followed by a question about relationship between these two sentences. The question may ask, for example, if the statement in the second sentence support that in the first, if it contradicts it, or if it repeats the same information.[12]

Some approaches that may help the learners in answering reading comprehension questions are:

a) Since reading passage is drawn from many different disciplines and sources, the learners may not be familiar in every passage. Questions are to be answered on the basis of the information provides in the passage, and the learners are not expected to rely on outside knowledge of a particular topic.

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[12] http.www.Collegeboard.com.id, reading Comprehension, download at September 17th , 2018

b) Analyzed each passage carefully before answering the accompanying questions.

c) Note transitions from one idea to the next, and examine the relationship among the different ideas or parts of the passage.

d) Read each question carefully and understand exactly what is being asked.

e) Best answer is the one that most accurately and most completely answers the question being posed.

f) Answers the questions on the basis of the information provided in the passage.[13]

2. The Concept of Context Based-Learning

a. The Definition of Context Based-Learning

Context Based Learning (CBL) refers to the use of real life and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject rather than just its mere theoretical parts.[14]

Tina overtone states that Context-based learning (CBL) in its broadest sense describes the cultural and social environment within which students, tutors and institutions operate. This context is influenced by

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[13] http.www.portal site.com.id, reading Comprehension, download at September 17th , 2018

[14] https://en.m.wikipedia.org. (download at 25 Augustus 2018)

communications media to provide the academic community with a common culture.[15] Tina overton add that Context based learning is any learning that places content within a meaningful context. CBL has been demonstrated to enthuse and engage learners and is increasingly being used in sciences.[16]

Based on the argument above indicated that CBL is a teaching learning techniques that usually used in sciences class, but in this case the researcher trying to application the CBL into English class especially for improving the reading comprehension skill of the students. CBL is similar with Problem-based learning (PBL). Problem-based learning can be viewed as a sub-set of CBL. In PBL, the context is framed as an open ended problem scenario.

Bennett and Holman in Esra ÖZAY KÖSE and Figen ÇAM TOSUN[17] stated that advocates of context-based courses often cite two particular features which should enhance the understanding of scientific ideas. The first of these is the motivational aspect of the approach: if students can see the point of what they are studying, they will engage with the materials and they are likely to learn more effectively. The second relates to the 'drip feed' approach: the revisiting of ideas at different points in a course provides more opportunities for students to develop their understanding of scientific ideas.

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[15] Tina Overton, Context and Problem-based Learning, (Physical Sciences Centre Department of Chemistry University of Hull: Hull), p. 7 t.l.overton@hull.ac.uk

[16] ibid

[17] Esra ÖZAY KÖSE and Figen ÇAM TOSUN, Effects Of Context Based Learning., p. 1425-1436

David Edward Rose[18] stated that Context-based learning is a pedagogical methodology that, in all its disparate forms, centers on the belief that both the social *context* of the learning environment and the real, concrete *context* of knowing are pivotal to the acquisition and processing of knowledge.

Hansman in Tina overtone states that adult learning only takes place when this context and learning tools or methodologies come together to promote interaction between learners.[19]

Yam in Ingo and Avi[20] describes context-based learning as: A conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, students, and workers.

Based on the definition above can be concluded that students can see the point of what they are studying by develop their understanding of scientific ideas. CBL method redefines the roles of both students and teacher: the former is to be actively involved in the learning process and the latter is to facilitate the students' taking possession of the knowledge for him or herself.

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[18] David Edward Rose," Context-Based Learning" in Encyclopedia of the Sciences of Learning (Springer Science+Business Media, LLC 2012), 10.1007/978-1-4419-1428-6_1872, p. 1
[19] Tina Overtone, Context and Problem-based Learning.,p.1
[20] Ingo Eilks and Avi Hofstein (eds.), Relevant Chemistry Education: From Theory to Practice,(Rotterdam: Sense Publisher: 2015).,p.49

The learning process by using CBL is introduction and explaining the material about the real world, the real example around student's life, student's social environment and culture. If commonly CBL is using for science subject, in this research the writer trying to apply the CBL technique into English language learning to improve reading ability of the students.

The learning process is not about rote learning of facts, but is interest governed in the sense that the student perceives that there is something at stake in the learning rather than the mere propensity to pass an examination or gain credit. Learning is no longer seen as something happening to one, but an activity in which one is engaged. Consequently, the teacher becomes a facilitator or a supervisor of tyro researchers; he or she is no longer a dispenser of facts and theories, but an organizer of a social community of equal learners.

b. The Procedure of Context Based-Learning

As the researcher explain in chapter one and in the concept of Context based learning part that CBL technique is same as with Problem based-learning (PBL) so, for the procedure of the CBL technique in this research, researcher using the procedures of PBL.

The first session, involves students discussing the case or problem as a group, clarifying terms and concepts not readily understood through collaborative learning and making use of knowledge of the group members. Based upon common consensus, the group proceeds to generate hypotheses necessary to analyze the problem. "Learning issues" are then identified

which focus on what the students do not know and hence need to find out in order to solve the problem. These learning issues serve as a guide for searching and studying the literature or other reference sources, and individual students maybe assigned different responsibilities in accomplishing these learning issues. During this process, teacher and students collaborate to identify and locate necessary resources.

The second session, involves students informing each other about their findings, and teaches the rest of the class what they have learned about their assigned issues. Attempts are made to integrate the new information, and to relate it to previous knowledge. Any new questions rose in the learning process, or issues still not well understood become new learning issues, and the cycle is repeated until a satisfactory evaluation and clarification of the problem can be made. This second session aims at checking whether or not a deeper understanding of the problem has been reached. All these processes focus on student activities and the teacher attempts not to inform but to guide, support and encourage the students' initiatives.[21]

c. The advantages and Disadvantages of Context Based Learning Technique

Tina Overton stated that the use of context based learning is increasing in pre-19 education. Additionally, the use of context can

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[21] Catherine Tang, et. All, Developing a Context- Based PBL Learning Model,(Australia: Australian Problem Based Learning Network (PROBLARC), 1997), p. 3

motivates and fosters positive attitudes to the subject material without compromising learners understanding of the ideas.[22]

Hennessy in Tina Overton explain that the use of a meaningful and appropriate context has been shown to motivate and enthuse learners.[23]

Problem-based learning (PBL) can be considered to be a subcategory of Context-Based Learning. It means that the advantages of CBL are the same with PBL. PBL students have been found to use a wider range of information sources and feel more confident in using information.[24] PBL students have been found to be more likely to study for meaning than conventional students.[25]

Not only advantages, the researcher also explain the disadvantages of CBL technique. It is taken from Prodigy stated that there are 5 disadvantages of CBL. They are:[26]

1. Potentially Poorer Performance on Tests

Because standardized tests typically reward fact-based learning with multiple choice and short answer questions, PBL/CBL activities may not effectively prepare students.

2. Student Unpreparedness

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[22] Tina Overton, Context and Problem-based Learning, (Physical Sciences Centre Department of Chemistry University of Hull: Hull), p. 7 t.l.overton@hull.ac.uk
[23] *ibid*
[24] Vernon in Tina Overton. p.8
[25] Newble in Tina Overton. p.8
[26] Prodigy.p.1. https://WWW.prodigygame.com.blog

Many students may not be prepared to participate in a PBL/CBL exercise due to immaturity, unfamiliarity with broad questions and lack of prerequisite knowledge.

3. Teacher Unpreparedness

You may have to adjust some habits, such as overtly correcting students and teaching to promote the fast recall of facts. Instead, give hints and ask questions to encourage independent thought.

4. Time-Consuming Assessment

If you choose to give marks, assessing a student's performance throughout a problem-based learning exercise demands constant monitoring and note-taking.

5. Varying Degrees of Relevancy and Applicability

It can be easy for students to divert from the challenge's objectives, possibly missing pertinent information. Running into unanticipated obstacles when solving the problem is another possibility.

3. Paradigm

The pattern of relationship between variables is known as paradigm. The researcher describes the paradigm as follow:
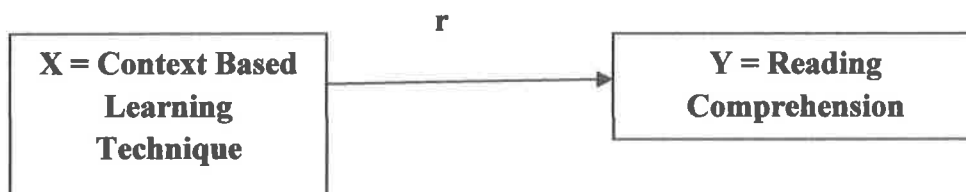
This research consists of one independent variable that is Context Based Learning Technique and one variable dependent that is Reading Comprehension.

4. Hypothesis Statistical

Based on the paradigm above, it can formulate the following hypothesis:

H_0 : there is no positive and significant influence context-based learning on the students' reading comprehension among the seventh graders at MTs N 1 East Lampung.

H_1 : there is any positive and significant influence context-based learning on the students' reading comprehension among the seventh graders at MTs N 1 East Lampung.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research is conduct based on quantitative research According to Cresswell, in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem could be answered best by a study in which the researcher seeked to establish the overall tendency of responses from individuals and to note how this tendency varies among people.[1]

In this research the writer divides the variables into two: they are independent variable and dependent variable. Independent variable is the major variable which researcher hopes to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to the dependent variable. In this case, the independent variable (X) is CBL technique.

The dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case the dependent variable (Y) is the

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[1]John W. Creswell, *Educational Research Methodology: 4thEditionn,* (Boston: Pearson Education, 2011), p. 13.

student's reading comprehension. In arranging the research, the researcher used pre-experimental design with one group pre-test and post-test.

Therefore, the researcher used one class, the research design is follows:

Class	Pretest	Treatment	Posttest
Exp. Class	T1	X	T2

T1 : The result before the treatment called *Pretest*

X : Treatment by using Context Based Learning Technique

T2 : The result after treatment called *Posttest*.

The pre-test given before the teacher give them the treatment and the post-test carried out after the teacher give them the treatment. This research is intended to investigate whether there is a positive and significant influence of using Context Based Learning technique toward the students' reading comprehension at the seventh grade of MTs N 1 East Lampung. The reseacher intends to investigate implementation Context-Based Learning to influence the students reading comprehention.

B. The Operational Definition of Variables

1. Variable X

Variable X of this research is Context Based Learning (CBL). Context Based Learning (CBL) connect and context, it helps the students to be more creative informing concept individually and improves the reading comprehension skill. There are two session to apply this method. The first session, involves students discussing the case or problem as a group, clarifying terms and concepts not readily understood through collaborative learning and making use of knowledge of the group members. The second session, involves students informing each other about their findings, and teaches the rest of the class what they have learned about their assigned issues.

Measuring the instrument of CBL is questionnaire. Questionnaire has been given to the class after context based learning in order to investigate around social and environmental issues related to the reading material. How to measure began with contexts. Questions and problems connection with contexts were offered students. Small group sessions, large group, team working, short demonstrations were used in lesson as a different kind of context. The activities finished generalization and students' feedback.

Table 2.Topic's contexts of the questionnaire

Topics	Context
Polite and politeness	What is don't and what is do in social environment
Day, month and year	Asking and questions in a form of numbers (social function, structures and linguistic elements)
Time	Discussion about tenses (simple past tense)

Source: taken from the syllabus of English Subject at Seventh Grader of MTs N 1 East Lampung

2. Variable Y

Variable Y of this research is reading Comprehension. Talal said that reading comprehension is process that needs some concentrates to guess some decode through the development meaning of vocabulary words that find in the texts, and learning how to summarize meaning from text.[2] It could say that reading comprehension is how we could recognize the meaning of the text with some strategies and process of it. The instrument for reading is reading comprehension test. The researcher gives a passage consists ten short questions of reading comprehension skills.

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

Table 3. The criteria of scoring reading test for each question (total questions

are 10)

Criteria	Detail of the criteria	scoring
The conformity of contents	The answer match	1
	The answer do not match	0
The clarity of formulation	The formula of the answer is clear	1
	The Formula of the answer not clear	0

The Source of The criteria of scoring reading test above are taken and

translated from M. Soenardi Djiwandono.[3]

C. Population, Sample and Sampling Technique

1. Population

According to Donal Ari.et.al, Population is all member of any well-

defined class of people, event or object. [4] From those quotations it can be

concluded that populations is group of people that will be the research

object.

The population of this research is students of the seventh grade of

MTs N 1 East Lampung in academic year 2018/2019. The totals of

population in this research are 29 students.

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[3] M. Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*, (Jakarta:PT. Indeks, 2008),p.68

[4] Donald Ary, et.al., Introduction to Research in Education: second edition, (United States:Polt, Rincpart and Winston,Inc,1979), p.129

2. Sample

Sample is a small group that is observed.[5] So, sample is number of individual which is represented population to research. The sample of this research is conducted students of the seventh grade of MTs N 1 East Lampung in academic year 2018/2019. In this research, the researcher uses a total sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed VII A as experimental class because they have low score in present tense matery.

3. Sampling Technique

In this study, researcher used total sampling to obtain the sample. The population is students of the seventh grade of MTs N 1 East Lampung, they are 29 students. So, researcher takes all the population in this class to be sample of the research. According to Sutrisno Hadi [6]sampling *adalah cara yang digunakan untuk mengambil sampel* (sampling is the ways of doing to get sample). Sampling was constituted to choose some of individual process in research so they or individual as a voluntary. The purpose of sampling is using some of individual to get information about population.

In this research sampling technique was used to take sample is total sampling techniques as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The

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[5] *ibid*

[6] Sutrisno Hadi. *Metodologi Research*. (Yogyakarta: Andi, 1990),p.75

population less than 100 person so the researcher takes all the population of the class as the sample.

D. Data Collection Method

To collect the data the researcher uses some methods in order to get more information that support this research, they are:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[7]

Whereas, this research is an experiment design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher gives a passage consists ten short questions of reading comprehension skills.

a. Pre-test of Reading Comprehension

The pre-test is held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test of Reading Comprehension

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[7] Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

The post-test is held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class.

2. Documentation

Payne and Payne in Monageng Mogalakwe describe the documentary method as the techniques used to categories, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain.[8] The researcher uses the documentation method to get detail information about the English achievement of students especially in reading comprehension.

3. Questionnaire

Questionnaire is the writing questions which are used to get the information from the respondents about themselves or all of the happened that they know. It means that the questionnaire is the draft of questions for respondents to get the information as the researcher needs. This method is used to know factor student's low in using reading comprehension.

E. Research Instrument

Research instrument does to know validity and rehabilities research instrument itself. Research instrument is a tools facilities that are used by researcher to collecting the data better, completely, and systematically, so that data easy to be used.

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[8] Monageng Mogalakwe, Research Report: The Use of Documentary Research Methods in Social Research, (jurnal African Sociological Review, 10, (1), 2006, p. 221-230

Instrument included test and questionnaires, obversation schedules any other tool used to called data. Ideally, by quantitative instruments, the reliability and validity should be reported. Furthemore, the research instrument involves:

1. Instrument Blueprint

Research instruments which will be used in this research:

a. the instruments which will be used for documentation method are books, note, data from internet, and others.

b. there is a test. The test is reading comprehension of descriptive text. The researcher gives a passage consists ten short questions of reading comprehension skills essay test questions.

In this case the researcher gives essay short questions to be answered by students.

$$N = \frac{R}{sm} \text{ x } 100$$

N= score   R = The right answer   sm = the maximum score, so

the right one answer, the students will get 1 score

The specific grilles in this research as follow:

The instrument used to measure reading comprehension by Woodcock-Johnson III in Karen L. Sanford [9]

Construct	Test or scale
Reading Comprehension skills	Descriptive text • Reading Fluency • Passage Comprehension

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[9] Karen L. Sanford, Factors that Affect the Reading Comprehension of Secondary Students with Disabilities, (The University of San Francisco USF Scholarship: a digital repository @ Gleeson Library Geschke Center, 2015), p. 110

	• Reading Vocabulary Synonyms • Reading Vocabulary antonyms • Reading Vocabulary Analogies

2. Instrument Calibration

The reseacher uses the standard for test instrument as following:

a. Validity

Validity is that it is the degree to which a test measures what it is supposed to measure. According to Selinger and Shohamy validity refers to extent to which the data collection procedure measure what it intends to measure.[10] Validity on other hand is seen as strenght of quantitative research, but is used to suggest determining of researcher, findings are accurate from the stand point of the researcher, the participant, or reader of account.

There are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. This study is used reading comprehension test and the questionnaire. The test was considered as valid in content validity since the test of reading and the questionnaire constitutes a representatives sample of the language skill and structure

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[10] W. Hebert Selinger and Shohamy Elena, Second Language Research Methods, (New York:Oxford University Press, 1989),p. 60

and also the material used was chosen based on the syllabus of the seventh grader. To measure content validity the researcher used inter-rater and there are two raters. The first rater was English teacher of MTs N East Lampung and the second rater was one lecture of IAI Agus Salim Metro.

2. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test given actually reflect what it means to know a language. In this research, criteria scoring reading test based on M. Soenardi Djiwandono. To measure construct validity the researcher will be used inter-rater and there are two raters. The first rater was English teacher of MTs N East Lampung and the second rater was one lecture of IAI Agus Salim Metro.

b. Reliability

The reliability of the instrument reading test and questionnaire in this research was doing by the adviser. Sugiyono stated that to examine the reliability of the instrument is an independent auditor or the adviser of the research.[11]

F. Data Analysis Technique

To investigate whether there is any significant influence of using context based learning technique toward the students's reading comprehension

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[11] Sugiyono.(2010). Metode Penelitian Pendidikan. Bandung:Alfabeta.p.377

at the seventh grade of MTs N 1 East Lampung, the researcher used one class that compared between pre test and post test. Here, the researcher analyzes the data by using Chi-Square and T-test (Paired-Sample-Test) with using manual calculation. According Donal Ary the formulation of t-test as follows:[12]

$$\chi^2 = \sum \frac{(f_0 - f_e)^2}{f_e}$$

Where:

X^2 : Chi-Square

F_0 : An observed frequency

F_e : An expected frequency

$$t = \frac{\overline{D}}{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes :

t   = t value for correlation sample

D   = (difference), difference between pre-test score with post-test score.

D^2 = Square of D

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[12]Donal Ary *et.al, Introduction to Research.*, p. 177

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of the Research Location

a. History of MTs Negeri 1 Lampung Timur

MTs Negeri 1 Lampung Timur was established on October 25, 1993, based on the decision of The Ministry of Religion by number 244 in 1993. MTs Negeri 1 Lampung Timur located at Jl. Ki Hajar Dewantara 38B Banjarrejo Kecamatan Batanghari Kabupaten Lampung Timur.

In addition, MTs Negeri 1 Lampung Timur since its establishment in 1993 until 2014 it has undergone several changes of the principles as follows:

a. SyaifulParjono   1978 s/d 1980

b. Maijab, BA   1980 s/d 1988

c. Mulyadi   1988 s/d 1998

d. Drs. Kamaludin   1998 s/d 2004

e. YahyaSulaiman   2004 s/d 2005

f. Drs. Mufasir   2005 s/d 2010

g. M. Nurdin, S.Ag   2010 s/d 2015

h. Hj. Lenny Darnisah, S.Pd, M.M   2015 s/d 2018

i. H. IRWIN, S.Pd, M.Pd   2018 until now

b. The Profile of MTs Negeri 1 East Lampung

1. Name of School : Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur

2. Adress : Jl.Ki Hajar Dewantara 38B Banjarrejo Kecamatan Batanghari Kabupaten Lampung Timur

3. Number and Date of SKP/Piagam : Kep/E/PP/005/105/1983 tanggal 19 April 1983

4. Name of Management : Madrasah Tsanawiyah Negeri (MTsN)

5. Study Time : morning 07.30 till 14.30 WIB

6. The Curriculum : KTSP / KTSP Berkarakter Bangsa/ Kurikulum 2013

7. Name of the Principle : H. IRWIN, S.Pd, M.Pd

   a. Gender : Man

   b. Employment Status : PNS

   c. Educational Backgrond : S2

   d. Pangkat/Golongan : Pembina / IV/a

c. Vision and Mission of MTs Negeri 1 East Lampung

1) Vision

"Making the Islam schools that are quality, Islami and populis".

2) Mission

   a) Doing the learning and guidance effectively.

   b) Bring everyone to take part teachers and educators in coaching of upgrading education quality.

   c) Increasing the enthusiasm accomplishment intensive all member of school.

   d) Increasing the comprehension and implementing of religion.

e) Developing the potential yourself in optimum.

3) Indicators

a) Excellent of increasing achievement in UN.

b) Excellent of sport activity.

c) Excellent of extraculicular activity.

d) Excellent and accomplishment in area religion activity.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of MTs Negeri 1 lampung Timur is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

d. Condition of the Teachers and Employers

The condition of the teachers and employers in MTs Neeri 1 Lampung Timur is stated below:

Table 4.
Condition of Teachers and Employers

Status	Marital Status		Total
	L	P	
Guru Tetap	14	25	39
Guru TidakTetap	4	6	10
Total	18	31	48

Table 5

Based on the educational background (SMA/Diploma/S1/S2/S3)

Educational background	Marital status		Total
	L	P	
SMA			
D1			
D2			
D3	2		2
D4			
S1	11	26	37
S2	5	5	10
S3			
Total	18	31	49

Table 6.

Based on Status of the Employee (Tetap/Tidak tetap)

Status	Marital status		Jumlah
	L	P	
PegawaiTetap	3	3	6
PegawaiTidakTetap	5	2	7
Total	8	5	13

Table 7.

Based on the Educational Background (SMA/Diploma/S1/S2/S3)

Education Background	Marital status		Jumlah
	L	P	
SMA	6	2	8
D1			
D2			
D3			
D4			
S1	1	3	4
S2	1		
S3			
Total	7	5	13

Table 8. Educational Information

No	Job desk	Data	Ideal	(+)	(-)
1	Kepala TU	1	1		
2	Bendahara	1	1		
3	Perpustakaan	2	2		
4	Laboratorium	1	1		
5	Umum	1	1		
6	Kepegawaian	1	1		
7	Kesiswaan	1	1		
8	Operator / Komputer	1	2		1
9	Keamanan	1	1		
10	Kebersihan	2	2		

Source: documentation of MTs Negeri 1 Lampung Timur on 20th, August 2018.

e. Condition of Students

The condition of students in MTs Negeri 1 East Lampung is stated as follows:

1. Number of the students (last 5 years)

Year	grade 7			grade 8			grade 9			Total
	L	P	Jml	L	P	Jml	L	P	Jml	
2013/2014	115	125	240	93	132	225	60	89	149	614
2014/2015	72	79	151	108	122	230	88	131	219	600
2015/2016	117	121	238	68	75	143	106	121	227	608
2016/2017	117	110	227	114	120	234	66	74	140	601
2017/2018	85	117	202	114	105	219	103	118	221	642

Source: documentation of MTs Negeri 1 Lampung Timur on 20th, August 2018

f. Condition of Facilities

The condition of facilities in MTs Negeri 1 East Lampung is stated below:

Table 9.
Recapitulation Facilities in MTs Negeri 1 Lampung Timur

NO	FACILITIES	QUANTITY
1	Classroom	19
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1

7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	4
14	The Locker Room	1
15	Sciences Laboratory	1

Source: documentation of MTs Negeri 1 Lampung Timur on 20th, August 2018

2. The Description of Research Data
a. Pre-test Result

The researcher conducted pre-test on 25th, May 2019. It was done to find out the students' basic knowledge towards reading comprehension in a test before giving treatment. The result of preliminary test could be seen as follows:

Table 7.
The Students' Pre-Test Result Towards reading comprehension

No	Name	Result of Reading
		Score
1	M N	50
2	N K	50
3	F H	60
4	B G	90
5	M A	50
6	Z I	70
7	A K	20
8	R A	20
9	K R	40
10	N A	40
11	A M	40
12	M R	50

13	A K	60
14	N P	50
15	M S	50
16	A N	70
17	S N	60
18	M F	50
19	L A	40
20	A L	20
21	H Y	70
22	Z	40
23	B F	60
24	R A	40
25	T I	60
26	R P	30
27	N C	90
28	M I	80
29	A M	70
Total		1520
Average		52,41
The Higher Score		90
The Low Score		20

From the data above, it could be found that the highest scores was 90 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

$K = 1 + 3,3 \log n$

$K = 1 + 3,3 \log 29$

$K = 1 + 3,3 \times 1,414$

$K = 1 + 4,66$

$K = 5, 82 = 6$

$R =$ the highest scores – the lowest scores

$R = 90\text{-}20$

$R = 70$

$I = \dfrac{R}{K}$

$$I = \frac{70}{6}$$

$$I = 12$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 12. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 8.
Table Of Frequency Distribution Of Students' Pre-Test
Result Towards Reading comprehnsion

| Interval	Frequency	Percentages %
20-30	4 students	14 %
31-41	6 students	21 %
42-52	7 students	24 %
53-62	5 students	17%
63-73	5 students	17 %
74-90	2 students	7 %
Total	29	100 %

Furthermore, based on the table of frequency distribution above, it could be inferred that from 29 students as the sample of the research, just

for about 2 students who had got the high score, which is 90 and 80. The data revealed that 4 students got the score between 20-30 or as many as 14%. Next, there were 6 students got the score between 31-41 or as many as 21%. There were 7 students who got the score between 42 – 52 or in the other words, as many as 24%, meanwhile, there were 5 students who got the score between 53-62 or as many as 17%. Besides, there were 5 students who got the score between 63-73 as many as 17% and the last, there were 2 students who got the score between 74-90 or as many as 7%.

Table 9
Table of Frequency Distribution of Students' Pre-Test
Result towards reading comprehension

No	Sore	Frequency	Category	Percentage
1	>80	3	Good	10%
2	60-70	9	Fair	31%
3	20-50	17	Bad	58%
	Total	29		100%

Chart 1. Frequency Distribution of Students' Pre-Test Result towards reading comprehension
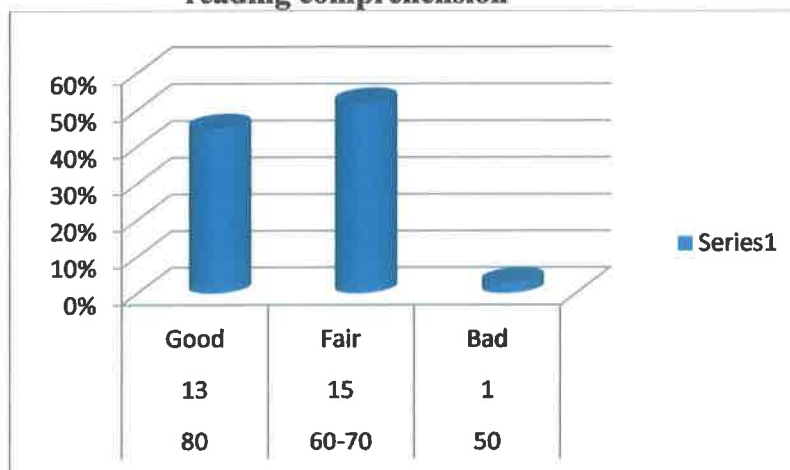
Based on the table of frequency distribution above, it could be inferred that from 29 students as the sample of this research, there were 3 students who got > 80 means that 10%, 9 students who got 60-70 means that 31%, and the last 17 student who got 20-50 means that 58%. It means that the students were in a bad score, the researcher can be concluded that the students' problem was in understanding the materials of reading comprehension in teaching learning process. As a result, most of the students got the bad scores in reading comprehension.

b. Post-test Result

After doing the pre-test of reading comprehension in a test, the researcher conducted the treatment of CBL technique to help the students getting better understanding of reading ability. Beware of that, the researcher identified the students' difficulty in a reading test ability and offered concept of CBL technique to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of CBL technique and they had understood already, the researcher gave the post-test to measure their reading comprehension in a test. The result of post-test could be seen below:

Table 10.
The Students' Post-Test Result towards reading Ability

No	Name	Result of reading post test
1	M N	80
2	N K	80
3	F H	70
4	B G	60
5	M A	50
6	Z I	70
7	A K	80
8	R A	70
9	K R	70
10	N A	80
11	A M	80
12	M R	60
13	A K	80
14	N P	60
15	M S	60
16	A N	70
17	S N	80
18	M F	80
19	L A	80
20	A L	80
21	H Y	70
22	Z	80
23	B F	70
24	R A	60
25	T I	80
26	R P	70
27	N C	80
28	M I	70
29	A M	70

|	
Total	**2090**
Average	72,06897
The Higher Score	90

The Low Score	60

Source: documentation of post-test result of reading ability

From the table above, the highest scores was 80 and the lowest scores was 50.

Table 11.
Table of Frequency Distribution Of Students' Post-Test Result towards reading comprehension

No	Sore	Frequency	Category	Percentage
1	80	13	Good	45%
2	60-70	15	Fair	52%
3	50	1	Bad	3%
	Total	29		100%

Chart 2. Frequency Distribution Of Students' Post-Test Result towards reading comprehension
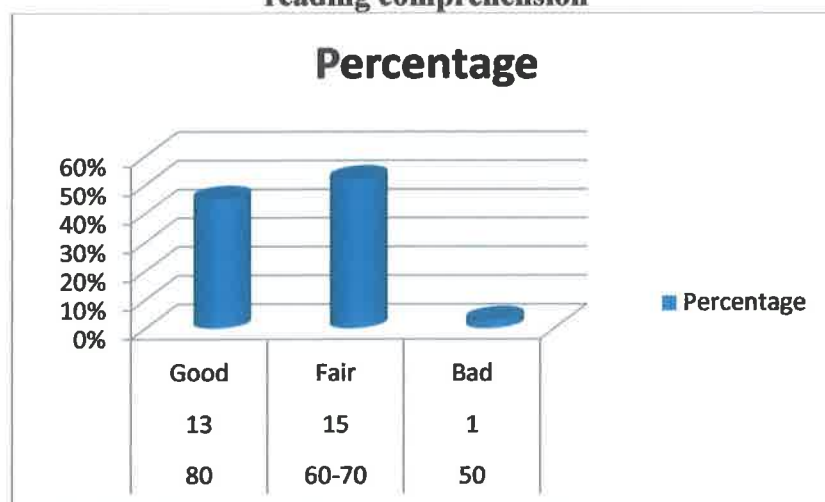
Based on the table of frequency distribution above, it could be inferred that from 29 students as the sample of this research, there were 13 students who got 80 means that 45%, 15 students who got 60-70 means that 52%, and the last 1 student who got 50 means that 3%. It means that the students were in a fair score after taught an English material by using CBL technique.

c. Result analysis of questionnaire by using Guttman scale

1. Reproducibility Coefficient formula

Kr $\quad = 1 - (e/n)$

Where:

e $\qquad$ = error

n $\qquad$ = the number of questions multiple by the number of respondents

Kr $\quad = 1 - (e/n)$

$\qquad = 1 - (206/580)$

$\qquad = 0,645$

From the calculation above can be seen that Kr = 0,645, based on the validity coefficient category of Guilford that the questionnaire is good to used in a research. [1]

2. Scalability Coefficient formula

Ks $\quad = 1 - (e/p)$

Where:

e $\qquad$ = error

p $\qquad$ = n – total score

Ks $\quad = 1 - (e/p)$

$\qquad = 1 - (206/(0,5 \times 580))$

$\qquad = 0,29$

Based on the calculation above can be seen that Ks = 0,29, it means that the questionnaire is not good to used into research. Based on the reliability coefficient category by Guilford stated that questionnaire is bad to used into research.

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[1] Guilford, J.P. 1956. *Fundamental Statistic in Psychology and Education*, 3rd edition. New York: McGraw-Hill Book Company,Inc. p.145

The higher score is 29, most of the respondents answer "yes" for question number 13. The question is *"apakah setelah belajar dengan teknik CBL kemampuan membaca bahasa inggris anda meningkat?*. Most of students answer yes it means that CBL technique influence their reading comprehension. There are three questions that got score 28, question number 3, 5 and 20. The questions number 20 is related to the CBL, the question is *"Apakah setelah belajar dengan teknik BL anda dapat membedakan ungkapan/bacaan yang berkaitan dengan boleh dan tidak bolh diucapkan saat berada di lingkungan sosial? (polite and politeness=adab dan sopan santun)"*. Most of students answer yes it means that after studying by using CBL technique they know abaout polite and politeness.

B. Hypothesis Testing

After applying CBL technique, the researcher analyzed the data by using correlation product moment in order to prove whether there was a positive and significant influence of using CBL technique on the students' reading comprehension ability at the seventh graders of MTs N 1 East Lampung in the Academic years of 2018/ 2019, as follow (Ha) is accepted, if there was a positive and significant of using Context Based Learning technique toward the students' reading comprehension ability at MTs N 1 East Lampung. And (Ho) was rejected, if there was no positive and significant influence of using Context Based Learning technique toward the students' reading comprehension ability at MTs N 1 East Lampung.

1. **Putting the data into the formula Chi-Square (x^2)**

    The Formulation of Chi-Square as follow:

    $$x^2 = \Sigma[\frac{(fo-fe)2}{fe}]$$

Table 13.
The Contingency Table Of The Expected Frequency
At The Result Of Student'S Reading Ability In Pre-Test And Post-Test

Variable	Category			Total
	High	Fair	Bad	
Pre-Test	1	2	3	Rn = 29
	3	9	17	
Post-Test	4	5	6	Rn=29
	13	15	1	
Total	Cn= 16	Cn= 24	Cn= 18	N= 58

The table above is the Contingency table of the Expected Frequency at the result of student's reading ability in Pre-Test and Post-Test. There are three categories of scoring; high, fair and bad. Number 1, 2, 3, 4, 5 and 6 are code of column to facilitate calculation. Rn is total sample of the experiment, they are 29 students. Cn is total calculation in each category, obtained from the sum of pretest and posttest score. Total score for High category is 16, fair category is 24 and bad category is 18. N is the total sum of the pretest and posttest samples, which are 58 students.

Hypothesis testing by using Chi-Square analysed as follow:

Table 14.
Testing of The Data

	Fo	$Fe=\frac{Cn\ x\ Rn}{N}$	Fo-Fe	(Fo-Fe)^2	$\frac{(Fo-Fe)2}{Fe}$
1	3	$\frac{16\ x\ 29}{58}=8$	-5	25	3,125
2	9	$\frac{24\ x\ 29}{58}=12$	-3	9	0,75
3	17	$\frac{18\ x\ 29}{58}=9$	8	64	7,1
4	13	$\frac{16\ X\ 29}{58}=8$	5	25	3,125
5	15	$\frac{24\ X\ 29}{58}=12$	3	9	0,75
6	1	$\frac{18\ x\ 29}{58}=9$	-8	64	7,1
Total					$x^2=\Sigma[\frac{fo-fe)2}{fe}]$ $=21,95$

And the next put the data into formula of Chi Square it could be calculated by using the formula as follows:

$$x^2= \Sigma[\frac{fo-fe)2}{fe}]$$

$$x^2= \frac{25}{8}+\frac{9}{12}+\frac{64}{9}+\frac{25}{8}+\frac{9}{12}+\frac{64}{9}=21,95$$

2. Getting the Data Into The Formula of T-Test

To find whether there was positive and significant influence of CBL technique on the students' reading comprehension ability at the the seventh graders of MTs N 1 East Lampung. The researcher used the t-test

formula. The researcher prepared the table and put the data into the

formula of t-test below to get t_observed.

Table 15
The Scores Of Pre-Test And Post-Test Result Of Reading Comprehension
Ability At The the seventh graders of MTs N 1 East Lampung

No	Name	Pre-test (X_1)	Post-test (X_2)	D $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	M N	50	80	30	900
2	N K	60	80	20	400
3	F H	50	70	20	400
4	B G	50	60	10	100
5	M A	40	50	10	100
6	Z I	50	70	20	400
7	A K	70	80	10	100
8	R A	50	70	20	400
9	K R	50	70	20	400
10	N A	70	80	10	100
11	A M	80	80	0	0
12	M R	50	60	10	100
13	A K	70	80	10	100
14	N P	50	60	10	100
15	M S	50	60	10	100
16	A N	60	70	10	100
17	S N	50	80	30	900
18	M F	60	80	20	400
19	L A	70	80	10	100
20	A L	60	80	20	400
21	H Y	60	70	10	100
22	Z	60	80	20	400
23	B F	60	70	10	100
24	R A	60	60	0	0
25	T I	60	80	20	400
26	R P	70	70	0	0
27	N C	60	80	20	400
28	M I	60	70	10	100
29	A M	60	70	10	100

		$\sum X_1 =$ 1690	$\sum X_2 =$ 2090	$\sum D = 400$	$\sum D^2 = 7200$

Average of D = 14

And then the data was put into the formula of t-test then calculated it by using the formula below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{14}{\sqrt{\frac{7200 - \frac{(400)^2}{29}}{29\,(29-1)}}}$$

$$t = \frac{14}{\sqrt{\frac{7200 - 5.517,24}{26\,(26-1)}}}$$

$$t = \frac{14}{\sqrt{\frac{1.682,76}{812}}}$$

$$t = \frac{14}{\sqrt{2,07}}$$

$$t = \frac{14}{1,44}$$

$$t = 9,7$$

t_observed was 9,7 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_table), the researcher firstly counted df, df is degree of freedom. The formulation of df = N – 1. N is the number of research population:

df   = N – 1

     = 29 – 1

     = 28

After considering the t_{table} by using df which was 28. The critical

value of t_{table} was as follows:

Table 16.
Critical Value of t_table

Degrees of Freedom	Level of Significant	
	5%	1%
df 28s	2.048	2.467

To df 28 with the level of significant in 5% was 2.048 and in 1%

was 2.467 by $t_{observed}$ was 4.951. Then, the data confirmed that t_{table}

$2.048 < t_{observed}$ $4.847 > t_{table}$ 2.467.

C. Interpretation

1. **Interpretation of $\chi^2_{observed}$**

   a. If $\chi^2_{observed} > \chi^2_{table}$, Ha is accepted and Ho is rejected.

   b. If $\chi^2_{observed} < \chi^2_{table}$, Ha is rejected and Ho is accepted.

   The critical value of $\chi^2_{observed}$ was 9,7 which meant that Ha was

   accepted and Ho was rejected. To conclude, the use of CBL technique

   could influence reading comprehension ability at the seventh graders of

   MTs N 1 East Lampung.

2. **Interpretation of $t_{observed}$**

   a. If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

   b. If $t_{observed}$, t_{table}, Ha is rejected and Ho is accepted.

Finally, the data confirmed that $t_{observed} = 9,7$ was higher than t_{table} 2.048 in the level of 5% and 2.647 in the level of 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that "there was a positive and significant influence of using CBL technique toward the students' reading comprehension ability at the seventh graders of MTs N 1 East Lampung".

D. Discussion

In this research, there were two variables there are independent variable and dependent variable. Independent variable (X) was CBL technique and dependent variable (Y) was the students' reading comprehension ability. Based on the data analysis, the researcher concluded that CBL technique was an alternative technique that had influence on the students' reading comprehension ability. By information this, it could be seen by the result of pre-test and post-test. Students of the seventh graders of MTs N 1 East Lampung, especially had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of reading material by using Context Based Learning technique.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 52. Meanwhile, the average score of class in the post-test was 72. In conclusion, the result of this research was $t_{observed} > t_{table}$ (2.048< 4.847> 9,7) which revealed that Ha was accepted and Ho was rejected. In other words, there was a positive and

significant effect of using CBL technique on the students' reading comprehension ability at the seventh graders of MTs N 1 East Lampung.

By using Context Based Learning technique as an alternative technique, the students learnt such make reading ability in learning English. And more, there is a positive and significant influence of using CBL technique on the students' reading comprehension ability after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of reading ability.

Context Based Learning technique could be a solution for teaching learning process especially in reading English class because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this technique, teaching and learning process was more interesting, enjoyable and fun because this technique teach them to active into practice of reading and find out the topic reading around their daily life.

E. Limitation

This research was conducted only at the seventh graders of MTs N 1 East Lampung with the purpose to see whether there was any positive and significant influence of using CBL technique on the students' reading comprehension ability. In other words, the result of this research could not be generalized.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, it can be sum that Context Based Learning technique has a positive influence toward the students reading comprehension ability at the seventh grade of MTs N 1 East Lampung. It can be used as the technique in learning reading comprehension and it can improve in learning reading. It can be seen from the result of critical value "t $_{observed}$" is 9,7 and "t$_{table}$" is 2.048. The data confirmed that "t $_{observed}$" is higher than "t$_{table}$". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is an influence of Context Based Learning technique toward the students' reading comprehension ability at the seventh graders of MTs N1 East Lampung.

The conclusion also answers the fourth problems that were identified in chapter one, they are:

1. CBL Technique as the motivation for the students to be active in comprehending text in reading.

2. The students' reading comprehension is in good level.

3. The students are able in finding the main idea.

4. The students more easy in getting meanings of difficult words in a text.

B. Suggestions

In line with the research findings previously, here are some suggestions that can be given related to the researcher conclusion and

hopefully can take the benefit to anyone who read this "thesis". The suggestions are as follows:

a. For the teacher

The teachers is suggested to use interesting technique teaching learning based on the material in order to make students more active. It's better for the teacher uses Context Based Learning technique in teaching Learning English especially for reading comprehension. CBL technique is effective to make the students focus and enjoying in learning reading. Besides, make interaction and giving motivation is need for the students to increase their English ability especially reading comprehension improvement. The teachers recommended choose and use CBL technique precisely as one alternative of learning technique to apply in learning process in order to the students are able to like reading an English text well and the reaching of target study.

b. For the students

The student must study hard to practice and reading habit an English text every day, not only in the classroom, but also wherever places. Reading is one of good habit to open your mind and enrich your knowledge. Moreover, the students should be confidence to study and reading many kinds of books and English text, in order to improve the students' reading comprehension ability.

c. For the Another Researcher

It is necessary to follow up this study in order to find more techniques to improve students' reading comprehension ability. It is also possible for other researchers to conduct similar studies in other schools.

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THE APPENDICES

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of Mts Negeri 1 Lampung Timur

2. Documentation about organization structure of Mts Negeri 1 Lampung Timur

3. Documentation about condition of the teachers, officials, and students of Mts Negeri 1 lampung Timur

4. Documentation about the location sketch of MTs Negeri 1 Lampung Timur

5. Documentation about the student's reading ability result of Mts Negeri 1 Lampung Timur

OBSERVATION GUIDANCE

1. Observation about teaching learning process of MTs Negeri 1 Lampung Timur

2. Observation about establishment of MTs Negeri 1 Lampung Timur

3. Observation about condition of the teachers and officials of MTs Negeri 1 Lampung Timur

4. Observation about the location sketch of Mts Negeri 1 Lampung Timur

READING COMPREHENSION PRE-TEST

The text below is dor question number 1-10

  peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he asked to do.
  peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter ? He is.....years old
   a. four
   b. fourteen
   c. forty
   d. ten

2. The writer.....years old
   a. fourteen
   b. Sixteen
   c. Eightteen
   d. Nineteen

3. which of the following statement is not true about peter ?
   a. He has long and straight hair
   b. He has bright eyes
   c. He is interested in sports
   d. He plays football and tennis

4. According to the passage, we know th Peter is..
   a. The writer's youngest brother
   b. The writer's elder brother
   c. A naughty boy
   d. A friendly boy

5. It is implied in the passage that
   a. Peter is naughty
   b. Peter is lazy
   c. Peter is unfriendly
   d. Peter is diligent

6. From the text, we may conclude that...
   a. Many people don't like peter
   b. People is Older that the writer
   c. Peter is a welcoming person
   d. Peter is not diligent at all

7. What is the text mostly about ?
   a. Peter
   b. Peter's hobby
   c. Peter's family
   d. Peter's elder brother

8. "He is fourteen years old...than me". The underlined word refers to..
   a. Peter
   b. The writer
   c. The writer's brother
   d. The writer's family

9. "Peter is interested in sports very much,and at school he plays football and tennis." The underlined phrase can be replaced by underlined phrase can be replaced by
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining

10. "But he usually does what he is asked to do"
    The underlined means.....
    a. He does anything he wants
    b. He always asks
    c. He is lazy
    d. He is diligent

Answers key for reading comprehension pre –test

1. B. Fourteen
2. C. Eighteen
3. C. He is interested in sports
4. D. A Friendly boy
5. B. Peter is naughty
6. D. Peter is not diligent at all
7. B. Peter's hobby
8. B. The writer
9. C. Hates Sport very much
10. A. He does anything he wants

THE SCORE of READING COMPREHENSION PRE-TEST

No	Name	Result of Reading Score
1	M N	50
2	N K	50
3	F H	60
4	B G	90
5	M A	50
6	Z I	70
7	A K	20
8	R A	20
9	K R	40
10	N A	40
11	A M	40
12	M R	50
13	A K	60
14	N P	50
15	M S	50
16	A N	70
17	S N	60
18	M F	50
19	L A	40
20	A L	20
21	H Y	70
22	Z	40
23	B F	60
24	R A	40
25	T I	60
26	R P	30
27	N C	90
28	M I	80
29	A M	70
Total		1520
Average		52,41
The Higher Score		90
The Low Score		20

THE DOCUMENTATION AT READING PRE-TEST

READING COMPREHENSION POST-TEST

The text below is for questions number 1-5

My Favorite Animal

My favorite animal is rabbit and it's name is Brian. Rabbit has two long ears. It's eyes are big and black, but when it is dark it's eyes are red. It has two long teeth. It's nose is small and soft pink.

It's tail is soft, round and small like a cotton ball. It's legs are small. It doesn't walk, it jumpn. It is vegetarian and it's favorite food are carrots. Rabbits are very cute.

1. How many ears does the rabbit have ?
   a. Two ears
   b. Four ears
   c. Three ears
   d. Five ears

2. Does it has short teeth ?
   a. Yes, it does
   b. Yes, it doesn't
   c. No, it does
   d. No, it doesn't

3. What is the title of the text ?
   a. Rabbits are very cute
   b. My Favorite Animal
   c. My Animal
   d. Rabbit

4. What is rabbit's favorite food ?
   a. Apple
   b. Banana
   c. Carrots
   d. Cabbage

5. Who is the name of rabbit ?
   a. Brian
   b. john
   c. Noni
   d. Edi

The text below is questions number 6-10

My House

I am Putri. I live in Sukabumi. My house is at no.25 Jl.Pemuda North Sukabumi. It's not a big house. It's medium. It's painted grey. It has two floors. I like it anyway. It has a small garden and a palm and a mango tree in front of the house. It looks green and nice.

My house has four bedroom, two living rooms, a dining room, a kitchen and two bathrooms. My bedroom is in the front part of the house, next to the living room . My parents' room is in the middle part of the house next to the dining room. The kitchen and the bathroom are at the back part of the house. I love my house very much.

6. Where does Putri live ?
   a. Jakarta
   b. Bandung
   c. Surabaya
   d. Sukabumi

7. How many floors that Putri had in her house ?
   a. One
   b. Two
   c. Three
   d. Four

8. Does Putri's house has a garden ?
   a. Yes it doesn't
   b. No, it doesn't
   c. Yes, it does
   d. No, it does

9. Where is Putri's bedroom ?
   a. In front of the garden
   b. In front of her parents room
   c. Next to the living room
   d. Next to the kitchen

10. Where can we find the kitchen and the bathroom ?
    a. At the back of living room
    b. At the back part of the house

c. In the middle part of the house
d. Next to the living room

Answers key for reading comprehension post –test

1. a. Two ears
2. d. No it doesn't
3. b. My Favorite Animal
4. c. Carrots
5. a. Brian
6. d. Sukabumi
7. b. Two
8. c. Yes, it does
9. c. Next to the living room
10. b. At the back part of the house

THE SCORE of READING COMPREHENSION POST-TEST

No	Name	Result of reading post test
1	M N	80
2	N K	80
3	F H	70
4	B G	60
5	M A	50
6	Z I	70
7	A K	80
8	R A	70
9	K R	70
10	N A	80
11	A M	80
12	M R	60
13	A K	80
14	N P	60
15	M S	60
16	A N	70
17	S N	80
18	M F	80
19	L A	80
20	A L	80
21	H Y	70
22	Z	80
23	B F	70
24	R A	60
25	T I	80
26	R P	70
27	N C	80
28	M I	70
29	A M	70

Total	2090
Average	72,06897
The Higher Score	90
The Low Score	60

THE DOCUMENTATION AT READING POST-TEST

PENGANTAR ANGKET PENELITIAN

Sehubungan dengan penyelesaian kuliah saya agar memperoleh gelar Sarjana Pendidikan (S1), saya mengadakan penelitian yang berjudul *"The Influence of Context Based Learning Technique on the Students' Reading Comprehension among the Seventh Grade Students at MTs Negeri 1 Lampung Timur in the Academic Year of 2018/2019"* . Salah satu langkah yang saya gunakan untuk memperoleh data tentang faktor lemahnya kemampuan membaca siswa adalah dengan angket, maka saya meminta bantuan kepada siswa-siswi sekalian untuk mengisi angket ini .

Penyebaran angket ini bertujuan untuk memperoleh data tentang "pemahamn membaca". Saya minta kesedian siswa sekalian untuk memberikan jawaban yang benar dan jujur sesuai dengan keadaan siswa masing–masing. Jawaban para siswa akan menjadi data-data rahasia dan dijamin tidak akan mempengaruhi nilai mata pelajaran kamu.

Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar kalian di sekolah, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan skripsi. Nama kalian tidak akan diberitahukan kepada siapapun dan saya akan menjaga kerahasiaan tentang identitas diri kalian. Atas perhatian dan kesediaan siswa-siswi dalam pengisian angket ini, saya sampaikan banyak terima kasih.

Peneliti,

(AAT PERDIASYAH)

Nama   :

Kelas   :

No.absen   :

PETUNJUK PENGISIAN ANGKET PENELITIAN

1. Bacalah setiap butir penyataan secara cermat,
2. Pilihlah jawaban yang mencerminkan keadaan diri kalian sendiri yang sesungguhnya berkaitan dengan kegiatan membaca bukan yang ideal atau yang kalian inginkan,
3. Berilah tanda *Checklist* (√) pada salah satu kolom yang telah disediakan.
4. Kalian tidak perlu takut dan ragu-ragu, karena jawaban dalam angket ini tidak berpengaruh pada nilai mata pelajaran kalian di sekolah.
5. Kesungguhan kalian dalam memberikan jawaban dari angket ini sangat membantu saya dalam memperoleh data yang dibutuhkan dalam penelitian.
6. Bacalah setiap pernyataan dengan teliti dan seksama, lalu jawablah setiap pernyataan yang tersedia dengan jawaban yang jujur.
7. Atas perhatian serta kerja sama yang baik dari siswa-siswi sekalian dalam mengisi angket ini saya ucapkan terima kasih.

Contoh pengisian kolom angket:

No.	Pernyataan	YA	TIDAK
1	Apakah anda suka pelajaran Bahasa Inggris?	√	

No.	Pernyataan	YA	TIDAK
1.	Apakah Anda suka pelajaran Bahasa Inggris?		
2.	Apakah anda suka materi reading yang diajarkan oleh guru anda ?		
3.	Selama ini apakah anda kesulitan belajar memahami bacaan teks bahasa inggris?		
4.	Apakah anda kesulitan menemukan arti dari kosakata baru yang ditemui dalam dalam sebuah teks?		
5.	Apakah anda pernah menemukan istilah/ kata-kata sulit dalam bahasa Inggris kemudian kalian berusaha untuk menterjemahkannya sendiri ?		
6.	Apakah anda belajar main idea saat pembelajaran *reading* ?		
7.	Apakah anda belajar tentang pentingnya memahami scanning & skimming dalam sebuah teks ?		
8.	Apakah kegiatan *reading* di kelas hanya membaca teks dan membahas pertanyaan yang terkait dengan teks?		
9.	Untuk mengetahui arti kata-kata baru dalam teks, anda hanya menebak berdasarkan konteks kalimat yang ada?		
10.	Apakah anda dapat membedakan jenis-jenis teks? (*narrative, descriptive, recount*, dll)		
11.	Apakah belajar bahasa Inggris (kegiatan membaca) dengan diskusi menyenangkan?		
12.	Apakah setelah belajar dengan teknik CBL anda menemukan banyak kosakata baru?		
13.	Apakah setelah belajar dengan teknik CBL kemampuan membaca bahasa Inggris anda meningkat?		
14.	Apakah teknik yang diajarkan mempengaruhi kemampuan memahami bacaan bahasa Inggris anda? (teknik CBL)		
15.	Apakah ketika anda menemukan kosakata baru anda bertanya kepada guru?		
16.	Apakah anda menyadari bahwa banyak kosakata baru yang dapat anda pelajari di lingkungan sekitar anda?		
17.	Apakah memperbanyak kosakata lebih penting daripada belajar tentang kalimat?		
18.	Apakah setelah belajar dengan teknik CBL anda dapat		

	mengartikan sebuah teks tanpa harus membuka kamus/ bertanya kepada guru?		
19.	Apakah setelah belajar dengan teknik CBL anda dapat membedakan perubahan kata kerja dalam sebuah teks?		
20.	Apakah setelah belajar dengan teknik CBL anda dapat membedakan ungkapan/bacaan yang berkaitan dengan boleh dan tidak boleh diucapkan saat berada di lingkungan sosial? (*polite and politeness*= adab dan sopan santun)		

STUDENTS ATTENDANCE LIST (PRE-TEST)

Of MTs Negeri 1 Lampung Timur

Class :

Date :

No	Name	Keterangan
1	Abiyyu Khoiril Basar	1.
2	Alfi Nur Khasanah	2.
3	Ananta Marliana. S	3.
4	Annisa Kahirus Salmah	4.
5	Aspri liaa Ayu Adinda	5.
6	Ayu Melia	6.
7	Ayu Nafisa Putri Yuswinai	7.
8	Bintang Fadillah Ramadhani	8.
9	Bree Gusti Bhimasakti	9.
10	Farrel Habibullah	10.
11	Henry Yuzha Marselia	11.
12	Kinanthi Rizki Safitri	12.
13	L ulu Aulia Jauhari	13.
14	M . Ilham Winarta	14.
15	M. Farhan Ziyadh Islamy	15.
16	M. Nico F.A	16.
17	M. Raihan Alif Faiz	17.
18	Mufidah Syarifah	18.
19	Muhammad Ainun Naim	19

20	Nabila Putri Azizah	20.
21	Nadia Chusna Kamalin	21.
22	Niko Bintang	22.
23	Rahmat Dani	23.
24	Ricky Pratama	24.
25	Rizka Alya Daniati	25.
26	Salwa Nur Fadillah	26.
27	Tiara Indriani	27.
28	Zaidan	28.
29	Zharifah Isnaini Azzahral	29.

Metro,   2018

English Teacher   Researcher

Aat Perdiansyah
NPM. 14120827

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	:	MTs Negeri 1 Lampung Timur
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/2
Materi Pokok	:	Reading Comprehension tentang polite and politeness, day, date, month and year, and then time (simple past tenses)
Alokasi Waktu	:	2 x 40 menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi dasar	Indikator
1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3. Menunjukkan perilaku jujur, disiplin,	1. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi. 2.Santun dan perduli dalam berkomunikasi interpersonal dengan guru

percaya diri, dan bertanggung jawab melaksanakan komunikasi transaksional dengan guru dan teman.	
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.	3. Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia 4. menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. 5. Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan).
5. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	6. Menulis teks lisan sederhana untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. **MATERI PEMBELAJARAN**

Teks lisan dan tulis untuk mempelajari polite, politeness, day, date, month, year and time (simple past tense)

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks

Unsur kebahasaan

(1) Kosa kata: kata sifat sederhana

(2) Tata bahasa: kata rujukan *was, were, regular verb, irregular verb*.

(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(4) Ucapan, tekanan kata, intonasi

(5) Ejaan dan tanda baca

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku sopan santun dalam bermasyarakat. Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

Percakapan/dialog dan pernyataan yang memuat ungkapan – ungkapan berikut :

a. *What day is it today? It's Monday today.*
It is Tuesday tomorrow. When do we have English?, dan semacamnya.
b. *What month is it?*
What month is before July?
After March is April.
I was born in January, dan semacamnya
c. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*
d. *What time is it?*
What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five, dan seterusnya

D. KEGIATAN PEMBELAJARAN

1. Model Pembelajaran : Context Based Learning
2. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa - Social Chat : Menanyakan kabar, keadaan,	10 menit

		dan aktifitas yang berhubungan dengan topik.	
Inti		**Diskusi** • Membuat diskusi berkelompok • Bahan diskusi berkaitan dengan istilah polite, politeness, day, date, month, year and time (Simple past tenses) **Menanya** • Dengan bimbingan dan arahan guru, setelah mengamati siswa bertanya tentang arti dari kata-kata baru yang mereka temukan. • Guru menjelaskan tentang materi yang telah siswa pelajari **MengumpulkanInformasi** • Siswa mendengarkan penjelasan guru tentang polite, politeness, day, date, month, year and time (Simple past tenses) untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan • Siswa membaca secara lebih cermat semua istilah polite, politeness, day, date, month, year and time (Simple past tenses) untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ungkapan polite, politeness, day,	

	date, month, year and time (Simple past tenses) • Siswa memperoleh umpan balik (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa mengidentifikasi kalimat polite, politeness, day, date, month, year and time (Simple past tenses) dalam teks reading • Siswa dapat membedakan penggunaan polite, politeness, day, date, month, year and time (Simple past tenses).	
Penutup	• Guru dan peserta didik membuat rangkuman/simpulan pelajaran. • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Mengucapkan Salam dan doa.	

E. METODE PEMBELAJARAN

1. Pendekatan   : Contextual
2. Teknik   : Context Based Learning

F. MEDIA DAN ALAT PEMBELAJARAN

Media Pembelajaran

1. Sumber: Silabus dan teks bauatan guru

2. Media: real things and list Vocabularies

Sumber Belajar

Text Buatan Guru berdasarkan adaptasi silabus dan materi pelajaran bahasa Inggris kelas VII.

G. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial bagaimana menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini

- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.

CARA PENILAIAN:

- **Penilaian keberhasilan pembelajaran siswa melalui angket**
- **Test reading comprehension**

Nomor   : B-0969/In.28.1/J/TL.00/03/2018
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTs NEGERI 1 LAMPUNG TIMUR
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	A`AT PERDIANSAH
NPM	:	14120827
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF CONTEXT-BASED LEARNING TOWARD STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH SEVEN GRADE STUDENTS OF MTs NEGERI 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di MTs NEGERI 1 LAMPUNG TIMUR.

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 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN PRA SURVEY

Nomor : B \80 / MTs.08.01/PP.005/04/2018

Menindaklanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-0969/In.28.1/J/TL.00/03/2018, Tanggal 20 Maret 2018 Perihal **Izin Pra Survey**, Dengan ini Kepala Madrasah Tsanawiyah Negeri(MTsN) 1 Lampung Timur Menerangkan Bahwa :

Nama	:	**A'AT PERDIANSAH**
NPM	:	14120827
Jurusan	:	Pendidikan Bahasa Inggris (PBI)

Telah selesai melaksanakan **Pra Survey** selama1 (Satu) hari yaitu pada Tanggal 20 April 2018 di MTsN 1 Lampung Timur dengan Judul '**THE INFLUENCE OF CONTEXT-BASED LEARNING TOWARD STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF MTs NEGERI 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari,   April 2018
Kepala,

I R W I N{

SURAT IZIN PRA SURVEY

Nomor : B \80 / MTs.08.01/PP.005/04/2018

Menindaklanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-0969/In.28.1/J/TL.00/03/2018, Tanggal 20 Maret 2018 Perihal **Izin Pra Survey**, Dengan ini Kepala Madrasah Tsanawiyah Negeri(MTsN) 1 Lampung Timur Memberikan Izin Kepada :

Nama : **A'AT PERDIANSAH**

NPM : 14120827

Jurusan : Pendidikan Bahasa Inggris (PBI)

Untuk melaksanakan **Pra Survey** di MTsN 1 Lampung Timur dengan Judul '**THE INFLUENCE OF CONTEXT-BASED LEARNING TOWARD STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF MTs NEGERI 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018.**

Demikian Surat Izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari,02 April 2018
Kepala,

I R W I N}

Nomor : B-1178 /In.28.1/J/PP.00.9/5/2019   03 Mei 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

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

Assalamu'alaikum Wr. Wb.

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

Nama	:	A'at Perdiansah
NPM	:	14120827
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence Of Context Based Learning Technique On The Students' Reading Comprehension Among The Seventh Grade Students At MTs Negeri 1 East Lampung In Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, **M.Pd**
NIP. 19750610 2008011014

Nomor   : B-1382/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs NEGERI 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1381/In.28/D.1/TL.01/05/2019, tanggal 14 Mei 2019 atas nama saudara:

Nama	:	**A`AT PERDIANSAH**
NPM	:	14120827
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs NEGERI 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CONTEXT BASED LEARNING TECHNIQUE ON THE STUDENTS` READING COMPREHENSION AMONG THE SEVENTH GRADE STUDENTS AT MTs NEGERI 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S

Nomor: B-1381/In.28/D.1/TL.01/05/2019

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

Nama	:	**A`AT PERDIANSAH**
NPM	:	14120827
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTs NEGERI 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CONTEXT BASED LEARNING TECHNIQUE ON THE STUDENTS` READING COMPREHENSION AMONG THE SEVENTH GRADE STUDENTS AT MTs NEGERI 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 14 Mei 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

SUYONO

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN) I LAMPUNG TIMUR
JaLan Ki Hajar Dewantara 38B Banjarrejo Kec.Batanghari
Kode Pos 34181 Telp(0725) 7852539

SURAT KETERANGAN RESEACH
Nomor : B. 4/0 /MTs.08.1/PP.005/05/ 2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B.1382/In.28/D.1/TL.00/05/2019 Tanggal 14 Mei 2019 Tentang Izin Research Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama   : **Aat Perdiansyah**
NPM   : 14120827
Jurusan   : Pendidikan Bahasa Inggris

Telah Selesai melaksanakan Research di MTsN 1 Lampung Timur selama 5 (Lima) Hari dari Tanggal 14 s.d 18 Mei 2019 dengan Judul " **The Influence Of Context Based Learing Techcique On The Students Reading Comprehension Among The Seventh Grade Students At MTs Negeri 1 East Lampung In The Academic Year Of 2018/2019**

Demikan Surat Keterangan Risearch ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari,21 Mei 2019
An Kepala,
Kepala Urusan Tata Usaha

S U Y O N O

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : A'at Perdiansah

NPM : 14120827

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : Teaching Drama

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : A'at Perdiansah

NPM : 14120827

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : Teaching Drama

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014

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-745/In.28/S/OT.01/08/2019

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

Nama	: A`At Perdiansah	
NPM	: 14120827	
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 14120827.

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, 26 Agustus 2019
Kepala Perpustakaan

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : A'at Perdiansah   Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
NPM : 14120827   Semester/TA : IX / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	10-08-18	✓		- Tema in background - Revise Bab I - III	Aat
2	03-09-18	✓		- Table of content - Background of study - Problem limitation - Procedure CBL - Total sample	Aat
3	02-11-18	✓		- Table of content - Problem limitation and identification - Objective of the study - The operational definition F Variable	Aat
4	16-11-18	✓		- Background of Study - The Result of Prasurvey - Prior research - The operational definition of variables - Problem identification an limitation	Aat
5	04-01-19	✓		The operational Definition of Variable	Aat
6	21-01-19	✓		- Aknowledgments - Paradigm	Aat
7	22-01-19	✓		Acc to seminar	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : A'at Perdiansah   Fakultas/Jurusan : Tarbiyah/TBI
NPM   : 14120827   Semester/TA   : VIII/2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Tuesday 10/07/18		✓	Revise Chapter I – II) - Show the data of your pra survey - elaborate kinds of reading comprehen - elaborate the measurement of Reading Comp - Reference ? - Chapter II ? (wrong)	
2	Tuesday 07/08/18		✓	Show Reference.	
3	Thursday 11/10/18		✓	Ace and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama   : A'at Perdiansah   Jurusan/Fakultas   : TBI
NPM   : 14120827   Semester/TA   : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	09/05/19			Revise Questionaire	
2.	14/5/19	✓		Ace APD	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : A'at Perdiansah   Jurusan/Fakultas : TBI
NPM   : 14120827   Semester/TA   : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 09/05/2015		√	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : A'AT PERDIANSAH
NPM : 14120827

Jurusan/Fakultas : TBI
Semester/TA : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	19/07 '19	✓		Revise Abstract Revise Conclusion Revise Bibliography	
2	26/07 '19	✓		Revise Abstract Revise Acknowledgement	
3	5/07 '19	✓		Revise cover Revise Dedication Page Revise Table of Content	
4.	12/8/19		✓	Acc to munaqqes	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO LAMPUNG

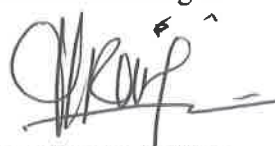Nama : A'at Perdiansah   Fakultas/Jurusan : Tarbiyah/TBI

NPM : 14120827   Semester : XI / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang di bicarakan	Tanda Tangan Mahasiswa
1	Thursday 04/07/2019		✓	- Revise your abstract - Revise chapter IV (Revix your table & explain the table) - Revix your suggestion	
2	Thursday 18/07/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP 19760814 200912 2 004

CURRICULUM VITAE

The name of the writer is A'at Perdiansah. He was born in Bukit Kemuning Lampung Utara, in 22th Mei, 1995. He is the Third child of Mr. Surya Panani and Mrs. Husni Hayati.

He enrolled her study at SD N 1 Bukit Kemuning in 2001-2007. soon after that, He continued to junior High School at SMP N 4 Bukit Kemuning in 2007-2010. He stood his Study at SMA N 1 Bukit Kemuning in 2010-2013. It was long journey for her to find out his dream. After Graduating from senior High school,he decided to take a lecture in English Department of IAIN Metro. Hopefully, he can do anything best to increase and to apply his knowledge wisely.