

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' READING COMPREHENSION BY USING  
WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH  
MATARAM CENTRAL LAMPUNG**

**By :**

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English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H /2023 M**

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**IMPROVING STUDENTS' READING COMPREHENSION BY USING**  
**WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH**  
**SEPUTIH MATARAM LAMPUNG**

**Presented as a Partial Fulfillment of the Requirement**

**For The Degree of Sarjana Pendidikan (S.Pd)**

**In English Education Program**

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**1444 H / 2023 M**



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**APPROVAL PAGE**

**Title** : IMPROVING STUDENT'S READING COMPREHENSION  
BY USING WRAP UP STRATEGY AT MA SWASTA  
DAAR AL-HIKMAH SEPUTIH MATARAM CENRAL  
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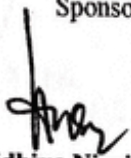
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*Assalamu'alaikum, Wr. Wb*

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

*Wassalamu'alaikumWr.Wb*

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

*Wassalamu'alaikumWr.Wb.*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: "IMPROVING STUDENTS' READING COMPREHENSION BY WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH MATARAM CENTRAL LAMPUNG", written by Adinda Vivi Alunnia, student number 1901050001, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, June, 22<sup>nd</sup> 2023 at 10.00 – 12.00 a.m.

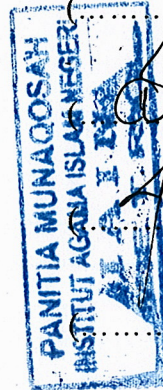
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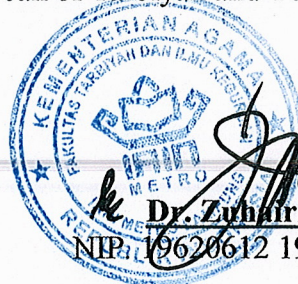
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**IMPROVING READING COMPREHENSION BY USING WRAP UP  
STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH MATARAM  
CENTRAL LAMPUNG**

**ABSTRACT BY:**

**ADINDA VIVI ALUNNIA**

The purpose of this research is to improve the students' reading comprehension and learning activity in MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. The researcher considers that wrap up strategy helps the students in learning process and be one of the strategies to improve the students' reading comprehension.

This research is Classroom Action Research (CAR). The cycle research consists of planning, action, observation and reflection. The subjects of this research is to 20 students in eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. In collecting data, the researcher used test (pre test, post test I and post test II), observation and documentation. The research was conducted collaboratively with the English teacher at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung.

The result of this research showed that wrap up strategy can improve the students' reading comprehension of the eleventh grade at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. It can be known by the students' average score from the pre test to post test. The average score in pre test was 45.45, post test I was 59.4 and post test II was 74.15. It means that the wrap up strategy can improve the students' reading comprehension and their learning activity.

**Keyword:***Improving, Reading Comprehension, Wrap Up Strategy, Classroom Action Research.*

**MENINGKATKAN PEMAHAMAN MEMBACA DENGAN  
MENGUNAKAN STRATEGI WRAP UP DI MA SWASTA DAAR  
AL-HIKMAH SEPUTIH MATARAM LAMPUNG TENGAH**

**ABSTRAK**

**OLEH:**

**ADINDA VIVI ALUNNIA**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa di MA Swasta Daar Al-Hikmah Seputih Mataram Lampung Tengah. Peneliti menilai bahwa strategi wrap up membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan pemahaman membaca siswa.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 20 siswa kelas sebelas MA Swasta Daar Al-Hikmah Seputih Mataram Lampung Tengah. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung.

Hasil penelitian ini menunjukkan bahwa strategi wrap up dapat meningkatkan pemahaman membaca siswa kelas sebelas MA Swasta Daar Al-Hikmah Seputih Mataram Lampung Tengah. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test hingga post test. Skor rata-rata pada pre test adalah 45.45, post test I adalah 59.4 dan menjadi 74.15 pada post test II. Ini berarti bahwa Strategi wrap up dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa.

**Kata kunci :** *pemahaman, pemahaman membaca, strategi Wrap Up, Penelitian Tindakan Kelas.*



## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain part swich are expected from the bibliography mentioned.

Metro, June 2023  
The Researcher



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Metro, Juni 2023  
Penulis



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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“God does not burden a person but according to his ability” ( Q.S. Al-Baqarah)*

*“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”*

## **DEDICATION PAGE**

*“I highly dedicate this undergraduate thesis to my beloved parents and all whom I love. Furthermore, to my almamater, State Institute for Islamic Studies of Metro”*

## ACKNOWLEDGEMENT

As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the researcher that her can accomplish this Undergraduate Thesis. Sholawat and Salam are upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parents (Mr.Supoyo and Mrs. Rahayu), for all their valuable supports and moral encouragement in motivating the researcher to finish her research.

The researcher also would like to express her deepest gratitude to his sponsor Dr.Widhiya Ninsiana, M.Hum for their advice, guidance, correction, and suggestion in finishing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, M.Pd, the Head of English Education Department.
4. Dr. Widhiya Ninsiana, M.Hum as the advisor, thank you so much or kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

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6. Headmaster, Teachers, Staff of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung who gives permission to the researcher conduct the research in this school.
7. My Beloved Friends in TBI 19, For giving cares and support.

The researchers feel that it is really pleasure for her to receive criticism and suggestion this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, June 2023

The Researcher,

A handwritten signature in black ink, consisting of a large, stylized loop that encloses a small letter 'A', followed by a smaller, more fluid signature element.

Adinda Vivi Alunnia

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## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APROVAL PAGE.....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>RATIFICATION PAGE ABSTRACT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>viii</b>
<b>MOTO .....</b>	<b>xii</b>
<b>DEDICATION PAGE .....</b>	<b>xiii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>xiv</b>
<b>TABLE OF CONTENT .....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURE .....</b>	<b>xix</b>
<b>LIST OF APPENDICES .....</b>	<b>xx</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the study .....	1
B. Identification of the Problem .....	6
C. Problem limitation .....	6
D. Formulation of the Problem .....	6
E. Objective and benefits of the study percentage .....	7
F. Prior research .....	8

<b>CHAPTER II THEORITICAL REVIEW .....</b>	<b>11</b>
A. Reading Comprehension .....	11
B. The Concept of Wrap Up Strategy .....	21
C. Action Hypothesis .....	25
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>26</b>
A. Variable and Operational Definition of Variable .....	26
B. Research Location .....	27
C. Subject of the Research .....	28
D. Action Plan .....	28
E. Data Collecting Technique .....	34
F. Instrument of the Research .....	37
G. Data Analysis .....	39
H. Indicators of Success .....	40
<b>CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION .....</b>	<b>41</b>
A. Research Result .....	41
B. Discussion .....	70
<b>CHAPTERV CONCLUSION AND SUGGESTION .....</b>	<b>78</b>
A. Conclusion .....	78
B. Suggestion .....	79
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	



## LIST OF TABLES

Table 1.1 The Data of Pra-Survey Result Reading Comprehension of Eleventh Grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung .....	2
Table 1.2 The categorization of pre-survey result reading comprehension the eleventh grade at MA Swasta Daar Al-Hikmah .....	4
Table 3.1 The Table of Specification of Reading Test .....	37
Table 4.1 The Data of Teacher of MA Swasta Daar Al-Hikmah .....	45
Table 4.2 The Students Quantity of MA Swasta Daar Al-Hikmah .....	46
Table 4.3 The Data of Students Pre Test Score .....	49
Table 4.4 The frequency distribution based on reading grade interval pretest .....	50
Table 4.5 Frequency of students' score in Pre-test .....	50
Table 4.6 The Data of Students Post Test I Score .....	55
Table 4.7 The frequency distribution based on reading grade interval Post test 1 ....	56
Table 4.8 The Frequency of Students' Score in Post-test I .....	56
Table 4.9 The Frequency Students' Activities in Cycle I.....	58
Table 4.10 The Comparison of students' Pre-test and Post-test I in Cycle I.....	60
Table 4.11 The Data of Students Post Test II Score .....	64
Table 4.12 The frequency distribution based on reading gradeinterval Post test I .....	65
Table 4.13 The Frequency of students' Grade in Post-test II .....	65
Table 4.14 The Frequency Students' Activity in Cycle II .....	67
Table 4.15 The Comparison of Students' Score in Post-test I and Post-Test II .....	68
Table 4.16 The Comparison of Students' Pre-Test, Post-Test I in Cycle I and	

Post Test II in Cycle II .....	73
Table 4.17 The Percentage of Students Activities in Cycle I and Cycle II .....	75

## LIST OF FIGURE

Figure 3.1 Cycles in Acton Research .....	30
Figure 4.1 structure organization of MA Swasta Daar Al-Hikmah .....	47
Figure 4.2 The percentage of the student's grade in Pre-test .....	51
Figure 4.3 The Precentage of the Students' Grade in Posttest I .....	56
Figure 4.4 The Graph of Students Activities in Cycle I .....	58
Figure 4.5 The Comparison Graph of the Students' Completness Score in Pre test and post-test I .....	60
Figure 4.6 The Graph of the Students' Completness Score in Post-test II .....	66
Figure 4.7 The Graph of Students' Activities in Cycle II .....	67
Figure 4.8 The Comparison of the Students' Completness grade on Post test I andpost-test II .....	69
Figure 4.9 The Comparison grade of Students reading comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II .....	74
Figure 4.10 The Graph of Learning Activity in Cycle I and Cycle II .....	76

## **LIST OF APPENDICES**

### **APPENDICES I**

1. Syllabus .....	80
2. Lesson Plan .....	86
3. List of Presence Pre-test.....	98
4. List of Presence Post-test 1 .....	99
5. List of Presence Post-test 2 .....	100
6. Instrument Pre-test .....	101
7. Instrument of Post-test 1 .....	109
8. Instrument of Post-test 2 .....	115
9. Observation Sheet of Students' Activities in Cycle 1 .....	122
10. Observation Sheet of Students' Activities in Cycle 2 .....	124
11. File Note Table.....	126

## **APPENDICES II**

1. Pre-Survey Permit .....	128
2. Survey Response Letter.....	129
3. Decree of Thesis Guidance .....	130
4. Letter of Assignment.....	131
5. Research Permit .....	132
6. Research Response Letter .....	133
7. Library Free Letter from the Department.....	134
8. Library Free Letter .....	135
9. Thesis Guidance Consultation Card.....	136
10.Documentation Pictures .....	141
11.Curriculum Vitae.....	143

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is an international language that is used to communicate in everyday life. By mastering English, people can meet communication needs in various fields such as education, economics, culture, politics, and defense or security. In Indonesia, English is a foreign language since Indonesian people get learning English from the process of learning English informal institutions and non-formal institutions. English has many benefits, which are used as the official communication media of many countries and is widely understood and used.

As one of the language skills, reading is one of the important skills in English besides writing, speaking, and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Some students consider that reading is very difficult because many aspects must be learned. Briefly, the students should understand how to read well and comprehend what is being read.

In addition, reading is very important because people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes the people read a text to learn material. Sometimes they read for pure pleasure, and need to follow a set of directions.

The purpose of reading is to improve students' ability to understand a text, to help them organize their ideas, create meaning, and develop knowledge in reading texts.

In other words, students are expected to gain knowledge and understand the context that has been explained in the text. It means that students need to learn a lot of information from the texts. Therefore, students need the ability to understand the main ideas and supporting ideas in reading text.

On November 28<sup>th</sup> 2022, a pre-survey have been done of eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. It can be seen from table 1.1 below.

**Table 1.1**  
**The Data of Pra-Survey Result**  
**Reading Comprehension of Eleventh Grade of MA Swasta Daar**  
**Al-Hikmah Seputih Mataram Central Lampung**

No.	NAME STUDENTS	GRADE	CRITERIA
1.	AA	20	INCOMPLETE
2.	AP	45	INCOMPLETE
3.	BR	40	INCOMPLETE
4.	DNA	50	INCOMPLETE
5.	DE	45	INCOMPLETE
6.	IZ	50	INCOMPLETE
7.	IJS	35	INCOMPLETE

8.	IN	70	COMPLETE
9.	INA	40	INCOMPLETE
10.	KA	40	INCOMPLETE
11.	MM	35	INCOMPLETE
12.	RF	50	INCOMPLETE
13.	RE	70	COMPLETE
14.	RF	65	INCOMPLETE
15.	UL	55	INCOMPLETE
16.	HS	40	INCOMPLETE
17.	DS	60	INCOMPLETE
18.	ALD	40	INCOMPLETE
19.	RAS	50	INCOMPLETE
20.	PSW	45	INCOMPLETE

Data on student reading problems obtained from the pre-survey were classified into full and incomplete categories based on the Minimum Mastery Criteria (MMC). The results of the eleventh grade students' reading abilities categorization at Swasta Daar Al-Hikmah Seputih Mataram Central Lampung are shown in the results section:



**Table 1.2**  
**The categorization of pre-survey result students reading**  
**comprehension of the eleventh grade of MA Swasta Daar Al-hikmah**  
**Seputih Mataram Central Lampung**

No.	Grade	Frequency	Percentage	Criteria
1.	>70	2 Students	10%	Complete
2.	<70	18 Students	90%	Incomplete
<b>Total</b>		20 Students	100%	

From the table above, we know that the MMC is >70 and <70. The percentage of students whose reading comprehension is not able to achieve MMC is 90%. While the percentage of students whose comprehension reading is able to achieve MMC is 10%. It means that the percentage of students who are unable to achieve MMC is greater than the percentage of students who are able to achieve MMC.

In relation with the results of pre-survey, the researcher knows that most of the problems reading students are caused by the low reading comprehension of the eleventh grade students of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung is because of their low vocabulary in English. In addition, students also have problems in mastering English grammar. The problems of reading got by the eleventh grade students of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung are also caused by their inability to determine the main ideas and supporting ideas. The students also have low reading habit. In addition, students have problems in the form of low motivation and interest in reading.

In other words, teaching using good techniques is important to improve reading skills in the teaching and learning process of reading. The researcher should choose techniques that can interest students and encourage their involvement. By encouraging student participation, students will not be bored and will be more motivated during learning. Wrap up strategy is a learning strategy shown to improve students' reading comprehension. The role of Wrap Up is to aid students in understanding and remembering what they have learned. This strategy requires two steps: generating questions and reviewing important ideas. As students often have difficulty generating effective questions from text, it may take time for them to learn this skill.

Based on the whole description above, the researcher considered the need to improving the students' reading comprehension of eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung by using wrap up strategy. The researcher constructs a research entitled "Improving Students' Reading Comprehension By Using Wrap Up Strategy At MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung".

## **B. Identification of the Problem**

Based on the student problems in reading comprehension that had been stated in the background of study, the researcher identified several problems including the following:

1. The students have insufficient reading comprehension.
2. The students have lack of vocabulary, when they are reading english text.
3. The students have low reading habit.
4. The students donot have high motivation to read in english reading text.
5. The students have low reading interest.
6. The students have low reading comprehension.

## **C. Problem limitation**

Based on the problems above, the researcher limits the problem of this research only to the students' have low reading comprehension of eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung.

## **D. Formulation of the Problem**

Based on the problem limitation, the researcher formulated the research problem as follows "Can the use of wrap up strategy improve students' reading comprehension of eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung in the academic year of 2022/2023 ?"

## **E. Objective and Benefits of the Study Percentage**

### **1. Objective of the Study**

The purpose of this study is to improve students reading comprehension by using wrap up strategy of the eleventh grade of MA Swasta Daar AL-Hikmah Seputih Mataram Central Lampungin the academic year of 2022/2023.

### **2. Benefit of Study**

This research is expected to provide significant benefits not only to researcher but also to students, teachers and subsequent researchers.

#### **a. For the Students**

As the contribution to the students especially in the form of improving students reading comprehension through the application of strategy wrap up in this study. This is because the implementations of strategy wrap up helps the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. In addition, the implementation of strategy wrap up is expected to improve student motivation in learning English.

#### **b. For the English Teacher**

As an inspiration for the English teacher to give a significant positive effect on their students at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung, in the form of providing information on alternative strategies for teaching reading.

The implementation of strategy wrap up is expected to help teachers create a conducive English learning environment. In addition, the

implementation of strategy wrap up can help teachers achieve effective learning goals.

### **c. For the Next Researcher**

As guidance for the next researcher who was examined in the realm of increasing reading comprehension. This is because this research can be one of the alternative research guidelines or references. This study can provide information to the next researcher regarding the effective steps that were used in teaching reading by using strategy wrap up.

## **F. Prior Research**

This research was conducted by considering several prior research, the first prior research was conducted by Riani.<sup>1</sup> The first initial research method is classroom action research. The prior research sample a high grade students. The results of prior research indicate that Wrap Up can improve reading.

The similarities between this research and previous research are in the form of similarity strategies used in learning to reading. Prior research and research have similarities in their research methods, namely classroom action research. Meanwhile, the difference between this study and prior research lies in the difference in the sample. The sample of this research was students the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung, while prior research is the highest grade of the senior high school Majalengka.

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<sup>1</sup>Desy Olivia Riani, "Wrap Up Strategy Implementation to Improve Students' Reading Comprehension" vol.1, Issue 2, June 2013.

Furthermore, the second prior research was conducted by Rahman.<sup>2</sup> This second prior research investigated strategies for teaching. One of them is the wrap up strategy. The second English skill carried out by the prior research is reading. The research method used in this research is qualitative. The results of the second prior research at MAN 1 Makassar proved that this strategy can improve students' reading.

The similarities between the second prior research and this research lies in the language skills learned, namely reading and the teaching strategies used. While the teaching strategy used in this study is the wrap up strategy. The difference between this research and the second prior research lies in the research method. This research is a classroom action research. While, in the second prior research it was qualitative.

In addition, the third prior research was conducted by Febtisari and Fitrawati.<sup>3</sup> One of the teaching strategies used by the third prior research is the Wrap Up strategy. Students have low interest in reading, low critical thinking skills. Finally, students are lazy to read and have poor reading strategies. Another factor is that teachers are less creative in choosing teaching strategies. Wrap Up Strategy is a technique that teaches students to work cooperatively on reading assignments to improve better understanding, so it can be concluded

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<sup>2</sup>IndahFadhilahRahman, "The Implementation of Wrap Up Strategy and its Effects on Students' Reading Comprehension" Vol 1, Number 01, June 2015.

<sup>3</sup>MiraFebtisari and Fitrawati, "Improving Students' Reading Comprehension of Descriptive Text by using Wrap Up Strategy to Eight Grade Students at Junior High School" Vol 6, No 1, 2017.

that this strategy is very useful for students to know that there are difficult words in the text and can understand the meaning of difficult words.

The similarities between the third prior research and this research lies in the similarities in the language skills learned and the teaching strategies used. The language skills examined by the third prior research and this research are reading, while the teaching strategy used in this study is the Wrap Up Strategy. The difference between this research and the third prior research lies in the research sample. This research involved the Eight Grade Students at Junior High School. and sample of this research is eleventh grade at Ma Swasta Daar Al-hikmah Seputih Mataram Central Lampung.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Reading Comprehension

##### 1. The Concept of Reading

###### a. The Definition of Reading

According to Daniel R. Schwarz, reading is dialogue between reader and writer readers bring their imaginations, memories, thinking processes, moral and social values, historical knowledge, and prior experiences to every text.<sup>1</sup> It means that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In other words, reader must focus with the text to be understood.

Meanwhile, Alan Kennedy, Ralph Radach, Dieter Heller, Joel Pynte state that reading is a spatial activity, with the eyes moving from one fixation location to the next to pick up spatially distributed information. Despite this fact, our current understanding and modeling of reading tends to ignore the relevance of spatial cognition in reading.<sup>2</sup> It means that reading is eyes activity to get information base on the text.

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<sup>1</sup>Daniel R. Schwarz, In Defense of Reading Teaching Literature in the TwentyFirst Century (India: Pondicherry,2008), p.7.

<sup>2</sup>Alan Kennedy, Reading as a Perceptual Process (London: Kidlington,2000), p.89.



Judi Moreillon explains that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.<sup>3</sup> In other words, in reading we must have skills.

Reading is a complex conscious and unconscious mental process in which reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

In reading, the students should be thought to use what they know what they know to understand unknown elements, whether these are ideas or simple words. Reading is a functional process; it is used to accomplish "acts" in the world.

#### **b. The Purpose of Reading**

There are many purposes in reading activity. The purpose for reading was help the readers focus on information, consequently such purpose are most effective when establish by the reader. Afterward, the stated purpose can be used as basic for discussion to determine whether the reader has achieved his goal. As McDonough and Shaw quoted from William that usefully classified reading into:

- 1) "getting general information from the text
- 2) Getting specific information from a text, an

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<sup>3</sup>Judi Moreillon, Collaborative Strategies for Teaching Reading Comprehension (United States of America, 2007), p.10.

3) For pleasure or interest".<sup>4</sup>

From the statement above it can be concluded there are two kinds purpose of reading activity. Reading for information usually used in reading task, it is probably seen as a type of reading comprehension. Readers read because they have to read.

In addition, Rivers and Temperedly list the following examples of some of the reasons L2 student may need or want read:<sup>5</sup>

- 1) To obtain information for some purpose or because we are curious about some topic
- 2) To obtain instruction how to perform some task for our work or daily life (e.g. knowing how appliance works)
- 3) To keepin touch with friends by cor respondence or to understand business letters
- 4) To know when or where something was take place or what is available
- 5) To know what happening or has happened (as reported in newspaper to magazines, reporters).

According to William Grabe and Fredricka,<sup>6</sup> when we start to reading, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unnoticed inmost cases. In other settings, usually academic or professional ones, we sometimes synthesize

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<sup>4</sup>JoMcDonough and Christopher Shaw, Material and Method in ELT:Teachers' Guide (Massachusetts: Blackwell PublishingLtd, 1993), p.102.

<sup>5</sup>Ibid, p.102-103.

<sup>6</sup>William Grabe and Fredricka L. Stoller, Teaching and Researching Reading(New York: Third Avenue, 2002), P. 11-14.

information from various reading sources, from different parts of a long and complex text, or from a prose text and the diagrams or charts that accompany it. Such reading is quite different from searching, skimming, or reading for general comprehension.

### c. Models of Reading

In the reading comprehension, there are three important model which should be paid more attention such as:<sup>7</sup>

#### 1) The Bottom-Up Model

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

#### 2) Top-Down Model

Top-down model emphasise the importance of the seschemata, and the reader's contribution, over the income text. Top-down model intends the studentsto build the meaning through their previous knowlege and assumption.

#### 3) Interactive Model

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

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<sup>7</sup>J. Charles Alderson, Assessing reading (New York: Cambridge University press, 200), P.16-18.

## **2. The Concept of Reading Comprehension**

### **a. The Definition of Reading Comprehension**

Reading is not 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.

According to Karen R. Harris and Steven Graham, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Reading comprehension provide only a basic indication of how well a student understands text and offer little information about how the student uses cognitive and metacognitive processes. In short, they do not explain why a student may be struggling. Nor do they help us detect and diagnose specific comprehension problems.<sup>8</sup> In other words, reader is required to be more active in the learning process.

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<sup>8</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, teaching Reading Comprehension to Students with Learning Difficulties (New York: Spring Street, 2007), p.8 and 15.

Furthermore, M.F. Petel and Praveen M. Jain state that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Reading reinforces the vocabulary.<sup>9</sup> It means that reading comprehension purpose is to efficiency of reading.

Moreover, Danielle S. McNamara defines reading comprehension is a complex task that draws on a range of skills and processes.<sup>10</sup> It means that readers need reading to take meaning contained or conclusion in the text. In other words, reading is not a simple process because it needs many steps that should be done.

William Grabe and Fredricka L. Stoller explain that reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities (typically measured by listening comprehension).<sup>11</sup>It means that reading comprehension are two abilities combined to make it easier to understand the text.

Based on the definition of the experts above, it can be concluded that reading comprehension is process in looking and know the word to get information suggested from the text or written language. Therefore, the readers understand all of the reading text selection.

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<sup>9</sup>Dr. M.F. Petel and Praveen M. Jain, English Language Teaching (Jaipur: Vaishali Nagar, 2008) p.133.

<sup>10</sup>Danielle S. McNamara, reading comprehension strategy(New Jersey: Marwah, 2007), p.63.

<sup>11</sup>William Grabe and Fredricka L. Stoller, Teaching and Researching Reading, ... p.28.

## **b. Strategy for Reading Comprehension**

There are some strategies in reading comprehension that can be use to help the readers comprehend the text. Those strategies can be explained, as follows:<sup>12</sup>

### 1) Identifying the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information. It means that to find out what information would be taken of the text, the reader should determine their purpose in reading.

### 2) Skimming The Text For Main Ideas

Skimming consist of quickly running one's eyes a cross 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.<sup>13</sup> In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore,by skimming the reader can predict the content of the text.

### 3) Scanning The Text For Specific Information

Scanning is quickly searching for some particular piece or pieces of informationin a text. The purpose of scanning is to extract specific information without reading through the whole text.<sup>14</sup>It means, scanning

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<sup>12</sup>H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy second edition, ... p.306.

<sup>13</sup>Ibid, p.308.

<sup>14</sup>Ibid.,

is reading the text quickly to find specific information without reading every word in the text.

#### 4) Guessing When The Readers Aren't 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.<sup>15</sup> Therefore, when the students are in doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

#### 5) Analyzing Vocabulary

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

- a) Look for prefixes (co-, inter-, etc.) that may give 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 topic for clues. In other words, to understand unknown words, the reader or the learner can use alternative ways such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

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<sup>15</sup>Ibid.

### **c. Indicator of Reading Comprehension**

There are some criteria commonly use in indicating students' reading comprehension, there are:<sup>16</sup>

- 1) Main idea (topic).
- 2) Expression/idiom/phrases in context.
- 3) Inference (implied detail).
- 4) Reference
- 5) Grammatical features.
- 6) Detail (scanning for a specifically stated detail).
- 7) Excluding facts not written (unstated detail).
- 8) Supporting ideas.
- 9) Vocabulary in context.

Based on the indicator above, the preparation process of reading comprehension test must consider the completeness of the indicators of reading comprehension.

### **d. The Assessment of Reading Comprehension**

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency.

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<sup>16</sup>H. Douglas brown, language assessment: principle and classroom practice,(San Fransisco, California, 2003), 206.



The same form of assessment may be used for a variety of goals.<sup>17</sup> Types of comprehension question forms are used as the major means of focusing on comprehension of the text.

There is variety of question types that can be used such case:

- 1) Pronominal Questions, Imperatives
- 2) Alternative Questions (Yes/ No Question)
- 3) True/ False sentences
- 4) Multiple-choice sentences
- 5) Information Transfer

Meanwhile, in this research researcher will use multiple-choice sentence in testing student reading comprehension. Multiple-choice sentences is the questions are easy to mark. If the questions are not well made, often the students' chance are higher. Good multiple-choice are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

Text comprehension is usually assessed through questions. Questions should focus on main ideas and view points, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form

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<sup>17</sup>I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing* (New York: Routledge, 2009), P.75.

of a multiple-choice response, short answers or extended pieces of writing.<sup>18</sup>

This typically can be done by asking students to read and answers the question about what they have read. Formats include multiple-choice, short answer, and cloze or fill in the blank questions.

## **B. The Concept of Wrap Up Strategy**

### **1. The Definition of Wrap Up Strategy**

Wrap up strategy can support a reader in reading and it can be applied to all reader including students. Wrap up is strategy that can help students understand certain words or sentences. When using this strategy, the teacher must provide a broader explanation.

According to Janette K. Klingner, Sharon Vaughn, and Alison Boardman, wrap up is formulating questions and answers about what they have learned and by reviewing key ideas.<sup>19</sup> It means that wrap up strategy is one of the strategies that can help students in review key main ideas. In other words, with formulating questions the reader is required to read the text.

Meanwhile, William Grabe and Fredricka L. Stoller state that wrap up is summarize what has been learned.<sup>20</sup> It means that a student make summarize

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<sup>18</sup>Elizabeth S. Pang et al., teaching reading, IAE (Switzerland: Palais Des Academies, 2003), P.18.

<sup>19</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, Teaching Comprehension to Students with Learning Difficulties, ... P.145.

<sup>20</sup>William Grabe and Fredricka L. Stoller, Teaching and Researching Reading,... P.157.

to help them review important information. In other words, summarizing activities are not always used in writing learning.

In addition, Stephanie Macceca explains that when students' wrap up the reading, they summarize what has been learned from the reading and generate possible teacher-generated questions.<sup>21</sup> It means that when students don't understand the main idea of text students can make a summary to produce questions, because this helped them review important information.

Based on the definition of the experts above, it can be concluded that wrap up is formulate questions to help them review important information by increasing their understanding and memory so that they find the main idea of a text.

## **2. The Advantages and Disadvantages of Wrap Up Strategy**

### **a. The Advantages of Wrap Up Strategy**

The advantage of wrap up is to increase students' knowledge, understanding, and memory about what they have read. Students generate questions about important information in the passage.<sup>22</sup>

Stephanie Macecca emphasizes that wrap up can help students improve their comprehension of the content and their recall of the information.<sup>23</sup>

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<sup>21</sup>Stephanie Macceca, *Reading Strategies for Science* (Huntington Beach: Oceanus Drive, 2014), P.236.

<sup>22</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Comprehension to Students with Learning Difficulties*, ...p.145

<sup>23</sup>Ibid.

Vaughn, Sharon, Klingner, and Janette Kettman states that Wrap Up useful to give students the opportunity to review what they have read to help understand and remember what they have learned. Also, when students are reading expository text, Wrap-Up can serve as a study strategy.<sup>24</sup>

Based on the statement above, it can be concluded that wrap up strategy has advantages to find a lot of information through embracing and formulating questions.

#### **b. Disadvantages of Wrap-Up Strategy**

According to Diane M. Browder and Fred Spooner, wrap-up strategy is not appropriate with one that is inherent in any cooperative learning technique.<sup>25</sup> Therefore, the teacher has to establish and consistently reinforce rules for the students to work as a team.

### **3. The Implementation of Wrap Up Strategy in Reading Instruction**

Wrap up strategy is one included in the self-monitoring, because this strategy involves students directly and can be beneficial for students.

In the use of wrap up strategy, how teaching or application of this strategy, that are:

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<sup>24</sup>Vaughn, Sharon, Klingner, and Janette Kettman, "Teaching Reading Comprehension through Collaborative Strategic Reading" (tp.: tnp., 2005), p.7.

<sup>25</sup>Diane M. Browder and Fred Spooner, Teaching Students with Moderate and Severe Disabilities, (New York: Spring Street, 2011), P.162.

Chaty Chollins block explains the steps of wrap up, as follows:<sup>26</sup>

- a. Students are asked to read the text.
- b. After reading, students summarize what has been learned
- c. Students formulate questions based on the text.

Stephanie Macceca emphasizes steps to implementation the wrap up strategy.<sup>27</sup>

- a. Students are asked to summarize what has been learned from the reading and produce the possibilities generated by the teacher's questions.
- b. They also answered the questions they had formulated because this helped them review important information. Thus, students enhance their understanding of content and remember information.
- c. The teacher can instruct students to use the question to help them form literal thinking questions.

Based on the explanation above, the researcher will implementing the steps of wrap up strategy in teaching reading comprehension, as follows:

- 1) Students read the text.
- 2) After reading, students summarize what has been read.
- 3) Students formulate questions based on the text.

The step stated by the experts above all says that students must make a summary after reading and try to formulate questions then ask directly to the teacher to ask for an explanation.

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<sup>26</sup>ChatyChollins Block, Adolescent Literacy Research and Practice (New York: Spring Street, 2004), p.200.

<sup>27</sup>Stephanie Macceca, Reading Strategies for Science (Huntington Beach: Oceanus Drive, 2014), P.236.

### **C. Action Hypothesis**

The action hypothesis of this research is stated, as follows: “By using wrap up strategy can improve students' reading comprehension of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung”.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Variable and Operational Definition of Variable

##### 1. Variable of The Research

Variable is the condition or characteristics when experiment can manipulation, control or observation. The operational defines as follows:

##### a. Independent Variable

Independent variable (X) is variable that causes, influences, or affect outcomes. It also called treatment, manipulated, antecedent or predictor variable. Independent variable of this research used Wrap Up strategy as variable (X) that will be applied to improve students' reading comprehension skills which are defined as tools to assist students' in the process of their learning activities. Measuring tool used in this variable is observation sheet.

Moreover, to know student's participant in this strategy there are some indicators as follow:

- 1) Students understand the content and information in english text.
- 2) Students are able to summarize a text.
- 3) They are able to formulate questions based on the text.

##### b. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension. It is can be defined as

knowledge of students in identification the text such as: main idea, topic, and others. In this research variable was be conducted in pre-test in multiple choice from that consist of 30 items and was give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is <70% and the highest score is >70%. And to know the student's mastery in reading comprehension, the researchers decides some indicators in this variable as follows:

- 1) Students are able to understand the main idea.
- 2) students are able to determine the topic of reading.
- 3) Students are able to understand supporting ideas.
- 4) Students are able to summarize the contents of the reading in the english text.

## **B. Research Location**

Classroom action researcher was be conducted at MA Swasta Daar Al-Hikmah. The setting of the research is Jl. Varia Agung, Kec. Seputih Mataram, Kab. Lampung Tengah, 34164.

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

The subjects of this research are the students of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. The total of students is 20 students. While, the object of this research is the students' english text reading comprehension at class XI MIA/IPA of MA Swasta Daar Al-Hikmah Seputih



Mataram Central Lampung. This classroom action research is collaborative study. The collaborator of this research is the English teacher of the eleventh grade that Herwati, S.s.

## **D. Action Plan**

### **1. Classroom Action Research**

The research uses the classroom action research. According to Car and Kemmis by Annu Burns, action research is simply a form of self-reflective inquiry under taken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.<sup>1</sup> It means that through self-reflection the teacher conduct that study in ownclass.

In addition, Jean Mcniff and Jack White head state that action research is about practitioners who create new ideas about how to improve practice, and put forward those ideas as theories of their personal practice.<sup>2</sup> It means the focus of the use of action research is in education.

Meanwhile, Zina O'Leary states that action Research is a study that pursues integrated actions and knowledge through participatory cycles and processes. In research actions, processes, results, and applications are closely related.<sup>3</sup> It means that action research is reflection to use to review the previous action and plan the next one.

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<sup>1</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), p.5.

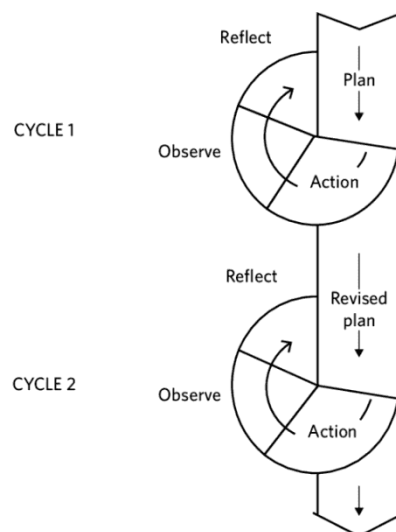
<sup>2</sup>JeanMcniff& Jack Whitehead, *All you need to know about Action Research* (California: Thousand Oaks, 2006), p.5.

<sup>3</sup>Zina O'Leary, *The essential guide to doing Research* (California: Thousand Oaks, 2004), p.139.

From several theories or explanations above, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>4</sup>

These phases can be seen by following figured:



**Figure 3.1. Cycles in Action Research, Kemmis and Mc Taggart Model<sup>5</sup>**

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system.

<sup>4</sup>Anne Burns, *Doing Action Research in English Language Teaching*, ... p.7.

<sup>5</sup>Ibid, p.9.

The assumption is if the determine out came in the first cycle can not be achieve or there maybe found new problem, so it was probably be continue and receive in the next cycle that have same phase on the first cycle.

In this case, the researcher was conduct classroom action research in class of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. The reason of why the researcher was conduct classroom action research is because the researcher was improve the students reading comprehension of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung by using wrap up strategy.

## **2. The Steps in The Research**

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by like this procedure as follows:

### **a. Cycle 1**

#### **1) Planning**

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

- a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applying in acting phase.
- b) The researcher prepares learning resource for students. The researcher determines the method to be applying in acting phase. In this case,

the researcher uses wrap up strategy to improve reading comprehension.

- c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.
- d) The researchers prepared reading test instruments in the form of multiple choice before and after CAR.
- e) The researcher designs the criteria of success.

## 2) Acting

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. This activity is implemented on the following step:

### a) Pre Teaching Activity

- (1) The researcher starts the lesson by greeting to the students.
- (2) The researcher and students pray together.
- (3) The researcher checks students' attendance.
- (4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

### b) While Teaching Activity

- (1) The researchers apply lesson plans
- (2) The researcher divides the students into some group.
- (3) The researcher explains the wrap up to the students about how to apply sequences of wrap up strategy in Reading english text.

- (3) The researcher gives the material and facilities in the form of english reading text.
- (4) The researcher asked the students to understand the reading content of the English reading text.
- (5) The researcher asked the students to discuss the activity with the whole group.
- (6) After the students become more proficient in using this strategy, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy.

c) Post Teaching Activity

- (1) The researcher gives positive feedback to the students.
- (2) The researcher and the students conclude the learning topic that has been discussed.
- (3) The researcher greets the students in end of the meeting.

3) Observing

In this phase, the researcher was conduct some activites as follow:

- a) The researcher observes the teaching and learning activities in the class referring to the personal class situation of students' feedback responses to receive material in the teaching and learning process.
- b) The researcher identifies student achievement in learning reading comprehension by giving tests after CAR in cycle I.
- c) The researcher calculates students' improvement score from the test before CAR in cycle 1 increases or not.

d) Researcher calculated the results of student learning activities in cycle

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#### 4) Reflecting

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher was conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses inprevious cycle.

### **E. Data Collecting Technique**

The data collecting techniques this research consist of as follows:

#### **1. Test**

Tests are valuable measuring instruments for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The researcher was do the test in order to knowthe students' Reading comprehension of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung, as follows:

##### **a. Pre-Test**

The pre-test of this research was being done before implementing the strategy of wrap up. The pre-test in the form of reading comprehension test

by asking the students to answer the multiple choice question. Which is where students are asked to determine main ideas, supporting ideas, topics and others.

b. Post-Test

The post-test will be done after the treatments. After the treatment, the student was having a post-test. The form and procedure of the post-test are the same as pre-test. In this case, the researcher was done the test in order to know the Students' Reading Comprehension of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung.

## **2. Observation**

Observation according to John W. Creswell is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collecting. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas.<sup>6</sup> It means that observation is a data collection strategy in which the activities of subjects are visually examine.

In this case the researcher primarily looks at students in the classroom and gets a summary of their actions in the learning process. The teacher also studies the researcher who teaches and implements CAR in the classroom on the basis of previous observations. During teaching and learning exercises, the data is taken based on the participants of the students according to the lesson

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<sup>6</sup>John W. Creswell, *Education Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Boylston Street, 2012), p.213-214.

plan. As a basis for evaluating the preparation of the following period, the knowledge gained from this observation is used

### **3. Documentation**

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more “macro” issues, as with one of Her Majesty’s Inspectorate reports on the physical state of schools. It can have a number of features.<sup>7</sup> For example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is a note of information in the form of documentation.

The documentation will be done to document the following items:

- a. The history of the school
- b. Organization structure of the school
- c. The distribution of the teacher in each subject
- d. The quantity of the students in each class
- e. The learning facility of the school.

### **4. Field Note**

Field note is the notes you make as you note actions. You can write them into a special notebook, or on the back of your hand, in which case you would write them up later. You can write in straight notes, or try mindmaps,

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<sup>7</sup>Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (California: Thousand Oaks, 2006), p. 273



spider diagrams and pictures.<sup>8</sup> In this research, the researcher was use field note to record the student's activity during the learning process.

In this research, the researcher will conduct the field note in order to get the complete data from the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung about the student activities in reading problems, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

## **F. Instrument of the Research**

In instrument research the research was use the following.<sup>9</sup>

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

To measure students' english text reading comprehension of the eleventh grade of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung, the researcher will apply some reading tests that consist of pre-test. The kind of tests is multiple choice questions.

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<sup>8</sup>Jean Mcniff&Jack Whitehead, All you need to know about ActionResearch, ... p.139

<sup>9</sup>H Brown Douglas, Language Assessment Principles and Classroom Practices, (California: San Francisco, 2003), p. 267,268.

**Table 3.1**  
**The Table of Specification of Reading Test:**

Outcomes to Assess		Item Types (with item number)	
Content Standard	Example	Multiple-choice	Number
1.1 Finding the main idea.	What is the main idea of story above?	Read the text and answer the following question.	1,6,11,16 21,26
1.2 Look up the meaning of the underlined word	However, she had a <u>noble</u> heart. What does the underline word mean?		5,10,15 20,25
1.3 Determine the topic	What is the topic of story above?		2,7,12,17 22,27
1.4 Sentences that refer to the person/thing we talked about before.	Dear cow please help me.. (Paragraph 3) The word "me" refers to?		4,9,14,19 24,29

1.5 The purpose of the story	What is the Purpose of the text above?		3,8,13,18 23,28
1.6 Exception sentences	A place in the story. EXCEP..		20,30

## 2. Observation Sheet

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

- a. Students' are able to understand the content and information in english text.
- b. Students are able to summarize and formulate question based on the text.
- c. Students are able to understand the main idea and supporting idea.
- d. Students' are able to determine the topic in english text.

## G. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test. The Researcher uses a statistical technique. Furthermore, to find out the mean score, the following formula is applied:<sup>10</sup>

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

<sup>10</sup>Donald Ary, Introduction to Research in Education, (USA: Wadsworth. 2010). p. 108-109.

Notes:

$\bar{X}$  = Mean

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

N = Number of students

To calculate the percentage of the students' score, the formula which is used is as follows:

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

Note:

P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

## **H. Indicators of Success**

The indicator of success in needed to know the successful of the process and learning result. In this research, students are called successful if the 70% students are active in learning process and get the 70 score or more, so this research could be stopped.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Research Result

##### 1. The History of MA Swasta Daar Al-Hikmah

MA Daar Al Hikmah is one of the formal education units under the auspices of the An Nur Varia Agung Seputih Mataram Mataram Central Lampung Foundation. Founded based on the Foundation meeting by H. Bambang Lestari, S.T, Hj. Fatimatuz Zahro, H. Ahmad Dimiyati, Ky. Kharis Machfadzi and KH. Ikhwanul Faruq and this school were founded on July 3, 2008.

MA Swasta Daar Al-Hikmah students are trained to apply the knowledge they have received such as Dhuha Prayers and Dzuhur Prayers in congregation, Istighosah with the hope that students will be able and accustomed to applying their knowledge in their daily activities Arabic and guided to memorize the Al-Qur'an (Yasin, Alwaqiah, Almulk, Arrohman, Alhasyr). Where it has class programs, namely Social Sciences and Natural Sciences and has 20 teachers.

##### a. Vision and Mission of MA Swasta Daar Al-Hikmah

###### 1) School Vision

"Participating in educating an educative, relative and religious life."

## 2) School Mission

"Creating muslim intellectuals who are qualified, broad-minded, and highly dedicated".

**b. Teacher of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung**

Tabel 4.1

**The Data of Teacher of MA Swasta Daar Al-Hikmah  
Seputih Mataram Central Lampung**

<b>No.</b>	<b>Name</b>	<b>Position</b>
1.	Yuli Hartatik, S.Pt	Head Master
2.	Agus Mudzakir, S.Pd	Vice of Head Curriculum
3.	Ihsan Muftazani, S.Pd	Vice of Head Student
4.	Isti Winarni, S.Pd	Treasurer
5.	Siti Marfuatun, S.Pd	Treasurer
6.	Lukmanati, S.Pd	Fiqih Teacher
7.	Hotna sari, S.Pd	Geography Teacher
8.	Rini Ekawati, S.Sos	Islamic Culture History Teacher
9.	Ali Sodikin, S.Pd	Akidah Akhlak Teacher
10.	Ahmad Fauzi, H.S.Pd.I	Indonesia Language Teacher
11.	Miftahul Janah, S.Pd	Library Staff
12.	Wulandari Sukocono, S.Pd	Economy Teacher
13.	Tri Anggoro, S.E	Administrative Staff
14.	Herwati, S.s	English Teacher
15.	Sukarni, S.Pd	Physical Education Teacher
16.	Ky. Kharis Macfadzi	Fiqih Tarjih and Ilmu Tafsir Teacher
17.	Cahya Septiyana, S.Sos	Sociology Teacher
18.	Lilik Purwati, S.Pd	Chemistry Teacher
19.	Ahmad Fatoni, S.Pd	Biology Teacher
20.	Khoirul Muanam, S.Pd	Mathematics Teacher

**c. The Quantity of the Students of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung**

There are 117 MA Swasta Daar Al-Hikmah students. Each class consists of 2 classes. Tenth grade consists of 40 students, eleventh grade consists of 20 students, and twelfth grade consists of 47 students. The number of students in MA Swasta Daar Al-Hikmah can be identified as follows:

**Table 4.2**

**The Students Quantity of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung In the Academic Year of 2022/2023**

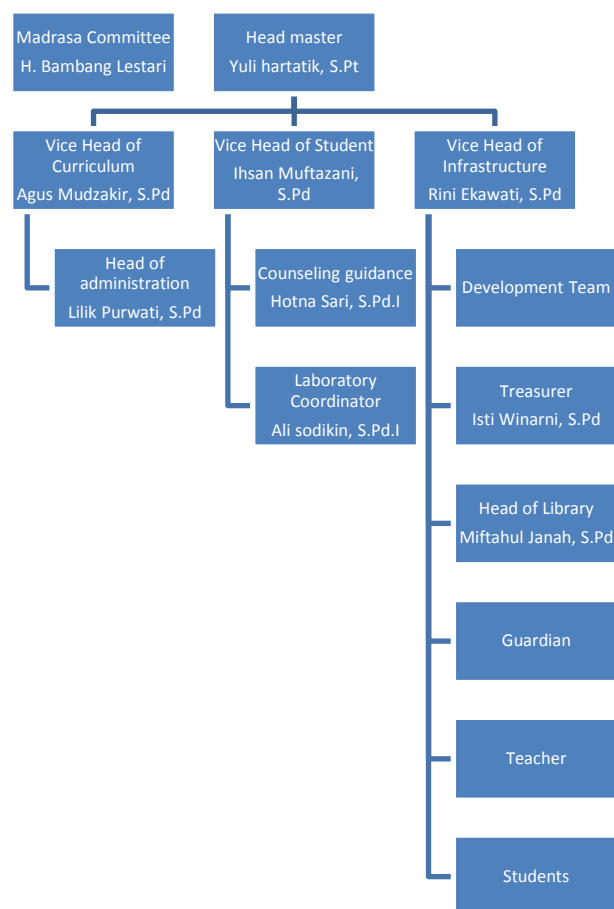
<b>No.</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	X IPS	10	20	20
2.	X IPA	5	15	20
3.	XI IPA	9	11	20
4.	XII IPA	6	16	22
5.	XII IPS	8	17	25
	Total	38	79	117

*Source: Documentation of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung in academic year 2022/2023.*



**d. The Structure Organization of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung**

The organization of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampungin Academic Year 2022/2023 could be shown in the figure as follows:



**Structure Organitiation of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung**

## 2. Description of the Research Data

This research used classroom action research. It was conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made the lesson plan. The action of this research used the Wrap up strategy to improve reading comprehension.

### a. Pre-test activity

In teaching learning, the research was conducted on May , 15<sup>th</sup> 2023 at 08.00 am until 09.30 am. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that then researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The kind of the test was multiple-choice consisted of 30 items. Then, the students' pre-test result can be seen on the table below:

**Table 4.3**

**The Data of Students Pre Test Score**

<b>No.</b>	<b>STUDENT'S NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1.	AA	47	INCOMPLETE
2.	AP	27	INCOMPLETE
3.	BR	47	INCOMPLETE
4.	DNA	40	INCOMPLETE
5.	DE	77	COMPLETE
6.	IZ	50	INCOMPLETE
7.	IJS	23	INCOMPLETE

8.	IN	77	COMPLETE
9.	INA	50	INCOMPLETE
10.	KA	60	INCOMPLETE
11.	MM	27	INCOMPLETE
12.	RF	37	INCOMPLETE
13.	RE	70	COMPLETE
14.	RF	40	INCOMPLETE
15.	UL	27	INCOMPLETE
16.	HS	40	INCOMPLETE
17.	DS	43	INCOMPLETE
18.	ALD	37	INCOMPLETE
19.	RAS	53	INCOMPLETE
20.	PSW	37	INCOMPLETE
<b>TOTAL</b>		<b>909</b>	
<b>AVERAGE</b>		<b>45,45</b>	

**Table 4.4**

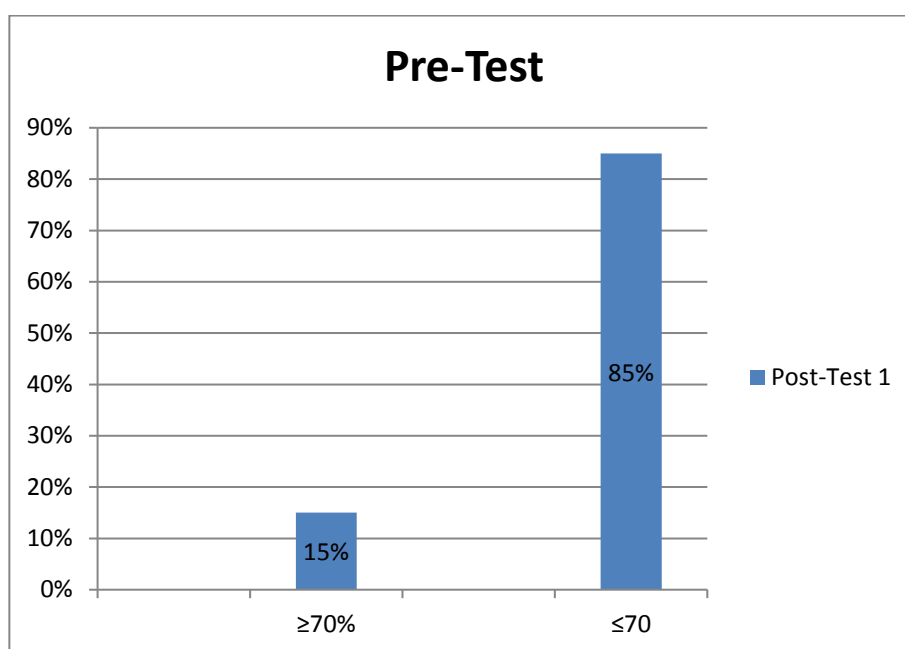
**The frequency distribution based on reading grade interval pre-test**

<b>No.</b>	<b>Grade Interval</b>	<b>Frequency</b>
1.	23 – 34	4 Students
2.	35 – 46	6 Students
3.	47 – 58	6 Students
4.	59 – 70	3 Students
5.	71 – 87	1 Students
<b>Total</b>		<b>20 Students</b>

**Table 4.5**  
**Frequency of students' score in Pre-test**

No.	Grade	Frequencies	Percentage	Explanation
1.	$\geq 70$	3	15%	Complete
2.	$\leq 70$	17	85%	Incomplete
	<b>Total</b>	<b>20</b>	<b>100%</b>	

*Source: The result score pre-test of XI MIA class at Ma Swasta Daar Al-Hikmah Seputih Mataram Central Lampung , May, 15<sup>th</sup> 2023*



**Figure 4.2**  
**The percentage of the student's grade in Pre-test**

Based on the data above, it could be inferred that students 17 (85%) were not successful and 3 other students (15%) were successful. The successful students were those who got the Minimum Mastery Criteria (MMC) at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung at least 70. The successful students were fewer than those unsuccessful students. From the pre-

test result, the researcher got the average of 70, so the result was unsatisfied. Therefore, the researcher used wrap up strategy to improve reading comprehension.

## **b. Cycle I**

### 1) Planning

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

### 2) Acting

#### a) The First Meeting

The first meeting was conducted on Monday, 22<sup>th</sup> May 2023 at 08.00 a.m until 09.30 a.m and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researchers to make sure the students' effectiveness before the researchers was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. At the beginning of teaching

learning process, the researcher asked to the students about english text. Some of the students forgot and just a little of them have known the definition about english text. Secondly, the researcher explained about definition, generic structure and social function of english text. After that, the researcher gave example of English text.

In implementing wrap up strategy in teaching reading comprehension in the process of action, the researcher applied the wrap up strategy. The first researcher ask the students to make same group and one group consist four member. The reasearcher gave a paper containing english text with the title is *pinokio*.

In addition, the second students read the story to know about the story and after they read the story the researcher ask them to retell the story using their language into a summary. In this stage, the students were actively following the teaching learning process, because they worked together in their groups.

However, there were still troubles faced to the students. Such as about students' low motivation in reading English text, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension, students difficulty in understanding the important message of the text, and students' low reading habits.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

#### b) The Second Meeting

The second meeting was conducted on Saturday, May 27<sup>th</sup> 2023 at 13.00 a.m until 14.00 a.m. For 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue reasearcher ask the students to make or formulate two question with each group base on the story pinokio. Then, discuss their questions with other groups to find out the answers. The reasearcher guides the course of the discussion.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation. Then, the researcher closed the material by praying together.

#### 3) Observing

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. Saturday, May 27<sup>th</sup> 2027 at 17.00 a.m until

18.15 a.m the researcher gave post test of cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 30 items. The result of the students' test in post test I was better than test in pre-test before.

**Table 4.6**  
**The Data of Students Post test 1 Score**

<b>No.</b>	<b>STUDENT'S NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1.	AA	70	COMPLETE
2.	AP	63	INCOMPLETE
3.	BR	60	INCOMPLETE
4.	DNA	43	INCOMPLETE
5.	DE	80	COMPLETE
6.	IZ	70	ICOMplete
7.	IJS	60	INCOMPLETE
8.	IN	73	COMPLETE
9.	INA	70	COMPLETE
10.	KA	73	COMPLETE
11.	MM	33	INCOMPLETE
12.	RF	63	INCOMPLETE
13.	RE	70	COMPLETE
14.	RF	37	INCOMPLETE
15.	UL	60	INCOMPLETE
16.	HS	43	INCOMPLETE
17.	DS	40	COMPLETE
18.	ALD	70	COMPLETE
19.	RAS	77	COMPLETE
20.	PSW	33	INCOMPLETE
<b>TOTAL</b>		<b>1188</b>	
<b>AVERAGE</b>		<b>59,4</b>	



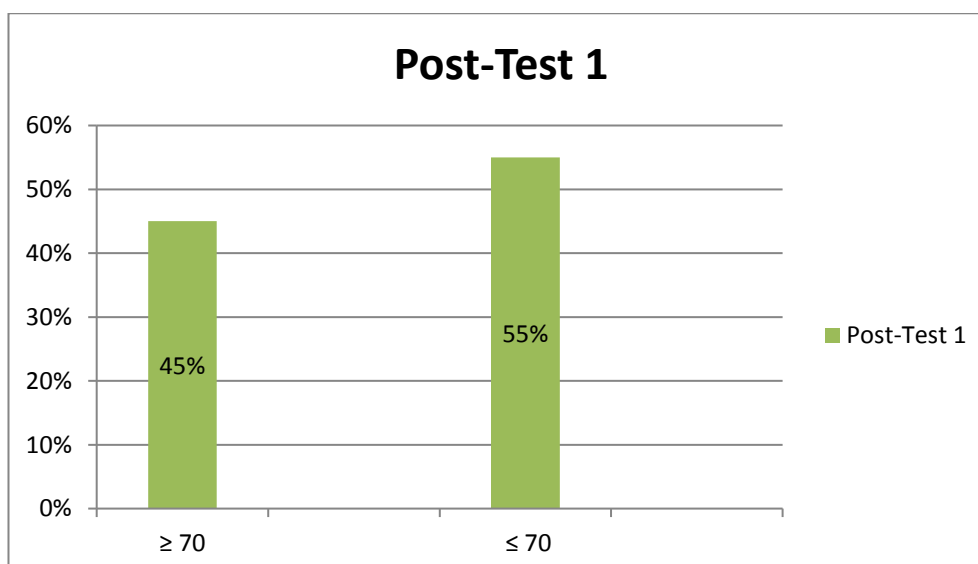
**Table 4.7**  
**The frequency distribution based on reading**  
**grade interval Post-Test 1**

No.	Grade Interval	Frequency
1.	33 – 42	4 Students
2.	43 – 52	2 Students
3.	53 – 62	3 Students
4.	63 – 72	7 Students
5.	73 – 82	4 Students
<b>Total</b>		<b>20 Students</b>

**Table 4.8**  
**The Frequency of Students' Score in Post-test 1**

No.	Grade	Frequencies	Percentage	Explanation
1.	$\geq 70$	9	45%	Complete
2.	$\leq 70$	11	55%	Incomplete
	<b>Total</b>	<b>20</b>	<b>100%</b>	

*Source: The result score post test 1 of XI MIA class at MA Swasta Daar Al-HikmahSeputih Mataram Central Lampung on May, 27<sup>th</sup> 2023.*



**Figure 4.3**  
**The Percentage of the Students' Grade in Post test I**

Based on the result above, it could be seen that 11 students (55%) were not successful and 9 students (45%) were successful. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get Minimum Mastery Criteria (MMC), at least 70. Learning process was said success when 70% students got score  $\geq 70$ . The fact showed that the result was unsatisfied.

Furthermore, In observation of researcher action the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially english text by using wrap up strategy. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. Students who understand the material presented by the researcher will get points by ticking them on the observation sheets for meetings 1 and 2.

The indicators of the students' activities were:

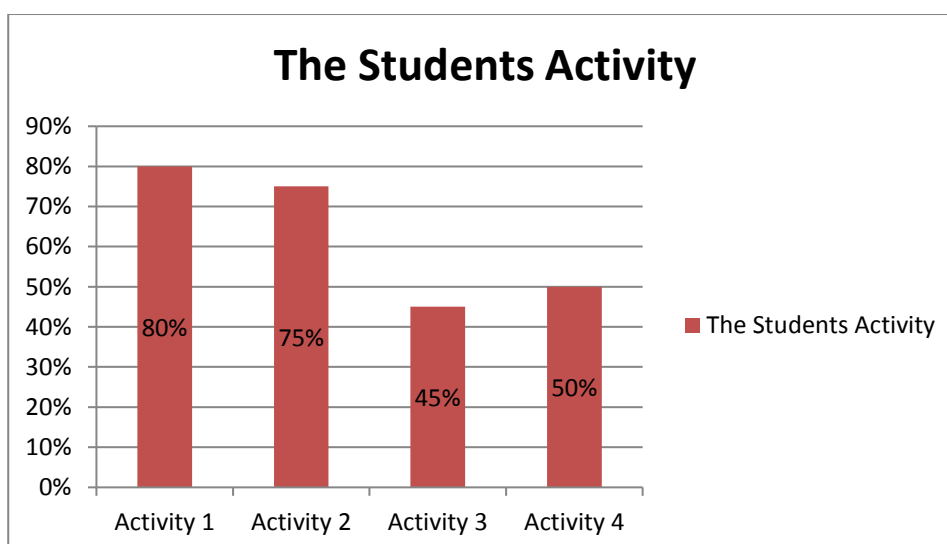
- a. Students' are able to understand the content and information in english text.
- b. Students are able to summarize and formulate question based on the text.
- c. Students are able to understand the main idea and supporting idea.
- d. Students' are able to determine the topic in english text.

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

**Table 4.6**  
**The Frequency Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1.	Students' are able to understand the content and information in english text.	16	80%
2.	Students are able to summarize and formulate question based on the text.	15	75%
3.	Students are able to understand the main idea and supporting idea	9	45%
4.	Students' are able to determine the topic in english text.	10	50%
<b>Total Students</b>		<b>20</b>	
<b>The percentage of students' learning activity</b>		<b>62,5%</b>	

Source: The students' activity at XI MIA class of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung on May, 2023.



**Figure 4.4**

**The Graph of Students Activities in Cycle I**

The table showed that not all the students' active in learning process. There were 16 students (80%) who able to understand the content and information in english text. 15 students (75%) who able to summarize and formulate question based on the text, 9 students (45%) were able to understand the main idea and supporting idea and 10 students (50%) who able to determine the topic in english text.

#### 4) Reflecting

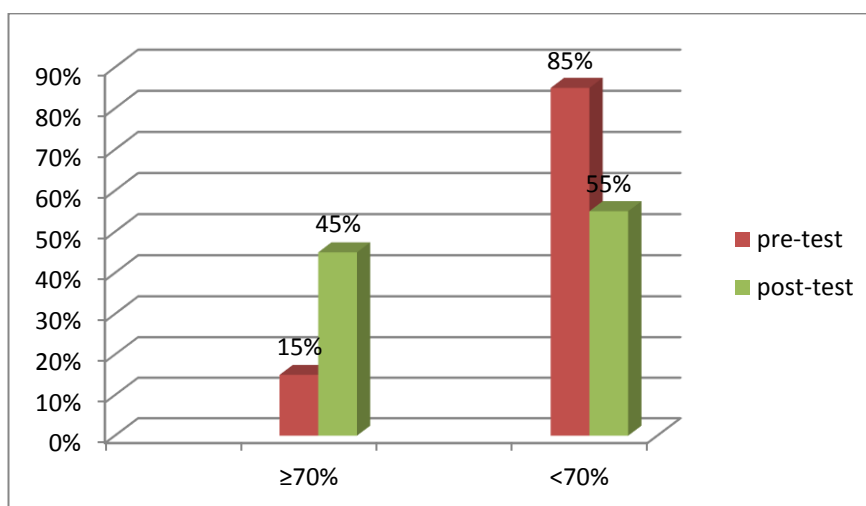
From this cycle I , in this cycle the students was still confused about how to implement the strategy. Students need more practice to get them to implement strategies well. Students still have difficulty in summarizing a text,it is because they are lazy to read the text so they have difficulty understanding a text.

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test and the result of students' post-test I. The comparison on my pre-test between the number of students' who complete and in complete on my pre-test score and post-test I score could be compared was follow :

**Table 4.10****The Comparison of Students' Score in Pre-test I and Post-Test II**

Interval	Criteria	Test	
		Pre test	Post test I
≥70%	Complete	3	9
<70%	Incomplete	17	11
<b>Total</b>		<b>20</b>	<b>20</b>

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follow:

**Figure 4.5**

**The Comparison Graph of the Students' Completeness Score in  
Pre test and post-test I**

The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be concluded that 15% or 3 students among the interval ≥70 students, was complete the Minimum Mastery Criteria (MMC). Then the students who were incomplete the Minimum Mastery Criteria (MMC) were 85%

or 17 students among the interval  $\leq 70$ . In post-test I, it could be concluded that 45% or 9 students among the interval  $\geq 70$  students, was complete the Minimum Mastery Criteria (MMC). Then, who incomplete the Minimum Mastery Criteria (MMC) were 55% or 11 students among interval  $\leq 70$ . Average score of pre-test was 45,45 and average score of post-test I was 59,4. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of students' activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not understand the content of the text and they did difficulties to answer the question and some students got failure in test of cycle I. So, the researchers had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

### **c. Cycle II**

The action in the cycle I was not success enough, because in cycle I only 40% all of students was able to Minimum Mastery Criteria (MMC). That was not fulfill the indicator of success, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria. The

cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension of english text with the strategy of wrap up strategy.

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

2) Acting

a) The First Meeting

The first meeting was conducted on Monday, May 29<sup>th</sup> 2023 at 08.00 a.m until 09.30 a.m followed by 20 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researchers continued the material in the first meeting cycle II, review material about english text, the generic structure, and example.

In implementing wrap up strategy in teaching reading comprehension in the process of action, the researcher applied the steps

of wrap up strategy. The researcher gave the students text english with the title *snow white*. In addition, the second students read the story to know about the story and after they read the story the researcher ask them to retell the story using their language into a summary.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

#### b) The Second Meeting

The second meeting was conducted on Saturday, June 3<sup>th</sup> 2020 at 13.00 p.m until 14.00 p.m. For 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue researcher ask the students to make or formulate two question with each group base on the story snow white. Then, discuss their questions with other groups to find out the answers. The reasearcher guides the course of the discussion.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation. Then, the researcher closed the material by praying together.

#### 3) Observing

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score.



Furthermore, on Saturday, June 3<sup>th</sup> 2023 at 17.00 p.m until 18.30 p.m, the researcher gave post test of cycle II with similar task on post-test before. Kinds of the test were multiple choices which consisted of 30 items. The result of the students' test in post test II was better than test in post test I before. There were only 2 of 20 students got the score under the Minimum Mastery Criteria (MMC) in MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung.

**Table 4.11**  
**The Data of Students Post test II Score**

<b>No.</b>	<b>STUDENT'S NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1.	AA	73	COMPLETE
2.	AP	70	COMPLETE
3.	BR	70	COMPLETE
4.	DNA	80	COMPLETE
5.	DE	87	COMPLETE
6.	IZ	77	COMPLETE
7.	IJS	73	COMPLETE
8.	IN	83	COMPLETE
9.	INA	77	COMPLETE
10.	KA	80	COMPLETE
11.	MM	63	INCOMPLETE
12.	RF	70	COMPLETE
13.	RE	80	COMPLETE
14.	RF	70	COMPLETE
15.	UL	70	COMPLETE
16.	HS	70	COMPLETE
17.	DS	70	COMPLETE
18.	ALD	80	COMPLETE
19.	RAS	80	COMPLETE
20.	PSW	60	INCOMPLETE
<b>TOTAL</b>		<b>1483</b>	
<b>AVERAGE</b>		<b>74,15</b>	

Table 4.12

The frequency distribution based on reading grade interval Post test II

No.	Grade Interval	Frequency
1.	60 – 65	2 Students
2.	66 – 71	7 Students
3.	72 – 77	4 Students
4.	78 – 83	6 Students
5.	84 – 89	1 Students
<b>Total</b>		<b>20 Students</b>

Table 4.13

The Frequency of Students' Score in Post-test II

No.	Grade	Frequencies	Percentage	Explanation
1.	$\geq 70$	18	90%	Complete
2.	$\leq 70$	2	10%	Incomplete
	<b>Total</b>	<b>20</b>	<b>100%</b>	

Source: The students' grade of reading post test II of XI MIA class at MA Swasta Daar Al-HikmahSeputih Mataram Central Lampung 3<sup>th</sup> June 2023

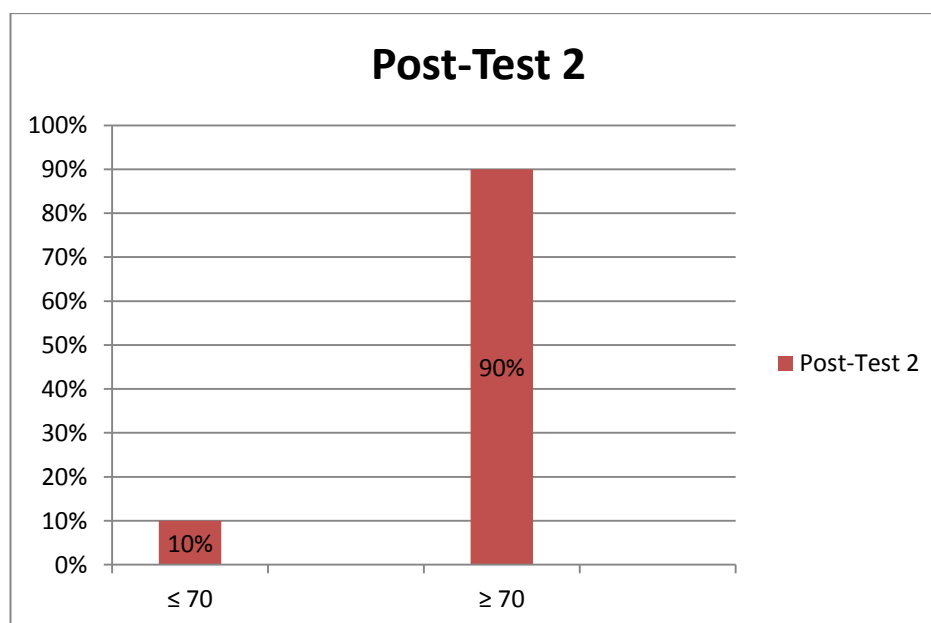


Figure 4.6

The Graph of the Students' Completeness Score in Post-test II

Based on the result above, it could be inferred that 18 students (90%) were successful and 2 other students (10%) were not successful. From the post-test 2 results, the researcher got the average of 74,15. It was higher than post-test 1 in cycle I.

In addition, in this step the researcher presented the material by wrap up strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

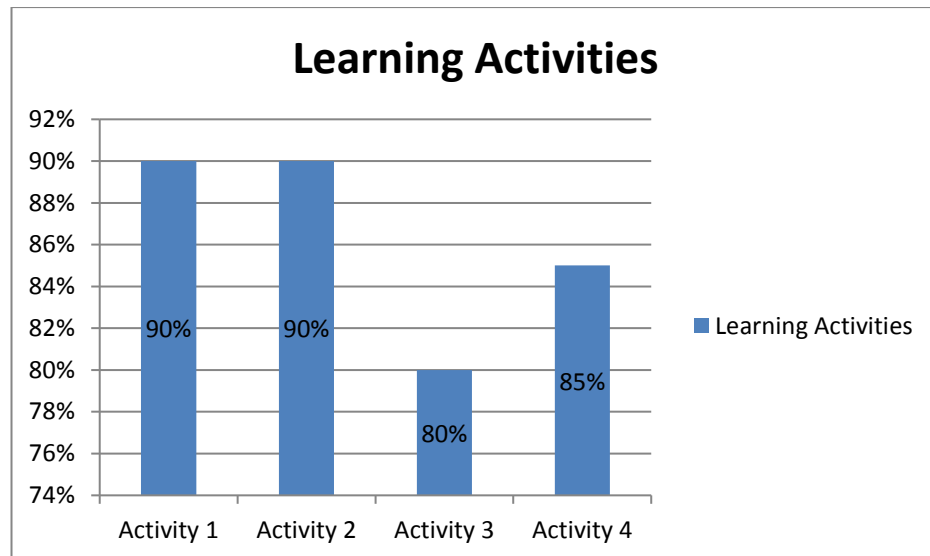
Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 4.14**  
**The Frequency Students' Activities in Cycle II**

<b>No.</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Students' are able to understand the content and information in english text.	18	90%
2.	Students are able to summarize and formulate question based on the text.	18	90%
3.	Students are able to understand the main idea and supporting idea	16	80%
4.	Students' are able to determine the topic in english text.	17	85%
<b>Total Students</b>		<b>20</b>	
<b>The percentage of students' learning activity</b>		<b>86,25%</b>	

*Source: The students' activity at XI MIA class of MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung on June , 2023*

Then, the graph of percentage students' activities in cycle II, as follow:



**Figure 4.7**  
**The Graph of Students' Activities in Cycle II**

The table above showed that the students' activity in cycle II was increase. There were 18 students (90%) who able to understand the content and information in english text. 18 students (90%) who able to summarize and formulate question based on the text, 16 students (80%) were able to understand the main idea and supporting idea and 17 students (85%) who able to determine the topic in english text. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70$ .

### 3) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using wrap up strategy, the reading comprehension would improve.

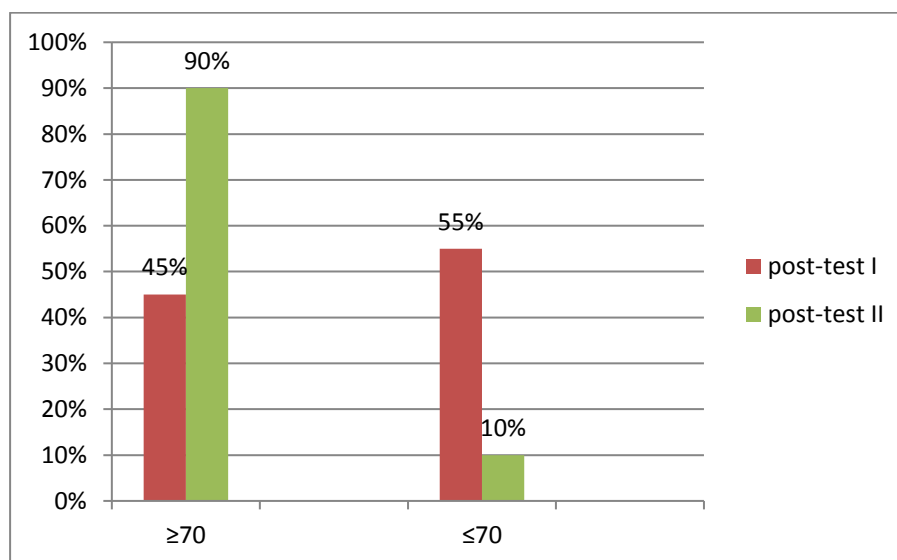
The comparison between students post-test I score and post-test II score could be compared on the following table :

**Table 4.15**

**The Comparison of Students' Score in Post-test I and Post-Test II**

Interval	Criteria	Test	
		Post test I	Post test II
$\geq 70\%$	Complete	9	18
$< 70\%$	Incomplete	11	2
<b>Total</b>		<b>20</b>	<b>20</b>

The graph of comparison students reading comprehension post-test I and post-test II score in cycle II could be seen as follow:



**Figure 4.8**

**The Comparison of the Students' Completeness grade on Post-test I and post-test II**

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 87 and the lowest score is 60.

The average score of post-test II was 74,15. Besides, the percentages of students' successfulness of post-test II score was 90% or 18 students of the total students passed the Minimum Mastery Criteria (MMC) and 10% or 2 students did not pass the Minimum Mastery Criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students was gotten score 70. It indicated that the students' reading was increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that wrap up strategy improve students ability in reading comprehension.

## **B. Discussion**

Reading would be easier to understand when it is supported by the appropriate teaching strategy because the lesson takes more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading by using wrap up strategy can improve students' reading comprehension. Wrap up strategy is reading, reading ahead to clarify to confusing point and figuring out word meaning from context.

## **1. Result of Students Learning**

### **a. Result of students Pre-Test Score**

In this phase, the researcher presented the pre-test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on Monday, May 15<sup>th</sup> 2023. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 3 the students average were 45,45 it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria (MMC) at least 70. In this phase, only 3 students out of 20 students passed of the MMC.

### **b. Result of Students Post-Test 1 Score**

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the posttest I. It was done on Saturday, May 27<sup>th</sup> 2023. Based on the table 7 the students average was 59,4 it shown that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 8 students out of 20 students passed of the Minimum Mastery Criteria (MMC). It can be concluded that most of the students failed in achieving the material.

### **c. Result of Students Post- Test II Score**

In this phase, the researcher continued to cycle II because the score of post-test I in cycle I did not fulfilled the MMC yet that was only 40% passed

the MMC. The researcher presented the post-test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on Tuesday, June 8th, 2023. Based on the table 12 students average were 74,15, it showed that most of the students have achieving the MMC at least 70. In this phase, 18 students out of 20 students of 90% students passed of the MMC and the research was successful.

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

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

**Table 4.16**

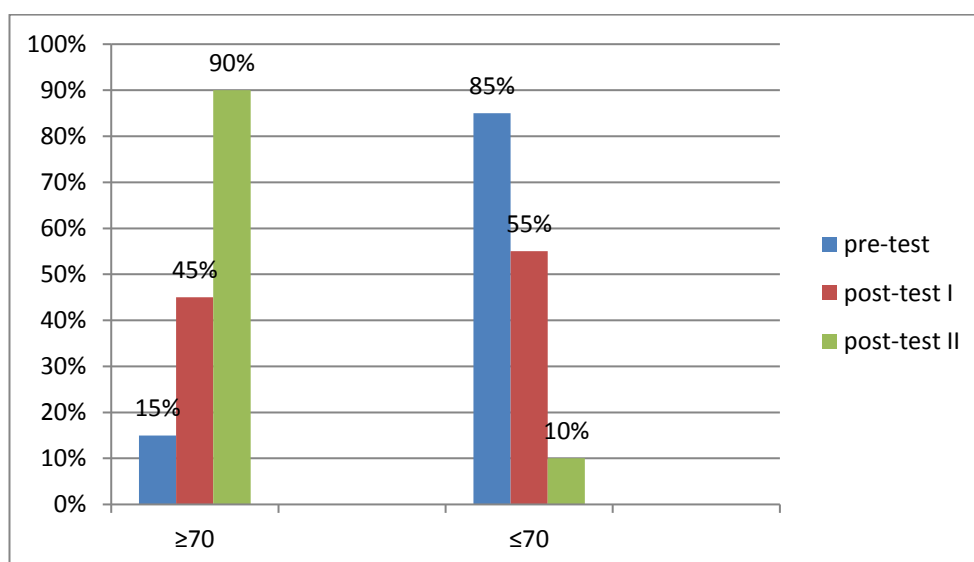
### **The Comparison of Students' Pre-Test, Post-Test I in Cycle I and Post Test II in Cycle II**

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
$\geq 70$	3	15%	9	40%	18	90%	Complete
$\leq 70$	17	85%	11	60%	2	10%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	



Based on the result of the pre-test, post-test I, and post-test II, it was know that there was a positive significant improving of the students' grade. It can be seen from the students get grade 70 from 3 to 9 became 18. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II as follow:



**Figure 4.9**

**The Comparison grade of Students reading comprehension in PreTest, Post-Test I in Cycle I, and Post-Test II in Cycle II**

Based on the graph above, it can be inferred that wrap up strategy can improving the students' ability in reading comprehension. It is supported by

improving grade of the students from pre-test to post test I and from post test I to post test II.

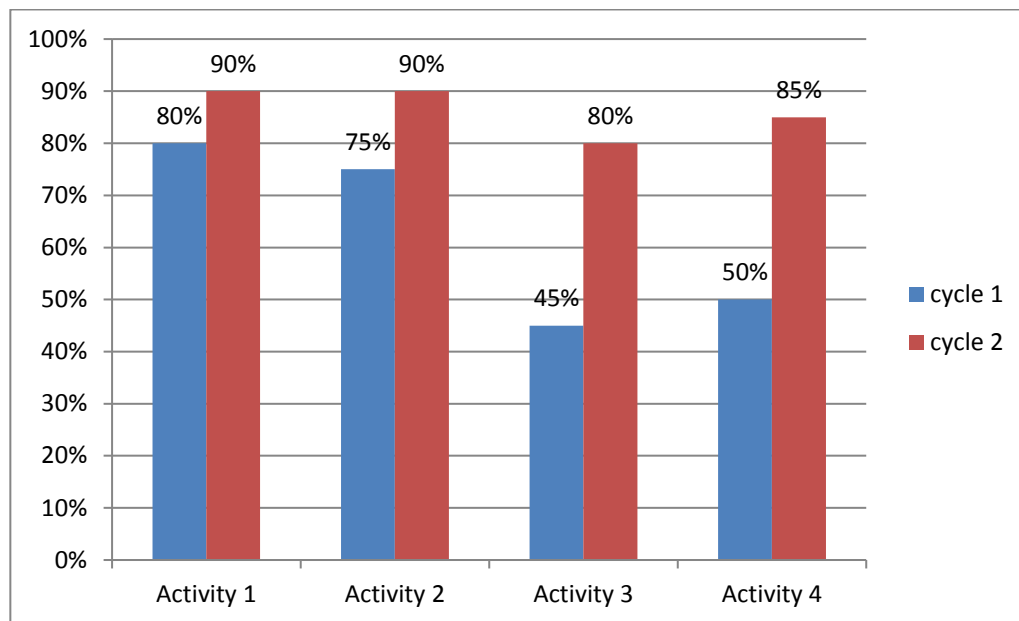
### 3. The Result of Students' Learning Activities in Cycle I and Cycle II

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

**Table 4.17**

**The Presentage of Students Activities in Cycle I and Cycle II**

No.	Students' Activities	Cycle I		Cycle II		Improving
		F	P	F	P	
1	Students' are able to determine the topic in english text.	16	80%	18	90%	<b>Improved</b>
2	Students' are able to summarize and formulate question based on the text.	15	75%	18	90%	<b>Improved</b>
3	Students are able to understand the main idea and supporting idea.	9	45%	16	80%	<b>Improved</b>
4	Students' are able to determine the topic in english text.	10	50%	17	85%	<b>Improved</b>



**Figure 4.10**

**The Graph of Learning Activity in Cycle I and Cycle II**

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

- a. Students' are able to understand the content and information in english text.**

Explanation Activity 1 Activity 2 Activity 3 Activity 4 cycle 1  
 cycle 2 The students'are able to understand the content and information in english text from the first meeting to the next meeting was increased. Most all of the students are able to understand the content and information in the text. In cycle I were only 80% students understand the content and information in english text and in cycle II 90% students. Therefore, there is an improved 10% in cycle II.

**b. Students' are Able to Summarize and Formulate Question based on The Text.**

Students are able to summarize and formulate questions based on the text which from the first meeting to the next meeting increases. This can be seen when students ask questions to other students that they have made and then they dare to answer even though not all questions can be answered properly. At the second meeting there were students who were able to answer questions correctly. For this activity increased 15%, from cycle I 75% and cycle II 90%.. Therefore, there is an improved 15% in cycle II.

**c. Students are Able to Understand The Main Idea and Supporting Idea**

Students are able to understand the main idea and supporting idea were improved. It could be seen on the cycle I 45% and cycle II also 80%, it improved 35%. Based on the data above, it could be concluded that the students are able to understand main ide and supporting idea with the learning process because most of the students shown good improving in reading when wrap up strategy was applied and when the teacher gives practice in learning process from cycle I up to cycle II.

**d. Students' are able to determine the topic in english text**

The students Students' are able to determine the topic in english text were increased from the first cycle to the second cycle. It showed when the students were able to determine the topic. They did determine the topic

well. For this activity was improved 15%. It could be seen on the cycle I 75% and cycle II 90%.

Based on the students' reading comprehension problem investigated from pre-survey, the researcher chooses wrap up strategy to improve the students' reading comprehension. The researcher used this strategy to organize and to make students more active in learning reading comprehension. It was investigated that the use of wrap up strategy can improve students' reading comprehension and learning activity.

In addition, based on the explanation of Cycle I and Cycle II, it was investigated that use of wrap up strategy can improve the students' reading comprehension. There is progress from the Minimum Mastery Criteria (MMC)  $\geq 70$  from pre-test 15% or 3 students, post-test I 40% or 8 students and post-test II become 90% or 18 students. It is inferred that there is progress on the students' complete the Minimum Mastery Criteria (MMC) and total the Minimum Mastery Criteria (MMC) of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 90% from the Minimum Mastery Criteria (MMC)  $\geq 70$  are reached.

The result of the students' activities in cycle I and cycle II are improved. The students' are able to understand the content and information in english text from 80% become 90%, the students' summarize and formulate question based on the text from 75% become 90%, Students are able to understand the main idea and supporting idea from 45% become 80%, and Students' are able to determine the

topic in english text from 50% become 85%. The result of students' activities in cycle I and cycle II, there is progress in students' learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on analysis of chapter IV, the researcher would like to describe the conclusion that the reading comprehension can be improved through wrap up strategy of the eleventh grade at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung, as follows:

Wrap up strategy can improve reading comprehension of the eleventh grade at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. It can be seen on the progress from pre-test to cycle I and cycle II. The average Grade from pre test 45,45 to post test I 59.4 became 74,15 in post test II which have a significant score of 28,7. In cycle I, there were 8 students passed the test and in cycle II were 18 students who get grade  $\geq 70$ . It means that result of cycle II had already reached the indicator of success that was  $>70\%$  students fulfill the minimum mastery criteria (MMC).

Wrap up strategy can improve learning activity of the eleventh grade at MA Swasta Daar Al-Hikmah Seputih Mataram Central Lampung. The student's activity in the implementation of cycle I and cycle II is active. It can be seen on the progress from cycle I and cycle II. The percentage of students' learning activity from cycle I 80% became 90% in cycle II. It means that Wrap up strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

## **B. Suggestion**

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

### **1. For English Teacher**

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use Wrap up strategy in English learning especially in reading because it can improve students' reading comprehension.
- c. The teacher should give motivation to the students in order to be active in learning process.

### **2. For the Students**

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



### **3. For Headmaster**

To support the English teacher to use wrap up strategy in learning process, because wrap up strategy is so helpful.

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# **APPENDICES I**

## SILABUS SMA/MA

**Mata Pelajaran : BAHASA INGGRIS**

**Kelas : XI MIA/IPA**

**Kompetensi Inti :**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<b>English Text lisan dan tulis berbentuk legenda sederhana</b>  Fungsi sosial Meneladani nilai nilai moral, cinta tanah air, menghargai budaya lain.	<b>Mengamati</b>  •Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru.  •Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.  •Siswa mengamati keteladanan dari cerita legenda.  •Siswa belajar Menemukan gagasan utama,informasi rinci dan informasi tertentu dari teks legenda.	Kriteria Penilaian:  •Pencapaian fungsi sosial.  •Kelengkapan dankeruntutan struktur english teks.  •Ketepatan Unsur kebahasaan: tata bahasa,kosa kata,ucapan, tekanan kata, intonasi,ejaan, dan tulisan tangan.  •Kesesuaian format penulisan/	6 x 2 JP	•AudioC D/ VCD/D VD •SUAR A GURU •Koran/ majalah berbahaa Inggris • <a href="http://www.dailymail.com">www.dailymail.com</a> • <a href="http://americanenglish.state.gov/files/ae/resources/our_files">http://americanenglish.state.gov/files/ae/resources/our_files</a> • <a href="http://le">http://le</a>

<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p><i>Struktur</i> a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita</p>	<p><b>Mempertanyakan (questioning)</b> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai english text yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p>	<p>penyampaian</p> <p><b>Unjuk kerja</b> • Melakukan monolog dalam bentuk english teks dalam kelompok/ berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam english teks.</p>	<p><a href="http://www.britishcouncil.org/en/">arnenglish.britishcouncil.org/en/</a></p>
<p>3.9. Mengenal isis fungsi sosial, struktur teks, dan unsur kebahasaan pada english text sederhana berbentuk legenda rakyat, sesuai dengan</p>	<p><i>Unsur kebahasaan</i> (1) Katakata terkait karakter, watak, dan setting dalam legenda (2) Modal auxiliary</p>	<p>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p>	<p><b>Pengamatan (observations) :</b>  Bukan penilaian formal seperti</p>	

<p>konteks penggunaannya.</p> <p>4.13. Menangkap makna english text lisan dan tulis berbentuk legenda, sederhana</p>	<p>verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(2) Ucapan , tekanan kata, intonasi , ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>•Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>•Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>• Siswa secara berkelompok menuliskan /menyalin english teks dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan</li> </ul>	<p>tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>•Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li>•Kesungguhan siswa dalam proses pembelajaran</li> </ul>		
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		<p>runtut</p> <ul style="list-style-type: none"> <li>•Siswa membacakan english teks kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>•Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>•Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	<p>disetiap tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>•Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog english text.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan english text berupa: draft, revisi, editing sampai hasil</li> </ul>		
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		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>•Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>•Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	<p>terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah : MA Swasta Daar Al-Hikmah  
Kelas/ Semester : XI/ 2 (Genap)  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : English Text  
Alokasi Waktu : 4 x 45 Menit  
Siklus/ Pertemuan : 1/1 dan 2

**A. Kompetensi Inti (KI)**

**KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.

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

**KI-3 (Pengetahuan)** : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI-4 (keterampilan)** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.1 Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat 2.2 Siswa dapat mengidentifikasi setting (latar) cerita. 2.3 Siswa dapat mengidentifikasi konflik/masalah yang ada dalam cerita.
1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.4 Siswa dapat menjelaskan solusi yang ada dalam cerita.
1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari English texts sederhana tentang orang, tempat wisata, dan	2.5 Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita. 2.6 Siswa dapat mengidentifikasi

<p>bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>1.4 Menangkap makna english teks lisan dan tulis berbentuk cerita rakyat, sederhana.</p>	<p>penggunaan kata-kata khusus dalam cerita.</p> <p>2.7 Siswa dapat mengidentifikasi penggunaan bentuk kata kerja tertentu dalam cerita.</p> <p>2.8 Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.</p>
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### C. Tujuan Pembelajaran

Siswa dapat mengungkapkan makna english teks lisan dan tulisan berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dalam melaksanakan komunikasi fungsional.

### D. Materi Pembelajaran

Teks lisan dan tertulis berbentuk cerita rakyat sederhana.

#### 1. Fungsi social

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

#### 2. Struktur teks

- Pengenalan tokoh dan setting
- Komplikasi terhadap tokoh utama
- Solusi dan akhir cerita

### 3. Unsur kebahasaan

- Modal auxiliary verbs.
- Ucapan, tekanan kata, intonasi, ketika mempersentasikan secara lisan.
- Rujukan kata.

### E. Strategy

- Wrap up Strategy

### F. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Sumber :

- Buku LKS Bahasa Inggris Kelas 11 SMA Semester 1, Penerbit CV Bina Pustaka
- Buku Persiapan UN Bahasa Inggris Kelas XI

### G. Kegiatan Pembelajaran

Pertemuan I :

Kegiatan	Aktifitas Guru/Murid	Nilai Karakter	Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>•Guru memberi salam (greeting) dan berdoa (pray).</li> <li>•Guru memeriksa kehadiran siswa.</li> </ul>	Religious	10 Menit

	<ul style="list-style-type: none"> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.</li> <li>• Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.</li> </ul>		
<p style="text-align: center;"><b>Inti</b></p> <p><b>Mengeksplorasi</b></p>	<ul style="list-style-type: none"> <li>•Guru menjelaskan kepada peserta didik tentang materi english text.</li> <li>•Guru membagikan contoh english text .</li> <li>•Guru meminta siswa membuat grup.</li> <li>•Siswa diminta untuk</li> </ul>	Teliti	25 Menit

	menceritakan kembali yang sudah mereka diringkas		
<b>Penutup</b>	<ul style="list-style-type: none"> <li>•Guru memberikan feedback dari materi yang telah dipelajari.</li> <li>•Guru memberikan hadiah dan pujian untuk peserta didik.</li> <li>•Guru menutup proses kegiatan belajar mengajar dengan do'a.</li> </ul>	Religious	10 Menit

**Pertemuan II :**

<b>Kegiatan</b>	<b>Aktifitas Guru/Murid</b>	<b>Nilai Karakter</b>	<b>Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>•Guru memberi salam (greeting) dan berdoa (pray).</li> <li>•Guru memeriksa kehadiran siswa.</li> <li>• Guru menjelaskan</li> </ul>	Religious	10 Menit



	<p>tujuan pembelajaran atau kompetensi yang akan dicapai.</p> <ul style="list-style-type: none"> <li>• Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.</li> </ul>		
<p><b>Inti</b> <b>Mengeksplorasi</b></p>	<ul style="list-style-type: none"> <li>•Guru meminta siswa untuk merumuskan pertanyaan berdasarkan teks yang sudah diberikan.</li> <li>•Guru meminta siswa untuk mendiskusikan dengan grup lain untuk mengetahui jawabannya.</li> </ul>	Teliti	25 Menit

<b>Penutup</b>	<ul style="list-style-type: none"> <li>•Guru memberikan feedback dari materi yang telah dipelajari.</li> <li>•Guru memberikan hadiah dan pujian untuk peserta didik.</li> <li>•Guru menutup proses kegiatan belajar mengajar dengan do'a.</li> </ul>	Religious	10 Menit
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**Pertemuan III :**

<b>Kegiatan</b>	<b>Aktifitas Guru/Murid</b>	<b>Nilai Karakter</b>	<b>Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>•Guru memberi salam (greeting) dan berdoa (pray).</li> <li>•Guru memeriksa kehadiran siswa.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.</li> </ul>	Religious	10 Menit

	<ul style="list-style-type: none"> <li>• Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.</li> </ul>		
<b>Inti</b> <b>Mengeksplorasi</b>	<ul style="list-style-type: none"> <li>•Guru membagikan contoh english text .</li> <li>•Siswa diminta untuk menceritakan kembali yang sudah mereka diringkas berdasarkan bahasa mereka.</li> </ul>	Teliti	25 Menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>•Guru memberikan feedback dari materi yang telah dipelajari.</li> <li>•Guru memberikan hadiah dan pujian untuk peserta didik.</li> </ul>	Religious	10 Menit

	<ul style="list-style-type: none"> <li>•Guru menutup proses kegiatan belajar mengajar dengan do'a.</li> </ul>		
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**Pertemuan IV :**

<b>Kegiatan</b>	<b>Aktifitas Guru/Murid</b>	<b>Nilai Karakter</b>	<b>Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>•Guru member salam (greeting) dan berdoa (pray).</li> <li>•Guru memeriksa kehadiran siswa.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.</li> <li>• Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan</li> </ul>	Religious	10 Menit

	latihan-latihan dan tugas dalam pembelajaran.		
<b>Inti</b> <b>Mengeksplorasi</b>	<ul style="list-style-type: none"> <li>•Guru meminta siswa membuat pertanyaan yang sudah diberikan sebelumnya secara kelompok.</li> <li>•Guru meminta siswa untuk berdiskusi dengan grup lain untuk mendapatkan jawaban dari pertanyaan yang sudah dibuat.</li> <li>•Guru memandu jalannya diskusi.</li> </ul>	Teliti	25 Menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>•Guru memberikan feedback dari materi yang telah dipelajari.</li> <li>•Guru memberikan hadiah dan pujian untuk peserta didik.</li> <li>•Guru menutup proses</li> </ul>	Religious	10 Menit

	kegiatan belajar mengajar dengan do'a.		
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## H. Teknik penilaian

### 1. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	1. What is the topic of story above? A. Bad wolf B. New territories C. The kindness of a young woman D. Ah tim E. Unsafe forest

### 2. Instrument :

Terlampir

### 3. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions completely.
75 – 85	B	Good	b. The students answer only 13-15 questions of 20 items.

Seputih Mataram, 22 May 2023

English Teacher

The Researcher

Herwati, S.s  
NIP :





















Adinda Vivi Alunnia  
NPM: 1901050001

## Absensi Siswa MA Swasta Daar Al-Hikmah

## Seputih Mataram Lampung Tengah

## Pre Test

Kelas : XII ( Sebelas ) MIA/IPA

No.	Nama	L/P	Paraf
1.	Anjas Abelia	P	
2.	Asep Prasetyo	L	
3.	Bayu Riviansyah	L	
4.	Derry Nicko A.	L	
5.	Dita Ervanda	P	
6.	Ikhwanul Zakaria	L	
7.	Ilyas Jaya Saputa	L	
8.	Imam Nahroni	L	
9.	Ismi Nur Azizah	P	
10.	Khoirul Anam	L	
11.	Misbahul Munir	L	
12.	Rian Febrian	L	
13.	Rizal Efendi	L	
14.	Rizka Fauziana	P	
15.	Umi Lativha	P	
16.	Halimatus Syakdyah	P	
17.	Devi Silvia	P	
18.	Adinda Latifa Dewi	P	
19.	Rahmad Adi Saputra	L	
20.	Putri Senja Wati	P	

## Absensi Siswa MA Swasta Daar Al-Hikmah

## Seputih Mataram Lampung Tengah

## Post-Test I

Kelas : XII ( Sebelas ) MIA/IPA

No.	Nama	L/P	Paraf
1.	Anjas Abelia	P	<i>Anjas</i>
2.	Asep Prasetyo	L	<i>Asep</i>
3.	Bayu Riviansyah	L	<i>Bayu</i>
4.	Derry Nicko A.	L	<i>Nicko</i>
5.	Dita Ervanda	P	<i>Dita</i>
6.	Ikhwanul Zakaria	L	<i>Ikhwan</i>
7.	Ilyas Jaya Saputa	L	<i>Ilyas</i>
8.	Imam Nahroni	L	<i>Imam</i>
9.	Ismi Nur Azizah	P	<i>Ismi</i>
10.	Khoirul Anam	L	<i>Khoirul</i>
11.	Misbahul Munir	L	<i>Misbahul</i>
12.	Rian Febrian	L	<i>Rian</i>
13.	Rizal Efendi	L	<i>Rizal</i>
14.	Rizka Fauziana	P	<i>Rizka</i>
15.	Umi Lativha	P	<i>Umi</i>
16.	Halimatus Syakdyah	P	<i>Halima</i>
17.	Devi Silvia	P	<i>Devi</i>
18.	Adinda Latifa Dewi	P	<i>Adinda</i>
19.	Rahmad Adi Saputra	L	<i>Rahmad</i>
20.	Putri Senja Wati	P	<i>Putri</i>


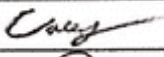


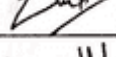


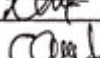

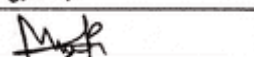


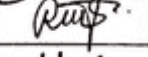
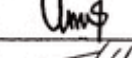



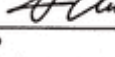
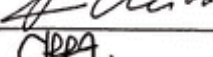


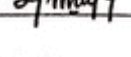


## Absensi Siswa MA Swasta Daar Al-Hikmah

## Seputih Mataram Lampung Tengah

## Post-Test II

Kelas : XII ( Sebelas ) MIA/IPA

No.	Nama	L/P	Paraf
1.	Anjas Abelia	P	
2.	Asep Prasetyo	L	
3.	Bayu Riviansyah	L	
4.	Derry Nicko A.	L	
5.	Dita Erwanda	P	
6.	Ikhwanul Zakaria	L	
7.	Ilyas Jaya Saputa	L	
8.	Imam Nahroni	L	
9.	Ismi Nur Azizah	P	
10.	Khoirul Anam	L	
11.	Misbahul Munir	L <del>---</del>	
12.	Rian Febrian	L	
13.	Rizal Efendi	L	
14.	Rizka Fauziana	P	
15.	Umi Lativha	P	
16.	Halimatus Syakdyah	P 	
17.	Devi Silvia	P 	
18.	Adinda Latifa Dewi	P	
19.	Rahmad Adi Saputra	L	
20.	Putri Senja Wati	P	

## Pre-Test

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 30 Menit

Jumlah Soal : 20 Butir

$$B = \frac{11 \times 100}{30} = 37$$

Name : khoirul Anam

Class : XII IPA

Read the text below and answer question below!

The Following text is for question to 1-5

Once upon a time there was a beautiful princess named Dewi Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of the sun. Her father was King Munding Wangi.

Dewi Kadita's stepmother, Dewi mutiara, wanted her son to become a king in the future, so she called a black wizard to curse Kadita.

She wanted Kadita's beautiful body full of ulcer. Then, it did happen. It smelled bad. The beautiful princess cried. The King was so sad. No one could cure the illness of his daughter. He did not want her daughter to be a rumour, so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart, but she did not have any bad feelings about her stepmother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The

ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean was cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or the Queen of South Ocean.

1. What is the main idea of the last paragraph?
  - a. The princess drowned into the ocean
  - b. The princess come backto the place and become the queenin the place
  - c. The princess could not cure her illness
  - d. The princess recovered illness and become the queen in south ocean
  
2. What is the topic of story above?
  - a. Dewi Kadita is a beautiful woman

b. Dewi Kadita is Nyi Roro Kidul

Dewi kadita an angel named Nyi Roro kidul or the Queen of South Ocean

d. Beautiful Nyi Roro Kidul

3. What the purpose of the story above?

a. Dewi kadita was cursed

b. Dewi Kadita's stepmother wants her to leave

Dewi Kadita who was cursed by her stepmother but ended up regretting it

d. Dewi kadita is a good woman

4. "He did not want her daughter to be a rumour" (Paragraph 2)

The word "Her" refers to...

a. Dewi Mutiara

Black Wizard

c. The king daughter

d. Father of Dewi Mutiara

5. "However, she had a noble heart" (The last Paragraph)

What does the underline word mean?

a. Sublime

Wicked

c. Envious

d. Spite

The Following text is for question to 6-10

Once upon a time, a farmer planted a beet. The beet grew and grew.

One day the farmer pulled on the beet, but the beet did not come up. "Horse, please help me pull up this beet. I want to eat for dinner," said the farmer. "Sure, I'll help you," said the horse. But the beet did not come up.

Next the farmer went to the cat. "Oh my dear cat, please help me pull this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help." said the cat. But again the beet not come up. So the farmer went to the mouse. "Lovely mouse, please help me pull up this beet. I want to eat it for dinner." said the farmer. "Sure, I'll help." said the mouse.

So the mouse pulled on the cat. The cat pulled on goat, and the goat pulled on the cow. The cow pulled on the horse, the horse pulled on the farmer, and the farmer pulled on the beet. And the beet came up! "Thank you, horse. Thank you, cow. Thank you, goat. Thank you, cat. And thank you mouse!" said the farmer. "Now we can all eat dinner," And they did.

6. What is the main idea of the last paragraph?

- a. They all finally pull each other so that the bits are pulled out
- b. Farmers have a hard time pulling out the beets
- c. The mice managed to pull out the beets
- d. Bits cannot be revoked

7. What is the topic of story above?

- a. Beet and Horse
- b. Farmer
- c. Pull out the beets
- d. The Farmer and the beet story

8. What is the purpose of the text above?

- a. To amuse the reader
- b. To retell the writer's experience as a farmer
- c. To make sure that the writer's audience become a farmer
- d. To realize that being a farmer is a hard thing to do

9. "I want to eat it for dinner," said the farmer. (Paragraph 3)

The word "It" refers to...

- a. Cat

- b. Horse
- c. Farmer
- d. Beet

10. "Please help me pull this beet."

What does the underline word mean?

- a. Interesting
- b. Pinch
- c. Cut
- d. Bite

The Following text is for question to 11-15

Once upon a time, there were two butterflies, Teri and Roni. They were friends. Teri and Roni had the same crown.

One day, Kodi a frog, saw Teri and Roni quarelling." You took it!" said Roni."

No, I didn't!" said Teri.

"Hey, what's the matter?" asked Kodi." Teri stole my crown!" said Roni "No, I didn't," said Teri

"Yesterday, I still had my crown when she came to visit me," said Roni"Today I cannot find the crown! Look ! She is wearing it!" Roni shouted.

"My mom gave me this crown! ," Teri explained

Kodi suggested they all go to Roni's house "Where did you put it?" said Kodi to Roni.

"I put it on the table," Rani answered. They didn't find the crown.

"Maybe it fell down." Kodi looked under the table. Nothing was there.

"It was my favourite crown!" Roni sobbed "I didn't steal yours, but if you like it so much, you can have mine," Teri gave Roni the crown. "It's here!" Kodi saw the crown behind the curtain. Roni stopped crying. "Thank God, Kodi found it!"

"Sorry Teri, I accused you I'm a terrible friend!" said Roni "It's okay," said Teri, "Let's say thank to Kodi!"

11. What is the main idea of the last paragraph?

- a. Roni who accuses anchovies
- b. Villain Teri
- c. Teri liar
- d. Roni apologized

12. What is the topic of the story above?

- a. Family
- b. Crown

- c. Butterfly
- d. Position

13. What is the purpose of the text above?

- a. To give information about something
- b. To amuse the readers
- c. To describe about something
- d. To tell the reader about the writer's experience

14. "Sorry Teri, I accused you" (Last Paragraph) the word "I" refers to..

- a. Butterfly
- b. Roni
- c. Teri
- d. Mother

15. Roni quarrelling. "You took it!" said Roni. (Line 5) What does the underline word mean?

- a. Following
- b. Disputing
- c. Insulting
- d. Suggesting

The Following text is for question to 16-20

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors.

One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It is very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have a dinner, and asked them for something to eat.

The first gave her some left-over food, the second gave her some unappetizing camel's tail, the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the three sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered the servant to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you", she

announced her choice to the sheiks. "So it is Hakim I will marry."

16. The main idea of paragraph six is ...

- a. Hakim was served with succulent meat
- b. Hakim was satisfied with the food served
- c. Hakim wanted to share the food with the sheiks
- d. Hakim had made the queen find the resolution of her problem

17. What is the topic of story above?

- a. Maura is looking for a life partner
- b. The three sheiks who will marry Maura
- c. Maura is the queen of the palace
- d. Maura is a rich kid

18. What the purpose the story above?

- a. The sheikhs who are looking for moorings
- b. Maura's father wants to match her up
- c. Maura wants to find a companion for life
- d. Maura wanted to deceive the sheikhs

19. The "Her" in the second paragraph refers to...

- a. The three sheiks
- b. The haki
- c. The queen muara
- d. Father of the queen

20. Maura chose not to marry the sheiks. except..

- a. Hakim
- b. Bani
- c. Malik
- d. Adam

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. What is the main idea of last paragraph above?

- a. Raden Begawan died after winning the contest
- b. They finally got married
- c. Princess Teja Nirmala dies after falling in love

d. The King looked for Raden Begawan

22. What is the topic of the story?

- a. Princess Teja Nirmala
- b. Sangprabu
- c. competition
- d. The Legend of Mount Wayang

23. What is the purpose of the story above?

- a. Only evil will win over love
- b. The evil princess wants to get Raden Begawan
- c. Killed princess teja nirmala
- d. The prabu who wants to marry off his son

24. "Raden Begawan saw him"

The word "Him" refers to..

- a. Raden begawan
- b. the king
- c. Princess teja nirmala
- d. Evil fairy



28. What is the purpose of the story?

- a. The stepmother did not want to see her children get hurt
- b. the witch will make the child suffer
- c. children who want to be with wizards

d. The stepmother left her son with the witch

29. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...

a. marked

- b. Painted
- c. opened
- d. closed

30. "when her feet were tired"

the word "her" refers to?

a. Stepmother

- b. Children
- c. Witch
- d. Father

## Post-Test 1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 30 Menit

Jumlah Soal : 20 Butir

B = 21

Name : Adinda Latifa D.

Class : XII MIA / IPA

Read the text below and answer question below!

The Following text is for question to 1-5

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," he thought.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

1. What is the main idea of story above?

- a. The fox was walking through the river when he spotted the grapes
- b. The fox worked very hard and successful
- c. The fox gave up after several trials
- d. The fox was starving so he wanted to eat the grapes so much

2. What is the topic of story above?

- a. The Grapes
- b. The Fox
- c. The Fox and The Grapes
- d. Taking a grape

3. What is the purpose of the text?

- a. To tell about the fox' effort
- b. To show the way to reach the grapes
- c. To explain the fox in general
- d. To amuse the readers by a fable

4. "..... and he tried to reach them but still failed."

What is the synonym of the underlined word?

- a. get
- b. drop
- c. pass
- d. handle

5. What is the purpose of the story above?
- a. It's normal to give up if you fail
  - b. Nothing comes easy without a hard work
  - c. You must believe in your ability
  - d. Confident is the key of your success

The Following text is for question to 6-10

Once a wax candle and a tallow candle were having a conversation. The wax candle was very vain and boasted, "I will be placed in a silver candle stand at tonight's party." The tallow candle answered, "It is certainly better to be made of wax than of tallow but I am happy that I burn in the kitchen where food is cooked."

Suddenly, a rich lady came and picked up all the candles. Seeing the tallow candle along with the wax candle, the lady gave it to a poor boy who was passing by.

The poor boy took the tallow candle home. Seeing the small cottage, the tallow candle thought, "How lucky the wax candle is to be in its rich home."

Meanwhile, the mother lit the tallow candle. One of the children said, "Oh, we have light in the house today!" The tallow candle saw the joy in his eyes and was happy to be in the cottage and did not envy the wax candle again.

6. What is the main idea of the text above?
- a. We have to trust each other
  - b. We must compete to win someone else's heart
  - c. Be confident because you are the best

d. Don't be jealous of other people's life

7. What is the topic of story above?

- a. The Two Candles
- b. Tallow candle
- c. The Candles
- d. The party with two candles

8. What is the Purpose of the text above?

- a. The tallow candle doesn't want to be in the cabin
- b. The tallow candle is happy anywhere as long as the owner is happy to have it
- c. all candles want to be in the party
- d. The tallow candle will melt when lit

9. "How lucky the wax candle is to be in its rich home." (Paragraph 3) The word "Its" refers to?

- a. The poor
- b. Two candles
- c. The tallow candle
- d. The rich lady

10. "The poor boy took the tallow candle home". What does the underline word mean?

- a. Unlucky
- b. Rich
- c. Expensive
- d. Cheap

The Following text is for question to 11-15

Once there lived a handsome prince on a high mountain. He wanted to go to the

moon because he loved the gentle moonlight. He loved the moon's gentle white shine.

One day, he fulfilled his dream and really went to the moon. There he met the Moon King's daughter. She was a lovely young princess. They fell in love with each other and wandered together all over the moon among the flowers and danced together.

But soon, it was time to go back to earth and the prince felt very sad. The princess gave him a beautiful flower that grew on the moon, so that the prince could always look at it and remember her. The prince took the flower, bid the princess goodbye and went all the way back to earth. He planted the flower, and soon it covered all the mountains like a lovely white carpet. It is believed that this is how the alpine flowers reached the earth from the moon

11. What is the main idea of paragraph 3?

- a. The prince planted the flower on earth
- b. The prince went back to earth
- c. The prince could finally go to the moon
- d. The prince and Moon Princess fell in love to each other

12. What is the topic of story above?

- a. The moon
- b. The flowers
- c. Flowers from the Moon
- d. The moon came back

13. What is the Purpose of the text above?

- a. Prince who dreams of going to the moon but ends up getting flowers from the moon
- b. The moon princess who lost her prince
- c. Interest earned from the moon
- d. The prince and princess of the moon fell in love with each other

14. Why did the princess give the prince a beautiful flower?

- a. To make the prince could always look at it and remember her
- b. In order to make the prince remember the moon
- c. So that the prince could easily go back to the moon
- d. To make the flower grow on earth

15. The prince took the flower

What does the underline word mean?

- a. Put
- b. Interesting
- c. Dig
- d. Bring

The Following text is for question to 16-20

On the night of the flood Mr sarkawi and his wife were on their way home from visiting his brother in another village. They went home by bicycle, Mr sarkawi peddling and Mrs Sarkawi on the back seat. They just left his brother's village when it suddenly began to rain. They stopped at the side of the road and wheeled the bicycle

under a shade. It was a hut belonging to Mr Sarkawi's neighbour.

The rain did not stop. it even got heavier and heavier. water poured down very hard. Dark clouds hung heavily in the sky. They started to get tired and worried. 'This will take a long time, Mrs sarkawi said. Mr sarkawi though the same thing. 'we must get moving ' he said. 'the children migh be in danger.' His wife agreed and she took the raincoat from her bag.

They were on the bicycle again, under one raincoat. Mr Sarkawi peddled as fast as he could and the rain poured even harder. Suddenly, they heard the sound of kentongan from the direction of their village. Mr Sarkawi tried to peddler harder. Mrs Sarkawi got very worried, too. but she kept silent. They knew that something bad was happening in their village.

They finally reached the gate of their village. The road was flooded. The water rose knee-high. People were running in and out their houses. Now Mr Sarkawi had to push the bicycle toward their house. he put the bicycle in the shade and they burst into their house. their two children were pushing chairs to the side of the room. They were glad that their parents were home. Now, every body was busy packing some clothes and other things. Outside, the water rose still higher. They gathered their bags and things in the front room. they waited for the truck that would take them to a safer place.

16. The main idea of paragraph 1 is.....

- a. It suddenly began to rain
- b. The hut belonged to Mr Sarkawi's neighbour
- c. Two people went home from visiting
- d. Mr sarkawi only had one bicycle for two persons

17. The story is mainly about.....

- a. The flood
- b. Mr sarkawi's bicycle
- c. Mr Sarkawi's children
- d. Mr sarkawi's village

18. What is the Purpose of the text above?

- a. Rain will flood the area
- b. The flood will drown Mr. Sarkawi
- c. Mr. Sarkawi and his wife had to get home immediately to help their child before the flood
- d. Mrs wife Sarkawi doesn't want to help his son

19. They just left his brother's village (Paragraph 1) The word "His" refers to?

- a. The village
- b. Neighbour
- c. House
- d. Mr. Sarkawi and his wife

20. Which of the following sentences are not found in the story above is? EXCEP...

- a. They were glad that their parents were home
- b. Mrs wife Sarkawi doesn't want to help his son
- c. The flood will drown Mr. Sarkawi

Once upon a time, there were two butterflies, Teri and Roni. They were friends. Teri and Roni had the same crown.

One day, Kodi a frog, saw Teri and Roni quarelling." You took it!" said Roni."

No, I didn't!" said Teri.

"Hey, what's the matter?" asked Kodi." Teri stole my crown!" said Roni " No, I didn't," said Teri

"Yesterday, I still had my crown when she came to visit me," said Roni"Today I cannot find the crown! Look ! She is wearing it!" Roni shouted.

"My mom gave me this crown! ," Teri explained Kodi suggested they all go to Roni's house"Where did you put it?" said Kodi to Roni.

" I put it on the table," Rani answered. They didn't found the crown."Maybe it fell down." Kodi looked under the table. Nothing was there.

"It was my favourite crown!" Roni sobbed "I didn't steal yours, but if you like to so much, you can have mine," Teri gave Roni the crown."It's here !" Kodi saw the crown behind the curtain.Roni stopped crying," Thank God, Kodi found it"

"Sorry Teri, i accused you i'm a terrible friend!" said roni "It's okay," said teri. "Let's say thank to Kodi!"

21. What is the main idea of the last paragraph?

- a. Roni who accuses anchovies
- b. Villain Teri
- c. Terri liar
- d. Roni apologized

22. What is the topic of the story above?

- a. Family
- b. Crown
- c. Butterfly
- d. Position

33. What is the purpose of the text above?

- a. To give information about something
- b. To amuse the readers
- c. To describe about something
- d. To tell the reader about the write's experience

24. "Sorry Teri, i accused you" (Last Paragraph) the word "i" refers to..

- a. Butterfly
- b. Roni

- c. Teri
- d. Mother

25. Roni quarelling." You took it!" said roni. ( Line 5) What does the underline word mean?

- a. Following
- b. Disputing
- c. Insulting
- d. Suggesting

The Following text is for question to 26-30

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage . She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke

up. She saw the dwarfs. The dwarfs said, "what is your name ?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

26. The main character of the story is...

- a. Princess
- b. Snow White
- c. Aunt
- d. Dwarfs

27. What is the topic above?

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

28. The purpose of the text is.....

- a. to entertain the reader about Snow white
- b. to tell the reader
- c. to amuse the people
- d. to explain the reader

29. " She lived with her aunt "

( Paragraph 1) The word "Her" refers to?

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

30. Which of the following sentences are not found in the story above is? EXCEP...

- a. Snow White goes to the moon
- b. Snow White died
- c. The dwarves killed Snow White
- d. The seven dwarfs lived happily ever after

## Post-Test 2

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 30 Menit

Jumlah Soal : 20 Butir

B=23

Name : Anjas Abelia

Class : XII MIA / IPA

Read the text below and answer question below!

The Following text is for question to 1-10

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife.

The woman had brought with her into the house two daughters, who were beautiful and fair of face but vile and black of heart. Since then a bad time for the poor step-child began. One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked

to go with them to dance, and begged her step-mother said "you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. What is the main idea of the last paragraph?
  - a. The stepmother was jealous of Cinderella
  - b. Cinderella got the dress, silver and gold from the bird so she can go to the ball
  - c. The stepmother and sisters did not recognize Cinderella
  - d. His sister wants to get gold



2. The story above tells about

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

3. What is the Purpose of the text above?

- a. We must remain patient in facing all the difficulties we face, and we must continue to hope and pray to the Almighty.
- b. We should not be jealous of anything
- c. Don't brag about yourself
- d. Stay humble

4. Gold throw down over me.

(Last Paragraph ) The word "me" refers to?

- a. Cinderella
- b. Daughters
- c. Step-mother
- d. Prince

5. 'The woman had brought with her into the house two daughters'. What does the underline word mean?

- a. Put
- b. Interesting
- c. Dig
- d. Bring

6. What is the main idea of the second paragraph?

- a. Cinderella went with her brother
- b. Stepmother gave a nice dress for Cinderella
- c. Stepmother scolded Cinderella
- d. Cinderella was not allowed to come to the party by her stepmother

7. The last story called ...

- a. complication
- b. orientation
- c. coda
- d. resolution

8. Why couldn't Cinderella go to the festival?

- a. she doesn't dance
- b. she has dance
- c. she didn't dance
- d. she didn't have clothes and couldn't dance

9. The step-mother however did not recognize her. (Last Paragraph ) The word "Her" refers to?

- a. Cinderella
- b. Daughters
- c. Step-mother
- d. Prince

10. The step-mother however did not "recognize" her. What does the underline word mean?

- a. to see
- b. to know
- c. to told
- d. to talk

The Following text is for question to 11-15

It was bight summer day. The wheat fields had turned golden in the warm sun. Around the wheat fields, there were meadow of green grass. In the midst of the

meadows and fields, stood a farm house. A stream of clean water flowed past the house. In one of those shady spots on the bank the stream, among a cluster of shrubs and plants, a mother duck sat on her eggs to hatch them.

After a few days the shall began to crack and out game five little duckling looked very pretty. The mother duck was very happy. She stood up to see if the all eggs were hatched. No, there was one large egg-the sixth one that remained unhatched. It's shell was harder . But mother was determined to bring every one of her brood into this world.

What a shock she got when the last egg finally cracked . The new bird was very ugly and much bigger than the others. "It cannot my baby" shouted the mother duck " I wonder of he is a turkey !"soon, it seemed that nobody like this duckling. They named him "Ugly Duckling". The mother duck never approved of this rude and treatment.

His bad days had suddenly ended. He was not an ugly duckling after all. Now he changes a beautiful white swan.

11. What is the main idea of story above?
- The mother duck does not like her child
  - The duckling that was originally ugly turned into a beautiful and white one
  - The mother duck did not accept being called ugly
  - Ducklings cannot hatch

12. The topic of the text is.....

- the turkey
- ugly duckling
- the bird
- the swan

13. What is the Purpose of the text above?

- The mother duck wants to make her chicks ugly
- The ugly duckling is the sixth egg
- We should not judge something from the outside because one day it can change
- The mother duck wanted to give the ugly duckling to someone else

14. His bad days had suddenly ended.

( Last Paragraph ) The word "His" refers to?

- Ugly duck
- Mother duck
- Sister duck
- Someone

15. What does the underline word mean?

- Crannied
- Bad
- Good
- Not enough

The Following text is for question to 16-20

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage . She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name ?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

16. The main character of the story is...

- a. Princess
- b. Snow White
- c. Aunt
- d. Dwarfs

17. What is the topic above?

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

18. The purpose of the text is.....

- a. to entertain the reader about Snow white
- b. to tell the reader
- c. to amuse the people
- d. to explain the reader

19. " She lived with her aunt "

( Paragraph 1) The word "Her" refers to?

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

20. Which of the following sentences are not found in the story above is? EXCEP...

- a. Snow White goes to the moon
- b. Snow White died
- c. The dwarves killed Snow White
- d. The seven dwarfs lived happily ever after

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. What is the main idea of last paragraph above?

- a. Raden Begawan died after winning the contest
- b. They finally got married
- c. Princess Teja Nirmala dies after falling in love

d. The King looked for Raden Begawan

22. What is the topic of the story?

- a. Princess Teja Nirmala
- b. Sangprabu
- c. competition
- d. The Legend of Mount Wayang

23. What is the purpose of the story above?

- a. Only evil will win over love
- b. The evil princess wants to get Raden Bengawan
- c. Killed princess teja nirmala
- d. The prabu who wants to marry off his son

24. "Raden Begawan saw him"

The word "Him" refers to..

- a. Raden begawan
- b. the king
- c. Princess teja nirmala
- d. Evil fairy

25. Unfortunately, the wicked fairy.

What does the word underline mean?

- a. sadly
- b. chaotic
- c. pity
- d. critical

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Every night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother closed the door.

'Children. I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

26. What is the main idea of the last paragraph?

- a. The stepmother locks up her children
- b. The evil fairy wants to kill her child
- c. The stepmother is the best mother for her child
- d. Children are disobedient to their parents

27. The story is about....

- a. Two children went to school for the first time
- b. A witch who is really kind
- c. A father who begged a witch for money
- d. A stepmother who saved her children from a witch

28. What is the purpose of the story?

a. The stepmother did not want to see her children get hurt

b. the witch will make the child suffer

c. children who want to be with wizards

d. The stepmother left her son with the witch

29. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4).

The underlined word "shut" can be replaced by the word...

a. marked

b. Painted

c. opened

d. closed

30. "when her feet were tired"

the word "her" refers to?

a. Stepmother

b. Children

c. Witch

d. Father

## OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

## CYCLE 1

Subject : English

Class/Semester : XI/Genap

School : MA Swasta Daar Al-Hikmah

No.	Students Name	The aspects that are observed			
		Students' are able to understand the content information in english text	Students are able to summarize and formulate question based on the text	Students are able to understand the main idea and supporting idea	Students' are able to determine the topic in english text
1.	AB	✓	✓	✓	✓
2.	AP				✓
3.	BR	✓			✓
4.	DNA	✓	✓	✓	
5.	DE		✓	✓	✓
6.	IZ	✓			✓
7.	IJZ	✓		✓	✓
8.	IM	✓			
9.	INZ	✓	✓	✓	✓
10.	KA	✓			✓
11.	MM	✓	✓		✓
12.	RF	✓	✓	✓	
13.	RE				✓
14.	RF	✓			✓
15.	UM				
16.	HS	✓	✓	✓	✓
17.	DS	✓			✓
18.	ALD	✓	✓	✓	✓
19.	RAS	✓	✓	✓	✓

20.	PSW	✓	✓		
	Total	16	10	9	15

**Note :**

- Trick (✓) for each positive activity
- Percentage for student's activities

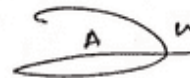
Collaborator

Herwati, S.s

NIP :

Seputih Mataram, 22 May 2023

The Researcher

Adinda Vivi Alunnia

NPM : 1901050001



## OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

## CYCLE 2

Subject : English

Class/Semester : XI/Genap

School : MA Swasta Daar Al-Hikmah

No.	Students Name	The aspects that are observed			
		Students' are able to understand the content and information in english text	Students are able to summarize and formulate question based on the text	Students are able to understand the main idea and supporting idea	Students' are able to determine the topic in english text
1.	AB	✓	✓	✓	✓
2.	AP				
3.	BR	✓	✓	✓	✓
4.	DNA	✓	✓	✓	✓
5.	DE	✓	✓	✓	✓
6.	IZ	✓	✓		✓
7.	IJZ	✓	✓	✓	✓
8.	IM	✓	✓	✓	✓
9.	INZ	✓	✓	✓	✓
10.	KA	✓	✓	✓	✓
11.	MM	✓	✓	✓	✓
12.	RF	✓	✓	✓	✓
13.	RE			✓	✓
14.	RF	✓	✓	✓	✓
15.	UM	✓			
16.	HS	✓	✓	✓	✓
17.	DS	✓		✓	
18.	ALD	✓	✓	✓	✓

19.	RAS	✓	✓	✓	✓
20.	PSW	✓	✓	✓	✓
Total		18	16	17	18

**Note :**

- Trick (✓) for each positive activity
- Percentage for student's activities

Collaborator

Herwati, S.s

NIP :

Seputih Mataram, 29 May 2023

The Researcher

Adinda Vivi Alunnia

NPM : 1901050001

FIELD NOTE TABLE

No.	Date	Field note result
1.	16 <sup>th</sup> / May 2023 (Pre test)	the students do the task of multiple choice about english text in pre test. It know the students Reading Comprehension
2.	22 <sup>th</sup> / may 2023 (Cycle I meeting I)	the students accept the Reading comprehension material about english text and the researcher observed the learning activity.
3.	27 <sup>th</sup> / may 2023 (Cycle I meeting II)	the result of the activity is students have progress to reading comprehension
4.	27 <sup>th</sup> / may 2023 (Post-test I)	The students <del>improving</del> improve in Reading comprehension But the students were unsuccessful to get XMMC.
5.	29 <sup>th</sup> / may 2023 (Cycle II, meeting I)	the students practice more in material and <del>the</del> the researcher give motivation in the learning
6.	3 <sup>th</sup> / June 2023 (Cycle II, meeting II)	the students continue again
7.	3 <sup>th</sup> / June 2023 Post-test II	the students were successful to get minimum master criteria because 70% or student score in post test II is achieved <del>70</del> as the minimal score. In addition, the post test II result is 10 or 90% students were got 70 as minimal score

## **APPENDICES II**

08/08/22 19:07

IZIN PRASURVEY



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

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

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

Nomor : B-3675/In.28/J/TL.01/07/2022  
Lampiran : -  
Perihal : IZIN PRASURVEY

Kepada Yth.,  
Kepala Sekolah MA SWASTA  
TERPADU DAAR AL HIKMAH  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama	: ADINDA VIVI ALUNNIA
NPM	: 1901050001
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECTIVENESS STRATEGY WRAP UP TO IMPROVE STUDENTS READING COMPREHENTION AT MA SWASTA TERPADU DAAR AL HIKMAH SEPUTIH MATARAM

untuk melakukan prasurvey di MA SWASTA TERPADU DAAR AL HIKMAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Juli 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**YAYASAN AN-NUR**  
**MADRASAH ALIYAH TERPADU DAAR AL-HIKMAH**  
Varia Agung kec. SeputihMataram. Kab. Lampung Tengah  
Kode pos 34164 HP. 081379935067

Nomor : 351/MAT-DH/VA/XII/2022  
Lampiran : -  
Perihal : Surat Balasan Izin Praktikum

Kepada Yth :  
Kepala Prodi Bahasa Inggris IAIN Metro  
Di Tempat

Assalamu'alaikum Wr. Wb

Yang bertanda tangan di bawah ini :

Nama : Yuli Hartatik, S. Pt.  
Jabatan : Kepala Madrasah MA Terpadu Daar Al-Hikmah Seputih Mataram

Dengan ini menyatakan "Menerima" untuk melaksanakan Praktikum di Madrasah Kami atas nama mahasiswa :

Nama : Adinda Vivi Alunnia  
Perguruan Tinggi : IAIN Metro  
NPM : 1901050001  
Semester : 7 ( tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul : The Effectiveness Strategy Wrap Up To Improve Students Reading  
Comprehension At MAS Terpadu Daar Al- Hikmah Seputih Mataram

Demikian surat ini kami buat untuk digunakan sebagaimana mestinya dan atas kerja samanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Seputih Mataram, 5 Desember 2022  
Kepala MAS Terpadu Daar Al-hikmah



Yuli Hartatik, S. Pt.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nomor : B-1997/In.28.1/J/TL.00/05/2023  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Widhiya Ninsiana (Pembimbing 1)  
 (Pembimbing 2)

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ADINDA VIVI ALUNNIA**  
 NPM : **1901050001**  
 Semester : **8 (Delapan)**  
 Fakultas : **Tarbiyah dan Ilmu Keguruan**  
 Jurusan : **Tadris Bahasa Inggris**  
 Judul : **IMPROVING STUDENTS' READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH MATARAM CENTRAL LAMPUNG**

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2023  
 Ketua Jurusan,



Andianto M.Pd



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

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

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

Nomor : B-2190/In.28/D.1/TL.00/05/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA SWASTA DAAR AL-  
HIKMAH  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2191/In.28/D.1/TL.01/05/2023, tanggal 12 Mei 2023 atas nama saudara:

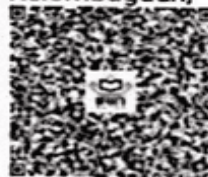
Nama : **ADINDA VIVI ALUNNIA**  
NPM : 1901050001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA SWASTA DAAR AL-HIKMAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH MATARAM CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Mei 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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

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

**SURAT TUGAS**

Nomor: B-2191/In.28/D.1/TL.01/05/2023

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

Nama : **ADINDA VIVI ALUNNIA**  
NPM : 1901050001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA SWASTA DAAR AL-HIKMAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA SWASTA DAAR AL-HIKMAH SEPUTIH MATARAM CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 12 Mei 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

Mengetahui,  
Pejabat Setempat  
*[Signature]*  
**Yuu Hartatik, S.Pt.**





**YAYASAN AN-NUR**  
**MADRASAH ALIYAH TERPADU DAAR ALHIKMAH**  
 Varia Agung kec. Seputih Mataram. Kab. Lampung Tengah  
 Kode pos 34164 HP. 081379935067

---

Nomor: 0355/MAT-DH/V/2023  
 Lamp : -  
 Prihal : Surat Balasan Research

*Asaalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini,

Nama : Yuli Hartatik, S. Pt.  
 Jabatan : Kepala Madrasah  
 Madrasah : MA Terpadu Daar Alhikmah, Seputih Mataram

Dengan ini menyatakan telah Menerima dan memberikan izin permohonan Research Mahasiswa yang bernama :

Nama : Adinda Vivi Alunnia  
 NPM : 1901050001  
 Asal PT : IAIN Metro  
 Jurusan : Tadris Bahasa Inggris  
 Judul : "IMPROVING STUDENTS' READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA SWASTA DAAR ALHIKMAH SEPUTIH MATARAM CENTRAL LAMPUNG"

Demikian surat ini disampaikan dengan sebenarnya untuk dipergunakan sebagaimana mestinya Dan atas kerjasamanya diucapkan terimakasih.

*Wassalamu'alaikum wr.wb*

Seputih Mataram, 22 Mei 2023

Kepala Madrasah



*[Handwritten Signature]*  
 Yuli Hartatik, S. Pt.



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

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

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Adinda Vivi Alunnia  
NPM : 1901050001  
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2023  
Ketua Prodi TBI

Andianto, M.Pd  
NIP. 1987 1102 201503 1 004



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

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-787/In.28/S/U.1/OT.01/06/2023**

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

Nama : ADINDA VIVI ALUNNIA  
NPM : 1901050001  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050001

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2023  
Kepala Perpustakaan



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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Adinda Vivi Alunnia  
 NPM : 1901050001

Prodi : TBI  
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Setara 13/2023 /12		Revisi Judul Perbaiki background of study dan penulisan	
2.	Jum'at 23/2023 /12		Revisi ch III Variable of the research observation sheet Perbaiki penulisan	
3.	Jum'at 06/2023 /01		Perbaiki background of study and prior research	
4.	Jum'at 13/2023 /01		Perbaiki background of study Perbaiki cycle I Variable of the research	
5.	Rabu 14/2023 /01		Perbaiki the table of specification	

Mengetahui,  
 Ketua Prodi/TBI

Andianto, M.Pd.  
 NIP. 198711022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum  
 NIP. 197209232000032002



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

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

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

Nama : Adinda Vivi Alunnia  
NPM : 1901050001

Prodi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	24/2023 /01		Perbaikan Background of the Study	
7.	27/2023 /02		Acc ch. I - III	

Mengetahui,  
Ketua Prodi TBI

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

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



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

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

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

Nama : Adinda Vivi Alunnia  
NPM : 1901050001

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 13/02/22 /09		revisi APD	
	Jumat 8/5/2023		Ace APD	

Mengetahui,  
Ketua Program Studi TBI

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

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




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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Adinda Vivi Alunnia  
 NPM : 1901050001


Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	06/2023 /06		Revisi Ch. 9 Observation	
2	09/2023 /06		Revisi ch. I Background of study abstract  Acc to monografi	

Mengetahui,  
 Ketua Program Studi TBI

  
Andianto, M.Pd.  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

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



## DOCUMENTATION PICTURE

**The Teacher to do Pre-Test**



**The Teacher to do Post-Test I**



## The Teacher to do Post-Test II



## CURRICULUM VITAE



Adinda Vivi Alunnia was born on June 25<sup>th</sup>, 2000 Varia Agung, Seputih Mataram District, Central Lampung Regency. Is the second child of Mrs. Rahayu and Mr. Supoyo. Usually called as Vivi.

Vivi started attending elementary school at the age of 7, at SD Negeri 1 Varia Agung in Seputih Mataram District, Central Lampung Regency, not far from where she lived. After graduating from elementary school, in 2016 I continued my education at Daar Al-hikmah Integrated Middle School.

After graduating from junior high school, in 2017 Vivi continued her education at SMAS Kartikatama Metro. In 2019 graduated from senior high school. Then, She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2023). The house address is at Jl. Varia Agung, Seputih Mataram District, Central Lampung Regency.