AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING COMPREHENSION

BY USING *FIVE WHYS* TECHNIQUE

AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING STUDENTS' READING COMPREHENSION BY USING *FIVE WHYS* TECHNIQUE AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

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

By:

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Assalamu'alaikum, Wr. Wb

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

Wassalamu'alaikum Wr. Wb

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                    MAN I LAMPUNG TIMUR

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas

penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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The Undergraduate Thesis entitled: IMPROVING STUDENTS READING
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IMPROVING STUDENTS READING COMPREHENSION BY USING *FIVE WHYS* TECHNIQUE AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

ABSTRACT
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The main aims of this research were improved students' reading comprehension and also their learning activity at MAN 1 Lampung Timur by using Five Whys Technique. The researcher tries to investigate whether Five Whys Technique can used as a technique to improve the students' reading comprehension and their learning activity.

In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subject of this research was 29 students in the tenth grade of MAN 1 Lampung Timur. In collecting data, the researcher used that included test pre-test, post-test I, and post-test II, observation, and documentation. The research was conducted collaboratively with the English teacher of MAN 1 Lampung Timur.

The result of this research show that *Five Whys* Technique have positive result in improving students' reading comprehension at the Tenth grade of MAN 1 Lampung Timur. It can be proven by students' average score from pre-test to post-test. The average score in pre-test was 61,37, post-test I was 67,41, and 77,41 in post-test II. In addition, the students' learning activities were improved from 56% to 78,5% in cycle II. It means that the using *Five Whys* Technique can improve the students' reading comprehension.

Keyword: Five Whys Technique, Reading Comprehension, Classroom Action Research.

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN TEKNIK FIVE WHYS PADA KELAS X MAN 1 LAMPUNG TIMUR

ABSTRAK
OLEH:
DIAH NURMALA VITALOKA
1901050011

Tujuan utama dari penelitian ini adalah untuk meningkatkan pemahaman membaca dan juga aktivitas pembelajaran di MAN 1 Lampung Timur menggunakan Five Whys Technique. Peneliti mencoba membuktikan bahwa Five Whys Technique dapat menjadi salah satu teknik pembelajaran untuk meningkatkan pemahaman membaca siswa.

Peneliti ini menggunakan metode penelitian tindakan kelas (PTK) yang dilakukan dalam 2 dua siklus. Setiap siklus terdiri dari perencenaan, tindakan, pengamatan, dan refleksi. Subjek dari penelitian ini adalah 29 siswa di kelas X MAN 1 Lampung Timur. 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 MAN 1 Lampung Timur.

Hasil dari penelitian ini menunjukkan bahwa Five Whys Technique sebagai teknik memiliki hasil positif dalam meningkatkan pemahaman membaca siswa kelas sepuluh MAN 1 Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai rata-rata pre-test adalah 61,37, post test I adalah 67,41, dan 77,41 pada post-test II. Dan kegiatan pembelajaran siswa meningkat dari 56% ke 78,5% di siklus ke 2. Ini berarti bahwa penggunaan Five Whys Technique sebagai teknik yang dapat meningkatkan pemahaman membaca siswa.

Kata Kunci: Teknik Five Whys, Pemahaman Membaca, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

Name	: Diah Nurmala Vitaloka
Student Id.	: 1901050011
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State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Banjarrejo, June 17th 2023

The Researcher

Diah Nurmala Vitaloka

1901050011

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Yang bertanda tangan di bawah ini:

Nama	: Diah Nurmala Vitaloka
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Fakultas	: Tarbiyah dan Ilmu Keguruan

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

Banjarrejo, June 17th 2023

Yang Menyatakan,

Diah Nurmala Vitaloka

1901050011

MOTTO

Q.s Thaha Ayat 114

<div dir="rtl">

وَقُلْ رَّبِّ زِدْنِيْ عِلْمًا

</div>

"Dan katakanlah: "Ya Tuhanku, tambahkanlah kepadaku ilmu pengetahuan."

(Q.S Thaha: 114)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. Darsimin and Mrs. Ismilah)

My Beloved Brother
(Fitriyansah Eko Pangestu)

My Beloved Sister
(Merry Ristian Putri, M.Pd)

My Beloved Fiance
(Lettu Afriambono Laksono Raharjo S.Tr. Han)

My Beloved Lectures of English Education Study Program of Institute Islamic Collage of Metro

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete an undergraduate thesis entitled "Improving Students' Reading Comprehension by using Five Whys Technique at The Tenth Grade of MAN 1 Lampung Timur in The Academic Year of 2022/2023". Sholawat and Salam are being upon our Prophet Muhammad SAW, the great leader of moral awakening in the world.

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

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag., PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Syahreni Siregar, M. Hum as the Sponsor in undergraduate thesis who has supported and guided in writing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their knowledge.
6. Headmaster, teacher, and staff of the MAN `1 Lampung Timur who gives permission to the researcher conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer asks apologizes for all mistakes that she has made in and presentation items. All comment and criticizes are really welcome to lighten up the quality of this research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Banjarrejo, June `16th 2023

Diah Nurmala Vitaloka
19010540011

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CHAPTER I

INTRODUCTION

A. Background of Study

English language teaching related on four language skills that are classified into two categories, receptive and productive language skills. Receptive language skills are listening and reading that language learners were able to accept the massage in spoken or written language. Furthermore, productive language skill is the ability of produce language, that are speaking and writing. In this case, the researcher focuses on part of reading skill, that is reading comprehension. The researcher has conducted the research because of problem in reading comprehension that had been found in MAN 1 Lampung Timur.

Reading is an activity that is done to understand the content of the text or obtain the meaning to be conveyed by the researcher. In addition to understanding what is in the text, reading can also gain information, add insight, knowledge, create ideas, and fill free time. The way to read is to sound a series of words so that they can be understood or have meaning. The result of reading is communication which is the content of the researcher's thoughts as well as emotions to the reader about the ideas in the text. Reading is one of the skills that exist in English. Reading comprehension require logic to think.

The purpose of reading is that students can understand and master materials that can be useful in life. A person who reads often would know more

than people who rarely read. Reading is very useful in obtaining language or vocabulary as student insight. Reading has many positive influences, the first of which helps students determine their ideas that are supported by the ideas contained in the reading. Second, students can focus on keywords that are in the text. Third, students can summarize the content of the text according to their understanding to be the main point.

Efficacy or belief of individual is positively correlated with reading strategies, namely metacognitive, social/affective, and cognitive strategies. Readers with high efficacy would have more reading strategies than those with low self-efficacy.[1] At the most basic level, reading is the overview of words, ranging from the simple introduction of letters and how these letters form a word or phrase to interpretation of each word not only at the individual level but as section of the text. Reading is often regarded as the second most stable and lengthy language modality. In other words, learners may employ their productive ability while still being capable of understanding texts to some level. Students should read extensively and intensively in order to make the most of their reading. Extensive and intensive reading are methods to learning and teaching languages. Students who read extensively do so for enjoyment and to develop their general reading abilities. This refers to reading to improve the reader's mood and relieve stress. This technique suggests reading as much literature in target language as possible. This strategy involves introducing the reader to a wide range of vocabulary and grammatical structures. All of them

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[1] Jonathan Aliponga, "Reading Journal: Its Benefits for Extensive Reading," *International Journal of Humanities and Social Science* Vol. 3 No. 12/June 2013, 78.

are intended to help readers become better language learners and proficient learners.

One of the aspects that influences how well someone can read is the use of suitable instructional methods. This happens because the teachers and instructors can use teaching approaches as kinds of treatment to improve students' achievement of learners' needs, particularly those related to reading proficiency. The characteristics of effective teaching methods can assist students in acquiring the reading comprehension they require.

The Five Whys Technique is one technique for teaching reading. A simple way for students to identify the problem's root causes is the Five Whys technique of problem solving. The Five Whys technique refers to the practice of asking why five times about issues that appear in the text's content in order to identify their main causes and find answers. This technique is usually used in the form of why questions, which are asked repeatedly up to 5 times and reach the root of the problem to be solved. This technique is very effective in solving the problems contained in the reading by analyzing the content of the text to get the root of the problem and can solve it.

The benefits of the Five Whys technique are to help identify the root cause of a problem quickly and to determine the relationship between different root cause of a problem. This technique is one of the simple tools, easy to learn and apply, and easy to complete without mathematical statistical analysis.

The Five Whys technique has the benefit of being a generalizable and successful foundational technique for in-depth problem solving through

questions. Students are able to find detailed information from the reading text by applying the five whys, which helps them understand the article's meaning in its entirety. Every effect has a related cause.

Based on the above exposure, the researcher has conducted a pre-survey on June 20th, 2022 at the Tenth grade of Man 1 Lampung Timur to find out the problems of students in learning English, especially those related to reading comprehension. In conducting the pre-survey process, the researcher gets an archive of student assignments and the results of his grades from an English the teacher. In addition, the researcher also conducts interviews with English the teacher. The results of presurvey related to students' in Reading comprehension are presented or illustrated in the following table:

Table 1.1
The Data of Pre-Survey Result
The Students' Reading Comprehension at the Tenth Grade
of Man 1 Lampung Timur

No	Name Students	Grade (score)	Criteria
1.	LI	50	Incomplete
2.	IN	75	Complete
3.	NZ	40	Incomplete
4.	UT	60	Incomplete
5.	RR	65	Incomplete
6.	CF	55	Incomplete
7.	DH	60	Incomplete
8.	HA	73	Incomplete
9.	DA	75	Complete
10.	ND	76	Complete
11.	AN	63	Incomplete
12.	AK	70	Incomplete
13.	RW	75	Complete
14.	KS	80	Complete
15.	MN	60	Incomplete

16.	TH	57	Incomplete
17.	WC	66	Incomplete
18.	MA	45	Incomplete
19.	RA	75	Complete
20.	SE	74	Incomplete

Table 1.2
The Pre-Survey Result
The Students' Reading Comprehension at the Tenth Grade
of Man 1 Lampung Timur:

No	Grade	Frequency	Percentage	Criteria
1.	< 75	14 students	70 %	Incomplete
2.	≥ 75	6 students	30 %	Complete
Total		20 students		

Based on the information in the Pre-Survey results table, it is known that the of students' reading comprehension depends on dependent variables belonging to the category of low or unsatisfactory. The data above indicates that 14 students have low score by 70% and 6 students have passed score by 30% of passing grade of 75 that has applied in that school. So, form this data the researcher knows because the largest percentage of students' reading comprehension are included in the criteria of incompleteness. That means that most students are unable to achieve passing grade on their reading comprehension. That means that based on the value of student reading comprehension that the researcher obtained in the pre-survey process shows that students' reading comprehension are experiencing problems that should be actionable.

In the pre-survey process, the researcher also conducted an interview with an English the teacher, based on the results of the interview it was known that students experienced problems in the reading comprehension of

an English text due to the limited vocabulary that students have. In addition, students also do not master the Word English correctly so it is difficult for students to interpret the information contained in a reading in English. Another problem is the difficulty of students in determining the main ideas and supporting ideas of a reading. Another obstacle in the process of reading an English text is the students' inability to think critically and conclude about the important information contained in the reading.

Based on all the descriptions above, the researcher intends to address the problem of students' reading comprehension. To address these problems, the researcher intends to conduct class action research. In this case, the researcher conducted a teaching treatment with the application of the five whys technique. The researcher hopes that through the application of such techniques there was be an improvement in students' reading comprehension. Therefore, the researcher intends to compile a research proposal entitled "Improving Students' Reading Comprehension by Using Five Whys Technique at the Tenth Grade of MAN 1 Lampung Timur".

B. Problem Identification

Based on the background of the study, researchers identified research problems that included:

1. Students' weaknesses in reading comprehension;
2. Students have a limited vocabulary, so they are not able to understand reading;

3. Students have difficulty to determine the main idea of a reading;

4. Students are not able to determine the supporting idea of a reading;

5. Students are not able to conclude the content of the text, to analyze a text that requires a deep understanding in order to solve the problems contained in the text.

C. Problem Limitation

The researcher limits previously identified problems by focusing only on the students' weakness in reading comprehension. To address these problems, the researcher intends to conduct class action research (CAR) through the application of the five whys technique. Therefore, the researcher compiled a research proposal entitled Improving Students' Reading Comprehension by Using Five Whys Technique at the Tenth Grade of MAN 1 Lampung Timur.

D. Problem Formulation

The problem formulation of this research is constructed as: "Can the use of Five Whys Technique Improve the students' reading comprehension and their learning activity at the tenth grades of MAN 1 Lampung Timur?"

E. Objective and Benefit of Study

1. Objective of the Study

The objective of this research is order to improve students reading comprehension and their learning activities by using five whys technique at the tenth grade of MAN 1 Lampung Timur.

2. Benefits of the Study

    a. For the Students

    This research is expected to provide benefits for students, especially students in MAN 1 Lampung Timur school by involving them in learning using one of the variations of reading comprehension learning techniques, so that they would get new experiences in the reading comprehension learning process. Through this research, students are also expected to have better reading comprehension because it is expected that this technique would help students in the process of learning reading comprehension.

    b. For the teachers

    This research is expected to provide benefits for the instructors, especially tenth grades English the instructors at MAN 1 Lampung Timur schools by providing information related to students' reading comprehension. In addition, the instructors also got information about the application of the Five Whys Technique so that the instructors can develop the learning process using these techniques in the hope that students' reading comprehension would be better.

    c. For the Other Researcher

    This research is expected to benefit other researchers by providing information related to theories related to the use of the Five Whys Technique in learning reading comprehension. In addition, this study not only provides information related to these theories to other researchers, but also provides important information related to the practical procedures for

applying reading comprehension research using the Five Whys Technique

so it is hoped that this research would be one of the references for other

researchers who would develop this research topic into other forms of

research.

F. Prior Research

This research would be conducted by considering some relevant

researches that has been done by several researchers before. The first relevant

research was conducted by Ramon Oktoman, Suharni, and Dona Alicia with

the research title The Effect of Using Five Whys Strategy Toward Students'

Reading Comprehension.[2] The research method used is Quantitative research

by examining 8th grade students of SMPN Negeri 11 Padang, it means that the

research was conducted in Sumatra Barat in 2013. The study aimed to compare

the influence of the Five Whys and Question Answer Relationship strategies in

Reading Comprehension. The results showed that the Five Whys strategy can

have a significant influence compared to the Question Answers Relationship

strategy on English learning outcomes, especially in understanding reading in

students in the eighth grades of SMPN Negeri 1 Padang.

The relevant research with the researcher's research has similarities and

differences that can be taken wisdom. The equation lies in the similarity of

research topics, namely the application of Five Whys to students' reading

comprehension. The difference lies in the research method. This is because the

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[2] Ramon Oktoman, Suharni, and Dona Alicia, "The Effect of Using Five Whys Strategy Toward Students Reading Comprehension A Study at the Grade VIII Students of SMPN 11 Padang," *Jurnal Mahasiswa Prodi Pendidikan Bahasa Inggris* Vol.2 No. 1 (2013). *http://ejournal-s1.stkip-pgri-sumbar.ac.id/index.php/Inggris/article/view/276*

research method that the researcher uses is class action research, while the relevant research method is quantitative research. Another difference lies in the purpose of the research, it is because the purpose of the relevant research is to compare the influence of the Five Whys Strategy and Question Answer Relationship in reading comprehension while the purpose of the researcher's research is to improve reading comprehension through the use of the Five Whys Technique.

The second relevant research was conducted by Alan J. Card under the research title The Problem with '5 Whys'.[3] That is a quantitative research methods by examining problem solving teams at service centers of a North American electric repair company, it means that the study was conducted in North America in 2019. The study aims to utilize a 2×2 factorial design to determine the significance and effect on RCA effectiveness, of using a Five Whys trained facilitator and action level classification. The results showed that trained facilitators had significant effect on problem solving solutions, while classification had minimal effect. Additionally, several opportunities for further study were identified.

The relevant research with the researcher has similarities and differences. The equation lies in the similarity of the research topic, namely the application of Five Whys to problem solving. While the difference lies in the research method. This is because the research method that the researcher uses is class action research. While the relevant research method is qualitative case study

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[3] Alan J. Card, "The Problem with '5 whys'", *BMJ quality & safety*/September 2016, 1-5.

research. Another difference lies in the purpose of the research, it is because the purpose of the relevant research is to untilize a 2×2 factorial design to determine the significance and effect on RCA effectiveness, of using a Five Whys trained facilitator and action level classification while the purpose of the researcher's research is to improve reading through the use of the Five Whys Technique.

The third relevant research was conducted by Saeed Moaveni and Karen C. Chou under the research title Using The Five Whys Method in The Classroom: How to Turn Students into Problem Solvers.[4] Quantitative research by examining civil engineering at the University Searle Center for Advancing Learning and Teaching at Northwestern, which means that the study was conducted in the United States in 2016. The research aims to solve the problems, and describe the approach that it took to adopt the Five Whys Method in different engineering courses to get student to find their own mistakes and correct them. The results showed that using the Five Whys Method students learn from their mistakes more effectively and this method better prepares them, as problem solvers, for the practicing of engineering.

The relevant research has similarities and differences. The similarity lies in the similarity of research topics, namely the application of Five Whys to problem solving students. While the difference lies in the research method. This is because the research method that the researcher uses is class action research. While the relevant research method is quantitative research. Another

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[4] Saeed Moaveni and Karen C. Chou, "Using the Five Whys Method in the Classroom: How to Turn Students into Problem Solvers", *Journal of STEM Education* Vol. 17 Issue 4/October-December 2016, 35-41.

difference lies in the purpose of the research, it is because the purpose of the relevant research is to solve the problems, and describe the approach that it took to adopt the Five Whys Method in different engineering courses to get students to find their own mistakes and correct them. While the purpose of the researcher's research is to improve reading comprehension through of the use Five Whys Technique.

CHAPTER II

THEORICAL REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is that variation in reading can be captured (simply) in only two components: word reading (decoding) and language comprehension. [5] Although reading is difficult, it demonstrates that complexity may be divided into two types. Decoding deficiencies are connected to students' read written words properly and rapidly. Anything in language comprehension is not particular to reading but is connected to higher-order cognitive knowledge or skills such as reasoning, visualizing, or interpreting. Reading is a process that involves strategic examination of some array of information to achieve an understanding.[6] Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Reading is one important way to improve the readers general language skills in English. Reading is both a subject of instruction and a tool for studying. Because by learning students can understand the instructions or information contained in the content of the text, this is the basis of learning all kinds of things through

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[5] Jane Oakhill, Kate Cain, & Carsten Elbro. *Understanding and Teaching Reading Comprehension.* (New York: Routledge, 2015), 2.

[6] Doug Buehl. *Classroom Strategies for Interactive Learning. 4th Edition.* (Madison: Stenhouse Publishers and International Literacy Association, 2017), 3

writing. Reading is the recognition of printed or written symbols that serves as stimuli to the recall of meanings built up through the reader's past experiences.

According to Fogarty, comprehension has been known as a phantom skill, meaning that we talk about it, reference it, write about it, and even test, retest, and score students on it, yet we seldom, if ever, define it succinctly.[7] Comprehension is the act to make sense of text by processing the code of language, understand its meaning, and integrate it with prior knowledge. Comprehension is the act of understanding language is identified by some as a set of language skills. Comprehension is the essential goal of reading instruction. Comprehension is to know or grasp ideas with the mind. Comprehension is part of life, how the readers learn to think in new ways what the important in reading.

Reading comprehension is a difficult task that involves the coordination and integration of several cognitive skills and abilities.[8] Reading comprehension is the product of abilities and information that may be split into two unique and distinguishable categories: decoding and language comprehension. Research studies show that students' reading comprehension scores may be used to predict if decoding skills and language comprehension skills are known by students. Readers with greater metacognitive abilities can

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[7] Robin J. Fogarty, Gene M. Kerns, and Brian M. Pete, *Literacy Reframed: How a Focus on Decoding, Vocabulary, and Background Knowledge Improves Reading Comprehension* (Bloomington: Solution Tree Press, 2021), 8.

[8] Jane Oakhill, Kate Cain, and Carsten Elbro. *Understanding and Teaching Reading Comprehension.* (New York: Routledge, 2015), 1.

identify uncertainty or inconsistency and correct it by rereading, connecting various sections, searching for topic phrases or summary paragraphs, and matching current content with past knowledge. Reading comprehension is ultimately the consequence of the reader's thinking when engaging with a text. Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical. Reading comprehension is not a passive activity in which meaning "magically" appears once the reader reads the words in the text. Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment.

2. Process of Reading Comprehension

Proficient reading abilities are integral for learning. For students to achieve success in learning social studies and science, literature, and mathematics, in fact, in all curricular disciplines, the readers need to develop strategic comprehension processes. There are some processes of reading comprehension:[9]

a. Making Connections to Prior Knowledge

Researchers argue that prior knowledge what a person already knows may be the most important variable for reading comprehension. A mental

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[9] Doug Buehl. *Classroom Strategies for Interactive Learning. 4th Edition* (Newark: Stenhouse Publisher and International Literacy Association, 2017), 4.

search for meaningful connections activates previous learning and taps into past experiences, enabling a reader to understand new information and establish interest, motivation, and purpose for reading a specific text. Proficient readers constantly size up how their background knowledge might be mined to make sense of what a researcher is saying. Instructional practices that help students bridge their existing knowledge about a topic with the knowledge demands presented by a researcher, especially before they start to read, can support effective reading of even confusing or challenging material.

b. **Generating Questions**

The minds of proficient readers are literally teeming with questions. When readers wonder about something in a text wonder why, wonder if, wonder whether, wonder what, wonder how they are surfacing questions that direct their thinking through a text. They also use self-questioning to check their progress: Did this make sense? Do I need to clarify anything in this passage? Did I satisfactorily figure out a probable meaning of this unfamiliar term? Self-questioning, of course, is very different from answering questions prepared by someone else. Rather than relying on others to do the intellectual work of questioning a text, proficient readers raise their own questions, personally interacting with new ideas and using questions to make sense of what they are encountering. Instructional

practices that elicit self-questioning are critical for sparking a highly active mind-set during reading and learning.

c. Creating Mental Images

Visualizing involves linking cues from the researcher's words with personal experiences as readers mentally craft their own versions of scenes, events, and objects. When readers are deeply engaged in imagining what a text is describing, it is as if the words disappear and instead a personal DVD is playing in their heads. Visualizing is quite idiosyncratic because no two individuals bring, exactly the same set of experiences to draw on when language triggers sensory responses. Students who become bogged down in the words on the page may struggle to visualize and, as a result, have trouble "seeing" what is being portrayed by a researcher. Instructional practices that stimulate students' imaginations help them picture in their mind's eye what a researcher represents in written language.

d. Making Inferences

Facility with inferential thinking develops from an awareness that researcher expect readers to fill in the gaps between what they are able to put into writing and what readers themselves should bring to a text. In addition, inferences are necessary to flesh out the beliefs, attitudes, and perspectives that influence a researcher's message. Predicting encouraging readers to take stock of what they have read so far to think ahead and anticipate what a researcher might say is a particularly critical inferential

reading behavior. Instructional practices that assist students in identifying and analyzing implicit meanings in a text enable them to merge clues from a researcher with their prior knowledge to construct a more complete understanding of a text.

e.   Determining Importance

Comprehension depends on readers' making reflective decisions as to what is worthy of remembering over time. Proficient readers continually evaluate what to take away from their reading the "need to know" comprehension residue that should remain after details have slipped away. They actively sort key ideas and concepts from background information, focusing on, what is the point of this? or why is the researcher telling me this? Students who are not adept at getting the point of a text instead find themselves lost in a maze of factual details. Instructional practices that help students perceive the structure of a text the relationships between ideas and information are a prerequisite for determining importance.

f.   Synthesizing

Synthesizing is the culmination of comprehension; to synthesize, learners must connect to their knowledge, raise questions, create mental images, make inferences, and determine importance. Synthesis represents those "Aha! I get it!" moments, when readers develop personal interpretations of an researcher's message and establish their take on a text's meaning. Because of the transcendent nature of synthesizing, most

students find summarizing to be a difficult process. Instructional practices that engage students in summarizing what they read into personal understandings are absolutely necessary if learners are to reduce a mass of material into a manageable distillation: an explanation, a generalization, an interpretation, or a conclusion.

g. **Monitoring Reading and Applying Fix-Up Strategies**

When proficient readers encounter breakdowns in their comprehension difficult vocabulary, unfamiliar references, confusing explanations they hit the "pause button" to regroup. They decide whether to adjust their reading, to reread, or to use additional strategies to make sense of an unclear passage. Proficient readers do not say, "I read it, but I didn't understand it." They know that reading means you understood it. The classroom strategies in model literacy practices for successfully reading challenging texts so students become comfortable with problem-solving options for working a text to achieve understanding.

3. **Assessment of Reading Comprehension**

One widely used curriculum-based measurement (CBM) procedure is the assessment of oral reading fluency (ORF), which focuses on two of the three components of fluency: rate and accuracy.[10] According to Kame'enui, reading assessments have recently been categorized to match four different

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[10] Jan Hasbrouck and Gerald A. Tindal, "Oral Reading fluency norms: A valuable assessment tool for reading the teachers", *The Reading The teachers* Vol. 59, No. 7/April 2006, 638.

decision-making purposes: screening, diagnostic, progress monitoring, and outcome.[11]

a.   Screening measures:

Brief assessments that focus on critical reading comprehension that predict future reading growth and development, conducted at the beginning of the school year to identify children likely to need extra or alternative forms of instruction.

b.   Diagnostic measures:

Assessments conducted at any time during the school year when a more in-depth analysis of a student's strengths and needs necessary to guide instructional decisions.

c.   Progress-monitoring measures:

Assessments conducted at a minimum of three times a year or on a routine basis (e.g., weekly, monthly, or quarterly) using comparable and multiple test forms to estimate rates of reading improvement, identify students who are not demonstrating adequate progress and may require additional or different forms of instruction, and evaluate the effectiveness of different forms of instruction for struggling.

d.   readers and provide direction for developing more effective instructional programs for those challenged learners.

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[11] Edward J. Kame'enui, et al., "The Adequancy of Tools for Assessing Reading Competence: A Framework and Review," *Educational Researcher*, Vol 35. No. 4/ May 2006, 3-11

e. Outcome measures: Assessments for the purpose of determining whether students achieved grade-level performance or demonstrated improvement.[12]

4. Benefit of Reading Comprehension

a. Reading helps to learn think in English.

b. Reading can enlarge your English vocabulary.

c. Reading can help to improve writing

d. Reading may be a good way to practice English if the researchers live in a non-English speaking country.

e. Reading can help to prepare for study in an English speaking country.

f. Reading is a good way to find out about new ideas, fact, and experiences.

g. Reading can help much more the researcher read well.[13]

5. Kinds of Reading Comprehension

Reading comprehension is categorized into four categories namely, literal reading comprehension, interpretation reading comprehension, critical reading comprehension, and creative reading comprehension.[14]

a. Literal Reading Comprehension

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[12] Edward J. Kame'enui, et al., "The Adequancy of Tools for Assessing Reading Competence: A Framework and Review," 3-11.

[13] Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills.* (New York: Addison-Wesley Publishing Company, Inc., 1996), 1.

[14] Vila Panton Smith, *The Many Faces of Reading Comprehension,* (Kansas City: ERIC, University of Southern California, 2003), p. 9

The first category does not include the thinking skills. The instructors do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. Practicing in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used:

1) fact questions based directly on the text,

2) true-false statements,

3) completion sentences,

4) multiple-choice exercise.

b. Interpretative Reading Comprehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension. It is concerned with supplying meanings not directly stated in the text. For example, the type of question, ""Why was the cooky jar kept on the basement steps?" Interpretative involves a cluster of several different kinds of thinking skills, such as:

1) Making generalizations,

2) reasoning cause and effect,

3) anticipating endings,

4) making comparisons,

5) sensing motives,

6) discovering relationships.

c. Critical Reading Comprehension

The critical reading comprehension category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read. For example, the type of question, ""Did mother do the right thing in leaving the children alone?" These skills should not be included under interpretation.

d. Creative Reading Comprehension

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. For example, the type of question," "How

would you have solved this problem?" Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency. We can't expect this higher type of creative reading to happen in the classroom very often, unless the instructor does something to develop it.

Based on the explanation above, the students of Madrasah Aliyah Negeri (MAN) included in interpretation reading comprehension because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in the text.

6. **Types of Reading Comprehension**

In the case of reading, variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these would serve as organizers of various assessment tasks.[15]

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[15] H. D., Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, Inc., 2004), 189.

a. Perceptive

   Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. Selective

   This type is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts. Brief responses are intended as well. A combination of bottom up and top-down processing may be used.

c. Interactive

   Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives, and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is so identify relevant features (lexical, symbolic,

grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.

d. Extensive

Extensive reading is applies texts of more than a page, up to and including professional articles, multiple choices, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

7. **Strategies of Reading Comprehension**

For some learners, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures and others enhance the top-down processes. There are ten strategies, which can be practically applied to researcher techniques.[16]

a. Identity the purpose in reading

b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

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[16] H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (San Francisco: Longman, 2000), 306-308.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

d. Skim the text for main ideas.

e. Scan the text for specific information.

8. Measurement of Reading Comprehension

Measurement in reading comprehension is done by the teacher to know how far the students understood about the materials that have been learned and the students comprehend about the text. In teaching reading comprehension, the teacher gives a test to assess the students' ability.

a. In assessing the students' reading comprehension, the teacher assesses some aspect:[17]

1) Main idea (topic)

Main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In the other words, the main idea may important that the author develops throughout the paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The main idea of paragraph tells us what the author wants to know about the topic.

2) Inference (implied detail)

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[17] H. Doughlass Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2003), 206.

An inference is a conclusion reached by using evidence and reasoning. Making inferences is a way of using information available in a text to make informed guesses about what is not yet know.

3) Grammatical features

A grammatical features is a class of units (such as noun and verb) or features (such as number and case) that share a common set of characteristics.

4) Detail (scanning for a specifically stated detail)

Scanning is a technique of reading to look for the detail or specific information based on the purpose of the readers.

5) Excluding fact or not written (unstated details)

Unstated details question means that three of the answers are stated, mentioned, or true in the passage, while one answer is not. The readers actual job is to find the three correct answers then choose the letter of the one remaining answer.

6) Supporting idea(s)

A paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand, and illustrate the main idea.

7) Vocabulary in context

To get at the meaning of an unknown word, use the context (or surroundings) of the word. There are 4 types of context

clues: examples, synonyms, antonyms, and general sense of the passage.

b. Rubrics of Reading Comprehension

No	Aspect of Reading Comprehension	Indicator	Score	
			True	False
1.	Main Idea	Siswa mampu mengidentifikasi *main* idea/ ide pokok suatu paragraf dalam teks bacaan	20	0
2.	Inferences	Siswa mampu menuliskan/membuat kesimpulan isi teks *narrative*	10	0
3.	Grammatical Features	Siswa mampu menentukan *grammatical features* dari sebuah teks naratif	10	0
4.	Details	Siswa mampu menemukan informasi spesifik yang terdapat pada teks dengan melakukan *scanning*	10	0
5.	Excluding fact or not written	Siswa mampu menemukan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca	10	0
6.	Supporting idea(s)	Siswa mamu mengidentifikasi *supporting idea* yang terdapat dalam teks naratif yang dibaca	20	0
7.	Vocabulary in	Siswa mampu mengenali dan	20	0

	context	memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda		

Table 1 Doughlass Brown, Language Assessment: Principles and Classroom Practices (San Francisco: Longman, 2003), 206

B. Concept of Five Whys Technique

1. Definition of Five Whys Technique

Five Whys is a simple question or asking technique that explores the causes and effects relationships underlying problems.[18] The Five Whys Technique is relates to the principle of systematic problem solving: without the intent of the principle, the technique can be a shell of the process. The technique was developed by Sakichi Toyoda for the Toyota Industries Corporation. This technique is a discussion based with a simple concept. When something goes wrong in the text (problem in text), the Researcher should know the what is discussion topic to make five questions to get root cause, thus the Researcher get a solution of the problem.

2. Benefit of Five Whys Technique

Five Whys technique have some benefit, such as:[19]

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[18] Olivier Serrat, *Knowledge Solutions: Tools, Methods, and Approaches to Drive Development Forward and Enchance Its Effects.* (Mandaluyong: Asian Development Bank, 2010).
[19]*Ibid.,* 308.

a. This technique is effective to help students in solving the problem in learning process

b. This technique helps to begin of at the end result, reflect on what caused that from question the answer five times.

c. This technique helps determine the relationship between different root causes of a problem.

d. This technique helps to quickly identify the root cause of a problem.

e. This technique can be learned quickly and does not require statistical analysis to be used.

3. **Teaching Steps Using Five Whys Technique**

The Five Whys Technique can be applied in the classroom through the following processes:[20]

a. The teacher asks students to gather a team and develop the problem statement in agreement. After this is done, decide whether or not additional individuals are needed to resolve the problem.

b. The teacher asks "why" to the students' team: why is this or that problem taking place? There would probably be three or four sensible answers: record them all on a whiteboard.

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[20]Olivier Serrat, *Knowledge Solution: Tools, Methods, and Approaches to Drive Organizational Performance*. (Mandaluyong: Springer Nature, 2017), 309.

c. The teacher asks "why" in a row, repeating the process for each statement on the board. Then ask the learner to write an answer near his question. The teacher follows up on all reasonable answers and asks the learner to identify the root cause of the problem, if by asking "why" it does not produce important information it is continued to ask the question five times to get to the root of the problem.

d. Among the many answers written from the question "why" asked to find out the causes of systematic problems. The teacher discusses specific answers with learners to solve the problem at hand and shows the answers from one group to another to see the results of the learner's analysis.

e. After establishing the most accurate and logical root cause of the problem from the learner's analysis, the learner is asked to develop appropriate corrective actions to eliminate the root cause of the problem and would receive input from other groups.

f. Then, having figured out the systematic cause of the problem, the teacher asks why the reason for the ending of the story.

g. Finally, the teacher asks the learners "why does the character have that problem? how is the character? and gives the solution of the problem to each character of the story."

4. **Elements to Effective of Five Whys Technique**

Hence, there are three key elements to effective use of the Five Whys technique:[21]

a. Accurate and complete statements of problems,

b. Complete honesty in answering the questions,

c. The determination to get to the bottom of problems and resolve them.

5. Advantages and Disadvantages of Five Whys Technique

The advantages of Five Whys Technique include the following:

a. Help identify the root cause of a problem quickly

b. Determine the relationship between different root causes of a problem

c. One of the simplest roots

d. Easy to learn and apply

e. Easy to complete without mathematical statistical analysis

The disadvantages of Five Whys technique has been criticized as too basic a tool to analyse root cause to the depth required to ensure that the causes are fixed. The reasons for this criticism include:

1) The investigator's tendency to stop at symptoms, and not proceed to lower-level root causes;

2) Participation of investigators to throw their minds outside the latest information and knowledge;

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[21] *Ibid,* 308

3) Lack of facilitation and support to help investigators ask the right questions;

4) Low repeatability rate: different teams using the Five Whys technique are known to have different causes for the same problem.

Obviously, the Five Whys technique would suffer if applied via deduction alone. The previously articulated process encourages immediate verification of the answer to the current "why" question before moving on to the next question, and should help resolve such issues.

C. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulates the hypothesis is as follow "The use of Five Whys technique can improve students' reading comprehension and their learning activities at the tenth grade of MAN 1 Lampung Timur".

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with discuss about the research methodology. The topics of this chapter are variable and the operational definitions of variables, setting of the study, subject of the study, procedure of the study, data collection technique, research instrument, data analysis technique and indicator of success.

A. Variable and Operational Definition of Variable

Operational definition is the specific way in which a variable is measured in a particular study. Meanwhile, variable can be defined as a characteristic or attribute of interest in the research study that can take on different values and is not constant. Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

   Independent variable of this research is Five Whys Technique. To improve reading comprehension, the researcher takes this technique. The indicators of independent variable of this research, as follow:

   a. The students are able to understand the specific problem stated by the researcher.

   b. The students are able to answer why the problem occurs by answering the questions of *why* in five times.

c. The students are able to write down the answer in below statement or below the text.

d. The students are able to identify the root cause of the problem, why the problem occurs.

2. Dependent Variable

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.[22] Dependent variable of this research is reading comprehension. To measure reading comprehension of the students, the researcher would conduct reading comprehension test by giving some passages followed by 20 reading comprehension questions.

B. Research Location

This research conducted in MAN 1 Lampung Timur located at Jl. Ki Hajar Dewantara, Banjar Rejo, Kec. Batanghari, Kabupaten Lampung Timur, Lampung 34381. The English teacher's name is Mr. John Kenedi S.Pd. In this school, there are still problems in reading comprehension in learning English.

C. Subject and Object of Study

Subject of the study in this research is the students of tenth graders in MAN 1 Lampung Timur. The data of the subject is illustrated in the following table:

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[22] John W. *Creswell, Educational Research Planning, Conducting, and Evaluating, Quantitative and Qualitative Research*, (Boston: Pearson Merrill Prentice Hall ,2005), p. 12

Table 3.1
Data Subject of the Study

No	Class	Sex		Total
		Male	Female	
1	X IPA 1	6	14	20

Data above explains that there are 6 male and 14 female students in the tenth grade first science class. Total of the subject are 20 students. The researcher chooses the tenth grade first science class as subjects of the study based on the instructor or researcher should choose the material appropriately to teach reading comprehension in the classroom. In this research, the researcher choose the narrative text because it is included in the syllabus. The students was practicing to find the root cause of the text and the information of the text. After using Five Whys Technique in learning process, it is hoped that it can improve learning result and learning activity. The object of this study, which needs to be improved, especially in the ability of students to understand reading because of the problems found by the researcher, namely, students still have difficulty in understanding reading texts and they are low in reading comprehension.

D. Action Plan

In this chapter, the researcher conveys a brief history of classroom action research. As the focus on this research is how the researcher apply the Five Whys Technique to improve students' reading comprehension.

Action research is a term which refers to a practical way of looking at researcher work to check that it is as the researcher would like it to be.[23] It can also be called a form of self-reflective practice. It can be inferred that classroom action research is the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggests that action research is conducted with critical partner.[24] It means the researcher conducted the research together with the teacher. In doing classroom action research, the researcher would ask Mr. John Kenedi, S. Pd. as a collaborator of the research. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

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

[24] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (London and New York: Routledge Falmer, 2002), p. 15

Figure 3.1
Spiral Classroom Action Research Stephen Kemmis and MC Taggart
Model
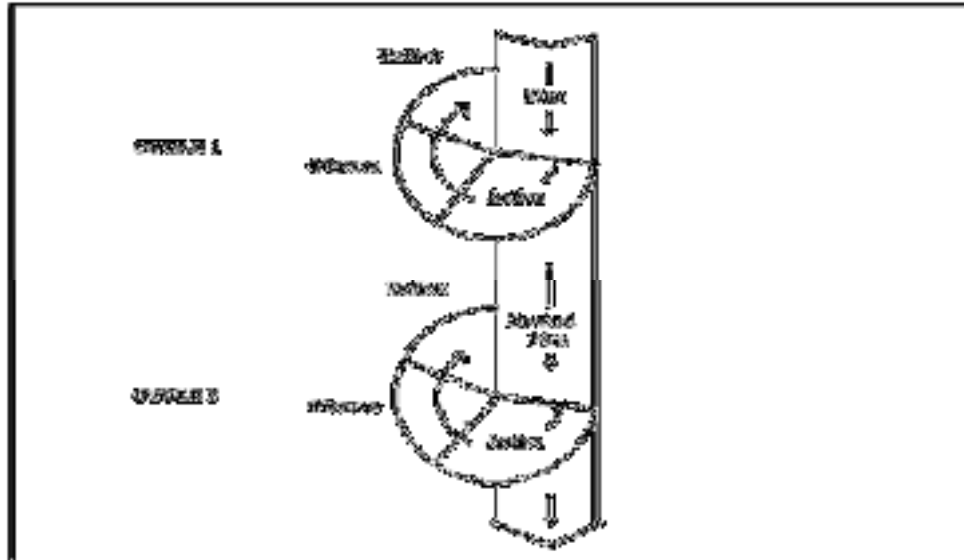
Figure 1 Spiral Classroom Action Research Stephen Kemmis and MC Taggart Model.

Based on the illustration above, the explanation of four steps of action research procedure:[25]

1. Cycle 1

    a. Planning

    In this research, the researcher conducted some plans, namely:

    1) Preparing English subject lesson plan

    2) Preparing methods, strategy, materials and media of learning

    3) Making observation sheets and list of students' name.

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[25] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research* (New York: Springer Science and Business Media Singapore, 2014), 19.

4) Making work sheets and answer sheets which learned by the student.

5) Making test which used in pre-test and post-test.

b. Acting

In this action, the researcher was administrating pre-test, treatment, and post-test to the students. This action conducted in some meetings. In this implementation, the researcher follows the schedule of English subject. The researcher acted as a teacher in the classroom and implement some activities as follows:

1) The teacher greets the students and lead them to pray together, and check the attendance list.

2) The teacher gives the test to the students about the narrative text as pre-test of the research and beginning score in Five Whys Technique.

3) The teacher does treatment by using Five Whys Technique to explain the material about the narrative text.

4) The teacher guides and helps the students in the learning process.

5) The teacher gives work sheets for the students.

6) The teacher asks the students to discuss the work sheets which contain the narrative text and finish it in answer sheets.

7) The teacher reminds the students that they have to master the material which had given by the teacher.

8) After the students understand about the narrative text, the teacher gives post-test quiz to the students.

9) The teacher gives a reward to the students who have a highest score.

c. Observing

While observing, the researcher and collaborator were use observation sheet to write down the important things as long as the learning process happened. Based on the observation researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator were analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting used as a guideline to make a new plan in the next cycle 2.

2. Cycle 2

a. Planning

1) The researcher studies the result of reflecting on cycle 1.

2) The researcher prepares the lesson plan, material and media of learning observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

1) The teacher gives the students motivation to study harder in English reading.

2) The teacher implements the treatment by using Five Whys Technique.

3) The teacher gives post-test after doing treatment.

c. Observing

The researcher and collaborator observe and collect the data when the learning process is conducting.

d. Reflecting

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

E. Data Collection Technique

In this research, the researcher was collecting the data by using test, observation, documentation.

1. Test

The researcher gives the students test to evaluate their skill in reading comprehension. The test is about the narrative text. There are two tests which are used in this research namely pre-test and post-test.

a. Pre-test

Before doing a treatment, the researcher gives the students pre-test by asking the students to answer the questions about the narrative text. The researcher would use reading comprehension test to assess the student's reading comprehension.

b. Post-test

Post-test are applying after doing the treatment. It is implemented in order to know the students' reading comprehension. The test is similar with pre-test where the students ask to answer the reading comprehension questions about the narrative text.

2. Observation

In this research, the researcher observes the students' behaviors and the students' activities in the learning process to know how the process of learning would be held. In doing the observation, the researcher would make an observation's sheet that contains of list of the students' activities.

3. Documentation

The researcher uses documents which are taken from the data of the school, such as historical of the school, data of the students, the teacher, and the condition at MAN 1 Lampung Timur. Here are the lists of the documentation:

a. Documentation about historical background of MAN 1 Lampung Timur

b. Documentation about structural organization of MAN 1 Lampung Timur

c. Documentation about facilities of MAN 1 Lampung Timur

d. Documentation about condition of the teacher in MAN 1 Lampung Timur

e. Documentation about the students of MAN 1 Lampung Timur

4. Field Note

The researcher would use a field note. It is making the data analyzing more simple. In this survey was held on June 20th, 2022 this implementation

was precisely in MAN 1 Lampung Timur. The implementation carried out with students by describes someone in their class and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually occupied in professional action.[26] This note has been prepared systematically and given interpretation by the research.

F.   Research Instrument

The research instrument in this research holds the test which has explained follows:

1. Instrument Blueprint

    The researcher uses pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research about five whys technique in reading comprehension, thus the research instrument which is use in present research is in the form of written test, here is the blueprint:

    a. The instrument which is use in test in this research, that included the pre-test and post-test about reading comprehension text result. The researcher uses the objective test that is written test and give the text to the students. After getting data from the students, the researcher give treatment to get scores in order to improve students reading

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[26] Michael Wallace, Action Research for Language Teachers, (Cambridge: University Press, 1998), p. 57

comprehension and their learning activity by using five whys technique.

b. The instrument which is use in documentation method are documentation guidance, as follow:

1) Documentation about historical background of MAN 1 Lampung Timur

2) Documentation about structural organization of MAN 1 Lampung Timur

3) Documentation about facilities of MAN 1 Lampung Timur

4) Documentation about condition of the teacher in MAN 1 Lampung Timur

5) Documentation about the students of MAN 1 Lampung Timur

6) Documentation about location sketch of MAN 1 Lampung Timur

2. Observation sheet

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

a. The students' pay attention of teacher's explanation

b. The students' ask/answer question

c. The students' active in class

d. The students' able do the task

G. Data Analysis Technique

In this research, the researcher would use the data analysis by taking the average score from pre-test and post-test. To know the improvement, the researcher compares between pre-test and post-test score. The test results would be matched with the passing grade in the school. At the tenth graders of MAN 1 Lampung Timur, the passing grade for English subject is 75. There some students are not successful in cycle I, the researcher would continue to conduct the cycle II. If in cycle II the students are successful, the cycles would stop because the students have achieved the passing grade.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken by the average score of pre-test and post-test in cycle I by using this formula:[27]

$$\bar{X} = \frac{\Sigma x}{n}$$

Notes:

$\bar{X}$ = mean

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[27] Donald Ary, et al., *Introduction to Research in Education*, (Belmont: Wadsworth Cengage Learning, 2010), 108-109.

$\sum$ = sum of (total of students' score)

X = raw score

n = number of cases (Total of students)

Furthermore, to know the result, the researcher compares the average score between pre-test and post-test for every cycle, then to know the percentage of improving score in students learning activities, the researcher would use the percentage formula as follow:

$P = \frac{\Sigma X}{N}$ X 100%

Notes:

P = Percentage

ΣX = Total Score of the Students

N = Total of Students.

H. Indicators of Success

The indicator of the success is taken from the process and the result of the action research. To find out whether it is successful or not, it can be seen from the results of the data carried out by each test by taking the average score of pre-test and post-test. This research would be called successful if 70% of students got meaning of 75 Standard Minimum Mastery Criteria (SMMC) and 70% of students who active in learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

Before presenting the result of this research, the researcher describes MAN 1 Lampung Timur that consists of:

a. The history of MAN 1 Lampung Timur

MAN 1 Lampung Timur was established in 1968, this school has experienced several name changes during its development. 1999, Lampung Tengah regency was held the expansion of the region government that have an impact on the region of this school. The name of MAN 1 Lampung Timur officially used since September 17th 2014 based on KMA No.157 2014, which initially is MAN 1 Metro Lampung Timur. MAN 1 Lampung Timur is located at Ki Hajar Dewantara Street Banjarrejo 38B Batanghari.

b. Vision and Mission of MAN 1 Lampung Timur

1) Vision of the School

Achievers in competing based on faith and piety, Excellent in Achievement, Professional and Religious. There are indicators of vision such as:

a) Oriented forward by paying attention to the present potential.

b) In accordance with the norms and expectations of the community.

c) Encourage the enthusiasm and commitment of all madrasa residents.

d) Encouraging better change.

e) Directing the madrasa (mission) strategic steps.

2) **The mission of the school**

a) Implement learning process and effective guidance so that each student develops optimally, in accordance with their potential.

b) Fostering appreciation and practice of the teachings of Islam and good culture so that students embody the virtues of mercy.

c) Growing and encouraging excellence in the application of science, technology, and art.

d) Building a madrasa who excels in practicing worship, cultured hard work, democratic, critical, creative, mutual tolerance and professional.

e) Providing supporting facilities and infrastructure for the creation of students who excel in academic and non-academic achievements and the creation of a religious atmosphere.

3) **The Condition of Teacher and Official Employees at MAN 1 Lampung Timur**

Table 4.1
The Condition of Teacher and Official Employers at MAN 1 Lampung Timur

NO	NAME	OCCUPATION
1.	Drs. Mohammad Jaeni, M. PFis	TEACHER
2.	Hj. Woro Zuli Astuti, S. Pd	TEACHER

3.	H. M. Nurdin, S. Pd	TEACHER
4.	Drs. H. Imam Sakroni	TEACHER
5.	Drs. Suyatman	TEACHER
6.	Drs. Amin Nurdin, MA	TEACHER
7.	Drs. Bunyamin DS	TEACHER
8.	Drs. Ali Idris, M.Pkim	TEACHER
9.	Dra. Hj. Isti Rochmad	TEACHER
10.	Dra. Mursida	TEACHER
11.	Dra. Eva Listiana	TEACHER
12.	Dra. Ismalina	TEACHER
13.	Hj. Ezy Rimayani, S. Pd	TEACHER
14.	Drs. Jauhari	TEACHER
15.	Drs. Marheyanto	TEACHER
16.	Mulyono, S. Pd. I	TEACHER
17.	Drs. Imam Kapandi	TEACHER
18.	Eni Ratnawati, S. Pd	TEACHER
19.	Eliyana Lusiana, S.Pd	TEACHER
20.	Umdzatul Khasanah, S. Pd	TEACHER
21.	Hj. Endang Sri Palupi, S. Pd	TEACHER
22.	Endang Riyanti, S. Pd	TEACHER
23.	M. Fiqri Muslim, S. Pd	TEACHER
24.	Santoso, S. Ag	TEACHER
25.	Neliyanti, S. Sos	TEACHER
26.	Muhzin Nawawi, S. Pd, M. Pd. I	TEACHER
27.	Sulasih, S. Pd	TEACHER
28.	Ahmad Sanusi, S. Ag	TEACHER
29.	Agus Muslihudin, S. S	TEACHER

30.	Arif Ismanto, S. Pd, M. Pd	TEACHER
31.	Indrawati, S. Psi	TEACHER
32.	Nur Zahra, S. S	TEACHER
33.	Wardoyo, S. Pd	TEACHER
34.	Mahfud Alfi Sahri, S. Pd	TEACHER
35.	Hj. Umul Ifadah, S. Pd, M. Pd	TEACHER
36.	Ardi Susanto, S. Pd	TEACHER
37.	Didik Kurniawan, S. Pd	TEACHER
38.	Imam Makruf, S. Pd	TEACHER
39.	Syanni Suharti	TEACHER
40.	Nurlaili, S. Pd	TEACHER
41.	Evi Purwanti, S. Pd	TEACHER
42.	Maya Kumalasari, S. Pd. Si	TEACHER
43.	Indah Fitriani, S. Pd	TEACHER
44.	Nurul Farida	TEACHER
45.	Desi Arshinta	TEACHER
46.	Johan Irfan Nurcholis	TEACHER
47.	Suparlan	TEACHER
48.	Ismawati	TEACHER
49.	Romadon	TU
50.	Nurkholis, S. Pd. I	TU
51.	Denti Wulandari	TU
52.	A. Junaidi	SECURITY

Table 2 Source: Documentation of MAN 1 LAMPUNG TIMUR

4) Quantity Students of MAN 1 Lampung Timur

The students' quantity at MAN 1 Lampung Timur is identified, as follows:

Table 4.2
The Students' Quantity at MAN 1 Lampung Timur in the
Academic Year of 2022/2023

No	Class	Total
1.	X	262
2.	XI	138
3.	XII	141
Total		541

5) **The Building of MAN 1 Lampung Timur**

The condition of facilities at MAN 1 Lampung Timur in the academic

year of 2022/2023 is illustrated in the table below:

Table 4.3
The Building of MAN 1 Lampung Timur

No	Building Facilities	Quantity
1.	Classroom	28
2.	Library	1
3.	Principal's Office	1
4.	Teacher council room	1
5.	Computer laboratory	1
6.	Chemistry laboratory	1
7.	Biology laboratory	1
8.	Basketball court	1
9.	Principal's toilet	1
10.	Teacher's toilet	2
11.	Toilet	18
12.	Counseling room	1

13.	Mosque	1
14.	Canteen	8
15.	Boarding school	2
16.	Dormitory	2
17.	Auditorium	1

Table 3 Source: Documentation of MAN 1 Lampung Timur

6) The sketch of MAN 1 Lampung Timur

The sketch is represented as follows:

Figure 4.1
The Sketch of MAN 1 Lampung Timur

2. Description of Research Data

This research used classroom action research. It was concluded in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 45 minutes. Each cycle includes of planning, action, observation, and reflection. In this research, the researcher is an English

teacher at the tenth grade in MAN 1 Lampung Timur, Mr John Kenedi, S. Pd. As the collaborator.

a. Pre-test activity

The researcher conducted the pre- test on March, 2nd 2023 at 12.45 until 14.45. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually when the learning process taken place. The kind of test is essay test and reading test before doing the action of classroom action research that asked the students to do the test about narrative text. Then, the students' pre-test result is illustrated on the table below:

Table 4.4

The Students' Pre-Test Result of Reading Comprehension

No	Name	Category	Total Grade
1.	AP	INCOMPLETE	70
2.	AF	INCOMPLETE	20
3.	AH	INCOMPLETE	55
4.	BS	COMPLETE	90
5.	CR	INCOMPLETE	70
6.	DI	COMPLETE	75
7.	FK	COMPLETE	75
8.	FY	INCOMPLETE	60

9.	IH	INCOMPLETE	45
10.	IA	INCOMPLETE	20
11.	IM	INCOMPLETE	70
12.	KM	INCOMPLETE	70
13.	KA	INCOMPLETE	70
14.	KR	INCOMPLETE	70
15.	LN	COMPLETE	80
16.	BS	INCOMPLETE	70
17.	MS	INCOMPLETE	65
18.	GP	INCOMPLETE	40
19.	MF	INCOMPLETE	60
20.	MA	INCOMPLETE	70
21.	NR	INCOMPLETE	20
22.	MZ	INCOMPLETE	70
23.	PM	COMPLETE	75
24.	RK	INCOMPLETE	65
25.	RV	INCOMPLETE	60
26.	RF	INCOMPLETE	65
27.	SA	INCOMPLETE	35
28.	ZF	COMPLETE	80
29.	ZH	INCOMPLETE	65
Total of all students' grade			1.780
Total of all students' (n)			29
The highest grade			90
The lowest grade			20
Average			61,37

Table 4.5
Frequency of Students' grade in Pre-test of Reading Comprehension

No	Grades	Frequency	Percentage	Explanation
1.	≥75	6	21%	COMPLETE
2.	≤75	23	79%	INCOMPLETE
	Total	29	100%	

Figure 4.2
The Percentage of The Students' Grade in Pre-test
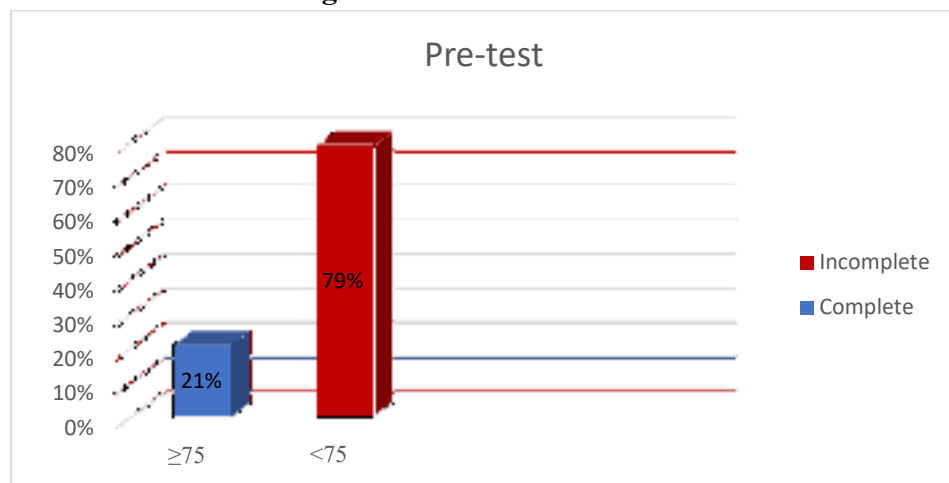
Notes:
1. ≥ 75: The students who got grades ≥75 (complete) in Pre-test
2. <75: The students who got grades <75 (incomplete) in Pre-test

Based on data above, it could be inferred that 23 students (79%) were not successful and 6 other students (21%) were successful. The successful students were those who the minimum mastery criteria of English subject at MAN 1 Lampung Timur at least 75. The successful students were fewer than those unsuccessful students. From the pre-test

result, the researcher got the average of 61,37, so the result was unsatisfied. Therefore, the researcher used Five Whys Technique to improve students' reading comprehension and their learning activity.

a. Cycle I

1) Planning

In the planning stage, the researcher and 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, preparing 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 vocabulary and their pronunciation when reading a text and on the given materials. All of the learning activities on this research was doing in the class.

2) Acting

a) The first meeting

The first meeting was conducted on March, 9th 2023 at 10.45 until 12.00 and followed by 29 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 for a half hour before the researcher was doing research and continued by the researcher to make sure the students' effectiveness in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher explained the material about narrative text that would be learned, such as the social function, language features, generic structure, and meaning text of narrative text. After the researcher had explained the material, the researcher gave an example of narrative text and analysed the text together.

b) **The second meeting**

The second meeting was conducted on March, 16th 2023 at 10.45-11.30. For 1x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching reading with the implementation of Five Whys Technique.

In the second meeting, the researcher asked the students to find the main idea by using Five Whys Technique. After know the main idea, the student asked by the researcher to identify

supporting idea of the narrative text. Afterward, the student was concluding the content of a text and finding the implied message of the narrative text. The researcher guided and helped the students in learning process.

In this stage, the condition on learning activity was effective because the collaborator monitors the researcher to make sure the students' effectiveness before the researcher was doing research in the learning process. Then, the researcher greets to closing the meeting.

Furthermore, on March, 20th 2023 the researcher gave post-test I concluded in cycle I with similar task on pre-test before. The kind of the test was question test that asked the students to answer essay of the question about narrative text. The theme of question test in post-test I is Malin Kundang.

The result of the students' test in post-test I was better that test in pretest before.

Table 4.6

The Students' Grade of Post-Test I

No	Name	Category	Total Grade
1.	AP	COMPLETE	75
2.	AF	INCOMPLETE	50
3.	AH	INCOMPLETE	60
4.	BS	COMPLETE	80

5.	CR	COMPLETE	75
6.	DI	COMPLETE	80
7.	FK	INCOMPLETE	50
8.	FY	INCOMPLETE	65
9.	IH	INCOMPLETE	55
10.	IA	INCOMPLETE	50
11.	IM	COMPLETE	75
12.	KM	COMPLETE	75
13.	KA	COMPLETE	75
14.	KR	COMPLETE	75
15.	LN	COMPLETE	80
16.	BS	COMPLETE	75
17.	MS	INCOMPLETE	50
18.	GP	INCOMPLETE	50
19.	MF	INCOMPLETE	60
20.	MA	INCOMPLETE	70
21.	NR	INCOMPLETE	50
22.	MZ	COMPLETE	75
23.	PM	COMPLETE	75
24.	RK	INCOMPLETE	70
25.	RV	INCOMPLETE	55
26.	RF	INCOMPLETE	70
27.	SA	INCOMPLETE	55
28.	ZF	COMPLETE	80
29.	ZH	INCOMPLETE	70
Total of all students' grade			1.955
Total of all students' (n)			29

The highest grade	80
The lowest grade	50
Average	67,41

Table 4.7

Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1.	≥75	13	45%	Complete
2.	<75	16	55%	Incomplete
Total		29	100%	

Source: The result grade of reading comprehension Post-test I at X
class of MAN 1 Lampung Timur March, 17th 2023.

Figure 4.3

The Percentage of the Students' Grade on Post-test I
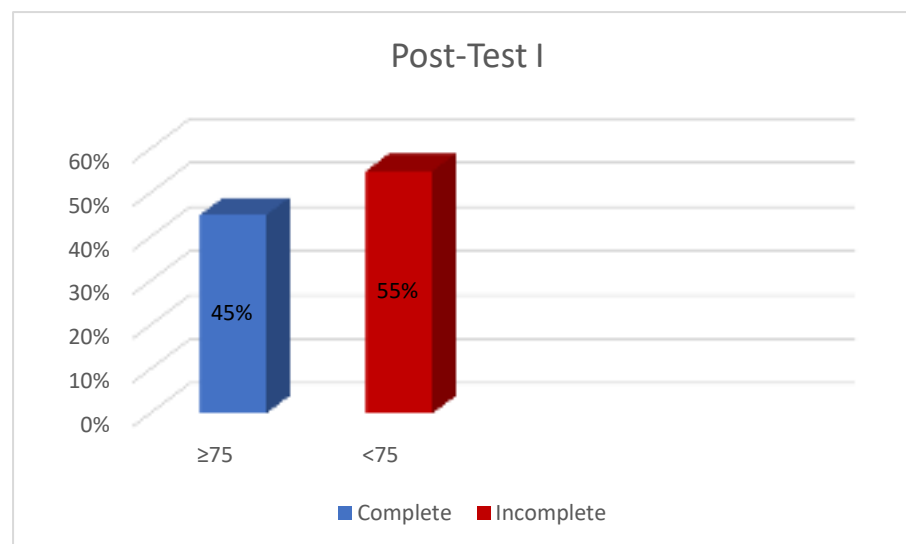
Based on the data above, it can be seen that 13 students (45%) got grade
up to the standard and 16 students (55%) got grade less than the standard. It

was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥75. The fact showed that the result was unsatisfied.

3) **Observing**

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of narrative text. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 4.8
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	✓	✓	-	✓
2.	AF	-	-	-	✓
3.	AH	-	✓	-	-
4.	BS	✓	✓	-	✓
5.	CR	✓	✓	-	-
6.	DI	✓	-	✓	✓
7.	FK	✓	-	-	-
8.	FY	-	✓	✓	-
9.	IH	✓	✓	-	-

10.	IA	-	✓	-	✓
11.	IM	-	✓	-	-
12.	KM	-	-	✓	✓
13.	KA	✓	✓	-	-
14.	KR	-	-	-	✓
15.	LN	-	✓	✓	-
16.	BS	-	✓	-	✓
17.	MS	✓	-	-	-
18.	GP	-	-	✓	✓
19.	MF	✓	-	-	-
20.	MA	✓	-	-	-
21.	NR	✓	-	-	-
22.	MZ	✓	✓	✓	✓
23.	PM	✓	✓	-	✓
24.	RK	✓	-	-	-
25.	RV	-	-	-	✓
26.	RF	-	✓	✓	-
27.	SA	✓	✓	-	-
28.	ZF	✓	✓	✓	✓
29.	ZH	✓	-	✓	-
	Total	**17**	**16**	**9**	**13**

Table 4.9
The Frequency of Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1.	Pay attention of the teacher explanation	17	59%
2.	The students' ask/answer question	16	55%
3.	The students active in the class	9	31%
4.	The students able do the task	16	55%
	Total Students	29	
	The percentage of students' learning activity	56%	

Source: The students' activity at the tenth grade of X1 of MAN 1 Lampung Timur
March, 17th 2023.

Figure 4.4
The Percentage of Students Activities in Cycle I
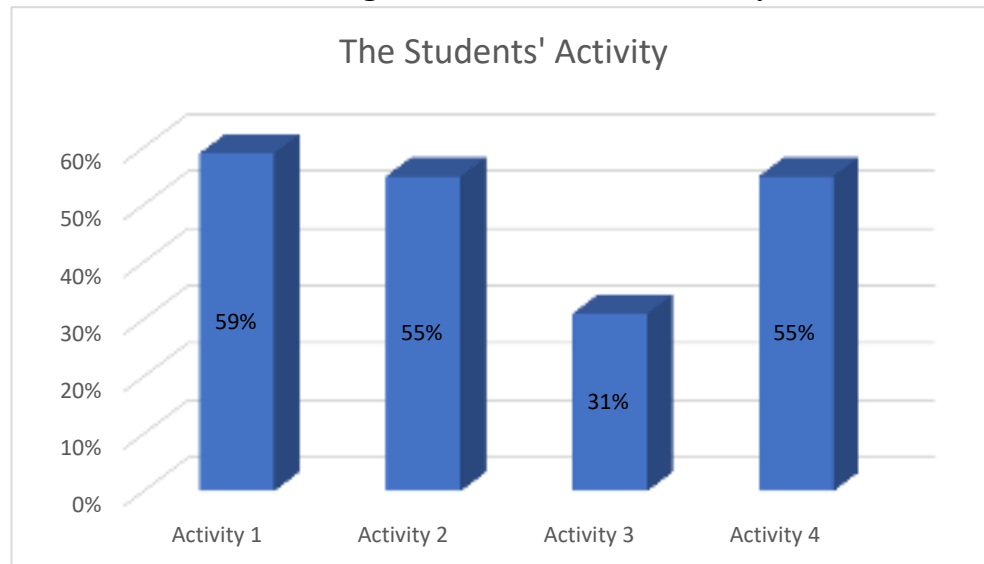
The table showed that not all the students' active in learning process. There were 17 students (59 %) who gave attention to the teacher explanation, 16 students (55%) who ask/answer question, 9 students who are active in the class (31%) 16 students (55%) who are able to do the task.

4) **Reflecting**

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 grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.10

The Comparison between Pre-Test and Post Test I Grade in Cycle I

No	Name Initial	Pre-Test	Post-Test I	Deviation	Explanation
1.	AP	70	75	5	IMPROVE
2.	AF	20	50	30	IMPROVE
3.	AH	55	60	5	IMPROVE
4.	BS	90	80	-10	DECREASE
5.	CR	70	75	5	IMPROVE
6.	DI	75	80	5	IMPROVE
7.	FK	75	50	-25	DECREASE
8.	FY	60	65	5	IMPROVE
9.	IH	45	55	10	IMPROVE
10.	IA	20	50	30	IMPROVE
11.	IM	70	75	5	IMPROVE
12.	KM	70	75	5	IMPROVE
13.	KA	70	75	5	IMPROVE
14.	KR	70	75	5	IMPROVE
15.	LN	80	80	0	CONSTANT
16.	BS	70	75	5	IMPROVE
17.	MS	65	50	-10	DECREASE
18.	GP	40	50	10	IMPROVE
19.	MF	60	60	0	CONSTANT
20.	MA	70	70	0	CONSTANT
21.	NR	20	50	30	IMPROVE
22.	MZ	70	75	5	IMPROVE
23.	PM	75	75	0	CONSTANT
24.	RK	65	70	5	IMPROVE
25.	RV	60	55	-5	DECREASE
26.	RF	65	70	5	IMPROVE
27.	SA	35	55	20	IMPROVE
28.	ZF	80	80	0	CONSTANT
29.	ZH	65	70	5	IMPROVE
Total		1.780	1.955	150	
Average		61,37	67,41		
The highest grade		90	80		
The lowest grade		20	50		

Table 4.11

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥75	6 students	13 students	Complete
<75	23 students	16 students	Incomplete
Total	29	29	

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 of Percentage of the Students' Completeness Grade on Pre-Test and Post-Test I
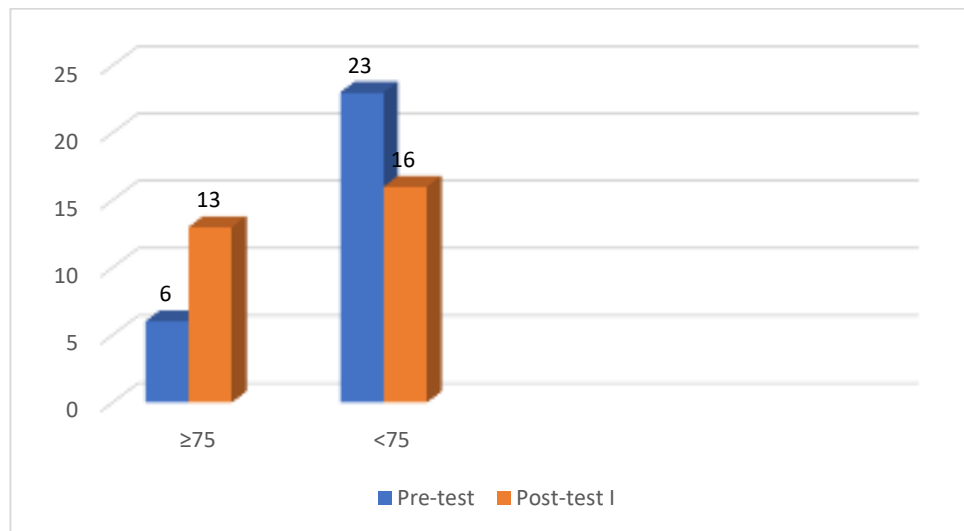
The table and the graphic above, in the pre-test result it could be inferred that 23 students (79%) were not successful and 6 other students (21%) were successful. The successful students were those who got the minimum mastery criteria at MAN 1 Lampung Timur at least 75. The

successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 61,37, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 13 students (45%) got grade up to the standard and 16 students (55%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥75. The fact showed that the result was unsatisfied.

b. Cycle II

The action in the cycle I was not successful enough, 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 of the action for students as follow: preparing the lesson plan, preparing the material, preparing the learning media, preparing the observation sheet of the students` activity II.

2) Action

The action in the cycle II, consists of 2 meetings, they are:

a) **First meeting**

The first meeting was conducted on Friday, March 17th, 2023 with the allocation times 2x45 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students` condition. After that, the researcher gave the material. Furthermore. The researcher explained about the Five Whys Technique that relates to the principle of systematic problem solving. In learning process, this technique was doing in a discussion with a group and make five question that began with "Why" for every question. In the learning process, the researcher explained stage by stage from the technique and gave the example by narrative text. In the end of meeting, the researcher gave motivation to the students and stimulating the student to conclude the material. Then, the researcher close the meeting.

b) **The Second Meeting**

The second meeting was conducted on Saturday, March 18th, 2023, this meeting used to analyzed the text together and post-test II, for 2x45 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave the text to analyze together through the Five Whys Technique after that the researcher gave the post-test to the student. The kind of the test are essay test, consist of 5 questions. In

this session, the researcher got the result of the students` post-test II

in cycle II. The result can be seen on the table below:

Table 4.12
The Students' Score in Post Test II

No	Name	Score	Explanation
1.	AP	85	COMPLETE
2.	AF	75	COMPLETE
3.	AH	75	COMPLETE
4.	BS	90	COMPLETE
5.	CR	80	COMPLETE
6.	DI	85	COMPLETE
7.	FK	70	INCOMPLETE
8.	FY	70	INCOMPLETE
9.	IH	65	INCOMPLETE
10.	IA	60	INCOMPLETE
11.	IM	80	COMPLETE
12.	KM	85	COMPLETE
13.	KA	80	COMPLETE
14.	KR	90	COMPLETE
15.	LN	85	COMPLETE
16.	BS	80	COMPLETE
17.	MS	75	COMPLETE
18.	GP	80	COMPLETE
19.	MF	75	COMPLETE
20.	MA	75	COMPLETE
21.	NR	70	INCOMPLETE
22.	MZ	80	COMPLETE
23.	PM	80	COMPLETE
24.	RK	75	COMPLETE
25.	RV	70	INCOMPLETE
26.	RF	75	COMPLETE
27.	SA	70	INCOMPLETE
28.	ZF	85	COMPLETE

29.	ZH	80	COMPLETE
Total			2.245
Average			77,41
High Score			90
Low Score			60

Table 4.13

The Frequency of Students' Score in Post-Test II

No	Score	Explanation	Frequency	Percentage
1.	≥75	Complete	22	76%
2.	<75	Incomplete	7	24%
Total			29	100%

Source: The result grade of reading comprehension post-test II

at X class of MAN 1 Lampung Timur on March 20th 2023.

Figure 4.6

The Percentage of Students' Score in Post-Test II
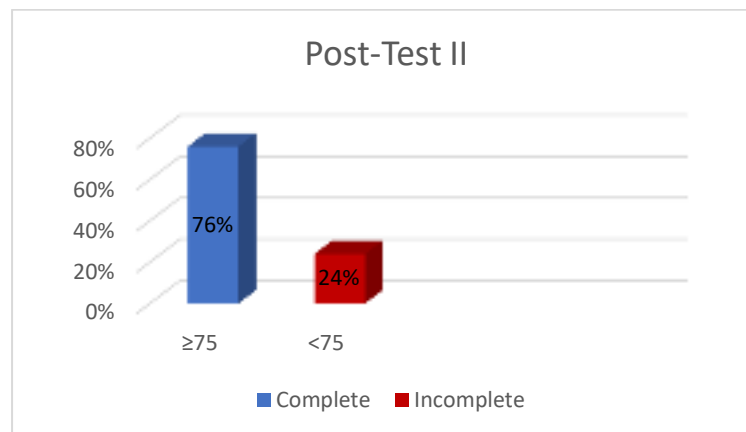
Based on the result above, it could be inferred that 22 students (76%)

were successful and 7 other students (24%) were not successful. From the

post-test 2 results, the researcher got the average of 77,41 %. It was higher

than post test 1 in cycle I.

c) **Observing**

In this step, the researcher presented the material by Five Whys

Technique. 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 grade of students' learning

activities observation, as follow:

Table 4.14

The Students' Activity Result in Cycle II

No	Name	The Aspect that Observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓
3.	AH	✓	✓	✓	✓
4.	BS	✓	✓	✓	✓
5.	CR	-	✓	-	✓
6.	DI	✓	✓	✓	✓
7.	FK	-	✓	✓	✓
8.	FY	✓	✓	✓	✓
9.	IH	-	✓	✓	-
10.	IA	-	✓	✓	✓
11.	IM	✓	✓	-	-
12.	KM	✓	✓	✓	✓

13.	KA	✓	✓	✓	-
14.	KR	✓	✓	✓	-
15.	LN	✓	✓	✓	-
16.	BS	✓	-	-	✓
17.	MS	✓	✓	✓	-
18.	GP	✓	✓	✓	✓
19.	MF	✓	✓	-	✓
20.	MA	✓	✓	✓	-
21.	NR	✓	✓	✓	-
22.	MZ	✓	✓	✓	✓
23.	PM	✓	-	✓	✓
24.	RK	✓	-	✓	✓
25.	RV	✓	✓	✓	-
26.	RF	✓	✓	-	✓
27.	SA	✓	-	✓	✓
28.	ZF	✓	✓	✓	✓
29.	ZH	✓	-	✓	✓
Total		**25**	**24**	**22**	**20**

Table 4.15

The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1.	Pay attention of the teacher explanation	25	86%
2.	The students' ask/answer question	24	83%
3.	The students' active in class	22	76%
4.	The students' able do the task	20	69%
Total Students		**29**	
The percentage of students' learning activity		**78,5%**	

Source: The students' reading comprehension at the tenth grade of MAN 1 Lampung Timur on

March, 20th 2023.

Then, the graph of percentage students learning activity in cycle II, as follow:

Figure 4.7

The Percentage of Students' Learning Activity in Cycle II
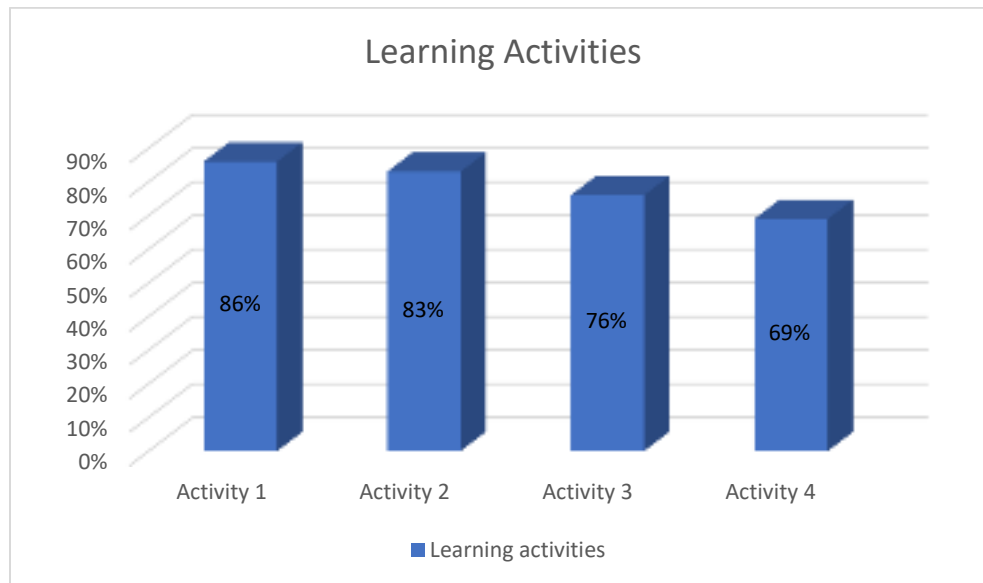
The table above showed that the students' activity in cycle II was improve. The students' activity that had high percentage were the students pay attention of the teacher explanation 86%, then, the students ask/answer the question from the teacher 83% and the students active in the class 76%, and the last the students able do the task 69%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥75%.

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Five Whys Technique, the students reading test in essay would improve. At the end of this cycle, the researcher and the collaborator

analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 4.16
The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AP	75	85	10	IMPROVE
2.	AF	50	75	25	IMPROVE
3.	AH	60	75	15	IMPROVE
4.	BS	80	90	10	IMPROVE
5.	CR	75	80	5	IMPROVE
6.	DI	80	85	5	IMPROVE
7.	FK	50	70	20	IMPROVE
8.	FY	65	70	5	IMPROVE
9.	IH	55	65	10	IMPROVE
10.	IA	50	60	10	IMPROVE
11.	IM	75	80	5	IMPROVE
12.	KM	75	85	10	IMPROVE
13.	KA	75	80	5	IMPROVE
14.	KR	75	90	15	IMPROVE
15.	LN	80	85	5	IMPROVE
16.	BS	75	80	5	IMPROVE
17.	MS	50	75	25	IMPROVE
18.	GP	50	80	30	IMPROVE
19.	MF	60	75	15	IMPROVE
20.	MA	70	75	5	IMPROVE
21.	NR	50	70	20	IMPROVE
22.	MZ	75	80	5	IMPROVE
23.	PM	75	80	5	IMPROVE
24.	RK	70	75	5	IMPROVE

25.	RV	55	70	15	IMPROVE
26.	RF	70	75	5	IMPROVE
27.	SA	55	70	15	IMPROVE
28.	ZF	80	85	5	IMPROVE
29.	ZH	70	80	10	IMPROVE
Total		1.955	2.245		
Average		67,41	77,41		
The highest grade		80	90	320	
The lowest grade		50	60		

Table 4.17
The Comparison of Students' Grade in Post-Test
I and Post-Test II

Interval	Criteria	Post-Test I	Post-Test II
$\geq$75	Complete	13	22
<75	Incomplete	16	7
Total		**29**	**29**

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

Figure 4.8
The Percentage of Comparison of Students' Grade
on Post-Test I and Post-Test II
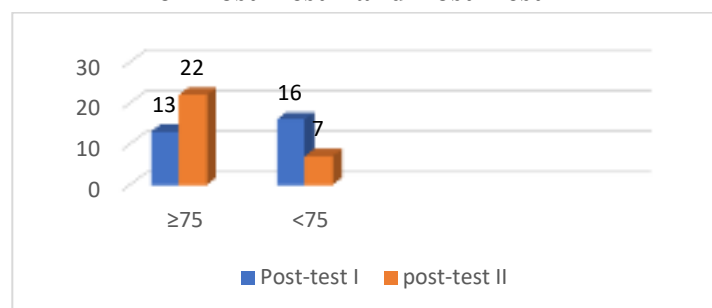
From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 13 students (45%) were successful and 16 other students (55%) were not successful. From the post test II results, the researcher got the percentage of 77,41%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >70% students got grade 75. It indicated that the students' reading comprehension was improved.

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

a) **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. While 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 4.18

The Comparison of Reading Comprehension of Pre-Test, Post-Test

I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	70	75	85
2.	20	50	75
3.	55	60	75
4.	90	80	90
5.	70	75	80
6.	75	80	85
7.	75	50	70
8.	60	65	70
9.	45	55	65
10.	20	50	60
11.	70	75	80
12.	70	75	85
13.	70	75	80
14.	70	75	90
15.	80	80	85
16.	70	75	80
17.	65	50	75
18.	40	50	80
19.	60	60	75
20.	70	70	75
21.	20	50	70
22.	70	75	80
23.	75	75	80
24.	65	70	75
25.	60	55	70
26.	65	70	75
27.	35	55	70
28.	80	80	85
29.	65	70	80
Total	1.780	1.955	2.245

| Average	61,37	67,41	77,41
Complete	6	13	22

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Table 4.19

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

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	Frequency	Percentage	F	P	F	P	
≥75	6	21%	13	45%	22	76%	Complete
<75	23	79%	16	55%	7	24%	Incomplete
Total	29	100%	29	100%	29	100%	

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. 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 Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I
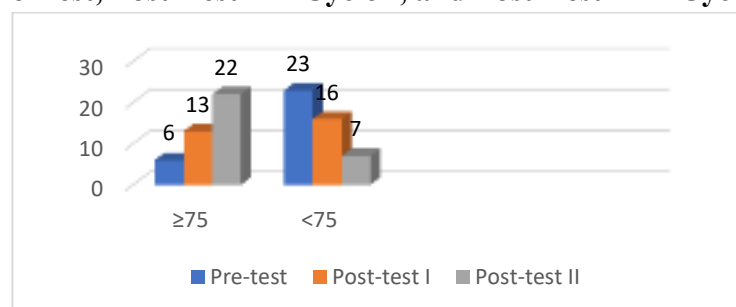
Based on the graph above, it could be inferred that Five Whys Technique could improve the students' reading comprehension. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

1. **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 increase students' activities as follows:

Table 4.20
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1.	Pay attention of teacher explanation	17	59%	25	86%	Increased
2.	The students' ask/answer question	16	55%	24	83%	Increased
3.	The students active in the class	9	31%	22	76%	Increased
4.	The students able do the task	16	55%	20	69%	Increased

Figure 4.10

Figure of Learning Activity in Cycle I and Cycle II
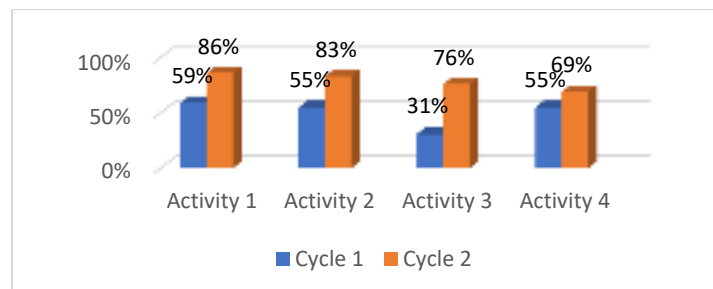
Based on the data had gotten, it can be explained as follow:

a) **The Students' pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 59% and in cycle II 86%, it is increased 27%.

b) **The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 28%, from cycle I 55% and cycle II 83%

c) **The students' activeness in the class**

The active students in class were increased. It could be seen on the cycle I 31% and cycle II 76%, it increased 45%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in students' reading comprehension when Five Whys Technique was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 55% and cycle II 69%, it increased 14%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Five Whys Technique can improve the students' reading comprehension and their learning activity. There was progress average grade from 61,37 to 67,41 and to 77,41.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 23 students' did not achieve the criteria (73%).

Moreover, in the post-test I there was 13 students or (45%) passed the test the indicator students get grade >75 with average 67,41. Meanwhile, in the post-test II there was 22 students or (76%) passed the test the indicator students get grade >75 with average 77,41. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 75 was achieved.

B. Discussion

In the learning of reading comprehension to the students' of MAN 1 Lampung Timur especially in students of X class, based on the pre-survey there are some problems like some students have lack in vocabulary mastery, their pronunciation, and meaning text.

The researcher chooses Five Whys Technique to improve the students' reading comprehension and their learning activity. The researcher used this technique to organize students' idea and made students more active in reading comprehension in learning English. Therefore, it is proved that the implementation of Five Whys Technique improves the students' learning activities using Five Whys. Therefore, Five Whys hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Five Whys Technique could improve the students' reading comprehension. There is progress from the students gets grade ≥75 from pre-test 21% or 6 students, post-test I 45% or 13 students and post-test II become 76% or 22 students. It is inferred that there is increasement on the students' complete grade and total of grade 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 70% of students got grade >75 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 59% become 86%, the students' ask/answer question from 55% become 83%, the students' activeness in the class from 31% become 76%, the students' able do the task from 55% become 69%. The result of students' activities in cycle I and cycle II, there is increasement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be increased through Five Whys Technique at the tenth grade of MAN 1 Lampung Timur.

Five Whys Technique can improve students' reading comprehension at the tenth grade of MAN 1 Lampung Timur. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade from pre-test 61,37 to post-test I 67,41 became 77,41 in post-test II. In cycle I, there were 13 students passed the test. Moreover, in cycle II there were 22 students who get grade ≥ 75. It means that result of cycle II had already achieved the indicator of success that was 77,41% of the students achieve the minimum mastery criteria (MMC).

In addition, Five Whys Technique can improve students' learning activity at the tenth graders of MAN 1 Lampung Timur. The students' activity in the implementation of cycle I and cycle II was very active and confidence. It means that Five Whys Technique can improve the students' reading comprehension. The students' reading comprehension in cycle I and cycle II increases significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

   a. The teacher should prepare and select appropriate technique 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 enjoyable process, such as selecting text or new teaching media.

   b. It is better for the teacher to use Five Whys Technique 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 is suggested to the students to be more active in learning process in the class and increase their reading comprehension so they can be successful in English learning.

3. For Headmaster

   To support the English teacher to use Five Whys Technique in learning process, because Five Whys Technique is so helpful.

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APPENDICES

SILABUS PEMBELAJARAN

Nama Sekolah : SMA / MA ....
Mata Pelajaran : Bahasa Inggris ....
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapka n selamat	respond to expression of happiness; 1. What do you think of the situations? Are there good news or bad news? 2. What do you feel when you hear a good news? 3. What do you feel when you hear a bad news? 4. How do you respond to someone telling you a good and a bad news? 5. What will you do or say to show your happiness?	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan percakapan interpersonal/t ransaksional melalui film/ rekaman • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar	• Mengidentifikasi kata yang didengar • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur berterima kasih • Merespon tindak tutur berterima kasih • Mengidentifikasi makna tindak tutur memuji • Merespon tindak tutur memuji • Mengidentifikasi makna tindak tutur mengucapkan selamat. • Merespon tindak tutur mengucapkan selamat	Quiz Ulangan tertulis Tugas	2 x 45 2 x 45 2 x 45	Developing English Competenci es for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player CHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item	wolf dead. • respond to narrative texts. Study the following explanation. Then, listen to your teacher reading another story and complete the table. Different writers usually give organise their information about. • However, they usually give their information about. • the setting (the place, time) • the characters (the people in the story) • the events (the conflict in the story) • the outcome (what happened in the end)	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis) • Berorientasi pada tugas (bermotivasi, tekun/tabah, tekad, kerja keras, mempunyai dorongan kuat, energik) • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan monolog dan teks yang dibaca. • Mendiskusikan berbagai pembedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.	• Mengidentifikasi main ideas dan info yang didengar • Mengidentifikasi tokoh-tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda yang diceritakan • Mengidentifikasi isi berita yang didengar	Tugas Ulangan tertulis Tugas	1x45 1x45	Developing English Competencies for Grade X Semester High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
10.Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, namun, descriptive dan news item dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek dan monolog (narrative) dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari	teks. 2. Please accept my condolences. 10 What a terrible situation for you.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, bersahabat, cinta tanah air, menghargai prestasi, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, menyukai tantangan). Menempati masa depan (orientasi ke masa depan)	Menyampaikan penyampaian lisan. Menyampaikan undangan lisan. Melakukan monolog untuk menghibur/melaporkan sesuatu. Mengucapkan bahasa lisan	Memberi penyampaian lisan	Tugas	1 x 45	Developing Eng ish Competencies for Grade X Senior High School (SMA/MA)
		Blind Listening A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted His salt. When he returned home, his father told him that if he had helped					Performance	2 x 45	Teks Kamus Kaset/CD Tape/CD Player Foto Poster Gambar Koran bahasa Inggris Majalah internet

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : Madrasah Aliyah Negeri 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Topik   : Narrative Text/ Malin Kundang

Kelas   : X/Genap

Pertemuan ke   : 1

Waktu   : 45 menit

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. 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.

KI3. Menahami, 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.

KI4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

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B. **Kompetensi Dasar**

8.2. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

C. **Indikator Pencapaian Kompetensi**

8.2.1. Siswa mampu mengidentifikasi *main idea* yang terdapat pada teks bacaan.

8.2.2. Siswa mampu mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca

8.2.3. Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda

8.2.4. Siswa mampu menentukan grammatical features dari sebuah teks naratif.

8.2.5. Siswa mampu menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif.

8.2.6. Siswa mampu mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca.

8.2.7. Siswa mampu menyimpulkan isi teks *narrative*.

D. **Tujuan Pembelajaran**

8.2.1. Mengidentifikasi main idea yang terdapat pada teks bacaan (C1)

8.2.2. Mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca (C1)

8.2.3. Mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda. (C2)

8.2.4. Menentukan grammatical features dari sebuah teks naratif (C3)

8.2.5. Menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif (C4)

8.2.6. Mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca (C5)

8.2.7. Menyimpulkan isi teks *narrative* (C6)

E. **Materi Pembelajaran**

Narrative text merupakan bentuk wacana yang bertujuan untuk menghibur pembaca atau pendengar (*Entertaint the reader*) dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

Generic Structure Narrative Text

1. **Orientation**

    Bagian orientation berisi tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita (siapa, apa, kapan, dan dimana).

2. **Complication**

    Pada bagian complication, masalah-masalah mulai muncul dalam cerita dan harus diselesaikan oleh tokoh utama pada cerita tersebut.

3. **Resolution**

    Pada bagian resolution ini, masalah pada cerita terselesaikan oleh tokoh utama cerita. Resolution adalah bagian berakhirnya cerita yang biasanya terdapat pesan moral atau nasihat dari cerita tersebut, yang biasa disebut **Coda**.

Berikut beberapa jenis-jenis *narrative text*:

1. *Fable* atau fabel

    Fabel merupakan cerita yang berkisah mengenai binatang.

    Contoh: *The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile* dan lain sebagainya

2. *Myth* atau mitos

    Mitos merupakan cerita mitos / mite yang berkembang pada masyarakat serta umumnya dianggap sebagai cerita faktual atau benar-benar terjadi.

    Contoh: Aji Saka and Dewata Cengkar.

3. *Legend* atau legenda

Legenda adalah cerita yang mengisahkan mengenai bagaimana asal usul suatu tempat.

Contoh: *The Legend of Surabaya, The Legend of Candi Prambanan, Story of Lake Toba.*

4. *Folktale/ folklore* adalah cerita rakyat Ini merupakan cerita yang diturunkan secara turun temurun hingga menjadi bagian tradisi masyarakat.

Contohnya: Malin Kundang, *Golden eggs.*

5. *Fairy tales* atau dongeng

Dongeng adalah cerita rakyat atau cerita kanak-kanak yang memiliki keajaiban dalam kisah yang diceritakan oleh penulisnya.

Contohnya: Timun Mas, *Tinker Bell, Tumbelina.*

6. *Love story* atau cerita cinta/roman

Love story adalah cerita yang mengkisahkan (umumnya) perjuangan cinta tokoh utama atau mengenai kisah cinta tokoh-tokohnya.

Contohnya, *Romeo and Juliet, I'm One of Those Fool Man.*

Unsur Kebahasaan

1. Menggunakan bentuk *tenses Past Tense* atau penanda waktu masa lampau, sehingga *Verb* atau kata kerjanya menggunakan *Verb 2* atau kata kerja dalam bentuk kedua *(V2).*

2. Menggunakan *Nouns* (kata benda) tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita.

Misalnya: *the princess, the girl, the queen,* dsb.

3. Menggunakan *Adjectives* yang membentuk *noun phrase.*

Misalnya: *The red riding hood, the poisoned apple*, dsb.

4. Menggunakan *Time Connectives* dan *Conjunctions* untuk mengurutkan kejadian-kejadian.

Misalnya: *before, after, then, next,soon*, dsb.

5. Menggunakan *Adverbs* dan *Adverbial Phrase* untuk menunjukkan lokasi kejadian atau peristiwa.

   Misalnya: *on the sea, in the mountain, there, happily ever after,* dsb.

Reading Text

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her

"Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

F. Teknik Pembelajaran

Teknik   : Five Whys Technique

G. Alat/Media/Sumber Pembelajaran

1. Media

   Buku Tulis, LKPD

2. Alat

   White board, spidol

3. Sumber Belajar

   Kamus, Internet, Buku Penunjang yang Relevan, Buku ajar.

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberi salam kepada peserta didik (*religious*) • Guru meminta salah satu peserta didik untuk memimpin doa *(religious)* • Guru mempersiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran *(disiplin)* • Guru mengecek kehadiran peserta didik *(disiplin)* • Guru mengajukan beberapa pertanyaan tentang pelajaran sebelumnya *(responsif)* • Guru memotivasi peserta didik dengan mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik • Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	5 Menit
Inti	• Guru meminta peserta didik untuk mengumpulkan tim dan mengembangkan pernyataan masalah sesuai kesepakatan. Setelah ini dilakukan, guru memutuskan apakah individu tambahan diperlukan untuk menyelesaikan masalah atau tidak. • Guru bertanya "mengapa" kepada group yang telah dibuat oleh peserta didik, "mengapa masalah ini atau itu terjadi?", Mungkin akan ada tiga atau empat jawaban yang masuk akal: catat semuanya di papan tulis. • Guru bertanya "mengapa" dengan berturut-turut, mengulangi proses untuk setiap pernyataan di papan tulis. Kemudian meminta keada peserta didik untuk menulis jawaban di dekat pertanyaannya . Guru menindak lanjuti semua jawaban yang masuk akal dan meminta peserta didik untuk mengidentifikasi	35 menit

	akar penyebab masalahnya, jika dengan bertanya "mengapa" tidak menghasilkan informasi yang penting dilanjutkan untuk mengajukan pertanyaan sebanyak lima kali untuk sampai ke akar masalahnya. • Di antara banyaknya jawaban yang dituliskan dari pertanyaan "mengapa" yang ditanyakan untuk mengetahui penyebab masalah yang sistematis. Guru mendiskusikan jawaban yang spesifik dengan peserta didik untuk menyelesesaikan masalah yang ada dan menunjukkan jawaban dari satu kelompok ke kelompok lain untuk melihat hasil analisis peserta didik. • Setelah menetapkan akar penyebab masalah yang paling akurat dan masuk logika dari analisis peserta didik, peserta didik diminta untuk mengembangkan tindakan korektif yang tepat untuk menghilangkan akar penyebab dari masalah tersebut dan akan mendapat masukan dari group lain. • Kemudian, setelah menemukan penyebab sistematis dari masalah tersebut, guru bertanya mengapa alasan akhir cerita. • Yang terakhir, guru bertanya kepada peserta didik "mengapa karakter memiliki masalah itu?, bagaimana karakternya?, dan memberikan solusi masalah kepada setiap karakter cerita."	
Penutup	• Guru melakukan refleksi terhadap pembelajaran yang telah dilaksanakan • Guru memberikan tugas secara individu untuk menulis teks naratif sederhana dengan unsur kebahasaan serta struktur yang benar • Menyampaikan rencana kegiatan pada pertemuan berikutnya • Guru menyampaikan salam penutup	5 menit

I. Penilaian Pembelajaran

Teknik Penilaian

a. Penilaian Pengetahuan   : Tes tertulis berupa soal essay

b. Penilaian Keterampilan : Unjuk Kerja

c. Penilaian Sikap   : Observasi/pengamatan

Mengetahui,   Lampung Timur, 12 Februari 2023
Guru Pamong

                                               Mahasiswa

John Kenedi, S. Pd.   Diah Nurmala Vitaloka
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : Madrasah Aliyah Negeri 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Topik   : Narrative Text/ Issumboshi

Kelas   : X/Genap

Pertemuan ke   : 2

Waktu   : 45 menit

A. Kompetensi Inti

KI5. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI6. 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.

KI7. Menahami, 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.

KI8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

8.3. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

C. Indikator Pencapaian Kompetensi

8.2.8. Siswa mampu mengidentifikasi *main idea* yang terdapat pada teks bacaan.

8.2.9. Siswa mampu mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca

8.2.10. Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda

8.2.11. Siswa mampu menentukan grammatical features dari sebuah teks naratif.

8.2.12. Siswa mampu menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif.

8.2.13. Siswa mampu mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca.

8.2.14. Siswa mampu menyimpulkan isi teks *narrative*.

D. Tujuan Pembelajaran

8.2.8. Mengidentifikasi main idea yang terdapat pada teks bacaan (C1)

8.2.9. Mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca (C1)

8.2.10. Mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda. (C2)

8.2.11. Menentukan grammatical features dari sebuah teks naratif (C3)

8.2.12. Menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif (C4)

8.2.13. Mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca (C5)

8.2.14. Menyimpulkan isi teks *narrative* (C6)

E. Materi Pembelajaran

Narrative text merupakan bentuk wacana yang bertujuan untuk menghibur pembaca atau pendengar (*Entertaint the reader*) dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

Generic Structure Narrative Text

4. Orientation

Bagian orientation berisi tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita (siapa, apa, kapan, dan dimana).

5. Complication

Pada bagian complication, masalah-masalah mulai muncul dalam cerita dan harus diselesaikan oleh tokoh utama pada cerita tersebut.

6. Resolution

Pada bagian resolution ini, masalah pada cerita terselesaikan oleh tokoh utama cerita. Resolution adalah bagian berakhirnya cerita yang biasanya terdapat pesan moral atau nasihat dari cerita tersebut, yang biasa disebut **Coda**.

Berikut beberapa jenis-jenis *narrative text*:

7. *Fable* atau fabel

Fabel merupakan cerita yang berkisah mengenai binatang.

Contoh: *The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile* dan lain sebagainya

8. *Myth* atau mitos

Mitos merupakan cerita mitos / mite yang berkembang pada masyarakat serta umumnya dianggap sebagai cerita faktual atau benar-benar terjadi.

Contoh: Aji Saka and Dewata Cengkar.

9. *Legend* atau legenda

   Legenda adalah cerita yang mengisahkan mengenai bagaimana asal usul suatu tempat.

   Contoh: *The Legend of Surabaya, The Legend of Candi Prambanan, Story of Lake Toba.*

10. *Folktale/ folklore* adalah cerita rakyat Ini merupakan cerita yang diturunkan secara turun temurun hingga menjadi bagian tradisi masyarakat.

    Contohnya: Malin Kundang, *Golden eggs.*

11. *Fairy tales* atau dongeng

    Dongeng adalah cerita rakyat atau cerita kanak-kanak yang memiliki keajaiban dalam kisah yang diceritakan oleh penulisnya.

    Contohnya: Timun Mas, *Tinker Bell, Tumbelina.*

12. *Love story* atau cerita cinta/roman

    Love story adalah cerita yang mengkisahkan (umumnya) perjuangan cinta tokoh utama atau mengenai kisah cinta tokoh-tokohnya.

    Contohnya, *Romeo and Juliet, I'm One of Those Fool Man.*

Unsur Kebahasaan

1. Menggunakan bentuk *tenses Past Tense* atau penanda waktu masa lampau, sehingga *Verb* atau kata kerjanya menggunakan *Verb 2* atau kata kerja dalam bentuk kedua *(V2).*

2. Menggunakan *Nouns* (kata benda) tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita.

   Misalnya: *the princess, the girl, the queen,* dsb.

3. Menggunakan *Adjectives* yang membentuk *noun phrase.*

   Misalnya: *The red riding hood, the poisoned apple*, dsb.

4. Menggunakan *Time Connectives* dan *Conjunctions* untuk mengurutkan kejadian-kejadian.

   Misalnya: *before, after, then, next,soon*, dsb.

5. Menggunakan *Adverbs* dan *Adverbial Phrase* untuk menunjukkan lokasi kejadian atau peristiwa.

Misalnya: *on the sea, in the mountain, there, happily ever after,* dsb

Reading Text

Issumboshi

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We would call this child 'Issumboshi," they said.

They raised Isssumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bulled by the children of the village and often went home peeling unhappy.

Grandmother would make some big rice balls and encourage him. "eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I would go to the capital to study and become a respectable person. Then I would come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now,"Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

… … …

At last Issumboshi reached the capital city and anchored under the bridge.

Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask then at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I would defend you upon my life," said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that would grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!" And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

F. Teknik Pembelajaran

Teknik   : Five Whys Technique

G. Alat/Media/Sumber Pembelajaran

2. Media

   Buku Tulis, LKPD

4. Alat

   White board, spidol

5. Sumber Belajar

   Kamus, Internet, Buku Penunjang yang Relevan, Buku ajar

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberi salam kepada peserta didik *(religious)* • Guru meminta salah satu peserta didik untuk memimpin doa *(religious)* • Guru mempersiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran *(disiplin)* • Guru mengecek kehadiran peserta didik *(disiplin)* • Guru mengajukan beberapa pertanyaan tentang pelajaran sebelumnya *(responsif)* • Guru memotivasi peserta didik dengan mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik • Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	5 menit
Inti	• Guru meminta peserta didik untuk mengumpulkan tim dan mengembangkan pernyataan masalah sesuai kesepakatan. Setelah ini dilakukan, guru memutuskan apakah individu tambahan diperlukan untuk menyelesaikan masalah atau tidak. • Guru bertanya "mengapa" kepada group yang telah dibuat oleh peserta didik, "mengapa masalah ini atau itu terjadi?", Mungkin akan ada tiga atau empat jawaban yang masuk akal: catat semuanya di papan tulis. • Guru bertanya "mengapa" dengan berturut-turut, mengulangi proses untuk setiap pernyataan di papan tulis. Kemudian meminta keada peserta didik untuk menulis jawaban di dekat pertanyaannya . Guru menindak lanjuti semua jawaban yang masuk akal dan meminta peserta didik untuk mengidentifikasi akar penyebab masalahnya, jika dengan bertanya "mengapa" tidak menghasilkan informasi yang penting dilanjutkan untuk mengajukan pertanyaan sebanyak lima kali untuk sampai ke akar masalahnya.	35 menit

| | • Di antara banyaknya jawaban yang dituliskan dari pertanyaan "mengapa" yang ditanyakan untuk mengetahui penyebab masalah yang sistematis. Guru mendiskusikan jawaban yang spesifik dengan peserta didik untuk menyeleselesaikan masalah yang ada dan menunjukkan jawaban dari satu kelompok ke kelompok lain untuk melihat hasil analisis peserta didik.
• Setelah menetapkan akar penyebab masalah yang paling akurat dan masuk logika dari analisis peserta didik, peserta didik diminta untuk mengembangkan tindakan korektif yang tepat untuk menghilangkan akar penyebab dari masalah tersebut dan akan mendapat masukan dari group lain.
• Kemudian, setelah menemukan penyebab sistematis dari masalah tersebut, guru bertanya mengapa alasan akhir cerita.
• Yang terakhir, guru bertanya kepada peserta didik "mengapa karakter memiliki masalah itu?, bagaimana karakternya?, dan memberikan solusi masalah kepada setiap karakter cerita." | |
| Penutup | • Guru melakukan refleksi terhadap pembelajaran yang telah dilaksanakan
• Guru memberikan tugas secara individu untuk menulis teks naratif sederhana dengan unsur kebahasaan serta struktur yang benar
• Menyampaikan rencana kegiatan pada pertemuan berikutnya
• Guru menyampaikan salam penutup | 5 menit |

I. Penilaian Pembelajaran

Teknik Penilaian

d. Penilaian Pengetahuan   : Tes tertulis berupa soal essay

e. Penilaian Keterampilan   : Unjuk Kerja

f. Penilaian Sikap   : Observasi/pengamatan

Mengetahui,

Guru Pamong

Lampung Timur, 12 Februari 2023

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : Madrasah Aliyah Negeri 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Topik   : Narrative Text/ Strong Wind

Kelas   : X/Genap

Pertemuan ke   : 3

Waktu   : 45 menit

A. Kompetensi Inti

KI9. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI10. 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.

KI11. Menahami, 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.

KI12. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

C. Kompetensi Dasar

8.4. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

L. Indikator Pencapaian Kompetensi

8.2.15. Siswa mampu mengidentifikasi *main idea* yang terdapat pada teks bacaan.

8.2.16. Siswa mampu mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca.

8.2.17. Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda

8.2.18. Siswa mampu menentukan grammatical features dari sebuah teks naratif.

8.2.19. Siswa mampu menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif.

8.2.20. Siswa mampu mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca.

8.2.21. Siswa mampu menyimpulkan isi teks *narrative*.

M. Tujuan Pembelajaran

8.2.15. Mengidentifikasi main idea yang terdapat pada teks bacaan (C1)

8.2.16. Mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca (C1)

8.2.17. Mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda. (C2)

8.2.18. Menentukan grammatical features dari sebuah teks naratif (C3)

8.2.19. Menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif (C4)

8.2.20. Mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca (C5)

8.2.21. Menyimpulkan isi teks *narrative* (C6)

N. Materi Pembelajaran

Narrative text merupakan bentuk wacana yang bertujuan untuk menghibur pembaca atau pendengar (*Entertaint the reader*) dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

Generic Structure Narrative Text

7. Orientation

Bagian orientation berisi tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita (siapa, apa, kapan, dan dimana).

8. Complication

Pada bagian complication, masalah-masalah mulai muncul dalam cerita dan harus diselesaikan oleh tokoh utama pada cerita tersebut.

9. **Resolution**

Pada bagian resolution ini, masalah pada cerita terselesaikan oleh tokoh utama cerita. Resolution adalah bagian berakhirnya cerita yang biasanya terdapat pesan moral atau nasihat dari cerita tersebut, yang biasa disebut **Coda**.

Berikut beberapa jenis-jenis *narrative text*:

13. *Fable* atau fabel

    Fabel merupakan cerita yang berkisah mengenai binatang.

    Contoh: *The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile* dan lain sebagainya

14. *Myth* atau mitos

    Mitos merupakan cerita mitos / mite yang berkembang pada masyarakat serta umumnya dianggap sebagai cerita faktual atau benar-benar terjadi.

    Contoh: Aji Saka and Dewata Cengkar.

15. *Legend* atau legenda

    Legenda adalah cerita yang mengisahkan mengenai bagaimana asal usul suatu tempat.

    Contoh: *The Legend of Surabaya, The Legend of Candi Prambanan, Story of Lake Toba.*

16. *Folktale/ folklore* adalah cerita rakyat Ini merupakan cerita yang diturunkan secara turun temurun hingga menjadi bagian tradisi masyarakat.

    Contohnya: Malin Kundang, *Golden eggs.*

17. *Fairy tales* atau dongeng

    Dongeng adalah cerita rakyat atau cerita kanak-kanak yang memiliki keajaiban dalam kisah yang diceritakan oleh penulisnya.

    Contohnya: Timun Mas, *Tinker Bell, Tumbelina.*

18. *Love story* atau cerita cinta/roman

   Love story adalah cerita yang mengkisahkan (umumnya) perjuangan cinta tokoh utama atau mengenai kisah cinta tokoh-tokohnya.

   Contohnya, *Romeo and Juliet, I'm One of Those Fool Man.*

Unsur Kebahasaan

1. Menggunakan bentuk *tenses Past Tense* atau penanda waktu masa lampau, sehingga *Verb* atau kata kerjanya menggunakan *Verb 2* atau kata kerja dalam bentuk kedua *(V2).*

2. Menggunakan *Nouns* (kata benda) tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita.

   Misalnya: *the princess, the girl, the queen,* dsb.

3. Menggunakan *Adjectives* yang membentuk *noun phrase*.

   Misalnya: *The red riding hood, the poisoned apple*, dsb.

4. Menggunakan *Time Connectives* dan *Conjunctions* untuk mengurutkan kejadian-kejadian.

   Misalnya: *before, after, then, next,soon*, dsb.

5. Menggunakan *Adverbs* dan *Adverbial Phrase* untuk menunjukkan lokasi kejadian atau peristiwa.

   Misalnya: *on the sea, in the mountain, there, happily ever after,* dsb

Reading Text

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?"

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?" And then the girls would answer, "with a _____ (2)" or "with a wooden pole."

Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4).

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."

"What is his _____ (6) made of?" asked Strong Wind's sister.

"The rainbow," answered the girl.

"And what is the bowstring made of?" asked Strong Wind's sister.

"Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the sister washed the girl, and all the burns went away. Her hair grew _____ (7) and black again. The sister dressed the girl in _____ (8) clothes. Strong Wind came and the girl became his wife.

The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always _____ (9) with fear wherever he comes near, because they know he remembers their _____ (10) and meanness.

O. Teknik Pembelajaran

Teknik   : Five Whys Technique

P. Alat/Media/Sumber Pembelajaran

3. Media

   Buku Tulis, LKPD

6. Alat

   White board, spidol

7. Sumber Belajar

   Kamus, Internet, Buku Penunjang yang Relevan, Buku ajar

Q. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberi salam kepada peserta didik (*religious)* • Guru meminta salah satu peserta didik untuk memimpin doa *(religious)* • Guru mempersiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran *(disiplin)* • Guru mengecek kehadiran peserta didik *(disiplin)* • Guru mengajukan beberapa pertanyaan tentang pelajaran sebelumnya *(responsif)* • Guru memotivasi peserta didik dengan mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik • Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	5 menit
Inti	• Guru meminta peserta didik untuk mengumpulkan tim dan mengembangkan pernyataan masalah sesuai kesepakatan. Setelah ini dilakukan, guru memutuskan apakah individu tambahan diperlukan untuk menyelesaikan masalah atau tidak. • Guru bertanya "mengapa" kepada group yang telah dibuat oleh peserta didik, "mengapa masalah ini atau itu terjadi?", Mungkin akan ada tiga atau empat jawaban	35 menit

	yang masuk akal: catat semuanya di papan tulis.	
	• Guru bertanya "mengapa" dengan berturut-turut, mengulangi proses untuk setiap pernyataan di papan tulis. Kemudian meminta kepada peserta didik untuk menulis jawaban di dekat pertanyaannya . Guru menindak lanjuti semua jawaban yang masuk akal dan meminta peserta didik untuk mengidentifikasi akar penyebab masalahnya, jika dengan bertanya "mengapa" tidak menghasilkan informasi yang penting dilanjutkan untuk mengajukan pertanyaan sebanyak lima kali untuk sampai ke akar masalahnya.	
	• Di antara banyaknya jawaban yang dituliskan dari pertanyaan "mengapa" yang ditanyakan untuk mengetahui penyebab masalah yang sistematis. Guru mendiskusikan jawaban yang spesifik dengan peserta didik untuk menyeleselesaikan masalah yang ada dan menunjukkan jawaban dari satu kelompok ke kelompok lain untuk melihat hasil analisis peserta didik.	
	• Setelah menetapkan akar penyebab masalah yang paling akurat dan masuk logika dari analisis peserta didik, peserta	

	didik diminta untuk mengembangkan tindakan korektif yang tepat untuk menghilangkan akar penyebab dari masalah tersebut dan akan mendapat masukan dari group lain. • Kemudian, setelah menemukan penyebab sistematis dari masalah tersebut, guru bertanya mengapa alasan akhir cerita. • Yang terakhir, guru bertanya kepada peserta didik "mengapa karakter memiliki masalah itu?, bagaimana karakternya?, dan memberikan solusi masalah kepada setiap karakter cerita."	
Penutup	• Guru melakukan refleksi terhadap pembelajaran yang telah dilaksanakan • Guru memberikan tugas secara individu untuk menulis teks naratif sederhana dengan unsur kebahasaan serta struktur yang benar • Menyampaikan rencana kegiatan pada pertemuan berikutnya • Guru menyampaikan salam penutup	5 menit

	• Guru memberikan tugas secara individu untuk menulis teks naratif sederhana dengan unsur kebahasaan serta struktur yang benar • Menyampaikan rencana kegiatan pada pertemuan berikutnya • Guru menyampaikan salam penutup	

I. **Penilaian Pembelajaran**

Teknik Penilaian

a. Penilaian Pengetahuan : Tes tertulis berupa soal essay

b. Penilaian Keterampilan : Unjuk Kerja

c. Penilaian Sikap : Observasi/pengamatan

Lampung Timur, 12 Februari 2023

Mengetahui,

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121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Aliyah Negeri 1 Lampung Timur

Mata Pelajaran : Bahasa Inggris

Topik : Narrative Text (Retelling Story of Malin Kundang, Issumboshi, and Strong Wind)

Kelas : X/Genap

Pertemuan ke : 4

Waktu : 45 menit

A. Kompetensi Inti

KI13. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI14. 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.

KI15. Menahami, 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.

KI16. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

D. Kompetensi Dasar

    8.5.   Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

T. Indikator Pencapaian Kompetensi

    8.2.22.   Siswa mampu mengidentifikasi *main idea* yang terdapat pada teks bacaan.

    8.2.23.   Siswa mampu mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca

    8.2.24.   Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda

    8.2.25.   Siswa mampu menentukan grammatical features dari sebuah teks naratif.

    8.2.26.   Siswa mampu menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif.

    8.2.27.   Siswa mampu mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca.

    8.2.28.   Siswa mampu menyimpulkan isi teks *narrative.*

U. Tujuan Pembelajaran

    8.2.22.   Mengidentifikasi main idea yang terdapat pada teks bacaan (C1)

    8.2.23.   Mengidentifikasi supporting idea yang sesuai dengan teks naratif yang dibaca (C1)

    8.2.24.   Mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda. (C2)

    8.2.25.   Menentukan grammatical features dari sebuah teks naratif (C3)

    8.2.26.   Menganalisis teks dengan melakukan scanning untuk mendapatkan informasi spesifik pada teks naratif (C4)

8.2.27.　　Mengumpulkan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca (C5)

8.2.28.　　Menyimpulkan isi teks *narrative* (C6)

V. Materi Pembelajaran

Narrative text merupakan bentuk wacana yang bertujuan untuk menghibur pembaca atau pendengar (*Entertaint the reader*) dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

Generic Structure Narrative Text

10. Orientation

Bagian orientation berisi tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita (siapa, apa, kapan, dan dimana).

11. Complication

Pada bagian complication, masalah-masalah mulai muncul dalam cerita dan harus diselesaikan oleh tokoh utama pada cerita tersebut.

12. Resolution

Pada bagian resolution ini, masalah pada cerita terselesaikan oleh tokoh utama cerita. Resolution adalah bagian berakhirnya cerita yang biasanya terdapat pesan moral atau nasihat dari cerita tersebut, yang biasa disebut **Coda**.

Berikut beberapa jenis-jenis *narrative text*:

1. *Fable* atau fabel

   Fabel merupakan cerita yang berkisah mengenai binatang.

   Contoh: *The Ugly Duckling, The Country of the Mice, A Bear and A Rabbit, The Cat and The Rat, The Greedy Monkey, A Fox and A Little Bird, The Mouse Deer and Crocodile* dan lain sebagainya

2. *Myth* atau mitos

Mitos merupakan cerita mitos / mite yang berkembang pada masyarakat serta umumnya dianggap sebagai cerita faktual atau benar-benar terjadi.

Contoh: Aji Saka and Dewata Cengkar.

3. *Legend* atau legenda

Legenda adalah cerita yang mengisahkan mengenai bagaimana asal usul suatu tempat.

Contoh: *The Legend of Surabaya, The Legend of Candi Prambanan, Story of Lake Toba.*

4. *Folktale/ folklore* adalah cerita rakyat Ini merupakan cerita yang diturunkan secara turun temurun hingga menjadi bagian tradisi masyarakat.

Contohnya: Malin Kundang, *Golden eggs.*

5. *Fairy tales* atau dongeng

Dongeng adalah cerita rakyat atau cerita kanak-kanak yang memiliki keajaiban dalam kisah yang diceritakan oleh penulisnya.

Contohnya: Timun Mas, *Tinker Bell, Tumbelina.*

6. *Love story* atau cerita cinta/roman

Love story adalah cerita yang mengkisahkan (umumnya) perjuangan cinta tokoh utama atau mengenai kisah cinta tokoh-tokohnya.

Contohnya, *Romeo and Juliet, I'm One of Those Fool Man.*

Unsur Kebahasaan

1. Menggunakan bentuk *tenses Past Tense* atau penanda waktu masa lampau, sehingga *Verb* atau kata kerjanya menggunakan *Verb 2* atau kata kerja dalam bentuk kedua *(V2).*

2. Menggunakan *Nouns* (kata benda) tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita.

Misalnya: *the princess, the girl, the queen,* dsb.

3. Menggunakan *Adjectives* yang membentuk *noun phrase.*

Misalnya: *The red riding hood, the poisoned apple*, dsb.

4. Menggunakan *Time Connectives* dan *Conjunctions* untuk mengurutkan kejadian-kejadian.

   Misalnya: *before, after, then, next,soon*, dsb.

5. Menggunakan *Adverbs* dan *Adverbial Phrase* untuk menunjukkan lokasi kejadian atau peristiwa.

   Misalnya: *on the sea, in the mountain, there, happily ever after,* dsb

Reading Text

Issumboshi story, Malin Kundang story, and Strong Wind story.

W. Teknik Pembelajaran

Teknik   : Five Whys Technique

X. Alat/Media/Sumber Pembelajaran

4. Media

   Buku Tulis, LKPD

8. Alat

   White board, spidol

9. Sumber Belajar

   Kamus, Internet, Buku Penunjang yang Relevan, Buku ajar

Y. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberi salam kepada peserta didik (*religious*) • Guru meminta salah satu peserta didik untuk memimpin doa (*religious*) • Guru mempersiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran (*disiplin*)	5 menit
	• Guru mengecek kehadiran peserta didik	

	(disiplin)	
	• Guru mengajukan beberapa pertanyaan tentang pelajaran sebelumnya *(responsif)*	
	• Guru memotivasi peserta didik dengan mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik	
	• Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	
Inti	• Guru meminta peserta didik untuk mengumpulkan tim dan mengembangkan pernyataan masalah sesuai kesepakatan. Setelah ini dilakukan, guru memutuskan apakah individu tambahan diperlukan untuk menyelesaikan masalah atau tidak.	35 menit
	• Guru bertanya "mengapa" kepada group yang telah dibuat oleh peserta didik, "mengapa masalah ini atau itu terjadi?", Mungkin akan ada tiga atau empat jawaban yang masuk akal: catat semuanya di papan tulis.	
	• Guru bertanya "mengapa" dengan berturut-turut, mengulangi proses untuk setiap pernyataan di papan tulis. Kemudian meminta keada peserta didik untuk menulis jawaban di dekat pertanyaannya . Guru menindak lanjuti semua jawaban yang masuk akal dan meminta peserta didik untuk mengidentifikasi akar penyebab	

	masalahnya, jika dengan bertanya "mengapa" tidak menghasilkan informasi yang penting dilanjutkan untuk mengajukan pertanyaan sebanyak lima kali untuk sampai ke akar masalahnya. • Di antara banyaknya jawaban yang dituliskan dari pertanyaan "mengapa" yang ditanyakan untuk mengetahui penyebab masalah yang sistematis. Guru mendiskusikan jawaban yang spesifik dengan peserta didik untuk menyeleselesaikan masalah yang ada dan menunjukkan jawaban dari satu kelompok ke kelompok lain untuk melihat hasil analisis peserta didik. • Setelah menetapkan akar penyebab masalah yang paling akurat dan masuk logika dari analisis peserta didik, peserta didik diminta untuk mengembangkan tindakan korektif yang tepat untuk menghilangkan akar penyebab dari masalah tersebut dan akan mendapat masukan dari group lain. • Kemudian, setelah menemukan penyebab sistematis dari masalah tersebut, guru bertanya mengapa alasan akhir cerita. • Yang terakhir, guru bertanya kepada peserta didik "mengapa karakter memiliki	

	masalah itu?, bagaimana karakternya?, dan memberikan solusi masalah kepada setiap karakter cerita."	
Penutup	• Guru melakukan refleksi terhadap pembelajaran yang telah dilaksanakan • Guru memberikan tugas secara individu untuk menulis teks naratif sederhana dengan unsur kebahasaan serta struktur yang benar • Menyampaikan rencana kegiatan pada pertemuan berikutnya • Guru menyampaikan salam penutup	5 menit

Z. Penilaian Pembelajaran

Teknik Penilaian

g. Penilaian Pengetahuan   : Tes tertulis berupa soal essay

h. Penilaian Keterampilan   : Unjuk Kerja

i. Penilaian Sikap   : Observasi/pengamatan

Mengetahui,
Guru Pamong

John Kenedi, S. Pd.
NIP. 19720120 199903 1 004

Lampung Timur, 12 Februari 2023

Mahasiswa

Diah Nurmala Vitaloka
NPM. 1901050011

Kepala MAN 1 Lampung Timur

H. Rubangi, M Pd. I
NIP. 19681117 199703 1 002

Rubrics of Reading Comprehension

No	Aspect of Reading Comprehension	Indicator	Score	
			True	False
1.	Main Idea	Siswa mampu mengidentifikasi *main* idea/ ide pokok suatu paragraf dalam teks bacaan	20	0
2.	Inferences	Siswa mampu menuliskan/membuat kesimpulan isi teks *narrative*	10	0
3.	Grammatical Features	Siswa mampu menentukan *grammatical features* dari sebuah teks naratif	10	0
4.	Details	Siswa mampu menemukan informasi spesifik yang terdapat pada teks dengan melakukan *scanning*	10	0
5.	Excluding fact or not written	Siswa mampu menemukan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca	10	0
6.	Supporting idea(s)	Siswa mamu mengidentifikasi *supporting idea* yang terdapat dalam teks naratif yang	20	0

		dibaca		
7.	Vocabulary in context	Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda	20	0

Table 4 Doughlass Brown, Language Assessment: Principles and Classroom Practices (San Francisco: Longman, 2003), 206

The Data of Pre-Survey Result on June, 20th 2022
The Students' Reading Comprehension at the Tenth Grade
of Man 1 Lampung Timur

No	Name Students	Grade (score)	Criteria
1.	LI	50	Incomplete
2.	IN	75	Complete
3.	NZ	40	Incomplete
4.	UT	60	Incomplete
5.	RR	65	Incomplete
6.	CF	55	Incomplete
7.	DH	60	Incomplete
8.	HA	73	Incomplete
9.	DA	75	Complete
10.	ND	76	Complete
11.	AN	63	Incomplete
12.	AK	70	Incomplete
13.	RW	75	Complete
14.	KS	80	Complete
15.	MN	60	Incomplete
16.	TH	57	Incomplete
17.	WC	66	Incomplete
18.	MA	45	Incomplete
19.	RA	75	Complete
20.	SE	74	Incomplete

Frequency of Pre-Survey Result on June, 20th 2022

No	Grade	Frequency	Percentage	Criteria
1.	< 75	14 students	70 %	Incomplete
2.	≥ 75	6 students	30 %	Complete
Total		20 students		

The Students' Activity Result in Cycle II

No	Name	The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓
3.	AH	✓	✓	✓	✓
4.	BS	✓	✓	✓	✓
5.	CR	-	✓	-	✓
6.	DI	✓	✓	✓	✓
7.	FK	-	✓	✓	✓
8.	FY	✓	✓	✓	✓
9.	IH	-	✓	✓	-
10.	IA	-	✓	✓	✓
11.	IM	✓	✓	-	-
12.	KM	✓	✓	✓	✓
13.	KA	✓	✓	✓	-
14.	KR	✓	✓	✓	-
15.	LN	✓	✓	✓	-
16.	BS	✓	-	-	✓
17.	MS	✓	✓	✓	-
18.	GP	✓	✓	✓	✓
19.	MF	✓	✓	-	✓
20.	MA	✓	✓	✓	-
21.	NR	✓	✓	✓	-
22.	MZ	✓	✓	✓	✓
23.	PM	✓	-	✓	✓
24.	RK	✓	-	✓	✓
25.	RV	✓	✓	✓	-
26.	RF	✓	✓	-	✓
27.	SA	✓	-	✓	✓
28.	ZF	✓	✓	✓	✓

29.	ZH	✓	-	✓	✓
Total		**25**	**24**	**22**	**20**

The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	✓	✓	-	✓
2.	AF	-	-	-	✓
3.	AH	-	✓	-	-
4.	BS	✓	✓	-	✓
5.	CR	✓	✓	-	-
6.	DI	✓	-	✓	✓
7.	FK	✓	-	-	-
8.	FY	-	✓	✓	-
9.	IH	✓	✓	-	-
10.	IA	-	✓	-	✓
11.	IM	-	✓	-	-
12.	KM	-	-	✓	✓
13.	KA	✓	✓	-	-
14.	KR	-	-	-	✓
15.	LN	-	✓	✓	-
16.	BS	-	✓	-	✓
17.	MS	✓	-	-	-
18.	GP	-	-	✓	✓
19.	MF	✓	-	-	-
20.	MA	✓	-	-	-
21.	NR	✓	-	-	-
22.	MZ	✓	✓	✓	✓
23.	PM	✓	✓	-	✓
24.	RK	✓	-	-	-
25.	RV	-	-	-	✓

No				
26.	RF	-	✓	✓	-
27.	SA	✓	✓	-	-
28.	ZF	✓	✓	✓	✓
29.	ZH	✓	-	✓	-
	Total	**17**	**16**	**9**	**13**

The Students' Pre-test Grade

No	Name	Category	Total Grade
1.	AP	INCOMPLETE	70
2.	AF	INCOMPLETE	20
3.	AH	INCOMPLETE	55
4.	BS	COMPLETE	90
5.	CR	INCOMPLETE	70
6.	DI	COMPLETE	75
7.	FK	COMPLETE	75
8.	FY	INCOMPLETE	60
9.	IH	INCOMPLETE	45
10.	IA	INCOMPLETE	20
11.	IM	INCOMPLETE	70
12.	KM	INCOMPLETE	70
13.	KA	INCOMPLETE	70
14.	KR	INCOMPLETE	70
15.	LN	COMPLETE	80
16.	BS	INCOMPLETE	70
17.	MS	INCOMPLETE	65
18.	GP	INCOMPLETE	40
19.	MF	INCOMPLETE	60
20.	MA	INCOMPLETE	70
21.	NR	INCOMPLETE	20
22.	MZ	INCOMPLETE	70
23.	PM	COMPLETE	75
24.	RK	INCOMPLETE	65
25.	RV	INCOMPLETE	60

26.	RF	INCOMPLETE	65
27.	SA	INCOMPLETE	35
28.	ZF	COMPLETE	80
29.	ZH	INCOMPLETE	65
Total of all students' grade			1.780
Total of all students' (n)			29
The highest grade			90
The lowest grade			20
Average			61,37

The Students' Grade of Post-Test I

No	Name	Category	Total Grade
1.	AP	COMPLETE	75
2.	AF	INCOMPLETE	50
3.	AH	INCOMPLETE	60
4.	BS	COMPLETE	80
5.	CR	COMPLETE	75
6.	DI	COMPLETE	80
7.	FK	INCOMPLETE	50
8.	FY	INCOMPLETE	65
9.	IH	INCOMPLETE	55
10.	IA	INCOMPLETE	50
11.	IM	COMPLETE	75
12.	KM	COMPLETE	75
13.	KA	COMPLETE	75
14.	KR	COMPLETE	75
15.	LN	COMPLETE	80
16.	BS	COMPLETE	75
17.	MS	INCOMPLETE	50
18.	GP	INCOMPLETE	50
19.	MF	INCOMPLETE	60
20.	MA	INCOMPLETE	70
21.	NR	INCOMPLETE	50
22.	MZ	COMPLETE	75

23.	PM	COMPLETE	75
24.	RK	INCOMPLETE	70
25.	RV	INCOMPLETE	55
26.	RF	INCOMPLETE	70
27.	SA	INCOMPLETE	55
28.	ZF	COMPLETE	80
29.	ZH	INCOMPLETE	70
Total of all students' grade			1.955
Total of all students' (n)			29
The highest grade			80
The lowest grade			50
Average			67,41

The Students' Post-Test II Grade

No	Name	Score	Explanation
1.	AP	85	COMPLETE
2.	AF	75	COMPLETE
3.	AH	75	COMPLETE
4.	BS	90	COMPLETE
5.	CR	80	COMPLETE
6.	DI	85	COMPLETE
7.	FK	70	INCOMPLETE
8.	FY	70	INCOMPLETE
9.	IH	65	INCOMPLETE
10.	IA	60	INCOMPLETE
11.	IM	80	COMPLETE
12.	KM	85	COMPLETE
13.	KA	80	COMPLETE
14.	KR	90	COMPLETE
15.	LN	85	COMPLETE
16.	BS	80	COMPLETE
17.	MS	75	COMPLETE
18.	GP	80	COMPLETE

19.	MF	75	COMPLETE
20.	MA	75	COMPLETE
21.	NR	70	INCOMPLETE
22.	MZ	80	COMPLETE
23.	PM	80	COMPLETE
24.	RK	75	COMPLETE
25.	RV	70	INCOMPLETE
26.	RF	75	COMPLETE
27.	SA	70	INCOMPLETE
28.	ZF	85	COMPLETE
29.	ZH	80	COMPLETE
Total		2.245	
Average		77,41	
High Score		90	
Low Score		60	

Test Blueprint

No	Basic Competence	Indicators	Item Test			References
			Pre-test	Post-test I	Post-test II	
1.	8.2 Merespon makna dalam teks monolog sederhana yang menggunak an ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	• Siswa mampu mengidentifikasi *main idea* yang terdapat pada teks bacaan • Siswa mampu menuliskan/memb uat kesimpulan isi teks • Siswa mampu mengidentifikasi *grammatical features* dari sebuah teks naratif • Siswa mampu	1-5	6-10	1-5	Widiati, Utami, Zuliati Rohmah, and Furaidah, *Bahasa Inggris/ Kementrian Pendidikan dan Kebudayaan. Untuk SMA/MA/SMK/MAK Kelas X.* (Edisi Revisi Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017)

| | | sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item* | menemukan informasi spesifik yang terdapat pada teks dengan melakukan *scanning*
• Siswa mampu menemukan informasi tersurat/ tersirat yang terdapat dalam sebuah teks naratif yang dibaca
• Siswa mampu mengidentifikasi *supporting idea* yang sesuai dengan teks naratif yang dibaca
• Siswa mampu mengenali dan memahami arti kata dengan makna denotatif dan konotatif, serta menjelaskan dalam konteks yang berbeda | | | | |

READING COMPREHENSION

Direction:

1. Write down your name and class completely on the answer sheet!
2. Read the text carefully! Then answer the question below!

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded

Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

1. What is the main idea of paragraph 1?

2. What is supporting idea of the text?

3. "… ran to beach to meet the new rich merchant." What is v1 of the world which underlined?

4. What can be inferred about Malin Kundang?

5. "He was thrown out to a small island." What does the underlined word mean?

POST TEST I

READING COMPREHENSION

Direction:

1. Write down your name and class completely on the answer sheet!
2. Read the text carefully! Then answer the question below!

Text 2

Issumboshi

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi," they said.

They raised Isssumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bulled by the children of the village and often went home peeling unhappy.

Grandmother would make some big rice balls and encourage him. "eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now,"Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.
· ... ...

At last Issumboshi reached the capital city and anchored under the bridge.

Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask then at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big." said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

Question of text 2

6. What is the main idea of the last paragraph?
7. Write the supporting idea of each main idea!
8. "And saying this, he ran off in a hurry." What is the antonym of the underline?
9. According to the text, write down the information obtained about Issumboshi?
10. What probably happened of the story?

POST-TEST II

READING COMPREHENSION

Direction:

1. Write down your name and class completely on the answer sheet!

2. Read the text carefully! Then answer the question below!

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept

walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

1. What is the main idea of paragraph 1?

2. What is supporting idea of the text?

3. "the turtle **challenged** him to a race." What is V1 of the word which bold?

4. What can be inferred about the rabbit and the turtle?

5. He went at <u>full-speed</u> to the finish line…." What does the underlined word mean?

PRE-SURVEY

Cause and Effect Text

Text 1

Alcoholic drinking is very dangerous for our health. There are lot of problems caused by this dangerous fluid. First, it can cause a swell in our liver. This is because it can trigger the liver to work extra hard filtering the fluid in our body, so that, the liver becomes swollen because it contains so much fluid. Secondly, alcoholic drinking damages the human brain. It will decrease the function of alcohol addict's brain, thereby increasing the risk of depression and frustration. If this happens, there will be a change in behavior on the alcoholic, even they can be mad. Then, alcohol also decreases the functions of our senses. One is our eye is absolutely can be blind because of alcohol. In addition, this drink can also speed up menopause in women because it decreases the function of reproductive organs in women, so that they will get menopause sooner than the period in general. Last, it is also able to cause defects in the fetus. Alcohol that comes into the body of pregnant women also has an impact on their baby, so that they will be born with disabilities. Therefore, the circulation of alcoholic drinking is prohibited in Indonesia because it causes several dangerous diseases to the body.

Text 2

Drought which is happened this year is very long. Even, in the last two month almost there was no rain. Moreover, with the very hot weather makes surface of the soil is cracked and dry and causes the dust is flying away. In addition, the water that is stored in the irrigation couldn't be found anymore, so that there is no water which is flowing the farmers' rice. As a result, they suffered a failure in harvesting because the rice they planted is failed to grow caused by this drought.

Questions:

1. What the topic of the text above?
2. What is cause of Alcoholic drinking is prohibited in Indonesia?
3. What is cause of the liver becomes swollen?
4. What is effect of drink alcohol?
5. What is cause of drought?
6. What is effect of drought?
7. What is cause of the farmers suffered losses?
8. What is cause of the soil is cracked and dry?
9. What is conclusion of the first text?
10. What is conclusion of the second text?

1. Alcoholic drinking
2. because it causes several dangerous diseases to the body
3. because it contains so much fluid.
4. -It can cause a swell in our liver
5. the last two month almost there was no rain.
6. -the water that is stored in the irrigation couldn't be found anymore
   - So that there is no water which is flowing the farmer's
7. As a result, they suffered a failure in harvesting because the rice they planted is failed to grow to caused by this drough
8. causes the dust is flying away
9. Alcohol drinking is very dangerous for our health.
10. rice they planted is failed to grow caused by this drought.

Aninda Ayu Wulandari

X IPA 1

Questions:

1. What the topic of the text above?
2. What is cause of Alcoholic drinking is prohibited in Indonesia?
3. What is cause of the liver becomes swollen?
4. What is effect of drink alcohol?
5. What is cause of drought?
6. What is effect of drought?
7. What is cause of the farmers suffered losses?
8. What is cause of the soil is cracked and dry?
9. What is conclusion of the first text?
10. What is conclusion of the second text?

1 dangerous of drinking Alcholic and Drought

2 because it causes several dangerous disenses to the body

3 because liver work extra hard filtering the fluid in our body

4 1 Swell in our liver
  2 damages the human brain
  3 decreases the functions of our sense
  4 Speed up menopause in women
  5 defects in the fetus

5 there is no rain

6 makes Surface of the soil is cracked and dry and the water that is stored in the irrigation couldn't be found anymore so that there is no water which is flowing the farmers' rice

7 because the rice they planted is failed to grow caused by drought

8 because the very hot weather

9 We must avoid alcholic drinking because it has several dangerous diseases to the body

10 Drought has many bad effect for this earth

nama : masalui ui
kls : x.1
no absen : 11

1.) what is the main idea of paragraph
    ↳ background of malin kundang life
    ✗

2.) what is supporting idea of the text ?
    ↳
10   1. → malin kundang was a healthy , diligent n strong boy
      2. → with his bravery , malin kundang helped the
           mercant depeat the pirates
         3. →

10
3.) Pwn
10
4.) ... ... we should not be disobedient to mother . because
      she has raised us
10
5.) thrown out → dibuang

10
6.) The princess and Isenuboshi then got married . They lived
      happily ever after
10
7.) They lived happily ever after
10
8.) endure

a.) Issumboshi found child , small body and he was of the bulled
   ✗
10.)

Noma : Inaya Tul Hakim
Kelas : IX.1
MAPEL : BAHASA INGGRIS
02-03-2023

Nomor Absen : 9

< JAWABAN >

1). In a Small Village there lived a woman and her son named
Maun Kundang, their life was Hard because His father
Had died and but Maun Kundang was also a very
diligent Child.

2). Paragraf 1.
- Maun kundang who lives in a Small Village and Has a
Hard life because father lifi Him.
Paragraf 2.
- One day, when Maung Kundang war Sailing. He Sow a merchant
Chp being raided by a band of Pirater.
- Paragraf 3
maun kundang became wealthy. He Had a Huge Ship and a lot of
Crews who worked loading Having goods.
- Paragraf 4
Whe you are rich and Successful. You Should not
be disobeyant to your parent.

3) An Old woman, who is maling kundang 's mother. ran to
the beach to meet the new rich merchant. As by eve.

4) maun kundang is a harworking and diligent boy
who has a dream to heip his mother one day.
However, he forgot his dream and promise to Mace his
melthtt Happy. His Wealth made him ignore His mother
even ashmed to admit His mother In front of his wife.

5) di Buang

6) When You Ore rich and Succerful. You Should not be
10 disobodient to Your Parent

7) ~~letter~~

8)

9) Whe Should not be murned by Parents, dont dissaroint Your Parents
X

> Nama : Aqilia Tia Putri
> Kelas : X.1
> Absen : 01

Question of text 1

1) What is the main idea of Paragraph 1 ? "background of Malin kundang life"

2) What is supporting idea of the text ?

Paragraph 1
Malin kundang was a healthy, diligent, and strong boy.

Paragraph 2
With his bravery, Malin kundang helped the merchant's ~~Ship crews sailed his~~ defeat the pirates.

Paragraph 3
Malin kundang became wealthy. He had a huge ship and a lot of crew who worked loading loading goods.

Paragraph 4
The had pleaded Malin kundang to look at her and admit the she was her mother.

1) "Run"

2) We should not be disobedient to mother, because she has raised us.

3) "Disowns"

4) ~~Endure~~ "The Princess and Issumboshi then got married"

5) They lived happily ever after"

6) Endure

7) Issumboshi found child, small body and he was of the bullod

8)

Name - Revaut Veroland

class : X.1.

1. rabbit was boosting about how fast he could run.

2. the rabbit thought this was a good joke

3. ~~Challenge~~ challenge

4. someone who has advantages will lose to someone who ~~win~~ wants to ~~stop~~ try

5. Kecopatan penuh

Nama: Farhan Ilham Kamil
Kelas : X.1

1) rabbit was boasting about how fast he could run

2) The rabbit thought this was a good joke

3) ~~the rabbit~~ challange :

4) the turtle can win because he tries hard while the rabbit loses because he understimate

5) kecepatan penuh

50

Name : Davin Akbar Fulvian
CLASS : X. 1   /May

1. One day a rabbit was boasting about how fast he could run.
2. The rabbit thought this was a good joke and accepted the challenge.
3. ~~Challenge~~ Challenge
4. Do not underestimate those who are below us.
5. Kecepatan penuh

APPENDICES

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

Nomor   : B-3407/In.28/J/TL.01/07/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**DIAH NURMALA VITALOKA**
NPM	:	1901050011
Semester	:	6 (Enam)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS READING COMPREHENSION ABILITY BY USING FIVE WHYS TECHNIQUE AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

untuk melakukan prasurvey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan 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, 05 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

06 Juni 2022

Nomor : B- 251 /Ma.08.01/PP.07.1/06/2022
Lamp : -
Hal : Tanggapan Izin Prasurvey

Yth.

Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-2069/III-28.1/J/TL.00/05/2022 tentang Izin Prasurvey, Maka diberikan izin kepada:

Nama : Diah Nurmala Vitaloka
NPM : 1901050011

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul "Improving Students Reading Comprehension Ability By Using Five Whys Technique At The Tenth Grade Of MAN 1 Lampung Timur"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Kepala,

H. Rubangi, M. Pd. I.
NIP. 196811171997031002

Nomor : B-0935/In.28.1/J/TL.00/02/2023
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth,
Pembimbing Skripsi (Pembimbing I)
(Pembimbing II)
Di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian studi, maka kami tugaskan kepada saudara untuk membimbing mahasiswa :

Nama	: RINI NURMALA WIJAYA
NPM	: 1901052011
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENTS READING COMPREHENSION BY USING PQRS ON NARRATIVE TEXT TO THE TENTH GRADE OF SMAN 1 LAMPUNG TIMUR

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, 26 Februari 2023
Ketua Jurusan,

Andianto M.Pd

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SURAT TUGAS
Nomor: B-...

Saya yang bertanda tangan di bawah ini, ...

Nama	:	...
NPM	:	...
Semester	:	...
Jurusan	:	...

Untuk: 1. Mengadakan observasi/survey di MAN 1 Lampung Timur guna memperoleh data (informasi) dalam rangka menyelesaikan penelitian Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING FIVE WHYS TECHNIQUE AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".

   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 : 28 Februari 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Nomor   : B- 0976/In.28/D.1/TL.00/02/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B- 0975/In.28/D.1/TL.01/02/2023, tanggal 28 Februari 2023 atas nama saudara:

Nama	:	**DIAH NURMALA VITALOKA**
NPM	:	1901050011
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING FIVE WHYS TECHNIQUE AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 28 Februari 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

05 Mei 2023

Nomor	: B- 173 /Ma.08.01/PP.07.1/05/2023
Lampiran	: -
Hal	: Tanggapan Izin Research

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-0976/In.28/D.1/TL.00/02/2023 tanggal 28 Februari 2023 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama	:	Diah Nurmala Vitaloka
NPM	:	1901050011
Jurusan	:	Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research/survey di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Improving Students Reading Comprehension By Using Five Whys Technique At The Tenth Grade Of MAN 1 Lampung Timur".

Demikian surat izin Research/survey ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala,

H. Rubangi, M. Pd. I.
NIP. 196811171997031002

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Diah Nurmala Vitaloka
NPM   : 1901050011
Jurusan   : Tadris Bahasa Inggris

Telah meneyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 12 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 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-789/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	:	DIAH NURMALA VITALOKA
NPM	:	1901050011
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 1901050011

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

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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; Fakalmili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Diah Nurmala Vitaloka
NPM : 1901050011

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	TandaTangan Dosen
1	wednday 20/feb 2023	1	- Revise - Add the rubrics of reading score	
2.	Thursday 23/02/2023	1	Acc Research Instrument	

Mengetahui
Ketua Jurusan TBI

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

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

CURRICULUM VITAE

The researcher's name is Diah Nurmala Vitaloka. She was born in Banjarrejo, on February 7th 2001. The second child of Mr. Darsimin and Mrs. Ismilah.

She was registered her study in TPA Raudhatul Falah, Jakarta Barat on 2004-2006. Next, she continued her study at SDN 01 PAGI Jakarta Barat on 2007-2010 and SDN 2 Banjarrejo on 2010-2012. Then, she continued her study at SMPN 1 Metro on 2013-2016. After that, she continued her study at SMAN 5 Metro on 2016-2019. Finally, she was registered as the S1 college student of English Education Department of State Institute for Islamic Studies of Metro. In the future, she hopes able to continue her study at master of degree in Jakarta and works in Bonafide Company.