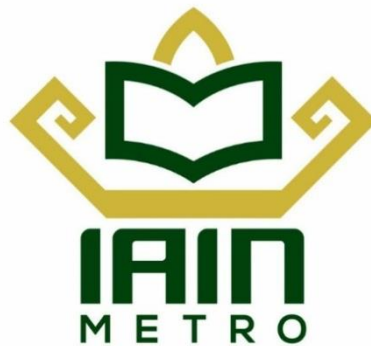


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER
STRATEGY ON STUDENTS READING COMPREHENSION OF THE
ELEVENTH GRADE AT MA AL-ISHLAH SUKADAMAI NATAR SOUTH
LAMPUNG**

By:
MELIANA TANTRI
Students Number. 1901050025



Tarbiyah and Teacher Training Faculty
English Education Department

STATE ISLAMIC INSTITUTE (IAIN) METRO

1444 H / 2023 M

AN UNDERGRADUATE THESIS

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LAMPUNG**

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

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APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order
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Sudah kami setuju dan dapat di munaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.


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RATIFICATION PAGE

No. B-321/11-28-1/D/PP-00-9/06/2023

The Undergraduate Thesis entitled: THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER STRATEGY ON STUDENTS READING COMPREHENSION OF THE ELEVENTH GRADE AT MA AL-ISHLAH SUKADAMAI NATAR SOUTH LAMPUNG. Written by Meliana Tantri, student number 1901050025. English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, June 07st 2023 at 10.00 - 12.00 a.m.

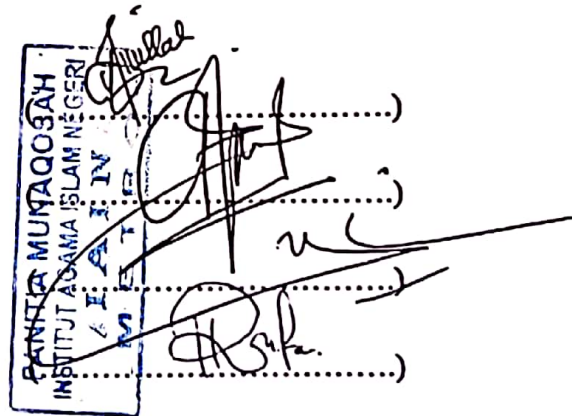
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Chairperson : Trisna Dinillah Harya, M.Pd

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The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER STRATEGY ON STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT MA AL-ISHLAH SUKADAMAI NATAR SOUTH LAMPUNG

By:

MELIANA TANTRI

The objective of this study was to determine know the influence of Read, Encode, Annotate, Ponder strategy whether there is a positive and significant of using Read, Encode, Annotate, Ponder strategy on the reading comprehension of class eleventh students at MA AL-Ishlah Sukadamai. Students have difficulty in read english properly. This study observes the influenceiveness of use Read, Encode, Annotate, Ponder strategy in students' reading comprehension.

This research is research using quantitative research methods of the Quasy experimental design type which was carried out at MA AL-Ishlah Sukadamai. The population in this study were students of eleventh class. The sample of this study is english class IPA A has 23 students as an experimental class with learning using Read, Encode, Annotate, Ponder. Eleventh class IPA B has 23 students as a control class using conventional learning. Therefore, the total population of this study is 46 students. Sampling technique of this research is random sampling used to determine which group was the experimental class and which group was the control class. In collecting data, using tests (pre-test and post-test), observation, and documentation. While the data analysis technique uses the normality test and homogeneity test, followed by a hypothetical test.

The results of this study indicate that the results of the independent sample t-test showing that sig. 2-tailed is 0.04 it means sig. The 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y. Therefore, it can be said that there is a positive and significant influence of Read, Encode, Annotate, And Ponder on reading comprehension. besides that, the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. It shows that the t-observed is greater than the t-value in the table. Therefore, it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, and Ponder comprehension.

Keywords: Quantitative, *Reading Comprehension, REAP Strategy.*

ABSTRAK

PENGARUH STRATEGI MEMBACA, ENCODE, ANOTASI, RENUNGAN TERHADAP PEMAHAMAN MEMBACA SISWA KELAS SEBELAS DI MA AL-ISHLAH SUKADAMAI NATAR LAMPUNG SELATAN

By:

MELIANA TANTRI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh strategi Read, Encode, Annotate, Renungan apakah ada pengaruh positif dan signifikan penggunaan strategi Read, Encode, Annotate, Ponder terhadap peMAhaMAN bacaan siswa kelas sebelas MA AL-Ishlah Sukadamai. Siswa mengalami kesulitan dalam membaca bahasa Inggris dengan benar. Penelitian ini mengaMAti keefektifan penggunaan strategi Read, Encode, Annotate, Ponder dalam keMAMpuan peMAhaMAN bacaan siswa.

Penelitian ini merupakan penelitian dengan menggunakan metode penelitian kuantitatif tipe Quasy eksperimen design yang dilakukan di MA AL-Ishlah Sukadamai. Populasi dalam penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah Kelas XI Ipa A yang berjumlah 23 siswa sebagai kelas eksperimen dengan pembelajaran menggunakan Read, Encode, Annotate, Ponder. Kelas XI Ipa B memiliki 23 siswa sebagai kelas kontrol dengan menggunakan pembelajaran konvensional. Oleh karena itu, jumlah populasi penelitian ini adalah 46 siswa. Pengambilan sampel acak adalah jenis pengambilan sampel probabilitas di MANa setiap orang dalam populasi target memiliki hak yang saMA untuk dipilih. Penggunaan random sampling digunakan untuk menentukan kelompok MANa yang merupakan kelas eksperimen dan kelompok MANa yang merupakan kelas kontrol. Pengumpulan data menggunakan tes (pre-test dan post-test), observasi, dan dokumentasi. Sedangkan teknik analisis data menggunakan uji normalitas dan uji homogenitas yang dilanjutkan dengan uji hipotesis.

Hasil penelitian ini menunjukkan bahwa hasil independent sample t-test menunjukkan bahwa sig. 2-tailed adalah 0,04 artinya sig. 2-ekor kurang dari 0,05. jika 2-tailed sig lebih kecil dari 0,05 berarti ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan demikian dapat dikatakan ada pengaruh positif dan signifikan Read, Encode, Annotate, And Renungan peMAhaMAN bacaan. selain itu nilai t observasi adalah 2,119, sedangkan nilai t dari tabel signifikansi pada 5% adalah 1,671 dan 1% adalah 2,000. hal tersebut menunjukkan bahwa t-observed lebih besar dari t-value pada tabel sehingga dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan terhadap peMAhaMAN Read, Encode, Annotate, dan Ponder.

Kata kunci: *Kuantitatif, PeMAhaMAN Membaca, REAP Strategi.*

STATEMENT OF RESEARCH ORIGINALITY

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Stating that this thesis as a whole is the result of my research, except for certain parts which are quoted from the source and mentioned in the bibliography.

Metro, Mayth 2023
Who Make The Statement



Meliana Tantri
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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali adanya bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan daftar pustaka tersebut.

Metro, Mei 2023
Yang Membuat Pernyataan



Meliana Tantri
NPM. 1901050025

MOTTO

تَعْمَلُونَ بِمَا وَاللَّهُ دَرَجَاتٌ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ آمَنُوا الَّذِينَ اللَّهُ يَرْفَعُ

“Allah will exalt those who believe among you and those who are given some degree of knowledge”. (Q.s. al-Mujadalah: 11)

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. Mr. Bahrul Ulum S.Pd as the principal of the MA AL-Ishlah Sukadamai school.
2. Dr. Zuhairi, M.Pd, as the Dean of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Mr. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. MAm Ila Dinillah Harya, M.Pd as my supervisor, thank you for guiding me in writing this thesis until it is finished.
5. My beloved parents, Mr. Mesno and Mrs. Nasipah, who always give the best prayers and always patiently guide me for my success.
6. My two brother Mrs. Muslimah and Mr. Efendi, who have provided all the support that can be given to me, both Material and non-Material.
7. The almamater of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute, where I did my studies, has been studying all this time.

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Praise always be upon Allah the king of human kind who has created human as the best creatures among his creation and also all human kind in all over the world without any exception. Sholawat and Salam always deliver to our precious prophet Muhammad S.A.W. Who has brought human kind from darkness into brightness era. Peace be upon him, who always being an inspiration and role model for all people especially for Moslem.

This an undergraduate thesis entitles “The Infuence of Read, Encode, Annotate, Ponder Strategy on Reading Comprehension of the Eleventh Gradens at MA AL-Ishlah Sukadamai”. Regarding to the undergraduated-thesis, the researcher would like to express the gratitude to Trisna Dinillah Harya. M.pd who have guided the researcher to accomplish the undergraduate thesis. Do not forget to also express my love and gratitude to my father and mother who always pray for and provide support in every way and all those who have helped in the preparation on this undergraduate thesis.

Criticism and suggestion for the improvement of this undergraduate thesis are highly expected and accepted as part of producing better research. In the end, the researcher hopes that the result of the research is useful for the development of English education.

Metro, 29 May 2023



Meliana Tantri

St. Number 1901050025

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity to see what is written and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination to a reader that is liked by the general public and also understood by someone who is loved. Reading aloud is reading aloud in public. In contrast, silent reading is a careful reading activity carried out to develop and understand the researcher's intent or purpose in written media. Reading is one of the language skills through receptive writing, because by reading someone gains information, knowledge, and new experiences that were not known before. Reading can also be interpreted as an individual process of obtaining meaning from print. It's not just a reading activity.

The benefit of reading in English is that reading activities that improve thinking skills require understanding, interpretation, and evaluation of information and reading responses so that thinking processes can occur. The development of everyone's thinking skills can be achieved through reading activities. When reading, individuals gain useful knowledge to improve their thinking skills. Improving reading comprehensions, writing activities are always related to reading activities. Many read proficient in word choice and use of word games. In addition, it can provide a lot of information to the researcher by reading various topics, titles, and forms freely.

Another benefit of reading English is that reading can reduce stress. The completely immersed in reading, which is what makes reading an ideal

way to relieve stress. Reading can improve language skills and knowledge globally. Reading can influence dictionaries as well as global knowledge based on facts. Reading can increase creativity and flexibility. Reading, especially reading artistic literature, can increase productivity and creativity.

In order for students to have good reading comprehensions, it is necessary to apply appropriate teaching techniques. Appropriate teaching techniques contain teaching steps that achieve the success of reading learning objectives. Therefore, it is important to choose the right teaching technique so that students are motivated and have a high interest in the process of learning to read. Therefore, every teacher must creatively apply innovative teaching techniques in the process of teaching reading.

One technique for teaching reading is Read, Encode, Annotate, and Ponder. Read, Encode, Annotate, and Ponder is a teaching strategy can be used to teach students. Understanding the text they read by reading and writing what they get in a text and practicing thinking critically about what they read. Read, Encode, Annotate, and Ponder is a strategy that uses skills to write important information contained in a reading as a means to improve reading and think critically or deeply. Read, Encode, Annotate, and Ponder also emphasizes the use of writing as a way to improve critical thinking and reading.¹ This Read, Encode, Annotate, and Ponder strategy can collaborate the writing process as a way to explore deep thinking in the reading process. A useful Read, Encode, Annotate, Ponder strategy in reading that leads students to be able to read independently.

¹Jan Lacina and Cecilia Silva, *Cases of Successful Literacy Teachers*. (London: Sage Publications Inc. 2011), 179.

The benefit of the Read, Encode, Annotate, and Ponder learning strategy is to train understanding of a text and can also train critical thinking about the content of the text. Can practice reading English well and fluently. Train the understanding of writing English well and understanding the responses that have been written in a text². Get deeper reading thoughts in a reading text. Can control individuals over how they respond to texts well.

Another benefit of this strategy is that students are able to integrate writing and reading activities. Train students to be able to argue from discussions in a reading text. Practice understanding the messages contained in a reading text. Practice the written comprehension they have got in a reading text. Get deep ideas or thoughts in a reading text.³

In connection with the entire description above, the researcher has conducted a pre survey on September 4, 2022 in eleventh grade MA AL-Ishlah school by visiting the school directly. In the pre-survey process, the researcher asked for an archive of English assignments along with their scores related to reading comprehensions to find out the obstacles that students experienced related to these skills. Student grades can seen in Table.

² Janet Allen, *Reading History: A Practical Guide to Improving Literacy*. (New York: Oxford University Press, 2005). 66.

³ Wiley Blackwell, *Critical Reading Across the Curriculum*. (New Delhi: John Wley and Sons,Inc. 2017). 220-221.

Table 1.1
The Pre-Survey Result the Students Reading Comprehension

No	Grade	Frequency	Percentage	Criteria
1.	> 75	8	20%	Complete
2.	< 75	15	80%	Incomplete
Total		23 Students	100%	

Based on the information contained in the table of pre survey results above, it can be seen that students' reading comprehensions are classified as low because the percentage of students' abilities is dominated by incomplete criteria. This is indicated by the percentage of students who did not complete the 80%. Therefore, it is necessary to make an effort to have a positive influence on reading comprehensions.

In the pre-survey process, the researcher also conducted interviews with English teachers to find out the problems faced by students in learning English, especially in reading comprehensions. From the results of the pre-survey, it can be seen that students' reading comprehensions are classified as low. This is confirmed by the English teacher based on the results of interviews due to the limited English vocabulary possessed by students so that students have difficulty understanding the reading content contained in the text. In addition, students also experience difficulties in determining the Main ideas and supporting ideas contained in a reading so that they have difficulty in determining the important information contained in the reading. Another problem is in the form of students' obstacles in remembering the

previous information contained in the text. In addition, students also have difficulty in Making conclusions contained in a text.

In connection with the overall description above, the researcher underlines the problems of reading comprehensions experienced by students which indicate that students have problems with reading comprehensions. The researcher intends to follow up on these problems by doing treatment or teaching using a teaching method. In this case the researcher intends to use quantitative teaching techniques to influence reading comprehensions.

Therefore, in connection with the above description, the researcher intends to conduct quantitative research by compiling a undergraduated-thesis entitled The Influence of Read, Encode, Annotate, Ponder Strategy on Students Reading Comprehension of The Eleventh Grade at MA AL-Ishlah Sukadamai Natar South Lampung. With this research, it is hoped that students' reading comprehension is better with the efforts to provide teaching through the application of quantitative teaching techniques.

B. Identification of the problems

Based on the problems that the researcher gets from the results of the pre survey, the results of the pre survey search include:

1. Students have low reading comprehensions.
2. Students have limited English vocabulary.
3. Students have difficulty in understanding the content of reading in the contents of a text.
4. Students have problems in determining the Main idea and supporting ideas.
5. Students experience difficulties in remembering the previous information contained in the text.

6. Students have difficulty in making conclusions contained in a text.
7. Students have difficulty in determining the important information contained in the reading.

C. Problem Limitation

Based on the problems that have been identified limiting the problem only focuses on low reading comprehensions. To address the problem of reading comprehensions, the researcher intends to address it by conducting quantitative research using the Read, Encode, Annotate, Ponder Strategy. Therefore, the researcher compiled a undergraduate thesis Influence of Read, Encode, Annotate, Ponder Strategy on Students Reading Comprehension of The Eleventh Grade at MA AL-Ishlah Sukadamai Natar South Lampung Problem Formulation.

The problem formulation of this research is constructed as is there any positive and significant influence of Read, Encode, Annotate, Ponder Strategy on the students reading comprehension of the eleventh grade at MA AL-Ishlah Sukadamai ?

D. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is order to know whether there is positive and significant influence of Read, Encode, Annotate, Ponder on the students reading comprehension the students reading comprehension the eleventh gradens at MA AL-Ishlah Sukadamai.

2. Benefits of the Study

a. For the Students

This research is expected to be useful for students to help them realize their reading comprehensions. In addition, through this research, it is hoped that students can be involved in the process of learning reading comprehensions through new applications than usual, namely the application of certain strategies. In addition to being involved in the new learning process, they can get to know the other side of the skill that the skill is not boring and easy. The process of learning reading comprehensions with an atmosphere that motivates those who are more focused in the process of learning English. Therefore, it is hoped that their reading comprehensions gets better.

b. For the Teachers

This research is expected to the teacher by providing information on the condition of students' abilities in reading comprehensions. In addition, this research is expected to provide information to teachers, especially English teachers. One of the teaching techniques that can be used as an alternative in teaching reading comprehensions is the Read, Encode, Annotate, Ponder teaching strategy. With this information, teachers are expected to be able to motivate students more in the process of learning reading comprehensions so that students' reading comprehensions become better.

c. For the Other Researcher

This research is expected to provide benefits for other researcher by providing information that includes not only the theories of applying Read, Encode, Annotate, Ponder to teaching reading. But it also provides information about real application techniques on how to do research on it. In this case, it is hoped that other researcher can follow up on the results of this study in the future so that they can provide deeper benefits to students.

E. Prior Research

This research was conducted by considering several relevant studies. The first relevant research was conducted by Andarini Permata Cahyaningtyas and Ali Mustadi with the research title The Influence of Read, Encode, Annotate, Ponder Strategy on Reading Comprehension. The research was conducted in Yogyakarta in 2018 with their quantitative method researching fifth grade elementary school students. The purpose of the research was to determine the influence of Read, Encode, Annotate, Ponder on students' reading comprehension strategies. And the results of the research show that Read, Encode, Annotate, Ponder has a positive and significant influence on reading comprehension as evidenced by scores.

The research that was carried out by the researcher with the first relevant research has similarities and differences. The similarity lies in the similarity of research topics because these two studies concentrate on the use of Read, Encode, Annotate, Ponder in teaching reading comprehension. Another similarity lies in the goal, which is to examine the influence of using

Read, Encode, Annotate, Ponder on reading. While the difference lies in the sample, it is because their research sample is all fifth-grade elementary school students while the researcher's sample is all eleventh MA grade students⁴.

The second relevant research was conducted by Vera Maria Santi with the research title *Improving Student's Reading Comprehension by Using Read, Encode, Annotate, Ponder Strategy*. The research was conducted in Bengkulu in 2015 using the classroom action research method. They examined 37 students consisting of twenty-two (22) Male students and fifteen (15) female students. The aim of this research is to explain to what extent the use of Read, Encode, Annotate, Ponder Strategy can improve students' reading comprehension. And the results of the research show that using the Read, Encode, Annotate, Ponder strategy is successful in improving students' reading comprehension.⁵

The research that was carried out by the researcher with the second relevant research has similarities and differences. The similarity lies in the similarity of research topics because these two studies concentrate on the use of Read, Encode, Annotate, Ponder in teaching reading comprehension. Meanwhile, the difference lies in the research method, this is because their research is a classroom action research method, while the researcher's research method is quantitative. Another difference lies in the purpose of the research, because the purpose of their research is to improve reading

⁴Andarini Permata Cahyaningtyas and Ali Mustadi, *The Influence of Read, Encode, Annotate, Ponder Strategy On Reading Comprehension*. Yogyakarta, 2018.

⁵Vera MAria Santi, *Improving Student's Reading Comprehension By Using Read, Encode, Annotate, Ponder Strategy*. Bengkulu, 2015.

comprehensions, while the aim of the research is to examine the influence of using Read, Encode, Annotate, Ponder on reading comprehension.

The third relevant research was conducted by Anninda Nur Dewi Arifah and Jufri with the research title *The Use of Read, Encode, Annotate, Ponder Technique in Teaching Reading at Junior High School*. The research was conducted in the field in 2019 using qualitative research methods. They researched junior high school students. The purpose of this research is to explain how to learn to read in junior high school by applying the Read, Encode, Annotate, Ponder technique. The results of this study indicate that the results of a review of several academic literatures show that infective Read, Encode, Annotate, Ponder is used for learning to read.⁶

The research that was carried out by the researcher with the second relevant research has similarities and differences. The similarity lies in the similarity of research topics because these two studies concentrate on the use of Read, Encode, Annotate, Ponder in teaching reading comprehension. While the difference lies in the research method that is because their research method is a qualitative method while the researcher's research method is a quantitative research method. Another difference lies in the purpose of it because the purpose of their research is to explain and deepen the research theory of using Read, Encode, Annotate, Ponder on reading. While the researcher's research method is to examine the influence of using Read, Encode, Annotate, Ponder on reading. And the last difference lies in the sample, it is because the sample of their research is junior high school

⁶Anninda Nur Dewi Arifah and Jufri, *The Use Of Read, Encode, Annotate, Ponder Technique in Teaching Reading at Junior High School*. Padang, 2019.

students while the researcher's research sample is all eleventh gradens MA students.

The novelty of this research is in the form of the researcher's efforts to apply the Read, Encode, Annotate, Ponder strategy supported by the use of instructional video media related to the text reading Material that the researcher teaches. Through the use of video in the application of the Read, Encode, Annotate, Ponder, it is hoped that students can be helped to understand the contents of the reading more influenceively before they carry out the learning stages using the Read, Encode, Annotate, Ponder Strategy.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is a complex cognitive process and it cannot be boiled down to the mere process of accessing the meaning of words and combining them with grammatical items.⁷ Comprehension a process of thinking and learning, thinking must follow a process of activity to achieve understanding, this is also a process of action, and a way to understand.

Moreover, achieved when readers actively create meaning do not passively receive it by merely identifying the words on the page.⁸ Readers can conclude the content contained in the reading actively.

Reading is a process that involves strategic examination of some array of information to achieve an understanding.⁹ An activity that is understood by someone who likes the individual reading process to express the fantasy of reading and extracting meaning from the Material.

Furthermore, a recognition of printed or written symbols that provide a stimulus for eliciting meaning constructed by the reader's past experiences.¹⁰ Learning to read and write is vital for providing life chances and the transformative nature of these skills is indicated by the way in

⁷ R. Joseph Ponniah, Venkatensan Sathjrayaj. *The Idea and Practice of Reading*. (Singapore: Pte Ltd. 2018), 4.

⁸ Dough, Buehl. *Classroom Strategies for Interactive*. (America: Learning-Internasional Reading Assosiasion, 2017), 6.

⁹ Ibid., 3.

¹⁰ Guy L. Bond et al., *Reading Difficulties*. (London: A Division of Simon & Schuster, Inc, 1994), 2.

which the raising of literacy standards is frequently linked to the reduction of poverty.

Reading is essential in today's society, and teaching children to become proficient readers is one of the Main goals of primary education¹¹. Reading consists of many different processes at different levels that need to be coordinated, including abilities, strategies and knowledge. Many children do not become avid readers and they struggle with reading throughout school.

Reading Comprehension is about much more than answering literal questions at the end of a passage, story, or chapter.¹² Reading Comprehension is the use ideas, and creativity to change, create, or create something more meaningful and create value from work.

Furthermore, a multifaceted skill needs to be recognized in educational practice.¹³ Early work on poor comprehension suggested that the difficulties were seldom recognized in the classroom. Reading comprehension should be assessed continually during the school years. Research has also shown complexities with regard to reading comprehension tests.

¹¹ Asa Elwer. *Early Predictors of Reading Comprehension Difficulties*. (Linköping: Department of Behavioural Sciences and Learning, 2014), 7.

¹² Oliver Keene Ellin. *Reading With Meaning*. (Portland: Debbie Miller, 2006), 194.

¹³ Asa Elwer. *Early Predictors of Reading Comprehension Difficulties*. (Linköping: Department of Behavioural Sciences and Learning, 2014), 58.

2. Process of Reading Comprehension

Many educators have done research about pleasure reading. They have found that it can help you to be more successful in Many ways. Regular reading has some great benefits:¹⁴

- a. Improving vocabulary.
- b. Increasing reading speed.
- c. Improving reading comprehension.
- d. Helping improve writing.
- e. Giving the readers a chance to again more knowledge.
- f. Providing example of the Many different ways people speak and write in English.

Reading can help the brain's mindset to be critical and innovative. Reading regularly for pleasure can make a lot of processing thought patterns or can improve vocabulary in reading, improve reading in English, can find out more information, knowledge about reading and can also train people to speak and write English.

3. Assessment of Reading Comprehension

Features of Reading Comprehension:

- a. Main Idea (Topic)

Topic is the theme of selection. The main idea statement can determine what topic and can find the chosen topic, then ask simple questions. This is a statement where all other material in the paragraph.

¹⁴ Beatrice S. Mikulecky, Linda Jeffries. *More Reading Power*. (LongMAN: Addison-Wesley Publishing, Inc, 1996), 1.

b. Expressions/Idioms/Phrase in Context

One of the most important aspects of language is idiom. Idioms are one of the challenges in literary translation because they are closely related to culture. Idioms are usually used in a variety of situations, from friendly conversation to formal conversation and from written contexts. Every language in the world has its own idiom. In English, idioms play an important role in everyday life. Idioms that are often heard in everyday conversations such as on television, radio, magazines, etc. The use of idiom is always translated using an equivalent idiomatic expression in the target language. The idiomatic expression is not always grammatical, but it is established, accepted and used by native speakers of the language with a fixed structure and meaning.

c. Inference (Implied Detail)

Inference is the conclusion or judgment of the reader of a text.

Conclusion in reading means the reader refers to the text and draws conclusions based on experience and worldview without spilling all the information. The lack of conclusions in the text makes it difficult for students who are less careful in reading.

d. Grammatical Features

Function Grammar is an attempt to lay the notion of language "function" on a better empirical and conceptual basis. It aims to provide proof of content for various features of the world's languages.

e. Detail (Scanning of a Specifically Stated Detail)

Scanning is another way of reading comprehension, speed reading and it is also meant to search for some specific information. Therefore, when scanning, only trying to find exclusive information. In other words, glance through all the text to receive exclusive terms or descriptions such as names, places, or less specific descriptions.

f. Excluding Facts Not Written (Unstated Details)

Excluding fact not written question ask the information in text that is not explained directly.

g. Supporting Ideas

Supporting underscores the researcher's main idea by providing clarification of its meaning or evidence to corroborate. It means supporting idea clarifies the topic sentence or main idea of a written passage. Example question: Why her teacher gave her punishment?

h. Vocabulary in Context

Vocabulary in context question ask about the meaning of a words or phrase as it is used in the passage. It means that vocabulary in context question is a question that asks reader to determine the meaning of vocabulary. Example of vocabulary in context question can be: what is the synonym of careless?

Based on thus explanation, the researcher concludes that reading Comprehension is the to derive and understand information from text. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. This is indicated from the test given

to measure students reading comprehension in finding main idea, expression/phrase/idiom, inference, grammatical features, a specifically stated detail of the passage, excluding fact not written and difficult vocabularies from context provide.

B. Concept of Read, Encode, Annotate, Ponder Strategy

1. Definition of Read, Encode, Annotate, Ponder

Read, Encode, Annotate, Ponder is a strategy of upper elementary students as they try to understand a text they are reading. The teacher first models the Read, Encode, Annotate, Ponder process and then guides students through a practice session of completing a Read, Encode, Annotate, Ponder chart. Student complete a chart, by following the four-step strategy symbolized by its title: Read, Encode, Annotate, and Ponder.¹⁵ Read, Encode, Annotate, Ponder is the right strategy to teach students to think deeper in reading comprehensions. It means that, Read, Encode, Annotate, Ponder strategy has four steps to be followed. First Read, read on your own and write down the title and the researcher's name, the second encode, when students write down the main ideas in a text in their own words, the next step is annotate, the text by writing a summary of important points.

Moreover, it is one of the earliest strategies developed to emphasize the use of writing to improve thinking and reading comprehensions. Read, Encode, Annotate, Ponder does this by teaching students' different ways

¹⁵ Jan Lacina and Cecilia Silva. *Cases of Successful Literacy Teachers*. (London:Sage Publications,Inc. 2011), 179.

to comment on what they read or write short reviews¹⁶. It means that Read, Encode, Annotate, Ponder is a strategy that encourages students to share the ideas encountered in their reading. Read, Encode, Annotate, Ponder develops independent reading comprehensions by encouraging the reader to put the Main idea of the passage into his/her own words, both orally and in written form.

Read, Encode, Annotate, Ponder is a tool that encourages deeper thinking and reading. How to teach children how to write varies, depending on the reading. This provides individual options and control over how to respond to text¹⁷. It means that Read, Encode, Annotate, Ponder is the strategy that can help the students to comprehend a reading text, because Read, Encode, Annotate, Ponder gives a way how the students go back to the text, then focus on Read, Encode, Annotate, Ponder chart to fulfill it about the point that they get from the text so that the students learn more focus on reading and understand the content of reading text.

Furthermore, it is a more sophisticated form of note-taking that helps students internalize and determine the meaning of information in reading assignments.¹⁸ It is a great activity for students to write down important information, discuss connections and issues with others, and establish themselves for further reading. Students used her Read, Encode,

¹⁶ Anthony Manzo and Ula Manzo. *Content Area Reading A Heuristic Approach*. (Columbus: Merrill Publishing Company. 1990), 221.

¹⁷ Anthony V Manzo, Ula C Manzo. *Teaching Children To Be Literate A Reflective Approach*. (America: Holt, Rinehart and Winston, Inc. 1995), 357.

¹⁸ Janet Allen, *Reading History: A Practical Guide to Improving Literacy*. (New York: Oxford University Press, 2005), 66-69.

Annotate, Ponder strategy to take notes, analyze and challenge what they have learned about the great depression so far. That Read, Encode, Annotate, Ponder means it strategies to help students understand the text they read Read, Encode, Annotate, Ponder provides a way for students to return to the text and focus. Read, Encode, Annotate, Ponder diagrams to fulfill it about the points they got from the text. Students focus more on reading and learn to understand what they read sentences.

Read, Encode, Annotate, Ponder is practical writing as a means of improving thinking and reading comprehension.¹⁹ Productive written language skills mean that this is the produce writing. The skills required include the think regularly and logically, the express thoughts or ideas clearly, the influence use of language and the apply written rules correctly.

Based on this explanation, the researcher concluded that the Read, Encode, Annotate, Ponder strategy is Strategies that can enhance students' critical thinking skills through reflection. Activities that can be easily done by thinking, talking, and discussing new things writing texts by other members of the group. then can encourage students' work in groups.

2. Benefits of Read, Encode, Annotate, Ponder Strategy

The benefits of Read, Encode, Annotate, Ponder are divided into several stages. Teachers should start with easy-to-read Material. Students need practice in identifying the main messages or ideas. Teachers can exemplify the learning process by thinking hard. This is useful when

¹⁹ Anthony V. Manzo, Ula C. Manzo. *Literacy Disorders Holistic Diagnosis and Remediation*. (America: Holt, Rinehart and Winston, Inc. 1993), 472.

students share notes in pairs or small groups for evaluation, clarification, and development.

Following is an explanation of the stages involved in Read, Encode, Annotate, Ponder:²⁰

- a. R: Read on your own and write down the title and the researcher's name.
- b. E: Encode the text by writing down the main ideas in your own words.
- c. A: Annotate the text by writing a summary of important points.
- d. P: Ponder what you read by thinking about questions you May still about the topic. Write down your questions.

In general, Read, Encode, Annotate, Ponder is based on the following assumptions: Indicates that Stephanie has read and recorded the read-aloud title (R). Next, draw a diagram that shows the key aspects of your code and what you read, defines "in the margin", and helps you remember how this concept works (E). Write down the Main ideas behind the stock market crash and comment on the information resulting (A). Finally, reflect on what they have learned by summarizing what they know and creating an individual her Read, Encode, Annotate, Ponder (P). Use devotional questions to keep class discussions focused. Students have the opportunity to specify and supplement their notes²¹. The four Read, Encode, Annotate, Ponder episodes are consecutive. Each stage

²⁰ Jan Lacina and Cecilia Silva, *Cases of Successful Literacy Teachers*. (London: Sage Publications, Inc. 2011), 179.

²¹ Janet Allen. *Reading History: A Practical Guide to Improving Literacy*. (New York: University Press, Inc. 2005), 66-69.

contributes to reading student comprehension and the highest possible level of comprehension when the leader performs all the activities required in each phase.

3. Teaching Steps Using Read, Encode, Annotate, Ponder Strategy

Following is an explanation of the Teaching Steps Using Read, Encode, Annotate, Ponder Strategy:²²

- a. The teacher asks the students to read the text in order to understand the message and information.
- b. The teacher asks the students to transfer understanding of reading content in their own words.
- c. The teacher asks the students to write responses from reading.
- d. The teacher asks the students to share and discuss what they have read and what they have written to others.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable is Read, Encode, Annotate, Ponder and the dependent variable is reading comprehension. Therefore, the explanation of independent

²² Anthony V, Manzo, Ula C Manzo. *Teaching Children To Be Literate A Reflective Approach*. (America: Holt, Rinehart and Winston, Inc. 1995), 357-360.

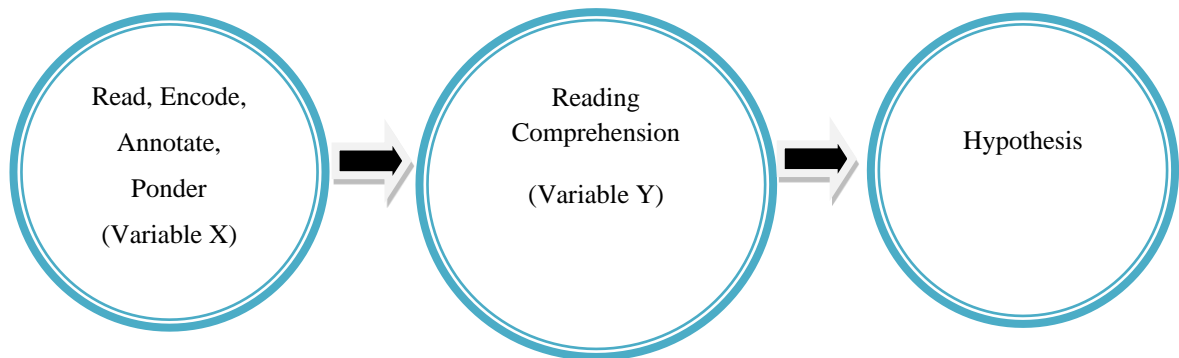
variable Read, Encode, Annotate, Ponder is a strategy to improve students' reading comprehension.

The theoretical framework of this research "Read, Encode, Annotate, Ponder" that is applied perfectly for the process of English teaching learning, so the students' reading comprehension is good. Whereas, if Read, Encode, Annotate, Ponder is applied perfectly towards process of the teaching and learning, so students reading comprehension is bad.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follow:

Figure 2.1
The Influence of Read, Encode, Annotate, Ponder



Based on the figure above, it is hoped that Read, Encode, Annotate, Ponder gives the influence for the students' reading comprehension. The researcher assumes that there are positive and significant influence of Read, Encode, Annotate, Ponder strategy on reading comprehension.

D. Hypothesis

Based on theoretical framework and paradigm, there are two kinds of hypothesis of this research as follow:

a. Hypothesis Formulation

Alternative Hypothesis (Ha): There is a positive and significant influence of the use of Read, Encode, Annotate, Ponder strategy on the reading comprehension of the eleventh gradens students MA Al-Ishlah Sukadamai.

Null Hypothesis (Ho): There is no positive and significant influence of the use of Read, Encode, Annotate, Ponder strategy on the reading comprehension of eleventh grade students MA Al-Ishlah Sukadamai.

b. Statistical Hypothesis

In determining the level of Statistical significance, the researcher determines the Statistical Hypothesis as follow:

If $F_o \geq F_{table}$, then (H_o) is rejected (H_a) is accepted.

If $F_o < F_{table}$, then (H_o) is accepted (H_a) is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The experimental design of this is quasi experimental research. A quasi-experimental is a study design that leads the study to control and experimental groups, but does not randomly assign participants to groups.²³ A quasi-experiment is a type of research design that attempts to establish causality. The researcher chooses two classes as the experimental class and the control class. In conducting this research, the researcher used one type of quasi-experimental research, namely: Nonequivalent Control Group Design. Nonequivalent Control Group Design is one of the most widely used experimental designs in educational research involves an experimental group and a control group, both of which undergo pre-tests and post-tests, but the control and experimental groups have no pre-experimental sample equivalent.²⁴

Moreover, quantitative research is usually conducted under more tightly controlled conditions and tends to use confirmatory scientific methods focused on testing hypotheses and testing theories. Quantitative researcher hopes to find and generalize common patterns of thinking and behavior²⁵. The researcher asked students to do a pre-test, actively participate in treatment, and do a post-test. Treatment is given after a preliminary examination. The

²³ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (London: SAGE: 2014), 219.

²⁴ Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Design For Research* (London: Houghton Mifflin Company: 1963), 47.

²⁵ R. Burke Johnson and Larry Christensen. *Educational Research Quantitative, Qualitative, and Mixed Approaches*. (London: SAGE Publications, Inc. 2014), 109-110.

pre-test was designed to examine the students' reading comprehension before treatment, and the post-test was designed to examine the significant impact of the Read, Encode, Annotate, Ponder strategy on the student after treatment.

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
A	0 ₁	X	0 ₂
B	0 ₃		0 ₄

Description:

A : Experimental group that gets treatment.

B : Control group.

0₁ and 0₃ : Pre-test before treatment is given to the experimental group.

0₂ : The final test after the treatment is given to the experimental group.

0₄ : The final test that is not given treatment to the control group.

X : Teaching English using Read, Encode, Annotate, Ponder Strategy.

The researcher conducted the research at the eleventh graders at MA Al-Ishlah Sukadamai.

B. The Operational Definition of Variables

An operational definition is usage concept both in research problems and in determining the research population in a measurable form.²⁶ A concept that has abstract properties for convenience or convenience variable measurement.

Meanwhile, a variable is something that can hold another value. Based on the previous statement, the variables in this study consist of Read, Encode, Annotate, Ponder strategy and reading comprehension. The action definition is explained below.

1. Independent Variable

The independent variable is a variable that is presumed to cause a change to occur in another variable.²⁷ Independent variable of this research is Read, Encode, Annotate, Ponder Strategy. Indicators of successful implementation of the independent variable Read, Encode, Annotate, Ponder strategy are shown below:²⁸

- a. Students are able to understand the message and information contained in the reading after reading the text.
- b. Students are able to transfer understanding of reading content in their own words.
- c. Students are able to write responses from reading.

²⁶ Rajit Kumar, *Research Methodology a Step-by-Step Guide For Beginners*. (London: This third edition published 2011), 66.

²⁷ R. Burke Johnson and Larry Christensen. *Educational Research Quantitative, Quantitative, and Mixed Approaches*. (Calivornia: SAGE Publications inc, 2014), 91.

²⁸ Anthony V, Manzo, Ula C Manzo. *Teaching Childern To Be Literate A Reflective Approach*. (America: Holt, Rinehart and Winston, Inc. 1995), 357-360.

- d. Students are able to share and discuss what they have read and what they have written to others.

2. Dependent Variable

Dependent variable is the variable that is presumed to be influenced by one or more independent variables. The dependent variable is the variable that is “dependent on” the independent (i.e., antecedent) variable(s).²⁹ The dependent variable is a variable that changes as a result of the manipulation of the independent variable. The dependent variable is what is conveyed after being manipulated by the independent variable.

Based on this explanation, it can estimate the extent to which variations in the independent variables drive changes in the dependent variable, and can also predict how much the dependent variable changes due to variations in the independent variables. The dependent variable (Y) in this study is students' reading comprehension. The dependent variable indicators of this study are as follows:

- a. Students are able to determine the main idea contained in the reading text.
- b. Students are able to determine the supporting ideas contained in the reading text.
- c. Students are able to understand the meaning of the vocabulary contained in the reading.
- d. Students are able to understand the grammatical features contained in the reading text.

²⁹ R. Burke Johnson and Larry Christensen. *Educational Research Quantitative, Quantitative, and Mixed Approaches*. (California: SAGE Publications inc, 2014), 91.

- e. Students are able to make conclusion contained in the reading text.

C. Population, Sample and Sampling Technique

1. Population

Population is defined meaning that researcher can obtain a representative sample through random sampling.³⁰ In other words, the population is the entire group that is the subject of the study. Therefore, the population is everything that can be the result of research objectives. The population of this study are all students of class eleventh MA Al-Ishlah Sukadamai which is the number of students in class eleventh there are 2 classes, consisting of class A and class B. Class A has 23 students and class B has 23 students both from the natural sciences department. Therefore, the total population of this study is 46 students.

2. Sample

The sample is part of the research population chosen to represent the research population. The sample consists of several people who collect the necessary data.³¹ This is done to save time, money and other resources. This research is quasi experimental study. Therefore, sample of this research consists of two classes that are the experiment class and the control class.

³⁰ Geoffrey Marczyk, David DeMatteo, and David Festinger. *Essentials of Research Design and Methodology*. (Canada: John Wiley & Sons, Inc. All rights reserved, 2005), 55.

³¹ Rajit Kumar. *Research Methodology a Step-by-Step Guide For Beginners*. (London: This third edition published 2011), 346.

Independent Sample T-Test Guidelines:

- a. If the probability or Sig. < a (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. > (0.05), then the alternative hypothesis (Ha) is accepted.

3. Technique Sampling

The researcher used random sampling as a total sampling in this research. Random sampling is a quantitative research technique used to select participants³². This means that each person has an equal chance of being selected from the population, ensuring that the sample is representative of the population. Random sampling is a type of probability sampling where everyone in the target population has an equal right to be selected. This sample was chosen at random so that the presentation of the results is no different from the general population. The use of abstrandom sampling is used to determine which group was the experimental class and which group was the control class.

D. Data Collection Technique

In the collecting procedure, there are three steps that have to follow in this research:

1. Observation

An important part of scientific investigation is observation. Observation in science is more than just looking at the world around us to

³² John W. Creswell. *Research Design Qualitative, Quantitative and Mixed methods Approaches*. (London: SAGE Publications inc, 2014), 295.

get ideas for research. This strategy aims to obtain information about the process of English learning activities using the Read, Encode, Annotate, Ponder strategy. In this study, the researcher is the only participant who observe the eleventh graders at MA Al-Ishlah Sukadamai.

2. Test

Text is a phenomenological process and its product³³. In this research, the researcher was text to find out the students' reading comprehension related to the report text. There are two text used in this research as follow:

a. Pre-Test

Prior to treatment, a pre-test is given to measure the student's reading comprehension. The pretest takes the form of a reading test in the form of multiple-choice test in which students are presented with the texts and questions.

b. Post-Test

After giving the treatment, the researcher conducted a post-test to find out the results of the treatment whether the use of the Read, Encode, Annotate, Ponder strategy is influenceive or not to teach students' reading comprehensions. The post-test was in the form of multiple-choice test by giving students text and questions.

3. Documentation

Documentation is data collection technique to obtain information.

The tools used in the documentation method are books, magazines, notes,

³³ Zina O'leary. *The Essential Guide to Doing Research*. (London: SAGE First published 2004), 124.

information from the internet and others. The researcher uses the documentation method to obtain information:

- a. The history of MA AL-Ishlah Sukadamai.
- b. The condition teachers and officials' employees in MA Al-Ishlah Sukadamai.
- c. The quantity of the students of MA Al-Ishlah Sukadamai.
- d. Organization structure of MA Al-Ishlah Sukadamai.
- e. The regulation of MA Al-Ishlah Sukadamai.

E. Research Instrument

An instrument is the means of research which is used in each method and technique. Furthermore, the research instrument involves:

1. Reading comprehension Test

To find out the reading comprehension of the eleventh graders of MA Al-Ishlah Sukadamai, the researcher administrated a reading test. The test measures students' read subjects.

The test consists of a pre-test and post-test, this test becomes a reading test where students are expected to read in English.

2. Observation Sheet

This sheet is used to observe the following aspects that can improve and support students' reading comprehension in the learning process such as the facilities at this school. Observation sheets are also used to observe situations that arise during the teaching and learning process. An English teacher fills in as an observer to assess the activities of the researcher and all students in the teaching and learning process.

3. Documentation Sheet

Documentation sheet refers to archived data that helps the researcher gather the data need. The researcher uses documents related to object research such list of student names and teacher names.

F. Data Analysis Technique

To answer the question “is there any positive and significant influence of Read, Encode, Annotate, Ponder strategy on reading comprehension at MA AL-Ishlah Sukadamai”. The researcher applied inferential statistic to find out the significant different between pre-test and post-test in experimental group. In testing the influence of a variable to another variable SPSS (Statistical Package for the Sosial Science) is outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in pre-experimental study the researcher used SPSS22.0.

1. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk tests do just this: they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation.³⁴ Normality is calculating the probability that the sample is drawn from the normal population. after the research data was proven to be obtained, the researcher conducted a normality test to carry out the normality test. The researcher used the Kolmogorov-Smirnov and Shapiro-Wilk tests. Kolmogorov-Smirnov and

³⁴ Andy Field, *Discovering Statistics Using SPSS Third Edition* (London: Sage Publications, 2009), hal 144.

Shapiro-Wilk are SPSS tests used to test whether the instrument data is normally distributed. The hypotheses for the normality test as following:

Ho: the data had been called is not normal distributed if sig value
<0.005

Ha: the data had been called is not normal distributed if sig value
>0.005

2. Homogeneity Test

The researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use the Levene test. According to Andy Field Levenese test the naull hypothesis that variances in different groups are equal.³⁵ The homogeneity testing is the test perfomed has bariants the determine two or more the data samples comes from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

Ho: the variants of the data is not homogeny if sig value < 0.005

Ha: the variants of the data is homogeny if sig value > 0.005

3. Hypothesis Test

After the researcher knew that the data was normal and homogeneous, the data were analyzed by using independent sample t-test. Independent t-test is used when are two experimental conditions and different participants were assigned to each condition.³⁶ The levels of significance at Sig. (2-taled) < 0.005, can confidence in the hypotheses

³⁵ Ibid hal 150.

³⁶ Ibid hal 325.

that the variances are significant, if the Sig. (2-tailed) the variances are not significant³⁷.

The researcher used independent sample t-test to analyze the data between control classes an experimental class. Independent sample t-test was used to determine whether there was a difference in the mean of two unpaired samples. Independent sample t-test is used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS.³⁸

T- test is used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS³⁹.

1. Opening SPSS 22.0 application for windows.
2. Loading the excel file with the data.
3. Opening show data view.
4. Copying the graders of pre-test in the data view.
5. Opening variable view by changing VAR.1 to be pre-test.
VAR.2 to be post-test.
6. Editing label WAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, paired sample T-Test.
8. Moving pre-test and post-test to the appropriate.
9. Selecting OK.

Independent Sample T-Test Guidelines:

³⁷ Ibid hal 340.

³⁸ Ronal D. Yockey, *SPSS Demistified: A Step-by-Step Guide to successful data Analysys* (New York: Routledge, 2011), hal 72.

³⁹ Alan BryMAN & Duncan Cramer, *Quntitative Data Analysis with SPSS 12 and 13*. (New York: Routledge, 2005). 185.

- a. If the probability or Sig. $<$ α (0.05), then the null hypothesis (H_0) is rejected.
- b. If the probability or Sig. $>$ (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV

RESEARCH OF THE RESULTS AND DISCUSSION

A. Results of The Research

1. Description of The Research Location

a. The History of MA AL-Ishlah Sukadamai

MA Al-Ishlah Sukadamai which is located at Jalan K.H. Hasyim Asy'ari No. 03 Sukadamai Village, Natar District, South Lampung Regency, Lampung Province, began to appear around the mid-1990s but was officially established on July 19, 1990. This is based on the Operational Charter of the Indonesian Ministry of Religion number: KW/08.4/4/PP.00.1/1022 /2006 dated July 12, 2006.

Looking at the historical chronology of Madrasah Aliyah Al-Ishlah Sukadamai of course, it cannot be separated from the long journey of Madrasah Diniyah Al-Ishlah Sukadamai, which was a beginner's milestone that gave birth to several educational institutions, both formal and non-formal, from elementary, secondary, senior and tertiary education levels. one of which is MA Al-Ishlah Sukadamai. Until now MA Al-Ishlah Sukadamai is an Islamic educational institution under the auspices of the Al-Ishlah Islamic Boarding School Foundation Sukadamai.

MA Al-Ishlah Sukadamai is the first high-level formal education institution in the Sukadamai village environment, Natar sub-district, South Lampung district, long before other higher-level

educational institutions that have mushroomed and developed around it.

At the beginning of the forerunner to the founding of Madrasah Aliyah Al-Ishlah Sukadamai, it used to be a spirit of awareness and community need for top-level Islamic educational institutions. This is due to the fact that there are many graduates of Madrasah Tsanawiyah Al-Ishlah Sukadamai who are both under the same foundation and graduates of secondary education institutions in the vicinity do not continue to the next level for reasons of cost and other places of education that are too far away.

On the initiative of several community, religious and educational leaders in the environment around Sukadamai village, such as KH. Imam Muhyidin, Kyai. Khusnan Efendi, Kyai. Syamsuri, and other Islamic figures from the village of Sukadamai, then on July 19, 1990 the Al-Ishlah Madrasah Aliyah Sukadamai began to operate carrying out teaching and learning activities until now.

However, at that time the Al-Ishlah Madrasah Aliyah Sukadamai when carrying out the final exams (EBTA/EBTANAS) was still under the Bandar Lampung 1 State Aliyah Madrasah (MAN) for several academic years, then main at the Nurul Islam Jati Agung Madrasah Aliyah led by Kyai. R. MAsduki and now Al-Ishlah Madrasah aliyah are able to organize the National Examination independently.

Geographically, the location of Madrasah Aliyah Al-Ishlah Sukadamai is on a provincial road, namely Jalan K.H Hasyim Asy'ari No. 03 Sukapeace Village, Natar District, South Lampung Regency. Seeing the location of the village which borders the East Lampung Regency area and is close to the capital city of Lampung province, namely Bandar Lampung City and also the administrative city, namely Metro City, so this is a strategic and promising asset for the development of the world of education.

Regarding Madrasah Aliyah Al-Ishlah Sukadamai which is also under the auspices of the Al-Ishlah Sukadamai Islamic Boarding School Foundation, it is still in the same location as the Al-Ishlah Sukadamai Islamic Boarding School together with Raudlatul Athfal, Madrasah Ibtidaiyah and Madrasah Tsanawiyah Al-Ishlah. From the location of the boundaries of Madrasah Aliyah Al-Ishlah Sukadamai are: to the north it is adjacent to the KH Hasyim Asy'ari highway, to the south it is adjacent to Mr. Supani's house, to the west it is adjacent to Mr. Marwan's house, to the east it is adjacent to Mr. Haris' house.

b. Vision, Mission, and Purpose of MA AL-Ishlah Sukadamai

1) Vision

The vision of Madrasah Aliyah Al-Ishlah is: "The Realization of Madrasahs with Achievement, Religious, Innovative, Independent and Adab" with the acronym prima. The vision has keywords (indicators) as follows:

- a) Achievement of excellent student and graduate achievements in academic and non-academic fields.
- b) Realization of character education, based on faith and piety to Allah SWT, sourced from the Al-Quran and Hadith
- c) The implementation of an active, innovative, creative and fun learning process.
- d) Having an attitude of independence and a dynamic "entrepreneurship" spirit, and being optimistic about being able to create their own, "self-sufficient" jobs.
- e) Develop Madrasah Management that is independent, open, accountable, flexible and sustainable.

2) **Mission**

- a) Carry out influenceive learning and guidance that refers to the Education Unit Level Curriculum (KTSP) so that the potential of each student develops optimally through motivational training activities and special/intensive guidance to students to improve academic achievement in science competitions and National Examinations and preparation get into your favorite college
- b) Carry out character education based on faith, piety, noble character, especially those that are universal and noble cultural values that reflect Islam which is rahmatan lil alamin
- c) Realizing language and multimedia-based madrasahs by prioritizing multilingual programs and the use of multimedia in order to create active, innovative, creative, educative and fun learning
- d) Realizing skilled and independent students, so they can compete in the global era

- e) Carry out Madrasah-based management in carrying out the Management and development of independent, open, accountable, flexible and sustainable Madrasah.

3) Purpose

By referring to the vision and mission that has been formulated as well as the conditions at the Madrasah, the objectives of the Madrasah to be achieved are as follows:

- a) Improving active, creative, influenceive and fun learning, by integrating Islamic religious values and having an environmental perspective.
- b) Increase the average value of UAM, US/M on an ongoing basis.
- c) Increasing the practice of congregational Dzuhur and Dhuha prayers and reading the Qur'an in Madrasahs.
- d) Creating sports teams and arts teams that are able to compete at city and provincial levels.
- e) Increasing the awareness of Madrasah residents for the health, cleanliness and beauty of the Madrasah environment in the framework of environmental preservation.
- f) Increasing the number of facilities/infrastructure as well as empowerment that supports increasing academic and non-academic achievements by Maintaining and preventing environmental damage.
- g) Realizing Madrases as educational institutions that are the Main choice of the community.
- h) Increase participatory management by involving all Madrasah members, Madrasah committees, and stakeholders in decision Making.
- i) Creating a Madrasah environment that is healthy, clean, beautiful, and free from pollution.

j) Improving services to all stakeholders (customers)

c. School Identity of MA AL-Ishlah Sukadamai

Name of Madrasah : Madrasah Al-Ishlah Sukadamai
NSM : 131218010006
NPSN : 10816241
Address : Sukadamai
Street : Jl. KH. Hasyim Asy'ari No. 03 Sukadamai
Kec. Natar South Lampung
District : Natar
Regency : South Lampung, Lampung province
Tel/HP : 085380942053
Name of Head of Madrasah : Bahrul Ulum S.Pd
Number of students : 262 people
Number of Teachers : 20 Orang

d. The Conditions Infrastructure of MA Al-Ishlah Sukadamai

MA Al-Ishlah Sukadamai Natar Shorth Lampung has well infrastructure and facilities to support its teaching-learning process, it can be seen from the list of supporting infrastructures under the learning process in the appendix.

e. Conditions of Teachers and Official Employers in MA Al Ishlah Sukadamai

MA Al-Ishlah Sukadamai is a Madrasah Aliyah school located in Sukadamai Natar Village, South Lampung. The school has a total of 20 teachers and staff. That's for support the learning process activities for students. Consisting of 15 male teachers and 5 female teachers. As for the detail as following:

Tabel 4.1

The List of The Teachers and Official Employees of MA Al-Ishlah Sukadamai

No.	Name	Level	Position
1.	Bahrul Ulum, S.Pd	S.1	Headmaster
2.	Rica Septiana, S.Pd	S.1	Vice of Curriculum
3.	Ium Iis Malinda, M.Pd	S.1	Treasure
4.	Susiati, S.Pd	S.1	Vice of Students
5.	Dadang Agus S, S.Kom	S 1	Vice of Infrastucture
6.	A. MAsduki, S.Pd	S.1	Official Administration
7.	Syawalludin Yusuf	SMA	Teacher
8.	Ari Lestari, S.Pd	S.1	Teacher
9.	Deviantoro, S.Pd	S 1	Teacher

10	Wasis Aminin, M.Pd	S.I	Teacher
11.	Saifudin, S.Pd	S.1	Teacher
12.	Muhtadin, S.Pd	S.1	Teacher
13.	Wiwik Handayani, M.Pd	S.1	Teacher
14.	Abbdilah Royidah, M.Pd	S.1	Teacher
15.	Imam MAliki, M.Pd	S.2	Teacher
16.	Umi Sholekah, S.Pd	S.1	Teacher
17.	Asmugi, S.Pd.I	S.1	Teacher
18.	Fahri Aryanto, S.Pd	S.1	Teacher
19.	Miftahul Arifin, M.Pd	S.1	Teacher
20.	Khamdan Sukron, S.Pd	S.1	Teacher

f. Quantity of students in MA Al-Ishlah Sukadamai

The quantities of the students in MA Al-Ishlah Sukadamai that can be identified as follows:

Tabel 4.2
Total the Students' of MA Al – Ishlah Sukadamai

No.	Class	Sex		Amount
		Male	Female	
1.	X	22	23	45
2.	VI	20	26	46
3.	VII	20	23	43
Total		64	72	134

2. Description of Research Data

a. The Result of Pre-Test

1) The Result of Pre-Test Score of Experiment Class

To measure the students' reading comprehension, the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in this research was reading comprehension test. The result of pre-test can be identified as follows:

Tabel 4.3

Pre-Test of Experimental Class in Reading Comprehension at the Eleventh Grade of MA Al-Ishlah Sukadamai

No.	Name Students' Initial	Grade	Explanation
1.	AW	50	Incomplete
2.	AS	45	Incomplete
3.	AS	45	Incomplete
4.	AF	55	Incomplete
5.	AR	60	Incomplete
6.	DP	50	Incomplete
7.	DN	45	Incomplete
8.	DZ	50	Incomplete
9.	DK	60	Incomplete
10.	HS	55	Incomplete

11.	MR	60	Incomplete
12.	MI	60	Incomplete
13.	MI	45	Incomplete
14.	MS	50	Incomplete
15.	NA	45	Incomplete
16.	RR	60	Incomplete
17.	RR	40	Incomplete
18.	SK	45	Incomplete
19.	TE	40	Incomplete
20.	UA	50	Incomplete
21.	VS	40	Incomplete
22.	VS	40	Incomplete
23.	VK	45	Incomplete
	Total	1.135	
	High Score	60	
	Low Score	40	
	Average	49	

2) The Result of Pre-Test Score of Control Class

To measure students' reading comprehension, the researcher used pre-test before being given treatment. The researcher administrated pre-test at the first meeting of this study to find out initial differences between classes of the same level. The pre-test form used in this

study was a reading comprehension test. The results of the pre-test can be known as follows:

Tabel 4.4

The Pre-test Score of Students' Reading Comprehension at The Eleventh Grade of MA Al-Ishlah Sukadamai

No.	Name of Students' Initial	Grade	Explanation
1.	AA	60	Incomplete
2.	AS	65	Incomplete
3.	AK	50	Incomplete
4.	CA	60	Incomplete
5.	DN	40	Incomplete
6.	FA	45	Incomplete
7.	FR	50	Incomplete
8.	GP	55	Incomplete
9.	LF	60	Incomplete
10.	LQ	55	Incomplete
11.	MR	45	Incomplete
12.	MD	50	Incomplete
13.	MA	55	Incomplete
14.	MG	45	Incomplete
15.	RD	50	Incomplete
16.	RS	60	Incomplete
17.	RH	55	Incomplete

18.	TU	50	Incomplete
19.	VT	60	Incomplete
20.	WN	55	Incomplete
21.	YS	45	Incomplete
22.	YP	50	Incomplete
23	ZN	40	Incomplete
	Total	1.150	
	High Score	60	
	Low Score	40	
	Average	50	

b. The Result of Post-Test

1) The Result of Post-Test Score of Experiment Class

After the students were given the treatment of researcher giving a post-test to measure their skills in different reading comprehension question. Post-test was conducted in the framework of intention students' reading comprehension after treatment. Post-test results can be identified as follows:

Tabel 4.5

**The Post-Test Score of Students' Reading Comprehension at The Eleventh
Grade of MA Al-Ishlah Sukadamai**

No	Name of Students' Initial	Grade	Explanation
1.	AW	85	Complete
2.	AS	75	Complete
3.	AS	80	Complete
4.	AF	75	Incomplete
5.	AR	85	Complete
6.	DP	85	Complete
7.	DN	75	Incomplete
8.	DZ	85	Complete
9.	DK	75	Incomplete
10.	HS	75	Incomplete
11.	MR	85	Complete
12.	MI	80	Complete
13.	MI	80	Complete
14.	MS	80	Complete
15.	NA	80	Complete
16.	RR	85	Complete
17.	RR	80	Complete
18.	SK	90	Complete
19.	TE	75	Incomplete

20.	UA	90	Complete
21.	VS	80	Complete
22.	VS	75	Incomplete
23.	VK	85	Complete
	Total	1.790	
	High Score	90	
	Low Score	75	
	Average	78	

2) The Result of Post-Test Score of Control Class

The researcher gave the post-test to measure their skill in reading comprehension with different questions. The post-test was carried out in order to intend the students' reading comprehension. The result of post-test can be identified as follows:

Tabel 4.6

The Post-Test Score of Students' Reading Comprehension at The Eleventh Grade of MA Al-Ishlah Sukadamai

No.	Name of Students' Initial	Grade	Explanation
1.	AA	70	Incomplete
2.	AS	75	Complete
3.	AK	75	Complete
4.	CA	75	Complete
5.	DN	75	Complete

6.	FA	80	Complete
7.	FR	75	Complete
8.	GP	75	Complete
9.	LF	75	Complete
10.	LQ	80	Complete
11.	MR	80	Complete
12.	MD	80	Complete
13.	MA	75	Complete
14.	MG	70	Incomplete
15.	RD	70	Incomplete
16.	RS	70	Incomplete
17.	RH	70	Incomplete
18.	TU	70	Incomplete
19.	VT	70	Incomplete
20.	WN	70	Incomplete
21.	YS	80	Complete
22.	YP	80	Complete
23.	ZN	80	Complete
Total		1.650	
High Score		80	
Low Score		70	
Average		72	

c. Normality and Homogeneity

1) Normality Test

The normality test is a test performed to determine the correct data normal distribution. Normality test results as follows:

Tabel 4.7

The Result of Normality Test by Using SPSS

	Posttestcontrolclass	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Posttestexperimentalclass	70	.222	8	.200*	.912	8	.366
	75	.258	7	.174	.818	7	.062
	80	.258	7	.174	.818	7	.062

Based on the SPSS results it is known that the significance value of the normality test results using the Kolmogorov-Smirnov test is 0.5. If the significance value is more than 0.05 then the data is normally distributed. Therefore, it can be concluded that the test results data are normally distributed.

2) Homogeneity Test

Homogeneity test is a test performed to determine the data homogeneous distribution using SPSS. Homogeneity test result as follows:

Tabel 4.8
The Result of Homogeneity Test by Using SPSS

Posttest experiment tclass

Levene Statistic	df1	df2	Sig.
.244	2	19	.786

Based on the SPSS results above, it is known that the significance value of the homogeneity test results using the Levene Statistic test is more than 0.786. If the significance value is more than 0.05 then the data is homogeneous. Therefore, it can be concluded that the research data is homogeneous.

3. Hypothesis Testing

Hypothesis testing is doing to know whether there is any positive and significant influence or not to the variable Y. Based on the testing normality and homogeneity it can be seen that the data is normal and homogeneous. Therefore, hypothesis testing which is used is independent sample t-test.

H₀: there is no positive and significant influence of Read, Encode, Annotate, Ponder on the students reading comprehension.

H_a: there is any positive and significant influence of Read, Encode, Annotate, Ponder on the students reading comprehension.

Tabel 4.9
The Result of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	1.403	.243	2.119	43	.040	2.737	1.292	.132	5.342
	Equal variances not assumed			2.138	38.034	.039	2.737	1.280	.146	5.328

Based on the SPSS results, it is known that the sig. 2-tailed from the independent t-test results there is .040. If the sig. 2-tailed is less than 0.05, it is proven that there is a positive and significant influence of the variable X on the expected variable Y. Therefore, it can be concluded that on the influence and significance of the use of Read, Encode, Annotate, Ponder on the reading comprehension of eleventh grade MA Al-Ishlah Sukadamai.

Based on the SPSS results, it is known that the value of t-observed is 2,119 while the t value in the critical value table at a significance level of 5% and 1% is shown in the following table:

Tabel 4.10**The Table of Critical Value of t-table**

Level of significant	5%	1%
Df 43	1,671	2,000

- a. The critical value of X² table for 5% level was 1,671
- b. The critical value of X² table for 1% level was 2,000

From all data analysis above, it could be known that:

- a. X² observed = 2,119
- b. X² table of expectancy = 5% (1,671) and 1% (2,000)

The degrees of freedom is 43, so the values of X² table on degrees of freedom are 5% = 1,671 and 1% = 2,000. In this research, the students have done the entire test individually and group. It was benefit to know the influence of using Rad, Encode, Annotate, and Ponder strategy on reading comprehension from the result of those test.

From the data above the comprehension X² bar X² table was: 1,671 < = 2,119 > 2,000 in 5% and 1% significant. It means that the alternative hypothesis (Ha) explains “there is positive and significant influence of Read, Encode, Annotate, and Ponder strategy on reading comprehension.”

The results of this research are shown from the results of the independent sample t-test showing that sig. 2-tailed is 0.04 it means sig. The sig 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y.

Therefore, it can be said that there is a positive and significant influence of Read, Encode, Annotate, And Ponder on reading comprehension. Besides that the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. it shows that the t-observed is greater than the t-value in the table so that it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, And Ponder comprehension.

This research was conducted at the MA Al-Ishlah Sukadamai. The result of this research show that Read, Encode, Annotate, and Ponder success to help students' reading comprehension systematically. Therefore, after conducting the research and getting the data test. Observation and documentation, the researcher found some limitations such as there were some obstacles in the students' reading comprehension. The first was the students were various, some students have understood about the explanation of the researcher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explain the Material using English. Finally, the result of this 59 research explained that the theory of the positive and significant influence of Read, Encode, Annotate and Ponder the students' reading comprehension was success in the eleventh grade of MA Al-Ishlah Sukadamai.

B. Discussion

This study observed the reading comprehension of students in the eleventh grade at MA Al-Ishlah Sukadamai. Researcher used this class because they have difficulties in reading comprehension. Therefore, based on the problem the researcher applied learning strategies using Read, Encode, Annotate, And Ponder to assist students in learning reading comprehension.

Before conducting the research, the researcher gave a pre-test to know the initial knowledge of students' reading comprehensions before being given by treatment. The results showed that the highest score was 60 while the lowest score was 40 and an average score of 49.34.

After completing treatment, the researcher gave a post-test. Post-test results show that the highest score is 90 while the lowest score is 75 and the average score is 79.25.

Based on the discussion above, the researcher concludes that briefly stories can be a solution for teachers to help students in teaching and learning, especially writing subjects because it is proven by the way the pre-test value increased from 57.03 before treatment to 77.85 afterward treatment.

The results of this research are shown from the results of the independent sample t-test showing that sig. 2-tailed is 0.04 it means sig. The 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y. Therefore, it can be said that there is a positive and significant influence of Read, Encode, Annotate, And Ponder on reading comprehension. besides

that, the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. it shows that the t-observed is greater than the t-value in the table so that it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, and Ponder comprehension.

The researcher investigated that teaching and learning using Read, Encode, Annotate, and Ponder can help students in the learning process. Especially in reading comprehension because this strategy has many benefits. By using Read, Encode, Annotate, and Ponder, it is easy to learn how to teach interests and challenges if the teacher is able to make the class active. From the text that the teacher gives students can not only look for main ideas, retell using their own words, and conclude the text but also students can read the text based on their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study results, the researcher concluded: Read, Encode, Annotate, and Ponder helps students improve their reading comprehension and motivates them to read through the use of reading texts. Students score less on pretext and students can use it to read texts easily after being covered in the Read, Encode, Annotate, and Ponder strategy. Furthermore, it can be seen from the pre-test and post-test results. This research was conducted in eleventh grade of MA Al-Ishlah Sukadamai Natar South Lampung, especially IPA A and IPA B classes. The results of data analysis illustrate that the average value of students is greater in the experimental class that received treatment compared to the control class. This study was tested using an independent sample t-test formula to investigate whether there is a positive and significant difference between student learning outcomes in the experimental and control classes class on students' reading skills in class eleventh of MA Al-Ishlah Sukadamai, Natar South Lampung.

The results of this study indicate that the results of the independent sample t-test showing that sig. 2-tailed is 0.04 it means sig. The 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y. Therefore, it can be said that there is a positive and significant influence of Read,

Encode, Annotate, And Ponder on reading comprehension. Besides that the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. It shows that the t-observed is greater than the t-value in the table. Therefore, it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, and Ponder comprehension.

B. Suggestion

Based on the results of the study, the researcher give some Suggestions to related sites as follows:

1. For the teacher

It is suggested to teachers to use Read, Encode, Annotate, and Ponder in learning English, so that students don't feel bored during learning in class.

2. For the students

Students are encouraged to participate more actively in the learning process in the classroom and to gain a better understanding of the Material provided by their teachers by reading English reading Material.

3. For the headmaster

The principal must provide more facilities to students so that students can study more diligently and be more active and fun, more comfortable and not feel bored when learning English.

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APPENDIX

Appendix 1



**YAYASAN PONDOK PESANTREN AL ISHLAH
MADRASAH ALIYAH AL ISHLAH
SUKADAMAI NATAR LAMPUNG SELATAN**

Jl. K. H. Hasyim Asy'ari No. 03 Sukadamai Natar Lampung Selatan Telp. 0812 8112 8229

Akta Notaris : Dini Isabella, SH., M.Kn. Nomor 06/18-08-2016

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SILABUS

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MA Al- Ishlah
Kelas / Semester : XI (Sebelas) / 1 dan 2
Tahun Pelajaran : 2022 /2023

Kompetensi Inti :

- ✦ **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”
- ✦ **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan 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 dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Menentukan kata kerja past participle • Menggunakan preposition 'by' • Menyusun kalimat pasif 	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI		<ul style="list-style-type: none"> - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang present - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<p>penggunaannya, seperti yang dicontohkan</p> <ul style="list-style-type: none"> - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
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Mengetahui,
Kepala Sekolah

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Guru Mata Pelajaran

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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: MA Al-Ishlah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Genap
Topik	: <i>Explanation Text: How Does Rain Form and What Is The Water Cycle?</i>
Skills	: <i>Reading</i>
Alokasi waktu	: 1 × 2 Jam Pertemuan

A. Kompetensi Inti

KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3:Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan 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 dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Menentukan kata kerja past participle • Menggunakan preposition ‘by’ • Menyusun kalimat pasif
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

- Mengidentifikasi struktur teks explanation
- Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

D. Bahan Ajar / Materi Pembelajaran

a. Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

b. Struktur Teks

Dapat mencakup:

- Fenomena
- Rangkaian penjelasan

c. Unsur Kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.

E. Strategi

Strategy Pengajaran: Read, Encode, Annotate, and Ponder Strategy

F. Media, Alat, dan Sumber Pembelajaran

- Alat : Lembar Kerja
- Sumber Pembelajaran : Buku cetak relevan

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 Menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> Peserta didik memberikan salam dan mengkondisikan diri siap belajar. (<i>character building</i>) Ketua kelas memimpin do'a. Mengecek kehadiran siswa. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. Menyampaikan tujuan pembelajaran tentang explanation text. Memberikan gambaran tentang manfaat mempelajari explanation text dalam kehidupan sehari-hari. 	
B. Kegiatan Inti		70 Menit
Stimulus	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati gambar ilustrasi tentang <i>explanation text</i> bertema How Does Rain Form and What is the Water Cycle? 	

Problem statement	<p><u>Menanya</u></p> <p>8. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan gambar yang sedang mereka amati. (<i>critical thinking</i>)</p> <p>9. Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</p> <p>10. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>.</p>	
Data collection	<p><u>Pengumpulkan informasi</u></p> <p>11. Siswa membaca sendiri dan menuliskan judul penulis nya.</p> <p>12. Siswa menuliskan ide-ide utama dalam suatu teks dengan menggunakan kata kata sendiri.</p> <p>13. Siswa menulis ringkasan poin-poin penting.</p> <p>14. Siswa merenungkan apa yang telah dibaca dengan memikirkan pertanyaan yang akan ajukan mengenai topik How Does Rain Form and What Is The Water Cycle?.</p>	
Data processing	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>15. Siswa berdiskusi membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i>, baik fungsi sosial, struktur teks, unsur kebahasaan. (<i>collaboration and creative</i>)</p> <p>16. Siswa membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
Verification and Generalization	<p><u>Mengkomunikasikan</u></p> <p>17. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, berupa tugas tertulis untuk mengembangkan sikap jujur, pro-aktif, bertanggung jawab. (<i>communication</i>)</p> <p>18. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p>	
C. Kegiatan Penutup		10 Menit

Refleksi dan penutup	<ol style="list-style-type: none">1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i>; fungsi sosial, struktur teks, dan unsur kebahasaannya.2. Siswa merefleksikan penguasaan materi tentang <i>explanation text</i> yang telah dipelajari.3. Guru menyampaikan materi untuk pertemuan berikutnya.4. Berdoa	
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H. Materi Explanation Natural disaster

How Does Rain From and What Is The Water Cycle?

Let's look at the size of rain and how raindrops fall first.

We'll need the Sun when the Sun shines on water on the Earth's surface, the heat of the Sun warms the water turning it into an invisible gas called water vapour.

This process the changing of water into a gas is called evaporation because gases are lighter than liquids. Water vapor rises up into the sky and the further you move up and away from the Earth's surface the colder temperature gets, so in the sky the water vapor cools and changes back into tiny water droplets. This change is called condensation, and it is the opposite of evaporation.

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

Raindrops fall on the ground surface or the Sun can shine on them and the whole process happens again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive.

I. Penilaian Hasil Pembelajaran

Jenis Penilaian	Teknik	Instrumen
Pengetahuan	Penugasan	Tes tertulis Unjuk Kerja

**Mengetahui,
Guru Mapel**



Saifudin, S.Pd
NUPTK 0440766667200013

Sukadamai, 31 Maret 2023

Peneliti



Meliana Tantri
NPM 1901050025

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: MA Al-Ishlah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Genap
Topik	: <i>Explanation Text: Natural Disaster</i>
Skills	: <i>Reading</i>
Alokasi waktu	: 1 × 2 Jam Pertemuan

A. Kompetensi Inti

KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3:Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan 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 dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Menentukan kata kerja past participle • Menggunakan preposition ‘by’ • Menyusun kalimat pasif
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

- a. Mengidentifikasi struktur teks explanation
- b. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

D. Bahan Ajar / Materi Pembelajaran

a. Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

b. Struktur Teks

Dapat mencakup:

- a. Fenomena
- b. Rangkaian penjelasan

c. Unsur Kebahasaan

- a. Adverbia *first, then, following, finally*
- b. Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- d. Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.

E. Strategi

Strategy Pengajaran: Read, Encode, Annotate, and Ponder Strategy

F. Media, Alat, dan Sumber Pembelajaran

- a. Alat : Lembar Kerja
- b. Sumber Pembelajaran : Buku cetak relevan

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 Menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> 1. Peserta didik memberikan salam dan mengkondisikan diri siap belajar. (<i>character building</i>) 2. Ketua kelas memimpin do'a. 3. Mengecek kehadiran siswa. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. 5. Menyampaikan tujuan pembelajaran tentang explanation text. 6. Memberikan gambaran tentang manfaat mempelajari explanation text dalam kehidupan sehari-hari. 	
B. Kegiatan Inti		70 Menit
Stimulus	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> 7. Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati gambar ilustrasi tentang <i>explanation text</i> bertemakan Natural Disaster 	

Problem statement	<p><u>Menanya</u></p> <p>8. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan gambar yang sedang mereka amati. (<i>critical thinking</i>)</p> <p>9. Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</p> <p>10. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>.</p>	
Data collection	<p><u>Pengumpulkan informasi</u></p> <p>11. Siswa membaca sendiri dan menuliskan judul penulis nya.</p> <p>12. Siswa menuliskan ide-ide utama dalam suatu teks dengan menggunakan kata kata sendiri.</p> <p>13. Siswa menulis ringkasan poin-poin penting.</p> <p>14. Siswa merenungkan apa yang telah dibaca dengan memikirkan pertanyaan yang akan ajukan mengenai topik Natural Disaster.</p>	
Data processing	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>15. Siswa berdiskusi membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i>, baik fungsi sosial, struktur teks, unsur kebahasaan. (<i>collaboration and creative</i>)</p> <p>16. Siswa membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
Verification and Generalization	<p><u>Mengkomunikasikan</u></p> <p>17. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, berupa tugas tertulis untuk mengembangkan sikap jujur, pro-aktif, bertanggung jawab. (<i>communication</i>)</p> <p>18. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p>	
C. Kegiatan Penutup		10 Menit

Refleksi dan penutup	<ol style="list-style-type: none">1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i>; fungsi sosial, struktur teks, dan unsur kebahasaannya.2. Siswa merefleksikan penguasaan materi tentang <i>explanationtext</i> yang telah dipelajari.3. Guru menyampaikan materi untuk pertemuan berikutnya.4. Berdoa	
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H. Materi Explanation Natural disaster

Natural Disaster

Natural disasters are terrible accidents. A great flood, conflagration, or earthquake. It usually causes great pain and loss of large amounts of money. Victim is injured or dead. Some are homeless and need medical care.

Floods occur when water from a river, lake, or stream breaks a bank and spills onto the surrounding land. Floods are caused by various causes. Short periods of heavy rain can often cause flooding. However, not all storms are followed by flooding. If the surrounding land is flat and able to hold water, flooding will not occur. Flooding occurs when the land can no longer absorb rainwater. Where dykes are low, rivers can flood and flood adjacent lowlands. Tropical storms called hurricanes and typhoons cause flooding in many parts of the world. They bring destructive high-speed winds, heavy rains and floods. When flooding occurs, the destruction of surrounding land can be severe. Whole villages and towns can be swept away by water that rushes across the land. The railroad tracks were blocked and pulled out of bed. Autobahn is flowing.

Apartment fires are usually caused by factors such as cooking utensils, heating, smoking in bedrooms, appliances, and candles. Fire hazards that occur in wild or forested areas (called wildfires) occur when areas of vegetation are burning, and are especially common during hot, dry months. It is found in forests, meadows, scrublands and deserts and spreads rapidly when there is sufficient wind.

I. Penilaian Hasil Pembelajaran

Jenis Penilaian	Teknik	Instrumen
Pengetahuan	Penugasan	Tes tertulis Unjuk Kerja

**Mengetahui,
Guru Mapel**



Saifudin, S.Pd
NUPTK 0440766667200013

Sukadamai, 31 Maret 2023
Peneliti



Meliana Tantri
NPM 1901050025

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: MA Al-Ishlah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Genap
Topik	: <i>Explanation Text: Liquefaction</i>
Skills	: <i>Reading</i>
Alokasi waktu	: 1 × 2 Jam Pertemuan

A. Kompetensi Inti

KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3:Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan 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 dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> • Menentukan kata kerja past participle • Menggunakan preposition ‘by’ • Menyusun kalimat pasif

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

- Mengidentifikasi struktur teks *explanation*
- Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

D. Bahan Ajar / Materi Pembelajaran

a. Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

b. Struktur Teks

Dapat mencakup:

- Fenomena
- Rangkaian penjelasan

c. Unsur Kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.

E. Strategi

Strategy Pengajaran: Read, Encode, Annotate, and Ponder Strategy

F. Media, Alat, dan Sumber Pembelajaran

- Alat : Lembar Kerja
- Sumber Pembelajaran : Buku cetak relevan

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 Menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> Peserta didik memberikan salam dan mengkondisikan diri siap belajar. (<i>character building</i>) Ketua kelas memimpin do'a. Mengecek kehadiran siswa. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. Menyampaikan tujuan pembelajaran tentang <i>explanation text</i>. Memberikan gambaran tentang manfaat mempelajari <i>explanation text</i> dalam kehidupan sehari-hari. 	
B. Kegiatan Inti		70 Menit
Stimulus	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati gambar ilustrasi tentang <i>explanation text</i> bertemakan Liquefaction 	

Problem statement	<p><u>Menanya</u></p> <p>8. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan gambar yang sedang mereka amati. (<i>critical thinking</i>)</p> <p>9. Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</p> <p>10. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>.</p>	
Data collection	<p><u>Pengumpulan informasi</u></p> <p>11. Siswa membaca sendiri dan menuliskan judul penulis nya.</p> <p>12. Siswa menuliskan ide-ide utama dalam suatu teks dengan menggunakan kata kata sendiri.</p> <p>13. Siswa menulis ringkasan poin-poin penting.</p> <p>14. Siswa merenungkan apa yang telah dibaca dengan memikirkan pertanyaan yang akan ajukan mengenai topik Liquefaction.</p>	
Data processing	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>15. Siswa berdiskusi membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i>, baik fungsi sosial, struktur teks, unsur kebahasaan. (<i>collaboration and creative</i>)</p> <p>16. Siswa membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
Verification and Generalization	<p><u>Mengkomunikasikan</u></p> <p>17. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, berupa tugas tertulis untuk mengembangkan sikap jujur, pro-aktif, bertanggung jawab. (<i>communication</i>)</p> <p>18. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p>	
C. Kegiatan Penutup		10 Menit

Refleksi dan penutup	<ol style="list-style-type: none">1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i>; fungsi sosial, struktur teks, dan unsur kebahasaannya.2. Siswa merefleksikan penguasaan materi tentang <i>explanation text</i> yang telah dipelajari.3. Guru menyampaikan materi untuk pertemuan berikutnya.4. Berdoa	
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H. Materi Explanation Natural disaster

Liquefaction

In order to understand liquefaction, it is important to understand the state of the ground before an earthquake occurs. Soil sediments consist of collections of individual soil particles. Observation of these particles reveals that each particle is in contact with many neighboring particles. The weight of soil particles at rest creates contact forces between them. These forces hold the individual particles in place and give strength to the soil.

Liquefaction occurs when loose saturated sand structures collapse under rapidly applied loads. As the structure collapses, the loosely packed individual soil particles try to move into a denser configuration. However, during an earthquake there is not enough time to force water out of the subsurface pores. Instead, water is "trapped", preventing soil particles from getting too close to each other. This is accompanied by increased water pressure and reduced contact forces between individual soil particles, softening and weakening the soil sediments.

In that case, the contact force is very small due to the high water pressure. In extreme cases, pore water pressure can become so high that many soil particles no longer touch each other. In such cases, the soil has little strength and behaves more like a liquid than a solid, hence the name "liquefaction".

I. Penilaian Hasil Pembelajaran

Jenis Penilaian	Teknik	Instrumen
Pengetahuan	Penugasan	Tes tertulis Unjuk Kerja

**Mengetahui,
Guru Mapel**



Saifudin, S.Pd
NUPTK 0440766667200013

Sukadamai, 31 Maret 2023
Peneliti



Meliana Tantri
NPM 1901050025

Appendix 3

The Blueprint of Reading Comprehension

The type of reading comprehension test questions are multiple choice questions. The purpose of Blueprint Reading Comprehension is to identify and to ensure that the reading comprehension features are contained in the reading comprehension questions.

No.	Test	Level of Barret Taxonomy	Features of Reading Comprehension	Question Items
1.	Pre-Test	Literal Comprehension	Main Idea	1, 13
		Inferential Comprehension	Expression	12, 20
		Inferential Comprehension	Inference	3, 10, 15, 18
		Inferential Comprehension	Grammatical Features	9
		Inferential Comprehension	Detail	2, 5, 6, 7
		Evaluation	Excluding Facts not written	16
		Literal Comprehension	Supporting Idea	17, 19
		Inferential Comprehension	Vocabulary In Context	4
		Inferential Comprehension	Reference	8, 11, 14
2.	Post-Test	Literal Comprehension	Main Idea	1, 12
		Inferential Comprehension	Expression	8, 14
		Inferential Comprehension	Inference	3, 9
		Inferential Comprehension	Grammatical Features	16, 17
		Inferential Comprehension	Detail	4, 7, 15
		Evaluation	Excluding Facts not written	6, 13
		Literal Comprehension	Supporting Idea	2, 11
		Inferential Comprehension	Vocabulary In Context	5, 10
		Inferential Comprehension	Reference	18, 19, 20

Appendix 4

Reading Pre Test**This text is for questions number 1 to 5****Grand Canyon is**

Grand Canyon is the result of a combination of geologic events. The term “canyon” is a type of erosional valley with extremely steep sides, frequently forming vertical or nearly vertical cliff faces. The term “gorge” is often used interchangeably with “canyon” and generally implies a smaller, particularly narrow feature. The story begins almost two billion years ago with the formation of the igneous and metamorphic rocks of the inner gorge. Above these old rocks lie layer upon layer of sedimentary rock, each telling a unique part of the environmental history of the Grand Canyon region. Then, between 70 and 30 million years ago, through the action of plate tectonics, the whole region was uplifted, resulting in the high and relatively flat Colorado Plateau. The uplift of the Colorado Plateau was a key step in the eventual formation of Grand Canyon. The action of plate tectonics lifted the rocks high and flat, creating a plateau through which the Colorado River could cut down. There are two currently favored hypotheses which are called shallow-angle subduction and continued uplift through isostasy. Shallow-angle subduction allowed for deformation to move further inward from the plate Margin. Different from the theory, some scientists believe that uplift of the Colorado Plateau continued into the middle to late Cenozoic. This is the theory of continued uplift. Finally, beginning just 5-6 million years ago, the Colorado River began to carve its way downward. Further erosion by tributary streams led to the canyon’s widening.

1. What does the researcher want to do through the text?
 - a. Describe a place called Grand Canyon.
 - b. Explain about the formation of Grand Canyon.
 - c. Explain the procedure of visiting Grand Canyon.

- d. Describe the physical characteristics of Grand Canyon.
 - e. Persuade readers that Grand Canyon is a natural phenomenon.
 2. Which of the following processes has no direct relationship with the formation of Grand Canyon?
 - a. Shallow-angle subduction.
 - b. Formation of Colorado Plateau.
 - c. Continued uplift through isostasy.
 - d. The formation of sedimentary rocks.
 - e. Colorado River carved its way downward.
 3. The story begins almost two billion years ago with the..... of the igneous and metamorphic rocks of the inner gorge.
 - a. Maturation
 - b. Establishment
 - c. formation
 - d. Form
 - e. Imperative
 4. It can be understood from paragraph 3 that....
 - a. The action of the plate tectonics created the Colorado River.
 - b. Grand Canyon was formed because of abrasion in Colorado River.
 - c. Colorado Plateau was resulted by the formation of Grand Canyon.
 - d. Colorado Plateau was formed after the formation of Grand Canyon.
 - e. The uplift of Colorado Plateau generates the formation of Grand Canyon.
 5. According to the shallow-angle subduction theory, the Grand Canyon ... by the deformation of the plate tectonics.
 - a. caused
 - b. was formed
 - c. deformed
 - d. which was formed
 - e. which was influenced

Appendix 5

Reading Post-Test

This text is for questions number 1 to 5

Liquefaction

To understand liquefaction, it is important to recognize the conditions that exist in a soil deposit before an earthquake. A soil deposit consists of an assemblage of individual soil particles. If we observe these particles, we will see that each particle is in contact with a number of neighboring particles. The weight of the overlying soil particles produces contact forces between the particles - these forces hold individual particles in place and give the soil its strength. Liquefaction occurs when the structure of a loose, saturated sand breaks down due to some rapidly applied loading. As the structure breaks down, the loosely-packed individual soil particles attempt to move into a denser configuration. In an earthquake, however, there is not enough time for the water in the pores of the soil to be squeezed out. Instead, the water is "trapped" and prevents the soil particles from moving closer together. This is accompanied by an increase in water pressure which reduces the contact forces between the individual soil particles, thereby softening and lowering the soil deposit. Then, the contact forces are very small because of the high water pressure. In an extreme case, the porewater pressure may become so high that many of the soil particles lose contact with each other. In such cases, the soil will have very little strength, and will behave more like a liquid than a solid - hence, the name "liquefaction".

1. What does the first paragraph tell us mostly about?
 - a. The influences of an earthquake to the condition of soil.
 - b. The condition of soil particles before an earthquake.
 - c. The processes of how liquefaction occur.
 - d. The contacts between soil particles.
 - e. The definition of liquefaction.

2. What happens to the soil particles when an earthquake occurs?
 - a. They move to get closer together.
 - b. They cannot move into a denser configuration.
 - c. They act to squeeze out water in the pores of the soil.
 - d. Their contact forces to move closer increases.
 - e. They prevent the water to be squeezed out.
3. What can we conclude from the third paragraph?
 - a. The very high pressure of the water in an earthquake lowen the soil particles' force so liquefaction happens.
 - b. The porewater pressure becomes very high in an earthquake because the soil particles do not move closer together.
 - c. When the soil particles loose contact with one another, an earthquake happens, causing the water pressure increase. In an earthquake, the water pressure's strength becomes very low so the soil particles move closer together.
 - d. The term liquefaction comes from the condition of soil and water which are mixed together.
4. According to the text, what hold the soil from moving to other places?
 - a. The prewater pressure and individual soil particles.
 - b. The number of individual particles having contact.
 - c. The weight of the overlying soil particles.
 - d. The contact forces between soil particles.
 - e. The porewater pressure in the soil.
5. "... saturated sand breaks down due to some rapidly applied loading"
(Paragraph 2). The boldfaced words can be replaced with ...
 - a. Application which are loaded rapidly
 - b. Loading which are applied rapidly
 - c. Loading rapid application
 - d. Applied rapid loading
 - e. Rapidly loading application

Appendix 6

Answer Key

No.	Pre-Test
1.	B
2.	C
3.	C
4.	A
5.	D

No.	Post-Test
1.	B
2.	B
3.	A
4.	D
5.	B

Appendix 7

Student Answer Sheets Pre-Test Experiment

ANSWER SHEET

PRE-TEST

Name of Student : *Leva Rheinada Sherin*Class : *X1 IPS A*

Please give the cross (X) to the right answer!

Score:

40

NO	ANSWER			
X 1	A	B	C	D
2	A	B	C	D
X 3	A	B	C	D
4	A	B	C	D
X 5	A	B	C	D
X 6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
X 10	A	B	C	D
X 11	A	B	C	D
X 12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
X 16	A	B	C	D
X 17	A	B	C	D
X 18	A	B	C	D
X 19	A	B	C	D
X 20	A	B	C	D

B=C

ANSWER SHEET

PRE-TEST

Name of Student : S. Kharidoh

Class : XI IPS A

Please give the cross (X) to the right answer!

Score:

4,5

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B29

ANSWER SHEET

PRE-TEST

Name of Student : Helimah Gus Octalia

Class : XI IPS 1

Please give the cross (X) to the right answer!

Score:

85

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 11

ANSWER SHEET

PRE-TEST

Name of Student : MUHAMMAD RYAN

Class : XI^A

Score:

60

Please give the cross (X) to the right answer!

NO	ANSWER			
X 1	A	B	C	D
2	A	B	C	D
X 3	A	B	C	D
X 4	A	B	C	D
X 5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
✓ 8	A	B	C	D
X 9	A	B	C	D
X 10	A	B	C	D
X 11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
X 14	A	B	C	D
X 15	A	B	C	D
X 16	A	B	C	D
X 17	A	B	C	D
X 18	A	B	C	D
X 19	A	B	C	D
X 20	A	B	C	D

B = 12

ANSWER SHEET

PRE-TEST

Name of Student : AHMAD RIDWAN

Class : XI A

Score:

60

Please give the cross (X) to the right answer!

NO	ANSWER			
X 1	A	B	C	D
X 2	A	B	C	D
X 3	A	B	C	D
X 4	A	B	C	D
5	A	B	C	D
X 6	A	B	C	D
X 7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
X 12	A	B	C	D
X 13	A	B	C	D
X 14	A	B	C	D
X 15	A	B	C	D
X 16	A	B	C	D
17	A	B	C	D
X 18	A	B	C	D
19	A	B	C	D
X 20	A	B	C	D

b = 12

Appendix 8

Student Answer Sheets Post-Test Experiment

ANSWER SHEET

POST-TEST

Name of Student : ~~AYAN S~~
 Class : ~~XI~~^A (Section 5)

Score:

75

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

15

ANSWER SHEET

POST-TEST

Name of Student : *Holmah*Class : *XI IPS 1*

Score:

80

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	X	C	D
2	A	X	C	D
3	X	B	C	D
4	A	B	C	D
5	A	X	C	D
6	A	B	C	D
7	A	B	X	D
8	A	B	X	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	X	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	X	B	C	D
17	A	B	X	D
18	A	B	C	D
19	A	B	X	D
20	A	B	C	D

16

ANSWER SHEET

POST-TEST

Name of Student : VINA KUMALA SARO

Class : XIA

Please give the cross (X) to the right answer!

Score:

80

NO	ANSWER			
1	X	B	C	D
2	A	B	C	X
3	A	B	X	D
4	A	B	C	X
5	X	B	C	D
6	A	B	C	X
7	A	B	X	D
8	X	B	C	D
9	A	X	C	D
10	X	B	C	D
11	A	X	C	D
12	A	B	X	D
13	A	B	C	X
14	X	B	C	D
15	X	B	C	D
16	X	B	C	D
17	X	B	C	D
18	X	B	C	D
19	A	B	X	D
20	A	X	C	D

16

ANSWER SHEET

POST-TEST

Name of Student : *Ubun Dillah almagfirah*Class : *XI 6 (1PC)*

Please give the cross (X) to the right answer!

Score: *90*

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

10

ANSWER SHEET

POST-TEST

Name of Student : Rika Rismawati

Class : XI A

Please give the cross (X) to the right answer!

Score:

8,5

NO	ANSWER			
1	X	B	C	D
2	A	B	C	X
3	A	B	X	D
4	A	B	C	X
5	X	B	C	D
6	A	B	C	X
7	A	B	X	D
8	X	B	C	D
9	A	X	C	D
10	X	B	C	D
11	A	X	C	D
12	A	B	C	X
13	A	B	C	X
14	X	B	C	D
15	X	B	C	D
16	X	B	C	D
17	X	B	C	D
18	X	B	C	D
19	A	B	X	D
20	A	X	C	D

17

Appendix 9

Student Answer Sheets Pre-Test Control

ANSWER SHEET

PRE-TEST

Name of Student : M. G. HUFROM . MUZAKKA

Class : XI^B.

Score:

5/10

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

10/10

ANSWER SHEET

PRE-TEST

Name of Student : Se Yuliona
 Class : XI IPS II

Score:

5,5

Please give the cross (X) to the right answer!

NO	ANSWER			
	A	B	C	D
1				
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B=11

ANSWER SHEET

PRE-TEST

Name of Student : Vebby Triandi Regni

Class : XI IPS 11

Please give the cross (X) to the right answer!

Score:

50

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B=10

ANSWER SHEET

PRE-TEST

Name of Student : Yolana Pratama

Class : XI

Please give the cross (X) to the right answer!

Score:

4/5

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 9

ANSWER SHEET

PRE-TEST

Name of Student : *Dyha Neun Juan Arbeta*
 Class : *XI IPS²*

Score:

40

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

138

Appendix 10

Student Answer Sheets Post-Test Control

ANSWER SHEET

POST-TEST

Name of Student : Widi Nuraini

Class : XI B

Please give the cross (X) to the right answer!

Score:

7,5

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 05

ANSWER SHEET

POST-TEST

Name of Student : Renita Sepiyani

Class : XI IPS 2

Please give the cross (X) to the right answer!

Score:

7,5

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

R₂ 15

ANSWER SHEET

POST-TEST

Name of Student : Ana NurulAlia

Class : XI^B IPS 2

Please give the cross (X) to the right answer!

Score:

7,5

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 15

ANSWER SHEET

POST-TEST

Name of Student : Nafan al-muallid
 Class : XI IPS

Score:

7,5

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 15

ANSWER SHEET
POST-TEST

Name of Student : Yuliana
Class : XI IPS II

Score:

80

Please give the cross (X) to the right answer!

NO	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B = 16

Appendix 11

Blueprint of Documentation

Purpose: Blueprint of Documentation is used to collect data related to complementary data on the research location, namely at MA AL-Ishlah.

No.	Aspects of Documentation
1.	History of the Establishment of MA AL-Ishlah Sukadamai
2.	Vision dan Mission of MA AL-Ishlah Sukadamai
3.	Organizational structure of MA AL-Ishlah Sukadamai
4.	Facilities and infrastructure of MA AL-Ishlah Sukadamai
5.	Number of students of MA AL-Ishlah Sukadamai

Documentation Sheet

Purpose: Documentation sheet is used as a direction to collect complete data about the identity of the MA AL-Ishlah Sukadamai.

No.	Aspects of Documentation	Available	Inavailable
1.	History of the Establishment of MA AL-Ishlah Sukadamai	✓	
2.	Vision dan Mission of MA AL-Ishlah Sukadamai	✓	
3.	Organizational structure of MA AL-Ishlah Sukadamai	✓	
4.	Facilities and infrastructure of MA AL-Ishlah Sukadamai	✓	
5.	Number of students of MA AL-Ishlah Sukadamai	✓	

Appendix 12

Pre test reading scores of students in the experimental class

No.	Name Students' Initial	Grade	Explanation
1.	AW	50	Incomplete
2.	AS	45	Incomplete
3.	AS	45	Incomplete
4.	AF	55	Incomplete
5.	AR	60	Incomplete
6.	DP	50	Incomplete
7.	DN	45	Incomplete
8.	DZ	50	Incomplete
9.	DK	60	Incomplete
10.	HS	55	Incomplete
11.	MR	60	Incomplete
12.	MI	60	Incomplete
13.	MI	45	Incomplete
14.	MS	50	Incomplete
15.	NA	45	Incomplete
16.	RR	60	Incomplete
17.	RR	40	Incomplete
18.	SK	45	Incomplete
19.	TE	40	Incomplete
20.	UA	50	Incomplete

21.	VS	40	Incomplete
22.	VS	40	Incomplete
23.	VK	45	Incomplete
	Total	1.135	
	High Score	60	
	Low Score	40	
	Average	49	

Appendix 13

Post test reading scores of students in the experimental class

No	Name of Students' Initial	Grade	Explanation
1.	AW	85	Complete
2.	AS	75	Complete
3.	AS	80	Complete
4.	AF	75	Incomplete
5.	AR	85	Complete
6.	DP	85	Complete
7.	DN	75	Incomplete
8.	DZ	85	Complete
9.	DK	75	Incomplete
10.	HS	75	Incomplete
11.	MR	85	Complete
12.	MI	80	Complete
13.	MI	80	Complete
14.	MS	80	Complete
15.	NA	80	Complete
16.	RR	85	Complete
17.	RR	80	Complete
18.	SK	90	Complete
19.	TE	75	Incomplete
20.	UA	90	Complete
21.	VS	80	Complete

22.	VS	75	Incomplete
23.	VK	85	Complete
	Total	1.790	
	High Score	90	
	Low Score	75	
	Average	78	

Appendix 14

Pre test reading scores of students in the control class

No.	Name of Students' Initial	Grade	Explanation
1.	AA	60	Incomplete
2.	AS	65	Incomplete
3.	AK	50	Incomplete
4.	CA	60	Incomplete
5.	DN	40	Incomplete
6.	FA	45	Incomplete
7.	FR	50	Incomplete
8.	GP	55	Incomplete
9.	LF	60	Incomplete
10.	LQ	55	Incomplete
11.	MR	45	Incomplete
12.	MD	50	Incomplete
13.	MA	55	Incomplete
14.	MG	45	Incomplete
15.	RD	50	Incomplete
16.	RS	60	Incomplete
17.	RH	55	Incomplete
18.	TU	50	Incomplete
19.	VT	60	Incomplete
20.	WN	55	Incomplete
21.	YS	45	Incomplete

22.	YP	50	Incomplete
23	ZN	40	Incomplete
	Total	1.150	
	High Score	60	
	Low Score	40	
	Average	50	

Appendix 15

Post test reading scores of students in the control class

No.	Name of Studens' Initial	Grade	Explanation
1.	AA	70	Incomplete
2.	AS	75	Complete
3.	AK	75	Complete
4.	CA	75	Complete
5.	DN	75	Complete
6.	FA	80	Complete
7.	FR	75	Complete
8.	GP	75	Complete
9.	LF	75	Complete
10.	LQ	80	Complete
11.	MR	80	Complete
12.	MD	80	Complete
13.	MA	75	Complete
14.	MG	70	Incomplete
15.	RD	70	Incomplete
16.	RS	70	Incomplete
17.	RH	70	Incomplete
18.	TU	70	Incomplete
19.	VT	70	Incomplete
20.	WN	70	Incomplete
21.	YS	80	Complete

22.	YP	80	Complete
23.	ZN	80	Complete
Total		1.650	
High Score		80	
Low Score		70	
Average		72	

Appendix 16

The Infrastructure of MA Al-Ishlah Sukadamai

No	Name	Total
1.	Classroom	6 room
2.	Laboratory room	1 room
3.	Library room	1 room
4.	Healthy room	1 room
5.	Konseling room	1 room
6.	Headmaster room	1 room
7.	Mosque	1 room
8.	Teacher office room	2 room
9.	Organization students room	2 room
10.	Rest room	2 room
11.	Store room	1 room

Appendix 17

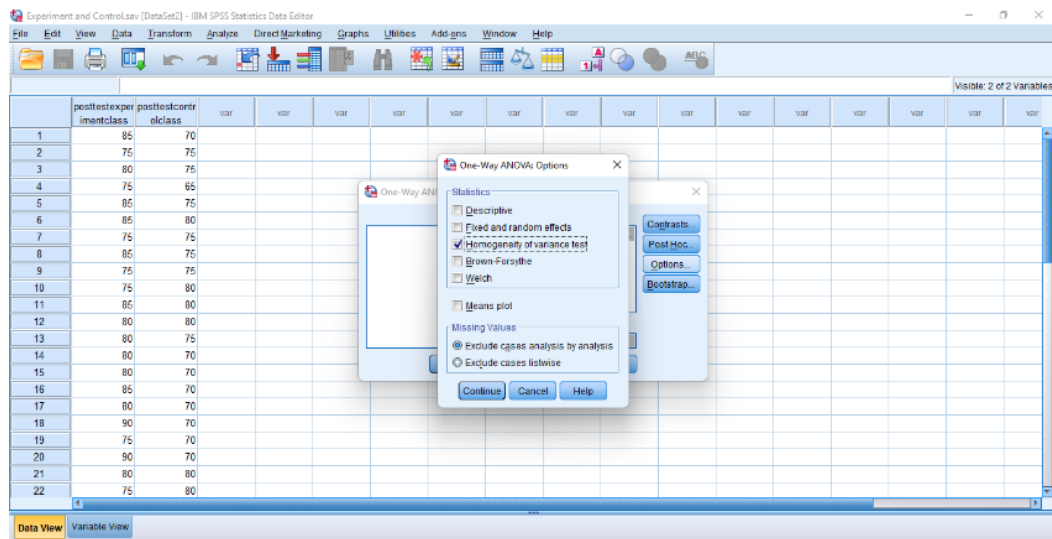
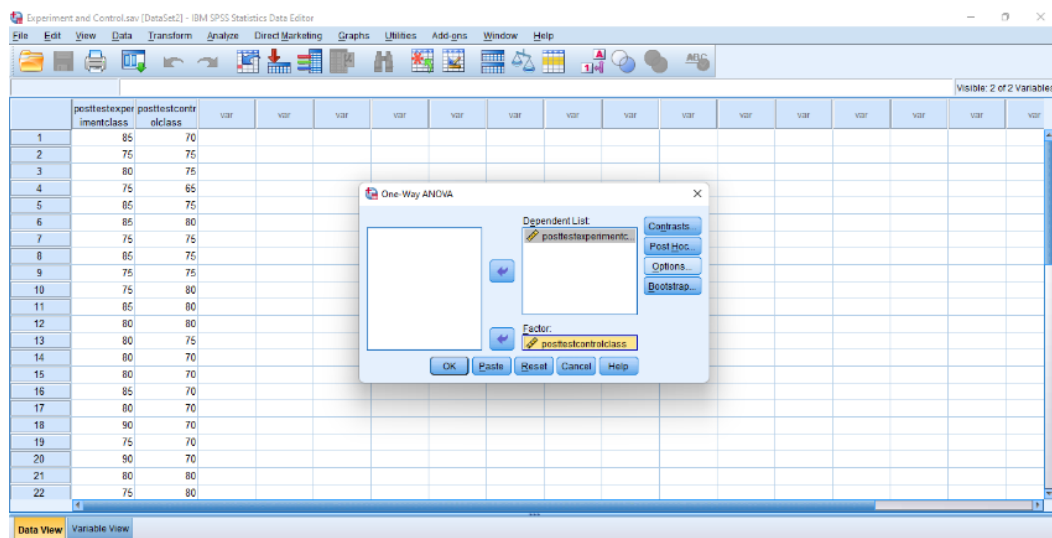
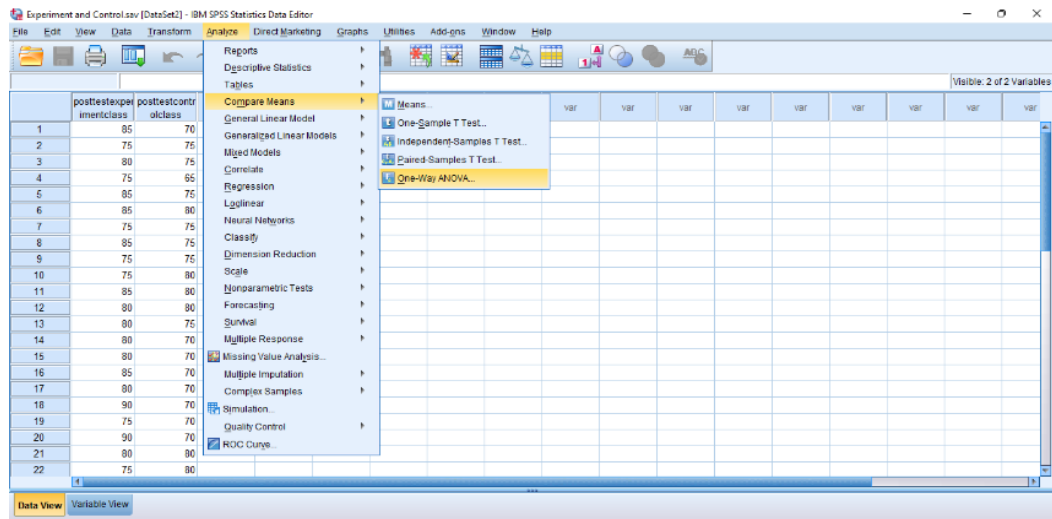
The result of SPSS

Normality Test Method Using SPSS

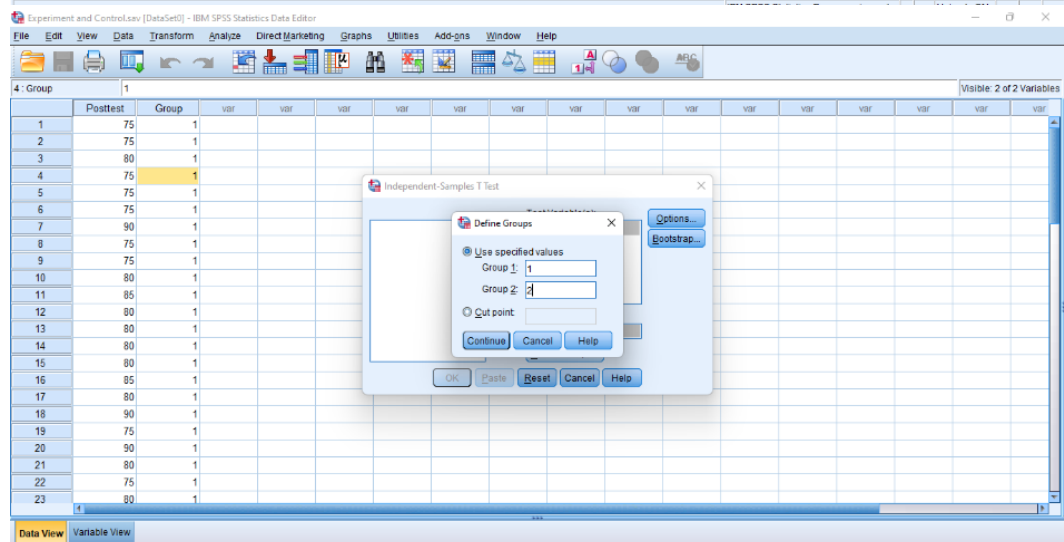
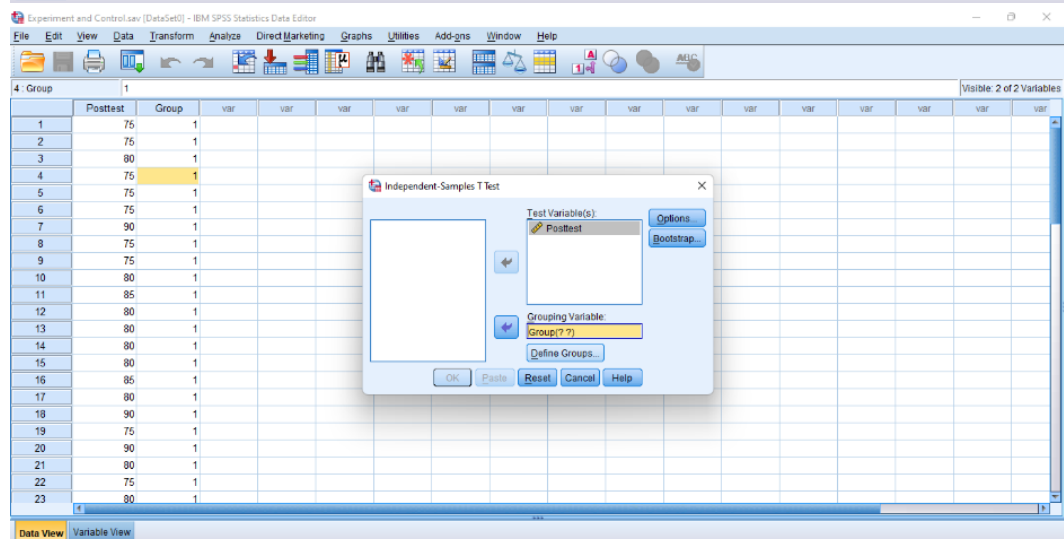
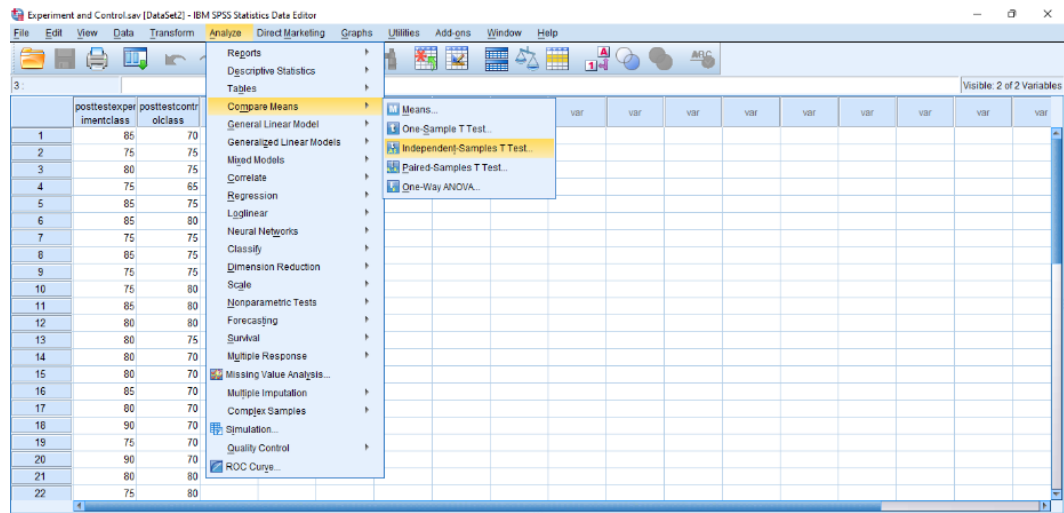
The following table represents the data visible in the SPSS Data View across all screenshots:

posttestexperiment	posttestcontrolclass
1	75
2	75
3	80
4	75
5	75
6	75
7	90
8	75
9	75
10	80
11	85
12	80
13	80
14	80
15	80
16	85
17	80
18	90
19	75
20	90
21	80
22	75

Homogeneity Test Method Using SPSS



Hypothesis Test Method Using SPSS



Normality Test Results Using SPSS

The screenshot shows the SPSS Statistics Viewer interface. The main window displays the results of normality tests for the variable 'posttestexperimentclass'. The 'Tests of Normality' table shows results for Kolmogorov-Smirnov and Shapiro-Wilk tests. The Shapiro-Wilk test is significant, indicating non-normality. Below the table, there is a note about the lower bound of true significance and a list of missing values. The 'Stem-and-Leaf Plots' section shows a plot for 'posttestexperimentclass' with a frequency distribution table.

		Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
posttestexperimentclass	70	.222	8	.200 [*]	.912	8	.368
	75	.268	7	.174	.818	7	.063
	80	.268	7	.174	.818	7	.063

^a This is a lower bound of the true significance.
^b a. posttestexperimentclass is constant when posttestcontrolclass = 65. It has been omitted.
 b. Lilliefors Significance Correction

posttestexperimentclass

Stem-and-Leaf Plots

posttestexperimentclass Stem-and-Leaf Plot for
 posttestcontrolclass= 70

Frequency	Stem	Leaf
1.00	7	. 5
5.00	8	. 00055
2.00	9	. 00

Stem width: 10
 Each leaf: 1 case(s)

Homogeneity Test Results Using SPSS

The screenshot shows the SPSS Statistics Viewer interface displaying the results of a homogeneity test. The main window shows the SPSS syntax used for the test, followed by the 'Oneway' test results. The 'Test of Homogeneity of Variances' table shows a significant result. The 'ANOVA' table shows the results of the one-way ANOVA.

```
GET
FILE='C:\Users\LENOVO\Documents\APD\RESEARCH\UJI NORMALITAS\Experiment and Control.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
GET
FILE='C:\Users\LENOVO\Documents\APD\RESEARCH\UJI HOMOGENITAS\Experiment and Control.sav'.
DATASET NAME DataSet2 WINDOW=FRONT.
ONEWAY posttestexperimentclass BY posttestcontrolclass
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.
```

Oneway

[DataSet2] C:\Users\LENOVO\Documents\APD\RESEARCH\UJI HOMOGENITAS\Experiment and Control.sav

Test of Homogeneity of Variances

Levene	Statistic	df1	df2	Sig.
posttestexperimentclass	.344	2	19	.786

ANOVA

posttestexperimentclass	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	92.877	3	30.959	1.338	.292
Within Groups	439.732	19	23.144		
Total	532.609	22			

Hypothesis Test Results Using SPSS

The screenshot shows the SPSS Statistics Viewer interface displaying the results of a hypothesis test. The main window shows the SPSS syntax used for the test, followed by the 'T-Test' results. The 'Group Statistics' table shows the mean and standard deviation for the 'Posttest' groups. The 'Independent Samples Test' table shows the results of the t-test for equality of means.

```
SAVE OUTFILE='C:\Users\LENOVO\Documents\APD\RESEARCH\UJI HIPOTESIS\Experiment and Control.sav'
/COMPRESSED.
T-TEST GROUPS=Group(1 2)
/MISSING=ANALYSIS
/VARIABLES=Posttest
/CRITERIA=CI(.95).
```

T-Test

[DataSet0] C:\Users\LENOVO\Documents\APD\RESEARCH\UJI HIPOTESIS\Experiment and Control.sav

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest experiment	23	79.78	5.108	1.065
Posttest control	22	77.05	3.331	.710

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest	1.403	.243	2.119	43	.040	2.737	1.292	132	5.342
								148	5.328
			2.138	38.034	.039	2.737	1.280		

Appendix 18



**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-0907/In.28.1/J/TL.00/03/2023
 Lampiran :-
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Trisna Dinillah Harya (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **MELIANA TANTRI**
 NPM : 1901050025
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER STRATEGY ON READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS AT MA AL ISHLAH SUKADAMAI

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, 08 Maret 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Appendix 20



**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.iaim@metrouniv.ac.id

Nomor : B-3663/In.28/J/TL.01/07/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Bapak Saipudin S, pd. MA AL -
ISHLAH SUKADAMAI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **MELIANA TANTRI**
NPM : 1901050025
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF READ, ENCODE, ANNOTE, PONDER (REAP) STRATEGY ON READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS AT MA AL - ISHLAH SUKADAMAI**

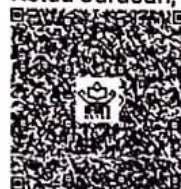
untuk melakukan prasurvey di MA AL - ISHLAH SUKADAMAI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Appendix 21



**YAYASAN PONDOK PESANTREN AL ISHLAH
MADRASAH ALIYAH AL ISHLAH
SUKADAMAI NATAR LAMPUNG SELATAN**

Akta Notaris : Dini Isabella, SH., M.Kn. Nomor 06/18-08-2016/NSPP: 510018010033
Alamat : Jl. K.H. Hasyim Asy'ari No. 03 Sukadamai Natar Lampung Selatan Telp. 0812 8112 8229

Nomor :0899/ YPP.A/ LS/ Skd/ IX/ 2022
Prihal : Surat Balasan Pra Survey

Kepada,
Yth Ketua Jurusan Tadris Bahasa Inggris
Di- Tempat

Aassalamu'alaikum. Wr. Wb.

Salam ta'dhim kami haturkan semoga kita senantiasa dalam lindungan Allah SWT, selalu sukses menjalani kehidupan sehari-hari, dan Husnul Khotimah. Aamiin.

Berdasarkan Surat Rekomendasi Izin Prasurvey Nomor : B-3663/ In.28/ J/ TL.01/ 07/ 2022 Menyatakan Bahwa

Nama : MELIANA TANTRI
NPM : 1901050025
Jurusan : Tadris Bahasa Inggris

Adalah Benar-benar melakukan Prasurvey di MA Al Ishlah Al Ishlah Sukadamai, Natar Lampung Selatan sesuai dengan Prosedur yang berlaku guna untuk memperoleh Data yang diperlukan dalam menyelesaikan Tugas Akhir.

Demikian Surat ini Kami buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun, atas perhatiannya kami haturkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Sukadamai, 05 September 2022

Kepala MA Al-Ishlah



Bahrul Ulum, S.Pd

Appendix 22



**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-1534/In.28/D.1/TL.00/03/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA AL ISHLAH
SUKADAMAI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1535/In.28/D.1/TL.01/03/2023, tanggal 31 Maret 2023 atas nama saudara:

Nama : **MELIANA TANTRI**
NPM : 1901050025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL ISHLAH SUKADAMAI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER STRATEGY ON READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS AT MA AL ISHLAH SUKADAMAI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 23



YAYASAN PONDOK PESANTREN AL - ISHLAH
MADRASAH ALIYAH AL-ISHLAH

Jl. K.H. Hasyim Asy'ari No. 03 Sukadamai Kec. Natar Kab. Lampung Selatan K.Pos. 35362

Akta Notaris : Dini Isabella, SH., M.Kn. Nomor 06/18-08-2016

NSM : 131218010006 / NPSN : 10816241

Terakreditasi B

E-mail : alishlahmas@gmail.com / ai_ishlah_ma@yahoo.co.id Hp 08137000343 081281128229

SURAT KETERANGAN

No : 089/YPP.A/MA/Skd/LS/IV/2023

Bismillahirrahmanirrahim

Yang bertandatangan di bawah ini Kepala MA Al Ishlah Sukadamai Natar Lampung Selatan, menerangkan bahwa mahasiswi :

Nama : MELIANA TANTRI
 NPM : 1901050025
 Semester : VIII (Delapan)
 Jurusan : Tarbiyah
 Program Studi : TADRIS BAHASA INGGRIS

Bahwa Mahasiswi tersebut telah melaksanakan Survey dalam rangka meyelesaikan Skripsi dengan judul :“ **THE INFLUENCE OF READ, ANNOTATE. PONDER STRATEGY ON READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS AT MA AL-ISHLAH SUKADAMAI** “.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat di penggunaan sebagaimana mestinya.

Dikeluarkan : Di Sukadamai
 Pada Tanggal : 4 April 2023
 Kepala MA Al Ishlah

BAHRUL ULUM, S.Pd

Appendix 24



**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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1535/In.28/D.1/TL.01/03/2023

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

Nama : MELIANA TANTRI
NPM : 1901050025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL ISHLAH SUKADAMAI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF READ, ENCODE, ANNOTATE, PONDER STRATEGY ON READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS AT MA AL ISHLAH SUKADAMAI".
 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 : 31 Maret 2023

Mengetahui,
Pejabat Setempat

BARIS W. W. S. P.

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 25





KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nama : Meliana Tantri
 NPM : 1901050025

Program Studi : TBI
 Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
1	Senin 27/3-2023	Revise IPD. Find the starter text	
2.	Selaso 28/3-2023	Acc IPD	

Mengetahui,
 Ketua Prodi TBI



Andjanta, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing



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



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nama : Meliana Tantri

Program Studi : TBI

NPM : 1901050025

Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
1.	Senin 15/5-23	Revisi ch. IV a & b.	
2.	Senin 22/5-23	Acc ch. IV a & b Acc muraqabah	

Mengetahui,
Ketua Prodi TBI

Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

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

Appendix 21

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

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:iainmetro@metrouniv.ac.id**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Meliana Tantri
NPM : 1901050025
Jurusan : Tadris Bahasa Inggris

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

Demikian surat ini dibuat untuk digunakan semestinya.

Metro, 29 Mei 2023

Andjanto M.Pd
NIP. 19871102 201503 1 004

Appendix 26



**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-327/ln.28/S/U.1/OT.01/05/2023**

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

Nama : MELIANA TANTRI
NPM : 1901050025
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050025

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, 17 Mei 2023
Kepala Perpustakaan



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

Appendix 27

Learning Process

Figure 1. The teacher explains the learning syllabus



Figure 2. Students Watch a Video About Explanation Text



Picture 3 the teacher distributes the reading text



Figure 4 the teacher explains the reading text to students



Figure 5. The teacher explains the learning strategy to students



Figure 6. Students read reading texts in accordance with the learning strategy that has been taught

Appendix 28

CURRICULUM VITAE

Meliana Tantri was born on May 03, 2001 in the village of Sukadamai, district. Natar, South Lampung. The third child of three siblings from Mr. Mesno and Mrs. Nasipah. The researcher completed formal education at Elementary School (SD) at SD Negeri 4 Sukadamai in 2013, MTS Al-Ishlah Sukadamai in 2016, and MA Ma'arif 01 Punggur in 2019.

In 2019 the researcher was registered as a student of Tarbiyah and Teaching Sciences of the Tadris study program English at IAIN Metro Lampung through the SPANPTKIN selection. After she graduated from Senior High School, she choose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro.