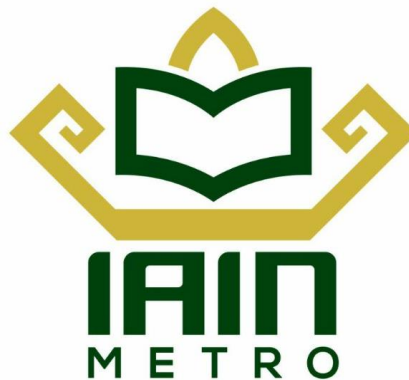# AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

By:
DEDY MULYA AFANDI
Student Number: 1901051017

ENGLISH EDUCATION DEPARTEMENT
TARBIAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444H/ 2023M

INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD THE ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST 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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Sponsor: Andianto, M.Pd

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY

STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444 H/ 2023 M

APPROVAL PAGE

Title : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Name : Dedy Mulya Afandi

Students Number : 1901051017

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Metro, 05 June 2023

The Head of English Education Department

Sponsor

Andianto, M.Pd
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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah of Dedy Mulya Afandi**

To:

The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Name   : Dedy Mulya Afandi
Student Number   : 1901051017
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, 05 June 2023

The Head of English Education Department

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iv

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon Dimunaqosyahkan Skripsi Dedy Mulya Afandi**

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

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Name   : Dedy Mulya Afandi
Students Number   : 1901051017
Judul Skripsi   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, 05 June 2023

The Head of English Education Department   Sponsor

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

v

RATIFICATION PAGE
NO. B-3741 /In-28.1/ D /PP.00-9/06/2023

An Undergraduate thesis entitled: THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG written by: Dedy Mulya Afandi, Student Number 1901051017, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Monday, June 20th, 2023 at 10.00 – 12.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Andianto, M.Pd	(...................................)
Examiner I	: Syahreni Siregar, M.Hum	(...................................)
Examiner II	: Yeasy Agustina Sari, M.Pd	(...................................)
Secretary	: Indah Eftnastarini, M.Pd	(...................................)

The Dean of Tarbiyah and Teacher Training Faculty,

Dr. Zuhairi, M.Pd
NIP.196206198 9031005

ABSTRACT

**INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL)
METHOD THE ON THE STUDENTS READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA
NEGERI 1 SEKAMPUNG EAST LAMPUNG**

By:
DEDY MULYA AFANDI

The purpose of this study was to show that the use of problem-based learning Method can improve reading comprehension skills and learning activities in students of grade X IPA SMA Negeri 1 Sekampung in the academic year. The problems raised by researchers in this study are related to reading comprehension skills. It is based on problem identification.

This research is a quantitative research, which takes the form of experimental research and is in the nature of a relationship between variables in class X IPA students of SMA Negeri 1 Sekampung. The population in this study amounted to 420 students. In addition, the samples taken in this study were students of class X IPA 1 as the experimental class and X IPA 2 as the control class. The sample data collection technique uses the overall sample technique. The research instruments used were tests, documentation, and observation. The test is the main data collection method. The test is used to measure students' English learning outcomes and is carried out twice, namely the pre-test and post-test. While observation and documentation are supporting methods in this study.

Finally, from the using Mann Whitney test, the Asymp.Sig (2-tailed) value was 0.000, which was less than 0.05 so that there were differences in student learning outcomes between the experimental class and the control class. This means that Ho is rejected and Ha is accepted, meaning that there is a positive influence. In addition, based on the results of data analysis, the average value of the experimental class was 71 and the average posttest score in the control class was 55.294, it means that there is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

Keywords: *Reading Comprehension, Problem Based Learning Method.*

ABSTRAK

**PENGARUH PENGGUNAAN METODE PROBLEM-BASED LEARNING
(PBL) TERHADAP PEMAHAMAN MEMBACA SISWA DALAM TEKS
DESKRIPTIF SISWA KELAS X SMA NEGERI 1 SEKAMPUNG
LAMPUNG TIMUR**

Oleh:
DEDY MULYA AFANDI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Problem Based Learning method dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat X IPA SMA Negeri 1 Sekampung pada tahun pelajaran. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas X IPA SMA Negeri 1 Sekampung. Populasi dalam penelitian ini berjumlah 420 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas X IPA 1 sebagai kelas eksperiment dan X IPA 2 sebagai kelas kontrol. Teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, Dari pengujian menggunakan Mann Whitney diperoleh nilai Asymp.Sig (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05 sehingga terdapat perbedaan hasil belajar siswa antara kelas eksperimen dan kelas kontrol. Artinya Ho ditolak dan Ha diterima, artinya, terdapat pengaruh yang positif. Selain itu berdasarkan hasil analisis data rata rata nilai kelas ekperiment adalah 71 dan rata rata nilai posttest dikelas control adalah 55,294 artinya terdapat pengaruh yang positif dan signifikan Pengaruh Penggunaan Metode Problem Based Learning (PBL) Terhadap Pemahaman Membaca Siswa Pada Teks Deskriptif Pada Siswa Kelas X SMA Negeri 1 Sekampung East Lampung.

Kata Kunci: *Pemahaman Membaca, Metode Problem Based Learning*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Dedy Mulya Afandi

Student Number : 1901051017

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teachers Training

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

Metro, June 2023
The writer

DEDY MULYA AFANDI
Student Number 1901051017

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Dedy Mulya Afandi

NPM   : 1901051017

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro, Juni 2023
Penulis

DEDY MULYA AFANDI
NPM 1901051047

MOTTO

<div dir="rtl">

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَاۗ

</div>

"Allah does not require of any soul more than what it can afford" (QS. Al Baqarah: 286)

"Be passionate about the things that benefit you. Ask Allah for help, and don't be afraid" (HR. Muslim)

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. My beloved parents, Mr. Sunardi and Mrs. Wagini, who always give the best prayers and always patiently guide me for my success.

2. My sister Winarni who have provided all the support that can be given to me, both material and non-material

3. Mr. Andianto as my supervisor, thank you for guiding me in writing this thesis until it is finished

4. My friends, who are happy to help and share knowledge, as well as support during the preparation of the thesis.

5. 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.

6. The last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful, Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would be came true. This undergraduate thesis entitled "The Influence Of Using Problem-Based Learning (PBL) Method on the Students Reading Comprehension in Descriptive Text at The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung". The researcher was realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement his gratitude.

In this research, the researcher cannot stand-alone, there were many people who contributed their meaningful hands in accomplishing his undergraduate thesis that the researcher could not mention one by one. Firstly, his big thanks to Mr Andianto M.Pd gives them His better reward for their spending time to support and guidance during the undergraduate thesis writing process. Secondly, his big thanks to Mr. Ikhwanudin, S.Pd. as an English teacher who has been ready to be collaborator and Herman Gaharu, S.Pd, M.M. who has allowed the researcher conducted this research in SMA Negeri 1 Sekampung. Thirdly, his big thanks for the students among the tenth Grade of SMA Negeri 1 Sekampung who has been ready to spend their time for researcher.

Finally, his deepest gratitude goes to his parents and all family who are never tired to empower his spirit. Furthermore, the researcher also would like to express his thanks to the honorable lecturers of English Education Department,

who helps him, also the students of English Education Department who become a good partner in studying English.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, 20 Juny 2023
Researcher

DEDY MULYA AFANDI
NPM. 1901051017

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CHAPTER 1

INTRODUCTION

A. Background of Study

Language is one of the important aspects of human life. The function of language is to communicate with each other. Language learners must master four language skills. The four skills that all language learners must master are Listening, Writing, Reading and Speaking. Among the four skills, reading is the most important language skill to be developed and given special emphasis in the classroom. Reading helps in mental development and is known to stimulate the eye muscles. Reading is an activity that involves a greater degree of concentration and adds to the conversational skills of the reader. It is fun that enhances the knowledge gained, consistently. Reading habits also help readers to decipher new words and phrases they encounter in everyday conversations. The habit can become a healthy addiction and add to available information on a variety of topics. It helps us to keep in touch with contemporary writers as well as people from ancient times and makes us sensitive to global issues.

Reading is about looking for information about the text. Reading is not easy to learn because reading needs maximal reading skill. Many problem that faced by readers when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eye work, motivation, and reading interest. Maximum reading skill cannot be achieved, if there are still any bad habits when they are reading. One of the readers' bad habit is

interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In SMA Negeri 1 Sekampung, reading is the main activities. Most of the material in senior high school is about discourse or text. The students should learn reading effectively in order they can be find the information according to a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching method used by the teacher of the students are unattractive and monotonous. Therefore, the students need something to solve those problems.

In motivating students to read, teachers should find out some method that can attract the students' motivation and interest. The students need method that can be motivate and increase their ability, especially in reading skills. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about the material given.

In fact, there are some kinds of reading method. However, they do not choose and use one of the effective method in reading. In fact, some students

with reading comprehension interpret word by word which is inefficient in reading comprehension.

Based on the result of an interview with English teachers at Tenth graders of SMA Negeri 1 Sekampung, they said that the level of students reading comprehension is low, because either teacher or student have not used yet the problem based learning method in teaching learning process, especially to teach reading. This statement corroborate by the result of pre survey at the Tenth graders of Senior High School 1 Sekampung, only 23% the students who passed for the material of reading and 77 % the students failed with the highest grade 70 and the lowest grade 30 with the minimum mastery criteria (KKM) for English is 70, the data can be known as follows:

Table 1 the Data Students of Score Reading Test at the Tenth Graders of SMA Negeri 1 Sekampung

No	Name	Score	Explanation
1	AS	60	Incomplete
2	AW	50	Incomplete
3	ABN	60	Incomplete
4	AA	70	Complete
5	AP	60	Incomplete
6	AN	70	Complete
7	AAAR	50	Incomplete
8	ACL	60	Incomplete
9	BM	60	Incomplete
10	CAT	50	Incomplete
11	CA	60	Incomplete
12	DHN	60	Incomplete
13	DANH	40	Incomplete
14	DVP	60	Incomplete
15	ESH	60	Incomplete
16	FA	50	Incomplete
17	FTA	60	Incomplete
18	FNA	50	Incomplete

No	Name	Score	Explanation
19	JN	70	Complete
20	KU	60	Incomplete
21	KA	70	Complete
22	KHF	50	Incomplete
23	LA	50	Incomplete
24	MSAJA	50	Incomplete
25	NP	60	Incomplete
26	NH	60	Incomplete
27	NACA	70	Complete
28	NA	70	Complete
29	ODR	30	Incomplete
30	RDA	60	Incomplete
31	RNA	60	Incomplete
32	RFA	70	Complete
33	ROA	60	Incomplete
34	SE	70	Complete
35	WPN	50	Incomplete

Source: Take on pra survey reading comprehension at the second semester of the Tenth graders of SMA Negeri 1 Sekampung

Table 2 The Data precentage Students of Score Reading Test at the Tenth Graders of SMA Negeri 1 Sekampung

No	Grade	Explanation	Frequencies	Percentage
1	< 70	Incomplete	27	77
2	> 70	Complete	8	23
		Total	35	100%

Source: Take on pra survey reading comprehension at the second semester of the Tenth graders of SMA Negeri 1 Sekampung

Based on the data above, many students failed in reading test. Its means that they do not have well on readings' comprehension of the text. From the result of pre survey it can seen that just 8 Students for 35 students has good score in reading comprehension test, it can be said that 77% of the students do not reach minimum requirement yet.

The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using problem based learning method for helping students' reading comprehension.

The researcher assume that to motivate the students in learning English especially reading comprehension, the researcher interested for using problem based learning method for helping student's reading comprehension. The researcher choose the problem based learning method because in the tenth graders have studied about reading comprehension and they need a method for study it and they must be read to get the main ideas quickly. So the researcher uses problem based learning as method for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research, the research want to investigate whether problem base learning method to give the positive effect on the reading comprehension in descriptive text.

B. Problem Identification

Regarding to the background of study, the researcher identifies the problem as follows:

1. Students are not interested in reading comprehension.

2. Students have low vocabulary.

3. Students have low structural and grammatical abilities.

4. The students cannot meet the minimum requirement.

C. Problem Limitation

For there is a great number of problems dealing with reading comprehension, the researcher will only focuses on the teaching method using by teacher in reading comprehension, the researcher limits the problem only to "The Influence Of Using Problem-Based Learning (PBL) Method on the Students Reading Comprehension in Descriptive Text at The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung".

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "Is there any positive and significant Influence Of Using Problem-Based Learning (PBL) Method on the Students Reading Comprehension in Descriptive Text at The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung"?

E. The Objective and Benefit of the Study

1. The Objective of the Research

The objective of this research is to find out whether there is any positive and significant Influence Of Using Problem-Based Learning (PBL) Method on the Students Reading Comprehension in Descriptive Text at The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

2. Benefits of the Study

    a. For the Students:

      1) To enable the students to increased reading comprehension in the most efficiency way.

      2) To enable the students would enjoy reading and they will also get great advantage in doing the national final examination because there are many of the test item require the ability to skim texts.

    b. For the Teachers:

      1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom.

      2) To enable the teachers to known the advantages of problem-based learning to teach reading comprehension more effectively and interestingly for students.

    c. For the Next Researcher

      This research is expected to be a reference for future researchers trying to improve reading comprehension. This research can be in the form of guidelines for future researchers, especially in the process applying problem-based learning methods in reading research. In In addition, the results of this study are expected to be one strong evidence that Method about the point can improve students reading comprehension.

F. Prior Research

In writing this proposal, the researcher explores information from before study as a comparison material, both regarding the advantages and disadvantages possessed already available. Besides that, the researcher also collected information from books and thesis to get pre-existing information about related theory with the title used to obtain the basis of scientific theory. There are three prior researcher that the research took related to this study.

The first Zulkipli under the title The Use of Problem Based (PBL) Learning in Teaching Reading. This researcher used the quantitative pre experimental method. The researcher collected data using a test instrument in the form of multiple choices. In analyzing, the data used SPSS 17. From the data obtained it is known that the results of the pre-test are 6.78 and the 11 results of the posttest 10.34 which means there is a difference between the scores of the pre-test and posttest. The sample from the study is VIIIE class which consists of 8 people. From the research it was found that the similarity of this study is used pre-test and post-test to found the data. The difference is this study only used 1 class as a sample from his research which was in the form of an experimental class.[1]

The second A Kartikasari under the title "The Effectiveness of Problem-Based Learning Approach Based on Multiple Intelligences in Terms of Student's Achievement, Mathematical Connection Ability, and SelfEsteem" this researcher was done on 25 April 2018. Based on the research result, it

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[1] Zulkifli, "The Use of Problem Based (PBL) Learning in Teaching Reading," *VELES: Voices of English Language Education Society* 1, no. 1 (April 16, 2017), 11.

can be concluded that research using problem based learning method based on multiple intelligences in terms of student's achievement. It can be shown from the improvement of the student's achievement mean score 83,3 and 86,6. The choosing easiest topic of problem based learning method can cause positive response and help all of the student's especially the student's achievement.[2]

The third is Ridho Angga Mulya with the title "The Effect of Problem Based Learning method toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung". The researcher was done on September 2013. Based on the result of this action research, the researcher could conclude that using problem based learning method in speaking ability was successful in some ways, those are: (1) problem based learning method could improve the student's speaking ability. They understood the generic structure of the text. They can convey information and ideas, and maintain social relationship by communicating with others. The improvement of the student's speaking ability could be seen from the improvement of the score achieved by them. It was known that all two indicators of the score achieved. From both pre-test and post-test. It was known that the average scores of the indicators was 73.08 in class experimental, while in average score of the class control was 72.79. The teaching-learning process activities using problem based learning method was effective. It can be concluded Problem Based Learning

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[2] A Kartikasari and D B Widjajanti, "The Effectiveness of Problem-Based Learning Approach Based on Multiple Intelligences in Terms of Student's Achievement, Mathematical Connection Ability, and Self-Esteem," *Journal of Physics: Conference Series* 812 (February 2017), 5.

prioritizes is the learning process where students look for solutions in solving the problem and the teacher must focus on helping students, achieving skills in solving problems.[3]

Based on the three studies above, the researchers focused on improving students' reading comprehension. This is related to the problems faced by teachers and students in learning reading comprehension at SMA Negeri 1 Sekampung. By applying the problem-based learning method, the researcher hopes that this will be an effective method for teaching students in reading comprehension and livening up the classroom atmosphere.

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[3] Ridho Angga Mulya, *The Effect of Problem Based Learning Method toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung,* (FBS State University of Padang: 2013), 317.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Karen Tankersley defined reading is a complex process made up of several interlocking skills and processes.[4] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

According to Reyko reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.[5] It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and can help the people to get some information that the people need, not only in education world but also in the world job through reading.

Moreover, Praveen and Patel say that reading is the most useful and important skill for people. This skill is more important than speaking and

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[4] Tankersley, *The Threads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003). 2.

[5] Reyko Komiyama, "*CAR a Means for Motivating Students to Read*" (United States: English Teaching Forum, 2009, Number 3)," 32.

writing.[6] It *means* that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process, which is very important involving the language, and though in order to get meaningful message, science of information that to send by writer through such as graphic symbol, written verbal symbol.

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[7] In other word, knowledge of the word gave a role-play to expression and understanding the reading text.

According to McNamara "comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".[8] In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

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[6] M.F. Patel and Praveen M. Jain, English Language Teaching,(Jaipur:Sunrise Publishers and Distributors,2008), 113

[7] Linda J. Dorn and Soffos, *Teaching for Deep Comprehension*, (Australia:Stenhouse Publishers,2005), 14.

[8] Danielle S. McNamara, *Reading Comprehension Strategies*,Theories, Interventions, and Technologies, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), 4.4.

Meanwhile, according to Sharon and Sylvia, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.[9] In these senses, comprehension is the understanding of the text, which involves reader's interaction and prior knowledge to get information in the text.

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related to the activities that include the purpose associated with reading.

Then, Gordon Wainwright assumes that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.[10] The complex process of this defines is the students must be able to select the important point or the main idea of the text, and find the differences of fact or opinion, and they must able to conclude an overall text that they have read before.

According to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.[11] It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

[9] Sharon Vaughn and Linan-Thompson, *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4*, (Virginia USA: ASCD, 2004), 3th Edition, 114.

[10] Gordon Wainwright, *How to Read Faster and Recall More,* (United Kingdom: How To Content, a Division of How To Books Ltd, 2007), 35.

[11] Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), 11.

Moreover, Judi Moreillion define reading comprehension is Method tools that proficient readers use to solve the comprehension problems they encounter in texts.[12] It means that, reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more that reader's responses to the text to understand each new thing we read.

2. **The Models of Reading**

There some models of reading:

a. The Top-down Model

In the Top-down model is processing the reader or listener gests a general view of the reading or listening passage by, in some way, absorbing the overall picture.

b. The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.[13] In other words, Bottom-up is processing of the readers understand the linguistics signals.

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[12] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (American Library Association: Chicago, 2007), 10.

[13] Davoudi and hashemi moghadam, "Critical Review of the Models of Reading Comprehension with a Focus on Situation Models," (Sabzevari University, Sabzevar, Iran,) 2015, 173–74.

3. Ways of Improving Reading Comprehension

Reading is a way for someone to connect the words, thoughts and ideas on a page to what the reader already knows. If the reader does not know anything about the subject, then reading itself becomes more challenging and often the reader does not get as much of the text. Consequently, the reader needs to determine the way how they read the text to maximize their comprehension.[14] According to Grellet, there are four main ways of reading. They are as follows:

Skimming	:	Quick running one's eyes over a text to get the gist of it.
Scanning	:	Quickly going through a text to find a particular piece of information.
Extensive Reading	:	Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
Intensive Reading	:	Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.[15]

In conclusion, skimming, scanning, extensive reading and intensive reading can be used to read a text to get comprehension. The readers can choose one of them depend on how deep the comprehension that the readers need.

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[14] Syahfutra and Niah, "Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy,"(Universitas Muhammadiyah Riau), 125.

[15] Grellet, F., & Francoise, G. Developing reading skills: A practical guide to reading comprehension exercises. Cambridge university press. 4.

4. The Importance of Learning Reading Comprehension

Reading comprehension increase the pleasure and effectiveness of reading. Strong reading comprehension help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension. In short, building reading comprehension require a long-term method in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

5. Level of Comprehension

According to Petter, reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. There are four levels of comprehension:

a. Literal Level

Literal level the basic facts are understood. For example, knowing that the woman's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

b. Inferential Level

At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain.

c. Critical Level

Critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating.

d. Creative level

Creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week.[16]

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[16] Westwood, Peter "Reading and Learning Difficulties: Approaches to Teaching and Assessment," Australian Council for Educational Research Ltd 19 Prospect Hill Road, Camberwell, Victoria, 21.

6. Indicators of Reading Comprehension

There are many indicators to measure the reading comprehension. In this research, the researcher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:

a. Purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).

b. The number of students being tested (i.e., an individual, a small group, or a whole class).

c. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).

d. The specific information needed about the student's reading comprehension (types of questions missed, level).

e. The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).

f. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.

g. The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).

h. The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).[17]

7. **Measurement of Reading Comprehension**

To know how far the students reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

a. Pronominal Question Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions, the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

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[17] *Janette K. Klinger, Sharon Vaughn, Alison Boardman, Teaching Reading Comprehension to Students with Learning Difficulties, New York: London, 2007*, 17–18.

c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[18]

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Alice Oshima and Ann Hogue state that descriptive text writing appeals to the senses, so it tells how something looks, fells, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place or person in his or her mind.[19] Description is kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers give information and to make vivid writing.

Meanwhile Faisal and Krisna Suwandita explains that descriptive text is characterized by sensory details, which appeal to the physical senses, and details that appeal to a readers emotional, physical, or intellectual sensibilities.[20]

Descriptive text is giving information about something which described. It can be concrete object such as person, or things. It can concluded that descriptive text can give information about something

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[18] I.S.P. Nation, Teaching ESL/EFL Reading and Writing, New York: Routledge, 2009, 77–79.

[19] Alice Oshima and Hogue, *Writing Academic English*.(The United State of America: Longman, 2007) p.61

[20] Faisal and Krisna Suwandita, The effectiveness of FRESH Technique to Teach Descriptive Paragraph, (Purwokerto: Muhammadiyah University, 2013), 242.

such as person, thing, or places which the reader will imagine these object as it if real (living picture). Purpose of descriptive text is to describe person, thing or place in specific or to describe a particular person, thing or place

2. **The Generic Structure of Descriptive Text**

Descriptive text has two generic structures, they are identification and description:

a. Generic Structure

The generic structure of descriptive text consist of

1) Identification: Identifies phenomenon to be described.

2) Description: Describes parts, qualities, characteristics, etc.

It means that descriptive text consist of two generic structures, which identification is to introduce the reader about the object or phenomenon that will explain, before tell about more details the object in the next paragraph. While description is located in the second paragraph and so on, contains the properties inherent in something that you have introduced in the first paragraph.

b. Language Feature

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described does not exist anymore.

1) Focus on specific participants: has a certain object, is not common and unique (only one).

Ex. My dog, Rena's cat and my favorite color

2) Use of Simple past Tense if Extinct: The sentence pattern used is simple present because it tells the fact of the object described.

3) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.

4) Verbs of being and having 'Relational Processes'. (My mum is really beautiful, She has long black hair)

5) Use of Figurative language (John is as white as chalk)

6) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

The example of descriptive text:

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo Island, East Nusa Tenggara. The beach called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, and calcium carbonate from marine invertebrates that are very small, and Foraminifera, microscopic amoeba that has a red body shell. At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

C. The Concept of Problem-Based Learning

1. The Definition of Problem-Based Learning

Problem Based Learning (PBM) or Problem Based Learning (PBL) is based on the research results of Barrow and Tamblyn (1980, Barret, 2005) and was first implemented in a medical school in McMaster University Canada in the 60's. PBM as a learning approach is applied on the grounds that PBM is very effective for medical schools where students are faced with problems then required to solve it. PBM is more appropriate implemented compared to traditional learning approaches. This can it is understandable that the doctors who later served in fact always faced with a patient problem so must be able to solve it. Although first developed in learning in medical schools but in subsequent developments it is applied in direct learning general.[21]

According to Maggi Savin-Baden, Problem-based learning is increasingly being seen as a means of educating students to learn with complexity.[22] It means that problem-based learning helps students to see that learning and life take place in contexts, contexts that affect the kinds of solutions that are available and possible.

Moreover, Boud & Faletti, Problem-based learning (PBL) is an instructional method of "active learning" often used in higher education.[23] It means that, Problem-based learning can be described as "an

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[21] Howard S. Barrows, M.D, Robyn M. Tamblyn, B.Se.N, Problem Based Learning An Approach to Medical Education, Springer Publishing Company: New York, 1.

[22] *Maggi Savin-Baden, Facilitating Problem Based Learning, University Press, 2003*, 4.

[23] Boud & Faletti, *The challenge of problem-based learning*, London: Kogan, 1991, 39.

instructional method in which students confront contextualized, ill-structured problems and strive to find meaningful solutions".

Furthermore, Karen Goodnough stated that learning process in a PBL experience is driven by a realistic, well-structured problem that provides a context for students to enhance their knowledge skills.[24] It means that, problem based learning is learning model that results from the process of working towards the understanding and resolution of a problem in a real context.

Problem-based learning (PBL) is in fact a learning model that results from the process of working towards the understanding and resolution of a problem in a real context. In problem-based learning, students identify the problem of the lesson topic and try to solve it based on their experiences.

2. **Steps to Use the Problem Based Learning method**

That the steps in the Problem Based Learning learning method are as follows:

a. The teacher explains the learning objectives. Describe the logistics required.

b. Motivate students to engage in selected problem-solving activities.

c. The teacher helps students define and organize learning tasks related to these problems (setting topics, assignments, schedules, etc.).

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[24] Karen Goodnough, T*aking Action in Science Classrooms through Collaborative Action Research, Memorial University of Newfoundland*, Canada, 2011, 86.

d. The teacher encourages students to collect appropriate information, experiments to get explanations and problem solving, data collection, hypotheses, and problem solving.

e. The teacher assists students in planning and preparing appropriate works such as reports and helps them with various assignments with their friends.

f. Teachers help students to reflect or evaluate their investigations and the processes they use.[25]

3. The Characteristics of Problem-Based Learning

The characteristics using problem based learning can be stated in the following:

a. Learning process must be started with a problem; especially a problem, which is evidently critical/still unsolved, must be used.

b. Contents and practices must include situations which attract students' attention.

c. Teacher must merely be a guide in the classroom.

d. Students must be given necessary time to think or gather information and set their Method in problem solving, and their creative thoughts must be encourage in this process.

e. The difficulty of the subject matters to be studied must not be at a high level which could discourage students.

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[25] Syamsidah and Hamidah Suryani, Buku Model Problem Based Learning (Pbl,), 2018, 17.

f. A comfortable, relaxing and safe learning environment must be established in order to develop students' skills on thinking and problem solving by themselves.[26]

Therefore, there are characteristics for problem based learning method to students reading comprehension.

4. The Procedure of Problem-Based Learning

The students can make small groups or individual and discussion about problem. For example, that we have a large number of vocabularies is the key to understanding the writer's idea in the text. It is important to have reading comprehension because it helps to read the text of this problem.

It is widely known that the problem is very useful for the student in getting the general idea of the problem text. It also helps the students to predict the text by reading comprehension. In this case, they can reading by the problem in small group. Knowing how to solve a problem will make the students be better reader. Fry gives the step to increase our problem based learning as follow:

a. Explain to students why problem-based learning is used.

b. Establish small teams or individual and assign team member roles.

c. Present the case to students prior to presenting lectures, assigning readings, etc.

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[26] Orhan Akınoglu and Ruhan Ozkardes Tandogan, "The Effects of Problem-Based Active Learning in Science Education on Students' Academic Achievement, Attitude and Concept Learning" in Eurasia Journal of Mathematics, (Science & Technology Education, Marmara Universities, Istanbul, TURKEY), June-November 2006, 73.

d. Students read the case.

e. Respond to student request prior to presenting lectures, assigning reading, etc.

f. Provide a list of the instructor's formal learning objectives.

g. Student teams assign learning objectives to member for research and preparation of written summaries.

h. Teachers, discussions, readings, etc. provide coverage of information related to learning objectives, case resolutions, and justifications.

i. Students report within teams on learning objective research.

j. Teams discuss application of learning objectives, lectures, etc. to case

k. Exchange of ideas among teams.

l. Students individually write case resolutions.

m. Debrief the case with class.

n. Facilitate discussion to "generalize" the learning from the case experience.[27]

So many steps that must be passed for students to use problem based learning method correctly. The students do not read to need the entire text, but read the parts that are usually present the problem such as the title, after the students read the title of text, usually they begin to guess the contents of the text, then proceed the first paragraph without having

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[27] James C. Anderson, "Effect of Problem-Based Learning on Knowledge Acquisition, Knowledge Retention, and Critical Thinking Ability of Agriculture Students in Urban Schools", *Journal of Graduate Schoo*l, (University of Missouri-Columbia), May 2007, 74–76.

to ignore the existences of anecdotes in the text. Problem by following the steps correctly then the students will get maximum results.

5. **Advantages and Disadvantages of Problem-Based Learning Method**

   a. Advantages of Using Problem-Based Learning Method

   The advantages of using problem-based learning method, they are:

   1) Making curriculum content relevant by building learning around group, community or scientific problems.

   2) Focusing learning on core information relevant to real scenarios and reducing information overload.

   3) Fostering the development of valuable transferable skills useful throughout lifelong learning. These include leadership, teamwork and communication as well as problem solving.

   4) Facilitating trainees becoming responsible for their own learning.

   5) Increased motivation of trainees to learn by focusing the learning on 'real-life' scenarios.

   6) Encouraging a deep rather than surface approach to learning by forcing trainees to interact with information on multiple levels and to a greater depth than traditional teaching approaches.

7) Using a constructional approach to learning whereby trainees construct new learning around their existing understanding.[28]

Therefore, there are the advantages problem-based learning for students reading comprehension.

b. Disadvantages of Problem-Based learning Method

The disadvantages using Problem-Based Learning method. They are:

1) Students are not homogeneous in background, knowledge, or experience, nor are they homogeneous in their learning abilities in different areas or in their pace and style of learning.

2) The student is a passive recipient in this method and does not learn to dig it out for himself or "learn to learn".

3) This system makes heavy demands on the teacher, as he must constantly update and revise his material for lectures, readings, or syllabi so that the information he offers to his students is current.

4) Students and teachers can obtain a false sense of security if they believe that, once information is dispensed and a cognitive framework provided, the student will incorporate the information, recognize where and when it could and should be used, and apply it effectively at that time.

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[28] Jones R.W."Problem-based Learning: Description, Advantages, Disadvantages, Scenarios and Facilitation" Australian and New Zealand College of Anesthetists, Melbourne, Victoria, Australia, 2006, 486.

5) The final disadvantage in teacher-based learning is that no one can predict which parts of the information the student has learned will eventually become obsolete or incorrect, what the student will forget, or what new information he will need to know in the future.[29] So, form the explanations above. There are disadvantage of the problem-based method for student in reading comprehension

6. The Implementation of Problem-Based Learning (PBL) in Teaching Reading

Problem-based learning can be described in many ways, but it is possible to see at least three common threads in all of them. First, there is a clear purpose in regard to an area of study, namely, to integrate practice and theory so as to produce sound understanding and action. Second, there is an educational process carefully considered and designed to achieve this purpose. Third, the process is itself content specific and reflects the process which led to the generation of knowledge in the area of study in the first place. This third thread can be explained more fully along the following lines. A problem-based learning is not general problem-solving, but focuses specifically on content (or subject-matter) central to the area of study by requiring students to acquire important knowledge in the process of tackling problematic situations.

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[29] Howard S. Barrows, M.D, Robyn M. Tamblyn, B.Se.N, *Problem Based Learning An Approach to Medical Education, Springer Publishing Company*: New York, 8–9.

So, the form of Problem-Based Learning method is interested to the student on the reading in descriptive text.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Ary, Jacobs, Sorensen, and Razavieh say, "A variable is a construct or a characteristic that can take on different values or scores".[30] It means that the variable is determined by researcher as a main focus for a research. "In experimental studies, the treatment is the independent variable and outcome is the dependent variable".[31] Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable. From the title of the study, which is "The Influence of Problem-Based Learning (PBL) method on the Students Reading Comprehension in Descriptive text at The Tenth Grade of SMA Negeri 1 Sekampung East Lampung"

The researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable

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[30] Ary et al., *Introduction to Research in Education*, Canada: Wadsworth. (2010), 37.
[31] *Ibid.*

was problem based learning Method and the dependent variable was reading comprehension.

Approach of this research was quantitative. "Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data", the statement refers that quantitative research use the form of number that was analyzed by using statistical formula. In this case, there were two means scores, the means scores are pre-test and post-test.

Then the researcher computed t-score to know The Influence of Problem Based Learning on the Students Reading Comprehension. Method of this research was experimental research. "Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable". It means that experimental research is a research to know the effect of a variable to the other variable. The research carried out at SMA Negeri 1 Sekampung. The population of this research was the tenth grade students in of SMA Negeri 1 Sekampung, which consists of 420 students of 12 class.

The sample of this research was the tenth grade students of SMA Negeri 1 Sekampung. The total numbers of students in the class X ipa1 35 Students and X ipa2 34 students. It consists of female and male students. It was take used purposive sampling technique.

In order to collect the data, the researcher had to use an instrument as a tool. To know the effectiveness of Problem-Based Learning to the students' reading comprehension, the researcher used test to measure it.

2. **Paradigm**

Based on the theoretical framework above the researcher describes paradigm as following:
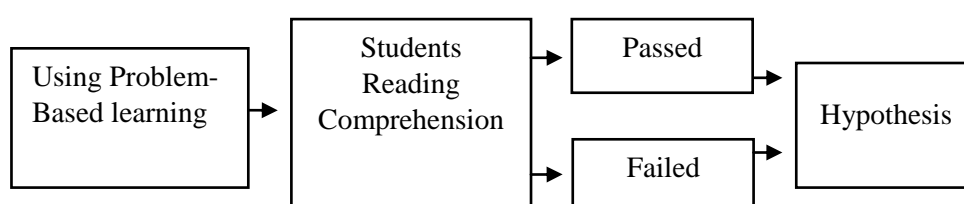
Based on the figure of paradigm above the researcher explained that the criteria of paradigm can describe: if the students score of reading comprehension ability is passed, its means that the PBL method is good to be applied, so there is positive and significance by PBL. However, if the students' score of reading comprehension ability is failed, its means that the PBL method is cannot be applied. Therefore, there is no positive and significant influence by PBL on the students reading comprehension Skill.

E. **Hypothesis Formulation**

Hypothesis are possible answer we expect to get after we have carried out our research project.[32] Based on the statement above, there are two forms of hypothesis. The first one is a null hypothesis and the second one is an

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[32] Ebrahim Khodadady, Research Principles, Method and Statistics in Applied Linguistics (Ferdowsi University of Mashhad, 2013), 33.

alternative hypothesis. The null hypothesis suggests that the variables do not work. Alternative hypothesis means there really is correlation between two variables and the two variables is worked. Therefore, the researcher formulates the hypothesis and alternative hypothesis. It is safe to assume that there is still a positive The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung. Then, the researcher formulates the hypotheses, focuses on the conceptual assumptions as follows:

1. Null Hypothesis (Ho):

Ho: There is no positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

2. Alternative Hypothesis (Ha):

Ha: There is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text At The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the quantitative research, in the form of true experimental design. A quantitative approach was one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction, to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs Method of inquiry such as experiment and surveys and collects data on predetermined instruments that field statistical data.[33] From that explanation, the researcher can gives explanation that quantitative research is a research can be measured by statistic method.

Whereas, According to Nazir, "true experimental design is the design where the treatments are manipulated to do a comparison, between groups with high validity and controlling the variances."[34] According to Sugiyono, the influence of treatment had formulated as follow:[35]

Table 3 the True Experimental Design

	Pre-test	Treatment	Post-test
Experimental Group	X	X	X
Control Group	X		X

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[33] John W Creswell, *Research Design, Qualitative, Quantitative and Mexed Methods Approaches* (London: Sage Publication, 2002), 153.
[34] *Ibid*, 282.
[35] Dr. Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R & D, C.V Alphabeta, Jakarta, 76.

The researcher administered pretest and posttest to both experimental and control group. Since it is a true experimental research with applying pretest posttest control group design, the researcher administered pretest and posttest to both experimental and control group. The group that will be given a treatment is called experimental group and the group that will be not given a treatment is called control group.

In this research, the researcher conduct the experimental design that used two classes namely class A (X IPA1) as an experimental class that receive the treatment that was teaching by using Problem-Based Learning (PBL) Method and class B (X IPA2) as a control class that didn't receive the treatment. The design is follows:

| Experimental Class | → | Using Problem-Based Learning Method | → | The Influence of Using Problem-Based Learning (PBL) Method on the Students Reading Comprehension Skills |
| Control Class | → | Without Using Problem-Based Learning Method | → | |
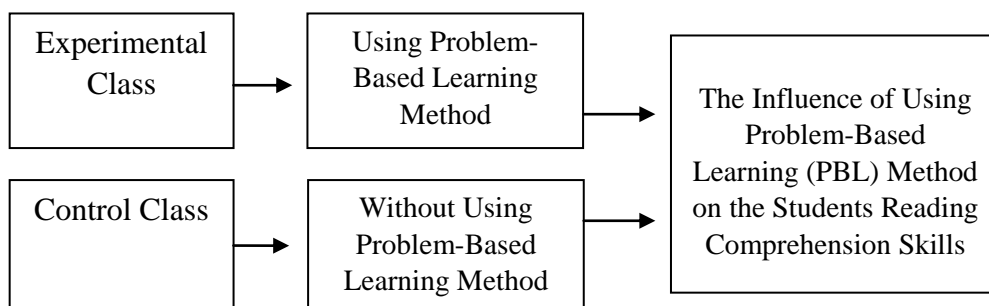
Firstly, both of groups receive the pre-test before doing a treatment. Secondly, the experimental class, X IPA 1 (Class X) get a treatment using Problem-Based Learning (PBL) Method and control class X IPA 2 (Class K) do not get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, after the treatment has been conducted, the research administer the posttest to know the result from the treatment. The research identify the students' achievement in reading

comprehension. If the score were higher than posttest, it can identify that the problem-based learning method cannot be used to increase the reading comprehension. Nevertheless, if the score were higher than the pretest, it could be found the influence of Problem-Based Learning (PBL) Method on the Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

B. The Operational Definitions Variables

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[36] Variable is a construct or a characteristic that can take on different.[37]

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable (X) of this research is problem-based learning method which is defined as a reading methodin reading process to get the main ideas quickly without read word by word. In this research, the students can read using problem-based learning method. The method was conducted by reading text, start from the

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[36] Evelyn Hatch and Hessein Farhady, Research Design and Statistic for Applied Linguistics (Los Angeles: Rahnama Publications, 1981), 12.
[37] Ary et al., *Introduction to Research in Education*, 2010, 37.

teacher gave the rules of doing the test, distribute the reading passages and then ask the students to finish the question for 35 minutes.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable (Y) of this research is reading comprehension that can be defined as knowledge of students in identifying the text such as: main idea, topic and the other. In this research the students can identify and analyze the reading text. Moreover, based on the theoretical review, the indicators of reading comprehension in learning process of the Tenth grade of SMA Negeri 1 Sekampung.

C. Population, Sample and Sampling Technique

1. Population

Marczyk et.al defined that "The population of interest is usually defined by the purpose of the research and the research question itself".[38] Meanwhile Donal Ary assumes that "a population is all members of any well-defined class of people, events, or objects".[39] It means that the population is all subject which will be presumed in this research. The population of this research was the students of Tenth graders of SMA Negeri 1 Sekampung. In this research, the total population was 420 students.

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[38] Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology*, New Jersey: John Willey & Sons,Inc. 2005, 84.
[39] Donal Ary et al., *Introduction to Research in Education*, 2010, 148.

2. **Sample**

Sample is a small proportion of population selected for observation and analysis.[40] Meanwhile Marczyk et.al defined that samples is representative of the population as a whole.[41] The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis.

The samples of the research as respondent is students who have tenth graders of State Senior High School 1 of Sekampung. The samples of the research in class X IPA 1 as the experimental class and X IPA 2 as the control class, the research will take two class that is X IPA 1, which consist of 35 Students and X IPA 2, which consist of 34 students.

3. **Sampling Technique**

This research is needed sample as example to describe population condition. Donal Ary defined sample is a portion of population.[42] Meanwhile, Marczyk defined sample as" a subset of the population."[43] In other words, sample is part of population that will be researched. Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling

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[40] Prabhat Pandey and Meenu Mishra Pandey, *Research methodology: tools and techniques*, bridge center, 2015, 43.

[41] Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology*, 83.

[42] Donald Ary, Introduction to Research in Education, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010), 148

[43] Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology,* 84.

technique applied in this research was the cluster random sampling that is determined sample by using consideration. The sampling of this research the researcher selected class A (Experimental class) which consist 35 students and class B (Control class) which consist of 34 students. The sample totally 69 students, both male and female are involved in this research. The students are almost at the same age, and both of students have different characteristics and achievements.

D. Data Collection Technique

In collecting data, the researcher use the following procedures, which can be described as follows:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is the test. Test is a way which is used to measure a person's ability or knowledge in a given domain[44]

Moreover, the researcher uses test as a data collection method to measure both of the variable. The researcher measured reading comprehension of the students by giving reading comprehension test using reading texts.

A test that used in this research is achievement test. Achievement test is test that used to measure the achievement of someone after

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[44] Douglas H. Brown, T*eaching by principles an interactive approach to language pedagogy*, San fransisco: longman, 2001, 384.

learning something. To know the result of test so the researcher using rate of test, from pretest till posttest.

a. Pre-test

    The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action researcher. Then the researcher gives multiple choice in pretest.

b. Post-test

    The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students "achievement in the class. It has been done after the treatments, in order to know whether this method is effective or not to influence the students" reading comprehension.

2. **Documentation**

    In getting the information, the researcher was got three kind of Source such us: paper, place and people. Documentation is the tools which has written like books, magazines, documents, regulations, notes, etc.

    The researcher used the documentation to get detailed information about problem-based learning, reading comprehension and the condition of school in SMA Negeri 1 Sekampung.

3. Observation

Observation is a systematic data collection method that relies on the researcher's ability to gather data through his senses. Observation is also interpreted as a data collection technique that is carried out by observing with detailed and systematic notes. In addition, observation involves more than just studying the world around us from a scientific point of view to get research inspiration. This method is expected to get information about the learning process, services there and others. In this study, researchers used non-participant observation because researchers only observed and recorded it. The author observes the research location, the conditions of the students directly to get the data. Researchers use observation sheets to record information that observation.

E. Research Instrument

Colton and Robert said, "An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making and ultimately understanding"[45]. It means that, the instrument is the frame of questions for assessment base on the theory which use to measuring phenomena. The research instrument in this research will be the tests which will be described as follow:

1. Instrument Blueprint

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[45] David Colton and Robert W. Covert, Designing and Constructing Instruments for Social Research and Evaluation (San Francisco: Jossey-Bass, 2007), 5.

a. The instrument which has been used in observation method is observation guidance, as follow: 1) Observation the location of SMA Negeri 1 Sekampung, East Lampung, 2) observation the establishment of SMA Negeri 1 Sekampung, East Lampung. 3) Observation about building of SMA Negeri 1 Sekampung, East Lampung.

b. Instrument for a treatment which is used in present research was in the form of using PBL method and exercises. The exercise was designed for the control and experimental group, while PBL method were designed for experimental group only.

c. The instrument which has been used in documentation method is documentation guidance, as follow: 1) Documentation about the teachers and official at SMA Negeri 1 Sekampung, East Lampung; 2) Documentation about the students of SMA Negeri 1 Sekampung, East Lampung; 3) Documentation about the organization structure of SMA Negeri 1 Sekampung, East Lampung.

d. The instrument which has been used in test in research, it include the pretest and posttest about English learning result. The researcher used the objective test that is a multiple-choice test. Is consist of 20 items, each item consist of five options: A, B, C, D and E.

In addition, the researchers demonstrated the research instrument in the form of grilles as follows:[46]

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[46] *Ibid*, 116.

Table 4 The instrument grilles test for Reading Comprehension

NO	Indicator	Types of Test (Pre-Test)	Number of item	Total
1	Main idea		1	
			6	
			11	
			15	
			16	
			18	
2	Detail (scanning for a specifically stated detail)		8	
			9	
			14	
3	Supporting idea(s)	Multiple Choice	3	20
			7	
			13	
			17	
4	Vocabulary in context		5	
			10	
			19	
			20	
5	Excluding facts not written (unstated details)		4	
			12	
			2	

Table 5 The instrument grilles test for Reading Comprehension

NO	Indicator	Types of Test (Post-Test)	Number of item	Total
1	Main idea		1	
			6	
			11	
			16	
2	Detail (scanning for a specifically stated detail)		2	
			9	
			12	
3	Supporting idea(s)	Multiple Choice	3	20
			4	
			13	
			19	
4	Vocabulary in context		5	
			10	
			14	
			20	
5	Excluding facts not		7	

	written (unstated details)		8	
			15	
			17	
			18	

2. Instrument Calibration

Test form by using multiple choices, which consist of 20 items it is multiple choice, tests that consist of five options (A, B, C, D and E). Multiple choices used to give the right answer from the questions that were given through the test. The researcher uses the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in reading comprehension. The researcher uses objective tests.

F. Data Analysis Technique

The data obtained from class control and experimental class research would be analyzed with SPSS version 26 to answer the question "To investigate whether there is a positive and significant effect of problem-based learning Method on reading comprehension among class X IPA 1 students of SMA Negeri 1 Sekampung. Researchers used independent samples t-test to analysis score between control class and experimental class. Independent samples t-test was used to determine whether there was a difference in the mean of the two unpaired samples if the data normal and if data not normal was used Mann whitnney Test. In this research researcher used non parametric statistical significance tests.

1. Prerequisite Test

   Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.[47] Based on definition above, to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test before analysis the data.

   a. Normality Test

      Test for normality calculate the probability that the sample was drawn from the normal population. The researcher used SPSS version 26 to analysis normality test.

      Ho: If the significance value < 0,05, the data was not normal

      Ha: If the significance value > 0,05, the data was normal. The criteria of acceptance or rejection of normality test as following:

      Ho was rejected if sig < $\alpha = 0.05$

      Ha was accepted if sig > $\alpha = 0.05$

   b. Homogeneity

      The Homogeneity Test was the test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). In this research, the researcher used statistical

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[47] Erceg-Hurn and Mirosevich, "Modern Robust Statistical Methods," (Crawley: American_Psychological Association, 2008) 591.

computation by using SPSS version 26 (Statistical Package for the Social Sciences).

The hypotheses for the homogeneity test as following:

Ho = the variance of the data was not homogeneous

Ha = the variance of the data was homogeneous the criteria of acceptance or rejection of hypothesis test as following:

Ho was rejected if sig > α = 0,05

Ha was accepted if sig < α = 0,05

2. Hypothetical Test

After the researcher knew that the data was not normal and homogeneous, the data were analyzed by using sample test Mann Whitney, to know the significance of the treatment effect. If our significances is less than 0,05 to indicated statistical significances. The researcher used SPSS version 26 to process the data in normality test, homogeneity test, and Mann withnney Test

The Researcher Formulates the Hypotheses as follows:

Ho: The PBL method is not effective

Ha: The PBL method is effective

The criteria of acceptance or rejection of hypothetical test were: Ha was accepted if Sig. < α = 0.05 Ho was rejected if Sig. > α = 0.05 the researcher would apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

a. The History of SMA Negeri 1 Sekampung

SMA Negeri 1 Sekampung located in Dusun IV Hargomulyo Village 66C, District Sekampung, East Lampung Regency. SMA Negeri 1 Sekampung stand on 2004, with head school

1) Drs. Surapto MA 2004-2008

2) Drs. Budi Rahayu MMPd 2009-2013

3) Drs. Dharma 2013-2015

4) Putri Hartina S. Pd 2015-2017

5) Drs. Sutrisno M.Si 2017-2020

6) Sedono S.Pd , MM Pd 2020-2022

7) Herman Agarwood S.Pd , MM 2022 Until Now

SMA Negeri 1 Sekampung is at 12 KM from Capital East Lampung Regency. The building occupy land area of 14, 175 M2. SMA Negeri 1 Sekampung Already experience replacement head school seven times and until moment This led by Mr. Herman Gaharu S.Pd , he _ Keep going clean up For repair condition school Good physique nor non- physical . On year this 2021/2022 teaching Already has 30 classes with amount 990 students and with

not enough over 65 teachers. After Mr. Herman Gaharu S. Pd , MM leads this high school , he more emphasize in the behavioral sector in demand student or character , he see that moment This mischief children Already very worrying , aside That quality school still prioritized . Performance Academic and non - academic achieved by SMA Negeri 1 Sekampung Enough well, as be delivered by head field Education Intermediate East Lampung Regency. According to the Wrong One indicator success school , besides performance academic , non- academic achievements Also is Wrong One indicator in determine And see success enhancement quality school . Non-academic scores of SMA Negeri 1 Sekampung Enough ok. State High School Sekampung has Lots carve superiority in study , fine academic and non- academic like UKS level competition District , Contest Music Lampung Classic, Competition Tennis Table General, Contest Islamic clergy, Olympiad Computer, LCT Akhwat Contest, Contest fashion Muslimah District, National Taekwondo Competition, Competition Swimming Regency . And so on. this _ become Power pull for public environment in give trust to school , all at once become pride school For maintain And more increase superiority the .

b. **Location Geographical School**

SMA Negeri 1 Sekampung located on strategic position, because located nearby with environment society, world business

and industry as well easy taken. SMA Negeri 1 Sekampung located in Hamlet IV Village Hargomulyo 66C District village East Lampung Regency Lampung Province, with limitation as following:

1) South side border with Tanjung Kari Village

2) West side border with Jembat Serong Village

3) North side border with Mekar Sari Village

4) Adjacent East abut with Marga tiga Village

c. School Profile

1) School Name : SMA Negeri 1 Sekampung

2) Address   : Hargomulyo

   District   : Sekampung

   Regency   : East Lampung

   Province   : Lampung

3) NPSN   : 10806079

4) NSS   : 301120403011

5) School Statue : Accredited A

6) Email   : sman1sekampung2020@gmail.com

7) No. Phone   : 081367479880

8) Website   : http://smanegeri1sekampung.sch.id

d. Vision and Mission of SMA Negeri 1 Sekampung

1) Vision SMA Negeri 1 Sekampung

"Creating students, who excel, are disciplined, polite and pious and have a healthy environmental perspective"

Indicators:

The vision has six Indicators, that is disciplined in the field of study and discipline, achievement in academic and non-academic fields, be polite in the social field, fear of the one and only God, and create a clean, beautiful, and physically and mentally healthy environment

2) Mission SMA N 1 Sekampung

a) Carry out the learning process optimally.

b) Exploring students' abilities to excel according to their potential, both academic and non-academic

c) Increase self-awareness in students to know their duties and obligations.

d) Fostering a spirit of discipline in students.

e) Improving ethics in students so they can be polite to others.

f) Implement participatory, transparent and accountable management

g) Minimizing sources of inorganic waste

e. **The Data of the teachers and Employers in SMA Negeri 1 Sekampung**

The condition of the teachers and employers in SMA Negeri 1 Sekampung is stated below:

Table 6 Condition of Teachers and Employers

No	Name	Keterangan	
		Gelar Belakang	Jurusan/Prodi
1	Adi Setiawan	S.Pd	Ilmu Pengetahuan Sosial (IPS)
2	Agil Zainuri		Ilmu Pengetahuan Sosial (IPS)
3	Agres Duta Linor	S.Pd	Pendidikan Jasmani dan Kesehatan
4	Agus Wiyono	S.Pd	Ilmu Pendidikan
5	Ajeng Umihani	S.Pd	Kimia
6	Aulia Rosida	S.Pd	Bahasa Inggris
7	Budi Rahayu	S.Pd, M.M.Pd	Manajemen Pendidikan
8	Chandra Ari Rusadi	S.Pd	Pendidikan Agama Islam
9	Dearanny Gita Putri	A.Md	lainnya
10	Dedi Setiawan		Pendidikan Jasmani dan Kesehatan
11	Desi Triwulandari	S.Pd	Bimbingan dan Konseling (Konselor)
12	Desih Ambarwati	S.Pd, M.Pd	Fisika
13	Dewi Munawaroh		Ilmu Pengetahuan Sosial (IPS)
14	Dewi Mustika	S.Pd	Bahasa Inggris
15	Dini Saraswati	S.Pd	Pendidikan Seni Tari
16	Drs Nyono Saputro		Pendidikan Agama Islam
17	Eka Septiyani	S.Pd	Pendidikan Bahasa Inggris
18	Eni Sukartini	S.Pd	Sejarah
19	Esy Kusnaedi	S.Pd	Matematika
20	Eva Setianingsih	S.Pd	Sejarah
21	Fika Khoirunisa	S.Pd	Bimbingan dan Konseling
22	Fitriyani D	S.Pd	Fisika
23	Guretno	S.E.	Akuntansi
24	Hadi Saputra	S.Pd	Pendidikan Jasmani (OR dan kesehatan)
25	Hendri Winata	S.Pd	Pendidikan Bahasa Indonesia
26	Herawati	S.Pd	Pendidikan Dunia Usaha
27	Herman Gaharu	S.Pd, M.M.	Lainnya
28	Ikhwanudin	S.Pd	Bahasa Inggris

No	Name	Keterangan	
		Gelar Belakang	Jurusan/Prodi
29	Indariani	S.Pd	Geografi
30	Irwan Budiana	S.Pd.I	Pendidikan Agama Islam
31	Jati Dewanto	S.Pd	Pendidikan Pancasila dan Kewarganegaraan
32	Joko Sugiarto	S.Pd	Bahasa Indonesia
33	Juwita Astuti	S.Pd	Matematika
34	Khoirul Syafrudin		Ilmu Pengetahuan Alam (IPA)
35	Kusminah		Bahasa Indonesia
36	Leli Yuriana	S.Si, M.Pd	Pendidikan Biologi
37	Linda Listiyani	S.Pd	Pendidikan Ekonomi
38	Margono		Kimia
39	Maulana Yusuf	S.Pd	Pendidikan Bahasa Inggris
40	Misi Paripih	S.Pd, M.M.	Manajemen Pendidikan
41	Mohamad Taufik Hidayat	S.Pd	Matematika
42	Mulyanah	S.Pd.I	Pendidikan Agama Islam
43	Nina Irama	S.Pd	Bahasa Inggris
44	Nofiana	S.Pd	Matematika
45	Nova Nur Irawan	S.Pd.I	Ilmu Pengetahuan Alam (IPA)
46	Nur Wahid	S.Pd	Pendidikan Bahasa dan Sastra Indonesia
47	Nurlaili Hidayah	S.Pd	Biologi
48	Nurrohmah		Akuntansi
49	Pudjiono Sukoco	S.Pd	Pendidikan Kewarganegaraan (Pkn)
50	Puja Indraningsih	S.Pd	Pendidikan Agama Hindu
51	Ratmini	S.Pd	Bahasa Inggris
52	Reno Sumardi	A.Md, S.E.	Ekonomi
53	Rinawati	S.Pd	Matematika
54	Risa Safera	S.Pd	Matematika
55	Rizki Adi Pamungkas	S.Pd	Bimbingan dan Konseling
56	Sari Kartini	S.Pd	Pendidikan Biologi
57	Sarwono		Lainnya
58	Seger	S.Pd, M.Pd	Pendidikan Kewarganegaraan (Pkn)
59	Sugianto	S.E.	Manajemen Bisnis
60	Suhardi	S.Pd	Pendidikan Jasmani dan Kesehatan
61	Suharminto		Pendidikan Luar Biasa
62	Sukatmi	S.Pd	Fisika

No	Name	Keterangan	
		Gelar Belakang	**Jurusan/Prodi**
63	Sukiyem	S.E., S.E.	Manajemen Perusahaan
64	Sukri		Biologi
65	Sulaiman	S.Pd	Bahasa Indonesia
66	Sunarto		Pendidikan Luar Sekolah
67	Supriyanto	S.Pd	Pendidikan Sejarah
68	Suwitarjo	A.Ma.Pd, S.Pd.I	Pendidikan Agama Islam
69	Tika Afriyanti	S.Pd	Pendidikan Jasmani dan Kesehatan
70	Tri Pristianingsih	S.Pd	Pendidikan Fisika
71	Trisnaning Bekti	S.Pd.I	Pendidikan Agama Islam
72	Turgiarti	S.Pd	Sejarah
73	Uswatun Khasanah	S.Pd	Sejarah
74	Winda Mustika	S.Pd	Ilmu Pengetahuan Sosial (IPS)
75	Wurianingsih	S.Pd	Pendidikan Matematika
76	Yamirah		Pendidikan Luar Biasa

Source 1 documentation of SMA Negeri 1 Sekampung gathered on 10th,, May 2023

f.   The Structure Organization of SMA Negeri 1 Sekampung

Figure 1 Organization Structures of SMA Negeri 1 Sekampung

	HEADMASTER
SCHOOL COMMITE	
Hi ZAENAL ARIFIN. S.H.	HERMAN GAHARU, S.Pd, MM

LIBRARY UNIT	LABORATORY UNIT	TATA USAHA
LINDA LISTIANI, S.Pd	FITRIYANI, S.Pd	SUGIANTO, S.E

WAKA KURIKULUM	WAKA UR	WAKA UR PRASARANA	WAKA UR HUMAS
JUWITA ASTUTI, S.Pd	Drs. SUKRI	SUWITARJO, S.Pd	HERAWATI, S.PD.

JABATAN

WALI KELAS X	WALI KELAS XI	WALI KELAS XII
X.IPA 1 Nina irama, .S.Pd		IPA 1 Ikhwanudin, S.Pd
X.IPA 2 Adi Setiawan, S.Pd.	IPA. 1 Dewi Mustika, .S.Pd. IPA 5 Aulia Rosida, S.Pd	IPA 2 Nurlaili Hidayah,
X.IPA 3 Agres Duta Linor, S.Pd.	IPA. 2 Desih Ambarwati, S.Pd IPS. 1 Misi Paripih, S.Pd	IPA 3 Kusminah, S.Pd
X.IPA 4 Reno Sumardi, S.Pd.	IPA 3 Sukiyem, S.E. IPS 2 Tika afriyani, S.Pd	IPA 4 FITRIYANI D S, .Pd
X.IPA 5 Nofiana, S.Pd.	IPA. 4 Risa Safera, S.Pd IPS 3 Linda Listiyani, S.Pd	IPA 5 Dini Saraswati, S.Pd
X IPA 6 Hadi Saputra,S.Pd	IPA 4 M. Taufik Hidayat,	IPS. 1 Joko Sugiarto, S.Pd
X.IPA 7 Eva Setianingsih, S.Pd		IPS 2. Turgiarti
X.IPS 1 Seger, S, Pd	GURU	IPAS3. Ratmini, S.Pd
X.IPS 2 Hendri Winata, S.Pd.		IPS 4. Rinawati, S.Pd
X IPS 3 Pudjiono Sukoco, S.Pd	SISWA	
X IPS 4 Guretno, S.E.		
X IPS 5 Uswatun Khasanah, S.Pd.	MASYARAKAT	

g. Location Sketch of SMA Negeri 1 Sekampung

Figure 2 Location sketch of SMA Negeri 1 Sekampung

h. Students Data at SMA Negeri 1 Sekampung

The data of students in SMA Negeri 1 Sekampung is stated as

follows:

Table 7 *Recapitulation of students in SMA Negeri Sekampung*

No	Classes	Sex		Total
		Male	Female	
1	X	149	257	406
2	XI	90	196	286
3	XII	109	631	287
Total		348	631	979

Source 2 documentation of SMA Negeri 1 Sekampung gathered on 10th, May 2023

i. The condition of Facilities SMA Negeri 1 Sekampung

The condition of facilities in SMA Negeri Sekampung is started

below:

Table 8 Recapitulation of facilities in SMA Negeri Sekampung

NO	Facilities	Quantity
1	Classroom (Class-XII)	30
2	Headmaster Room	1
3	Teacher Room	2
4	TU Room	1
5	Library	1
6	Osis Room	1
7	Parking Area	3
8	Mosque	1
9	Warehouse	1
10	Teacher Toilet	4
11	Student Toilet	5
12	Canteen	7

NO	Facilities	Quantity
13	The Locker Room	1
14	Science Laboratory	2
15	Computer Room	1

Source 3 documentation of SMA Negeri 1 Sekampung gathered on 10th, May 2023

2. Description of Research Data

a. The Students Pre-test Result of X IPA1 (Experimental Class) and X IPA 2 (Control Class)

The researcher conducted pre-test on 8th, May 2023. It was done to find out the students' basic knowledge towards descriptive text in multiple choice reading comprehension before giving treatment. For more complete data look at appendix 8. The result of preliminary test could be seen as follows:

Table 9 frequency distribution of students' pre-test result in IPA1 (Experimental Class)

No	Interval		Frequensi	Percentage
1	30	36	5	14%
2	37	43	0	0%
3	44	50	3	9%
4	51	57	10	29%
5	58	64	7	20%
6	65	71	10	29%
total			35	100%

Graph 1 frequency distribution of students' pre-test result in IPA1 (Experimental Class)
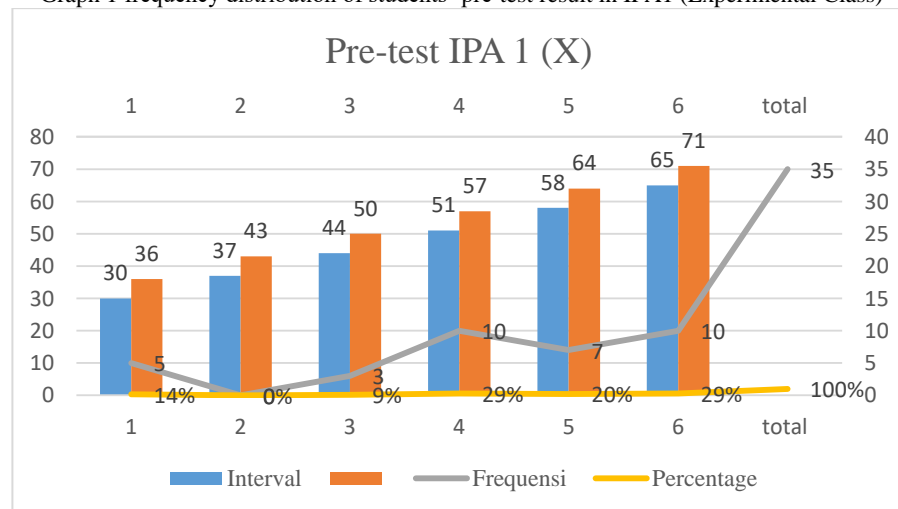
Based on the table and graph frequency distribution above, it can be inferred that 35 students as the research sample can be divided:

1) For the class interval of 30-36, there were 5 students or 14%

2) For the class interval of 37-43, there were 0 students or 0%

3) For the class interval of 44-50, there were 1 students or 9%

4) For the class interval of 51-57, there were 2 students or 29%

5) For the class interval of 58-64, there were 10 students or 20%

6) For the class interval of 65-71, there were 11 students or 29%

Based on the data above it can be seen that only 8 Students or 22,85% of students whose scores reached the KKM (70) and 27 students or 77,14% who did not pass the test. or the next is data from X IPA 2 (K)

Table 10 frequency distribution of students' pre-test result in IPA 2 (Control Class)

No	Interval		Frequency	Percentages
1	35	40	4	12%
2	41	46	3	9%
3	47	52	2	6%
4	53	58	6	18%
5	59	64	8	24%
6	65	70	11	32%
Total			34	100%

Graph 2 frequency distribution of students' pre-test result in IPA 2 (Control Class)
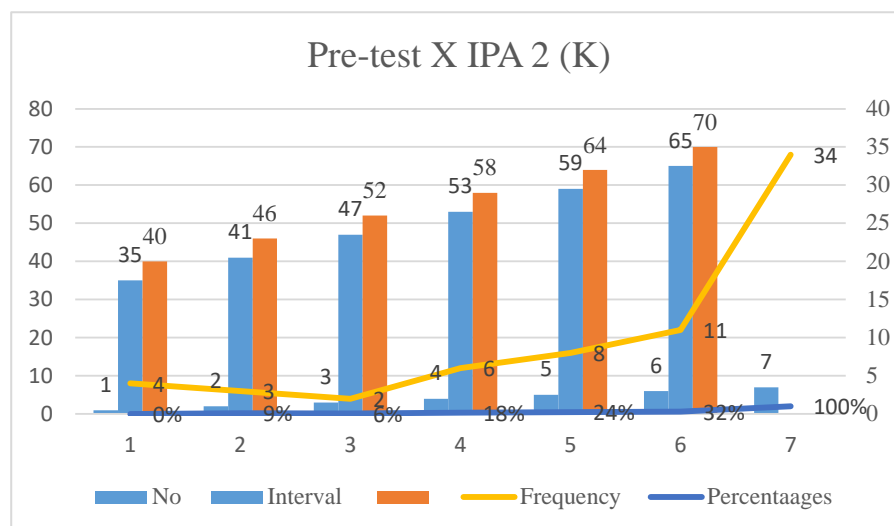
Based on the table frequency and graph 2 distribution above, it can be inferred that 35 students as the research sample can be divided:

1) For the class interval of 35-40, there were 4 students or 12%

2) For the class interval of 41-46, there were 3 students or 9%

3) For the class interval of 47-52, there were 2 students or 6%

4) For the class interval of 53-58, there were 5 students or 15%

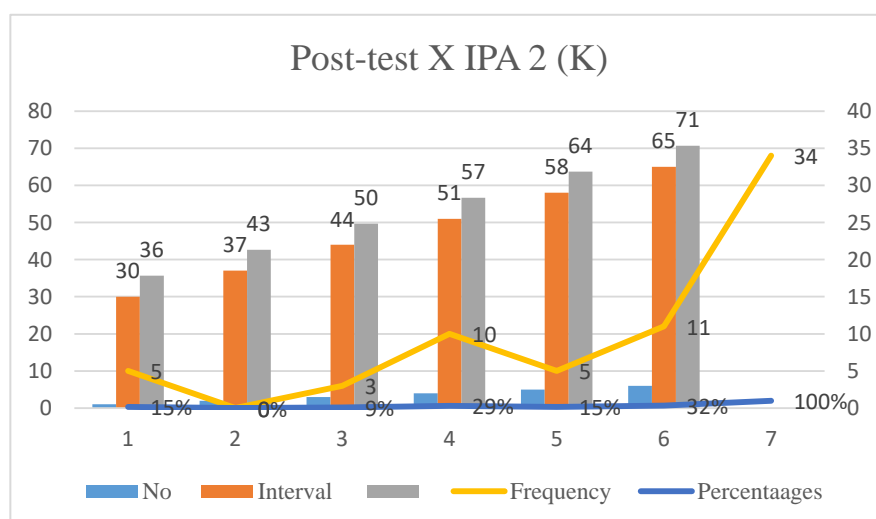5) For the class interval of 59-64, there were 8 students or 24%

6) For the class interval of 65-70, there were 11 students or 32%

Based on the data above it can be seen that only 3 Students or 8,82% of students whose scores reached the KKM (70) and 31 students or 91,18 who did not pass the test.

b. **The Students Post-test Result of X IPA1 (Experimental Class and X IPA 2 (Control Class)**

After considering the pre-test result of descriptive text in multiple choice reading comprehension, the researcher conducted the treatment of PBL to help the students getting better understanding of descriptive text. Beware of that, the researcher identified the students' difficulty in multiple choice reading comprehension and offered concept PBL method to know if there was positive and significant influence of it.

Furthermore, after the students in X IPA 1 class had been given the treatment of concept PBL method and they had understood already, the researcher gave the post-test to measure their descriptive text in multiple choice reading comprehension. For more complete data look at appendix 8. The result of post-test can be seen below:

Table 11 frequency distribution of students' post-test result in IPA1
(Experimental Class)

no	interval		frequency	Percentages
1	55	59	3	9%
2	60	64	5	15%
3	65	69	1	3%
4	70	74	11	33%
5	75	79	8	24%
6	80	85	5	15%
			35	100%

Graph 3 frequency distribution of students' post-test result in IPA1
(Experimental Class)
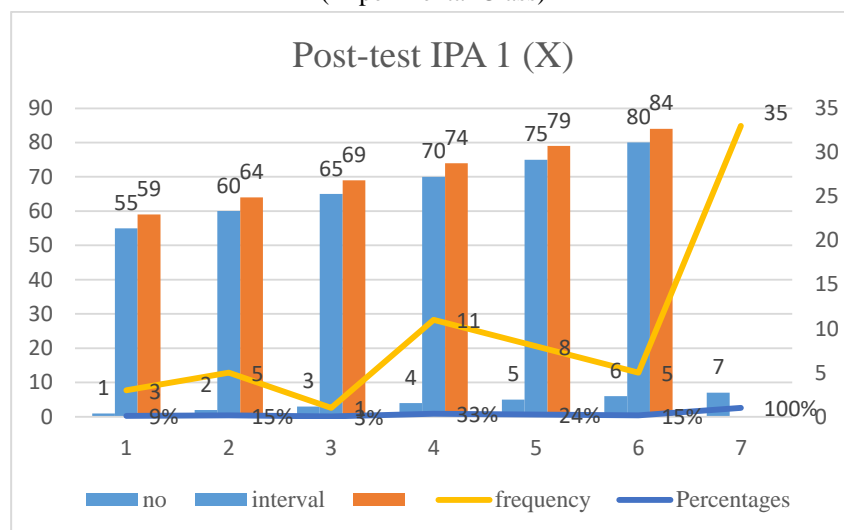
Based on the table frequency and graph 3 distribution above, it can be inferred that 35 students as the research sample can be divided:

1) For the class interval of 55-59, there were 3 students or 9%

2) For the class interval of 60-64, there were 5 students or 15%

3) For the class interval of 65-69, there were 1 students or 3%

4) For the class interval of 70-74, there were 11 students or 33%

5) For the class interval of 75-79, there were 8 students or 24%

6) For the class interval of 80-84, there were 5 students or 15%

Based on the data above, it can be seen that 27 students or 77.143% of students whose scores reached the KKM (70) and 8 students or 22.857% did not reach the KKM. It can be concluded that the use of the PBL method is proven to improve the reading

ability of class X ipa1 students, which is an experimental class. For the next is data from X IPA 2 (K)

Table 12 frequency distribution of students' post-test result in IPA 2 (Control Class)

No	Interval		Frequency	Percentages
1	30	36	5	15%
2	37	43	0	0%
3	44	50	3	9%
4	51	57	10	29%
5	58	64	5	15%
6	65	71	11	32%
Total			34	100%

Graph 4 frequency distribution of students' post-test result in IPA2 (Control Class)

Based on the table frequency and Graph 4 distribution above, it can be inferred that 34 students as the research sample can be divided:

1) For the class interval of 30-36, there were 5 students or 15%

2) For the class interval of 37-43, there were 0 students or 0%

3) For the class interval of 44-50, there were 3 students or 9%

4) For the class interval of 51-57, there were 10 students or 29%

5) For the class interval of 58-64, there were 5 students or 15%

6) For the class interval of 65-71, there were 11 students or 32%

Based on the data above it can be seen that only 5 Students or 14,70% of students whose scores reached the KKM (70) and 29 students or 85,29 who did not pass the test.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on PBL method on the students reading comprehension, but on the whole, there was certain influence to help the students get.

3. **Hypothesis Testing**

Differences in Increasing Learning Outcomes in the Experimental class (X IPA1) and the Control Class (X IPA2)

a. Normality and Homogeneity Test

Table 13 Case Processing Summary Posttest X and Posttest K

		Cases					
	class	Valid		missing		Total	
		N	percent	N	percent	N	%
results	posttest X	35	100.0%	0	0.0%	35	100%
	posttest K	34	100.0%	0	0.0%	34	100%

The Table of Case Processing Summary shows the number of students in the experimental class and the control class are 69 students. Missing 0 indicates that the missing data is zero, thus

there is no data that has not been processed. The table below shows

the data is normally distributed or not.

Table 14 Test of Normality in Posttest X and Posttest K

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	class	Statistics	df	Sig.	Statistics	df	Sig.
results	posttest X	.230	35	.000	.928	35	,024
	posttest K	.166	34	.018	.913	34	,011
a. Lilliefors Significance Correction							

Tests of Normality

for normality testing, with the *Kolmogorov- Smirnov* in the

experimental class data obtained sig. 0.00, for class control

obtained 0.018. In the *Shapiro-Wilk test* for experimental class data

sig value is obtained. 0.024, for control class data got 0.011. Test

results *the normality of* the experimental data and the control the

significance value is less than 0.05. so data that's all distributed

abnormal.

After done test *normality,* test precondition furthermore done

test *homogeneity.* As for the result is as follows:

Table 15 test of Homogeneity of Variance in Posttest X and Posttest K

Test of Homogeneity of Variance

		Levene Stat	df1	df2	Sig.
results	Based on Means	2,601	1	67	.111
	Based on Median	2,617	1	67	.110
	Based on Median and with adjusted df	2,617	1	65,536	.110
	Based on trimmed mean	2,582	1	67	.113

Based on above regarding the homogeneity test using *Levene's* test obtained significant values which were all more than 0.05 so the data is homogeneous. Normality test results for experimental and control classes shows distributed data is not normal and homogeneous, then to test the differences in the data, researcher using the Mann Whitney test.

b. Mann Whitney Test

Table 16 ranks of Posttest X and Posttest K

Ranks				
	class	N	Mean Ranking	Sum of Ranks
results	posttest X	35	47.16	1650.50
	posttest K	34	22,49	764.50
	Total	69		

Based on data above the number of students for the experimental class as many as 35 with an average rank value of 47.16. And the number of students for the control class was 34 with an average rank value of 22.49

Table 17 test Statistics Posttest X and Posttest K

Test Statistics [a]	
	results
Mann-Whitney U	169,500
Wilcoxon W	764,500
Z	-5,162
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: class	

Table 17 show results test Mann-whitney got mark *Asymp. Sig. (2-tailed)* of 0.000. The value of *.Sig. (2-tailed)* indicates

smaller than 0.05, there are differences in student learning outcomes between classes experiment with control.

Hypothesis:

Ho = There is no positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung

Ha = There is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text At The Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

If the Asymtop value is significant or Asymp.Sig. > 0.05 then **Ho** is accepted, if the Asymtop value is significant or Asymp.Sig. < 0.05 then **Ha** is rejected. The above test obtained an Asymp.Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in

Descriptive Text at the Tenth Grade Students of SMA Negeri 1
Sekampung East Lampung.

B.   **Discussion**

The researcher created and applied a pre-test, which was used to assess the students' reading comprehension ability at the beginning of the research, which aimed to apply the treatment in this study. From the results of the pre-test, the researcher can conclude that the students' reading comprehension ability is still low; it is evident that there are only 7 students who passed the KKM 70 out of 35 students who took the test.

Then the researcher chose and applied the Descriptive text as a part of the as a treatment to find out whether the PBL method could have a positive and significant influence on the students' reading comprehension ability. The researcher conducted the treatment which was carried out in two meetings. The first treatment has been held on May 08, 2023. The next meeting has been held on May 15, 2023. After the treatment was completed, the next researcher applied a post-test.

Furthermore, the data obtained in the post-test, it can be seen that the scores was increasing. The students' scores on the post-test were higher than the pre-test. This is evidenced by 27 students who successfully passed KKM 70. Then the data are strengthened by using the Mann Whitney test. The results of the test by using Mann Whitney the Asymtop value is significant or Asymp.Sig. > 0.05 then Ho is accepted, if the Asymtop value is significant or Asymp.Sig. < 0.05 then Ha is rejected. The above test

obtained an Asymp.Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Problem-Based Learning method is one of the method in learning reading. To understand the text easier and faster, the reader need problem based learning method. Based on the analysis and result of the research, the researcher can conclude that the problem based learning Method has a positive influence toward the students reading comprehension. It can be used as the Method in learning reading comprehension and it can improve in reading comprehension. It can be seen from the result of the results of the test by using Mann Whitney the Asymtop value is significant or Asymp.Sig. > 0.05 then Ho is accepted, if the Asymtop value is significant or Asymp.Sig. < 0.05 then Ha is rejected. The above test obtained an Asymp.Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive and significant The Influence Of Using Problem-Based Learning (PBL) Method on The Students Reading Comprehension in Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Sekampung East Lampung.

B. Suggestion

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows

1. For the Teachers

   a. The teachers are suggested to give the guidance to the students in reading the text.

   b. The teachers are suggested to teach reading comprehension, using the Problem Based Learning method. So, the students can understand Reading comprehension easier and faster

2. For the Students

   a. The students are suggested to study hard in analyzing the reading text.

   b. The students are suggested to be accustomed to read the text.

   c. The students are suggested to try to read the text using problem based learning Method

3. For the Headmaster

   a. The headmaster is suggested to complete the facilities to support learning process

   b. The headmaster is suggested to observe the teacher in learning process

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APPENDICES

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMA
Kelas : X (sepuluh)

- 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	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks deskriptif	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Metro, 26 Maret 2023
Nama Mahasiwa

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LESSON PLAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Sekampung
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X/1
Pembelajaran ke-   : 4
 Materi Pokok   : Descriptive Text , Wisata dan Bangunan Bersejarah Terkenal
Alokasi Waktu   : 4 JP x 45 menit

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	INDIKATOR PENCAPAIAN KOMPETENSI
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1. **Merinci** informasi terkait *social function*, *generic structure*, dan *language features of Descriptive text: Historical Building* **(C4)** 3.4.2 Mengidentifikasi strukture beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.4.3 Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait	4.4.1.1. **Menyimpulkan** informasi terkait *social function*, *generic structure*, dan *language features of Descriptive text: Historical Building* (**C5**)
Tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2.1. **Menyusun** *Descriptive Building* (**C6**)

C. **Tujuan Pembelajaran**
   a. Melalui kegiatan mengamati video pembelajaran tentang bangunan bersejarah, peserta didik terampil dalam **merinci informasi** teks deskriptif berdasarkan *social function*, *generic structure*, dan *language features* sesuai dengan konteks penggunaannya dengan baik dan benar.
   b. Melalui kegiatan penayangan video pembelajaran tentang bangunan bersejarah, peserta didik terampil dalam **menyimpulkan** informasi teks deskriptif berdasarkan *social function*, *generic structure*, dan *language features of Descriptive text: Ecotourism* sesuai dengan konteks penggunaannya dengan bahasa yang baik, benar, santun, jujur dan bertanggung jawab.
   c. Setelah mengamati tayangan video, peserta didik mampu bekerja Sama dengan baik dalam kelompok dan dapat mengkomunikasikan informasi secara lisan dan tulis terkait *Descriptive text: Historical Building* dengan percaya diri.
   d. Melalui kegiatan diskusi kelompok, peserta didik diharapkan mampu menyusun teks deskriptif dan mempresentasikan dengan media *power point* dengan sikap kedisiplinan dan gotong royong.

D. **Penguatan Pendidikan Karakter (Profil Pelajar Pancasila)**

Nilai-nilai karakter: Bertanggung jawab, kerja sama dan percaya diri.

E. Materi Pembelajaran
1. Faktual
   a. Jenis Teks : Descriptive text
   b. Topik : Deskripsi bangunan sejarah terkenal yang dapat menumbuhkan perilaku terbuka, santun, peduli, jujur, disiplin, percaya diri, kerjasama, bertanggung jawab, menghargai perbedaan, dan perdamaian.
2. Konseptual
   a. Social Function of Descriptive text.
      It describes about person, animal, place, or thing.
   b. Language Features of Descriptive text:
      - Use present tense as dominant tenses;
      - Use linking verbs or relational process frequently
      - Use action verbs or material process and behavioral process
      - Use mental verb or mental process when describing feelings;
      - Use nominal group frequently to describe;
      - Use adjective and adverbs
      - Use noun phrase
3. Prosedural
   a. Generic Structure of Descriptive text:
      1) Identification
         - Identify the phenomenon to be described.
         - Introducing where or who is the subject is being described.
         - Usually answer the following questions: What is the text about?
      2) Description
         Describes the phenomenon in parts, qualities, and the characteristic of the person, place, or thing to be describe.
4. Metakognitif
   Pengetahuan tentang bagaimana peserta didik menyadari Akan cara-cara terbaik untuk mempelajari materi faktual, konseptual, dan prosedural tentang jenis teks *descriptive text.*

5. Materi pengayaan dan remedial

F. Pendekatan, Strategi, dan Metode Pembelajaran
   1. pendekatan : Saintifik-TPACK
   2. model pembelajaran : Problem Based Learning (PBL
   3. Metode : *pbl*, diskusi, tanya jawab, unjuk kerja tertulis dan mengerjakan soal pilihan ganda

G. Media/alat, bahan, dan sumber pembelajaran
   1. Media/alat : Laptop/komputer, LCD, Video, dan Gambar,

2. Bahan   : materi pembelajaran

3. Sumber Belajar   : - Kementerian Pendidikan dan Kebudayaan
Republik Indonesia.
  2017. Bahasa Inggris kelas X: hal 60 - 65. Jakarta: Pusat
   Kurikulum dan Perbukuan Balitbang Kemdikbud.
- Kamus Bahasa Inggris
- Lingkungan sekitar
- Link Video pembelajaran via YouTube
    1. https://www.youtube.com/watch?v=91X3Wli9MyU
    2. https://www.youtube.com/watch?v=EDhWhFERO48
    3. https://www.youtube.com/watch?v=mjDOU93hjoQ
    4. https://www.youtube.com/watch?v=P4qmEfZ4Ym8
    5. https://www.youtube.com/watch?v=aGIJJpq_CKg
    6. https://www.youtube.com/watch?v=weAHqLJrPGU
    7. https://kebudayaan.kemdikbud.go.id/bpnbkepri/potensisejarah-kabupaten-merangin-provinsi-jambi/

H. Langkah-langkah Pembelajaran
Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Unsur inovasi	Alokasi waktu
1. Pendahuluan			
- Orientasi	1. Guru bersama siswa saling memberi dan menjawab salam. 2. Guru dan peserta didik **berdo'a** bersama sebelum belajar, di pimpin oleh siswa yang **datang lebih awal**. 3. Guru bersama peserta didik melakukan *social chat*: menanyakan keadaan, kehadiran, dan aktivitas sehari hari yang berkaitan dengan topik pada hari ini. 4. Peserta didik menyiapkan diri untuk siap belajar dan disiplin dalam mengikuti kegiatan pembelajaran	Religius Kedisiplinan Kemandirian PPK	10 menit

	(PPK)		
- Apresiasi	5. Mengingatkan kembali peserta didik pada materi prasyarat dengan bertanya: *What is the material that we have discussed last week?* 6. Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya. 7. Guru menayangkan sebuah gambar terkait materi ajar sebagai berikut: 8. Mengajukan pertanyaan sederhana yang ada keterkaitannya dengan pelajaran yang akan dilakukan. a. *Have you ever seen the building before?* b. *What is it?* c. *Where is the building take place?* d. *What do you look in the building?* e. *What does make the building unique?* f. *Mention the parts of building?*		
- motivasi	9. Memberikan gambaran tentang tujuan atau manfaat materi yang akan dipelajari dalam kehidupan sehari-hari. 10. Guru memberi motivasi pada peserta didik secara kontekstual sesuai dengan tujuan pembelajaran		

2. Inti			

Tahap 1: mengorientasi siswa kepada masalah	1. Peserta didik diberi tayangan PPT atau materi yang berisi paragraf rumpang terkait materi bangunan bersejarah. "Jiddan and his sister visited Rumah Tuo yesterday. Rumah Tuo or Old house is a historical heritage that located in Tabir District. Jiddan wants to tell his friends more about the characteristics of those bulidng. Then, Fauzan will post his photo and write a text into social media."
	
	 Teacher : "Observe the text, please!"
	 Students : "OK, Sir
	
	 2. Peserta didik diberikan permasalahan dengan situasi di bawah ini:
	 Teacher : "Based on the situation in the text
	 above, help Jiddan to solve his problem!"
	
	    1) What is the social function of the text?
	    2) What are generic structure of the text?
	    3) What are the language features of the text?
	    4) Based on the context above, what kind of text that Fauzan will create?
		Literasi ICT Kolaborasi Kemandirian Kerjasama Berpikir kritis	4jp X 30 menit

Tahap 2 Mengorganisirkan siswa	Pada tahap ini, guru membagi peserta didik dalam beberapa kelompok kecil. (opsional) *Teacher: "Okay students, Let's make a group consist of 5 students to discuss about the problem solving and write your name in the table below!"*	Kolaborasi Kemandirian Kerjasama Berpikir kritis	

No	Group Name	Name of group member
1		
2		
3		
4		
5		

| Tahap 3 membimbing penyeliikan individu dan kelompok | 1. Guru membimbing dan mengecek keaktifan peserta dalam kegiatan diskusi.
2. Peserta didik melakukan penyelidikan secara individu dan kelompok tentang fungsi social struktur teks, dan unsur kebahasaan dari contoh teks deskriptif bangunan bersejarah terkenal berdasarkan sumber belajar dan metode pbl yang di diberikan oleh guru.
Teacher: "Well, please learn more about descriptive text; ecotourism destination by watching the video. You can also use related book or browse in the internet. Each group could access the following YouTube link, too."
a. https://www.youtube.com/watch?v=aGIJJpq_CKg
b. ttps://www.youtube.com/watch?v=EDhWhFERO48
c. https://www.youtube.com/watch | Literasi ICT Kolaborasi Kemandirian Kerjasama Berpikir kritis | |

	?v=weAHqLJrPGU d. Buku Siswa Edisi Revisi 2017 Bahasa Inggris kelas X SMA Kemdikbud 2017		
Tahap 4 : mengembang kan dan menemukan masalah melalui hasil karya	1. Guru membimbing peserta didik dalam kegiatan presentasi di depan kelas. Peserta didik mengembangkan dan menyajikan hasil karya berupa teks deskriptif bangunan bersejarah terkenal atau yang lainnya berdasarakan fungsi sosial, struktur teks, dan unsur kebahasaan dengan menggunakan media PPT atau media kertas. Teacher: "complete your work into the following rules generic structure of descriptive text" tittle, dentification, and description. Teacher : "Present your work in front of the class by using power point. For another group, please give your opinion or suggestion related to your friend's presentation. The presentation is started from the first group." 2. Peserta didik melaksanakan kegiatan presentasi di depan kelas dengan menggunakan media power point. 3. Peserta didik menyajikan hasil karya berupa teks deskriptif bangunan bersejarah yang sudah tersusun dengan benar berdasarakan fungsi sosial, struktur teks, dan unsur kebahasaan. 4. Peserta didik saling memberi tanggapan pada kegiatan presentasi.	Literasi ICT Kolaborasi Kemandirian Kerjasama Berpikir kritis	
Tahap 5 : menganalisa dan	1. Perserta didik bersama dengan guru menganalisis dan mengevaluasi solusi dari permasalahan yang terkait		

mengevaluasi proses pemecahan masalah	materi teks deskriptif bangunan bersejarah terkenal.
	2. Guru menyajikan uraian materi dan contoh jawaban dari permasalahan terkait materi teks deskriptif bangunan bersejarah terkenal.
	
	a. Pengertian Descriptive Text It is text that describes about person, animal, or thing.
	b. Jenis – jenis descriptive text: Person,
	Animal ,Things & Place
	c. Social Function: To describe person, thing or place in specific.
	d. The generic structure of descriptive text:
	  1) Identification
	    - Identify the phenomenon to be described.
	    - Introducing where or who is the subject is being describe.
	    - Usually answer the following questions: What is the text about?
	  2) Description Describes the phenomenon in parts, qualities, and the characteristic of the person, place, or thing to be describe.
	e. Language Features
	  1) Use present tense as dominant tenses;
	  2) Use linking verbs or relational process frequently
	  3) Use action verbs or material process and behavioral process.
	  4) Use mental verb or mental process when describing feelings;
	  5) Use nominal group frequently		

	to describe; 6) Use adjective and adverbs 7) Use adverbial phrases 3. Guru memberikan contoh teks deskripsi kemudian memberi penjelasan tentang menggunakan metode problem based learning dan memberikan soal pilihan ganda siswa menjawab seluruh pertanyaan tersebut.		

Penutup	1. Peserta didik bersama guru merefleksi kegiatan belajar yang telah mereka lakukan:
	   a. Apa yang telah dipelajari dari kegiatan hari ini ?
	   b. Apa yang paling kalian suka dari pelajaran ini?
	   c. Apa yang belum kalian pahami dari pembelajaran ini?
	   d. Apa ada kesulitan dari materi yang diberikan hari ini ?
	   e. Apa ada komentar dari kegiatan hari ini?
	2. Peserta didik bersama guru membuat simpulan pembelajaran dan menuliskan refleksi serta mengkonfirmasi pemahaman, berbagi pengetahuan dan pengalaman terhadap topik materi yang telah di pelajari hari ini.
	3. Peserta didik diberi tugas berupa penilaian keterampilan yaitu menulis teks deskriptif singkat tentang bangunan bersejarah yang pernah dikunjungi dan memposting di media sosial beserta gambarnya.
	4. Guru dan peserta didik bersama-sama menutup pelajaran dengan membaca hamdalah dan mengucapkan salam.
			5 menit

I. Penilaian Hasil Belajar
  1. Teknik Penilaian:
     a. Penilaian Sikap   : Observasi/pengamatan
     b. Penilaian Pengetahuan : Tes Tertulis
     c. Penilaian Keterampilan : Unjuk Kerja tertulis, Portofolio

  2. Bentuk Penilaian:
     a. Observasi   : Jurnal guru
     b. Tes pilihan ganda   : Uraian dan lembar kerja
     c. Unjuk kerja   : Praktik/Pedoman Penskoran

Mengetahui
Guru Mata Pelajaran

Metro, 26 Maret 2023
Nama Mahasiwa

Ikhwanudin, S.Pd
NIP. 197011091997021001

Dedy Mulya Afandi
NPM. 1901051017

Mengetahui
Kepala SMA Negeri 1
Sekampung

Herman Gaharu, S.Pd, M.M.
NIP. 197605222008011001

PRE-TEST 1
Direction:
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A, B, C, D or E
3. You may not cheat with your friends!
4. Check your answer before submitting!

Read the text and answer questions 1 to 5

'Hotel Oranje' as the Majapahit was originally called, was constructed in 1910 during the Dutch occupation of East Java. The Sarkies brothers, who were Iranian born hoteliers, built the Hotel Oranje, adding yet another luxury property to their South East Asian hospitality empire.

Throughout the entire 20th century the hotel was expanded, renovated, occupied, sold, bought, and renamed many times. Expansions were made in the 1920's and 1930's with a new Art Deco flare that brought in celebrities and royalty from across the world, including Charlie Chaplin. In the 1940's the Japanese occupied Surabaya, renamed the building 'Hotel Yamato', and used it as their headquarters. In 1945', just after the war ended and the Japanese fled, the hotel was renamed once again to 'Hotel Merdeka', meaning 'independence'. The Indonesian people of East Java didn't want the Dutch rulers gaining back control after the Japanese occupation. They tore down the Dutch flag and erected their own red and white flag, taking back control of the hotel. Throughout the 1950's until modern day, the hotel went through Dutch and Indonesian ownership, renovations, and was eventually made a National Landmark of Indonesia as the 'Hotel Majapahit'.

The Majapahit Hotel is now an award winning destination resort managed by Accor Hotels, and will always remain an important part of Java's rich history.

The hotel is located in the city center. That is the true benefit of staying in a historic hotel. The land was bought a century ago and the city grew up around it. Staying here gives you access on foot to many attractions, restaurants and shopping malls. If you rented a car to take day trips to the surrounding area, they do have a parkade on site. Staying in this hotel means staying downtown but still feel like we were staying in a tranquil retreat.

The hotel has vast grounds. It is a rare and unique feature to have lush gardens and sprawling square footage in the middle of the city. The Majapahit Hotel is a one in a million chance to stay downtown without a massive tower. Instead, you get a view of the modern city that has grown up around it, while staying in the calm retreat of the estate-like grounds. Around every corner we found a jungle like courtyard, romantic garden or perfectly manicured lawn. The entire property is an immaculate work of art that made us feel like we'd time traveled to another era.

1. What does the second paragraph tell us mostly about?

   A. The owners of Majapahit Hotel.

   B. The history of the Majapahit Hotel.

   C. The architecture of Majapahit Hotel.

   D. The struggle of Indonesian to defend the hotel.

   E. The physical characteristics of Majapahit Hotel.

2. Which of the followings is NOT a name for the hotel?

   A. Hotel Oranje.   D. Hotel Majapahit.

   B. Hotel Yamato.   E. Independence Hotel.

   C. Hotel Merdeka.

3. According to the text, what is the advantage of staying in a historical hotel?

   A. It is located in the city centre so it's easier to go anywhere.

   B. It has a historical value so we can learn the history.

   C. It uses antique furniture and unique architecture.

   D. It is usually cheaper than modern hotels.

   E. It makes us feel like staying in our home.

4. What is the famous history behind the Majapahit Hotel?

   A. Indonesians' struggle to reach its independence from Japan.

   B. Celebrities from around the world have once stayed in the hotel

   C. Indonesians' struggle to take control of the hotel from the Dutch.

   D. Japan surrendered to the Dutch after its lose in the World War II.

   E. Japanese occupied Surabaya and used the hotel as their headquarters.

5. "… adding yet another luxury property to their South East Asian <u>hospitality</u> empire" (Paragraph 1). The underlined word means ….

    A. Huge   D. Friendliness

    B. Sickness   E. enormous

    C. Luxurious

Read the text and answer questions 6 to 10

The unique architecture of Gedung Sate gets a lot of praise from the architects and construction experts around the world. This is because this building has a distinctive touch of European style combined with traditional architecture. With beauty of its own that is different compared to other buildings in Bandung, Gedung Sate also has a long history as it was built during the era of Dutch colonial rule.

In addition to the beauty of the architecture of this building, this building has a long history. With the former Dutch government, the building is called Gouvernements Bedrijven or GB. Designed by a team of experts from the Netherlands, it involved the manpower of 2000 workers including 150 engravers or bongpay sculptors of Chinese tombstones and wood carvers originating from Konghu or Canton. The massive effort resulted to the great detailings of this building, as today Gedung Sate becomes one of the major tourism and heritage attractions in Bandung, Indonesia.

The construction of Gedung Sate took 4 years to be finished and costs about 6 million guilders. This is the basis for determining the number of round objects pierced by a kind of skewer at the top of the building. There are many versions of Bandung society about round objects pierced by pole at the top of Gedung Sate. Some say it is satay, guava or jasmine flower.

Not only about the beauty and incredible sturdiness, Gedung Sate also has its own mystery. There are also sayings about the existence of underground passage connecting Gedung Sate with Pakuan Building which is the official house for West Java governor at this time. it is said that the Dutch deliberately make this

secret way, but the news was ignored by the people of Gedung Sate. Today, this still remains a mystery to the surrounding community.

6. What does the text tell us mostly about?

    A. The description of Gedung Sate as a tourist destination.

    B. The construction of Gedung Sate as a historical building.

    C. The history of Gedung Sate as the office for the governor.

    D. The unique architecture of Gedung Sate as an old building.

    E. The sturdiness of Gedung Sate as a world-class architecture.

7. Why does Gedung Sate become a historical building?

    A. It involved the manpower of 2000 workers and 150 engravers.

    B. It has a European style combined with traditional architecture.

    C. It was designed by a team of experts from the Netherlands.

    D. It was used as the office of West Java governor.

    E. It was built in the era of Dutch colonial rule.

8. Which of the following statements is true according to the text?

    A. It employed 2000 engravers or sculptors.

    B. It involved the manpower of 150 workers.

    C. It employed wood carvers from the Netherlands.

    D. It was designed by an expert from the Netherlands.

    E. It took 4 years to be finished and costs about 6 million guilders.

9. Which of the followings is NOT a fact about Gedung sate?

    A. There are round objects pierced by pole at the top of Gedung Sate.

    B. The round objects pierced by pole at the top of Gedung Sate look like satay.

    C. There is an underground passage connecting Gedung Sate with Pakuan Building.

    D. The architecture and construction of Gedung Sate get praise from experts.

    E. The number of workers who build the building was enormous.

10. "This is because this building has a <u>distinctive</u> touch of European style combined with…." (Paragraph 1). The underlined word is synonymous with ….

    A. Individual   C. Shared   E. mutual

    B. Common   D. Unique

Read the following text to answer questions number 11 to 13

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section is about 7.5 meters wide at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

11. We know from the text that Great Wall is…
    A. Located in Southeast China.
    B. The longest contraction in the world.
    C. Build without using technology.
    D. Not a high building.
    E. Build by using high technology.

12. What makes people attached to come to Great Wall?
    A. Its highest and long sections.
    B. Its longest structure ever built.
    C. Its location and the condition of the win.
    D. Its architectural grandeur and historical significance.

  E. Its deserts, grasslands, mountains and plateaus.

13. Why did the writer write the text?

  A. To describe of Great Wall of China.

  B. To criticize Great Wall of China.

  C. To promoted Great Wall of China.

  D. To complement Great Wall of China.

  E. To identify Great Wall of China.

Read the following text for questions number 14 to 15

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countriessu it makes Indonesia the world's largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

14. What makes Indonesia one of most populous countries in the world?

  A. It is located in South East Asia.

  B. Indonesia has more than 17,000 islands.

  C. Indonesia has more than 261 million people.

  D. Indonesia is rich.

  E. It has more ethnics and languages.

15. What is the main idea of the paragraph?

  A. Indonesia has more than 261 million people

  B. Indonesia is 4th most populous country.

  C. Ethnics and languages make Indonesia rich.

  D. Indonesia is an Asian country which has many cultures, ethnics, as well as people.

  E. Indonesia is one of South East Asia countries.

Read the following text for questions number 16 to 20

The Sydney Opera House, a world-class performing arts venue and iconic Australian landmark, defines the Sydney Harbour in the heart of the city. Designed by Danish architect Jorn Utzon, the structure is a masterpiece of late 20th-century architecture, despite challenges that plagued the 15-year project before it was formally opened by Queen Elizabeth II in 1973. Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht, this UNESCO World Heritage Site is a must-see Sydney attraction.

The Sydney Opera House is a highlight of any city tour or harbor cruise, and it is well worth an up-close look, too. It's best explored as part of a guided tour, either a guided walking option that hits highlights of the building's history and architecture or an in- depth tour that goes backstage to concert halls, green rooms, and studios usually off- limits to visitors. Given that this is a functioning performance venue, visitors can also experience the Opera House by attending a show, whether pairing a theater performance with dinner as part of an evening package, or dining along the waterfront before a night of ballet.

Attending a performance at the Opera House is a must for music, dance, and theater fans. Tickets for tours and events often sell out, so it's best to book in advance. Public areas of the complex are wheelchair accessible, and accessible show seating is available for all performances (seats must be pre-booked, and availability is limited).

Unless visiting on a guided tour, travelers are unable to access the Concert Hall and Joan Sutherland Theatre foyers or performance spaces. The Opera House complex contains restaurants, bars, cafes, shops, and outdoor plazas.

16. What is the purpose of the text above?

    A. To complement the Sydney Opera House.

    B. To promote Sydney Opera House to the readers.

    C. To explain about Sydney Opera House to the readers.

    D. To identify Sydney Opera House, as a tourist attraction.

    E. To retell the writer's experience in Sydney Opera House.

17. What is the writer's recommendation in visiting Sydney Opera House?

    A. Restaurants and bars are the only place to visit

    B. Visitor must accompanied by a tour guide

    C. Sydney Opera House's tickets are free

    D. Visitors must like music, dance and art

    E. Visitors must use wheelchairstour

18. The main idea of paragraph 3 is....

    A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.

    B. Visitors must know several things before going to Sydney Opera House

    C. The Sydney Opera House has many facilities that suit wheelchairs

    D. Sydney Opera House's visitors are music, dance, and theater fans

    E. The Sydney Opera House is accessible for wheelchairs

19. "..Distinguished by <u>soaring</u> halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht." The underlined word has the same meaning as ….

    A. Big   D. High

    B. Wide   E. Large

    C. Huge

20. <u>Designed</u> by Danish architect Jorn Utzon …What is the synonym of the underline word?

    A. Chanced

    B. Arranged

    C. Forced

    D. Abrupted

    E. Sudden

POST-TEST 2

Direction:
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A, B, C, D or E
3. You may not cheat with your friends!
4. Check your answer before submitting!

Read the text and answer questions 1 to 5

The Wakatobi islands are a remote treasure chest of unspoiled natural beauty. Located in the Sulawesi Tenggara Province, this regency is the perfect destination for travellers the regency of Wakatobi is an acronym of the islands comprising Wangi Wangi, Kaledupa, Tomia and Binongko. Celebrated as having one of the best diving and snorkelling spots in the world, Wakatobi has no shortage of attractions.

The amazing marine diversity and reefs of Wakatobi have attracted scuba divers and snorkel enthusiasts from all over the world. With over 750 different species of coral and 942 species of fish, Wakatobi has the highest number of reef and fish species ever recorded. It is the second largest barrier reef in the world and encompasses a 1.4 million hectares - 900,000 of which is tropical coral reefs.

In the village of Mola located on the island of Wangi-Wangi, resides a community of people that are truly unique in their lifestyle and history. The inhabitants of this village are from the ethnic group of Bajo who possess unbelievable skills such as walking on the ocean floor and diving at depths of 25- 50 meters without the aid of scuba gear.

The surreal beauty of Sombano Lake which is located in the Sombano Village on Kaledupa Island is absolutely breathtaking. The vast, dense and green mangrove forest is like no other in this region and the tranquil clear salt water lake which centres this delightfully scenic forest, is filled with uniquely vibrant red coloured crustaceans that can be seen from the surface.

The Kahyangan Summit, or otherwise known as Puncak Kahyangan or Puncak Tomia, is a hill on the island of Tomia which provides a fairytale

landscape. The picturesque surroundings of seemingly never ending luscious grassland is perfect for beautiful photographs and watching awe inspiring sunsets

1. What does the text mostly tell us about?
    A. The beauty of Wakatobi Islands as a nature.
    B. The description of cultures in Wakatobi Islands.
    C. The description of Wakatobi Island as a tourim destination.
    D. The guide for travelers who want to go to Wakatobi.
    E. The diversity and reefs of Wakatobi Islands.

2. What made scuba divers from all over the world come to Wakatobi islands?
    A. The cultural diversity.
    B. The diversity of fish species.
    C. The unique food and culture.
    D. The diving skill of Bajo people.
    E. The marine diversity and reefs.

3. Which of the following statements is true according to the text?
    A. The ethnic of Bajo inhabit the Kadelupa Island.
    B. Wakatobi has the largest barrier reef in the world
    C. Wakatobi is the name of an island in Sulawesi Province.
    D. Wakatobi has the highest number of reef and fish species.
    E. Wakatobi Islands lack of other sceneries that visitors can enjoy.

4. Which of the followings should be the main idea of the next paragraph?
    A. The facts of Wakatobi Islands that people do not know.
    B. The reason why travelers should visit Binongko Island.
    C. The reason why travelers should visit all of the islands.
    D. The reason why travelers don't need to Kadelupa Island.
    E. The beauty of Tomia Island with its picturesque scenery.

5. "The regency of Wakatobi is an acronym of the islands comprising Wangi Wangi," (Paragraph 1). The underlined word is closest in meaning to ….
    A. Covering
    B. Comparing
    C. Compromising
    D. Pampering
    E. Indulging

Read the text and answer questions 6 to 10

Gunung Leuser National Park (TNGL) is one of Nature Conservation Areas in Indonesia that covers an area of 1,094,692 hectares. This forest is dominant in East Aceh, South Aceh and Langkat North Sumatra. It is well-known for the world-class coffee and tobacco. This Park covers more than 100 kilometers of the Bukit Barisan Mountains, known for its steep, mountainous terrain condition that is almost inaccessible. The stunning Alas River cuts this park into eastern and western parts, where you can find majestic scenery of tropical forests that will pamper your sight.

Those who love to travel can start the adventure in this national park through Bukit Lawang, North Sumatra, where the impressive orangutans live inside the forest. Gunung Leuser National Park and the surrounding area are known as the Leuser Ecosystem which becomes a UNESCO World Heritage Site. There are approximately 130 species which can be identified in Gunung Leuser National Park, namely: Sumatran tigers, elephants, rhinos, gibbons, monkeys, leopards, reptiles, fish, and 325 species of birds.

This park has the highest peak of 3,381 m and is one of the largest national parks in Indonesia and most diverse area of 7,927 km² on the northern tip of Sumatra. Gunung Leuser National Park itself takes its name from Mount Leuser (3404 M asl) in Aceh. The National park includes native ecosystems from the coast to the high mountains which are covered by dense tropical rain forests. This place is managed by the zoning system for the purpose of research, science, education, cultivation support, tourism, and recreation.

Gunung Leuser National Park covers a very broad area, including mangrove forests, swamp forest, lowland rainforest, moss forest, and up to subalpine forest. With the various ecosystems that it has, the national park is actually a group of various nature reserves and forests, which is: Gunung Leuser Nature Reserve, Kappi Nature Reserve, Kluet Nature Reserve, Sikundur-langkat Wildlife Reserve, Ketambe Research Station, West Singkil, and Dolok Sembilin

6. The writer's purpose in writing the text is...

   A. To explain how to reach Gunung Leuser National Park

B. To explain the area that belong to Gunung Leuser National Park

C. To inform what ecosystems are in Gunung Leuser National Park

D. To describe Gunung Leuser National Park as a tourism destination

E. To describe animals and plants that are conserved in Gunung Leuser

7. Which of the followings is NOT an ecosystem in Gunung Leuser National Park?

A. Savannah.

B. Moss forest.

C. Swamp forest.

D. Mangrove forests.

E. Lowland rainforest.

8. Which of the following animals is the best known in Bukit Lawang, North Sumatra?

A. Tigers.

B. Rhinos.

C. Gibbons.

D. Elephants.

E. Orangutans.

9. It can be understood from the text that Gunung Leuser National Park ….

A. Is a tourism destination which is almost inaccessible

B. is a tourism destination with various ecosystems

C. is especially built for conserving orangutans

D. is the only national park in Sumatra island

E. is mostly located on lowland areas

10. "The <u>stunning</u> Alas River cuts this park into eastern and western parts…." (Paragraph 1). The underlined word is closest in meaning to….

A. Irritating

B. Affecting

C. Fascinating

D. Disheartening

E. heart breaking

Read the text and answer questions 10 to 14

Karimun Island, also known as Karimunjawa and Karimun Java, is a hidden paradise of Java, is an archipelago of 27 islands north of Semarang and off the coast of Central Java. Karimunjawa islands are about 80 km northwest of Jepara, a

small town in Central Java. It can be reached by a ferry boat from Kartini Port in Jepara for about 3 hours.

This place is well known by savvy travelers of Java that would like to find some beautiful beaches and sea without needing to leave to other parts of Indonesia. Many locals will also introduce you to this place, the pride of Central Java for having their very own white sand beaches and clear blue sea.

A beautiful sea getaway from the hustle and bustle of the inland of Java, though Java mainland does bring a lot of charms, this is the answer to your cravings for sun, sea and sand. Also this place is not swarmed with tourists yet unlike the famous Bali of Indonesia. Therefore, you can find yourself enjoying the serenity of secluded and tranquil white beaches. Travelers come here to have a fix of snorkeling or diving as well, where the coral reefs are well protected.

Visitors can rent a boat and go hopping from one island to another, exploring the sea and the beaches as they go. Snorkeling is a must here where the corals are plenty and the sea is clear and blue. There are many small islands to explore, such as Pulau Tengah, Tanjung Gelam and Menjangan Besar (touted most beautiful).

Having 35 types of corals, sponges, mixtures of fringing and barrier with depths of 15 to 40 meters, Karimunjawa can be another diving heaven, where you can meet a large variety of marine life and even shipwrecks. Good local diving spots here are Taka Panyawangan and Gosong Cemara.

Another interesting thing to do here in Karimunjawa is to go fishing. You can rent a boat and go out to the various good fishing spots nearby to catch some lunch or dinner and finish it off with fresh coconut found easily around the islands. Ask the locals and hike or trek around, you may just find yourself from places with a beautiful panoramic view of the islands and the sea.

11. What is the best known of Karimunjawa Islands?

    A. The fishing spots in the deep sea.

    B. The white sand beaches and clear blue sea.

    C. The diving spots of Panyawangan and Gosong Cemara.

    D. The reachability of the islands by visitors.

E. The hiking trek around the islands.

12. Why do many tourists prefer Karimunjawa to Bali?

    A. There are no fishing spots in the deep sea in Bali.

    B. Bali is more expensive while karimunjawa is cheaper.

    C. Bali is too crowded with tourists while Karimunjawa is not.

    D. The sea in Bali is not as clear and blue as in Karimunjawa.

    E. Bali doesn't have white sand beaches which Karimunjawa has.

13. Which of the following activities is tourists' most favourite one to do in Karimunjawa?

    A. Going on boats.   D. Diving and snorkeling.

    B. Fishing and hiking.   E. Enjoying the view of the

    C. Taking care of corals.   island.

14. "… Bring a lot of charms, this is the answer to your <u>cravings</u> for sun, sea and sand" (Paragraph 3). The underlined word means….

    A. Need   D. Enjoyment

    B. Desires   E. Satisfaction

    C. Appetites

15. Which of the following statements shows the difference between the 4th and 5th paragraphs?

	Paragraph 4	Paragraph 5
A	The places to snorkel	Places to dive.
B	Activities to do in Karimunjawa.	Places to explore in Karimunjawa
C	Condition of the beaches in Karimunjawa.	Conditions of the deep sea in Karimunjawa.
D	The condition of the corals.	Condition of the marine life.
E	How to go hopping from one island to another.	The depth of the sea.

Read the text and answer questions 15 to 40

Fort Rotterdam is a 17th-century fort in Makassar on the island of Sulawesi. It is a Dutch fort built on top of an existing fort of the Gowa Kingdom. The first fort on the site was constructed by the local sultan in around 1634, to counter Dutch encroachments. It was the Dutch regional military and governmental headquarters until the 1930s. It was extensively restored in the 1970s and is now a cultural and educational centre, a venue for music and dance events, and a tourist destination.

Fort Rotterdam lies in the centre of Makassar. It is rectangular in shape, surrounded by a seven-meter wall. It was originally equipped with six bulwarks, five of which are still visible but the sixth one cannot be seen anymore. Inside the fort are thirteen buildings, eleven of them are 17th-century original buildings of the fort; most are still in good condition. At the centre of the fort is a church building. Several buildings along the north and south curtain walls still exist. The buildings along the northern curtain wall were some of the oldest buildings, dating from 1686, such as the residence of the governor, residence of the senior merchant, of the captain, the predikant, and the secretary, with several storage buildings for weapons.

The buildings on the south curtain, originally used for storage, house a museum displaying local skills in silk weaving, agriculture and boatbuilding; and scale models of indigenous boats. The barracks on the eastern wall now house a small library, featuring old Dutch books that mostly belonged to Reverend Mates, a 19th-century missionary. The ground floor of the building, located in the southeast corner of the fort, was formerly a prison. The southwestern Bastion (Bastion Bacan) contains a prison where Prince Diponegoro was imprisoned at the end of his life
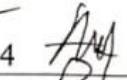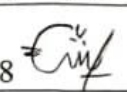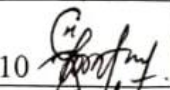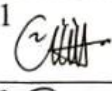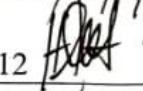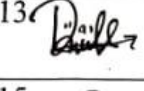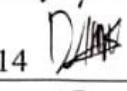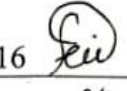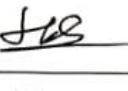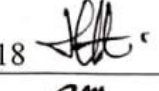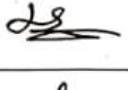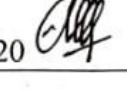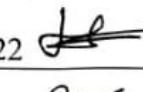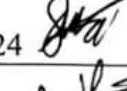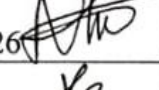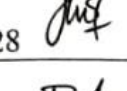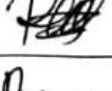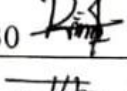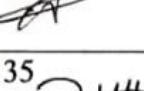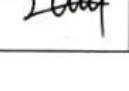
16. What was the function of the fort when it was built by the Sultan of Gowa Kingdom?

    A. To be a tourist destination.

    B. To be the Dutch regional military.

    C. To encounter the Dutch invasions.

    D. To be a cultural and educational center.

E. To be a venue for music and dance events.

17. Which of the following buildings is found in the south curtain walls?

    A. The residence of the captain.

    B. The residence of the governor.

    C. Residence of the senior merchant.

    D. A museum displaying local skills.

    E. Storage buildings for weapons.

18. Which of the following statements is true about Fort Rotterdam?

    A. It is rounded in shape.

    B. It has thirteen buildings inside.

    C. It was built by the Dutch government.

    D. There is a mosque in the center of the fort.

    E. All of the fort's parts are still in good condition.

19. Which of the following places is the place where Prince Diponegoro died?

    A. The southwestern Bastion.

    B. The southeastern barracks.

    C. The ground floor of the building.

    D. The southeast corner of the fort.

    E. The buildings on the south curtain.

20. The buildings along the northern curtain wall were …, such as the <u>residence</u> of the governor…" (Paragraph 3). The underlined word is synonymous with

    A. Possession   C. Habitat   E. House

    B. Properties   D. Areas
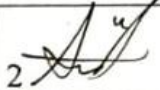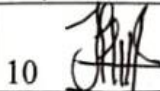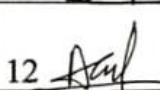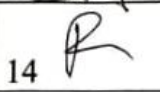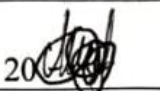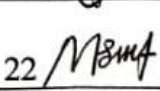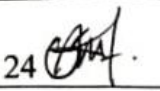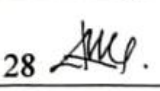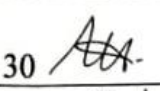
Key Answer of pretest and posttest

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

ABSEN SISWA
SMA NEGERI 1 SEKAMPUNG

NO	NAMA SISWA × IPa¹	TANDA TANGAN	
1	Adila Sabita	1	2
2	Agu wiedaryanto		
3	ALDAVI BIMO NUGROHO	3	
4	ALIFIA AZAHRA		4
5	amanda PuTRi	5	
6	Ameliya Ningsih		6
7	AMMAR Amin Al - FARua	7	
8	ANGGUN CITRA LESTARI		8
9	Bunga Meilia	9	
10	CHINDY AULIA TRIYANI		10
11	CITRA AMILLIA	11	
12	Destya Hanny NADILA		12
13	DILLA AYU NIBROSATUL HANNA	13	
14	DIMAS VAJIB Praseg yato		14
15	Elisa safitri Handayani	15	
16	Febi AULIA		16
17	Febi Tia Anggraini	17	
18	Fitria Naila Amelia		18
19	Jihan nazla youana	19	
20	Keyla Umari		20
21	Khofifah Amalia	21	
22	Kiki Hidayatul fikriyah		22
23	Lexandria Agustin	23	
24	M. Satrio . J. AnJ		24
25	Nadin Pratiwi	25	
26	NAHAR HERNAWAN		26
27	Nasa Aurelita Chanda Ashillah	27	
28	Nazzla Aliyu		28
29	Oktavia dwi Rahmawati	29	
30	RAHMA Dwi ARMIYATI		30
31	RENA Nur AiNi	31	
32	Rizki Fadilah Akbar		32
33	Rizki OKTAVIANI ARDANI	33	
34	SAPUAN EVENDI		34
35	Wahyu Purwo Nugroho	35	
36			36

ABSEN SISWA
SMA NEGERI 1 SEKAMPUNG

NO	NAMA SISWA X IPA³	TANDA TANGAN	
1	A.mecca Azizah	1	
2	Adi bayu prasetia	2	
3	AHMAD ULIL AZMI	3	4
4	ALIEF FADZALY JAGUAR		
5	ALVIO NICA	5	6
6	ANDIKA. SAPUTRA		
7	ARES PRASETYO	7	8
8	BRIAN TEGAR LAKSANA		
9	Bunga Adilia Agustin	9	10
10	CINDY AULIA RAMADHANI		
11	DEFA IRAWAN	11	12
12	Diajeng Sekar Asih		
13	DINA AYU WULANDARI	13	14
14	DWI Reksa A.B.S		
15	FIKO PUTRA ARFINDO	15	
16	ILHAM AJI PANGESTU		16
17	KAYSAN NAWFAL DILAWAR	17	
18	Keysa Febi-A.		18
19	Cindi' Andriansyah	19	
20	LIDIA RAHMADANI		20
21	MERDA MELANI	21	
22	MUHAMMAD SURYA ALHADI		22
23	Rafie Akbar	23	
24	Mia Audina		24
25	MOZHA NAILA RAMADHANI	25	
26	Rahma Octavia		26
27	REVA NUR A.	27	
28	Revani /maulidiatul ni'mah		28
29	Rhisma Aulya	29	
30	Siska Dwi Aryani		30
31	TIAN RAHMADHANI	31	
32	YOAN GATRA DINATA		32
33	Yoga Saputra Ardany	33	
34	Zeti Dwi Maylinda		34
35		35	
36			36

No	Experiment Class X IPA 1		Control Class X IPA 2	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	35	75	70	55
2	60	60	60	65
3	55	70	55	45
4	70	75	65	35
5	60	80	55	60
6	55	80	60	55
7	65	55	60	70
8	70	60	50	60
9	55	70	45	55
10	60	75	35	65
11	60	85	65	70
12	70	70	55	60
13	45	70	65	60
14	35	65	70	70
15	65	60	60	45
16	50	70	60	35
17	55	75	55	65
18	70	70	65	50
19	30	75	50	55
20	55	85	35	70
21	35	70	54	30
22	65	60	65	55
23	50	70	55	35
24	55	75	65	35
25	70	75	65	65
26	30	60	60	70
27	55	70	60	50
28	55	80	60	60
29	65	70	65	45
30	70	80	45	65
31	55	55	35	65
32	60	75	70	50
33	60	70	45	55
34	55	55	35	55
35	60	80		
Total	1960	2470	1914	1880
average	56	70,57142857	56,29411765	55,29411765
Max	70	85	70	70
Min	30	55	35	30
Passed	8	27	3	5
Failed	27	8	31	29
K	6	6	6	6
R	40	35	35	40
I	7	6	5	7

ANSWER SHEET OF POST-TEST

NAME : ALVIO NICA
CLASS : X IPA²

60

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER!

ANSWER SHEET OF PRE-TEST

NAME : ALVIO NICA
CLASS : X IPA²

55

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER!

ANSWER SHEET OF PRE-TEST

NAME : Amanda Putri
CLASS : X IPA I

60

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER!

ANSWER SHEET OF POST-TEST

NAME : Amanda Putri
CLASS : X IPA I

80

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER!

IZIN PRASURVEY

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-5660/In.28/J/TL.01/12/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 1
78SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**DEDY MULYA AFANDI**
NPM	:	1901051017
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TWELFTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

untuk melakukan prasurvey di SMA NEGERI 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Desember 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A
NPSN : 10806079   NSS : 301120403011   NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website :sman1sekampung.sch.id

Nomor   : 421.3/**19**/V.01/SMAN.1/2023
Perihal   : Izin Prasurvey

Kepada
Yth. Ketua Jurusan,
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
        Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: **B-5660/In.28/J/TL.01/12/2022** Tanggal 15 Desember 2022 Perihal Permohonan Izin Prasurvey atas nama mahasiswa :

Nama   : **DEDY MULYA AFANDI**
NPM   : 1901051017
Semester   : 7 (Tujuh)
Jurusan   : Tadris Bahasa Inggris
Judul   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL)
                METHOD ON THE STUDENT READING COMPREHENSION SKILLS
                IN DESCRIPTIVE TEXT AT THE TWELFTH GRADE STUDENTS OF
                SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG.

        Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Prasurvey di sekolah kami.
Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

                                                Sekampung, 7 Januari 2023
                                                Kepala SMAN 1 Sekampung
                                                Provinsi Lampung

                                                HERMAN GAHARU, S.Pd. M.M.
                                                NIP. 19760522 200801 1 009

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-1814/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1815/In.28/D.1/TL.01/04/2023, tanggal 13 April 2023 atas nama saudara:

Nama   : **DEDY MULYA AFANDI**
NPM   : 1901051017
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 April 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A
NPSN : 10806079   NSS : 301120403011   NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website :sman1sekampung.sch.id

Nomor   : 421.3/**137**/V.01/SMAN.1/2023
Perihal   : Izin Research

Kepada
Yth. Wakil Dekan Akademik dan Kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
       Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: B-1814/In.28/D.1/TL.00/04/2023 Tanggal 13 April 2023 Perihal Permohonan Izin Research atas nama mahasiswa :

Nama   : **DEDY MULYA AFANDI**
NPM   : 1901051017
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

        Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Research di sekolah kami.
Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 12 Maret 2023
Kepala SMAN 1 Sekampung
Provinsi Lampung

HERMAN GAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009

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

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

Nama : Dedy Muli Afandi
NPM : 1901051017

Prodi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu/ 21-Desember-2022	Mr. Andi-anto, M.Pd	Revise Chapter II	22/12 12
2	Rabu/ 25-Jan 2022	Mr. Andi-anto, M.Pd	Propm Chapter II	25/28
3	Jumat/ 27-January 2023		Revise Chapter III 1) Revise Ringis 2 population	27/2

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

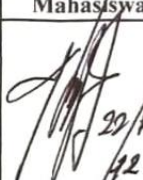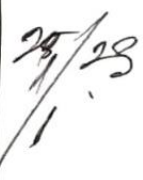Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dedy Muli Afandi
NPM : 1901051017

Prodi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Acc Semua	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

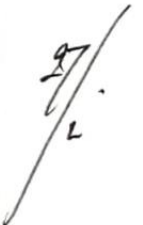Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIANAGAMAREPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTASTARBIYAHDANILMUKEGURUAN
JalanKi.HajarDewantaraKampus15AlringmulyoMetroTimurKotaMetroLampung34111
Telp.(0726)41507;Faksimili(0725)47296;Website: www.metrouniv.ac.id E-mail:iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION N DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG. Written by: Dedy Mulya Afandi, Student Number 1901051017, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Friday, February 17th 2023 at 13.30 – 15.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Andianto, M.Pd	(......................................)
Examiner I	: Syahreni Siregar, M.Hum	(......................................)
Examiner II	: Linda Septiyana, M.Pd	(......................................)
Secretary	: Yeasy Agustina Sari, M.Pd	(......................................)

The Head of English Education Department
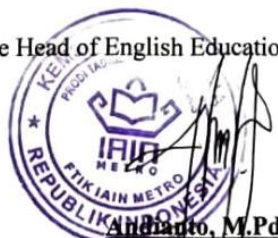
Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T   T U G A S
Nomor: B-1815/In.28/D.1/TL.01/04/2023

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

Nama	:	**DEDY MULYA AFANDI**
NPM	:	1901051017
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG".

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

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

Dikeluarkan di : Metro
Pada Tanggal   : 13 April 2023

Mengetahui,
Pejabat Setempat

a.n Kepala Sekolah
wakasis

Juwita Astuti, S.Pd
NIP. 19840109 2009052001

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon diseminarkan Proposal Dedy Mulya Afandi**

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

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Name   : Dedy Mulya Afandi
Students Number   : 1901051017
Judul Skripsi   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, 05 Ferbuari 2023

The Head of English Education Department   Sponsor

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Name : Dedy Mulya Afandi
Students Number : 1901051017
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 05 Ferbuari 2023

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004

Sponsor

Andianto, M.Pd
NIP. 19871102 201503 1 004

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

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar of . Dedy Mulya Afandi**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Name   : Dedy Mulya Afandi
Student Number   : 1901051017
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, 05 Februari 2023

The Head of English Education Department   Sponsor

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

BLANGKO PERSETUJUAN TIM SEMINAR PROPOSAL
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
SEMESTER GENAP TAHUN AKADEMIK 2022/2023

PENGUMUMAN/PENUNJUKKAN
Nomor: P-.......//In.28/FTIK/D1/PP.00.9/ 𝑛../2023
0594

Nama Lengkap	: DEDY MULYA AFANDI
Nomor Pokok Mahasiswa (NPM)	: 1901051017
Judul Proposal Skripsi	: THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG
Hari/Tanggal	: Jumat 17 - Februari - 2023
Waktu	: 13.30 - 15.00 WIB
Tempat	: Gd Dosen Lt 3. A

Tim Seminar	Nama	Tanda Tangan/Paraf
Ketua/Moderator	Andianto, M.Pd	
Pembahas I	Syahreni Siregar, M.Hum	
Pembahas II	Linda Septiyana, M.Pd	
Sekretaris	Yeasy Agustina Sari, M.Pd	
Petugas		

Metro, 07 Februari 2023
Wakil Dekan I,

Dra. Isti Fatonah, MA
NIP 19670531 199303 2 003

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

BLANKO PERSETUJUAN TIM MUNAQOSYAH
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

SEMESTER GENAP TAHUN AKADEMIK 2022/2023

PENGUMUMAN/PENUNJUKKAN
No. P3300...../In.28/J/PP.00.9/..06...2023

Nama/NPM   : DEDY MULYA AFANDI / 1901051017

Judul Skripsi   : THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL)
METHOD ON THE STUDENT READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE TENTH GRADES STUDENTS OF
SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Hari/Tanggal   : Selasa / 20 Juni 2023

Waktu   : 10.00—12.00 WIB

Tempat   : Gd. Dosen III.C

TIM	Nama Dosen	Paraf/Tanda Tangan
Ketua/Moderator	Andianto, M.Pd	
Penguji I	Syahreni Siregar, M.Hum	
Penguji II	Aisyah Sunarwan, M.Pd	
Sekretaris	Indah Efnastarini, M.Pd	
Petugas	Aisyah Sunarwan, M.Pd	

Metro, 16 Juni 2023
Ketua Program Studi TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1680/In.28.1/J/TL.00/04/2023
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: **DEDY MULYA AFANDI**
NPM	: 1901051017
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMANEGERI 1 SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisanskripsi 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 sejakditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisiyang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb

Metro, 10 April 2023 Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode danpastikan diarahkan ke alamat https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901051017.
Token = 1901051017

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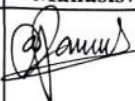**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

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

Nama : Dedy Mulya Afandi   Program Studi : TBI
NPM : 1901051017   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at / 17 Maret - 2023	Andianto, M.Pd	Revise Infrument .	
2	29/ 03.		Acc Research	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 1987110 2201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

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

Nama : Dedy Mulya Afandi
NPM : 1901051017

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu/ 24-05-2023	Mr. Ardianto. M.Pd	Bukti Parkest + postest lengkap. Photo dan aktivitas, Harus ada daftar tabel. Tambah → lengkapi: → Tampilkan apendik score dibelakang	
2.	Kamis/ 25/ 05/ 2023		→ table masukan append → Inferential statistik. → Data yang diambil adalah X post - X post	
3	Rabu/ 31. 05 2023		ACC Munaqosan	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 1987110 2201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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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   : Dedy Mulya Afandi

NPM   : 1901051017

Jurusan   : Tadris Bahasa Inggris

Telah Menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris

Bahasa Inggris.

Demikian surat ini dibuat untuk digunakan semestinya

Metro, 05 Juni 2023

Andianto, M.Pd
NIP .19781102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-445/In.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	: DEDY MULYA AFANDI
NPM	: 1901051017
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 1901051017

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, 25 Mei 2023
Kepala Perpustakaan

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

THE INFLUENCE OF USING PROBLEM-BASED LEARNING (PBL) METHOD ON THE STUDENTS READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

by Dedy Mulya Afandi 1901051017

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DOCUMENTATION

1. The researcher asks permission to carry out the research

2. Pre-test X IPA 1 (Experimental Class)

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4. Treatment X IPA 1 (Experimental Class)

5. Post-Test X IPA 1 (Experimental Class)

6. Post-Test X IPA 2 (Control Class)

CURRICULUM VITAE

The researcher was born in the village of Sukaraja Tiga, Kecamatan Marga Tiga, Kabupaten Lampung Timur, Provinsi Lampung on December 01, 1998, the last son of the couple Mr. Sunardi and Mrs. Wagini. The Researcher have older sister, the name is Winarni.

Researcher have the first school at TK PGRI Sukaraja Tiga and finish it in 2005, and join in the elementary school at SD N 3 Sukaraja Tiga and was end in 2010, then have a junior high school at SMP Catur Sakti also in Sukaraja Tiga and finish the education in 2013, after that the researcher have senior high school at SMA N 1 Sekampung and that in Hargomulyo then complete it in 2017.

After that the researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) starting in semester 1 in 2019 for have a undergraduate education.