

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF GUIDE READING PROCEDURE (GRP)
STRATEGY ON THE STUDENTS' READING
COMPREHENSION OF THE ELEVENTH GRADERS AT MA
MA`ARIF NU 02 SIDOREJO EAST LAMPUNG**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMEN**

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO
2023 M / 1444 H**

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MA`ARIF NU 02 SIDOREJO EAST LAMPUNG**

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

By:
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2023 M / 1444 H**



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APPROVAL PAGE

Title : THE INFLUENCE OF GUIDE READING PROCEDURE
(GRP) STRATEGY ON THE STUDENTS' READING
COMPREHENSION OF THE ELEVENTH GRADE AT MA
MA'ARIF NU 02 SIDOREJO

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Assalamu'alaikum, Wr. Wb

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

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Assalamu'alaikumWr.Wb.

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

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

No. B-3851/n. 28.1/D/PP-00.9/07/2023

The Undergraduate Thesis entitled: THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADERS AT MA MA'ARIF NU 02 SIDOREJO EAST LAMPUNG. Written by Mustika Mir'atul Hidayah, student number 1901052023. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, June 23rd 2023 at 08.00 - 10.00 a.m.

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The Dean of Tarbiyah and Teachers Training Faculty



**THE INFLUENCE OF GUIDE READING PROCEDURE (GRP)
STRATEGY ON THE STUDENTS' READING
COMPREHENSION OF THE ELEVENTH GRADERS AT MA
MA`ARIF NU 02 SIDOREJO EAST LAMPUNG**

ASBTRACT

By : Mustika Mir'atul Hidayah

The main purpose of this research was determine whether there was any positive and significant the influence of Guide Reading Procedure (GRP) strategy on the students' reading comprehension of the eleventh grade at MA Ma`arif NU 02 Sidorejo East Lampung.

This research method is a quantitative research with a quasi-experimental type of research (Quasi-Experimental). In this study, the research samples were students of class XI IPA 2 as the experimental class and students of class XI IPA 1 as the control class at MA Ma'arif NU 02 Sidorejo. The data collection technique for this research is by using random sampling.

Based on the result can be conclude that from the t-observed value of 4.587 while the t-table is at a significant level of 5%, which is 2,000, which means that t-observed > t-table. The sig.(2-tailed) value obtained from the independent sample t test is .000. it shows that the significance value <0.05. It means that there is positive and significant Guide Reading Procedure (GRP) strategy on the students reading comprehension of eleventh graders at MA Ma`arif NU 02 Sidorejo East Lampung.

Keyword : GRP Strategy, Reading Comprehension, Quantitative

**PENGARUH STRATEGI GUIDE READING PROCEDURE
(GRP) TERHADAP KEMAMPUAN PEMAHAMAN
MEMBACA SISWA KELAS SEBELAS MA MA`ARIF NU 02
SIDOREJO LAMPUNG TIMUR**

ABSTRAK

Oleh : Mustika Mir'atul Hidayah

Tujuan utama penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan strategi Guide Reading Procedure (GRP) terhadap pemahaman membaca siswa kelas XI MA Ma`arif NU 02 Sidorejo East Lampung.

Metode penelitian ini adalah penelitian kuantitatif dengan jenis penelitian eksperimen semu (Quasi-Experimental). Dalam penelitian ini sampel penelitian adalah siswa kelas XI IPA 2 sebagai kelas eksperimen dan siswa kelas XI IPA 1 sebagai kelas kontrol di MA Ma'arif NU 02 Sidorejo. Teknik pengumpulan data dalam penelitian ini adalah dengan menggunakan random sampling.

Berdasarkan hasil tersebut dapat disimpulkan dari nilai t hitung sebesar 4,587 sedangkan t tabel berada pada taraf signifikansi 5% yaitu 2.000 yang berarti t hitung > t tabel. Nilai sig.(2-tailed) yang diperoleh dari independent sample t test adalah .000. hal tersebut menunjukkan bahwa nilai signifikansi < 0,05. Artinya ada pengaruh positif dan significant strategi Guide Reading Procedure (GRP) terhadap pemahaman membaca siswa kelas XI MA Ma`arif NU 02 Sidorejo Lampung Timur.

Kata Kunci : Strategi GRP, Pemahaman Membaca, Kuantitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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Department : English Education

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

Metro, June 23th 2023

The Researcher



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

Metro, 23 Juni 2023

Yang Menyatakan



MUSTIKA MIR'ATUL HIDAYAH
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^ج

“ Allah does not burden a person but according to his ability..”
(Q.S. Al-Baqarah. 286).

DEDICATION PAGE

I am pleased to dedicate this thesis for :

1. Almighty Allah, thank you for the blessings of health and strength that have been given so that I can finish my thesis on time
2. To my beloved parents, Mr. Hasan Ashari and Mrs. Sri Isti Sa'adah who always prays and supports me. Thank you for everything.
3. To my sister Maili Aminatul Anjali and Ana Nur Mufida Hasan, who always encourage me to always be enthusiastic
4. My place to vent Amin Sujiwo, S.E thank you for encouraging me
5. My sponsor Mrs. Yeni Suprihatin, M.Pd thank you for all the guidance and directions.
6. My dearest friends Elizabeth, Fassya, Laily, and Talia. Thank you for being a good friend and supporting me

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Praise the researcher pray to Allah swt, for the blessings and grace given, the researcher can complete the preparation on this Thesis entitled "The Influence of Guide Reading Procedure (GRP) Strategy on Students` Reading Comprehension of The Eleventh Grade at MA Ma`arif NU 02 Sidorejo East Lampung". In an effort to solve it, the researcher has received a lot of input and guidance from various parties. Therefore, the researcher would like to thank Prof. Dr. Siti Nurjanah, M.Ag. as the Rector of IAIN Metro, Dr. Zuhairi, M.Pd. as the Dean of Teacher and Training Faculty, Andianto, M.Pd as head of English Education Department, Yeni Suprihatin, M.Pd as the supervisor who has provided invaluable guidance in directing and providing motivation.

The researcher realizes that this thesis is not without flaws. The researcher expects suggestions and criticisms for perfection and improvement so that in the end this thesis report can provide benefits, especially in the field of education.

Metro, June 2023

Researcher,



Mustika Mir'atul Hidayah
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CHAPTER I

INTRODUCTION

A. Background of study

Reading is a process to find out and understand the meaning of words that have been arranged and structured in a text. It is an activity of looking at reading text and the process of understanding the contents of the text aloud or silently. Reading is not only about reading a passage in the text, but also knowing the main topic and understanding the ideas contained in the text. It is interpreted as a process of activity to gain knowledge, information, insight and experience that may have never been known before.

Reading is one of the activities in understanding the information contained in a reading that provokes the thought process so that it will increase one's thinking capacity. Reading will make individuals get various kinds of information, knowledge, and new experiences that have never been known before. Reading is one of the positive activities that will make a person have a lot of inspiration or ideas and can increase one's concentration which has a good impact on daily activities.

By frequently doing reading activities, the vocabulary treasury will increase. This will help improve children's language skill because they have various kinds of vocabulary, understand the choice of the right words to express something correctly. Reading will encourage skill in analytical thinking which can train someone especially students in thinking critically. On the other hand, reading helps stimulate creativity, imagination and can

even improve writing skill along with the large number of books that have been read.

In learning to read, a strategy is needed so that students have good reading comprehension. The application of appropriate strategy will support student learning activities. Appropriate teaching strategy contain teaching steps that can achieve the success of learning objectives in reading. Therefore, it is important to choose the right teaching strategy so that students are motivated and have a high interest in the process of learning to read. Therefore, every teacher must creatively apply innovative teaching strategy in teaching reading. One strategy that can be implemented is the GRP.

One of the teaching strategy in reading is to apply the GRP Strategy in the activities of the reading teaching process. The Guide Reading Procedure is an activity that gets students to interact and riview informational texts that they've read.¹ Guide Reading Procedure is a learning strategy using readings or texts given and guided by the teacher to look for important words contained in the text or reading according to the learning topic. Guided reading is small group teaching setting in which the teacher assists each reader in developing a strategic action system for dealing with increasingly difficult texts.

The application of reading with the GRP can help improve students' learning abilities, train students in organizational skill, improve memory and understanding of students and make it easier to capture the important points

¹Persida Himmele and William Himmele, *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners* (Alexandria: ASCD, 2009), 53.

contained in the reading. GRP can also train students' social interaction because in this GRP strategy it is a shared understanding activity and involves teacher guidance. GRP will make it easier for the teacher as a facilitator in managing the class.

GRP will make it easier for students to review material in a short time even though the amount of material is large so that the material will be resolved quickly. This will train students to think critically and effectively encourage students to play an active role in the classroom so that a conducive classroom atmosphere will be created. In addition, the GRP will motivate students to generate interest in reading.

In line with the description above, the researcher conducted a pre-survey on November 21, 2022 in class eleventh MA Ma`arif NU 02 Sidorejo East Lampung by obtaining an archive of grades and assignments for English subjects related to reading comprehension. The researcher gets the grades and the assignment files from the English subject teacher in the class. The results of the pre-survey relating to students' ability in reading comprehension are illustrated in the following table.

Table I
The Pre-Survey Result
The Students' Reading Comprehension of the XI Grade

NO	Grade	Frequency	Percentage	Criteria
1	≥ 70	4 the Students	11 %	Complete
2	< 70	21 the Students	89 %	Incomplete
Total		25 the Students	100 %	

(Source: pre-survey the student reading comprehension of the eleventh grade)

Based on the results of the pre-survey listed in the table above, it can be seen that students' reading comprehension are in the low category because

the percentage of students' abilities is dominated by the incomplete category in their passing grade. It is known from the percentage of students who do not reach the passing grade is 89 %

In the pre-survey process, the researcher also conducted interviews with English teachers to find out the obstacles experienced by students in the process of learning English, especially those related to reading. From the results of the interviews it can be seen that students have low reading comprehension skill due to their limited vocabulary. In addition, students also experience difficulties in determining the main ideas and supporting ideas of a text so that students find it difficult to understand the information contained in a text. Students also find it difficult to draw conclusions from a text.

Based on the results of the pre-survey, it was found that students had problems in their reading comprehension. This is evidenced from the results of English assignments and interviews with English teachers. The results of interviews with English teachers show that in the process of learning English, especially with regard to reading, teachers apply explanation techniques, role techniques, skimming scanning strategy and discussion methods to achieve learning objectives. In response to this, it is necessary to make efforts by educators to have a positive influence on reading comprehension so that students' reading comprehension become better.

Based on all of the description above, the researcher intends to make efforts to have a positive influence on students' reading comprehension by conducting quantitative research. In this case the researcher apply a teaching

strategy that the researcher will use to teach reading comprehension. The teaching strategy that the researcher use the GRP. Therefore, the researcher complete an undergraduate thesis entitled "The Influence of Guide Reading Procedure (GRP) Strategy on the Students' Reading Comprehension of The Eleventh Gradeers at MA Ma`arif NU 02 Sidorejo East Lampung East Lampung".

B. Identification Of The Problems

Based on the problems that the researcher get from the results of the pre-survey, the results of identifying the problems are as follows:

1. The learning process is dominated by reading together

If students are only dominated by reading together, the class atmosphere will become monotonous in the English learning process, especially in reading. This makes students less concentrated and do not really understand the contents of a text.

2. Students are less interested in reading English text

Students tend to be less interested in reading English texts which may be due to foreign vocabulary according to students and the presentation of English texts is less attractive.

3. Students have difficulty re-expressing ideas in a reading

This is because students are rarely sharpened to learn to express the main ideas contained in a reading.

C. Problem Limitation

Based on the problems that have been identified, the researcher limits the problems of this research by only focusing on the low reading comprehension of class XI students at MA Ma`arif NU 02 Sidorejo East Lampung, to address the low reading comprehension of students, the researcher apply the GRP strategy through the application of quantitative research methods. Therefore, the researcher compiled a research proposal entitled "THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADERS AT MA MA`ARIF NU 02 SIDOREJO EAST LAMPUNG EAST LAMPUNG".

D. Problem Formulation

The problem formulation of this research is constructed as: “ Is there any positive and significant influence of Guide Reading Procedure (GRP) strategy on the students` reading comprehension of the eleventh graders at MA Ma`arif NU 02 Sidorejo East Lampung East Lampung?

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is order to know whether there is positive and significant influence of GRP strategy on the students' reading comprehension of the eleventh grade at MA Ma`arif NU 02 Sidorejo East Lampung East Lampung.

2. Benefits of the Study

a. For the Students

This research is expected to be useful for students by providing information related to their English skill, especially those related to reading comprehension. Apart from that, by being involved in this research students will get the opportunity to learn English, especially reading comprehension by applying different teaching strategies and bringing benefits to them. This is because by using the GRP strategy students are trained to think critically, are motivated in reading, are used to studying material easily, and play an active role in class so as to create a conducive classroom atmosphere.

b. For the Teacher

This research provide benefits for teachers, especially English teachers by providing information related to their students' English skills, especially those related to reading comprehension. In addition, through this research it is hoped that teachers get information related to alternative teaching strategies in reading comprehension, namely the GRP Strategy. Through this learning strategy, teachers can motivate students to be more actively involved in the learning process of reading comprehension so that students' reading comprehension becomes better than before.

c. For the Other researchers

This research provide benefits to other researchers by not only providing information related to theories related to reading

comprehension and GRP teaching strategies. That is hoped that the other researchers get detailed information about the steps and research results related to the implementation of the GRP strategy in teaching reading. Therefore, it is hoped that other researchers can follow up this research by developing it into other forms of research.

F. Prior Research

This research has been conducted by considering several relevant studies. The first relevant research was conducted by Hasibuan with the research title *Implementation of Guided Reading Procedure (GRP) in Improving Reading Comprehension*². The research is conducted at MTsN Dewantara in 2020 by examining class VIII students at MTsN Dewantara. The research method used is the classroom action research method (CAR). The purpose of this research is to explain the application of GRP in improving students reading comprehension, and to describe students responses when teachers apply GRP in teaching reading comprehension. While the results of the study show that students have good responses and motivation and the application of GRP improves students` reading comprehension.

This research with previous research has similarities and also differences. The similarity is in the similarity of the research topic, namely the use of GRP in teaching reading comprehension. While the difference is in the research method, this is because the researcher's research method is

² Zainuddin Hasibuan, "IMPLEMENTATION OF GUIDE READING PROCEDURE (GRP) IN IMPROVING READING COMPREHENSION", ITQAN, No.2 (2020):159.

quantitative and this relevant research method is classroom action research (CAR). Another difference is in the purpose of the research, that is because the purpose of the research is to improve reading comprehension and to describe students responses when teachers apply GRP in teaching reading comprehension while the researcher's goal is only to find out whether there is a positive and significant effect of using Guide Reading Procedure (GRP) on reading comprehension.

The second relevant research is conducted by Tiarazani, Hamzah, and Jufri with the research title *The Effect of Guided Reading Strategy and Reading Interest on Reading Comprehension of Grade VIII Students of SMPN 16 Pekanbaru*³. The research is conducted at SMPN 16 Pekanbaru by examining eighth grade students at SMPN 16 Pekanbaru. The research method used quantitative research method. The purpose of this reseachr is to describe the effect of guided reading strategy and reading interest on reading comprehension of the students. The results of the research analysis show that: (1) guided reading strategies give better results on students' reading comprehension compared to small group discussions (2) guided reading strategies give better results in reading comprehension for students with high reading interest compared to small group discussions (3) guided reading does not result in better reading comprehension for students with low reading interest comparison with small group discussions and (4) there is a

³ Risa Tiarazani, Hamzah and Jufri, *The Effect of Guided Reading Strategy and Reading Interest on Reading Comprehension of Grade VIII Students of SMPN 16 Pekanbaru*, *Advances in Social Science, Education and Humanities Research* Vol. 463 (2019): 179.

relationship concerning teaching strategy and interest on reading to students' reading comprehension.

This research and the relevant research have similarities and differences. The similarities lie in the research topic, which is related to the use of the Guide Reading Procedure (GRP) in teaching reading. Another similarity is in the research method used. This is because the relevant research methods and research methods used by the researcher use quantitative research methods. While the difference is in the research objectives. The purpose of this relevant research is to describe the effect of guided reading strategy and reading interest on reading comprehension of the students, while the researcher's aim is to find out the positive and significant effect of using GRP strategy.

The third relevant research is conducted by Syahputera. The title of the research is *Guided Reading Strategy to Improve Reading Comprehension*⁴, the research is conducted in 2016. The research method used by Syahputera on is a classroom action research method. The purpose of this research is to try to improve students' reading comprehension by using a guide reading strategy. Based on the research results, the implementation of the Guide Reading Strategy shows that there is success based on students' responses to it. In other words, the Guide Reading Strategy can improve students' reading comprehension.

⁴Iskandar Syahputera, *Guided Reading Strategy to Improve Reading Comprehension*, English Education Journal No. 2 (2016): 169.

This research with previous research has similarities and differences. The similarity is the use of the Guide Reading Procedure (GRP) Strategy to determine the extent of students' reading comprehension. While the difference lies in the research method, this is because the method used by researchers is quantitative while the relevant research method is Classroom Action Research (CAR).

The novelty of the research, students are given colored text then at the final stage of applying the GRP strategy, the researcher will direct students to discuss the information they get from the reading process in several predetermined groups. In each group of students are asked to understand together the contents of the text given by the teacher with a predetermined time. After the discussion process was over, representatives from each group were asked to come to the front of the class to convey the information the students had obtained. This trains students in expressing opinions according to their understanding and interacting with each other.

CHAPTER II

LITERATURE RIVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a complex task, which needs the orchestration of many different abilities and cognitive skill.⁵ Reading comprehension is one of the abilities in understanding the text being read in order to get some information contained in a reading. This activity makes it easier for someone to find the information they want to know through reading a particular text and increase knowledge about something that is never known before.

Reading is a complex process that involves a network of cognitive actions that work together. Comprehension is the process of understand words, sentences, and connected texts. Reader usually uses background knowledge, experience with texts, knowledge of grammar, vocabulary, and other strategies to help them understand written text. Comprehension is resulted from the ability of the mind to create links and ask questions about specific readings incident⁶. If students do not have experiential background to relate to reading events, messages can be meaningless.

Our definition of reading is as an introduction to what is printed or written a symbol that serves as a stimulus to recall the meaning built

⁵ Jane Oakhill, Kate Cain and Carsten Elbro, *UNDERSTANDING AND TEACHING READING COMPREHENSION* (Abingdon: Routledge, 2015), 1.

⁶ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension A Reading Workshop Approach* (United States: Stenhouse Publishers Portland, 2005),6.

through the reader's past experience.⁷ Reading is the activity of looking at the text and the process of understanding the contents of the text aloud or silently or out loud. Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher order thinking skills and is much more complex than merely decoding specific words. Reading is expressing an imagination to readers that is easy to understand and makes readers catch the meaning in a text.

Reading Comprehension is not just reading a text, but reading with the aim of gaining a deep and thorough understanding. Therefore, learning and mastering Reading Comprehension requires maximum effort. Reading well is an important skill⁸, because with good reading comprehension we will understand and capture the essence of information from a text. Therefore, we can sort the information between important and not too important.

Reading is a complex activity for humans. It is a visual process that begins with one's ability to use one's vision to interpret graphic symbols.⁹ Someone sees meaningful symbols and can catch the implied message in the reading and the meaning that has been understood will then be stored in one's brain. This is one of the meanings of reading activities that aim to find a message in the reading.

⁷ Guy L Bond et al, *Reading Difficulties: Their Diagnosis and Correction* (Needham: A Division of Simon & Schuster, Inc, 1994), 3.

⁸ Robert Piercey, *Reading as a Philosophical Practice* (New York: Anthem Press, 2021), 1.

⁹ Stephanie Macceca, *Reading Strategies for Science: Second Edition* (Huntington Beach: Shell Education, 2014), 5.

The word "reading" is properly used for all sorts of activities when trying to understand a state and original meaning is "interpretation".¹⁰ Reading Comprehension is an ability to build and understand a meaning that has been conveyed by a researcher. Readers interpret various ideas that have been set forth by the researcher in order to share information, opinions, or the researcher's point of view to readers.

2. Model of Reading

a. Bottom-up model

The bottom-up reading model is a reading model that emphasizes printed or written text, and it is said that reading is driven by the processes that generate meaning (or, in other words, reading is driven by text) and that reading results from the part to the whole.

b. Top-down model

The top-down reading model is a reading approach that emphasizes what the reader brings to the text, so that reading is driven by meaning and results from the whole to the parts. This is also known as a concept driven model.

c. Interactive model

Interactive model is one in which the features are character-driven or data-driven sensory information and non-sensory information gathered in one place. In this model, reading is not seen simply as a bottom-up or top-down process, but rather as a synthesis of patterns,

¹⁰ Frank Smith, *Understanding READING* (New Jersey: Lawrence Erlbaum Associates, 2004), 2.

requiring the application or integration of all of them previously identified knowledge sources, as shown in the attached figure.¹¹

3. Types of Reading

a. Intensive Reading

Intensive reading is an ability to understand in detail the contents of the reading completely, accurately and critically on facts, concepts, opinions, ideas, experiences, feelings and messages. Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies.¹² In the cognitive aspect, the development of intensive reading strategy is for the ability to read comprehensively.

b. Extensive Reading

Extensive reading is a reading process carried out by students outside the classroom without coercion, without feeling pressured, or without demands to read. Extensive reading provides the conditions for meaning focused input.¹³ Extensive reading is an activity where students try to read what they like to get input, especially reading input outside of class.

¹¹ Feng Liu, "A Short Analysis of the Nature of Reading": *English Language Teaching* 3, No.3 (2010): 154-155.

¹² I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 25.

¹³ *Ibid.*

4. Indicators of Reading Comprehension

Indicators of Reading comprehension include :

Barrett's classification is another guide for teachers in teaching students. The main goal is to answer students' reading comprehension questions in the reading section. There are five levels in total and each level explains how we as readers must follow and understand the rules of reading, understand the text read, analyze, evaluate the text read, get used to reading and obtain various activities. Barrett's taxonomy sublevel includes as follow:¹⁴

a. Literal Comprehension

This level of understanding is intended to remember for an event the information. Purpose and questions of this step may include the features of recognizing, recognizing the details, recognizing the main ideas, recognizing the sequences of event, recognizing comparison, recognizing behavior of the character, remembering/recall.

b. Reorganization

The purpose of this level of in this understanding are asked from students to bring together the information in the text where more than one. The questions of this level of in this understanding requires a single answer although coverage of a lot of information

c. Inferential Comprehension

¹⁴ Ali Gocer, "THE ASSESSMENT OF TURKISH WRITTEN EXAMINATION QUESTIONS BASED ON THE TEXT IN ACCORDANCE WITH THE BARRETT'S TAXONOMY," Vol.3 (2014):16.

In this level is checked; inferring supporting details, inferring main ideas, inferring sequence, inferring comparisons, inferring cause and effect relationships, inferring character traits, predicting outcomes, and interpreting figurative language.

d. Evaluation

The evaluation on reality based on the information of the reading text is important in this level, judgment of fact or opinion, judgments of adequacy and validity, judgment of appropriateness, judgment of worth, desirability and acceptability.

e. Appreciation

Emotional response is related to the content, identification with characters or incidents, reaction to the author's use of language, and imagery is checked in this level.

There are many indicators are used to measure reading comprehension. The researcher focuses on literal understanding in this research. Assessment procedure of reading comprehension:

- a. The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
- b. The specific information needed about the student's reading comprehension (types of questions missed, level)
- c. The number of students being tested (i.e., an individual, a small group, or a whole class)

- d. 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)
- e. Whether the test is an individually or group-administered test
- f. 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-stude
- g. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered
- h. The examiner's qualifications (e.g., whether the tester has the skill to give highly specific tests)
- i. The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training)¹⁵.

The indicators of reading comprehension assessment include features of reading which includes:

a. Main Idea (Topic)

The main idea or topic is an idea that is the core of a paragraph.

The main idea can be in the form of a complete sentence which contains part of the topic of conversation. The main idea will provide

¹⁵ Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: London, 2007), 17.

important information for the reader. The main idea contains the researcher's view or opinion on the topic being discussed.

b. Expressions/Idioms/Phrases in Context

It is important to learn and use expressions/idioms/phrases in context. With idiomatic expressions, reader can communicate something in a simple and interesting way. Idioms are word expressions that have no literal meaning but represent certain expressions implicitly. While phrases function as complementary information to make a sentence more 'alive' and meaningful.

c. Grammatical Features

A grammatical feature is a property of an item in the grammar of a language. Studying grammar is very important in improving language skill, especially in reading comprehension. With grammar features, it will be easier for someone to understand a message or information that is read. Grammar is indeed an important thing in reading comprehension, at least students can master the most basic grammar. Therefore, students will be able to distinguish which sentences show past, present, and future.

d. Detail (Scanning for a Specifically Stated Detail)

In reading comprehension knowing information in detail is one of the important things. By knowing in detail the reader will know all the information read and understand the essence of something in the reading. Scanning for a specifically stated detail is one way to read a

particular sentence carefully to find out the intent or meaning of the sentence.

e. Excluding Facts Not Written (Unstated Details)

In unstated detail, there is usually an answer obtained from the conclusion of the information given in the reading. Readers will find it easier to understand some information because in the unstated details section a conclusion has been stated.

f. Supporting Idea(s)

Supporting ideas are needed to make it easier for the reader to understand the topic being discussed in a passage. Supporting ideas will convince the reader of the importance of the topic being discussed. Supporting ideas will strengthen the core of a discussion or support the main ideas in the reading by providing data in the form of facts, opinions, and others.

g. Vocabulary in context¹⁶

The meaning of a word can be understood by looking at its context. When reading, sometimes you come across words that are difficult to understand. Therefore, it is necessary to understand the meaning of vocabulary in the reading context. When you don't know the meaning of a word and there are no prefixes, suffixes, and stems to help you figure out what the word means and what it means, then look for contextual clues to the word.

¹⁶ H Douglas Brow, *LANGUAGE ASSESSMENT: Principles And Classroom Practices* (White Plains: Longman, 2004), 206

5. The Importance of Learning Reading Comprehension

Reading comprehension is the ability to understand the text being read. Reading comprehension skill increase enjoyment and reading effectiveness. Strong reading comprehension helps in all other ways like subjects and in everyday life. Reading comprehension is very important for students in the class, because with reading comprehension a lot information known from the text. In taking an education starting from elementary, junior high, to high school and what determines admission to college is largely reading measurement comprehension skill. In short, while building reading comprehension skill requires a long-term strategy in which all areas of fluency, reading skill and vocabulary will contribute to success.

In addition, learning reading comprehension is very important because it will train students' reading comprehension skill to be better and improve students' critical thinking. However, in reading comprehension sometimes there are several features that are the reasons for students' reading disabilities. The reading disability definition includes three features:

- a. The notice of discrepancy
- b. The notion that the discrepancy is not entirely a result of intellectual, physical, emotional, or environmental features

- c. The notion that the causal variables are likely genetic, neurological, or biochemical, or some combination of these factors¹⁷

B. Concept of Guide Reading Procedure (GRP)

1. Definition of Guide Reading Procedure Strategy

Strategy is purposeful action to Moore design for action.¹⁸ Strategy is a form of planning that integrates goals, policies, and also sequences that can unite into a unified whole. Understanding strategy in general can be interpreted as an individual or group effort to create a scheme to achieve the intended target. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.

The Guide Reading Procedure or GRP uses student input as a means of communicating the content of instructional material. It is an appropriate strategy for all subject areas and tasks, including math word problems and following directions.¹⁹ Although described here in conjunction with reading, the steps can be applied to listening or viewing and require minimal preparation time for teachers. The Guide Reading Procedure (GRP) strategy is a strategy that uses reading material and is accompanied by questions that will be answered by students. This strategy

¹⁷ Anne McGill-Franzen and Richard L. Allington, *Handbook of Reading Disability Research* (New York: Routledge, 2011), 21.

¹⁸ Henry Mintzberg, "The Strategy Concept I: Five Ps For Strategy," No. 30 (1987): 11.

¹⁹ Karen Wood D and Janis M. Harmon, *Strategies for Integrating Reading & Writing: in Middle and High School Classrooms* (Westerville: NMSA, 2001), 26.

encourages and prohibits students from being able to answer the questions that have been prepared.

Guided Reading Procedure (GRP) is an activity that makes students interact and review informational texts they have read before.²⁰ GRP is a learning strategy that uses readings or texts provided and guided by a teacher to find important words in texts or readings related to the topic of a study. Students will find the main topics and important words in a reading accompanied by interactions between students and teachers who train students' thinking critically and make students concentrate in a reading.

The Guided Reading Procedure also known as Guided Reading Procedure (GRP) is considered an important part of a balanced approach to literacy and meets the need to help children better understand texts at different levels and better process important information and relate to remember from the text.²¹ Guide Reading Procedure (GRP) is a strategy that helps students focus on understanding a material. This strategy prioritizes student activities in finding, processing and reporting information from learning resources and the most important thing is that students can focus more on the subject matter that is guided directly by the teacher.

GRP is highly structured and gives students a valuable opportunity to learn from another and in the Guided Reading Procedure students are

²⁰ *Ibid.*

²¹ Peter Westwood, *Reading and Learning Difficulties: Approaches to teaching and assessment* (Camberwell: The Australian Council for Educational Research, 2001), 58.

told in effect to read and recall everything they can.²² GRP helps students to find important points in a reading in a short time and find the meaning contained in a reading. GRP effectively trains student responses such as capturing main ideas in a reading with teacher guidance or involving joint interaction. In its optimal form, guided reading is small group reading instruction designed to teach students to apply strategic reading behaviors independently.²³

Guide reading procedure is a strategy that can improve students' reading comprehension skill because the guide reading procedure has the goal of making students become independent readers and able to be successful in the process of reading activities, as well as being able to make students not feel bored in reading activities. Guide Reading not only improved learners' reading fluency and comprehension but also developed a sense of ownership in their learning, a sense of community and the development of an innovative mind.²⁴ GRP can easily be adapted as a pre -reading activity and as a post-reading activity when students have read different materials.²⁵

2. Benefits of Guide Reading Procedure (GRP)

²² Anthony Manzo and Ula Manzo, *Content Area Reading: A Heuristic Approach* (Ohio: Merrill Publishing Company, 1990), 107.

²³ Heather Wall, "When Guided Reading Isn't Working: Strategies for Effective Instruction," No.2 (2014): 135.

²⁴ Esther Molebogeng Thage, Patricia Namayammu Mokgosi, and Jane Tozama Mthembu, "Exploring The Effects Of Implementing Guided Reading Approach To Enhance The Reading Proficiency Of English Second Language Learners In South Africa," No.6 (2021): 988

²⁵ Dixie Lee Spiegel, "Adaptations Of Manzo's Guided Reading Procedure," *Reading Horizons: Journal Of Literacy and Language Arts* Vol.20 (1980): 188

The Guide Reading Procedure has benefits in the learning process including:

- a. GRP allows students to collaboratively review what they've read four different ways. It emphasizes comprehension of informational reading and allows students to go back and fix any misunderstandings or forgotten parts²⁶ so that it can train students in reading a text and make students able to think critically.
- b. Helping children become better comprehends of text at various levels of sophistication, and better at processing and recalling important information from text.²⁷
- c. Helping them learn how to self-intensify their efforts²⁸.GRP is highly structured and gives students a valuable opportunity to learn from one another. This will train students to concentrate and be able to cooperate with one another.

3. Teaching Steps Using Guide Reading Procedure (GRP)

The guided reading procedure is an activity that gets students to interact and review informational texts that they've read. The material is reviewed four times and thus represents a great use of class time for the teacher.²⁹ Steps in the Guide Reading Procedure (GRP) includes:

- a. Step 1 Teacher Preparation

²⁶ *Ibid.*

²⁷ Peter Westwood, *Reading and Learning Difficulties: Approaches to teaching and assessment* (Camberwell: The Australian Council for Educational Research, 2001), 58.

²⁸ Anthony Manzo and Ula Manzo, *Content Area Reading: A Heuristic Approach* (Ohio: Merrill Publishing Company, 1990), 107.

²⁹ *Ibid.*

- b. Step 2 Student Preparation
- c. Step 3 Reading and Recalling
- d. Step 4 Self-Monitoring/Self-Correcting
- e. Step 5 Restructuring
- f. Step 6 Teacher Monitoring and Correction
- g. Step 7 Evaluation
- h. Step 8 Introspection
- i. Step 9 Optional but Important Study Step³⁰.

Other GRP Strategy steps are as follows:

- a. In small groups of three or four, students read the passage. When they're finished, they turn the passage over.
- b. The small group identifies things that they remember about the passage .
- c. The reading is again flipped over, and the group verifies the information and corrects any misinformation. Members add any new information that they feel was important but left out.
- d. The group then places the information in the sequential order in which it was presented. This step forces them to discuss the events or concepts and solidify the concepts in their mind
- e. The group decides what the main point of the text is and narrows it down to one sentence, which the scribe writes down. This step causes

³⁰ Anthony V. Manzo and Ula C. Manzo, *TEACHING CHILDREN TO BE LITERATE: A REFLECTIVE APPROACH* (Fort Worth: Harcourt Brace College Publisher, 1995), 193-195.

students to analyze the importance of what they've learned and narrow it down.³¹

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, They are independent variable (X) and dependent variable (Y). The independent variable is Guide Reading Procedure (GRP) and dependent variable is reading comprehension. Therefore, the explanation from Guide Reading Strategy (GRP) is a strategy to influence students reading.

The theoretical framework in this research is “if Guide Reading Procedure (GRP) is applied perfectly for the process of English teaching learning, so the students Reading Comprehension will be good. Whereas, if Guide Reading Procedure (GRP is not applied perfect towards process of the teaching and learning, so students Reading Comprehension will be bad.

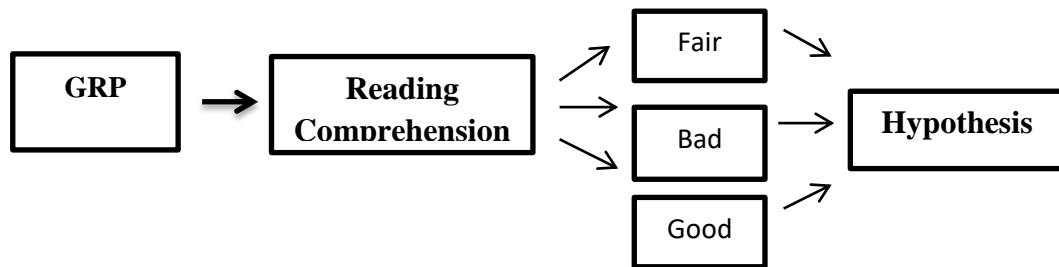
³¹ Persida Himmele, THE LANGUAGE-RICH CLASSROOM : A research-based framework for teaching English language learners (Alexandria : ASCD, 2009), 53.

2. Paradigm

The researcher describes the paradigm as follows:

Figure 1

The Paradigm Of Research



Based on the figure above, Guide Reading Procedure (GRP) strategy will give the influence for students` Reading Comprehension. The researcher assumes that there are positive and significant influence of Guide Reading Procedure (GRP) strategy on Reading Comprehension.

D. Hypothesis

Based on Theoretical Framework and Paradigm, there are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

(Ho): There is no positive and significant influence of Guide Reading Procedure (GRP) Strategy on reading comprehension for eleventh graders at MA Ma`arif NU 02 Sidorejo East Lampung East Lampung

(Ha): There is a positive and significant influence of Guide Reading Procedure (GRP) Strategy on reading comprehension for eleventh graders at MA Ma`arif NU 02 Sidorejo East Lampung East Lampung

2. Statistical Hypothesis

The F-Distribution is defined by two numbers of degrees of freedom, the numerator degrees of freedom (v_1) and the denominator degrees of freedom (v_2). The distribution is skewed to right and decreases of degrees of freedom. The F- statistic is used to test the hypothesis in ANOVA

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is a framework of research methods and techniques that a researcher chooses and allows the researcher to hone suitable research methods and organize the research study for success. According to Selltitz, Deutsch and Cook, a research design is the arrangement of conditions for collection and analysis of data³². The type of research problem faced by researchers will determine a research design.

The research will be conducted by using quantitative research. Quantitative research method is a type of research that is planned, and structured. Quantitative research is scientific research that is arranged systematically on parts and tries to find causality to find out relationships, quantitative expresses quantity with respect to the corresponding amount or amount of the constituents of a mixture quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity³³.

Research design of this research is quasy experiment research. The research chooses two classes as experimental and control class. The researcher will asked the students to do pre-test and post-test to those experimental and control class. Moreover, quantitative research contains studies that make use

³² Ranjit Kumar, *RESEARCH METHODOLOGY: a step-by-step guide for beginners* (Los Angeles: SAGE Publications, 2011), 95.

³³ C.R. Kothari, *Research Methodology: Methods & Techniques* (New Delhi: New Age International Publishers, 2004), 3.

of statistical analyses to get their findings. Main feature combines the use of statistic and formal statistics measurement. The researcher will ask the students to do pre-test. The pre-test will be intended to find out the students' reading skill before giving treatment, while the post-test will be intended to find out the significant influence of Guide Reading Procedure (GRP) strategy on reading skill after the treatment has been given.

The quasi-experimental research is one of the studies that provides treatment and measures the effect of treatment which aims to show a causal relationship involving the control class and the experimental class. This will assist researchers in investigating relationships and clarifying the causes of events.

In quantitative research, researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. The researcher will conduct the research at the eleventh grade of MA Ma'arif NU 02 Sidorejo East Lampung.

B. Operational Definition of Variable

1. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is Guide Reading Procedure (GRP) Strategy which is defined as a strategy that develops students' awareness of themselves, their feeling and values, and the feeling and values of their fellow students.

2. Dependent Variable

Dependent variable is a variable that depend on the independent variable. It is the outcomes or results of influence of the independent variable. Dependent variable of this research is reading comprehension.

Moreover, based on the explanation above, in this research the researcher will use Guided Reading Procedure (GRP) Strategy to conduct a treatment for the students the eleventh grade of MA Ma`arif NU 02 Sidorejo East Lampung East Lampung. In addition, the researcher will collect the data by using a reading test.

C. Population, Sample and Sampling Strategy

1. Population

According to Alan S. Kaufman and Nadeen L. Kaufman, population is all individual of interest to the researcher. For example, a researcher may be interested in studying anxiety among lawyers³⁴. For obvious reasons, researcher is typically unable to study the entire population. The population of this study is all students of MA Ma`arif NU 02 Sidorejo East Lampung which consist of eight classes. The numbers of students in the eleventh grade are 115 students.

2. Sample

Elisabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for he study³⁵. The sample of

³⁴ Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology*. (Canada 2005) 8.

³⁵ Elisabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*.(USA, 2016) 1991.

this study includes two classes namely the experimental class and the control class. The experimental class is the eleventh grade of IPA 2 Class and the control class is the eleventh of IPA 1 Class. Therefore, the total numbers of students as the sample are 50 students.

3. Sampling Strategy

The researcher will use cluster random sampling strategy in this research. This strategy will be used to determine the sample that has the same characteristic. In addition, this strategy is not about personal but about the group or class. In the other words, each member of the population in this research has an opportunity to become a sample. This research is quasy-experimental study, so samples in this research are the class of the experimental class and the class of control group.

The steps for implementing cluster sampling are as follows:

- a. The researcher made several papers with the writing according to all class XI.
- b. Then the researcher selects several clusters according to the research being carried out through a systematic random sample selection.
- c. Then from several randomly selected class clusters, the researcher may choose to select several subjects from each class cluster at random to determine the control and experimental classes.

D. Data Collection Strategy

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

1. Test

The test used a multiple choice in which there are reading questions with a total of 20 questions. Tests are usually conducted using that survey element and determine how it works. There are two tests use in this research as follows:

a. Pre-Test

A pre-test will be given to students at the first meeting before treatment is carried out to measure and determine students' reading comprehension abilities before using the Guide Reading Procedure (GRP) learning strategy. In this study, the researcher gave a pre-test to students by asking students to do a reading test.

b. Post-Test

After giving the treatment, the researcher will administrate the post test to find out the result of the treatment whether the use of Guide Reading Procedure (GRP) strategy is effective or not to teach students' reading skill. The post-test will be in the form of reading test by asking the students to do the reading test. It was to find out whether there is significant difference between pre-test and post-test.

2. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit³⁶. The instrument which will be used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation method to get some information about:

- a. The history of MA Ma`arif NU 02 Sidorejo East Lampung East Lampung.
- b. The condition teachers and officials employees in MA Ma`arif NU 02 Sidorejo East Lampung East Lampung.
- c. The quantity of the students of MA Ma`arif NU 02 Sidorejo East Lampung East Lampung.
- d. The Organization structure of MA Ma`arif NU 02 Sidorejo East Lampung East Lampung.
- e. The regulation of MA Ma`arif NU 02 Sidorejo East Lampung..

3. Observation

Observation is a data collection tool that is done by observing and systematic recording. This method is expected to obtain detailed information about the learning process, facilities, teacher conditions, organizational structure and others at MA Ma'arif NU 02 Sidorejo, East Lampung

³⁶ Henning Kagermann, William Kinney, Kharlhein Kuiting, Claus-Peter Weber, *Internal Audit Handbook*,(Germany 2008) 432

E. Research Instrument

Creswell characterizes instrument may be a apparatus for measuring, watching, or recording quantitative data.³⁷ David moreover characterizes instrument as a instrument for measuring marvels, which is utilized to assemble and record data for appraisal, choice making, and eventually understanding. Futhemore, research instruments used in this research involves:

1. Instrument Blueprint

The instrument blueprint is a framework that is elaborated as the basis for policy making which includes setting goals and targets, formulating strategies, implementing programs and focusing on activities as well as steps or implementation that must be carried out. Instrument blueprint is the way to get the data that will useful for the reseacher to collage information from the field. Instrument in this research is design and adjusted with the indicators which have been specified. Moreover, instrument used in the test form that consists of multiple choice questions about text reading.

2. Instrument Calibration

Calibration of is the process of checking and adjusting the accuracy of measuring instrument by combining them with standars or benchmarks. It was needed to ensure that the measurement result are accurate and consistent with other instrument.³⁸ Therefore, the researcher used validity and reability. Validity is the development of sound evidence to

³⁷ John W Creswell, *Educational Research.*, (New York: Pearson, 2012), 151.

³⁸ Chung Chow Chan et al, *Analytical Method Validation and Instrument Performance Verification* (Ottawa: Wiley Interscience, 2004), 14.

demonstrate that the test interpretation of scores about the concept or construct that the test was assumed to measure matches was thesis. Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. In addition, reliability is the consistency or stability of test scores.³⁹ Research reliability was present when the same result would be obtained if the study were conducted again.

a. Reading Comprehension Test

To identify the students' reading comprehension of the eleventh grade of MA Ma'arif NU 02 Sidorejo East Lampung, the researcher will apply reading comprehension test. The test measures the ability of the students about the of reading comprehension.

The test consists of a pre-test and post-test which will be in the form of a multiple choice test.

b. Documentation

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

³⁹ Jon W. Creswell, *Educational Research : Planning, Conducting, Evaluating Quantitative and Qualitative Research : Fourth Edition* (Washington : Pearson Educational Limited, 2014), 159.

F. Data Analysis Strategy

1. Normality Test

Normality is to plot a cumulative frequency curve on special graph paper known as normal probability paper.⁴⁰

2. Homogeneity Test

Homogeneity is testing of the high importance for the certification of reference materials, as it should demonstrate the validity of the certified values and their and certainties in the analysis of individual units or portions.⁴¹

3. Hypothesis Testing

Hypothesis a guess made to test the logical or empirical outcome of a research. A hypothesis assist to explain the research problem and objective into a comprehensive explanation or prediction of the expected results of the study.

To answer the question “can the guide reading procedure (GRP) strategy give influence toward students’ in teaching reading comprehension at the eleventh grade of MA Ma`arif NU 02 Sidorejo East Lampung”, the researcher apply inferential statistic to determine the significant different between pre-test and post-test in experimental group. In testing the influences of an variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in

⁴⁰ James N Miller, Jane C Miller, *Statistics and Chemometrics for Analytical Chemistry*, (Harlow: Pearson Education Limited, 2010),62.

⁴¹ Jean Pauwels, Andree Lamberty, and Heinz Schimmel, *Homogeneity testing or reference materials*, Springer-Verlog Journal 3, no 1. (1998) :2.

investigating the influence variable X to variable Y in quasy experimental study the researcher will use SPSS 20

T - test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:⁴²

1. Opening SPSS 20 applications for windows
2. Loading the excel file by all the data
3. Opening show data view
4. Copying the grades of post test in the data view
5. Opening variable view by changing VAR 1 to be pre test and VAR.2 to be post test
6. Editing label VAR 1 to be pre test and VAR 2 to be post test
7. Selecting analyze, compare means, paired sample T Test
8. Moving pre test and post test to the right
9. Selecting OK

Independent Sample T Test Guidelines :

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

⁴² Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Profil of MA Ma`arif NU 02 Sidorejo East Lampung

1. The Description of Research Location

a. The Historical Background of MA Ma`arif NU 02 Sidorejo

MA Ma'arif NU 02 Sidorejo is a private secondary educational institution, with an Islamic perspective, affiliated with LP Ma'arif. MA Ma'arif Nu 02 Sidorejo is located on Jl. Ir. Sutami Km. 45 Lintas Panjang - Sribawono East Lampung. MA Ma'arif NU 02 Sidorejo was established on June 11th, 1989 and uses the national education curriculum and has been accredited B.

MA Ma'arif NU 02 Sidorejo is a private secondary education institution with an Islamic perspective affiliated with LP Ma'arif. MA Ma'arif Nu 02 Sidorejo is located on Jl. Ir. Sutami Km. 45 Long Cross - Sribawono East Lampung. MA Ma'arif NU 02 Sidorejo was established on June 11, 1989 using the national education curriculum and has been accredited B.

MA Ma'arif NU 02 Sidorejo was first led by Mr. Maryani BA, he became the principal of MA Ma'arif NU 02 Sidorejo from 1989 to 1994. The second school principal was Mr. Hj. Drs. Sudirman latif, he served as school principal from 1994 until 1999. The third principal was Drs. Sugito, with a term of office from 1999 until 2004. The fourth principal is Mr. Sutarso, S.Pd with a term of office from 2004

until 2014. The fifth principal is Mr. Muhamad Muslim Rois, S.Pd from 2014 until 2022. And the last school principal is Mr. Wahid Imam Rifai, M.Pd.I who has served as school principal from 2022 until now.

b. Vision and Mission of MA Ma`arif NU 02 Sidorejo East Lampung

Vision :

Compete to advance on the basis of knowledge, faith, piety and responsibility

Mission :

- 1) Growing appreciation and implementation of Islamic teachings
- 2) Carry out learning and guidance effectively
- 3) Fostering a spirit of competition for all madrasah residents
- 4) Develop students' potential to form characters that are in accordance with the vision of the madrasa
- 5) Develop skills in developing learning strategies
- 6) Carry out competencies to outstanding students
- 7) Carry out the development of learning resources

c. Total The Students Eleventh Grade at MA Ma'arif NU 02 Sidorejo

Table 2
Total the students Eleventh Grade MA Ma'arif NU 02 Sidorejo

No.	Class	Gender		Total
		Male	Female	
1	XI IPA 1	13	12	25
2	XI IPA 2	11	14	25
3	XI IPS 1	14	24	32
4	XI IPS 2	17	16	33
Total		55	66	115

2. Description of Research Data

Before the pre-test and post-test questions were tested on students, the researcher tested the validity and reliability of the pre-test and post-test items by testing them on class XI students of MA Ma'arif NU 02 Sidorejo. In this case the researcher asked 64 students to spell the test.

1) Validity Test Result

After obtaining the results of the question items done by the students, researcher conducted a validity test using SPSS version 20 through the Pearson Correlation test with steps (Analyze-Correlate-Bivariate). To determine whether an items is valid or not, it can be seen the significance value if the significance < 0.05 then the item is valid, if the significance > 0.05 then the item is invalid. From the calculation result of SPSS version 20 related to validity test through the Person Correlation test.

2) Reability Test Result

Reseacher after conducting reability test on pre test and post test question items by testing them on 29 student who had done the question used for validity test in conducting reability test reseacher using Cronbach Alpha in SPSS version 20

Based on the reability result using SPSS version 20 it is known that Cronbach Alpha is .976, it shows that the reability test result of the question items are more than 0,7. So, it can be concluded that the points of this test question are reliable.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	29	74.4
	Excluded ^a	10	25.6
	Total	39	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.976	40

This research was conducted on class XI students which consisted of two classes of about 25 students in the experimental class and 25 students in the control class. This research was conducted from May 4

to May 30, 2023. The researcher conducted the research in stages, as follows:

a. Pre Test

The pre test was carried out at the first meeting in class XI IPA 1 as a control class on Tuesday, 04 May 2023 at 09.00 and was carried out in class XI IPA 2 as an experimental class on Wednesday, 09 May 2023 at 08.00. The teacher opened the lesson by greeting the students. Then the teacher informed the students that the schedule of English lessons for XI IPA 1 and XI IPA 2 classes would be studied with the researcher starting from this first meeting.

At this first meeting the researcher first introduced the students, then the researcher gave a little explanation to the students that at this first meeting an initial test would be carried out to find out students' initial abilities in Factual Report Text material. The initial test was carried out for 1 x 35 minutes with a total of 20 multiple choice questions that had been tested for validity. The following are the results of the student pre test:

Tabel 3
Pre Test Result of Control Class

No	Control Class		Criteria
	Name	Score	
1	AOR	50	Low
2	ANS	20	Low
3	BS	30	Low
4	DP	45	Low
5	EP	40	Low
6	FA	35	Low
7	IR	20	Low
8	IRF	30	Low
9	KAA	50	Low
10	KA	30	Low
11	MANH	40	Low
12	MK	35	Low
13	MKK	50	Low
14	MA	60	Average
15	MNH	70	High
16	MSH	75	High
17	NF	45	Low
18	NSA	55	Low
19	PH	50	Low
20	R	45	Low
21	RS	30	Low
22	RK	35	Low
23	REP	55	Low
24	RF	55	Low
25	RDS	55	Low
Total		1.105	Incomplete
Average		44	

Table 4
Pre Test of Experimental Class

No	Experimental Class		Criteria
	Name	Score	
1	AMG	70	High
2	AP	60	Average
3	AK	45	Low
4	BTW	55	Low
5	DLNF	55	Low
6	DPS	40	Low
7	DU	55	Low
8	ETN	45	Low
9	ES	40	Low
10	FM	65	Average
11	FRH	65	Low
12	HA	45	Low
13	IMA	55	Low
14	MHM	35	Low
15	MNK	55	Low
16	MPA	60	Average
17	MAA	55	Low
18	MIZ	55	Low
19	MNI	50	Low
20	MAS	45	Low
21	MNH	55	Low
22	MZP	45	Low
23	MAZ	55	Low
24	NIN	75	High
25	NF	70	High
Total		1.350	Incomplete
Average		54	

b. Treatment

Before carrying out the learning process, the researcher conducted a pre-test on the two classes that had been determined as samples. This pre-test was conducted to determine students' initial knowledge before the learning process was carried out. From the results of the pre-test, the average value of the control class and

experimental class was obtained. After conducting the pre-test, the researcher carried out the learning process in the experimental class and control class by being given different treatment from factual report text material.

The researcher gave material about factual report texts to students of class XI IPA 2 as an experimental class. The first treatment was carried out on Tuesday 16th May 2023, the second treatment was carried out on Tuesday 23rd May 2023, and the last treatment was carried out on Tuesday 30 May 2023. The treatment was carried out by an English teacher at MA Ma'arif NU 02 Sidorejo by applying Guide Reading Procedure (GRP) strategy assisted by researchers.

c. Post Test

The post-test was carried out in class XI IPA 1 on Thursday, 25 May 2023 at 09.00. The post-test was carried out in class XI IPA 2 on Tuesday, 30 May 2023 at 08.00. The post-test is given to obtain data and find out whether there are differences or 'not in the application of the Guide Reading Procedure (GRP) strategy in learning. The final test was carried out for 1 x 35 minutes. The questions are the same as the pre-test questions, namely 20 multiple choice questions.

After doing the Post-test of the two classes, it can be seen that from the average value. The average post-test score in the experimental class was 74.60 while the post-test score in the control class was 60.80. So it can be said that the learning outcomes in the experimental class

experienced a significant increase in value while the control class also experienced an increase even though it was not optimal, this is clear by looking at the increase in student learning outcomes that have been obtained. The following is a result of the post-test results for the control class and the experimental class :

Table 5
Post Test of Control Class

No	Control Class		Criteria
	Name	Score	
1	AOR	75	High
2	ANS	50	Low
3	BS	50	Low
4	DP	70	High
5	EP	40	Low
6	FA	60	Average
7	IR	70	High
8	IRF	65	Average
9	KA	55	Low
10	KA	50	Low
11	MANH	85	High
12	MK	65	Average
13	MKK	40	Low
14	MA	65	Average
15	MNH	75	High
16	MSH	60	Average
17	NF	70	High
18	NSA	60	Average
19	PH	80	High
20	R	60	Average
21	RS	50	Low
22	RK	65	Average
23	REP	60	Average
24	RF	50	Low
25	RDS	50	Low
Total		1.520	Incomplete
Average		61	

Table 6
Post Test of Experimental Class

No	Experimental Class		Criteria
	Name	Score	
1	AMG	75	High
2	AP	80	High
3	AK	90	High
4	BTW	65	Average
5	DLNF	55	Low
6	DPS	70	High
7	DU	75	High
8	ETN	80	High
9	ES	90	High
10	FM	65	Average
11	FRH	75	High
12	HA	85	High
13	IMA	60	Average
14	MHM	70	High
15	MNK	70	High
16	MPA	80	High
17	MAA	75	High
18	MIZ	80	High
19	MNI	65	Average
20	MAS	90	High
21	MNH	80	High
22	MZP	65	Average
23	MAZ	80	High
24	NIN	65	Average
25	NF	80	High
Total		1.865	Complete
Average		75	

Figure 2
Class Experiment Posttest Result Diagram

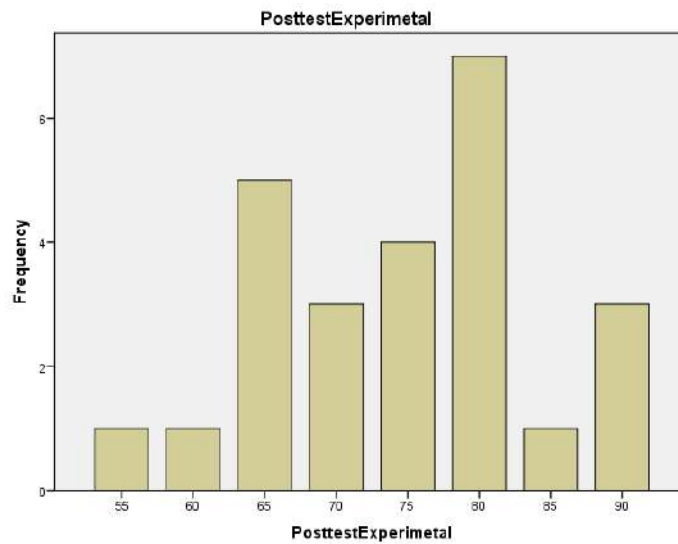
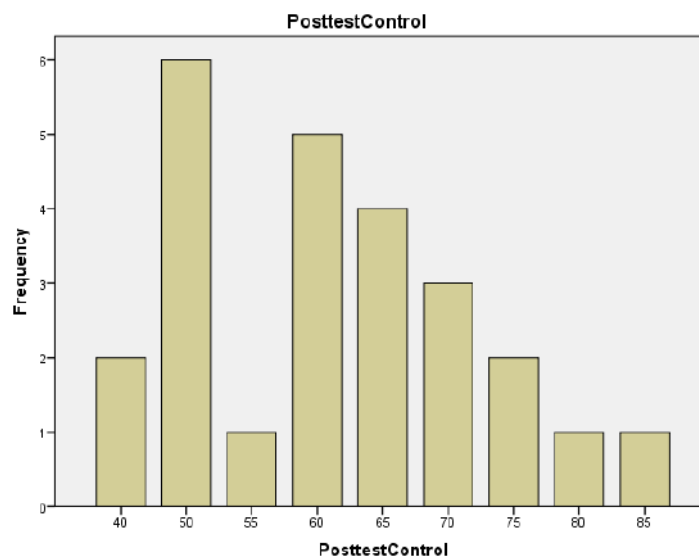


Figure 3
Class Control Post test Result Diagram



3. Hypothesis Test

a. Normality Test Result

The normality test in this study is to test the assumption that the sampling distribution data from the sample average approaches or

follows the normality of the population. Because of that, the researcher conducted a normality test for student test results by carrying out the *Kolmogorov-Smirnov* test.

To find out whether research data tends to be normally distributed, use the Kolmogorov-Smirnov test through SPSS Version 2.0 with test criteria, if the significance value (Sig) is > 0.05 , it means that the data is normally distributed. Conversely, if the significance value (Sig) < 0.05 , the data is declared to be not normally distributed.

Table 7
The Normality Result Test By Using SPSS

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Grade	Experimetalclas s	.156	25	.119	.949	25	.232
	ControlClass	.142	25	.200*	.964	25	.498

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source : the result of test normality)

Based on the table, it is shown that the data is normally distributed with a significant level of more than 0.05, namely = 0.119 and 0.200 that is more than 0.05 in *Kolmogorov-Smirnov*

4. Homogeneity Test Result

In SPSS, the homogeneity test is one of the tests carried out to find out the statistical data groups. This test is used to ensure that the data group being tested comes from the same sample. Homogeneity test was carried out to find out whether the variations between the groups tested were different or not, the variations were homogeneous or heterogeneous. The researcher conducted a homogeneity test using the Levene Statistical test in SPSS Version 20. The basis for making decisions in the homogeneity test is:

- a. If the significance value is <0.05 , then it is said that the variances of the two or more data groups are not the same.
- b. If the significance value is > 0.05 , then it is said that the variances of two or more data groups are the same.

Table 7
The Result of Homogeneity Test by Using SPSS

Test of Homogeneity of Variance

Grade			
Levene Statistic	df1	df2	Sig.
.873	1	48	.355

(Source : the result of homogeneity test)

Based of the table it can be seen that the results of the homogeneity test were 0.355 which means greater than 0.05, namely $p = 0.355 > 0.05$. So, it can be said that both variables are homogeneous.

5. Independent Sample T-Test

After testing the data population using the normality test and homogeneity test, a hypothesis test was carried out using the t-test. The researcher conducted a t-test on the test results in the experimental class and the control class. In this case the researcher conducted an *Independent Sample T-Test*. Independent sample t-test is used when there are two experimental conditions and different participant⁴³.

The researcher performs the calculation through SPSS Version 2.0 by conducting the t test (Independent Sample T Test), while the steps in SPS are (Analyze-Compare means-Rater-Independent Sample t-test- Rater 1- Test Variable- Rater 2-Grouping Variable- Define Groups- Group 1- 1- Group 2- 2- Countinue- Ok) processing to carry out the independent sample t-test If the value of Sig (2-tailed) < 0.05, it is proven that there is appositve and significant effet from use ofvariable X on Y. The following is a table of results from the SPSS independent Sample T-test :

⁴³ Andy Field, *DISCOVERING STATISTICS USING SPSS : THIRD EDITION* (Los Angeles :SAGE, 2004),325.

Table 9
The Result of Independent Sample T-test using SPSS

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grade	Equal variances assumed	.873	.355	4.587	48	.000	13.800	3.008	7.751	19.849
	Equal variances not assumed			4.587	45.980	.000	13.800	3.008	7.744	19.856

Critical Value of t -table

Level of Significant	5%	1%
<i>Df</i>	0.2000	0.3301

Based on the calculation results of SPSS Version 20, it is known that the Sig.(2-tailed) value is .000, meaning that the value is <0.05 . The results of the independent sample test can be seen that the calculated t observed is 4,587. In this case the researcher compares t observed with t table, and to determine the size of t table the researcher uses df (degree of freedom). Based on the results of t table at a significant level of 5% for df 50 is 2, it means that t observed $>$ t table because t count is $4,587 >$ t table 2,000 in other words H_a is accepted H_o is rejected.

So it can be concluded that there is positive and significant of using the Guide Reading Procedure (GRP) strategy on reading comprehension of class IX MA Ma'arif NU 02 Sidorejo students.

B. Discussion

The discussion of the results this study focuses on the effect using Guide Reading Process (GRP) strategy on the reading comprehension of class XI students of MA Ma'arif NU 02 Sidorejo. Based on data analysis carried out with SPSS Version 20 it is known that the Sig.(2-tailed) value is .000, meaning that the value is <0.05 . Independent sample test can be seen that the calculated t observed is 4,587. In this case the researcher compares t observed with t table, and to determine the size of t table the researcher uses df (degree of freedom). The results of t table at a significant level of 5% for df 50 is 2, it means that t observed $>$ t table because t observed is $4,587 >$ t table 2,000 in other words H_a is accepted H_o is rejected. So, it can be concluded that there is an influence of variable (X) on variable (Y), namely the influence of guide reading procedure (GRP) strategy on the students' reading comprehension of eleventh grade at Ma Ma'arif NU O2 Sidorejo.

In addition, the use of the Guide Reading Procedure (GRP) strategy in learning can make it easier for students to understand the materials according to the indicators in the syllabus effectively. That's because Guided Reading Procedure (GRP) is an activity that makes students interact and review informational texts they have read before⁴⁴, so that students will easily understand reading and improve students' reading comprehension.

⁴⁴ Persida Himmele and William Himmele, *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners* (Alexandria: ASCD, 2009), 53.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, it can be seen that there is a significant influence of using the Guide Reading (GRP) strategy on the reading comprehension of class XI students of MA Ma'arif NU 02 Sidorejo. This can be seen from the t-observed value of 4.587 while the t-table is at a significant level of 5%, which is 2,000, which means that $t\text{-observed} > t\text{-table}$. This shows that H_0 was rejected, H_a was accepted, in other words, there was an effect of using the Guide Reading Procedure (GRP) strategy on the students reading comprehension of eleventh grade MA Ma'arif NU 02 Sidorejo.

In addition, the sig.(2-tailed) value obtained from the independent sample t test is .000. it shows that the significance value < 0.05 . This shows that H_0 is rejected, H_a is accepted, therefore it can be concluded that there is an influence between variable (X) and variable (Y), namely the influence of using the Guide Reading Procedure (GRP) on the students reading comprehension of eleventh grade at MA Ma'arif NU 02 Sidorejo.

B. Suggestion

After the researcher finished conducting research on students in class XI MA Ma'arif NU 02 Sidorejo, the researcher would like to provide the following suggestions:

1. For the principal

- a. Principals are advised to support the process of learning English by providing complete facilities and instruments.
- b. Principals are advised to adapt and improve the English syllabus based on real problems faced by students.

2. For Teachers

- a. It is better if the teacher uses the Guide Reding Procedure (GRP) strategy in teaching English material, especially in reading activities, because it is able to build student interaction so that it is easier to understand the material.
- b. It is recommended for teachers to provide knowledge to students who will be taught active in every process of learning English.

3. For Students

- a. It is suggested to develop their passion and ability in reading comprehension in order to be successful and easy to learn English.
- b. This strategy can advance students in learning English, especially learning English material given.
- c. To be more active in learning English by implementing the Guide Reading Procedure (GRP) strategy because it can help students to enjoy following the material provided given by the teacher and easy to understand the material presented by the teacher.

4. For School

- a. Researchers really hope that this research can contribute to schools, such as good inspiration for further studies in teaching reading comprehension performance.
- b. Schools are advised to carry out further studies on the use of the Guide Reading Procedure (GRP) Strategy by teachers in teaching reading comprehension.

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APPENDICES

Profile of MA Ma'arif NU 02 Sidorejo

1. Name of school : MA Ma'arif NU 02 Sidorejo
2. NSM/NPSN : 131218070019 / 10816319
3. Accreditation: Accredited B
4. Complete address : Jl. Ir. Sutami Km. 45 Lintas Panjang – Sribhawono,
Sidorejo Village Sekampung Udik District East Lampung Regency Lampung
province
5. NPWP : 63.605.580.6.321.000
6. Principal's Name : H. Wahid Imam Rifai, M.Pd.I
7. Foundation Name : Ma'arif Educational Institution
8. No. Foundation Establishment Deed : 103 Dated January 15, 1986
9. Land Ownership :
 - a. Land Status : Owned
 - b. Land area : 5000 M2
10. Building Status : Owned
11. Building Area : 1500 M2
12. Email : mamaarifnusidorejo@gmail.com
13. Post Code : 34183

Teachers and Staff of MA Ma'arif NU 02 Sidorejo

Total of teachers and staff at MA Ma'arif NU 02 in 2023 is 34 as follows:

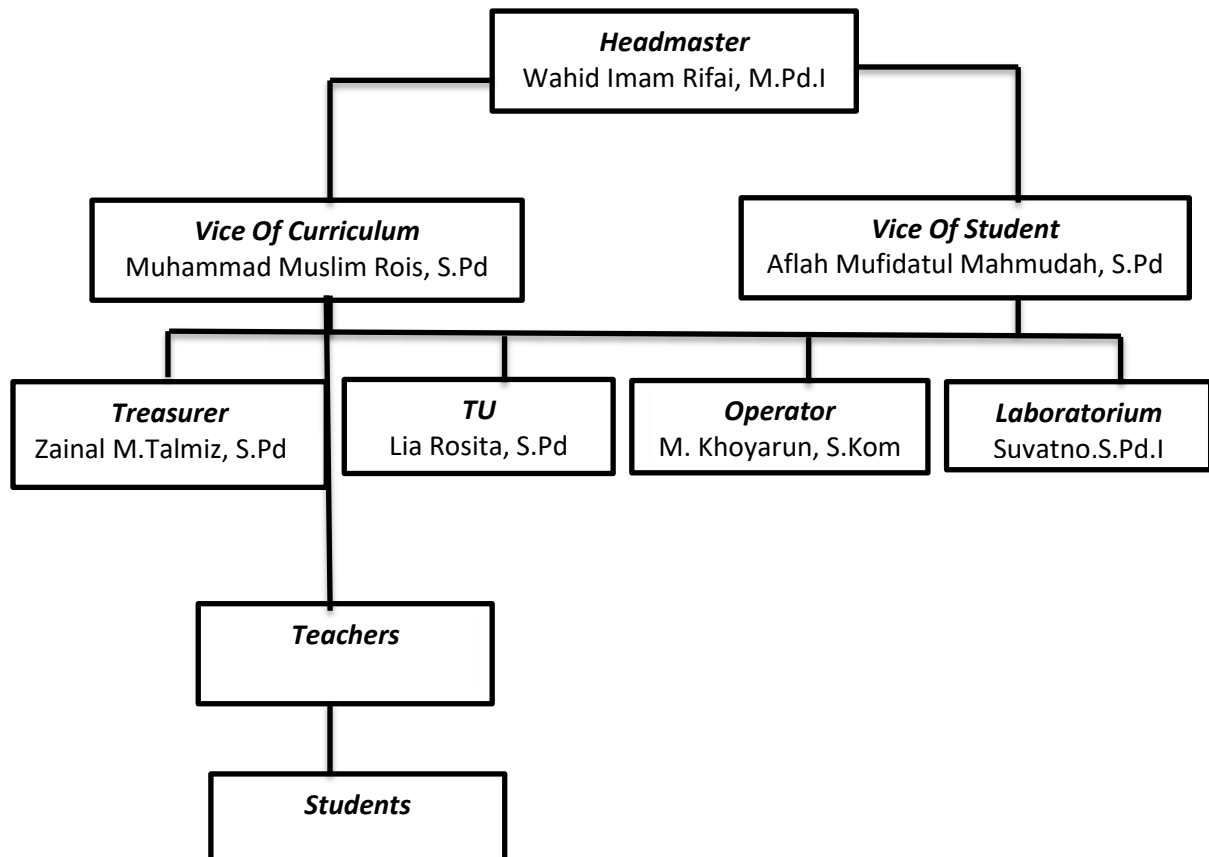
No.	Name	The Date Of The Birth
1	Wahid Imam Rifai, M.Pd.I	Sidorejo, 1985-11-27
2	Muhammad Muslim Rois, S.Pd	Sidorejo, 1980-09-05
3	Aflah Mufidatul Mahmudah, S.Pd	Klaten, 1992-06-26
4	Suyatno, S.Pd.I	Bauh Gunung Sari, 1982-06-18
5	Lia Rosita, S.Pd	Sidorejo, 1991-02-07
6	Wahyudin, S.Pd.I	Kediri, 1962-05-12
7	Umi Kompriatin, S.Pd.I	Taman Fajar, 1969-12-27
8	Sutriyono, S.Pd.	Bandar Agung, 1973-01-11
9	Siti Nurhayati, S.Pd	Bandar Agung, 1983-12-30
10	Masliah, S.Pd.	Tebing, 1967-01-02
11	Ummu Habibah, S.Pd.I	Sidorejo, 1984-09-02
12	Imam Muhtadi, S.Pd.I	Pugungraharjo, 1984-05-12
13	Nurkholis, S.Pd	Sukadana, 1970-10-21
14	Katino, S.Pd	Tugu, 1967-08-09
15	Sus Wiwik, S.Pd	Blitar, 1969-05-03
16	Asngari, S.Pd	Metro, 1963-09-06
17	Suprapti, S.Pd	Bandar Agung, 1993-12-12
18	Vera Priechielia Putri Aswi, S.Pd	Sidorejo, 1993-01-03
19	Fajar Arrasyid, S.Pd	Metro, 1994-05-10
20	Nurul Hidayah, S.Pd	Sribhawono, 1995-07-06
21	Kusmiati, S.Kom	Sidorejo, 1990-12-08
22	Eni Anggraini, S.Pd.I	Palembang, 1989-08-26
23	Ma'rifatul Amanah, S.Pd.I	Sidorejo, 1995-02-23
24	Zainal Miftahudin Talmiz, S.Pd	Bandar Agung, 1991-10-20
25	Wahyu Utomo, S.Pd	Tanjung Harapan, 1996-03-08
26	Tri Vera Aviari, S.Pd	Tanjung Agung, 1981-01-25
27	Yuliastina Hamzah, S.Pd	Mataram Baru, 1993-12-10
28	Nailul Fadhila, S.Pd	Pugung Raharjo, 1999-02-27
29	Enno Rahma Budiyo, S.Pd	Sidorejo, 1998-01-18
30	Firman Amin Rosyidin, S.Sos	Sidorejo, 1997-08-27
31	Dian Kurniasih, S.HI	Banyuwangi, 1965-07-19
32	Ilyas, S.Pd	Trenggalek, 1963-02-01
33	Muhammad Khoyarun, S.Kom	Bauh Gunung Sari, 1990-07-07
34	Reza Wahyudi, S.Kom	Sidorejo, 1997-03-15

Condition of Facilities

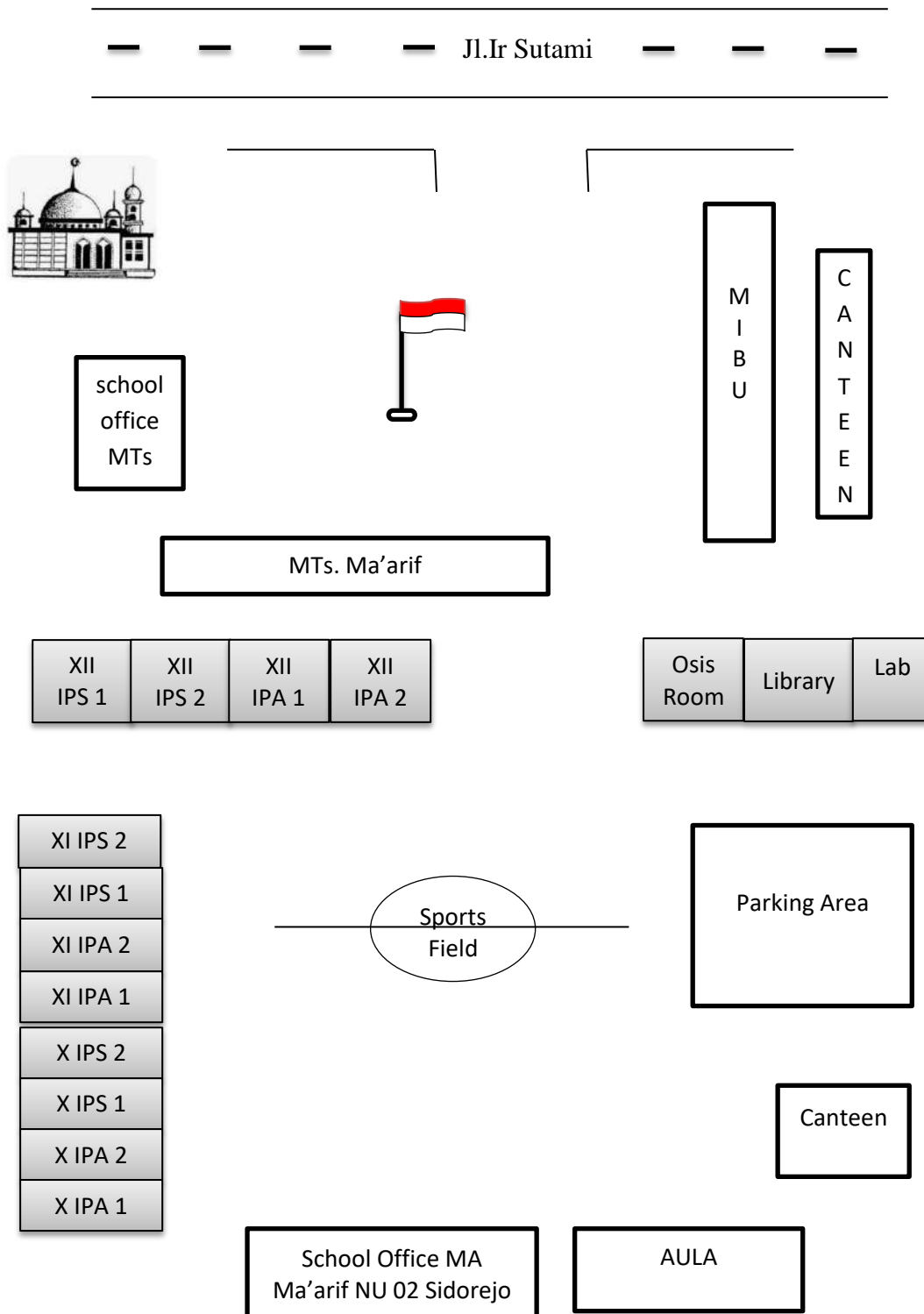
The condition of facilities in MA Ma'arif NU 02 Sidorejo is stated as follows:

No	Facilities	Total
1	Mosque	1
2	Classroom	12
3	Library	1
4	Osis room	1
5	Aula	1
6	Canteen	1
7	Students' Toilet	4
8	Teachers' Toilet	1
9	Field ceremony	1
10	Sports field	1
11	Headmaster room	1
12	Teacher room	1
13	Parking area	1

Organization Structure of MA Ma'arif NU 02 Sidorejo



Location MA Ma'arif NU 02 Sidorejo



SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
 Kelas : XI
 Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemansusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Memertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk</p>	4 x 2 JP	<ul style="list-style-type: none"> • Koran/ majalah berbahasa Inggris • Sumber dari Internet: www.dailycenglish.com http://americaneenglish.state.gov/files/ae_resource_file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	Mengeksplorasi Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. Mengasosiasi • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Komunikasi • Siswa menyalin teks report yang diduplikannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		- http://learnen.glish.britishcouncil.org/en/

APPENDIX 1

Lesson Plan

Sekolah : MA Ma'arif NU 02 Sidorejo
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2 (Dua)
 Materi Pokok : Factual Report Text (Animal)
 Alokasi Waktu : 1 × 2 Jam Pertemuan

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk

menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam report text, sesuai dengan konteks penggunaannya.

3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial report text dengan menyatakan dan menanyakan tentang report text tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI. INDIKATOR KOMPETENSI DASAR 3.7 & 3.9

- Siswa dapat menentukan inti dari report text berdasarkan konteks dan kegunaan.
- Siswa dapat mengidentifikasi karakteristik dari report text dengan tepat.

4.13 Menangkap makna dalam report text, lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Mata pelajaran lain di Kelas XI.

C. INDIKATOR KOMPETENSI DASAR 4.11 & 4.13

- Siswa dapat menangkap makna dalam report text lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial terkait dengan mata pelajaran di kelas XI.

D. Tujuan Pembelajaran

Siswa dapat menentukan inti dari report text sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. Materi Pembelajaran

- a. Materi Pokok: Scientific Factual Report Text
- b. Fungsi Sosial:
 - Mengamati alam
 - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam
- c. Struktur:
 - Purpose
To presents information about something as a result of systematic observation and analysis.
 - Text organization
 1. General classification: To introduces the topic of the report
 2. Identification: Give the information which will be discussed in

detail. e.g.: shape/form, parts, behaviour, habitat, etc.

- Language features
 1. The use of general nouns. e.g.: komodoes, computers, orchids
 2. The use of relating verbs. e.g.: is, are, has
 3. The use present tenses
 4. The use of behavioural verbs
 5. The use of technical terms

F. Strategi

Strategi Pengajaran : Guide Reading Procedure (GRP)

G. Media, Alat, dan Sumber Pembelajaran

- a. Alat : Worksheet
- b. Sumber pelajaran: Buku relevan

H. Langkah-Langkah Pembelajaran

1. Kegiatan Pembuka (10 Menit)
 - a. Orientasi
 - b. Apersepsi
 - c. Motivasi
 - d. Pemberian Acuan
2. Kegiatan Inti (60 Menit)

No.	Kegiatan Siswa	Kegiatan Guru
1.	Observing / Mengamati: <ul style="list-style-type: none"> • Siswa menyimak contoh report text berwarna yang disediakan. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan report text. • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu. 	<ul style="list-style-type: none"> • Guru memberikan contoh report text berwarna dalam bahasa Inggris. • Guru membimbing siswa untuk mengamati fungsi sosial, struktur dan unsur kebahasaan report text. • Guru membimbing siswa untuk menentukan gagasan utama, dan informasi rinci dan informasi tertentu.
2.	Questioning / Mempertanyakan: <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan 	<ul style="list-style-type: none"> • Guru membimbing siswa untuk bertanya tentang tujuan, struktur, dan unsur kebahasaan yang digunakan dalam report text.

	<p>tersebut.</p> <ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari report text. 	
3.	<p>Associating / Menalar:</p> <ul style="list-style-type: none"> Siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa report text. Siswa mengelompokkan struktur, fungsisosial dan unsur kebahasaan teks berdasarkan penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analistentang fungsi sosial, struktur, dan unsur kebahasaan dari teks yang disampaikan. 	<ul style="list-style-type: none"> Guru membimbing siswa untuk menganalisis struktur dan unsur bahasa yang ada dalam beberapa teksreport.
4.	<p>Experiment / Eksplorasi:</p> <ul style="list-style-type: none"> Siswa secara berkelompok membaca contoh dari report text yang diberikan oleh guru dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. Siswa memahami contoh report text yang diberikan oleh guru sesuai dengan waktu yang telah ditentukan Siswa mengembalikan contoh report text kepada guru setelah waktu yang ditentukan berakhir Siswa meriwiev ulang isi dari report text yang telah dibaca sebelumnya sesuai yang diingatnya secara berkelompok. 	<ul style="list-style-type: none"> Guru menerapkan strategi Guide Reading Procedure (GRP) dalam kegiatan belajar siswa. Guru membagi kelas menjadi kelompok kecil & memberikan materi yang akan diajarkan Guru membimbing siswa untuk menjawab pertanyaan.

	<ul style="list-style-type: none"> Salah satu siswa sebagai perwakilan kelompok maju kedepan kelas untuk meriview ulang contoh dari report text. 	
5.	Networking / Mengkomunikasikan: <ul style="list-style-type: none"> Siswa menyampaikan hasil membacabeberapa report text dengan di depan kelas. 	<ul style="list-style-type: none"> Guru meminta siswa untuk mempresentasikan di depan kelas.

3. Kegiatan Penutup (10 Menit)

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan tentang pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

I. Materi untuk Animal Factual Report Text

- Pemberian materi tentang animal factual report text.
- Tugas

Read the report text bellow!

Elephant

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight

Source: https://roboguru.ruangguru.com/forum/an-elephant-is-the-largest-and-strongest-animals-it-is-a-strange_FRM-CN8BU0C0

J. Penilaian

1. Teknik Penilaian
 - a. Sikap : Penilaian Observasi
 - b. Pengetahuan : Tes Tulis
 - c. Keterampilan : Penilaian Unjuk Kerja/Praktek

Guru Mata Pelajaran



Siti Nurhayati, S.Pd

Metro, 03 Mei 2023
Mahasiswa Peneliti



Mustika Mir'atul Hidayah

Mengetahui,

Kepala MA Ma'arif NU 02 Sidorejo



WAHID MAM RIVAL, M.Pd.I

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

APPENDIX 2

Lesson Plan

Sekolah : MA Ma'arif NU 02 Sidorejo
 Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/2 (Dua)
 Materi Pokok : Factual Report Text (Plant)
 Alokasi Waktu : 1 × 2 Jam Pertemuan

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.4 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.5 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.6 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam report text, sesuai dengan konteks penggunaannya.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial report text dengan menyatakan dan menanyakan tentang report text tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI. INDIKATOR KOMPETENSI DASAR 3.7 & 3.9
- Siswa dapat menentukan inti dari report text berdasarkan konteks dan kegunaan.
 - Siswa dapat mengidentifikasi karakteristik dari report text dengan tepat.
- 4.13 Menangkap makna dalam report text, lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Mata pelajaran lain di Kelas XI.

C. INDIKATOR KOMPETENSI DASAR 4.11 & 4.13

- Siswa dapat menangkap makna dalam report text lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial terkait dengan mata pelajaran di kelas XI.

D. Tujuan Pembelajaran

Siswa dapat menentukan inti dari report text sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. Materi Pembelajaran

- a. Materi Pokok: Scientific Factual Report Text
- b. Fungsi Sosial:
 - Mengamati alam
 - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam
- c. Struktur:
 - Purpose
To presents information about something as a result of systematic observation and analysis.
 - Text organization
 1. General classification: To introduces the topic of the report

2. Identification: Give the information which will be discussed in detail. e.g.: shape/form, parts, behaviour, habitat, etc. Language features
3. The use of general nouns. e.g.: komodoes, computers, orchids
4. The use of relating verbs. e.g.: is, are, has
5. The use present tenses
6. The use of behavioural verbs
7. The use of technical terms

F. Strategi

- a. Strategi Pengajaran : Guide Reading Procedure (GRP)

G. Media, Alat, dan Sumber Pembelajaran

- a. Alat : Worksheet
- b. Sumber pelajaran: Buku relevan

H. Langkah-Langkah Pembelajaran

1. Kegiatan Pembuka (10 Menit)
 - a. Orientasi
 - b. Apersepsi
 - c. Motivasi
 - d. Pemberian Acuan
2. Kegiatan Inti (60 Menit)

No.	Kegiatan Siswa	Kegiatan Guru
1.	Observing / Mengamati: <ul style="list-style-type: none"> • Siswa menyimak contoh report text berwarna yang disediakan. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan report text. • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu. 	<ul style="list-style-type: none"> • Guru memberikan contoh report text berwarna dalam bahasa Inggris. • Guru membimbing siswa untuk mengamati fungsi sosial, struktur dan unsur kebahasaan report text. • Guru membimbing siswa untuk menentukan gagasan utama, dan informasi rinci dan informasi tertentu.
2.	Questioning / Mempertanyakan: <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, 	<ul style="list-style-type: none"> • Guru membimbing siswa untuk bertanya tentang tujuan, struktur, dan unsur kebahasaan yang

	<ul style="list-style-type: none"> Salah satu siswa sebagai perwakilan kelompok maju didepan kelas untuk meriview ulang contoh dari report text. 	
5.	Networking / Mengkomunikasikan: <ul style="list-style-type: none"> Siswa menyampaikan hasil membacabeberapa report text dengan di depan kelas. 	<ul style="list-style-type: none"> Guru meminta siswa untuk mempresentasikan di depan kelas.

3. Kegiatan Penutup (10 Menit)

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan tentang pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

I. Materi untuk Plant Factual Report Text

- Pemberian materi tentang Plant factual report text.
- Tugas

Read the report text bellow!

Mangrove Trees

A mangrove is a tropical maritime tree or shrub of the genus *Rhizophora*. Mangroves have special aerial roots and salt-filtering tap roots that enable them to thrive in brackish water (brackish water is salty, but not as salty as seawater).

There are several species of mangrove trees found all over the world. Some prefer more salinity, while others like to be very close to a large fresh water source (such as a river). Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Others are more sensitive to salinity, and grow closer to the shore. Other species grow on dry land, but are still part of the ecosystem.

Mangroves need to keep their trunk and leaves above the water line. Yet they also need to be firmly attached to the ground so they are not moved by waves.

There are three types of mangrove roots that help in this process. The first is mangrove supports roots which directly pierce the soil. The next is mangrove level-growing roots which twist upward and downwards, with the upward

twists emerging on the water surface, and the last is mangrove level-growing roots whose downward twists (sub-roots) appear on the water surface.

Any part of a root that appears above the water line channels oxygen to the plant bellow the water. Over time as soil begins to build up, these roots produce additional roots that become embedded in the soil.

Source :<https://quizizz.com/admin/quiz/5d70f177495a31001c679694/report-text>

J. Penilaian

1. Teknik Penilaian

- a. Sikap : Penilaian Observasi
- b. Pengetahuan : Tes Tulis
- c. Keterampilan : Penilaian Unjuk Kerja/Praktek

Guru Mata Pelajaran

Metro, 03 Mei 2023
Mahasiswa Peneliti

Siti Nurhayati, S.Pd

Mustika Mir'atul Hidayah



Mengetahui,

Kepala MA Ma'arif NU 02 Sidorejo

WAHID IMAM RIFAL, M.Pd.I

Blueprint of Documentation

Purpose : Blueprint of documentation is used to collect data related to complementary data on the research location, namely at Ma Ma'arif NU 02 Sidorejo.

No	Aspects of Documentation
1	History of the establishment of Ma Ma'arif NU 02 Sidorejo
2	Vision and Mission of Ma Ma'arif NU 02 Sidorejo
3	Organizational structure of Ma Ma'arif NU 02 Sidorejo
4	Facilities and infrastucture of Ma Ma'arif NU 02 Sidorejo
5	Number of students of Ma Ma'arif NU 02 Sidorejo

Documentation Sheet

Purpose : This Documentation Sheet is used as a guide to collect complete data about the identity of the Ma Ma'arif NU 02 Sidorejo.

No	Aspects of Documentation	Available	Inavailable
1	History of the establishment of Ma Ma'arif NU 02 Sidorejo	✓	
2	Vision and Mission of Ma Ma'arif NU 02 Sidorejo	✓	
3	Organizational structure of Ma Ma'arif NU 02 Sidorejo	✓	
4	Facilities and infrastucture of Ma Ma'arif NU 02 Sidorejo	✓	
5	Number of students of Ma Ma'arif NU 02 Sidorejo	✓	

The Blueprint of Reading Comprehension

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

The Blueprint of Reading Comprehension

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

PRE TEST

The following test is for question 1 to 5.

Purple passion fruit is a small, oval to round shaped fruit, approximately two to three inches in diameter at maturity. The fruit's skin is smooth, yet dimpled and at peak maturity can be heavily wrinkled. The skin's colour varies with hues of dark purple and red. Below the skin is a cottony white peel. The interior seed cavity of purple passion fruit is filled with edible yellow to green jelly and medium sized black seeds. Its pulp is highly aromatic and it also has a tropical sweet tart flavour with nuances of pineapple, papaya, mango, and guava.

Purple passion fruit are prized for the jelly-like pulp they contain, which can be used raw or cooked in a number of dessert and beverage preparations. Slice in half and use a spoon to remove the gelatinous contents. Both the pulp and seeds are edible and ready to eat. For a less tart flavour, add a little sugar and cream to it before serving. Serve purple passion fruit through cheese cloth. The seed free pulp of the purple passion fruit can be cooked down to make syrup for use in beverages, sauces, soups, preserves, sherbets, pie fillings, frosting, marshmallows and cakes.

Purple passion fruit is a subtropical fruit native to southern Brazil, Paraguay and northern, northern Argentina. Purple passion fruit thrives in warm to hot climates that experience moderate rainfalls and rare frost. Commercial production today comes out of India, New Zealand, the Caribbean, Brazil, Columbia, Ecuador, Indonesia, Australia, Peru, Africa, Israel and in the United States from Florida and California.

1. What the main idea of paragraph 1 ?
 - A. Purple passion fruit is a subtropical fruit native to southern Brazil
 - B. Purple passion fruit is a small oval to round shaped fruit
 - C. Its pulp is highly aromatic
 - D. Purple passion fruit through cheese cloth
2. After reading the text, the writer hopes that the readers
 - A. know where the purple passion fruit are
 - B. interested in tasting the purple passion fruit
 - C. can tell the history of the Purple passion fruit
 - D. know a clear description about the Purple passion fruit
3. What is the main idea of paragraph 2 ?
 - A. The taste of the purple passion fruit
 - B. The origin of the purple passion fruit

- C. The way to consume the purple passion fruit
 - D. The description of the purple passion fruit.
4. The skin of the purple passion fruit starts wrinkled when they are
 - A. raw
 - B. dry
 - C. ripe
 - D. rotten
 5. "... **its** also has a tropical sweet tart flavour ..." (Paragraph 1)
The word "it" refers to
 - A. the jelly
 - B. the pulp
 - C. the black seed
 - D. the purple passion fruit

The following test is for question 6 to 9.

This day the people of Pangkal Pinang can enjoy an iconic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Bhayangkara Park of Pangkal Pinang Bangka Belitung or Babel Bhay Park. Babel Bhay Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sets beside the Police Force Headquarter of Bangka Belitung Region. The Area of the park is only rented for a year and the contract will possibly be extended for public need. This park makes the office complex become more attractive and beautiful.

This park has several places to relax and take pictures for your social medias with several unique themes. This makes many people interested in visiting the place. Those themes are named based on the divisions in Polda Kepulauan Bangka Belitung. The are Traffic Park from Drlantas Polda Babel, Hobbit House from Sarpras Polda Babel, Bird Park from Brimob Polda Babel, Outdoor Playground from Ditreskrimsus Polda Babel and many other parks.

The are also a jogging track around the lake, unique photo spots and cafe made of containers as its decorations. Visitors may have several activities there. This park can be an education place for children. They can play and learn about the traffic regulation there.

6. People will be interested to visit the place because of (Paragraph 2)
 - A. the letters of Babel Bhay Park
 - B. the education place for children
 - C. the unique theme park
 - D. the decoration of the cafe
7. The theme park get their names from....
 - A. the attractions the parks have
 - B. the location near the police headquarter

- C. the social medias voting
 - D. the names of the police divisions
8. What exercise can visitors do in the park?
- A. Jogging
 - B. Bowling
 - C. Diving
 - D. Swimming
9. ” the contract will possibly be **extended** for public need.”
The underlined word has the closest in meaning to
- A. enlarged
 - B. widened
 - C. lengthened
 - D. straightened

The following test is for question 10 to 13.

National Jamboree

National Jamboree is my unforgettable experience. I joined the Tenth National Jamboree in 2016 when i was in the seventh grade. After i passed the scouting test in the Regency Council, I started the training for about four months. There were also several other students from other schools who passed the test.

The jamboree was held in Bumi Perkemahan Cibubur, in August,2021. My Friends, scoutmasters and i went there a week before the jamboree started. The scoutmasters said that it was necessary to adapt to the environment. There were several other patrols that came from other regencies, they had come several days before us.

The participatans came from almost all regencies in indonesia. There, we met and knew people from other regencies or provinces in indonesia. There was an activity to present the culture of each regency. This activity was like a parade. We learned many cultures and felt in love with indonesia even more. The theme of the jamboree was ‘ Gembira, Keren, Asyik’. That was perfectly reflected on the activities because i felt so. There, we also learned important knowledge and life skills, such as friendship, destinations, such as Lubang Buaya Museum, Monumen Nasional (Monas) and Taman Mini Indonesia Indah (TMII).

10. The word “**they**” had come several days (Paragraph 2) refers to...
- A. The participant
 - B. The Jamboree
 - C. Several other patrols
 - D. Scoutmasters
11. National Jamboree is my *unforgettable* experience. Antonym of the word is....

- A. Forget
 - B. Memorable
 - C. impressive
 - D. Remember
12. Why did the writer have to come earlier?
- A. To make friends with other members
 - B. To give them advantages in the activities
 - C. To know the Indonesian culture
 - D. To be used to the environment
13. ".... it was necessary to **adapt** to the environment."
- The bolded word is similar in meaning to ...
- A. alter
 - B. adjust
 - C. merge
 - D. survive

The following text is for question 14 to 17.

There is a very popular place among couples. It is Heart Reef, in the Great Barrier Reef of the Whitsundays, Australia. Heart Reef is a stunning composition of coral that has naturally formed into shape of a heart. Located in Hardy Reef, Heart Reef is best experienced from the air by helicopter or seaplane, as visitors are unable to snorkel or dive there due to its protected status. Many tour companies will combine a scenic flight over Heart Reef with other breathtaking spots in the Whitsundays, including Whitehaven Beach and Hili Inlet.

Heart Reef was discovered in 1970 by one Air Whitsunday's pilot and is now an internationally recognised attraction of the Whitsundays and features on many postcards and brochures promoting the Whitsunday region and the Great Barrier Reef. It has been the site of many proposals and declarations of love over the years.

14. What is the story about?
- A. A furious magical apple tree.
 - B. Two brothers who lived harmoniously.
 - C. A magical apple tree and two different brothers.
 - D. A greedy elder brother and kind younger brother.
15. What is the best expression that is relevant with the content of the text?
- A. how lonely the heart reef
 - B. how dangerous heart reef
 - C. how wonderful heart reef
 - D. how scary heart reef
16. What is the expression of the readers to react to the shape of heart reef?
- A. really boring coral
 - B. what a strange coral
 - C. really scary coral

- D. what a unique coral is
17. “After he finished, the elder brother apologised for treating him badly ...”
What does the bolded word refer to?
- A. The younger brother
 - B. The elder brother
 - C. The magical apple tree
 - D. The magical spirit

The following text is for question 18 to 20.

Paddlefish is the common name for the ray-finned fish. It is characterised by an elongated, paddle-like snout with minute barbels, a large mouth with minute teeth and **along** **gill** **rakers**. There are only two modern species of these fish, i.e. the plankton-feeding American paddlefish (*Polyodon spathula*) and the piscivorous Chinese paddlefish (*Psephurus gladius*). Paddlefish are not closely related to sharks. However, they have several body parts that resemble those of sharks such as their skeletons and deeply forked heterocercal **tail** **fins**. Paddlefish provide important economic, ecological and aesthetic values. During the last century, paddlefish and sturgeon have been commercially exploited for their eggs (roe) called caviar. Paddlefish and sturgeon are two of the most important fish for freshwater caviar. Their unique shapes and large sizes also add to the joy of nature for humans, including sport fishing. However, exploitation and habitat changes, among other factors, have significantly reduced the population of paddlefish.

18. After reading the text, it is expected that the readers.....
- A. consume paddlefish
 - B. sell and buy paddlefish
 - C. breed paddlefish in aquariums
 - D. preserve paddlefish from extinction
19. From the text we know that paddlefish
- A. have a common shape
 - B. have a small and long mouth
 - C. have similar skeletons as sharks
 - D. are mostly exploited for its meat
20. The word “**their**” in their unique shapes and large sizes... refers to..
- A. Sharks shapes
 - B. Species of these fish
 - C. Caviar
 - D. Paddlefish dan sturgeon shapes

POST TEST

Giraffe

The giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight is about 1360 pounds. Giraffe has unique characteristic, they have a very long necks and two small horns on its head. Giraffes have big brown eyes and are protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for a long time because giraffes can rely on the water contained in the leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches that are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffes bear one baby, but sometimes two babies at once. Giraffes bear their baby in a standing position. When the baby is about to be born, they drop it to the ground from a 1.5-meter height. A baby giraffe can stand for about 20 minutes after being born, and begin breastfeeding within an hour of birth.

1. What kind of text is above?
 - a. Report text
 - b. Descriptive text
 - c. Narrative text
 - d. Spoof
2. The text tells us about?
 - a. Giraffe's reproduction
 - b. The strange animals
 - c. The highest animal
 - d. Baby giraffe
3. The word **“they”** in they have a very long necks... (refers to)
 - a. Baby girrafe
 - b. Girrafe

- c. Female giraffe
 - d. Strange animals
4. The second paragraph mainly discussed?
- a. Giraffe's food
 - b. Giraffe's characteristic
 - c. Giraffe's life
 - d. Giraffe's reproduction
5. What is the tenses of paragraph 1?
- a. Continuous tenses
 - b. Perfect continuous
 - c. Simple tenses
 - d. Perfect tense

Kangaroo

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea. Kangaroos eat grass and plants, they have short front legs but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

6. The word “**they**” in they have short front legs but very long.... (refers to)
- a. Kangaroos
 - b. A wallaby
 - c. Red kangaroos
 - d. Grey kangaroos

7. are used for sitting up and for jumping.
 - a. Long tails
 - b. Short legs
 - c. Body pouch
 - d. Short front legs
8. We know from the text that kangaroo
 - a. is smaller in size to human
 - b. is an omnivorous animal
 - c. has habitat in Tasmania
 - d. can be called Wallaby in New Guinea

The following text is for question 9 to 12.

This day the people of Pangkal Pinang can enjoy an iconic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Bhayangkara Park of Pangkal Pinang Bangka Belitung or Babel Bhay Park.

Babel Bhay Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sits beside the Police Force headquarters of Bangka Belitung region. The area of the park is only rented for a year and the contract will possibly be extended for public needs. This park makes the office complex become more attractive and beautiful.

This park has several places to relax and take pictures for your social media with several unique themes. Those themes are named based on the divisions in Polda Kepulauan Bangka Belitung. They are Traffic Park from Dirlantas Polda Babel, Hobbit House from Sarpras Polda Babel, Bird Park from Brimob Polda Babel, Outdoor Playground from Ditreskrimsus Polda Babel, and many other parks.

There are also a jogging track around the lake, unique photo spots, and a cafe made of containers as decorations. Visitors may have several activities there. This park can be an educational place for children. They can play and learn about traffic regulations there.

9. People will be interested to visit the place because of ...
- the letters of Babel Bhay Park.
 - the education place for children.
 - the unique theme park.
 - the decoration of the cafe.
10. The theme park gets their names from ...
- the attractions the parks have.
 - the location near the police headquarter.
 - the social media voting.
 - the names of the police divisions.
11. What exercise can visitors do in the park?
- Jogging
 - Bowling
 - Diving
 - Swimming
12. " the contract will possibly be extended for public need." The underlined word has the closest meaning to ... (vocab in contact)
- enlarged
 - widened
 - lengthened
 - straightened

The following test is for questions 13 to 15

Paddlefish is the common name for ray-finned fish. An elongated, paddle-like snout characterizes it with minute barbels, a large mouth with minute teeth, and along gill rakers.

There are only two modern species of these fish, i.e. the plankton-feeding American paddlefish (*Polyodon spathula*) and the piscivorous Chinese paddlefish (*Psephurus gladius*).

Paddlefish are not closely related to sharks. However, they have several body parts resembling sharks, such as their skeletons and deeply forked heterocercal tail fins.

Paddlefish provide important economic, ecological, and aesthetic values. During the last century, paddlefish and sturgeon have been commercially exploited for their eggs (roe) called caviar. Paddlefish and sturgeon are two of the most important fish for freshwater caviar.

Their unique shapes and large sizes also add to the joy of nature for humans, including sport fishing. However, exploitation and habitat changes, among other factors, have significantly reduced the paddlefish population.

13. After reading the text, it is expected that the readers ...
 - a. consume paddlefish.
 - b. sell and buy paddlefish.
 - c. breed paddlefish in aquariums.
 - d. preserve paddlefish from extinction.
14. From the text we know that paddlefish ...
 - a. have a common shape.
 - b. have a small and long mouth.
 - c. have similar skeletons as sharks.
 - d. are mostly exploited for its meat.
15. Why does the population of paddlefish decrease?
 - a. They are predators.
 - b. They are difficult to breed.
 - c. People destroy their habitats.
 - d. People commercially exploit them.

ELEPHANT

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk

serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

16. The text tells us about....
 - a. the Elephant's peculiar feature
 - b. useful servant
 - c. strange looking animal
 - d. an elephant
 17. The third paragraph is mainly about the fact that....
 - a. elephants are strong
 - b. elephants can lift logs
 - c. elephants are servants
 - d. elephant are very useful
 18. What is the best expression that is relevant with the content of the text ?
 - a. What an amazing animal elephant is
 - b. what a lovely elephant animal
 - c. what a boring elephant animal
 - d. really annoying animal elephant
 19. What is the expression of the readers to react the elephant body?
 - a. How small the elephant is
 - b. How big the elephant is
 - c. How scary the elephant is
 - d. How strange the elephant is
 20. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT
- a. to eat
 - b. to push
 - c. to drink
 - d. to carry things

No	Answer Key	
	Pre-Test	Post-Test
1	B	A
2	D	C
3	C	B
4	C	A
5	B	C
6	C	A
7	D	B
8	A	C
9	C	C
10	C	D
11	A	A
12	D	C
13	B	D
14	C	C
15	C	D
16	D	D
17	A	D
18	D	A
19	C	B
20	D	B

ANSWER SHEET

PRE-TEST

Name of Student : Baherita tri . wClass : XI IPA 2

Score:

55

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

NO	ANSWER			
1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	B	<input checked="" type="checkbox"/>	D
4	A	B	<input checked="" type="checkbox"/>	D
5	A	<input checked="" type="checkbox"/>	C	D
X 6	A	<input checked="" type="checkbox"/>	C	D
X 7	<input checked="" type="checkbox"/>	B	C	D
X 8	A	<input checked="" type="checkbox"/>	C	D
X 9	A	<input checked="" type="checkbox"/>	C	D
X 10	<input checked="" type="checkbox"/>	B	C	D
X 11	A	<input checked="" type="checkbox"/>	C	D
X 12	<input checked="" type="checkbox"/>	B	C	D
X 13	A	B	<input checked="" type="checkbox"/>	D
14	A	B	<input checked="" type="checkbox"/>	D
15	A	B	<input checked="" type="checkbox"/>	D
16	A	B	C	<input checked="" type="checkbox"/>
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	B	<input checked="" type="checkbox"/>	D
X 20	A	B	<input checked="" type="checkbox"/>	D

ANSWER SHEET

PRE-TEST

Name of Student : annisa pertiwi
 Class : XI^{IPA 2}

Score: 60

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

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

ANSWER SHEET

PRE-TEST

Name of Student : Endang Purwati
 Class : XI (IPA 1)

Score:

40

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

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

ANSWER SHEET

PRE-TEST

Name of Student : M. AZIS

Class : XI IPA¹

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

Score: 60

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

No.

Date:

- (group 2)
1. Iqbal Maulana
 2. Panhera tri wijayanti
 3. Hani Arefah

Elephants are strong and big animals. There the legs are thick, the ears are wide, the eyes are small and it also has long trunk.

Elephants draw in water with their trunks and can squirt it all over their bodies like a shower. It can also lift leaves and put them in its mouth.

Elephants can be useful for humans and can serve humans such as helping to carry loads and even go to war.

No. _____
Date: _____

- Grup 4 = 1. Dwi Umarani
2. Erlinda Salsabila
3. Fathur rohman Maulana

Elephant is unique animal with a characteristic trunk, wide ears and thick legs.

Elephant are very intelligent animals. Its intelligence combined with its great strength makes it a very useful servant to humans and can be trained to serve in various ways such as carrying heavy loads.

Activity documentation



1. Pre test in experimental class (IPA 2)



2. Pre test in control class (IPA 1)



3. Treatment (1)



4. Treatment (2)



5. Treatment (3)



Post Test Experimental Class (IPA 2)



Post Test Control Class (IPA 1)



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

Nama : Mustika Mir'atul Hidayah
 NPM : 1901052023

Prodi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	10/22 11		Revise the background of study	
	15/22 12		Identify the students' problem identified	
	4/23 01		Revise the research design	
	25/23 01		Revise the prior research, make the novelty.	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd.
 NIP./198711022015031004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
 NIDN. 2001038901



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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 IAIN METRO

Nama : Mustika Mir'atul Hidayah
 NPM : 1901052023

Prodi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	26/2022 /01		Add the indicators of Reading Comprehension	
	27/2022 /01		Complete the appendices.	
	30/2022 /01		Acc for senior	

Mengetahui,
 Ketua Prodi TBI

Andjanto, M.Pd.
 NIP.198711022015031004

Dosen Pembimbing

Yeni Suprihatin, M.Pd.
 NIDN. 2001038901



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) 41567, Faksimili (0725) 47296, Website: www.tarbiyah.metro.uin.ac.id, e-mail: tarbiyah-ia@metro.uin.ac.id

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

Nama : Mustika Mir'atul Hidayah
 NPM : 1901052023

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat, 29 Maret 2023		Give the source of the text in APP	
	Senin, 27 Maret 2023		Acc App Goes to do Research	

Mengetahui
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
 NIDN. 2001038901



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

Jalan Ki Hajar Dewantara Kampus 15 A Jombang-lyc Metro Timur Kota Metro Lampung 34111
 Telp: (0725) 41507, Faksimil: (0725) 47296, Web site: www.tarbiyah.metrometro.ac.id, e-mail: tarbiyah@iainmetro.ac.id

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

Nama : Mustika Mir'atul Hidayah
 NPM : 1901052023

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	3/23 /6		revise the abstract	
	5/13 /6		Use the past perfect tense! Revise chapter 1	
	7/23 /6		Draw the paradigm well	
			Touch the references related to the procedure	

Mengetahui
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
 NIDN. 2001038901



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

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

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

Nama : Mustika Mir'atul Hidayah
NPM : 1901052023

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	9/23 /6		Revise the abstract	
			check the grammatical errors	
	12/23 /6		Master the procedure of the GRP	
	14/23 /6		Read the methodology book related to Quantitative	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mustika Mir'atul Hidayah
NPM : 1901052023

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	14 / 23 / 6		Acc formula	

Mengetahui
Ketua Program Studi TBI

Ardianto, M.Pd
NIP. 19871102 201503 1 004 / 07

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



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

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Nomor : B-4277/In.28/J/TL.01/09/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Madrasah MA MA'ARIF NU
02 SIDOREJO
di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **MUSTIKA MIR'ATUL HIDAYAH**
NPM : 1901052023
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF GUIDE READING PROCEDURE (GRP)
STRATEGY ON STUDENTS' READING COMPREHENSION
ABILITY OF THE ELEVENTH GRADE AT MA MA'ARIF NU
02 SIDOREJO IN THE ACADEMIC YEAR OF 2022/2023

untuk melakukan prasurvei di MA MA'ARIF NU 02 SIDOREJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 September 2022
Ketua Jurusan,



Andianto M.Pd
NIP.19871102.201503.1.004



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

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

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

Nomor : b-1684/In.28.1/J/TL.00/04/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yeni Suprihatin (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **MUSTIKA MIR'ATUL HIDAYAH**
NPM : 1901052023
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT MA MA'ARIF NU 02 SIDOREJO**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2023
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



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

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47298, Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-491/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 : MUSTIKA MIR'ATUL HIDAYAH
NPM : 1901052023
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 1901052023

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, 29 Mei 2023
Kepala Perpustakaan

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



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

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

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

SURAT TUGAS

Nomor: B-1950/In.28/D.1/TL.01/05/2023

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

Nama : MUSTIKA MIR`ATUL HIDAYAH
NPM : 1901052023
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA`ARIF NU 02 SIDOREJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT MA MA`ARIF NU 02 SIDOREJO".
 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 : 03 Mei 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





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

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Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah@iainmetro.ac.id

Nomor : B-1949/In.28/D.1/TL.00/05/2023
Lampiran :
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA'ARIF NU 02
SIDOREJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1950/In.28/D.1/TL.01/05/2023, tanggal 03 Mei 2023 atas nama saudara:

Nama : **MUSTIKA MIR'ATUL HIDAYAH**
NPM : 1901052023
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF NU 02 SIDOREJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT MA MA'ARIF NU 02 SIDOREJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 02 SIDOREJO
 KECAMATAN SEKAMPUNG UDIK - LAMPUNG TIMUR
 STATUS: TERAKREDITASI: B TAHUN 2019

NPSN : 10816319

NSM : 131218070019

<http://mamaarifnu02.com>

Alamat: Jl. Dr. Sutopo Km. 43 Lingsar Lampung Sekampung, P.O. 14184 HP: 085365318681 email: mamaarifnu02@gmail.com

Nomor : MA 08.07/0019/PP.00.6/118/V/2023
 Lampiran : -
 Perihal : Surat Balasan

Kepada Yth:
 Wakil Dekan Akademik dan Kelembagaan (Dra. Isti Fatonah MA)
 Di
 Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : Wahid Imam Rifai, S.Pd.I.
 Jabatan : Kepala Madrasah
 Unit Kerja : MA. Ma'arif NU 02 Sidorejo
 NPSN : 10816319
 Alamat : Desa Sidorejo, Kecamatan Sokampung Udik,
 Kabupaten Lampung Timur

Menerangkan bahwa,

Nama : MUSTIKA MIR'ATUL HIDAYAH
 NPM : 1901052023
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris
 Universitas : Institut Agama Islam Negeri Metro

Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas dapat kami terima untuk melaksanakan Research/Survey di MA MA'ARIF NU 02 SIDOREJO dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan Judul "THE INFLUENCE OF GUIDE READING PROCEDURE (GRP) STRATEGY ON STUDENTS READING COMPREHENSION OF THE ELEVENTH GRADE AT MA MA'ARIF NU 02 SIDOREJO".

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terimakasih.

Mei 2023
 Kepala Madrasah,

 W. IMAM RIFAI, S.Pd.I

CURRICULUM VITAE



Mustika Mir'atul Hidayah who acts as a researcher was born in Pugungraharjo, Sekampung Udik, East Lampung on February 8, 2001. Comes from a simple and harmonious family. She is the first daughter of Mr. Hasan Ashari and Sri Isti Sa'adah.

She took kindergarden at R.A. Al-Istiqomah Sidorejo and elementary school at MI Bustanul Ulum Sidorejo, and attended junior high school at MTs Ma'arif NU 05 Sekampung. Aftergraduated from junior high school, continued to vocational school at SMK Ma'arif 02 Penawaja Pugungraharjo and continued her study at IAIN Metro with the Department of English Education. She really hopes to continue her study to a master degree and become a person whose knowledge is useful for many people and makes her parents happy.