AN UNDERGRADUATE THESIS

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

By:
MELISA AZMIRA
Student. ID. 1901051042

TARBIYAH AND TEACHERS TRANING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMICSTUDIES OF METRO
1444 H /2023 M

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Presented as a Partial fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

Melisa Azmira

Student. ID. 1901051042

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr.Dedi Irwansyah, M.Hum

STATE ISLAMIC INSTITUTE (IAIN) OF METRO

1444 M/ 2023 H

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

APPROVAL PAGE

Title	:	THE INFLUENCE OF TAPPS TECHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG
Name	:	Melisa Azmira
Student Number	:	1901051042
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

Head of English Education Study Program

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

Metro, 13 June 2023
Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Melisa Azmira**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name	: Melisa Azmira
Student Number	: 1901051042
Department	: English Education
Faculty	: Tarbiyah and Teaching Training
Title	: THE INFLUENCE OF TAPPS TECHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

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

Wassalamu'alaikum Wr. Wb

Metro, 13 June 2023

Head of English Education Departement

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

Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Persetujuan Munaqosyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	: Melisa Azmira
NPM	: 1901051042
Program Studi	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: THE INFLUENCE OF TAPPS TECHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

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

Wassalamu'alaikumWr.Wb.

Metro, 13 Juni 2023
Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 1987[illegible]102 201503 1 004

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

RATIFICATION PAGE
No. B-3873/In.28.1/D/PP.009/2023

An Undergraduate thesis entitled: THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG
Written by Melisa Azmira, Student Number 1901051042, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, june 26th, 2023 at 08:00 – 10:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Dedi Irwansyah M.Hum	.....)
Examiner I	: Dr. Widhiya Ninsiana M.Hum	.....)
Examiner II	: Syahreni Siregar, M.Hum	.....)
Secretary	: Aisyah Sunarwa M.Pd	.....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI IAIN METRO

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

ABSTRACT

By: MELISA AZMIRA

The purpose of this study was to find out whether the Think Aloud Pair Problem Solving (TAPPS) technique influence students' reading skills at MTS Guppi 2 Untoro Central Lampung. This research was conducted on the basis of the problem of low students' reading skills which the researchers found during the pre-survey process. It is hoped that through research students' reading skills will be better.

This research method was a quantitative research in the form of a quasai-experimental design conducted at MTS Guppi 2 Untoro Central Lampung. The population of this study was 28 students of class Eight. In collecting data, researcher used tests (pre-test and post-test).

The results shows that Sig.2 tailed was 0.197. It is clear that if the probability or Sig. > α (0.05), the hypothesis (Ha) is accepted. This means that there is a positive and significant influence of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. It was studied that the t-observed was 4.536 greater that the t-table, which is 2.056 (5%), and 1% is 2.779. This shows that the TAPPS technique has an influence on the reading skills of class Eight students of MTS Guppi 2 Untoro Central Lampung.

Keywords: *Reading Skills, Think Aloud Pairs Problem Solving (TAPPS) Technique. Quantitative Research.*

PENGARUH TEKNIK TAPPS TERHADAP KETERAMPILAN MEMBACA SISWA KELAS VIII DI MTS GUPPI 2 UNTORO LAMPUNG TENGAH

ABSTRAK

Oleh:

MELISA AZMIRA

Tujuan dari penelitian ini adalah untuk mengetahui apakah Tehnique Think Aloud Pair Problem Solving (TAPPS) mempengaruhi kemampuan membaca siswa di MTS GUPPI 2 Untoro Central Lampung. Penelitian ini dilakukan atas dasar permasalahan rendahnya kemampuan membaca siswa yang peneliti temukan pada proses pre-survei. Diharapkan melalui penelitian ini kemampuan membaca siswa menjadi lebih baik.

Metode penelitian ini adalah penelitian kuantitatif berupa desain quasai-experimental yang dilakukan di MTS Guppi 2 Untoro Central Lampung. Populasi penelitian ini berjumlah 28 siswa kelas VIII. Dalam mengumpulkan data peneliti menggunakan test (pre-test dan post-test).

Hasil penelitian menunjukan bahwa Sig.2 tailed adalah 0.197. Jelas bahwa jika probabitas atau Sig. > a (0.05), hipotesis (Ha) diterima. Ini berarti bahwa ada pengaruh positif and signifikan variable X pada variable Y. Dengan kata lain, Ha diterima dan Ho ditolak. Diteliti bahwa t-observed adalah 4.536 lebih besar dari t-table adalah 2.056 (5%), dan 1% adalah 2.779. Hal ini menunjukan bahwa tehnique TAPPS mempunyai pengaruh terhadap kemampuan membaca siswa kelas VIII MTS Guppi 2 Untoro Central Lampung.

Kata Kunci*:* *Kemampuan Membaca, Tehnik Think Aloud Pairs Problem Solving (TAPPS). Penelitian Quantitatif.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Melisa Azmira

Student Number : 1901051042

Department : English Education Department

Faculty : Tarbiyah and Teachers Training

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

Metro, June 2023

The Researcher,

Melisa Azmira

St. ID. 1901051042

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Melisa Azmira

NPM : 1901051042

Jurusan : English Education Department

Fakultas : Tarbiyah and Teachers Training

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

Metro, Juni 2023

Yang membuat pernyataan

Melisa Azmira

NPM. 1901051042

MOTTO

وَنُيَسِّرُكَ لِلْيُسْرٰى

"And we shall make easy for you the easy way"

(Qs: Al-A'laa: 8)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved father Sadino and my beloved mother Dahlia. I know you always there when I need you should deer to rely on thanks for your prayer, support, love, and care for me.
2. My sister Iis Salia and my beloved young sister Dea Vahreza, thank you very much for your support.
3. My Sponsor Mr. Dr. Dedi Irwansyah. M.Hum, who has guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. All my beloved supporters Diki Ratama, Siti Hafiza Anindyta, Dinda Soleha, Kurniatul Chasanah, and Nila Soraya. Thank you for your support, and care for me.
5. My Batch of 2019 English Education Department.
6. The headmaster and English teacher of the MTS Guppi 2 Untoro Central Lampung (who always help me to finish research).
7. My Almamater State Institute of Islamic Studies (IAIN) of Metro.

ACKNOWLEDGEMENTS

The deep gratitude is intended to Allah SWT, who always gives the researcher blessing to complete an undergraduate thesis entitled "The Influence of Tapps Tehnique on The Students' Reading Skill of the Eight Grade at Mts Guppi 2 Untoro Central Lampung." Shalawat and salam to our prophet Muhammad SAW, the lord of moslem in the world who has guide us from the darkness to the brightness.

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

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English education Department of IAIN Metro Lampung.
4. Dr. Dedi Irwansyah M.Hum, as the advisor that has given valuae able knowladge and support in finishing this Undergraduate Thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this An Undergraduate Thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this Undergraduate Thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, June 13th, 2023

The Researcher,

Melisa Azmira
St. ID. 1901051042

TABLE OF CONTENTS

COVER ..... **i**

TITLE PAGE ..... **ii**

APROVAL PAGE ..... **iii**

NOTIFICATION LETTER ..... **iv**

RATIFICATION PAGE ..... **vi**

ABSTRACT ..... **vii**

STATEMENT OF RESEARCH ORIGINALITY ..... **viii**

MOTTO ..... **xi**

DEDICATION PAGE ..... **xii**

ACKNOWLEDGEMENTS ..... **xiii**

TABLE OF CONTENTS ..... **xiv**

LIST OF TABLES ..... **xvii**

LIST OF FIGURES ..... **xviii**

LIST OF APPENDICES ..... **xix**

CHAPTER 1 INTRODUCTION **1**

A. Background of Study 1

B. Problem Identification 6

C. Problem Limitation 7

D. Problem Formulation 7

E. Objective and Benefits of the Study 7

1. Objective of the Study 7

2. The Benefits of the Study 7

F. Prior Research 9

CHAPTER II LITERATURE REVIEW **11**

A. Concept of Reading Skills 11

1. The Nature of Reading 11

2. Process of Reading Skills 12

3. Strategies for Reading Skills 13
4. Aspects of Reading Assessment 17
5. Types of Reading Assessment 20
6. Measurement of Reading Skills 21
7. Definition of Narrative Teks 23
B. Concept of Independent Variable 25
1. Definition of TAPPS 25
2. Benefit of TAPPS 26
3. Teaching Step 26
C. Theoretical Framework and Paradigm 27
1. Theoretical Framework 27
2. Paradigm 27
D. Hypothesis 28

CHAPTER III RESEARCH METHOD 28
A. Research Design 28
B. The Operational Definition of Variables 30
1. Independent Variable 30
2. Dependent Variable 31
C. Population, Sample, and Technique 32
1. Population 32
2. Sample 32
3. Random Sampling 32
D. Data Collection Technique 33
1. Test 33
2. Documentation 35
E. Research Instrument 36
1. Reading Skill Test 36
2. Documentation Sheet 36
F. Data Analysis Technique 36

CHAPTER IV RESULT AND DISCUSSION..... 39
A. Research Setting Description..... 39
B. The Influence of TAPPS Technique..... 41
C. Discussion..... 59
CHAPTER V CONCLUSION AND SUGGESTION..... 62
A. Conclusion 62
B. Suggestions 63
BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

Table 1.1	The Pre-Survey Result	5
Table 2.1	Measurement Bloom's Taxonomy	21
Table 2.2	The Characteristic of Narrative Teks	23
Table 3.1	The frequency Central Tendency	41
Table 4.1	The Validity Results	44
Table 4.2	The Reliability Results	46
Table 4.3	The Result of Pre-Test (Experimental Class)	47
Table 4.4	The Result of Pre-Test (Control Class).....	49
Table 4.5	The Result of Post-Test (Experimental Class)	51
Table 4.6	The Result Post-Test of (Control Class)	53
Table 4.7	The Independent Sample Test Computation	56
Table 4.8	The Critical Value of f-table	57
Table 4.9	The Result of Normality Test by Using SPSS	58
Table 4.10	The Result of Homogeneity Test by Using SPSS.....	59

LIST OF FIGURES

Figure 2.1 The Research Theoretical Framework 27

Figure 4.1 The Post-Test Result Experimental Class..... 42

Figure 4.2 The Pre-Test Experimental Class..... 42

Figure 4.3 The Post-Test Result of Control Class 43

Figure 4.4 The Pre-Test Result of Experimental Class 44

Figure 4.5 The Frequency Histogram of Pre-Test Score (Experimental Class).. 48

Figure 4.6 The Frequency Histogram of Pre-Test Score (Control Class) 50

Figure 4.7 The Frequency Histogram of Post-Test Score (Experimental Class)..... .. 52

Figure 4.8 The Frequency Histogram of Post-Test Score (Control Class) 54

LIST OF APPENDICES

Appendices 1 Pra-Survey Permit 68

Appendices 2 Pra-Survey Replay..... 69

Appendices 3 Thesis Guidance Letter..... 70

Appendices 4 Letter of assigment..... 71

Appendices 5 Research Permit 72

Appendices 6 Research Response Letter 73

Appendices 7 Thesis Guidance Consultation Card..... 74

Appendices 8 Syllabus 78

Appendices 9 Lesson Plan 86

Appendices 10 Pre-Test Questions..... 92

Appendices 11 Post-test Questions 103

Appendices 12 Blue Print of Reading Test 112

Appendices 13 Documentation Sheet 113

Appendices 14 List of student treatment absences 114

Appendices 15 Documentation of Research Process..... 117

Appendices 16 The results of the students' reading skill answers post-test, pre-test and treatment 122

Appendices 17 Free Certificate of Head of study Program 140

Appendices 18 Library Free Certificate..... 141

Appendices 19 Plagiarism Pass 142

Appendices 20 Curriculum Vitae..... 145

CHAPTER I

INTRODUCTION

A. Background of Study

Reading one of the important aspects in English, it actually a skill that requires a complete process to able to understand it. Reading one way to absorb and interpret written information, because reading a process of understanding a text or writing carried out by the reader to get description of the information from the text. Reading one of the four skills, namely reading a speaking stage that does not only involve text but involves the reader's understanding of information, vocabulary, grammar and punctuation in a paragraph.

In addition, reading can done during the reader's activities to capture and get information or message. The reading process involves an element of observation (visuals) that connects writing with sound that in accordance with the writing system used by the research so that the accepted by the reader. When the reader understands the meaning in a text, there an interaction between the reader and the text.

Furthermore, reading an interaction between the researcher and the reader to get meaning, get information from what the researcher conveys in the text. Reading must done correctly that reading activities do not only read words but also require students to interpret, analyze what happening in the text. Therefore, they must provide appropriate techniques so that students can easily understand English texts. It clear that reading the process of changing writing

into a meaningful form of sound and can affect understanding, or the skill to infer ideas from words in that context.

The so many benefits of reading can eliminate anxiety and develop fluency in spoken words, can master many words and learn various models of English text sentences. Moreover, with frequent reading students able to absorb concepts to find out the implied meaning of words. Reading can develop their abilities both to responding to science or studying other sciences. The special benefits of reading books can avoid damage to brain tissue in old age. Basically, reading involves the reader's attention to the written symbols in the text that can help students to add new vocabulary, can add broad insight into a variety of new information, by reading students can find out what they do not know.

Moreover, the main purpose in reading to obtain information, search, analyze, understand the meaning of reading the meaning of a text. Reading can said as a skill whose purpose to recognize a letter and punctuation mark in a text and to evaluate a reading into students' thinking processes, with this students able to express, conclude the main ideas of a text, able to know the order and arrangement of words from a text. The purpose for students to assess and compare several English texts. Indirectly reading has a positive influence on thinking, sensitivity, students' skill to introspect, ask questions with others. The purpose of reading generally forces students as readers to imagine what happening in a text.

Based on the description above, one of the things that affects students' reading skill the application of appropriate teaching techniques. That's because teaching techniques a real form that a way for teachers to carry out treatment as an effort to optimize the achievement of learning objectives, especially those related to reading skills. Good teaching techniques have characters that can support everything needed by students to achieve good quality reading skills.

Reading the main aspect that must developed to determine students' reading. In this case, one of the teaching techniques that can used in teaching reding to use the Thinking Aloud Pair Problem Solving (TAPPS) technique with the aim of improving students' reading skills. TAPPS an articulation reflection technique developed and researched over the years by David H Jonassen.[1] TAPPS is combination of think aloud and teachback tecniques. Working in pairs, one student thinks aloud while solving any problem.[2]

TAPPS is think aloud process in which a student says whatever comes to mind and keeps talking while answering a question or doing a task. TAPPS emphasizes the process of solving problems in English reading texts rather than the results, and expected to increase greater interest in reading, this technique provides opportunities for students to explain what they have read and have the opportunity to listeners. So that students able to convey, solve the problems contained in the reading of the text.

---

[1]David H. Jonassen *Learning to solve problems: An Instructional Design Guide.*(California: Pfeiffer, 2004), 139.

[2] Bill Cerbin. *Lesson Study: Using Classroom Inquirly to Improve Teaching and Learning in Higher Education.* (California: Stylus Publishing, LLC, 2011), 16.

TAPPS is technique that invented by David H Jonasen in the 1970s and has since refined and expanded by thousands of teacher and their students. The benefits of designed to add a self improvement feedback loop to the thinking aloud process so that no matter how tentative one's initial efforts, because the role of the listener absolutely key both to making thinking audible and to the self correcting aspect of TAPPS, problem solving and comprehension describes the listener's role at some length.[3] It even includes an extended verbatim transcrip (including the erros of real speech) generated by a pair of graduate students skilled in the roles of problem solver and listener. TAPPS can also encourage the formation of a deeper and complete understanding.

In connection with all of the above explanations, the researcher has conducted a pre-survey on December 24 2022 in the Eight Grade at MTS Guppi 2 Untoro Central Lampung School to find out students' problems in learning English, especially related to students' reading skills. In conducted the pre-survey process, the researcher obtained an archive of the student assignments and the results of their grades from the English teacher, besides that the researcher also conductedted interviews with the English teacher.

The results of the pre-survey related to students' abilities in reading skills presented in the following table:

[3] Jack Lochhead. *Think Back: A User's Guide to Mending the Mind.* (Mahwah: Taylor & Francis e-Liblary, 2001), 9.

Table 1.1

The pre-survey Result The Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung

No	Grade	Frequency	Percentage	Criteria
1.	≥ 68	0 Students	0	Complete
2.	≤ 68	28 Students	100	Incomplete
Total		28 Students	100	

(Source: Teacher's Document of Reading test result of the eight grade of MTS GUPPI 2 Untoro Central Lampung)

Based on the information in the table of pre-survey results, it known that the students' reading skills classified as weak or unsatisfactory because the largest percentage of students' reading skills classified as incomplete criteria. It means that most students not able to reach the Minimum Mastery Requirement (MMR) on reading skills, it based on the value of students' reading skills that the authors get in the pre-survey process shows that students' point skills have problems that should followed up.

In the pre-survey process, the researcher also conducted interview with English teachers, based on the results of the interviews, it found that students experienced problems in reading skill of English texts due to the limited vocabulary that students had. In addition, students also do not master English grammar properly so it difficult for students to interpret the information contained in a reading that written in English. Another problem the difficulty of students in determining the main idea and supporting ideas of a reading. Another problem in the process of reading an English text the in skill of

students to think critically and conclude important information about the information contained in a reading.

Based on the entire description above, the researcher intends to address the problem of students' reading skills. To address these problems the research intends to conductedt quantitative research. In this case the research was conducted a teaching treatment by applying the TAPPS which can used to help students solve problems, identify unknown pronunciation errors in the text, the research hope that through the application of these techniques there is a significant effect. Positive and significant. Therefore, the researcher intends to construct a research proposal entitled "The Influence of TAPPS Tehnique on the Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung"

B. Problem Identification

Based on the background above, the research have identified several problems in this research, including:

1. The students' limited vocabulary mastery.
2. The students' lack of mastery of English grammar correctly.
3. The students' difficulty finding main ideas and supporting ideas in English texts.
4. The inability of students to conclude important information in an English reading.

C. Problem Limitation

The researcher limits the problems that have previously identified by only focusing on the weak reading skills of students. To address these problems the researcher intends to conductedt quantitative research through the influence of the TAPPS. Therefore, the researcher constructs a research proposal entitled "The Influence of TAPPS Tehnique on the Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung".

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follows:

" Is there any positive and significant the influence of TAPPS technique on the students' reading skill of Eight Grade at MTS Guppi 2 Untoro Central Lampung?".

E. Objective and Benefits of the Study

1. Objective of the Study the objective of this research to investigate whether there positive and significantc influence of TAPPS technique on the students' reading skill of Eight Grrrrrade at MTS Guppi 2 Untoro.
2. Benefits of the Study
   a. For the Students

      This research expected to provide benefits for students, especially at the MTS Guppi 2 Untoro Central Lampung school by involving them in reading learning using one of the variations of the TAPPS technique so that they get new experiences in the reading

learning process with the TAPPS technique. Through this research, it hoped that this technique can help students in the process of reading skills and it also hoped that students can have better reading skills.

b. For the Teachers

This research expected to provide benefits for teachers, especially the eighth grade English teacher Grade at MTS Guppi 2 Untoro Central Lampung by providing information related to students' reading skills. In addition, teachers also get information about the application of TAPPS technique, so that teachers can develop the learning process using these techniques in the hope that students' reading skills is better.

c. For the Other Researcher

This research expected to useful for other researcher by providing information related to theories related to the use of the TAPPS technique in learning reading skills. In addition, this study not only provides information related to these theories to other researcher but also provides important information related to practical procedures for implementing reading skills research using the TAPPS technique. So it hoped that this research becomes a reference for other researchers who develop this research topic into other forms of research.

F. Prior Research

This research was conducted by considering relevant research that has done by previous researcher. The first relevant research conducted by Zuhri and Ali in 2015 in Sulawesi Selatan. The research technique quantitative.[4] The result of their research shows that there significant different beetween the result of the students' pretest and posttest after taught by TAPPS technique. In the others words, TAPPS tecnique has positive influence students comprehension.

The second relevant research conducted by Rizani in 2015 in Palembang.[5] The research technique quantitative by examining the eighth grade students of Air Satan State Junior High School in 2014-2015. The finding of that study shows that there a difference between the TAPPS technique and conventional teaching on reading which had an effect on teaching English, especially reading lessons.

The third relevant research conducted by Waspodo, Bindarti, and Wahjuningsih in 2015 in Jawa Timur.[6] The research technique quantitative by examining students of Islamic Junior High School Gumukmas Jember. Their research provides research results that the TAPPS technique an

[4] Muhammad Zuhri and Aman Ali, "Think Aloud Pair Problem Solving TAPPS Strategy In Teaching Reading," *Indonesian EFL Journal* No.1/October-November 2015, 131.

[5] Fahrudin Rizani, "The Influence of TAPPS Technique and Students' Attitude toward Students' Reading Comprehension Achievement to the Eighth Grade Students of Air Satan Junior High School," *Jurnal ELTE* No.1/Febuari 2015, 5.

[6] Priyo Waspodo, Wiwiek Eko Bindarti and Eka Wahjuningsih. "The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eight Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember," *UNEJ Jurnal*. no.1 (2015):1-3.

effective technique for teaching English, specially in students' reading comprehension, applying the Think Aloud Pair Problem Solving (TAPPS) technique students' English reading comprehension gets quite significant results.

The differences between previous research and present research. In previous research used reading comprehension and in this research used reading skill. The research completes the use of worksheet media which contains readings, guides and questions so that students at Mts Guppi 2 Untoro Central Lampung in implementing TAPPS can more structured and my research is more focused on using reading skills with narrative text material.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Skills

1. The Nature of Reading

According to Oakhil, reading a language skill that can captured simply in only two components: word reading (decoding) and language comprehension. Therefore the reader must look at the collection of letters that have formed groups of words, and sentences.[7]

Buehl maintains that reading the process that involves strategic examination of some array of information to acieve an understanding. Therefore reading involves elements of hearing and observation which begins when the readers able to recite or spell a piece of writing.[8]

Bond argues that reading the recognition of printed or wrriten symbols that serve as stimuli to the recall of meanings built up through the reader's past experience. Reading the process of translating letters into spoken words, including word recognition activities, and reading activities, and reading activities using a dictionary.[9]

Based on the above definition, it safe to state that reading the process of capturing, understanding, translating a meaning that contained in an

---

[7] Jane Oakhil, Kate Cain, and Carsten Elbro. *Understanding And Teaching Reading Comprehension*. (Routledge, 2015), 2.

[8] Doug, Buehl. *Classroom Strategies For Interactive Learning*, 2017, 3.

[9] Guy L, Bond. et.al., Reading Difficuties Their Diagnosis and Correction. (A Division of Simon & Schuster, inc, 1989), 2.

article. The researcher concluded that reading m ust look at a collecion of letters, so that readers can understanding the meaning of a text.

2. Process of Reading Skill

Theories an reading show that there reading models namely bottom-up, top-down, and interactive models.

a. The bottom-up model

According to Baha this model describes a process that start from the knowledge of letters, words and sounds, this model called part to the whole of the model, as it goes from part to whole knowledge, it's very effective because the emphasis here on letters, recognition of word forms in a text.[10] Applying the bottom-up model in the classroom students must learn to read from the ground up to concept such as phonic and phonemic awareness. The first learning the basics to built a solid foundation, the second learning vocabulary such as undertanding the meaning of words and how to use them properly and corectly in sentence, then the third fluency such as the skill to express and the right pace. The students must have the understanding to remember the charactrs, events, core concepts of the stories they have.

b. The top-down model

Liu clarifies that top-down model an approach that emphasizes the reader to bring the understanding that the reader has brought into a text, reading driven by meaning and proceeds from the whole to the part. This

[10] Osama Abu Baha, "Reading Models: A Review of the Current Literature," *International Journal of English Literature and Social Science IJELS* No.3/Mei-Juni 2017, 45.

also known as a concept driven model.[11] In the classroom the top-down model used when students predict the meaning of difficult words by using them knowledge.

c. The interactive model

Dovoudi argues that the interactive model not bound to text only, but the result of information construction in the text and reader's view.[12] Here, the reader more involved in reading, using their knowledge of the subject, theme, experienced students involved in, it more interesting. The teacher must incorporate the interaction between the individual (teacher and students) and the text. This interaction should involve reading, top-down and bottom-up processes.

3. Strategis For Reading Skill

Some strategies related to bottom-up procedures, and ther enhance the-down processes. Following ten such strategies, each of which can practically applied to your classrrom techniques.

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. With this a teacher can find and get rid of unimportant information that interferes in a reading. When the teacher learns reading

[11] Feng. Liu, "A Short Analysis of the Nature of Reading," *English Language Teaching* No.2/September 2010, 154.

[12] Mohammad. Dovoudi "Critical Review of the Models of Reading Comprehension with a Focus on Situation Models". *International Journal of Linguistics,* No.5/September-October 2015, 174.

techniques, make sure students know their purpose for reading something. So readers using different skills involve different processes.[13]

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

At the initial level of learning English, usually one of the difficulties that the students have in learning to read the form and content between spoken and written English.[14] Usually students familiar with the spoken language and experience some difficulties in learning English spelling conventions. Teachers can give instructions, explanations of instructions such as:

1) "Short" vowel sound in patterns (bat, bim, leg, wish, etc).
2) "Long" vowel sound in (final silent e) patterns (time, bite, late, etc).
3) Distinguishing "hard" and g from "soft" c and g (cat vs, city, game vs, gem, etc).

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

This strategy specific to the mastery of limited vocabulary and grammatical patterns.[15] The teacher can help teach some rules of silent reading:

1) The students don't need to "pronounce" each word.

---

[13] Cyril J Weir, Yang Huizong and jin Yan, *An Empirical Investigation of the Componentiality of L2 reading in English for Academic Purposes* (Cambridge: Cambridge University Press, 2000), 24.

[14] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Frasisco: New jersey Prentice Hall, 1994), 306-307.

[15] Ibid., 306.

2) Try to visually perceive more than one word at a time, preferably phrases.
3) A word very important for global understanding, try to infer the meaning from its context.
4) Skim the text for main ideas.

Skimming consists of running one's eyes quickly across a text (such as an essay, article, or chapter) for the point. Skimming gives the reader the advantage of able to predict the purpose of the section, main topic, or message. So that the reader has a framework to accommodate the entire text.[16] The teacher give some time for students'to read selectively with parts of the text omitted, then closes their books, and then tells the teacher what they have learned.

d. Scan the text for specific information

Scaning reading at very high-speeds, to look for specific pieces of information in a text. Practice in scanning helps one learn to skip unnecessary words, so it is faster in reading.[17]

e. Use semantic mapping or clustering.

Semantic mapping used to find deep relationships between words and text documents.[18] Readers can string together long ideas or events. While semantic mapping strategies, or grouping ideas into meaningful groups can done individually, they can create group work techniques that

[16] Ibid., 25.
[17] Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (New York: Company Inc, 1996), 15.
[18] Julia A. Arinchekhina et al., *Science Direct Comparative Study of Semantic Mapping of Images* (Mexico: Procedia Computer Science, 2018), 1.

help students' become more productive as students' collectively develop order to a section.

f. Guess when you not certain

Some students can easily guess and get the right answer, and students can never absolutely sure that they chose the right answer for the right reasons.[19] Students' must use all their skills and try their best to hit the target with their hypothesis. But the point that reading a kind of guessing game, and the sooner students learn this game, the better. Teachers can help students become accurate guessers by encouraging them to use effective compensation strategies, in which students fill gaps in their competence by intelligently using whatever cues available to them. Language-based clues include word analysis, word association, and textual structure. Nonlinguistic clues come from contexts, situations, and other schemata.

g. Distinguish between literal and implied meanings

Literally, implied assumptions do not affect the truth value of a proposition in a sentence.[20] The truth value assumed to depend only on the meaning of the sentences, and ths requires the application of correct processing skill. Because not all languages can understood properly.

[19] Tsagari. Dina et al., *Assessment for Language Teachers* (Europa: Project Coordinator and Partners TALE project, 2015), 26.

[20] Paul R. Kroeger, *Analyzing Meaning, An Introducing to Semantics and Pragmatics* (Germany: Creative Commons Attribution 4.0 Licence, 2018), 167.

h. Capitalize on discourse markers to process relationships

Many discourse markers in English indicate relationships between ideas expressed through phrases, clauses and sentences.[21] There some of these signs that students really need to know, namely:

1) Enumeration. Introduce the time sequence in which actions or processes occur.
2) Additive (again, then again, also, futher more, etc).
3) Logical Sequence (so, altogether, then, thus, therefore).
4) Explicative. Introduces an expression of the result or consewuence of what precede (and includes inductive and deductive acts).
5) Illustration. Introducing an explanations or reformulations.

4. Aspects of Reading Assessment

a. Main Idea (Topic)

The main idea trying to help the readers understand.[22] Such as general statements about paragraphs or reading choices and usually found in sentences. If the teacher can say anything that has something in common, then the students' can find the main idea. It also often expressed directly.

b. Expressions/Idioms/Phrases in Context

Expression someone's opinion which usually conveyed through many things such as facial expressions, body language, to phrases. For

[21] Ibid., 310.

[22] Pan. *Reading Comprehension Questions* (New York: Learning Express, LLC, 2010), 31.

example, the mouth produces spoken language to express ideas and the hands produce written language to express ideas.[23]

Idioms groups of words that have different meanings from individual words.[24] Idiom can said as phrases that must understood as a whole, they cannot understood words that composed with a combination of other words can also produce different meanings.

A phrase a specific group of words to which each word related but does not contain a subject and a verb.[25] Many phrases idiomatic, in other words, many phrasal verbs and particles different from the base verb itself. Even if there no pattern the phrase still has meaning and significance.

c. Inference (Implied Detail)

Inference defined as a conclusion which means an idea or conclusion drawn from evidence and reasons.[26] Focus of inference emphasizes characters, themes, and instruments. For example, there the word "implied" which indicates that the question the conclusion of a reading or other words commonly used to ask similar things such as "suggest", "conclude". For example, we use evidence provided by the research to draw our own logical conclusions.

---

[23] Brown, *Language Assessment Principles and Clasroom Pratices* (San Francisco: Logman, 2004), 206.

[24] Ruth Gairns and Stuart Redman, *Idioms and Phrasal Verbs* (New York: Oxford university Press, 2011), 5.

[25] Ibid.,5.

[26] Anne. Kispal, *Effective teaching of Inference Skill for Reading* (America: National Foundation for Educational Research, 2008), 11.

d. Grammatical Features

Grammatical categories properties of items in the grammar of a language, it has a number of possible values (sometimes called grammes), which usually exclusive of each other within a given category.[27] Common examples of grammatical categories include tense (which can take values such as present, past, etc), numerals (with values such as singular, plural, and sometimes dual), and gender (with values such as masculine, feminine, and neuter).

e. Detail (Scanning for a Specifically Stated Detail)

Scanning the process of quickly searching to determine certain parts or piece of information in a text, which must avoid not paying too much attention to details that mislead the reader.[28] When scanning, people often focus on using organizers such as bold, letters, number, date, color, examples and definitions or cue words such as first, second, and so on. In scanning to successful, it necessary to understand how the material can organized as well as understand what read so as to find the specific information needed.

f. Excluding Facts not Written (Unstated Details)

In the process of evaluating students' reading skills to find out whether students understand information that not contained in the reading,

[27] Ibid., 206

[28] Frank. Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates, Inc, 2004), 86.

it important to have questions that seek to reveal students' understanding of facts that not written in a reading.[29]

g. Supporting Idea(s)

Supporting idea a sentence that supports or clarifies the main idea of a paragraph and located after the first sentence in a paragraph which an idea or more specific information about the entire subject contained in the controlling idea.[30]

h. Vocabulary in Context

Vocabulary includes words that often used in certain contexts, such as the context, namely the words, phrases and sentences surrounding an unfamiliar word and conversations with a particular theme.[31] Listening or seeing words in context one way for us to learn to increase our vocabulary or read with a good understanding of a text.

5. Types of Reading Test

To know the achievement of reading skill should measured use the assessment of reading. There some varieties of question forms which can used namely:

a. Pronominal Question, Imperative

Students required to anwers must in accordance with the question, and student assessment depends on the accuracy and completeness of student answers in this question. In this question requires a short answers.

[29] Ibid., 206
[30] Ibid., 206.
[31] Ibid., 1.

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

In this form of questions, students do not make their own answers but choose answers that have provided in this questions or instructions.[32] In multiple-choice questions, students may ask about details or general aspects of a text. Each question contains four choices and one of them the correct answer.

c. Information Transfer

To measure student understanding, teachers can use incomplete information transfer diagrams in reading assessment. Students read the text and fill in the diagrams with brief notes. After students have finished reading, they write short notes to fill in the diagrams.[33]

6. Measurement of Reading Skill

In measuring students' reading skill, efforts needed to synchronize the reading aspects that students must master and measurements reflected through Bloom's Taxonomy.[34] This illustrated in Table 2.1

Table 2.1

Bloom's Taxonomy

No	Aspects of Reading	Bloom's Taxonomy	Indicators	Question
1	Main Idea	C2 Determine	Students able to determine the main idea correctly.	Determine the main idea.

[32] I.S.P Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge. 2009), 77.

[33] Ibid., 78.

[34] Lorin W, Anderson and David R Krathwohl. *A Taxonomy for Learning Teaching and Assessing.* (Addison Wesley Longman, Inc, 2001), 31.

2	Expression /Idioms/Phrases	C4 Decipher	Decipher expression /Idiom /Phrases.	Decipher the idea of expression groups of words and words that contain subjects or verbs.
3	Inference	C2 Distinguish	Students able to distinguish ideas or conclusions from evidence and reasons in a text, such as themes and instruments.	Distinguish idea or conclusions from evidence and reasons from a text.
4	Grammatical Features	C1 Recognizing	Students able to recognize item properties in a language, such as tense values and number.	Recognize item properties in a language.
5	Detail Scanning	C3 Determine	Students able to determine the parts of pieces of information from a text.	Determine the important part in a text that includes important information.
6	Excluding facts not written	C1 Recognizing	Students able to recognize unwritten facts in a text.	Recognize factual information in a text.
7	Supporting Idea	C1 Determine	Students able to determine supporting ideas in a paragraph.	Determine supporting ideas.
8	Vocabulary	C3 Determine	Students able to determine vocabulary that often used in certain contexts.	Determine the vocabulary in a particular context in a text.

(Source: Measurement of Reading Skill Bloom's Taxonomy)

7. Definition of Narrative Teks

A narrative teks can of teks that written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs.[35] Narratives can divided into traditional fiction including folktales, fairy tales, parables, fables, moral tales, myths and legends; and modern fiction which includes modern fantasy and contemporary realistic fiction.

Type of the text that taught in this study narrative. Students expected to able to know the characteristics of narrative text below.

Table 2.2

Characteristics of Narrative Teks

Social function	**Generic structures**	**Significant lexicogrammatical features**
To amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problem event which ended in a crisis or turning point from some kind of ones find.	1. Orientation: sets the scene, time, and place and introduces the participants. 2. Complication: this revolves around conflicts or problem that affect the setting, time or characters. 3. Series of events: In this part of the story a sequence of expected and unexpected actions affect the setting,	1. Focus on specific and usually individualized participants. 2. Use of material process

[35] Cliff Watt. *Targeting Text: Narrative, Poetry, Drama Middle Primary* (Australia: Blake Education, 2008), 4.

	atmosphere, characters or time. 4. Resolution: the crisis resolved 5. Reorientation/Coda: optinal (can appear or not)	

(Source: Characteristics of Narrative Teks)

Example of Teks:

The Roughtail Lizard Dreaming

A long time ago in the Dreamtime, there lived a Roughtail Lizard man who had a lot of Dreaming and songs he kept to himself. One day he sitting by a waterhole called Ngamarlu, when some men, who staying by the water, heard him singing. Night after night those men got up to listen to that Roughtail man singing his songs as he sat by the fire. Every day when the men passed his camp they heard his singing. All the old people came together and they sat around, talking among themselves. They decided to send someone to meet him. 'Go and ask that Roughtail man to sing us a song, 'they said. That person went over and asked him,'Show us how to sing one of your songs.'

The Roughtail man answered,'Certainly! I'll give you my songs to learn'. Then he called them all together and made them sit down and he gave to each man a song. He putting white and ochre on their chests,saying to them,' I'll give you this white ochre to put on your chests. All these songs to sung with ochre.' One by one he gave each man a different song. Over and over he put the white ochre on them,telling them,'This day I'm giving all these songs to the men. When I put this stuff on your chests, you may start to sing.'

Then he began singing for them and as he sang he showed them dances. When he had finished he said,'I give these songs to the men to keep,each one in his own camp,a different song for each,' and so from north to south, from east to west,each has his song from the Dreamtime. Today if you go over there to Wirrumanu you can see this waterhole called Ngamarlu.

B. Concept of Independent Variable

1. Definition of TAPPS

Thinking aloud pair problem solving (TAPPS) an articulation-reflection technique developed and researched over the years by David H Jonasen a combination of think aloud and teachback techniques.[36] This technique helps students to think hard before solving problems in a text.

TAPPS a technique that invented by David H Jonasen in the 1970s and has since refined and expanded by thousands of teacher and their students. The benefits of designed to add a self improvement feedback loop to the thinking aloud process so that no matter how tentative one's initial efforts. So students can solve problems in a reading.[37]

Thinking-aloud pair problem solving (TAPPS) is an articulation-reflection method developed and researched over the years by Whimbey and Lochhead (1999). TAPPS is a combination of think-aloud and teachback techniques. Working in pairs, one student thinks aloud while solving any problem. Thinking aloud requires the problem solver to

[36] Ibid., 139.
[37] Ibid., 9.

vocalize as many of the assumptions, methods, inferences, or conclusions that she is constructing or recalling while solving a problem.

Thinking aloud pair problem solving (TAPPS) is a teaching technique that guides students in pairs to accept a set of problem as well as specific rules for problem solvers and listeners in the problem.

TAPPS a think aloud process in which a student says whatever comes to mind and keeps talking while answering a question or doing a task.[38]

2. Benefit of TAPPS

TAPPS improves analytical skills by helping students to determine ideas, supporting idea, practice concepts, understand the sequence of steps underlying their thinking, and help identify errors in other people's reasoning. Since it requires students to relate information to existing conceptual frameworks.[39]

3. Teaching Steps Using TAPPS

The steps for implementing TAPPS in teaching include:

a. Students participate in pairs: one acts as the problem solver, and the other as listener.
b. The problem solver reads a text, and identifies the problem contained in the text aloud and discusses the solution.
c. Then the listener follows and catches any errors that occur.

---

[38] Ibid.,16.

[39] Elizabeth F. Barkley, *Student Engagement Teachiques* (San Fransisco: Jossey Bass, 2010), 259.

d. The role of the listener not just to listen but to ask for clarification and not guide or correct the problem solver.

C. Theoritical Framework and Paradigm

1. Theoritical Framework

This research uses quantitative research. The purpose of this research to get information the influence between independent variable and the dependent variable. There two variables in this study, namely the independent variable (X) and the dependent variable (Y). TAPPS independent variable and dependent variable Reading skill. Therefore the explanation of the TAPPS independent variable a technique to improve students' Rading skill.

The theoretical framework of the "TAPPS" research perfectly applied so that students' Reading skill becomes good. In fact, if TAPPS not perfectly applied to the teaching and learning process, then students' Reading skill is bad.

2. Paradigm

From the theoretical framework above, a research paradigm figured as follow:

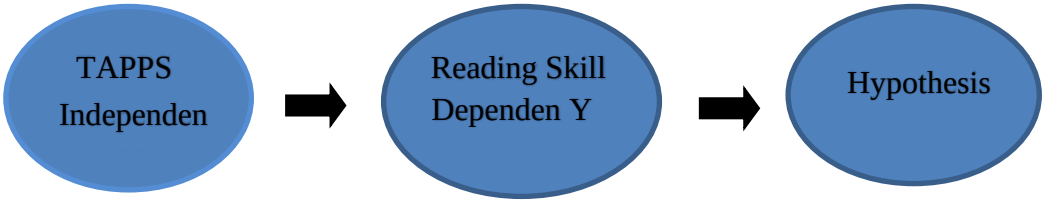


Figure 2.1 The Research Theoretical Framework

The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung

Based on the picture above, TAPPS has an influence on students' Reading skill. The researcher assumes that there something positive and significant through the Reading skill TAPPS technique.

D. Hypothesis

Based on Theory and Paradigm Theory, there two kinds of hypotheses from this research as follows:

a. Hypothesis Formulation

b. (Ha): There a positive and significant the influence of using the TAPPS Technique on Reading skill for Grade VIII students' of MTS Guppi 2 Untoro Central Lampung.

(H_0): There no positive and significant the influence of using the TAPPS technique on Reading skill for class VIII.

c. Statistics Hypothesis

In determining the level of statistical significance the researcher determine the statistical hypothesis as follows:

if to $\geq$ t table, then (H_0) rejected (Ha) accepted.

if to < t table, then (H_0) accepted again (Ha) rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

The experimental design of this research quasi Experiment research. In quasi experiment, the researcher uses control and experimental groups but does not randomly assign participants to groups.[40] A quasi-experiment a type of research design that attempts to establish causality. The researcher chooses two classes as the experimental class and the control class.

Quantitative research usually conducted under more tightly controlled conditions and tends to use confirmatory scientific methods focused on testing hypotheses and testing theories. Quantitative researcher hope to find and generalize common patterns of thinking and behavior.[41] Quantitative measurement has specific terminology and a set of techniques whose aim to capture details precisely and reveal what we find in numbers.[42] The research asks students to do a pre-test, actively participate in treatment, and do a post-test. Treatment given after a preliminary examination. The pre-test was designed to examine the students' reading skill before treatment, and the post-test was designed to examine the significant the influence of TAPPS Technique on the student after treatment.

---

[40] John W Creswell, "*Research Design Qualitative, Quantiative, and Mixed Methods Approaches*," London: SAGE: 2014, 219.

[41] R. Burke Johnson and Larry Christensen, *Education Research Quantitative, Qualitative, and Mixed Approach* (London: SAGE Publications, Inc. 2014), 109-110.

[42] W. Lawrence Neuman, *Sosial Research Methods: Qualitative and Quantitative Approaches* (America: Pearson Education Limited, 2014), 208.

Group	Pre-test	Treatment	Post test
A	0_1	→ X →	0_2
B	0_3	→	0_4

A: Experimental group that gets treatment.

B : Control group.

0_1 and 0_3 : Pre-test before treatment is given to the experimental group.

0_2: The final test after the treatment is given to the experiment group.

0_4 : The final test that is given treatmentto the control group.

X : Teaching English using TAPPS Tehnique.

The research conducted the research the Eight Grades Mts Guppi 2 Untoro Central Lampung.

B. The Operational Definition of Variables

The operational of variables as follows:

1. Independent Variable

Independent variables variables that considered to influence a causes or changes in other variables.[43] Characteristic independent variable has manipulated by the researcher to explain the observed relational

[43] Jack R, Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2012), 80.

phenomena. The independent variable (X) of this research TAPPS Technique.

Independent variable indicators include:

a. Students participate in pairs: one acts as the problem solver, and the other as listener.
b. The problem solver reads a text, and identifies the problem contained in the text aloud and discusses the solution.
c. Then the listener follows and catches any errors that occur.
d. The role of the listener not just to listen but to ask for clarification and not guide or correct the problem solver.

2. Dependent Variable

Dependent variable the response or the criterion variable presumed to caused by or influenced by the independent treatment conditions and any other independent variables.[44] The dependent variable a variable that change as a result of the manipulation of the independent variable, using measurement data to test whether and the extent to which the independent variable influences the dependent variable by conducted statistical analysis.

Based on this explanation it can predicted how much the dependent variable changes due to variations in the independent variables. The dependent variable (Y) in this study students' reading skill. The aspect reading skill that taught to the students' main idea, expression, idiom,

[44] Ibid., 217.

phrases, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

C. Population, Sample and Random Sampling

1. Population

Population defined meaning that researcher can obtain a representative sample through random sampling.[45] In other words, the population the entire group that the subject of the study. Therefore, the population everything that can the result of research objectives. The population of this study all students of class eight Mts Guppi 2 Untoro Central Lampung cosisting 28 students.

2. Sample

The sample part of the research population chosen to represent the research population. The sample consists of 28 students to collect the necessary data.[46] This done to save time, money and other resources. This research quasi experimental research. Therefore, the sample of the study includes of experimental class and control class.

3. Random Sampling

The researcher used random sampling technique in this study. In this method of sampling, each unit included in the sample has certain pre

[45] Geoffrey Marczyk, David DeMatteo, and David Festinger, *"Essentials of Research Design and Methodology".* Canada: John Wiley & Sons, Inc. All rights reserved, 2005, 70.

[46] Rajit Kumar, *"Research Methodology a Step-by-Step Guide For Beginers".* London: This third edition published 2011, 346.

assigned chance of inclusion in the sample.[47] In other words, the technique of determining the sample using random sampling based on the research objectives, because the research specifically determines the sample based on the objectives and class allocations that existed, making it easier for researcher to directly determine the experimental class and the control class.

D. Data Collection Technique

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

1. Test

Test in the tool used for assessment most commonly used in education. Out of existence tests considered as instruments, tests can also seen as standard procedures used to measure in a systematic way sample behavior by asking a series of question.[48] Tests consists of pretest and posttest that are given to the experimental class and control class.

Validity refers to whether an instrument measures what it designed to measure; a device for measuring sperm motility that actually measures sperm count not valid. Things like reaction times and physiological measures valid in the sense that a reaction time does in fact measure the time taken to react and skin conductance does measure the conductivity of

[47] Singh Ajay S, "*Sampling Techniques and Determination of Sample Size in Applied Statistics Research: An Overview,"* Swaziland: International Journal of Economics, Commerce and Management, no.11 (2014): 3.

[48] Dickson Adom, Jephtar Adu Mensah and Dennis Atsu Dake, "Test Measurement and evaluation: Understanding and use of the concepts in education," *International Journal of Evaluantion and Research in Education* No.1/March 2020, 3.

your skin. However, if we're using these things to infer other things (e.g. using skin conductance to measure anxiety) then they are valid only if there no other factors other than the one we're interested in that can influence them.[49] In testing the validity of the instrument through SPSS (Statistical Package for the Social Sciences), the researcher used the pearson correlation test. Pearson correlation is a type of SPSS test that is used to test whether the instrument used is valid.

Reliability which whether an instrument can interpreted consistently across different situations. After the data is declared valid, then the next reliability test. In using SPSS, the Cronbach test is used to test the reliability of the instrument. The Cronbach test is a type of test used to determine the reliability of an instrument.

There two tests that are used in this study as follow:

a. Pre-test

Prior to treatment, a pre-test was given to measure students' reading skill. The pre-test in the form of a reading test in the form of multiple choice test where students presented with a text and several question.

b. Post-test

After giving the treatment, the researcher administrated a post-test to find out the result of treatment whether the use of TAPPS

[49] Andy, Field. *Discovering Statistics Using Spss* (Britania Raya: SAGE Publication Ltd, 2009), 11.

technique effective or not to find out the effect of students' reading. The post-test in the form of a reading and several questions given to students to read and answer.

2. Documentation

Documentation a process that consists of several activities, namely, recording information found or storing information in a container called collecting documents containing the required information, or determining the information needed by specifying how to open a documents, making it more accessible by providing documents to users who need information.[50] Documentation can also referred to as a method for obtaining information, the tools used in the documentation method books, notes, information from the internet and others. The researcher uses the documentation method to obtain information:

a. The history of MTS Guppi 2 Untoro Central Lampung.
b. The condition teachers and officials employes in MTS Guppi 2 Untoro Central Lampung.
c. The quantity of the students of MTS Guppi 2 Untoro Central Lampung.
d. Organization structure of MTS Guppi 2 Untoro Central Lampung.
e. The infastructure of of MTS Guppi 2 Untoro Central Lampung.
f. The vision and mission of MTS Guppi 2 Untoro Central Lampung.

[50] Manuel Guzman and Bert Verstappen, *What Documentation, Human Rights Monitoring and Documentation Series* (Switzerland: Huridocs, 2003), 8.

E. Research Instrument

Instruments research tools used in every method and technique. Futhermore, research intruments include:

1. Reading Skill Test

To find out students' reading skill, the researcher gave a question that total 20 questions in the form of multiple choice, and the difficulty labels used for class VIII MTS Guppi 2 Untoro Central Lampung C1 and C2.

2. Documentation Sheet

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

F. Data Analysis Technique

Data Analysis an ongoing process during research. It can help the research interpret data for the purpose of providing meaningfull insight obout the problem examined. Based on the data obtained, the researcher analyzed the test score of the experimental class and control class by calculating the formula t-test. Before using t-test, it necessary to find out the normality and homogeneity values of the data. The normality needed to know whether the data has normally distributed. After the normality test, the homogeneity test needed to know the data homogeneous or not.

1. **Normality Test**

After the research data was obtained, the researcher conducted a normality test, to carry out the normality test the researcher used the Kolmogorov-Smirnov test used SPSS (Statistical Package for the Social Sciences) which was used to test whether the instrument data was normally distributed. According to Andy Field, if the Kolomogorov-Smirnov more than 0,05 the test results normally distributed.

2. **Homogeneity Test**

The researcher conducted a homogeneity test using SPSS (Statistical Package for the Social Sciences) by applying the Lavene test. Levene test is a SPSS test that is used to find out whether the data is homogenity or not. According to Andy Field, if the value more than 0,05 the result of the research data classified as homogeneous.

3. **Hypothesis Test**

In testing the results of this study, to determine whether there a positive and significant influence of the use of TAPPS on reading skill. The research included of the hypothesis test using SPSS through a independent-sample t-test. According to Andy Field, if the value of sig less than 0,05 it proven that there an influence from variable X (TAPPS) on variable Y (Reading Skill).

a. Conductedting pre-test and post-test
b. Testing the normality
c. Testing Homogeneity

d. Testing Paired sample t-test

e. Testing the hypothesis

If sig 2-Failed 13 less than 0,05, Alternative hypothesis (Ha) 13 accepted, (H_0) rejected.

If sig 2-failed 13 more than 0,05 Alternative hypothesis (Ha) rejected, (H_0) 13 accepted.

Independent Sample T-Test Guidelines:

The researcher used an independent sample t-test via SPSS because the researcher used a quantitative research method of quasai experimental research. The independent sample t-test ais a type of SPSS t-test which is used to test the influence of variables between 2 groups, namely the experimental group and the control group.

CHAPTER IV

RESULT OF THE RESEARCH AND DISSCUSSION

A. Research Setting Description

This research was conducted at MTS Guppi 2 Untoro Central Lampung. MTS Guppi 2 Untoro is one of the Madrasah Tsanawiyah located at JL. Kramat Jati street, 18A Untoro, Central Lampung. The school was built on July 1983, founded by the Guppi foundation which at that time under the government of President Soeharto. MTS Guppi 2 Untoro has developed into a madrasah that is trusted by the community. In carrying out its activities, MTS Guppi 2 Untoro is under the auspices of the Ministry of Religion.

MTS Guppi 2 Untoro Central Lampung has 13 teachers and 2 official employees. The female teachers consist of 5 teachers and 10 male teachers. 67% of the teachers are S1, 20% S2 and 13% staff SMA. Based on the data obtained about the condition of teachers and staff at MTS Guppi 2 Untoro Central Lampung, they already have an adequate educational workforce as seen from the number of teachers and staff, which total 15 teachers.

The students' quantity at MTS Guppi 2 Untoro Central Lampung is 105. The number of students in class VII is 34 students. The number of students in class VIII is 28. The number of students in class IX is 51 with 2 classes, namely class A and B. There are 55% male students and 45% female students.

Organization structure of MTS Guppi 2 Untoro Central Lampung. Head Master named, Amin Asngari, S.Pd.I. School Committee named Dr. Kamsiti. Head of students named Paimin, AP. Waka curriculum named Seno Prawoto, S.Pd.I and Administration named Gusti Fernando.

The infrastructure at MTS Guppi 2 Untoro Central Lampung has educational facilities equipped with: 4 class room, 1 office space, 1 headmaster room, 1 library, uks room, 1 werehouse, 1 counseling room, 3 toilets, mosque. in total there are 12 rooms and 1 mosque. Overall, the facilities and infrastructure at MTS Guppi 2 Untoro Central Lampung are very adequate.

The vision of MTS Guppi 2 Untoro Central Lampung is to mold the students who have fearing againts God; to become an education based on faith, morals, culture; to have honesty and trustworthy attitude; to have a personality attitude of good ethics and high aesthetics; to have good character; and broad outlook along with adequate knowledge.

The mission of MTS Guppi 2 Untoro Central Lampung is to increase the faith and devotion of all school members form students who have the knowledge and skill; to creat conducive learning conditions in schools; to increase teacher professionalism; to improve academic and non-academic achievements, disciplined, and to have noble character.

B. The Influence of TAPPS Tehnique

Uji Central Tendency

The central tendency of the results of this study includes the mean, median, mode, sum of the pre-test and post-test results.

Tabel 3.1

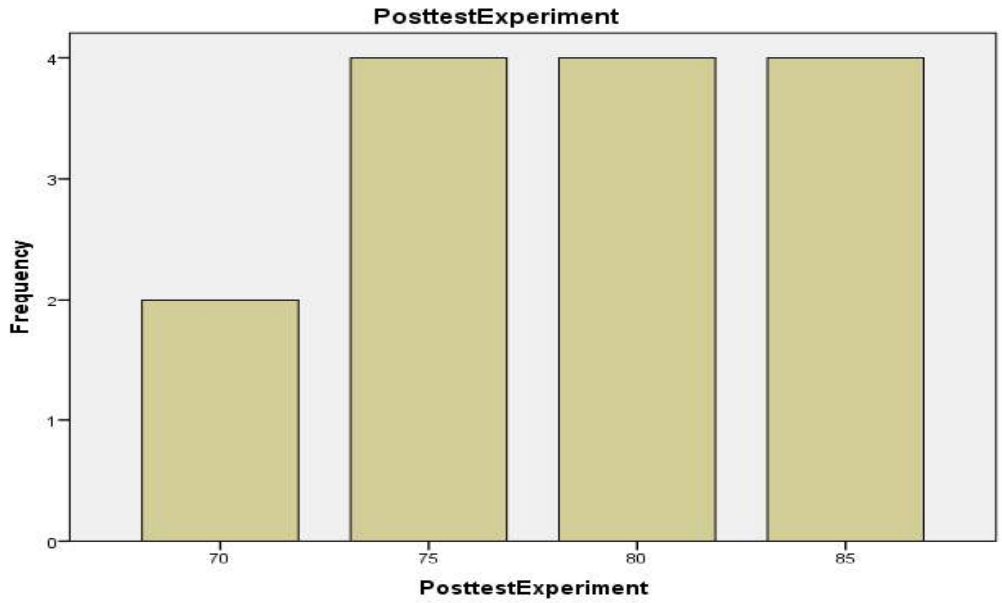
The Frequency Central Tendency

Statistics

		Post-test Experiment	Pre-test Experiment	Post-test Control	Pre-test Control
N	Valid	14	14	14	14
	Missing	0	0	0	0
Mean		78.57	50.36	65.36	47.50
Median		80.00	50.00	65.00	47.50
Mode		75[a]	45[a]	65	55[a]
Sum		1100	705	915	665

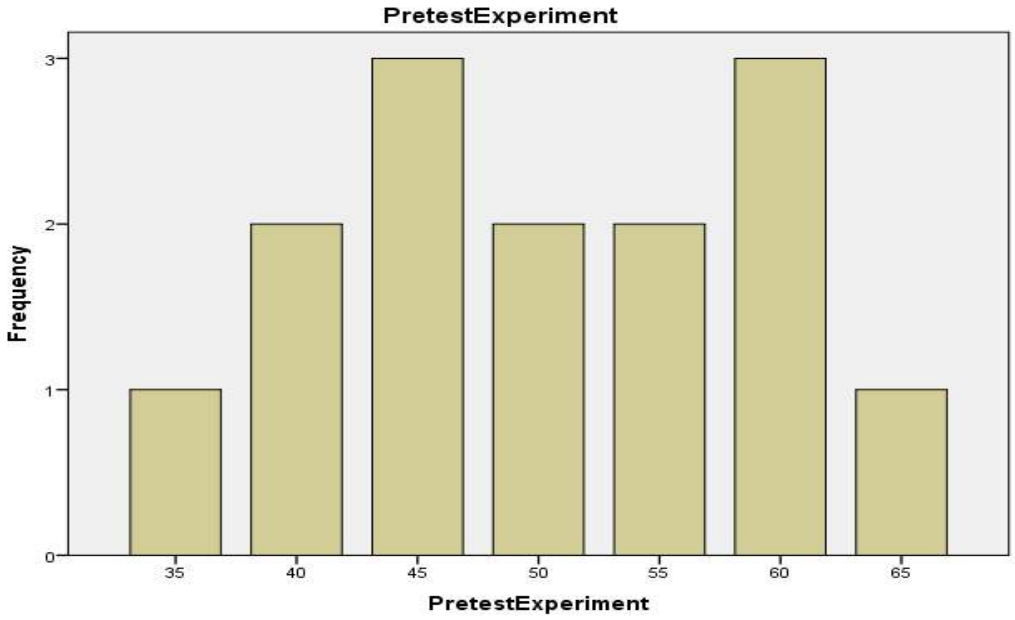
a. Multiple modes exist. The smallest value is shown

From the results of calculations using SPSS it known that the Central Tendency post-test experimental includes a mean of 78.57, a median 80.00, a mode of 75[a,] a sum of 1370. With the following histogram:



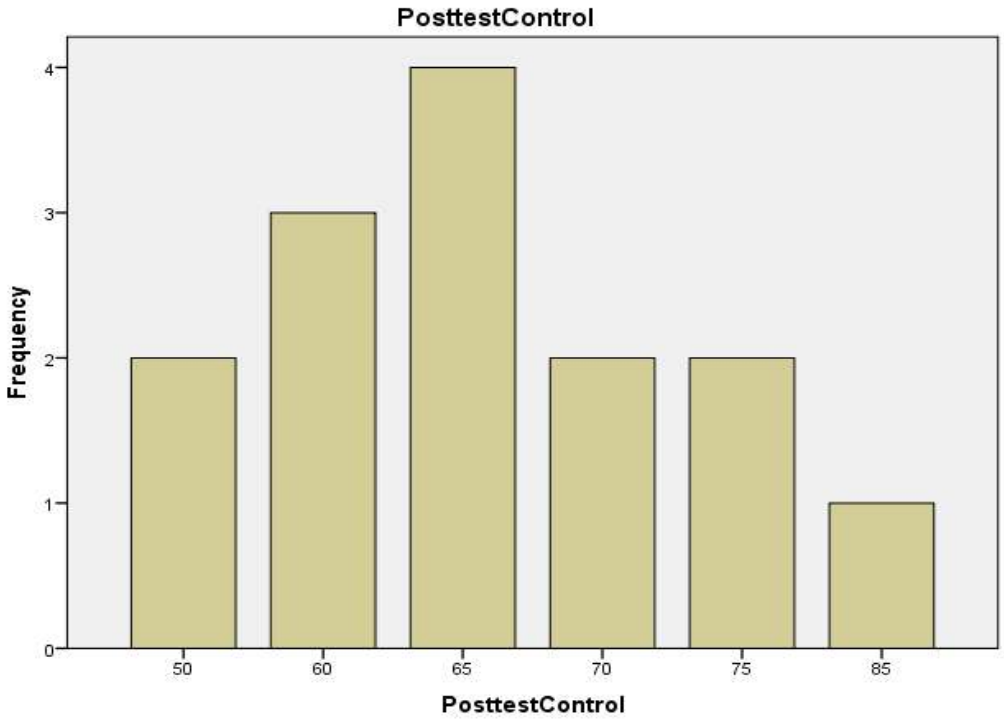
Figured 4.1 Post-test experimental Class

From the results of calculations using SPSS it known that the Central Tendency pre-test experiment includes a mean of 50.36, a median 50.00, a mode of 45[a,] a sum of 705. With the following histogram:



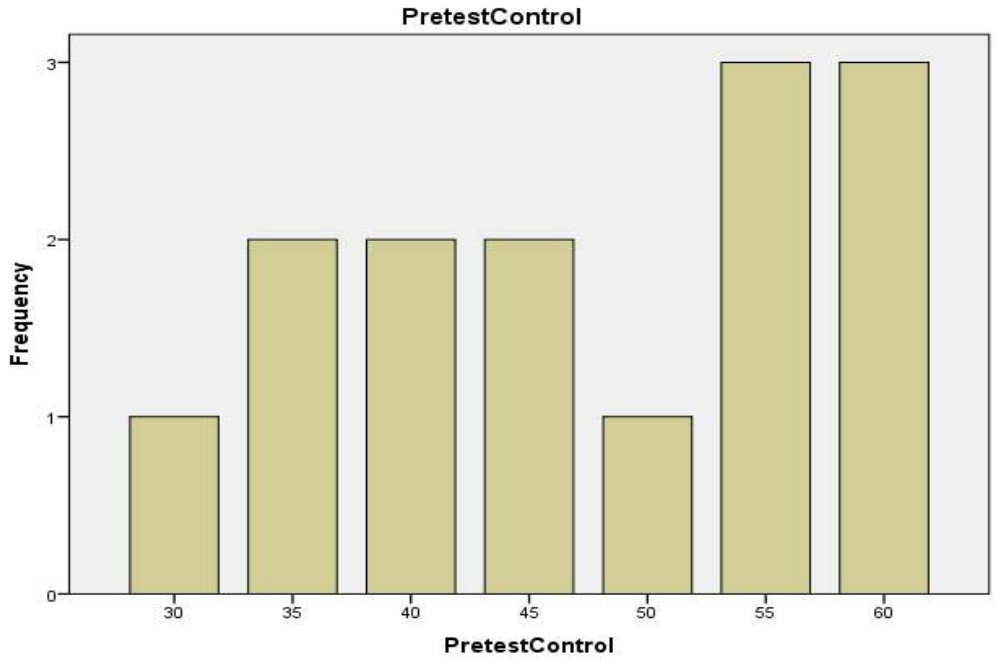
Figured 4.2 Pre-test experimental Class

From the results of calculations using SPSS it known that the Central Tendency post-test control includes a mean of 65.36, a median 65.00, a mode of 65, a sum of 915. With the following histogram:



Figured 4.3 Post-test control

From the results of calculations using SPSS it known that the Central Tendency pre-test control includes a mean of 47.50, a median 47.50, a mode of 55[a], a sum of 665. With the following histogram:



Figured 4.4 Pre-test control Class

1. **Pre-Test**

Validity Test

Before conducting the pre-test, the researcher tested the validity and reliability of the question instrument. In testing the validity of the researcher used SPSS with a person correlation test and the results of the validity of each item included:

Tabel 4.1

The validity Results

No	Person Correlation	Sig (2-tailed)	Validity Statement
1	.773**	.000	Valid
2	.838**	.000	Valid
3	.757**	.000	Valid
4	.824**	.000	Valid
5	.824**	.000	Valid
6	.830**	.000	Valid
7	.865**	.000	Valid

8	.865**	.000	Valid
9	.865**	.000	Valid
10	.879**	.000	Valid
11	.821**	.000	Valid
12	.879**	.000	Valid
13	.811**	.000	Valid
14	.879**	.000	Valid
15	.879**	.000	Valid
16	.821**	.000	Valid
17	.889**	.000	Valid
18	.889**	.000	Valid
19	.821**	.000	Valid
20	.821**	.000	Valid
21	.889**	.000	Valid
22	.889**	.000	Valid
23	.830**	.000	Valid
24	.889**	.000	Valid
25	.830**	.000	Valid
26	.889**	.000	Valid
27	.904**	.000	Valid
28	.733**	.000	Valid
29	.632**	.000	Valid
30	.617**	.000	Valid
31	721**	.000	Valid
32	.506**	.006	Valid
33	.806**	.000	Valid
34	.806**	.000	Valid
35	.738**	.000	Valid
36	.806**	.000	Valid
37	.710**	.000	Valid
38	.806**	.000	Valid
39	.861**	.000	Valid
40	.861**	.000	Valid

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table it can be seen that the results of the validity test are all variables greater than r table 0.306, namely r observed > 0.306. So, it can be said that the results of the validity test calculation above, the statement

variables are all valid. Thus, all of these items can be used for actual data collection.

Reliability Test

Table 4.2
The Reability Result

Cronbach's Alpha	N of Items
.765	41

Based on the table it can be seen that reability test results are greater than the r table of 0.306, namely r observed > 0.306. So, it can be said that the result of the reliability test calculations above are in the moderately reliable category so that the indicators in this study are said to be reliable.

The Result of Pre-Test Score in Experimental Class

To measure students' reading skill, the researcher used a pre-test before giving treatment. The researcher conducted a pre-test at the first meeting of the study to find out the differences between classes at the same level. The pre-test form included in this study was multiple coice. The result of pre-test can be identifid as follows:

Table 4.3

The Result of Pre-Test (Experimental Class) in Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung

No	Name of Student's	Pre-Test Score	Explanation
1	AF	50	Bad
2	AF	65	Bad
3	AAS	60	Bad
4	ACP	55	Bad
5	CAK	50	Bad
6	DOS	45	Bad
7	DPP	35	Bad
8	FR	40	Bad
9	FN	55	Bad
10	FA	40	Bad
11	FA	45	Bad
12	GDS	60	Bad
13	GAP	45	Bad
14	JR	60	Bad
	TOTAL	705	
	AVERAGE	50.3	**Bad**
	HIGHEST SCORE	65	
	LOWEST SCORE	35	

(Source: the result of pre-test of students' reading skill)

The test was followed by 14 students. The highest score was 65 and the lowest score was 35 with the total score 705 and average 50.3. Based on the data, the researcher measured the class interval. the data, the researcher measured the class interval.

If the data was put into figure, it can be seen as follow:

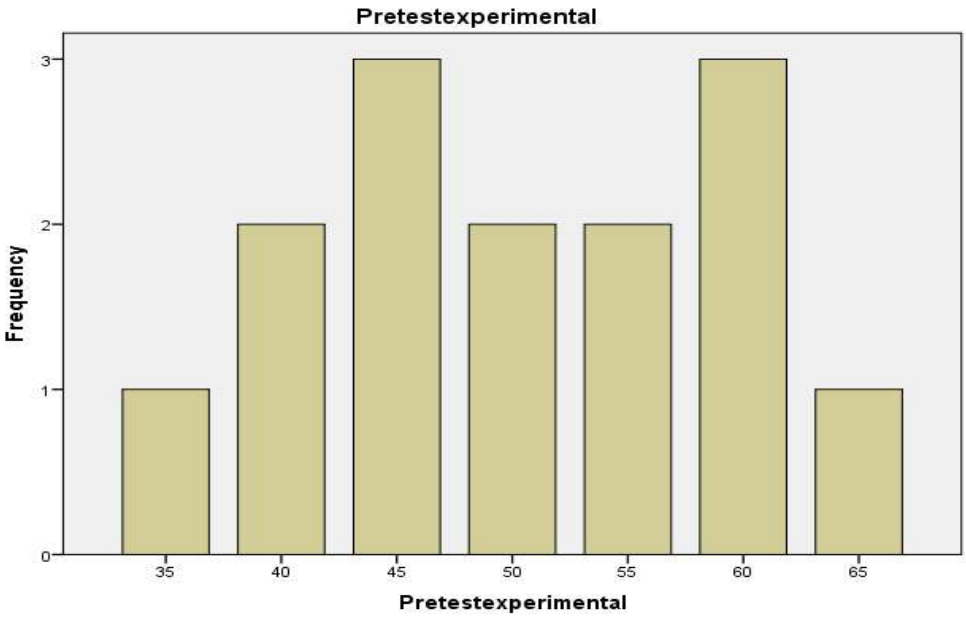


Figure 4.5 The Frequency Histogram of Pre-Test Score (Experimental Class)

Futhermore, based on the table of frequency distribution above, it could be inferred that from 14 students as the sample of the research, 2 students who got the highest score, namely 65. The data revealed that 1 students got the score 35. Next, there were 2 students got the score 40. There were 3 students who got score 45. Meanwhile, there were 4 students who got score between 50 – 55. In addition, there are 3 students who got the score 60. The last one is 1 students who scored between 65.

The Result of Pre-Test Score in Control Class

To measure students' reading skill, the researcher used a pre-test before giving treatment. The researcher conducted a pre-test at the first meeting of the study to find out the differences between classes at the same level. The pre-test

form included in this study was multiple coice. The result of pre-test can be identifid as follows:

Table 4.4

The Result of Pre-Test (Control Class) in Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung

No.	Name of Student's	Pre-Test Score	Explanation
1	JMS	40	Bad
2	JS	60	Bad
3	KR	40	Bad
4	KNP	60	Bad
5	MRA	45	Bad
6	NR	35	Bad
7	NNH	55	Bad
8	RAP	60	Bad
9	RA	35	Bad
10	RA	50	Bad
11	RM	55	Bad
12	TLW	30	Bad
13	TNK	45	Bad
14	VK	55	Bad
	TOTAL	**665**	
	AVERAGE	**47,5**	**Bad**
	HIGHEST SCORE	**60**	
	LOWEST SCORE	**30**	

(Source: the result of pre-test of students' reading skill)

The test was followe d by 14 students. The highest score was 60 and the lowest score was 30 with the total score 665 and average 47,5. Based on the data, the researcher measured the class interval. If the data was put into figure, it can be seen as follow:

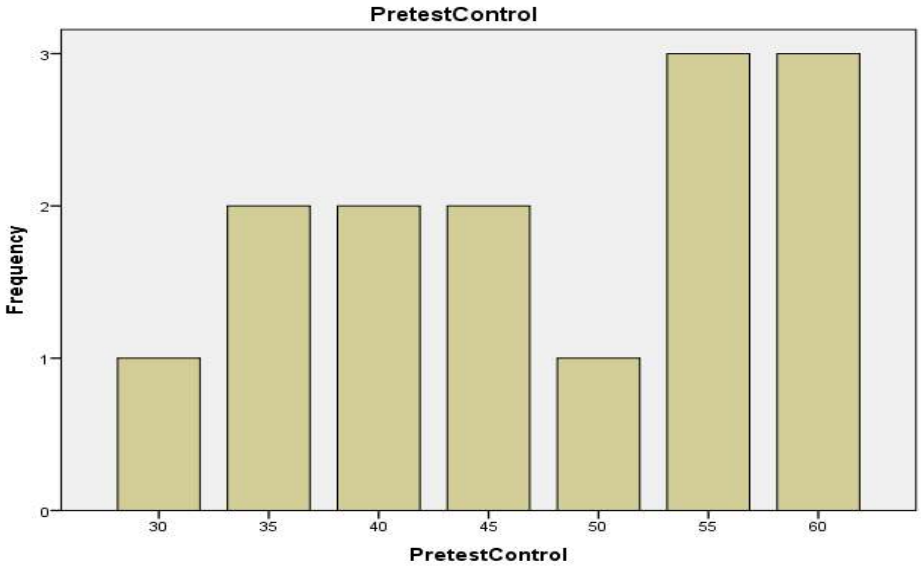


Figure 4.6 The Frequency Histogram of Pre-Test Score (Control Class)

Futhermore, based on the table of frequency distribution above, it could be inferred that from 14 students as the sample of the research, 3 students who got the highest score, namely 60. The data revealed that 1 students got the score 30. Next, there were 2 students got the score 35. There were 2 students who got score 40. Meanwhile, there were 2 students who got score 45. In addition, there are 6 students who got the score between 50-60.

2. Post-Test

The Result of Post-Test Score (Experiment Class)

After analyzing the weaknesses and understanding of students' reading skill, the researcher conducts treatment to assist students in determining main ideas, supporting ideas, and concluding the contents of the story using short stories.

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

Table 4.5

The Result of Post-Test (Experimental Class) in Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung

No	Name of Student's	Post-Test Score	Explanation
1	AF	75	Good
2	AF	85	Good
3	AAS	70	Good
4	ACP	75	Good
5	CAK	85	Good
6	DOS	80	Good
7	DPP	75	Good
8	FR	80	Good
9	FN	70	Good
10	FA	80	Good
11	FA	85	Good
12	GDS	80	Good
13	GAP	75	Good
14	JR	85	Good
	TOTAL	1100	
	AVERAGE	78,5	**Good**
	HIGHEST SCORE	85	
	LOWEST SCORE	70	

(Source: the result of post-test of students' reading skill)

The test was followed by 14 students. The highest score was 85 and the lowest score was 70 with the total score 1100 and average 78,5. Based on the data, the researcher measured the class interval.

If the data was put into graphic, it can be seen as follow:

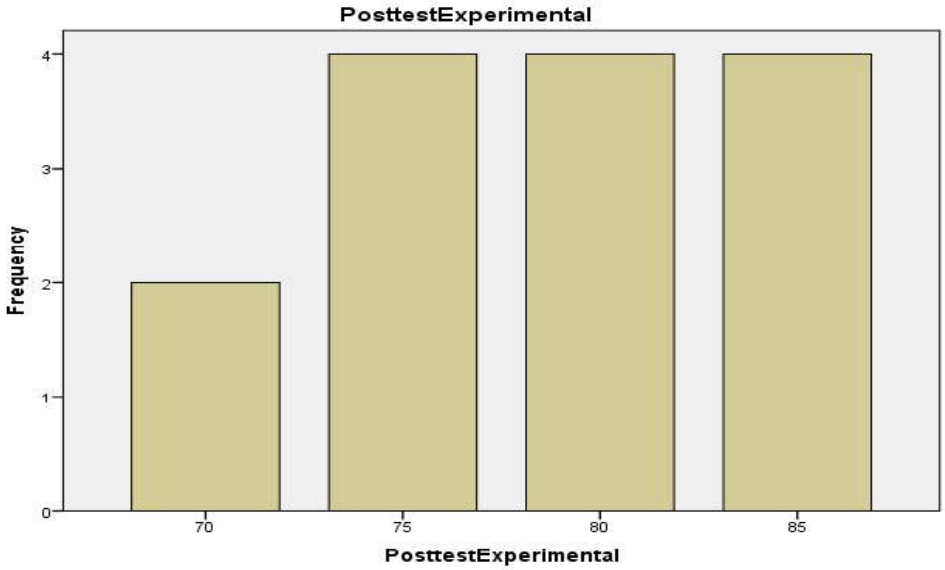


Figure 4.7 The Frequency Histogram of Post-Test Score (Experimental Class)

Futhermore, based on the table of frequency distribution above, it could be inferred that from 14 students as the sample of the research, 4 students who got the highest score, namely 85. The data revealed that 2 students got the score 70. Next, there were 4 students got the score 75. There were 4 students who got score 80. Meanwhile, there were 4 students who got score 85.

The Result of Post-Test Score (Control Class)

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

Table 4.6

The Result Post-Test (Control Class) in Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung

No.	Name of Student's	Pre-Test Score	Explanation
1	JMS	75	Good
2	JS	50	Bad
3	KR	60	Bad
4	KNP	65	Bad
5	MRA	65	Bad
6	NR	70	Good
7	NNH	75	Good
8	RAP	65	Bad
9	RA	60	Bad
10	RA	85	Good
11	RM	60	Good
12	TLW	50	Bad
13	TNK	70	Good
14	VK	65	Bad
TOTAL		**915**	
AVERAGE		**65,3**	**Good**
HIGHEST SCORE		**85**	
LOWEST SCORE		**50**	

(Source: the result of pre-test of students' reading skill)

The test was followed by 14 students. The highest score was 85 and the lowest score was 50 with the total score 915 and average 65,3 Based on the data, the researcher measured the class interval.

If the data was put into graphic, it can be seen as follow:

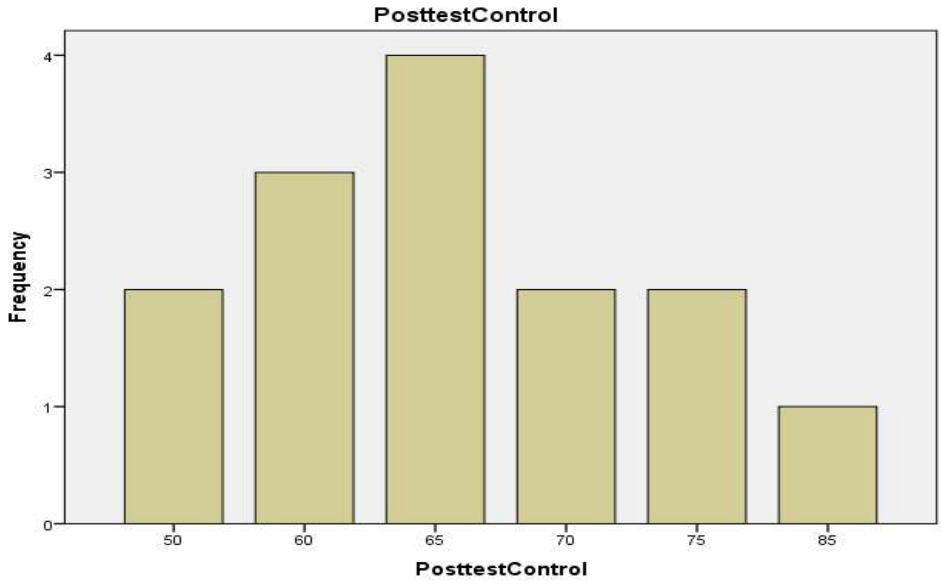


Figure 4.8 The Frequency Histogram of Post-Test Score (Control Class)

Futhermore, based on the table of frequency distribution above, it could be inferred that from 14 students as the sample of the research, 1 students who got the highest score, namely 85. The data revealed that 1 students got the score 85. Next, there were 4 students got the score between 70-75. There were 3 students who got score 60. Meanwhile, there were 4 students who got score 65. In addition, there are 2 students who got the score 50.

3. T-test Result

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

a. Ho: The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung.

b. Ha: The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung.

This is the statistical hypothesis:

a. If the sign.2-tailed is lower than 0.05 and t-value is higher than t-table, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than t-table, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.
b. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (Think Aloud Pairs Problem Solving (Technique) tests to variable Y (reading skill), the researcher obtained the results described as follows:

Table 4.7

The Independent Samples Test SPSS Computation Result about The Influence of TAPPS Tehnique on the Students' Reading Skill

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of theDifference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Post Test	Equalvariances assumed	1.7749	.197	4.536	26	,000	13.214	2.913	7.226	19.203
	Equalvariances not assuMed			4.536	20.481	,000	13.214	2.913	7.226	19.282

(Source: the result of independent samples test)

Based on the SPSS result, It is clear that if the probabilityor Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung.

In addition, the table above illustrated that *t observed* was 4.536 with degree of freedom was 26 to confidence interval of the difference 95%. After considering the t-test table by using *df* 26. It can be found that:

Table 4.8

The Critical Value of f-table

Level of significant	5%	1%
Df	2.056	2.779

(Source: the result of critical value of t-table

1. The critical value of t-test (ttable) for the 5% level is 2.056
2. The critical value of t-test (ttable) for the 1% level is 2.779

From all the data analysis above, it can be found that:

a. "t-observed" = 4.536
b. "t-table" level of significance 5% = 2.056
c. "t-table" level of significance 1%= 2.779

It means that "t-observed" is higher than "t-table" or it can be reading as 2.056<4.536>2.779. It means that from the value above there was any positive and significant the Influence of TAPPS Tehnique on the Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung. It can be seen from the result of the students' pre-test and post-test.

a. If t-observed > t-table, Ha is accepted and Ho is rejected.
b. If t-observed < t-table, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as: "There is a positive and significant The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung".

Finally, the data confirmed that" t-observed" = 4.536 was higher than "t-table" level of signficance 5% = 2.056 and "f-table" level of significance 1% = 2.779. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significance the Influence of TAPPS Tehnique on the Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung.

a) Normality Test

Normality test is test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov-smirnov formula which is helped by SPSS aplication.

Table 4.9

The Normality Result Test By Using SPSS

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	1	.177	14	.200*	.882	14	.062
	2	.158	14	.200*	.951	14	.578
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

(Source: the result of tests normality)

Based on the table above, it is shown that the data is normally distributed with a significance level of more than 0.05, namely p = 0.200 > 0.05.

b) Homogeneity Test

Table 4.10

The Result of Homogeneity Test by Using SPSS

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.749	1	26	.197

(Source: the result of homogeneity test)

Based on the table it can be seen that the results of the the homogeneity test were 0.197 which means greater than 0.05, namely p = 0.197 > 0.05. So, it can be said that both variables are homogeneous.

Interpretation

From the results of this study it shows that there is an influence of using TAPPS on students' reading, with the relevance that researcher get in the research process that TAPPS can increase students' interest in lessons, because students don't feel bored by just fixating on reading texts but there are speaking activities to share information that contained in the reading. So that students' understanding of the contents of the reading is more perfect.

C. Discussion

In presenting the discussion of results of this research, the researcher considered theories that support her to answer the problem formulation. In conducting the pre-test, the researcher gave a reading test by asking the students to choose the correct answer. The pre-test results of reading skill pre-test the average grade in experimental class is 50,3 and the average grade in

control class is 47,5. Pre-test had been done before the researcher applied the treatment using Think Aloud Pairs Problem Solving (TAPPS) Tehnique. After pre-test, the researcher using Think Aloud Pairs Problem Solving (TAPPS) Tehnique directly in the class. While the researcher applied using Think Aloud Pairs Problem Solving (TAPPS) Tehnique teaching directly in the class, so the Steps include of:

1. First section, Students participate in pairs: one acts as the problem solver, and the other as listener.
2. Second section, The problem solver reads a text, and identifies the problem contained in the text aloud and discusses the solution.
3. Third section, Then the listener follows and catches any errors that occur.
4. Last section, The role of the listener not just to listen but to ask for clarification and not guide or correct the problem solver.

After conducting treatment with Think Aloud Pairs Problem Solving (TAPPS) Tehnique implementation, the researcher conducted post-test to the eighth graders by giving a test. The post-test results showed the average student grade in experimental class was 78,5 and the average grade in control class was 65,3. Furthermore, to test if there was a positive and significant influence of variable Think Aloud Pairs Problem Solving (TAPPS) Tehnique on reading narrative text. This tehnique is beneficial improves analytical skills by helping students to determine ideas, supporting idea, practice concepts, understand the sequence of steps underlying their thinking, and help identify errors in other

people's reasoning. Since it requires students to relate information to existing conceptual frameworks.

Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant The Influence of TAPPS Tehnique on the Students' Reading Skill of The Eight Grade at MTS Guppi 2 Untoro Central Lampung. The influence of TAPPS tehnique on the students' reading skill is shown by the students' skill to answer questions on the items which are positively and significantly influenced by students being able to determine main ideas, supporting ideas, conclude reading in english text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter is research closing, moreover this chapter consists of two parts those are conclusions and suggestions. Firstly, shows a brief description from the findings in the fourth chapter. Secondly, shows the part of suggestion from the researcher to the present research.

A. Conclusion

Based on the results of the discussion regarding the Influence of TAPPS Technique on Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung, it can be concluded that the t-observed is 4.536 while the t-table is 2.056. It means that t-observed > t-table. This shows that Ho was rejected, Ha was accepted, in other words, there was the Influence of TAPPS Technique on Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung. In addition, the sig.(2-tailed) value obtained from the independent sample t-test is 0.197, this shows > 0.05 indicates that Ho is rejected Ha is accepted, therefore it can be concluded that there is an influence between variable (X) and variable (Y) namely the influence between variable (X) and variable (Y) reading skill, namely the Influence of TAPPS Technique on the Students' Reading Skill of the Eight Grade at MTS Guppi 2 Untoro Central Lampung.

Based on the implementation of learning on reading skill material using the TAPPS technique, strongly supports the achievement of learning objectives

on student reading material. This is due to the use of the TAPPS technique students can focus more on mapping their understanding of concrete things in the form of the text they read.

B. Suggestion

Based on the conclusion above, some suggestions are stated as follow:

1. For the Students

It is suggested that students be more active in learning English, particularly in learning to read English texts. Therefore, the students can understand and improve their skills in reading by using the material that has been provided by researcher and influncing them especially in reading.

2. For the Teachers

It is suggested that teachers be more creative in motivating students in learning English and incorporate the Think Aloud Pairs Problem Solving (TAPPS) as a technical reference in the teaching process, especially in reading texts to involve students to be active in learning English reading.

3. For the Headmaster

It is recommended to headmaster support teachers in using Think Aloud Pairs Problem Solving (TAPPS) Technique in learning process because it can teach the students' reading and the students' become active.

BIBLIOGRAPHY

Adom, Dickson, Mensah, Jephtar Adu, and Dake, Deniss Atsu. "Test Measurement and evaluation: Understanding and use of the concepts in education." *International Journal of Evaluantion and Research in Education* No.1/March 2020.

Ajay S, Sigh. "Sampling Techniques and Determination of Sample Size in Applied Statistics Research: An Overview". Swaziland: International Journal of Economics Commerce and Management, no.11 (2014): 1-22.

Arinchekhina, Julia., Vyacheslav Orlov, Alexei V Samsonovich, and Vadim L Ushakov. *Science Direct Comparative Study of Semantic Mapping of Images.* Mexico: Procedia Computer Science, 2018.

Baha, Abu Osama. "Reading Models: A Review of the Current Literatur." *International Journal of English Literature and Social Science IJELS* No.3/Mei-Juni 2017.

Barkley, Elizabeth F. *Student Engagement Teachiques*. San Fransisco: Jossey Bass, 2010.

Bond, Guy L., Tinket. Miles A, Wasson. Barbara B, and Wasson, John B. *Reading Difficulties Their Diagnosis and Correction.* Moorhead: A Division of Simon and Schuster, Inc., 1989.

Brown, H Douglas. *Language Assessment: Principles and Clasroom Pratices*. San Francisco: Logman, 2004.

Brown, H Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. San Frasisco: New jersey Prentice Hall, 1994.

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

Buehl, Doug. *Classroom Strategies for Interactive Learning*. New York: Stenhouse Publisher, 2017.

Cerbin, Bill. *Lesson Study: Using Classroom Inquirly to Improve Teaching and Learning in Higher Education.* California: Stylus Publishing, LLC., 2011.

Creswell, John W. *Research Design Qualitative, Quantiative, and Mixed Methods Approaches*. London: SAGE Publications inc., 2014.

Dovoudi, Mohammad. “Critical Review of the Models of Reading Comprehension with a Focus on Situation Models.” *International Journal of Linguistics* No.5/September-October 2015.

Field, Andy. Discovering Statistics Using Spss. Britania Raya: SAGE Publications Ltd., 2009.

Fraenkel, Jack R and Norman E. Wallen. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, 2012.

Gairns, Ruth, and Redman Stuart. *Idioms and Phrasal Verbs*. New York: Oxford university Press, 2011.

Geoffrey, Marczyk David DeMatteo, and David Festinger. *Essentials of Research Design and Methodology*. Canada: John Wiley and Sons, Inc., 2005.

Johnson, Burke R and Larry Christensen. *Education Research Quantitative, Qualitative, and Mixed Approach.* London: SAGE Publications, Inc., 2014.

Jonasen, David H. *Learning to solve problems: An Instructional Design Guide.* California: Pfeiffer, 2004.

Kispal, Anne. *Effective teaching of Inference Skill for Reading*. America: National Foundation for Educational Research, 2008.

Kroeger, Paul R. *Analyzing Meaning, An Introducing to Semantics and Pragmatics*. Germany: Creative Commons Attribution 4.0 Licence, 2018.

Kumar, Rajit. *Research Methodology a Step-by-Step Guide For Beginers.* London: This third edition published, 2011.

Liu, Feng.“A Short Analysis of the Nature of Reading.” *English Language Teaching* No.2/September 2010.

Lochhead, Jack. *Think Back: A User’s Guide to Mending the Mind.* Mahwah: Taylor and Francis e-Liblary, 2001.

Manuel, Guzman and Bert Verstappen, *What Documentation: Human Rights Monitoring and Documentation Series*. Switzerland: Huridocs, 2003.

Mikulecky Beatrice S, and Jeffries Linda. *More Reading Power*. New York: Company Inc, 1996.

Nation, ISP. *Teaching ESL/EFL Reading and Writing.* New York: Routledge, 2009.

Neuman, W Lawrence. *Sosial Research Methods: Qualitative and Quantitative Approaches*. America: Pearson Education Limited, 2014.

Oakhill, K Cain, and C Elbro. *Understanding and Teaching Reading Comprehension*. London: Routledge, 2015.

Pan. *Reading Comprehension Questions*. New York: Learning Express, LLC, 2010.

Rizani, Fahrudin."The Influence of Tapps Technique and Students' Attitude toward Students' Reading Comprehension Achievement to the Eighth Grade Students of Air Satan Junior High School." *Jurnal ELTE* No.1/Febuari 2015.

Smith, Frank. *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read*. London: Lawrence Erlbaum Associates, Inc., 2004.

Tsagari. Dina et al., Karin Vogt, Veronika Froehlich, Iidiko Csepes, Adrienn Fekete, Anthony Green. Liz Hamp Lyons, Nicos Sifakis, and Stefania. Stefania. *Assessment for Language Teachers*. Europa: Project Coordinator and Partners TALE project, 2015.

Waspodo, Priyo. Wiwiek Eko Bindarti, and Eka Wahjuningsih. "The Effect of Using Think Aloud Pair Problem Solving Tapps on the Eight Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember," Journal 1, no.1 (2015):1-3.

Watt, Cliff. *Targeting Text: Narrative*, Poetry, *Drama Middle Primary*. Australia: Blake Education, 2008.

Weir Cyril J, Yang Huizong, and Jin Yan. *An Empirical Investigation of the Componentiality of L2 reading in English for Academic Purposes*. Cambridge: Cambridge University Press, 2000.

Zuhri Muhammad and Aman Ali. "Think Aloud Pair Problem Solving (Tapps) Strategy In Teaching Reading." *Indonesian EFL Jurnal* No.1/October-November 2015.

APPENDICES

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

Nomor : /In.28/J/TL.01/00/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Amin Asngari.S.Pd.I MTS GUPPI 2 UNTORO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**MELISA AZMIRA**
NPM	:	1901051042
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF TAPPS TEHNIQUE ON STUDENTS READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO

untuk melakukan prasurvey di MTS GUPPI 2 UNTORO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901051042.
Token = 1901051042

YAYASAN PENDIDIKAN ISLAM GUPPI
MADRASAH TSANAWIYAH GUPPI 02 UNTORO
KECAMATAN TRIMURJO
Alamat : Jalan Kramat Jati 18A, Untoro Kec. Trimujo Kab. Lampung Tengah (34172) Email : mtsguppi02untoro@gmail.com

SURAT KETERANGAN
Nomor : 08../MTs.GUPPI.02./03.06/Sb/III/2022

Yang bertanda tangan dibawah ini Kepala MTs Guppi 02 Untoro Kecamatan Trimurjo Kabupaten Lampung Tengah, menerangkan bahwa:

Nama	: MELISA AZMIRA
NPM	: 1901051042
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris Institut Agama Islam Negeri (IAIN) Metro
Judul	: THE INFLUENCE OF TAPPS TEHNIQUE ON STUDENTS READING SKILL OF THE EIGHT GRADE AT MTs GUPPI 02 UNTORO

Yang bersangkutan telah melakukan prasurvey di MTs Guppi 02 Untoro, pada tanggal ..... guna menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Untoro, 26 November 2022
Kepala MTs Guppi 02 Untoro

AMIN ASNGARI, S. Pd. I

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

Nomor : B-2652/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

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

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

Nama	: **MELISA AZMIRA**
NPM	: 1901051042
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS READING SKILL OF THE EIGHT AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dar pastikan diarahkan ke alamat https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901051042.
Token = 1901051042

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

SURAT TUGAS

Nomor: B-2586/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	:	**MELISA AZMIRA**
NPM	:	1901051042
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS GUPPI 2 UNTORO CENTRAL LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 26 Mei 2023

Mengetahui,
Pejabat Setempat

Asngari S.Pd.I

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

Nomor : B-2585/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS GUPPI 2 UNTORO
CENTRAL LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2586/In.28/D.1/TL.01/05/2023, tanggal 26 Mei 2023 atas nama saudara:

Nama	: **MELISA AZMIRA**
NPM	: 1901051042
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS GUPPI 2 UNTORO CENTRAL LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN ISLAM GUPPI
MADRASAH TSANAWIYAH GUPPI 02 UNTORO
KECAMATAN TRIMURJO
Alamat : Jalan Kramat Jati 18A, Untoro Kec. Trimujo Kab. Lampung Tengah (34172) Email : mtsguppi02untoro@gmail.com

SURAT KETERANGAN
Nomor : 09/MTs.GUPPI.02./03.06/Sb/V/2023

Yang bertanda tangan dibawah ini Kepala MTs Guppi 02 Untoro Kecamatan Trimurjo Kabupaten Lampung Tengah, menerangkan bahwa:

Nama	: MELISA AZMIRA
NPM	: 1901051042
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
	Institut Agama Islam Negeri (IAIN) Metro
Judul	: THE INFLUENCE OF TAPPS TEHNIQUE ON STUDENTS
	READING SKILL OF THE EIGHT GRADE AT MTs GUPPI 02 UNTORO

Yang bersangkutan telah melakukan prasurvey di MTs Guppi 02 Untoro, pada tanggal 24 Mei 2023 guna menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Untoro, 30 Mei 2023
Kepala MTs Guppi 02 Untoro

AMIN ASNGARI, S. Pd. I

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

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

Nama : Melisan Azmira
NPM : 1901051042

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	10/5/2023		- Research Instrument - Text selection - Add the information of source: Http... - Research Blue Print	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

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

Nama : Melisa Azmira
NPM : 1901051042

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/5/2023		1. Total Questions of 20 2. layout 4-4-3-3 3. The Underlined word' 4. Direction.. I'll be waiting @ 15.30 today ACC Regards Supervisor	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

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

Nama : Melisa Azmira
NPM : 1901051042

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	09/06/2023		- Chapter IV ACC - Please Chapter V	Continue to
	13/06/2023	@7.30	- Chapter V have been read - Abstract	
	13/06/2023	@15.45	ACC for Munaqosyah	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

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

Nama : Melisa Azmira
NPM : 1901051042

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	06/06/2023		Chapter IV A. Research Setting Description (5-6 Paragraphs). B. The Influence of TAPPS Technique 1. Pre-test 2. Post-test 3. T-test Result. Interpretasi C. Discussion Figure di bawah	Validitas Reliab. Uji Central tendency. mean: High Range Uji asumsi klasik - Normality - Homogenity

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

SILABUS PEMBELAJARAN BAHASA INGGRIS

Satuan Pendidikan : MTs Guppi 2 Untoro Central Lampung

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII (Delapan) / Genap

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	**Materi Pembelajaran**	**Kegiatan Pembelajaran**	**Penilaian**	**Alokasi Waktu**	**Sumber Belajar**
3.14 Memahami fungsi sosial	Teks naratif, berbentuk fabel pendek dan sederhana - *Fungsi sosial*	Mengamati • Menyalin bebeapa fabel dengan tulisan tangan dari	• Tingkat pemahaman fungsi sosial teks, teks naratif berbentuk fabel,	8 JP	• Buku Teks wajib • Keteladanan ucapan dan

, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	Memperoleh hiburan, dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. - *Struktur text* (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi	berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari	pendek dan sederhana. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai		tindakan guru dalam komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/ kaset • Contoh interaksi

	terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional.	setiap fabel tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulkan beberapa fabel sederhana dari berbagai sumber, termasuk dari	tindakan memahami isi pesan fabel. Sikap: • Observasi • Observasi terhadap tindakan siswa memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.		tertulis • Contoh teks tertulis

		internet, buku, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.			
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pende	- *Unsur kebahasaan* (1) Tata bahasa: Simple Past tense, Past Continuous Tense (2) Kalimat langung dan tidak langsung	• Membaca semua fabel yang telah terkumpul dengan mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks	• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar berbahasa Indonesia tentang pengalaman belajar menganalisis		• Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.

k dan sederhana penggunaannya	(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next*	- tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan	fabel, termasuk kemudahan dan kesulitannya. • Tes tertulis - Membaca teks yang menuntut pemahaman tentang fabel - Menganalisis isi pesan fabel sesuai fungsi sosialnya. KETERAMPILAN • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan,		state.gov/files/ae/resource files - http://learnenglish.britishcouncil.org/en/

	day, *immediately*, dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Cerita yang memberikan	Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru tentang hasil analisis tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang	intonasi yang benar • Portofolio a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes		

	keteladanan tentang perilaku jujur, percaya diri, kerjasama, dan bertanggung jawab.	digunakan dalam fabel yang mereka baca. Mengomunikasikan • Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara membacakan, menyalin, bertanya jawab, dsb. • Berupaya membaca secara lancar dengan ucapan, tekanan			

		kata, intonasi dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS Guppi 2 Untoro Central Lampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII (delapan) / Genap
Tema dan Materi : *Teks naratif;* The Lion and The Mouse
Alokasi Waktu : 1 x 40 Menit (1x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
- Memberikan alasan atau komentar umum (reorientasi), opsional.

B. Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- ❖ **Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian.
- ❖ **Alat/Bahan** : Penggaris, spidol, papan tulis, Laptop.
- ❖ **Sumber Belajar** : Kemendikbud.

C. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Teks naratif***; The Lion and The Mouse.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (20 Menit)
Guru memperlihatkan sebuah teks naratif dan sekaligus memancing rasa ingin tahu mereka
Siswa diberikan selembar teks naratif
Siswa dibimbing oleh guru untuk lebih memahami teks naratif dengan menerjemahkan

teks tersebut menggunakan kamus
Siswa diberikan intruksi untuk membaca dan tanya jawab untuk mengembangkan kosa kata dengan beberapa pertanyaan menggunakan teks cerita dalam bacaan
Siswa diberikan intruksi untuk menjawab pertanyaan dan menggali informasi yang diketahui oleh siswa tentang cerita naratif berdasarkan teks dengan menggunakan TAPPS technique
Kegiatan Penutup (10 Menit)
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

1. **Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
2. **Keterampilan** : Berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Perhitungan nilai akhir

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times \text{Skor Ideal (100)}$$

Untoro, 24 Mei 2023

Guru Bahasa Inggris

Leli Septia Dewi, S.Pd.
NIP.

Peneliti

Melisa Azmira
NPM. 1901051042

Mengetahui :
Kepala Madrasah Tsanawiyah
Guppi 2 Untoro Central
Lampung

Amin Ansyari, S.Pd.I.
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS Guppi 2 Untoro Central Lampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII (delapan) / Genap
Tema dan Materi : *Teks naratif;* The Rats and The Elephants
Alokasi Waktu : 1 x 40 Menit (1x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
- Memberikan alasan atau komentar umum (reorientasi), opsional.

B. Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- **Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian.
- **Alat/Bahan** : Penggaris, spidol, papan tulis, Laptop.
- **Sumber Belajar** : Kemendikbud.

C. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Teks naratif***; The Rats and The Elephants
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (20 Menit)
Guru memperlihatkan sebuah teks naratif dan sekaligus memancing rasa ingin tahu mereka
Siswa diberikan selembar teks naratif
Siswa dibimbing oleh guru untuk lebih memahami teks naratif dengan menerjemahkan

teks tersebut menggunakan kamus
Siswa diberikan intruksi untuk membaca dan tanya jawab untuk mengembangkan kosa kata dengan beberapa pertanyaan menggunakan teks cerita dalam bacaan
Siswa diberikan intruksi untuk menjawab pertanyaan dan menggali informasi yang diketahui oleh siswa tentang cerita naratif berdasarkan teks dengan menggunakan TAPPS technique
Kegiatan Penutup (10 Menit)
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

1. **Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
2. **Keterampilan** : Berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Perhitungan nilai akhir

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times \text{Skor Ideal (100)}$$

Untoro, 24 Mei 2023

Guru Bahasa Inggris

Leli Septia Dewi, S.Pd.
NIP.

Peneliti

Melisa Azmira
NPM. 1901051042

Mengetahui :
Kepala Madrasah Tsanawiyah
Guppi 2 Untoro Central
Lampung

Amin Ansgari, S.Pd.I.
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS Guppi 2 Untoro Central Lampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII (delapan) / Genap
Tema dan Materi : *Teks naratif;* The Lion and The Bear
Alokasi Waktu : 1 x 40 Menit (1x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
- Memberikan alasan atau komentar umum (reorientasi), opsional.

B. Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- **Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian.
- **Alat/Bahan** : Penggaris, spidol, papan tulis, Laptop.
- **Sumber Belajar** : Kemendikbud.

C. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Teks naratif***; The Lion and The Bear.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (20 Menit)
Guru memperlihatkan sebuah teks naratif dan sekaligus memancing rasa ingin tahu mereka
Siswa diberikan selembar teks naratif
Siswa dibimbing oleh guru untuk lebih memahami teks naratif dengan menerjemahkan

teks tersebut menggunakan kamus
Siswa diberikan intruksi untuk membaca dan tanya jawab untuk mengembangkan kosa kata dengan beberapa pertanyaan menggunakan teks cerita dalam bacaan
Siswa diberikan intruksi untuk menjawab pertanyaan dan menggali informasi yang diketahui oleh siswa tentang cerita naratif berdasarkan teks dengan menggunakan TAPPS technique
Kegiatan Penutup (10 Menit)
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

1. **Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
2. **Keterampilan** : Berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Perhitungan nilai akhir

$$\text{Nilai Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times \text{Skor Ideal (100)}$$

Untoro, 24 Mei 2023

Guru Bahasa Inggris

Leli Septia Dewi, S.Pd.
NIP.

Peneliti

Melisa Azmira
NPM. 1901051042

Mengetahui :
Kepala Madrasah Tsanawiyah
Guppi 2 Untoro Central
Lampung

Amin Ansgari, S.Pd.I.
NIP.

THE PRE-TEST

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Name : _____

Grade : _____

Di rection : Time allocation 40 minutes. Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (For Question 1-7)

The Legend of Tangkuban Perahu

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. “What?” Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang’s head with it. Dayang Sumbi was so sad; she didn’t pay any attention to Sangkuriang and started to cry.

Sangkuriang felt sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was not found. She looked everywhere but still couldn’t find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. “Dayang Sumbi, don’t be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever,” said the prince in her dream. After bathing with the water used to soak the dog’s heart, Dayang Sumbi looked more beautiful and even younger.

And time passed by. Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn’t realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was

going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. After the sun went down, Sangkuriang went to the hill. Then he called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat.

Dayang Sumbi, who had been spying on him, realized that Sangkuriang would fulfill the condition she had set. Dayang Sumbi immediately woke all the women in the village and asked them to wave a long red scarf. All the women in the village were waving red scarf, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The

boat then became a mountain, called Mount Tangkuban Perahu (Tangkuban means upturned or upside down, and Perahu means boat). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam).

The moral value from a legend of Tangkuban Perahu is never undermine belief that is given, especially by killing the loyal friends who continue to accompany you for the sake of personal interest and to please the one your parents in a good way and not in conflict with the values and norms.

SOURCE:https://www.academia.edu/36688243/The_Legend_of_Tangkuban_Perahu retrieved on May 10, 2023.

1. What is the story about?
   A. A wrath son
   B. West java's tales
   C. Cinderella
   D. The legend of Tangkuban Perahu
2. What is generic structure of "Long time ago in West Java, lived a beautiful girl named Dayang Sumbi"?
   A. Complication
   B. A resolution
   C. An orientation
   D. A reorientation

3. What tense is used in (paragraf 1)?

   A. Future

   B. Simple past tense

   C. Concessive conjuctions

   D. Time sequences

4. What is the main idea of the paragraph?

   A. Sangkuriang who fell in love with his own mother, who does not know his true identity.

   B. She looked for the heart of a deer.

   C. Fell in love with a beautiful girl.

   D. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy.

5. What is the moral value of the story?

   A. Never undermine belief that is given.

   B. Do not make a promise to easily.

   C. Never be reluctant to do good things.

   D. We should not hate our decendants.

6. “He was very smart and handsome like his father”. The underline word “He” refers to….

   A. Sangkuriang

   B. Tumang

   C. Dayang Sumbi

   D. The king

7. “What?” Dayang Sumbi was appalled” (paragraph 2). The underlined word “appalled” can be replaced by the word….

   A. shocked

   B. startling

   C. don’t believe

   D. appalled

Text 2 (For Question 8-14)

The Rabbit and The Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit’s surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

SOURCE: https://www.itapuih.com/2020/01/soal-narrative-text-isian-singkat.html retrieved on May 9, 2023.

8. What is the story about?

   A. A wrath son

   B. The Rabbit and the fox

   C. Tumang a Dog husband

   D. The Rabbit and the Turtle

9. To tell the plot, the writers uses….

   A. a rhetorical question and exclamation

   B. past tense

   C. concessive conjuctions

   D. time sequences

10. Which of the following is the supporting idea of paragraph 1?

    A. The rabbit thought he could win easily against the turtle.

    B. The rabbit he never quit no matter how tired he got.

    C. The rabbit thought it was a joke and accepted the challenge.

    D. The rabbit never quit no matter how tired he got.

11. What lesson do we learn from this story?

    A. To succeed, we must keep going and not quit.

    B. We must be arrogant, but must not belittle others.

    C. Keep trying and don’t rush.

    D. To be great, we must have a humble attitude.

12. “He was laughing at the turtle for being so slow”. The expression of “He was laughing” means?

    A. Sick

    B. Laughed

    C. Scared

    D. Surprised

13. “One day a rabbit was **boasting** about how fast he could run”. What does the underlined word mean?

    A. arrogant

    B. blend in

    C. be humble

    D. show

14. “The fox was to be the **umpire** of the race”. What does the underlined word mean?

    A. intermediary

    B. voters

    C. teacher

    D. coach

Text 3 (For Question 15-20)

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade

of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

SOURCE: https://www.bahasaenglish.com/710/contoh-soal-teks-fabel-singkat-tentang persahabatan retrieved on May 9, 2023.

15. Which of the following is the supporting idea of paragraph??

A. One hot day, an ant was seeking for some water.

B. The dove was quick to fly away to safety.

C. The ant moved towards the leaf and climbed up there.

D. One hot day, an ant was searching for some water.

16. "Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net" The expression of hunter's means?

A. Guilt

B. Feel

C. Trouble

D. Happy

17. Which statement is true according to the text?

A. The dove bit the ant

B. Both animals were finally safe

C. The hunter killed the dove

D. The ant bit the dove

18. "The dove was quick to fly away to safety…." (paragraph 2). What does the underlined word refer to?

A. Ant

B. Dove

C. Leave

D. Spring

19. What is the main idea of the third paragraph?

A. The ant saved the dove

B. The ant was thankful to the dove

C. The ant called the dove

D. The dove couldn't hear the ant

20. What can we learn from the story?

A. Don’t be greedy, or you may lose

B. One good turn deserves another

C. Don’t kill animals

D. It wise to plan ahead for hard time

THE POST-TEST

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Name : _____

Grade : _____

Direction : Time allocation 40 minutes. Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (For Question 1-7)

The Cat Arrogant

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, when elephant was about to wake up the elephant

accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worms told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

SOURCE: https://www.bahasaenglish.com/710/contoh-soal-teks-fabel-singkat-tentang-persahabatan retrieved on May 9, 2023.

1. What is the story above?

A. The cat arrogant

B. The elephant and the cat

C. Cat in a forest

D. The cat and the chicken

2. What is the main idea of the passage?

A. The cat and her family live in the forest.

B. There was kindness cat.

C. There was beautiful cat with smooth fur.

D. There was beautiful cat but she was arrogant.

3. "Which live there is a cat **arrogant** very clean, hairy and smooth white". (paragraph 1) The Underlined word is synonymous with….

A. haughty

B. humble

C. kind

D. easy going

4. What does the sentence "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat" is the expression (paragraph 1) mean?

A. Sad

B. Angry

C. Afraid

D. Happy

5. Who is the main characters of the story?

A. Cat

B. Chicken

C. Elephant

D. Worm

6. “Chicken family very angry, **they** repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant”. What does the underlined would refer to?

   A. chicken Family

   B. the animals

   C. the elephant

   D. the worm

7. “**Hi** you fool elephant, why you dropped me, you want to kill me?” The underlined word refers to….

   A. elephant

   B. cat

   C. chicken

   D. worm

Text 2 (For Question 8-14)

The lamb and the wolf

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did notice a wolf coming nearer to her. However, when is pounced on her, she was quick to start pleading, “Please, please don’t eat me yet. My stomach is full grass, if you wait a while, I will taste much better.” The wolf thought that was good idea, so he sat down and waited.

After a while, the lamb said “If you allow me to dance, the grass in my stomach will be digested faster.”

Again the wolf agreed. While the lamb was dancing, she had new idea. “She said, “Please take the bell from around my neck. If you ring it as hard you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb’s life.

SOURCE: https://kidsshortmoralstories.com/the-wolf-and-the-lamb-story/ retrieved on May 9, 2023.

8. What is main idea of the paragraph 2?
   A. A lamb was grazing with a flock of sheep one day.
   B. The lamb did not notice a wolf coming nearer to her.
   C. The lamb did notice a wolf coming nearer to her.
   D. She soon found some sweet grass at the edge of the field.
9. Which of the following is the supporting idea of paragraph 3?
   A. The wolf thought that was a good idea.
   B. The lamb have a good idea to make herself safe.
   C. The barking dogs frightened the wolf away and saved the lamb’s life.
   D. The shepherd didn’t heard the bell ringing.
10. Which the following statement 1 is not true according to the text?
   A. The lamb did not notice a wolf coming nearer to her.

B. The shepherd heard the bell ringing.

C. The lamb did notice a wolf coming nearer to her.

D. The barking dogs frightened the wolf away.

11. What is the problem of the lamb?

A. The wolf will pounce on him

B. The lamb went astray

C. The lamb is separated from a flock of sheep

D. The dog could not help the lamb

12. "When it **pounced** on her, she was quick to start pleading". (paragraph 2) The underline word means….

A. request

B. negotiation

C. scare

D. cary

13. What moral values can we learn from the story?

A. Never overbearing advantages because each person its advantages

B. Keep learning so you have an advantage

C. Stay humble because arrogance is a trait to be avoided

D. Be smart and keep tyring

14. When it….On her, she was quick to start pleading find.

A. were pounces

B. was pounces

C. pounced

D. pounces

Text 3 (For Question 15-20)

Mouse Deer and Crocodile

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water’s warm. I’ll put in my leg and find out.” Of course Mouse Deer didn’t put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. “Ha… ha…ha… Stupid crocodile! Can’t you tell the difference between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn’t want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.” Really…? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next

crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest.

SOURCE: https://edumasterprivat.com/reading-test-bahasa-inggris/

retrieved on May 9, 2023.

15. The best title of this passage is?

    A. Mouse Deer Afraid to Crocodile

    B. Crocodile Want Eat Mouse Deer

    C. Mouse Deer

    D. Crocodile and Mouse Deer

16. What tense is used by the writer in the sentence *he was looking for food outside the forest*?

    A. Passive

    B. Past perfect

    C. Past tense

    D. Simple present

17. The word “Stupid” in (paragraph 2) is closest in meaning….

    A. Great

    B. Bad

C. Honest

D. Silly

18. The sentence “Ha… ha… ha… Stupid crocodile”. The expression of (paragraph 2) is means….

A. Sad

B. Angry

C. Afraid

D. Happy

19. What moral values can we learn from the story?

A. Think smart, if there is a will there is way.

B. Learn to trick.

C. We must not lie.

D. People must morally keep their words all the time.

20. Which of the following is the supporting idea of paragraph?

A. Mouse Deer wanted to cross the river.

B. He wants to invite all the crocodiles in this river to a party.

C. Mouse Deer then jumped onto Crocodile’s back.

D. He knew that Crocodile looked like a log when he floated.

The Blue of Reading Skill

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

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

Documentation Sheet

Purpose : Documentation sheet is used as a direction to collect complete data about the identity of the MTS Guppi 2 Untoro Central Lampung.

Tujuan : Lembar dokumentasi digunakan sebagai arahan untuk mengumpulkan data lengkap tentang identitas MTS Guppi 2 Untoro Central Lampung.

No.	Aspects of Documentation	Available	Inavailable
1	History of the Establishment of MTS Guppi 2 Untoro Central Lampung	✓	
2	Vision and Mission of MTS Guppi 2 Untoro Central Lampung	✓	
3	Organizational structure of MTS Guppi 2 Untoro Central Lampung	✓	
4	Facilities and Infrastructure of MTS Guppi 2 Untoro Central Lampung	✓	
5	Number of students of MTS Guppi 2 Untoro Central Lampung	✓	

STUDENTS ATTENDANCE LIST (TREATMENT 1) CLASS VIII (EXPERIEMENTAL CLASS) MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Date :

No	Name	Ket
1	Adit Febriadi	
2	Affifah Fauziyyah	
3	Allai Aprilia Saputri	
4	Andhika Candra Pratama	
5	Chika Aura Kasih	
6	Daif Okta Saputra	
7	Dendi Putra Prasstya	
8	Felix Ramadhan	
9	Firman Nurfidin	
10	Fitri Ana	
11	Fitri Ani	
12	Galang Dana Saputra	
13	Galih Adi Pamungkas	
14	Jihan Ramadani	

STUDENTS ATTENDANCE LIST (TREATMENT 2) CLASS VIII (EXPERIEMENTAL CLASS) MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Date :

No	Name	Ket
1	Adit Febriadi	
2	Affifah Fauziyyah	
3	Allai Aprilia Saputri	
4	Andhika Candra Pratama	
5	Chika Aura Kasih	
6	Daif Okta Saputra	
7	Dendi Putra Prasstya	
8	Felix Ramadhan	
9	Firman Nurfidin	
10	Fitri Ana	
11	Fitri Ani	
12	Galang Dana Saputra	
13	Galih Adi Pamungkas	
14	Jihan Ramadani	

STUDENTS ATTENDANCE LIST (TREATMENT 3) CLASS VIII (EXPERIEMENTAL CLASS) MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Date :

No	Name	Ket
1	Adit Febriadi	
2	Affifah Fauziyyah	
3	Allai Aprilia Saputri	
4	Andhika Candra Pratama	
5	Chika Aura Kasih	
6	Daif Okta Saputra	
7	Dendi Putra Prasstya	
8	Felix Ramadhan	
9	Firman Nurfidin	
10	Fitri Ana	
11	Fitri Ani	
12	Galang Dana Saputra	
13	Galih Adi Pamungkas	
14	Jihan Ramadani	

The Documentation of Research Process

Figure. The reseacher share the pre-test to the students

Figure. The students work on multiple choice questions post-test

Figure. The researcher explain TAPPS technique treatment 1

Figure. The students practice roles using the TAPPS technique treatment 1

Figure. The researcher explain TAPPS technique treatment 2

Figure. The students discuss using the TAPPS technique treatment 2

Figure. The researcher explains the material TAPPS technique treatment 3

/

Figure. The students discuss using the TAPPS technique treatment 3

Figure. The reseacher share the post-test to the students

Figure. The students work on multiple choice questions post-test

1 Soal bernilai = 5 point

benar 9/45 nilai

THE PRE-TEST

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Name : M. Rafa al zaka

Grade : VIII

Di rection : Time allocation 40 minutes. Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (For Question 1-7)

The Legend of Tangkuban Perahu

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang felt sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was not found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger.

And time passed by. Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. After the sun went down, Sangkuriang went to the hill. Then he called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat.

Dayang Sumbi, who had been spying on him, realized that Sangkuriang would fulfill the condition she had set. Dayang Sumbi immediately woke all the women in the village and asked them to wave a long red scarf. All the women in

D. Time sequences

4. What is the main idea of the paragraph?

A. Sangkuriang who fell in love with his own mother, who does not know his true identity.

B. She looked for the heart of a deer.

C. Fell in love with a beautiful girl.

D. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy.

5. What is the moral value of the story?

A. Never undermine belief that is given.

B. Do not make a promise to easily.

C. Never be reluctant to do good things.

D. We should not hate our decendants.

6. "He was very smart and handsome like his father". The underline word "He" refers to....

A. Sangkuriang

B. Tumang

C. Dayang Sumbi

D. The king

7. "What?" Dayang Sumbi was appalled" (paragraph 2). The underlined word "appalled" can be replaced by the word....

A. shocked

B. startling

C. don't believe

D. appalled

Text 2 (For Question 8-14)

The Rabbit and The Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge.

the village were waving red scarf, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The boat then became a mountain, called Mount Tangkuban Perahu (Tangkuban means upturned or upside down, and Perahu means boat). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam).

The moral value from a legend of Tangkuban Perahu is never undermine belief that is given, especially by killing the loyal friends who continue to accompany you for the sake of personal interest and to please the one your parents in a good way and not in conflict with the values and norms.

SOURCE:https://www.academia.edu/36688243/The_Legend_of_Tangkuban_Perahu retrieved on May 10, 2023.

1. What is the story about?
   A. A wrath son
   B. West java's tales
   C. Cinderella
   D. The legend of Tangkuban Perahu
2. What is generic structure of "Long time ago in West Java, lived a beautiful girl named Dayang Sumbi"?
   A. Complication
   B. A resolution
   C. An orientation
   D. A reorientation
3. What tense is used in (paragraf 1)?
   A. Future
   B. Simple past tense
   C. Concessive conjuctions

The fox was to be the umpire of the race.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

SOURCE: https://www.itapuih.com/2020/01/soal-narrative-text-isian-singkat.html retrieved on May 9, 2023.

8. What is the story about?
   A. A wrath son
   B. The Rabbit and the fox
   C. Tumang a Dog husband
   D. The Rabbit and the Turtle
9. To tell the plot, the writers uses....
   A. a rhetorical question and exclamation
   B. past tense
   C. concessive conjuctions
   D. time sequences
10. Which of the following is the supporting idea of paragraph 1?
    A. The rabbit thought he could win easily against the turtle.
    B. The rabbit he never quit no matter how tired he got.
    C. The rabbit thought it was a joke and accepted the challenge.
    D. The rabbit never quit no matter how tired he got.
11. What lesson do we learn from this story?
    A. To succeed, we must keep going and not quit.

B. We must be arrogant, but must not belittle others.

C. Keep trying and don't rush.

D. To be great, we must have a humble attitude.

12. "He was laughing at the turtle for being so slow". The expression of "He was laughing" means?

A. Sick

B. Laughed

C. Scared

D. Surprised

13. "One day a rabbit was **boasting** about how fast he could run". What does the underlined word mean?

A. arrogant

B. blend in

C. be humble

D. show

14. "The fox was to be the **umpire** of the race". What does the underlined word mean?

A. intermediary

B. voters

C. teacher

D. coach

Text 3 (For Question 15-20)

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

SOURCE: https://www.bahasaenglish.com/710/contoh-soal-teks-fabel-singkat-tentang persahabatan retrieved on May 9, 2023.

15. Which of the following is the supporting idea of paragraph??

A. One hot day, an ant was seeking for some water.

B. The dove was quick to fly away to safety.

C. The ant moved towards the leaf and climbed up there.

D. One hot day, an ant was searching for some water.

16. "Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net" The expression of hunter's means?

E. Guilt

F. Feel

G. Trouble

H. Happy

17. Which statement is true according to the text?

A. The dove bit the ant

B. Both animals were finally safe

C. The hunter killed the dove

D. The ant bit the dove

18. "The dove was quick to fly away to safety...." (paragraph 2). What does the underlined word refer to?

A. Ant

B. Dove

C. Leave

D. Spring

19. What is the main idea of the third paragraph?

A. The ant saved the dove

B. The ant was thankful to the dove

C. The ant called the dove

D. The dove couldn't hear the ant

20. What can we learn from the story?

A. Don't be greedy, or you may lose

B. One good turn deserves another

C. Don't kill animals

D. It wise to plan ahead for hard time

1 Score bernilai = 5 point

nilai 50 / 10 benar ✓

THE POS-TEST

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

Name : Jovita

Grade : VIII

Direction : Time allocation 40 minutes. Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (For Question 1-7)

The Cat Arrogant

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, when elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And

worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worms told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

SOURCE: https://www.bahasaenglish.com/710/contoh-soal-teks-fabel-singkat-tentang-persahabatan retrieved on May 9, 2023.

1. What is the story above?
   A. The cat arrogant
   B. The elephant and the cat
   C. Cat in a forest
   D. The cat and the chicken
2. What is the main idea of the passage?
   A. The cat and her family live in the forest.
   B. There was kindness cat.
   C. There was beautiful cat with smooth fur.
   D. There was beautiful cat but she was arrogant.
3. "Which live there is a cat **arrogant** very clean, hairy and smooth white". (paragraph 1) The Underlined word is synonymous with....
   A. haughty
   B. humble
   C. kind
   D. easy going
4. What does the sentence "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat" is the expression (paragraph 1) mean?
   A. Sad
   B. Angry
   C. Afraid
   D. Happy

8 Who is the main characters of the story?

A. Cat

B. Chicken

C. Elephant

D. Worm

9 "Chicken family very angry, **they** repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant". What does the underlined would refer to?

A. chicken Family

B. the animals

C. the elephant

D. the worm

8 "**Hi** you fool elephant, why you dropped me, you want to kill me?" The underlined word refers to....

A. elephant

B. cat

C. chicken

D. worm

Text 2 (For Question 8-14)

The lamb and the wolf

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did notice a wolf coming nearer to her. However, when is pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full grass, if you wait a while, I will taste much better." The wolf thought that was good idea, so he sat down and waited.

After a while, the lamb said "If you allow me to dance, the grass in my stomach will be digested faster."

Again the wolf agreed. While the lamb was dancing, she had new idea. "She

said, "Please take the bell from around my neck. If you ring it as hard you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

SOURCE: https://kidsshortmoralstories.com/the-wolf-and-the-lamb-story/ retrieved on May 9, 2023.

8. What is main idea of the paragraph 2?

A. A lamb was grazing with a flock of sheep one day.

B. The lamb did not notice a wolf coming nearer to her.

C. The lamb did notice a wolf coming nearer to her.

D. She soon found some sweet grass at the edge of the field.

9. Which of the following is the supporting idea of paragraph 3?

A. The wolf thought that was a good idea.

B. The lamb have a good idea to make herself safe.

C. The barking dogs frightened the wolf away and saved the lamb's life.

D. The shepherd didn't heard the bell ringing.

10. Which the following statement 1 is not true according to the text?

A. The lamb did not notice a wolf coming nearer to her.

B. The shepherd heard the bell ringing.

C. The lamb did notice a wolf coming nearer to her.

D. The barking dogs frightened the wolf away.

11. What is the problem of the lamb?

A. The wolf will pounce on him

B. The lamb went astray

C. The lamb is separated from a flock of sheep

D. The dog could not help the lamb

12. "When it **pounced** on her, she was quick to start pleading". (paragraph 2) The underline word means….

A. request

B. negotiation

C. scare

D. cary

What moral values can we learn from the story?

A. Never overbearing advantages because each person its advantages

B. Keep learning so you have an advantage

C. Stay humble because arrogance is a trait to be avoided

D. Be smart and keep tyring

When it....On her, she was quick to start pleading find.

A. were pounces

B. was pounces

C. pounced

D. pounces

Text 3 (For Question 15-20)

Mouse Deer and Crocodile

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you." Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to

the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

SOURCE: https://edumasterprivat.com/reading-test-bahasa-inggris/
retrieved on May 9, 2023.

15. The best title of this passage is?

A. Mouse Deer Afraid to Crocodile

B. Crocodile Want Eat Mouse Deer

C. Mouse Deer

D. Crocodile and Mouse Deer

16. What tense is used by the writer in the sentence *he was looking for food outside the forest*?

A. Passive

B. Past perfect

C. Past tense

D. Simple present

17. The word "Stupid" in (paragraph 2) is closest in meaning....

A. Great

B. Bad

C. Honest

D. Silly

18. The sentence "Ha... ha... ha... Stupid crocodile". The expression of (paragraph 2) is means....

A. Sad

B. Angry

C. Afraid

D. Happy

19. What moral values can we learn from the story?

A. Think smart, if there is a will there is way.

B. Learn to trick.

C. We must not lie.

D. People must morally keep their words all the time.

20. Which of the following is the aupporting idea of paragraph?

A. Mouse Deer wanted to cross the river.

B. He wants to invite all the crocodiles in this river to a party.

C. Mouse Deer then jumped onto Crocodile's back.

D. He knew that Crocodile looked like a log when he floated.

Allay aprilia Safutri

The Lion and The Mouse

once open the time, when a lion was asleep. A little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days." The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Judul : The lion and the mouse
Main idea : A little mouse began running up and down upon him;
suporting idea : this soon awoke the lion who placed his huge paw upon him.
~~Solusi~~ : sometime afret. the lion was cought ina traf
kesimpulan : will always be rewarded with kindness
~~Masalah~~ : the lion was caught in a traf.

FITRIANA

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Judul : The Rats and The Elephants

Main Idea = A group of elephants crossing the jungle

Supporting idea = Elephant-hunters came to the jungle and trapped a group of elephants in huge nets.

Makalah = elephant-hunters trapped a group of elephants

Solusi = the rat's king immediately took his entire group of rats and they cut open the net which had trapped the elephant

Kesimpulan = the elephant her was totaly set free from hunters.

Adit Febriadi

The Lion and the Bear

On a summer day, when the hot weather made the animal thirsty, a lion and a bear came at the same time to river to drink. They argued which one of them to drink first. Soon they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, "it's better for us to be friends"

Title : The lion and the bear
Supporting idea : Soon they were Fighting
Main idea : a lion and a bear came at the same to river to drink
Problem x The stopped Fighthing because the eagles
Solusi : watched them fight.

Prolem : The animal is thirsty
Kesimpulan : it's better ~~four~~ ~~fou~~ four us to be friends

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Melisa Azmira
NPM : 1901051042
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Juni 2023
Ketua Program Studi TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-591/In.28/S/U.1/OT.01/06/2023

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

Nama	: MELISA AZMIRA
NPM	: 1901051042
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051042

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, 05 Juni 2023
Kepala Perpustakaan

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

AN UNDERGRADUATE THESIS

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

By:
MELISA AZMIRA
Student. ID. 1901051042

TARBIYAH AND TEACHERS TRANING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMICSTUDIES OF METRO
1444 H /2023 M

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

by Melisa Azmira 1901051042

Submission date: 14-Jun-2023 02:16PM (UTC+0700)
Submission ID: 2115796852
File name: 139._MELISA_AZMIRA_-_1901051042.docx (243.71K)
Word count: 12757
Character count: 66682

THE INFLUENCE OF TAPPS TEHNIQUE ON THE STUDENTS' READING SKILL OF THE EIGHT GRADE AT MTS GUPPI 2 UNTORO CENTRAL LAMPUNG

ORIGINALITY REPORT

6%	6%	1%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	5%
2	etheses.dur.ac.uk Internet Source	1%
3	eprints.iain-surakarta.ac.id Internet Source	1%

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		

CURRICULUM VITAE

The name of the researcher is Melisa Azmira. She was born in Batam on Mei 5th, 2000. She is the second child of the couple, Mr. Sadino and Mrs. Dahlia. She has an older sister named Iis Salia and has a younger sister named Dea Vahreza.

She was attended SDN 2 Notoharjo in 2012. She continued her schooling at MTS Guppi 2 Untoro in 2015. She continued her schooling at SMA Purnama Trimurjo in 2018. In 2019, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furthermore, the researcher takes as an S1 Students of English Education Department of State Institute for Islamic Studies on (IAIN) Metro.