

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF GUIDE O RAMA STRATEGY
ON THE STUDENTS' READING COMPREHENSION
OF THE TENTH GRADE AT SMA NEGERI 1 METRO**

By :

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STATE ISLAMIC INSTITUTE (IAIN) OF METRO

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**THE INFLUENCE OF GUIDE O RAMA STRATEGY
ON THE STUDENTS' READING COMPREHENSION
OF THE TENTH GRADE AT SMA NEGERI 1 METRO**

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

By:
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ABSTRACT

BY

FADIAH ELBAS

The goal of this research is to find out the influence of Guide O Rama strategy can gave influence of descriptive text on reading comprehension at SMA Negeri 1 Metro. The subject of this research was totaling 72 students, was divided into 2 classes consisting of classes X 6 as experimental and X 2 as control class.

This present research is a quantitative research which was conducted in the form of quasi-experimental design carried. For gathering information of this research, the researcher determines simple random sampling. The researcher gave reading test to gather the data. There were pre-test and post-test. The formula that was used analyze the data was t-test. The purpose of pre-test and post-test are to determine differences in the ability to read descriptive text before and given treatment. It can be seen that the result pre-test in the experimental class with an average score of 70,41 and in control class with an average score of 64,58. After pre-test doing the treatment and the result post-test in experimental class with an average score of 79,16 and in control class with an average score of 76,94.

Based on the result analysis, it comes to the conclusion that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Based on the result, it could be said that Guide O Rama Strategy can influence the students' reading comprehension on the tenth graders at SMA Negeri 1 Metro.

Keywords: Guide O Rama Strategy, Reading Comprehension, Quantitative research.

**PENGARUH STRATEGI GUIDE O RAMA
TERHADAP PEMAHAMAN BACAAN SISWA KELAS SEPULUH
DI SMA NEGERI 1 METRO**

ABSTRAK

Oleh:

FADIAH ELBAS

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah strategi Guide O Rama dapat memberikan pengaruh terhadap kemampuan membaca teks deskriptif di SMA Negeri 1 Metro. Objek penelitian ini berjumlah 72 siswa yang terbagi menjadi 2 kelas yang terdiri dari kelas X 6 sebagai kelas eksperimen dan X 2 sebagai kelas control.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk quasi-experimental design. Untuk mengumpulkan informasi penelitian ini, penulis menentukan simple random sampling. Penulis memberikan tes tertulis untuk mengumpulkan data, ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan pre-tes dan post-tes adalah untuk mengetahui perbedaan kemampuan membaca teks deskriptif sebelum dan sesudah diberi perlakuan. Terlihat bahwa hasil pre-test di kelas eksperimen dengan skor rata-rata 70,41 dan di kelas kontrol dengan dengan skor rata-rata 64,58. Setelah dilakukan pre-tes dilakukan treatment dan hasil post-tes di kelas eksperimen dengan skor rata-rata 79,16 dan di kelas kontrol dengan skor rata-rata 76,94.

Berdasarkan hasil analisis diketahui bahwa jika probabilitas atau Sig. > α (0.05), maka hipotesis alternatif (H_a) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain H_a diterima dan H_o ditolak. Berdasarkan hasil tersebut, dapat dikatakan bahwa strategi Guide O Rama dapat meningkatkan kemampuan membaca siswa kelas X di SMA Negeri 1 Metro.

Kata Kunci: *Penelitian Kuantitatif, Strategi Guide O Rama, Pemahaman Membaca.*

NOTA DINAS

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

Kepada Yth.
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Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikum Wr. Wb.

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

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

Wassalamu'alaikum Wr. Wb.

Mengetahui,
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APPROVAL PAGE

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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Study Program : English Education
Faculty : Tarbiyah and Teaching Training
Title : **THE INFLUENCE OF GUIDE O RAMA STRATEGY ON
THE STUDENTS' READING COMPREHENSION OF THE
TENTH GRADE AT SMA NEGERI 1 METRO**

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

Wassalamu'alaikum Wr. Wb



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RATIFICATION PAGE

No. B-0085/11-28-1/D/PP-00-9/01/2024

The Undergraduate Thesis entitled: THE INFLUENCE OF GUIDE O RAMA STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SMA NEGERI 1 METRO. Written by Fadiah Elbas, student number 1901051024. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, December 22th 2023 at 08.30 - 10.00 a.m.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, December 11th, 2023

The Researcher,



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Yang bertanda tangan di bawah ini:

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

Metro, 11 Desember 2023

Yang membuat pernyataan,



Fadiah Elbas

NPM. 1901051024

MOTTO

وَأَنْفِقُوا فِي سَبِيلِ اللَّهِ وَلَا تُلْقُوا بِأَيْدِكُمْ إِلَى الْهَلَاكِهَ وَأَحْسِنُوا إِنَّ اللَّهَ يُحِبُّ
الْمُحْسِنِينَ

Be good. Indeed, Allah loves those who do good. (Q.S Al Baqarah: 195)

“Don’t give up when you still have something to give. Nothing is really over until
the moment you stop trying” - Brian Dyson

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Myself

(Fadiyah Elbas)

My Beloved Family

(My Mother and My Father)

My Beloved Supporter

(All of My Friends and My Lecturers)

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The researcher would be pleasure to accept some critics and corrections to this research because the researcher relize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, December 2023

The Writer,

A handwritten signature in black ink, appearing to read 'FADIAH ELBAS', written in a cursive style.

FADIAH ELBAS

St. ID 1901051024

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
NOTA DINAS.....	v
APPROVAL PAGE	vi
NOTIFICATION LETTER	vii
RATIFICATION PAGE.....	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT.....	xiii
TABLE OF CONTENTS.....	xvi
LIST OF TABLES	xviii
LIST OF FIGURES	xx
LIST OF GRAPHS	xxi
LIST OF APPENDICES	xxii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Problem Identification	4
C. Problem Limitation	5
D. Problem Formulation	5
E. Objective and Benefit of Research.....	5
F. Prior Research	6
CHAPTER II THEORETICAL REVIEW	
A. Concept of Reading Comprehension	10
1. Concept of Reading.....	10
2. Concept of Reading Comprehension	16
B. Concept of Guide O Rama Strategy	25

1. Concept of Guide O Rama Strategy	25
2. Procedure of Guide O Rama Strategy	26
3. The Strenght of Guide O Rama Strategy	27
4. The Weaknesses of Guide O Rama Strategy	27
5. Implementation of Guide O Rama Strategy	28
C. Theoretical Framework and Paradigm.....	29
1. Theoretical Framework	29
2. Paradigm	30
D. Hypothesis.....	31
1. Hyphothesis Formulation	31
2. Statistical Hypothesis	32
CHAPTER III RESEARCH METHOD	
A. Research Design.....	34
B. The Operational Definition of Variable	36
C. Population, Sample and Sampling Technique	38
D. Data Collecting Technique.....	40
E. Research Instrument.....	42
F. Data Analysis Technique	43
CHAPTER IV RESEARCH RESULT AND DISCUSSION	
A. Research Result	44
1. Description of Research Location	44
2. Description of Result Data Research	51
3. Hypothesis Testing.....	64
B. Discussion	72
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	74
B. Suggestions.....	74
BIBLIOGRAPHY	

LIST OF TABLES

Table 1	Indicator of Reading.....	15
Table 2	The Measurement of Reading Comprehension.....	22
Table 3	The True Experiment Design.....	35
Table 4	Students Reading Comprehension	37
Table 5	The total number of students used in the sample.....	39
Table 6	The Pre-Test Result of the Experimental Class at the Tenth Graders of SMA Negeri 1 Metro	51
Table 7	Frequency Distribution as the Result of Experimental Class Pre-Test at the Tenth Graders of SMA Negeri 1 Metro.....	53
Table 8	The Pre-test Result of the Control Class at the Tenth Graders of SMA Negeri 1 Metro	55
Table 9	Frequency Distribution as the Result of Control Pre-Test at the Tenth Graders of SMA Negeri 1 Metro	57
Table 10	The Post-Test Result of the Experimental Class at the Tenth Graders of SMA Negeri 1 Metro	58
Table 11	Frequency Distribution as the Result of Experimental Class Post-Test at the Tenth Graders of SMA Negeri 1 Metro	60
Table 12	The Post-Test Result of the Control Class at the Tenth Graders of SMA Negeri 1 Metro	62
Table 13	Frequency Distribution as the Result of Control Class Post-Test at the Tenth Graders of SMA Negeri 1 Metro	64
Table 14	The Result of Normality Test by using SPSS.....	67
Table 15	The Interpretation Table of Normality Test.....	68
Table 16	The Authentic Table of the Differences between Experimental Class and Control Class at the Tenth Graders of SMA Negeri 1 Metro	68

Table 17 Critical Value of t-table.....	70
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LIST OF FIGURES

Figure 1	The influence of Guide O Rama Strategy on the students` Reading Comprehension.....	31
Figure 2	The Influence of Guide O Rama Strategy In Experimental and Control Group	35
Figure 3	The Organization Structure of SMA Negeri 1 Metro.....	50

LIST OF GRAPHS

Graph 1	Teacher Educational Background	48
Graph 2	Educational Staff Background	48
Graph 3	The Numbers of Students in SMA Negeri 1 Metro	49
Graph 4	Frequency of Students Score in Pre-test	54
Graph 5	Frequency of Students Score in Pre-test	57
Graph 6	Frequency of Students Score in Post Test.....	61
Graph 7	Frequency of Students Score in Post Test.....	65

LIST OF APPENDICES

- Appendices 1 Pra-Survey Permit
- Appendices 2 Pra-Survey Response Letter
- Appendices 3 Approval Research Proposal
- Appendices 4 Thesis Guidance Letter
- Appendices 5 Research Permit
- Appendices 6 Letter of Assignment
- Appendices 7 Research Response Letter
- Appendices 8 Lesson Plans
- Appendices 9 Pre-Test Questions
- Appendices 10 Post-Test Questions
- Appendices 11 Documentation Sheet
- Appendices 12 Documentation of Research Process
- Appendices 13 Free Certificate of Head of Study Program
- Appendices 14 Library Free Certificate
- Appendices 15 Plagiarism Pass
- Appendices 16 Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is the ability of human to deduce and use sophisticated communication systems. Through the use of language, it is utilized to connect, cooperate, and communicate between individuals. As you may know, there are many different languages spoken throughout the world. One of the languages investigated in this study will be English. As a first or second language, English is practically spoken as a worldwide language in almost every nation. In addition, English has long been acknowledged as a formal language on a global scale. Students are also aware that mastering English is essential for learning more advanced material and that failing to do so will cause them to lag behind and make it harder to get employment. To learn English, they must acquire the four skills of listening, speaking, reading, and writing.

Reading helps one comprehend a passage or written text. It involves, among other things, seeing, composing, and understanding a passage or written content. Reading is the skill of understanding a text. When students read a text, the focus is on helping them understand word meanings and sentence structure so they can express basic ideas. The students reading comprehension develops as they become older to include both symbolic and semantic understanding of written content.¹

¹ Mei Tri Yana Sari, *Improving Reading Skill By Using Guide O Rama Strategy Of The Eighth Graders At SMP Muhammadiyah 4 Metro In Academic Year Of 2019/2020*, An Undergraduate Thesis Paper, (Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies Of Metro: 2020).

Additionally, by reading a variety of literary works, students gain knowledge about people, places, and events outside of their own experience. Reading broadens your vocabulary and strengthens your linguistic competence. The students learn new words as they read. On a subconscious level, students learn about sentence structure and how to use words and other language features effectively in their writing and speaking.

Learners should be able to grasp the comprehension of reading. Students who have mastered the comprehension of reading will therefore find it easy to gain information and knowledge. Because it can help students develop skills like making generalizations based on what they read and seeing details that support the main idea, reading comprehension is crucial. One way to make sure readers understand what they are reading is to check their comprehension. It has a real connection to reading since comprehension helps us understand what we read.

Meanwhile, Reading is not easy to be learned because reading needs maximal reading comprehension. Many problems that are faced by the reader when they want to achieve purpose a reading. The researcher found the problem faced when doing preliminary research conducted at the tenth grade of SMA Negeri 1 Metro. Based on the interviews on preliminary research with the teacher and the students, there are some problems faced by the student in learning English, especially in reading. First problem found in preliminary the students have difficulties to understand the story's main idea. Second, the students are unable to predict the topic of the teks. Third, the students lack of

reading comprehension strategies. Fourth, the students are unable to understand the meaning of the words because they have trouble analyzing word structure. Fifth, the students' reading comprehension test results have a low score.

According to the teacher and students who participated in the interviews for the preliminary research on February 16th, 2023. There are several issues that students have when learning English, particularly when it comes to reading. Pre-survey was conducted with 36 students from SMA Negeri 1 Metro. However, students struggle to comprehend a story's main idea, predict the topic, comprehend reading comprehension techniques, and evaluate word structure, which leaves them ignorant of the meaning of words. They are therefore struggling to comprehend the author's purpose. Finding the text's main idea is challenging due to the text's length. Having a limited vocabulary makes it challenging for the students to understand what words imply. These factors make them uninterested in reading literature.

Additionally, a pre-survey showed that students' continue to struggle with learning English in a number of ways, most notably reading comprehension. The students perform poorly in reading comprehension because they have trouble understanding a story's main idea, unable to predict the topic, lack of reading comprehension strategies, unable to understand the meaning of the words because they have trouble analyzing word structure, so they do not understand the meaning of the words they read and they have a low score in reading comprehension test.

Using a Guide O Rama strategy to aid students' reading comprehension is one of the conceivable and plausible strategies to deal with the challenges mentioned above. Guide O Rama is another form of reading guide. It is a set of written “prompts” to students as to the best way to read and think about a given reading selection.² This strategy can improve reading because students more easily understand and capture more general information contained in the text. This strategy can help and guide students in several questions. Because this strategy helps students to easily understand the main idea of a text. The writer will explore the impact of utilizing Guide O Rama strategies on students' reading comprehension based on the aforementioned rationale.

B. Problem Identification

Based on the background above, the writer could identify the problem as follows :

1. The students have problems in understanding a story's main idea.
2. The students are unable to predict the topic.
3. The students' comprehension of reading comprehension strategies is lacking.
4. The students are unable to understand the meaning of the words because they have trouble analyzing word structure.
5. The students' reading comprehension test results have a low score.

² Anthony Manzo and Ula Manzo, *Content Area Reading A heuristics Approach* (Columbus: Sage Publications, 1990), p. 190.

C. Problem Limitation

Based on identification of problem, focus and the identification of the researcher would like to limit the problem only to identify the influence of using Guide O Rama strategy on the students reading comprehension of the tenth grades at SMA Negeri 1 Metro.

D. Problem Formulation

The writer formulates the research problem as follows, based on the background problem:

“Is there any positive and significant influence of using Guide O Rama strategy on the students reading comprehension of the tenth graders at SMA Negeri 1 Metro?”

E. Objective and Benefit of Research

1. Objective of research

Based on the problem formulation above, the aim of this research is to determine whether there is a positive and significant influence of using Guide O Rama strategy on the student reading comprehension of the tenth graders at SMA Negeri 1 Metro.

2. Benefits of the research

a. For students

Students' reading abilities may improve as a result of this research. Furthermore, students can easily activate background information, determine the major concepts in a reading, develop

vocabulary, and interact with the text to clarify their thinking by using the Guide O Rama strategy.

b. For the English Teachers

This research also aims to motivate English teachers to help students improve their reading comprehension. The teacher will find it easier to condition students to be more concentrated in the process of learning to read once the Guide O Rama strategy is implemented. Furthermore, the Guide O Rama strategy aids teachers in reducing saturation or habits in the process of learning to read.

F. Prior Research

This research will be carried out by considering some prior researches. The first prior research was conducted by Mei Tri Yana Sari entitled “Improving reading skill by using guide O Rama Strategy of the eighth graders at SMP Muhammadiyah 4 Metro in the academic year of 2019/2020”. The aims of the first prior is to determine whether Guide O Rama strategy improves Reading skill of the eighth graders of SMP Muhammadiyah 4 Metro in the academic year of 2019/2020. The researcher formulated the problems that would be answered by using the classroom action research. The type of research was a pre-experimental research, with one group pretest and one posttest design. The subject of this research was the eighth grade students of SMP Muhammadiyah 4 Metro. The sequence of this research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The acumption is if the determine outcame in the

first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle. In collecting the data, the researcher used multiple choices test.³

Furthermore, the first prior research has similarities and differences with this research. The similarity between the first prior research and this study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading. The teaching strategy is the Guide O Rama strategy. The difference between the first prior research with this study includes differences in sample and research methods. The samples from the first prior research is the researcher using the classroom action research. While the sample of this research are two classes, experimental class and control class. There were 32 students as experimental class and 32 students as control class sample from 306 students of population after doing clustering sample randomly. While the sample of this study was tenth grade students of SMA Negeri 1 Metro. The first prior research method is a classroom action research design. While the method of this research is quasi-experimental research design.

Moreover, the researcher uses the second prior research was conducted by Nasrin Khaki entitled “Improving Reading skill in a Foreign Language: Strategic Reader”. The aims of the second prior are of others: One way to help these students improve their reading skill is the instruction strategy. In the

³ Mei Tri Yana Sari, *Improving Reading Skill By Using Guide O Rama Strategy Of The Eighth Graders At SMP Muhammadiyah 4 Metro In Academic Year Of 2019/2020*, An Undergraduate Thesis Paper, (Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies Of Metro: 2020).

present study, the effects of two strategies, namely, summarizing and student-generated questions have been investigated. The second prior sample research was all female intermediate EFL students, between 14 and 39 years old. The research method used in the second prior research was a quasi-experimental research design. Results from the second prior research prove that the guide's strategy is very effective in teaching reading.⁴

The second prior research has similarities and differences with this research. The similarity between the second prior research and this study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading. The teaching strategy is the Guide O Rama strategy. The research method is a quasi-experimental research design. The difference between the second prior research with this study includes differences in samples and research methods. Samples from the second prior research are all female intermediate EFL students, between 14 and 39 years old. While the sample of this study was tenth grade students of SMA Negeri 1 Metro.

Furthermore, another prior research was conducted by John R. Readence and David Moore entitled "Differentiating Text Assignments In Contents Areas: Slicing The Task". The aims of the third prior research are of others: to help students selectively process text. With this method, students are carefully directed to each bit of information which the teacher considers

⁴ Nasrin Khaki, "Improving Reading skill in a Foreign Language: Strategic Reader," The Reading Matrix journal 4 no.2 (2014): 189

important. The third prior sample research is all students in classroom. This research method used in the third prior research is graphs, charts, pictures, etc. To express what might take hundreds or word. Result from the third prior research is Slicing reading assignments to a paragraph or section at a time might be appropriate for certain students to insure concept mastery.⁵

The third prior research has similarities and differences with this research. The similarity between the third prior research and this study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading. The teaching strategy is Guide O Rama strategy. The difference between the third prior research with this study includes difference in research method. The third prior research method is graphs, charts, pictures, etc. While the method of this research is quasi-experimental.

⁵ John R. Readence and David Moore, "Differentiating Text Assignments In Contents Areas: Slicing The Task", Reading Horizons: A Journal of Literacy and Language Arts, Vol. 20 (1980): 113.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Concept of Reading

a. Definition of Reading

One of the most crucial abilities that students need from elementary school through university is reading. The knowledge and information that students can learn from the books they read while reading is vast. Students are therefore unlikely to be informed of everything that happens without reading, such as changes in educational, economic, or needed information.

According to John S. Hedgcock Reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text).⁶ There is a relationship between the mind and what we are reading as we read. Reading can also help you build a notion that you'll use while you're reading. In this situation, reading can be defined as a process of interaction between thoughts and different forms of information included in a text.

Moreover, Caroline T. Linse mentions that Reading is a set of skills that involves making sense and deriving meaning from the printed

⁶ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English* (New York: First Published, 2009), p. 49.

word. In order to read, we must be able to decode (soundout) the printed words and also comprehend what we read.⁷ Reading, in other words, is a process of learning a few words and integrating their meanings into sentences and reading patterns. As a result, after reading, one can deduce the context's meaning.

Next, Donna M. Scanlon mentions that Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.⁸ The reader may not understand what they are reading in the text if they do not use analysis and coordination when reading. Reading is the process of examining a reading, which indicates that reading is the act of analyzing a reading.

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success.⁹ Reading can be defined as the process of recognizing and comprehending a reading contained in a text.

Reading is useful for other purpose too: any exposure to english (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even

⁷ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill ESL/ELT Publishers, 2005), p. 69.

⁸ Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (New York: The Guilford Press Publication, 2010), p. 9.

⁹ M. F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques* (Jaipur: Sunrise Publishers, 2008), p. 113.

more successful.¹⁰ At the very least, there are certain words in a reading that students' recognize, allowing them to understand the meaning of the section they are reading. Aside from that, reading is beneficial to our mental processes.

Reading, as defined above, is a skillful process of extracting meaning from a word. Reading also contributes significantly, as we can use it to determine the meaning of the words or sentences we read. We will also obtain information through reading.

b. The Types of Reading

The following are some types of reading :

1) Intensive Reading

Brown has argued that intensive reading is usually a classroom-oriented activity in which students focus on the linguistic of semantic detail of passage.¹¹ Learning to read and reading to learn are two different things. Although they have different objectives, each of these reading styles are legitimate. Reading intensively is when students read in order to learn. In order to understand literal meaning, implications, rhetorical relationships, and other aspects of the language itself, students read intensively in order to learn new words, some grammatical structures, discourse markers, and other surface structural features.

¹⁰ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 1998), p. 68.

¹¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001), p.312.

2) Extensive Reading

To get a general knowledge of a typically longer work, extensive reading is done (book, long article, or essays, etc).¹² The majority of extensive reading, such as reading novels, fables, and other narrative stories, is done outside of class. The purpose of this reading is to aid the reader in reading fluently since using this technique enables them to digest text more quickly and enhances their comprehension skills, both of which lead to greater reader enjoyment.

3) Reading Aloud

Patel believed that because it is the foundation of word pronunciation, reading aloud has to be taught at the basic level.¹³ As a result, reading aloud is crucial in the teaching of English. The teacher should be aware of how crucial reading aloud is in teaching students how to pronounce words correctly.

4) Silent Reading

An essential skill in teaching English is silent reading. To improve students' reading skills, this reading should be used. Silent reading is used to gather a lot of information, according to Patel and Praveen.¹⁴ According to the principle, teachers must require students' to read as soon as they are proficient readers. Students are

¹² Ibid,p.313.

¹³ M.F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS TECHNIQUES)* (Jaipu: SUNRISE PUBLISHERS & DISTRIBUTORS, 2008).p.120.

¹⁴ Ibid.p.122-123.

given the opportunity to read without making any audible whispers as part of a habit.

5) Bottom-up model

Based on this model, the reader will be passive and constrained by the printed page's limitations, not applying any prior context or knowledge. Therefore, the bottom-up model is a reading theory that contends that in order to derive meaning from what is stated in the text, a reader must read the words, sentences, and structure of the text (without comparing it to experience or prior knowledge). Meaning depends on both vocabulary and syntax.¹⁵

6) Top-down Model

Following the top-down reading model, readers bring prior information and experiences to the text, and they read until the material meets their expectations. It implies that only the reader, who has unique knowledge, viewpoints, expectations, and questions, is concerned with how well the text is understood. When we read a book top-down, we rely on our own knowledge and experience to interpret it.

¹⁵ Martha Vazaka, "The International Journal of Learning: Annual Review," *Common Ground Research Networks* 15, no. 12 (2009).p.46.

7) Interactive Model

Both top-down and bottom-up processes take place when a person reads a text, and this mix of processes is known as the Interactive. Given how crucial this process is to reading, interactive reading is increasingly becoming a cornerstone of effective teaching methodologies.¹⁶

So, in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says if this method used.

c. Indicator of Reading

The reading assessment are illustrated in the following table¹⁷ :

Table 1
Indicator of Reading

	Indicator
1	Main idea (Topic)
2	Expression/idioms/phrases in context
3	Inference (implied detail)
4	Grammatical features
5	Detail (scanning for a specifically stated detail)
6	Excluding facts not written (unstated details)

¹⁶ H. Douglas Brown, *Teaching by Principles*..p.299.

¹⁷ H. Douglas Brown, *Language Assessment Principles an Classroom Practices*,(San Francisco State University, 2004), P.206

7	Supporting idea(s)
8	Vocabullary in context

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

In the Indonesian Subject Curriculum, reading comprehension of texts is a fundamental skill.¹⁸ For EFL learners to understand every text they read, reading comprehension skills are crucial. So for English language learners, reading comprehension is an essential skill. According to Eskey, who is cited by Bogoya & Paulo, reading comprehension is an experience that involves the reader's feelings, convictions, and thoughts that are influenced by both the reader's personal qualities and life experiences.¹⁹ Grabe continued, "Reading comprehension in general is the capacity to comprehend the information in a text and appropriately interpret it." Despite the fact that comprehension itself is a complicated skill.²⁰

Danielle S clarifies that comprehension is not always simple and quick, of course, in accordance with the concepts given above. Reading slows down to almost a stop and deeper levels of understanding are

¹⁸ Meilani Sari et al., *Understanding the Level of Students' Reading Comprehension Ability*, 2020.p.1.

¹⁹ Bogoya González and Alethia Paola, "Fostering Fifth Graders' Reading Comprehension through the Use of Intensive Reading in Physical Science," *Colombian Applied Linguistics Journal* Volume. 13, no. 1 (2011).p.37.

²⁰ Yudi Juniardi, "STUDENTS' CRITICAL THINKING AND THEIR READING COMPREHENSION ABILITY," 2018.p.37.

significantly jeopardized when beginning readers struggle with specific words.²¹

Reading comprehension, according to Klingner et al., is a multifaceted, extremely complex process that involves interactions between readers and the knowledge they bring to the text (previous knowledge, use of strategies), as well as factors specific to the text itself (interest in text, understanding of text types).²² Reading comprehension is actively seeking out meaning while drawing on our background knowledge of both texts and the outside world to make sense of all we read.²³

Based on the aforementioned quotations, it can be concluded that actions requiring careful reading in order to fully comprehend a reading selection constitute reading comprehension. The goal of reading comprehension is to help students understand what they read by teaching them how to glean information from the text. Therefore, the more the reader's background knowledge, the more probable it is that they will comprehend the information.

²¹ “Danielle S. McNamara - Reading Comprehension Strategies_ Theories, Interventions, and Technologies (2007, Psychology Press) - Libgen.Lc.Pdf,” n.d.p.4.

²² Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, What Works for Special-Needs Learners (New York: Guilford Press, 2007).p.8.

²³ Jean Wallace Gillet et al., *Understanding Reading Problems: Assessment and Instruction* (Allyn & Bacon, Incorporated, 2012).p.40.

b. Teaching Reading Comprehension

If the students are unable to interpret the meaning of the text, knowing how to read words is ultimately of little use. The ultimate objectives of learning to read are meaning, learning, and enjoyment. Reading comprehension is the "sine qua non of reading," even though fundamental abilities like phonics and fluency are significant building blocks of reading. The reader-response theory, the direct instruction theory, and the schema theory are the three different ideas that have been put forth in an effort to improve comprehension training. These theories provide theories to affect understanding of the teaching of reading comprehension.

1) Schema theory

Schema theory argued that our prior knowledge of a subject or concept affects the amount we can or will learn from reading a chapter that deals with that subject. As a result, what we learn and remember about what we read is influenced by our prior knowledge and experiences pertaining to the text's main ideas.

2) Reader response theory

The reader response hypothesis focused on how readers responded to texts and how they interpreted their own experiences. With this element of subjectivity, the reader and the text can interact in a dynamic way. Consequently, what readers discover or how they react to a book are personal choices.

3) Direct instruction

Direct instruction approach allows for more systematic and explicit teaching of the fundamental concepts correlated with better reading comprehension. As a result, before students read, teachers should choose essential terms from a piece and explain what they signify.²⁴

Then, Brown claimed that readers comprehend what they read because they have the capacity to go beyond the stimuli' graphic representation and assign it membership to a suitable set of concepts that are already stored in their minds.²⁵

c. Strategies for Reading Comprehension

Brown claimed that creating suitable, effective comprehension strategies is the key to improving reading comprehension.²⁶ Brown outlines the following ten reading comprehension strategies:

1) Identify the purpose in reading

Identifying the purpose why you are reading something is essential to efficient reading. The readers can then screen out information that can be distracting because they are aware of what they are looking for. Make sure students' understand why they are

²⁴ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, What Works for Special-Needs Learners (New York: Guilford Press, 2007),p.2-3.

²⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001),p.299.

²⁶ *Ibid.*p.306.

reading something whenever you are introducing a reading strategy.

2) Use graphemic rules and patterns

Making the correspondence between spoken and written English at the beginner level of English is one of the challenges students' face when learning to read. One-to-one grapheme-phoneme correlation is typically easy to learn, but other relationships may be more challenging. Think about how you could offer advice and guidance on patterns like these: "short" vowel sounds in VC patterns (bat, bim, leg, wisb, etc.), "long" vowel sounds in VC (final silent e) patterns (late, time, bite, etc).

3) Use efficient silent reading techniques

Although it is not appropriate for beginning readers, this technique can help students become more proficient readers. due to the fact that they are still having trouble controlling their vocabulary and grammatical structures.

4) Skim the text for main ideas

One of the most effective reading strategies is skimming. Skimming is the process of swiftly scanning an entire text (such as an essay, article, or chapter) to find its main points. Readers have the advantage of being able to anticipate the passage's goal, major idea or message, and perhaps even some of the developing or supporting ideas, when they skim.

5) Scan the text for specific information

The second useful reading strategy is scanning. In order to swiftly find certain details within a text, scanning is utilized. Without reading the entire text, scanning is used to extract specific information.

6) Use semantic mapping or clustering

This strategy can assist readers in bringing some order to the confusion. Teachers can assist students in developing accurate guessing skills by adopting compensating strategies that fill in competence gaps by guiding them through intelligent exploration to determine whether any hints are available.²⁷

7) Guess when you aren't certain

By encouraging students to employ efficient compensatory strategies—in which they fill up competence gaps by shrewdly attempting to exploit any hints at their disposal—teachers can assist students in developing correct guessing abilities.

8) Analyze vocabulary

Here are several techniques for teaching learners to profit from guessing when they do not instantly recognize a term; 1. Search for prefixes (co-, inter, un, etc), 2. Examine suffixes (-tion, tive, -ally, etc), 3. Look for roots you recognize, 4. Search for

²⁷ *Ibid.*,p.307-308.

grammatical contexts that might convey information, 5. Examine the semantic contexts.

9) Distinguish between literal and implied meanings

To accomplish this, one must use highly developed top-down skills. Readers are put under extra pressure since not all language can be understood correctly by focusing on its literal, grammatical surface structure. Furthermore, analyzing pragmatic data is typically required to determine suggested meaning.

10) Capitalize on discourse markers to process relationships

Understanding these indicators clearly can significantly improve students' reading proficiency. Signal relationships between ideas are communicated in English using phrases, clauses, and sentences.²⁸

d. The Measurement of Reading Comprehension

According to Camille Blachowicz and Donna Ogle, the measurements of reading comprehension are as follows:²⁹

Table 2
The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	1. A good reader will endeavor to immerse himself/herself in the book and experience the story in addition to having a solid

²⁸ *Ibid.*, p.309-310.

²⁹ Collin Haison, "*Understanding Reading Development*", London: SAGE Publication, 2004

			<p>comprehension of the material.</p> <ol style="list-style-type: none"> 2. A good reader will not only comprehend the text's deeper meanings but also allow their concentration to blend with the book. 3. A good reader will exhibit specific personality traits when reading in addition to being fluent. 4. A good reader would be eager to share what they have read, would always be committed, meticulous, and ready to read it back when necessary.
66-79	B	Good	<ol style="list-style-type: none"> 1. A good reader will be able to put themselves into the text and strive to live the story in addition to having a solid comprehension of the material (an error). 2. A good reader will allow their focus to flow with the book and not only grasp the surface concepts (an error). 3. A good reader will exhibit specific personality traits when reading in addition to being fluent. 4. A good reader would be eager to share what they have read, would always be committed, meticulous, and ready to read it back when necessary.
56-65	C	Fair	<ol style="list-style-type: none"> 1. A good reader will be able to put themselves into the text and strive to live the story in addition to having a solid comprehension of the material (an error). 2. A good reader will allow their focus to flow with the

			<p>book and not only grasp the surface concepts (an error).</p> <ol style="list-style-type: none"> 3. A good reader will exhibit specific personality traits when reading in addition to being fluent. 4. A good reader would be eager to share what they have read, would always be committed, meticulous, and ready to read it back when necessary.
40-55	D	Poor	<ol style="list-style-type: none"> 1. A good reader will strive to live the story but will only have a decent understanding and not be able to put themselves into the text (an error). 2. A good reader does not allow their focus drift from the book, and they also comprehend the text's deeper implications (an error). 3. A good reader won't display certain personality traits while reading; they will just be fluent readers. 4. A good reader would be eager to share what they have read, would always be committed, meticulous, and ready to read it back when necessary.
30-39	E	Very Poor	<ol style="list-style-type: none"> 1. A good reader will not only comprehend the material well, but will also attempt to live the story and resist the need to insert themselves into it (an error). 2. A good reader will focus on the book without letting their thoughts wander, and they will also comprehend

			<p>the text's deeper implications (an error).</p> <p>3. A good reader won't be fluent in reading, but they also won't exhibit certain personality traits when reading.</p> <p>4. A good reader is never shy about discussing what they've read, always committed, careful, and ready to read aloud when necessary.</p>
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B. The Concept of Guide O Rama Strategy

1. The Definition of Guide O Rama Strategy

Guide O Rama strategy is a strategy that involves giving students printed "prompts" as an effective way to read and reflect on a certain reading selection.³⁰ A teaching strategy called Guide O Rama is one that may be applied in and out of the classroom. Students who are struggling to read, comprehend, and recognize topics in a text might use this strategy to their advantage. Also strongly encouraging students' to comprehend the reading process is Guide O Rama.

According to Katherine D. Wiesendanger, Guide O Rama offers a reading road map to help readers comprehend the reading of content.³¹ The Guide O Rama offers a reading road map to make it easier for you to understand what you're reading. Students can employ this strategy while

³⁰ Anthony Manzo and Ula Manzo, *Content Area Reading.*, p. 190.

³¹ Katherine D. Wiesendanger, *Strategies For Literacy Education* (Columbus), p. 94.

reading to aid in their understanding of the key ideas and concepts in the passage.

Through the Guide O Rama, the students receive guidance that helps them develop a flexibility of reading rate, while at the same time helping them to avoid wasting their time on material of little importance.³²

2. Procedure of Guide O Rama Strategy

- a. First, identify the goal of a certain reading comprehension. The writer defines the purpose of descriptive text. Then inquire about their understanding of its background.
- b. Second, determine your strategy for reading this assignment as a "expert" reader. The researcher gives the students' the descriptive text.
- c. Next, to comprehend the assignment's goal, decide which text sections are crucial or optional. The researcher requested that the students' read some descriptive text.
- d. Determine, step-by-step, what reading strategies students' should employ to comprehend the reading assignment's specific goal. The researcher supports the students' reading strategies.
- e. Finally, Organize a reading Guide-O-Rama for the students to use as they read the chosen text. The researcher provides an assessment after asking the student to use their reading comprehension on a text.³³

³² Dick Cunningham and Scott L. Shablak, *Selective Reading Guide-O-Rama: The Content Teacher's Best Friend*, Journal of Reading, Vol. 18, No. 5 (Feb., 1975), p. 381.

³³ Katherine D. Wiesendanger, *Strategies For Literacy Education* (Columbus), p. 94.

3. The Strength of Guide O Rama Strategy

The Guide O Rama is an effective teaching strategy that highlights both significant and little details and informs the reader of what to anticipate during class discussion. It might instruct students' to read passages of the content out of order, such the concluding summary. Students might be told to read a brief passage from the homework before summarizing the important details.³⁴ This strategy might help students locate the primary idea or conclusion of the text they are reading.

While reading, the Guide O Rama technique aids students' in processing the main ideas and concepts of a passage. They are told to underline important concepts, pose inquiries, consider a concept, and compose a response.³⁵ Additionally, they will be quizzed on each paragraph they read.

4. The Weaknesses of Guide O Rama Strategy

1. Not all students respond well to the same learning methods. Some students may not find this strategy effective, and may need a different study method to help them understand the reading.
2. Instructions may be too much or too little for some students, depending on their reading ability and level of comprehension. This can lead to frustration or boredom if the directions feel too easy or too difficult.

³⁴ Anthony Manzo and Ula Manzo, Content Area Reading., p. 190.

³⁵ Katherine D. Wiesendanger, Strategies For Literacy Education (Columbus),. p. 94.

3. This strategy may be less effective in increasing students' critical abilities. Students may only focus on following the directions given without really understanding or analyzing the text independently.
4. This strategy may not apply to all types of reading, especially reading that is more complex and abstract. The clues provided may not be sufficient to help students understand more difficult content.³⁶

However, the "Guide O Rama" strategy can still be an effective method for helping students read and reflect on certain texts. It is important to pay attention to the needs and abilities of individual students and adapt learning methods that are suitable for each student.

5. Implementation of Guide O Rama Strategy

A strategy-related step :

- a. Establish a general goal for reading a specific assignment.
- b. Choose passages from the text that are both crucial to the intended outcome and that could lead to misunderstanding.
- c. To assist the students' in understanding the text part, use questions or instructive statements.
- d. Show the students the guide and explain how it will be used in conjunction with their text. Have the students' work through a guide with you to demonstrate how to utilize it.

³⁶ Marzano, R. J. *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD. P 69

- e. Ask the students' to discuss their responses after they have finished the Guide O Rama.
- f. Display the course manual, O Rama, in the classroom for easy access in the future.³⁷

The researcher may come to the following conclusion about how this strategy is implemented: first, the researcher hands the students a piece of paper with a lengthy story on it. Second, questions are provided for students to answer within each paragraph, and the questions are connected to the paragraphs that are available to make it simpler for students to respond.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

In this study, these are two of the variables. They consist of a dependent variable (Y) and an independent variable (X). The dependent variable (Y) is Reading Comprehension and the independent variable (X) is Guide O Rama Strategy.

Since reading makes it easy to understand a lot of information, reading comprehension is a core language skill that is essential. In practice, though, comprehension of text can be difficult. Whether they are doing it consciously or unconsciously, all language learners use language learning

³⁷ Katherine D. Wiesendanger, *Strategies For Literacy Education (Columbus)*, p. 94.

strategies when they start to digest new information and finish participation in the language classroom.

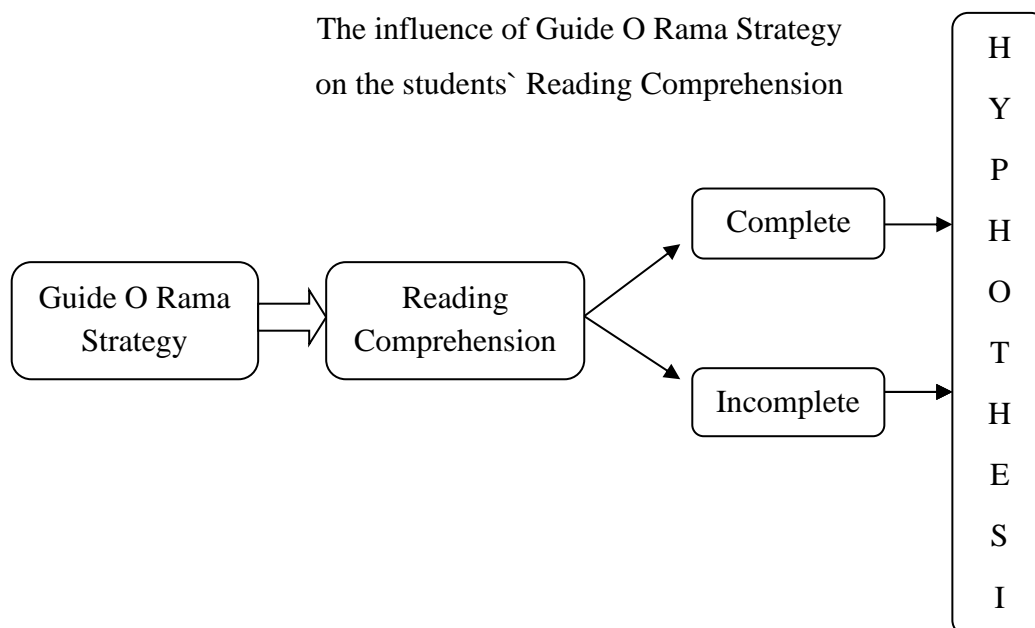
For reading comprehension, a specific learning strategy is required. The Guide O Rama is a student reading guide for the convenience of learning a text. This guide directs students to read through the paragraphs provided and aligns the questions in the paragraph.

The researcher states that if the teacher used the Guide O Rama strategy to teach reading comprehension, the students' would find it simple to participate fully in class. The justification stated above served as the foundation for this supposition. Students' reading comprehension will be good if the Guide O Rama Strategy is utilized correctly; nevertheless, students' reading comprehension will be poor if the strategy is not used correctly.

2. Paradigm

The variables' correlation pattern under study is known as a paradigm. In addition, the writer stated the paradigm as follows based on the theoretical framework above;

Figure 1



As can be seen from the table above, where Guide O Rama Strategy usage is high and students' reading comprehension is better, using the Guide O Rama Strategy has a favorable and significant impact on students' reading comprehension. However, if the strategy is bad and the students' reading comprehension is poor, there will be no positive or significant benefit from using the Guide O Rama Strategy.

D. Hypothesis Formulation

1. Hypothesis Formulation

When we do our research project, a hypothesis is a potential response we anticipate receiving.³⁸ There are two types of hypotheses based

³⁸ Ebrahim Khodadady, *Research Principles, Method And Statistics In Applied Linguistics* (Ferdowsi University of Mashhad, 2013).p.33.

on the aforementioned statement. A null hypothesis is presented in the first, while an alternate hypothesis is presented in the second. It is implied by the null hypothesis that the variables have no influence. An alternative hypothesis suggests that the two variables under investigation actually have a link. The researcher then formulates a hypothesis as well as a counter-hypothesis. In the tenth grade at SMA Negeri 1 Metro, Lampung, it is reasonable to assume that using Guide O Rama Strategy has a positive effect or influence on students' capacity to read comprehension.

After that, the researcher develops hypotheses, concentrating on the following conceptual presuppositions:

a. Null hypothesis (H₀)

There is no positive and significant influence of using Guide O Rama Strategy toward the students' reading comprehension of the tenth grade of SMA Negeri 1 Metro, Lampung.

b. Alternative hypothesis (H_a)

There is positive and significant influence of using Guide O Rama Strategy toward the students' reading comprehension of the tenth grade of SMA Negeri 1 Metro, Lampung.

2. Statistical Hypothesis

In reference to the concept of a statistical hypothesis, Yogesh contends that "A hypothesis obtainable stated in then null form which is a declaration that no relationship or difference exists between or among the variables. The form null hypothesis is a statistical hypothesis that may be

investigated using a probabilistic framework. It is also a non-directional kind of hypothesis.³⁹ This presumption is viewed as having a population parameter attached to it. In this research, the following statistical hypotheses were developed :

- a. If $t_o > t_{table}$ = H_a is accepted and H_o is rejected.
- b. If $t_o < t_{table}$ = H_a is rejected and H_o is accepted.

³⁹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), Page.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Quantitative research was carried out by the writer. In quantitative research, phenomena are explained by gathering numerical data that are then evaluated using mathematically based methods (in particular statistics).⁴⁰ In experiment research, one or more variables may be purposefully changed, with the results then being analyzed and rationalized.⁴¹

Actually, Daniel came to the conclusion that there are two types of quantitative research designs: experimental design and non-experimental design. The term "experimental design" refers to a controlled test carried out to verify a presumption or prove a known truth.⁴²

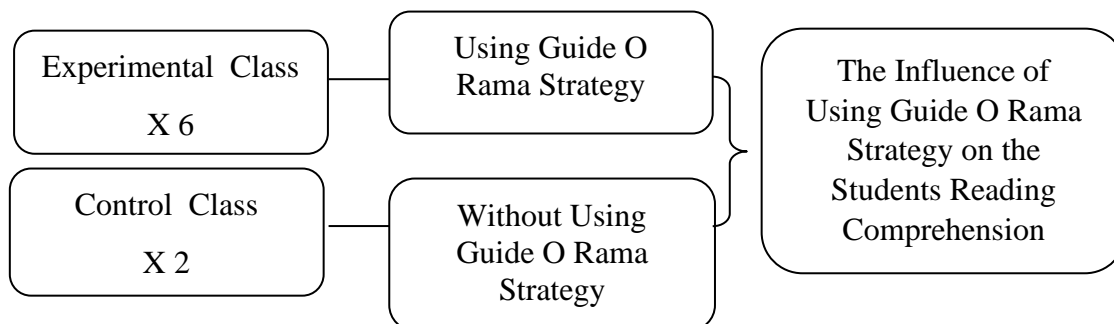
In this research, the researcher conduct the experimental design that use two classes namely X 6 as an experimental class that will receive the treatment that teaching by Guide O Rama Strategy and X 2 as a control class that do not receive the treatment. The design is as follows:

⁴⁰ Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publications, 2004).p.1.

⁴¹ James E. Mauch and Namgi Park, *Guide to the Successful Thesis and Dissertation*, Fifth Edition (New York: Marcel Dekker, 2003).p.129.

⁴² *Ibid.*, P. 13

Figure 2
The Influence of Guide O Rama Strategy
In Experimental and Control Group



First, before beginning a treatment, the pre-test was administered to both groups. Second, while the control class (X 2) receives no treatment, the experimental class (X 6) uses the Guide O Rama Strategy. Thirdly, the identical instrument used for the pre-test was used for the post-test for both groups. Finally, it was discovered that the Guide O' Rama Strategy had an impact on students' reading comprehension.

The sequence is described as follows:

Table 3
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, statistical analyses are conducted to determine whether the treatment had an impact on the experimental group.⁴³

⁴³ *Ibid*, P. 18

B. The Operational Definition of variables

Operational definitions are used in quantitative research to describe how variables will be measured in the study. The researcher can move forward with research that might not otherwise be possible by using operational definitions.

There are two kinds of variables:

1. Dependent Variable

The dependent variable that is measured or observed in order to ascertain how and if it is impacted by the existence of the independent variable⁴⁴ The variable that is seen and evaluated in this study's dependent variable in order to assess the impact of the independent variable. Reading comprehension is a dependent variable in this study and is characterized by students' ability to recognize textual elements such the main concept, topic, etc. The researcher administered the test using the students' justifications in order to gauge the students' reading comprehension.

2. Independent Variable

An independent variable is something the writer thinks might be connected to or have some influence on the dependent variable.⁴⁵ We can draw the conclusion that the main variable, chosen, manipulated, and measured by writers, is the independent variable. Guide O Rama strategy is an independent variable of this study (X). The strategy known as Guide O Rama aims to increase reading comprehension.

⁴⁴ Ibid. P 23

⁴⁵ Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

The following are some indicators that exhibit the students' can master the objective of this strategy example:

- 1) Students can point out the main idea of the paragraph.
- 2) Students can find specific or in-depth information in the text.
- 3) In accordance with step three, students can infer meaning from context.
- 4) Students can identify textual evidence.
- 5) Students can find terms that have referring meanings.

Table 4

Students Reading Comprehension

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Test
1.	Independent Variable (X) Guide O Rama Strategy	a. By establishing goals for themselves while reading a material, students are able to create plans. b. After reading a material, the students are able to keep track of their progress. c. When they discover an issue in a text, the students are able to create a problem-solving.	1-5	5	Multiple choice

		d. The students are competent in analyzing the textual issue.			
2.	Dependent Variable (Y) Reading Comprehension	a. Students can get some detailed information (specific information) b. Students can find both explicit (reference) and implicit information (inference) c. Students can use the text to discover and interpret words, phrases, or sentences.	1,4,5 3 2	3 1 2	Multiple choice
	Total			10	

C. Population, Sample, and Sampling Technique

1. Population

According to Ziana O'Leary, population refers to all members of a given class of people, object, or events.⁴⁶ Additionally, Donal Ary said that a population is defined as all individuals belonging to any clearly defined class of people, events, or objects.⁴⁷

⁴⁶ Zina O'leary, *The Essential Guide to Doing Research* (London: SAGE Publications, 2004), p.102.

⁴⁷ Donald Ary, *Introduction to Research*, p.148.

The population of this study consists of all tenth-grade students at SMA Negeri 1 Metro, Lampung. There are two classrooms, consisting 64 student.

2. Sample

The sample is the segment of the population that will be studied.⁴⁸ The sample is a subset of the population that can be used to represent the entire population in data sources. As a result, the writer chose class X 6 as an experiment class and class X 2 as a control class using a simple random sampling method. Class X 6 was selected by the writer as an experimental class since the students there scored low on reading tests.

As stated in the definition of research method given above, this study employed quantitative research. Experimental research was used in this study. And below is a list of all the students:

Table 5
The total number of students used in the sample

NO.	Class	Gender		Total
		Male	Female	
1	X 6 (Experimental Class)	13	23	36
2	X 2 (Control Class)	13	23	36

⁴⁸ L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company,1990), Second Edition, p. 102

Experiment class is the class that employs the Guide O Rama strategy for reading comprehension, and control class is the class that does not. The goal of all of this is to determine whether the Guide O Rama strategy has any effects on the students' reading comprehension.

3. Sampling Technique

Sampling is a process used to choose the people who will take part in a research study. In this study, the research aims to identify the statistics using a simple random sampling technique. The process of picking a sample by random selection ensures that every member of the defined population has an equal and independent chance of being chosen for the sample.⁴⁹

As stated in the previous remark, the research's sample, which consists of 64 students in the tenth grade, was chosen since the study's total subjects are less than 100. the entire population becomes a sample as a result. Research on populations may be regarded as such.

D. Data Collection Method

The researcher used a method at SMA Negeri 1 Metro to gather precise data. The researcher used methods like:

1. Test

Anderson stated that an instrument is any device used to gather data, including a test, a questionnaire, a plan for observations, etc.⁵⁰

⁴⁹ *Ibid.*, P. 104

⁵⁰ Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005).p.94.

Utilizing the survey component and figuring out how it functions was typically used as a test. In this research, the following two tests were run:

a. Pre-test

The researcher uses a multiple-choice pre-test to gauge participants' basic understanding. In this case, the students' acquired reading comprehension.

b. Post-test

The purpose of the post-test is to determine the students' reading comprehension after using the Guide O Rama Strategy as a teaching tool. To determine whether the Guide O Rama Strategy is successful in influencing the students' reading comprehension, a post-test was administered following the interventions.

2. Documentation

Documentation is a method of gathering information from written texts or documents.⁵¹ The research employs this method to back up and obtain in-depth information about the method in the English classroom using data from observation, such as the data of English teachers at SMA Negeri 1 Metro, Lampung.

⁵¹ Zina O'leary, *The Essential Guide*, p.177.

E. Research Instrument

An instrument is a device used to measure events; it collects data to be analyzed, decisions to be made, and finally insight to be gained.⁵² Therefore, a research instrument is a device that aids in the data collection process. The following is the research tool that was used in this study:

1. Instrument Blueprint

In this research, the following research instruments were used:

- a. The test was the instrument used to gauge each student's level of reading comprehension. There are 10 questions in a multiple-choice test of this type.
- b. The instruments that were utilized for documentation methods, such as documentation of the history, situation, population, and location of SMA Negeri 1 Metro, as well as documentation of the school.

The research's instrument was created and adjusted to the specified indicators. Additionally, the research instrument employed in this study was a set of 10 multiple-choice questions. 80 to 100 was the higher score, and 40 to 55 was the lower score.

2. Instrument Calibration

Multiple-choice questions were used in this research's test. For the five components of a reading comprehension exam that are used to understand a text. In addition, the writer will test a Guide O Rama strategy

⁵² David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Francisco: Jossey-Bass, 2007), p26

using a number of questions. The pre-test and post-test are how the writer used the tool. Pre-test utilized to determine the results before to the start of treatment. The results of this test will be used to assess the student's reading comprehension. The post-test was utilized to determine the score following the procedure. This test was used to identify any significant before-and-after effects of the treatment. The writer used the unbiased tests.

F. Data analysis Technique

The researcher will employ one formula for data analysis. The tenth grade students at SMA Negeri 1 Metro will be tested utilizing a control group pretest-posttest design in a real experiment to determine whether employing the Guide O Rama strategy has any positive influence on students' reading comprehension. The t-test formulation:⁵³

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1

⁵³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The brief history of SMA Negeri 1 Metro

SMA Negeri 1 was founded in 1959 (when it was founded it was called SMA Negeri Metro Preparatory) with a total of 35 students, teaching and learning activities took place in the SMP Negeri 1 Metro building in the afternoon. Metro State Preparatory High School was founded on the initiative of the Metro community and the Regional Government of Central Lampung Regency under the patronage of Syahri Djajawijaya. In 1960, teaching and learning activities moved to the Chinese School, namely the building used for SPG Negeri 1 Metro in the 1970s.

Metro State Preparatory High School officially became Metro State High School based on the Decree of the Head of Central Jakarta for the course section Number 27/SK/B-III/1959, dated June 11 1959. In line with the change in status, the school underwent a change of principal from R. Mulyodiharjo became Siradjudin Djahidin. Efforts to have its own school building continue. This was proven in 1962, when a school building was successfully built as a result of community cooperation. The building consists of 8 study rooms, one administration room, 1 teacher's room, 1 principal's room, 1 deputy principal's room, 1 living

room and 1 room that functions as a warehouse. Apart from the school building, 1 housing unit was also built for teachers and administrative staff. The State High School building is located at Jalan AH Nasution 222, Yosodadi, Metro Timur with an area of $\pm 20,000$ m. Metro State High School moved to this new building in 1963.

SMA Negeri 1 Metro first held exams in 1961. The first alumni were 10 people. Until 2009, it had produced 50 classes with a total of ± 8800 alumni. SMA Negeri 4 occupied the SMA Negeri 1 Metro building together in the 2001-2002 school year.

SMA Negeri 1 Metro has experienced a change of principal 7 times since its founding.

1. Siradjudin Djahidin (1959-1968)
2. R. Ahmad Martin, BA (1969-1970)
3. Drs. M.A.M Noer (1970-1990)
4. Drs. Suparno (1990-1999)
5. Drs. Hi. Slamet Widodo, M. Si (2000-2007)
6. Drs. Suwahab (2006- 2012)
7. Drs. Suparni Hadi M.Pd (2012-2017)
8. Dra. Purwaningsih (2017-2022)
9. M. Kholid , M.Pd (2023- now)

b. Vision, Mission and Purpose SMA Negeri 1 Metro

- 1) Vision

Discipline, Excellence, Based on Faith and Taqwa (Digul
Imtaq)

2) Mission

- a. Develop discipline, leadership and personality within the framework of devotion to God Almighty through various student activities, both through student organizations, extracurricular activities and other activities rooted in national culture.
- b. Develop quality academic and non-academic competencies that lead to national and international standards by implementing and developing a national curriculum that is adapted to the international curriculum.
- c. Developing a quality, effective and dynamic learning process by utilizing innovative and contextual learning resources.
- d. Developing a competitive, sportsmanlike attitude through various fields and opportunities by prioritizing the spirit of excellence and national spirit.
- e. Developing a school culture that is in accordance with religious norms, socio-social norms and national norms in a system of harmony and mutual trust.

3) Puspose

Preparing students to become quality human beings with the following characteristics :

- a. Have faith, piety and noble character and have high personality and national integrity.
 - b. Think critically and creatively and responsibly.
 - c. Mastering technology to be able to develop their studies.
 - d. Have a global perspective and be able to communicate effectively and efficiently at a global level.
 - e. Able to learn independently and develop personal potential.
- c. School Identity of SMA Negeri 1 Metro

Name of School : SMA Negeri 1 Metro

NPSN : [10807561](#)

Address : Jl. Jend. AH. Nasution 222 Yosodadi, Metro,
Lampung

Postal Code : 34111

Phone : +6272541629

E-mail : info@smansa-metro.sch.id

Website : www.smansa-metro.sch.id

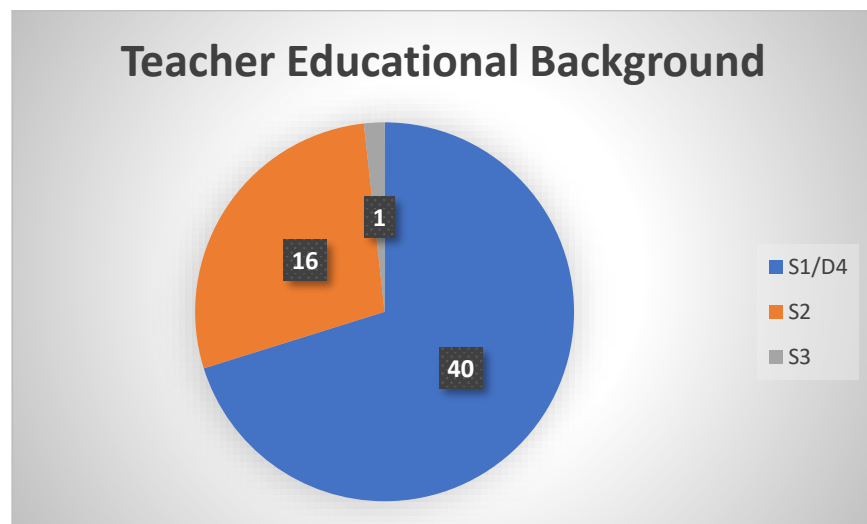
- d. The Condition of SMA Negeri 1 Metro

- 1) Condition of Teachers and Official Employers in SMA Negeri 1 Metro.

Condition of teacher and official employers in SMA Negeri 1 Metro have been good enough for learning process. The number

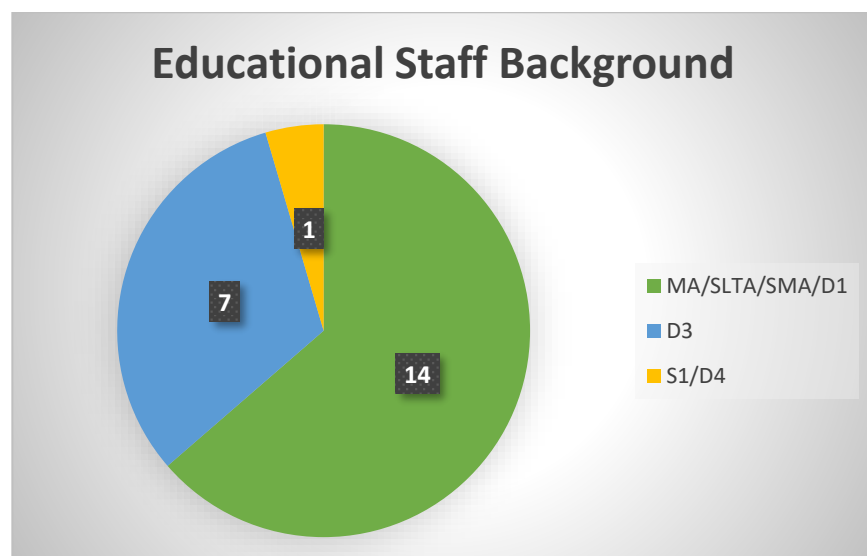
of teacher and official employees in SMA Negeri 1 Metro can be identified as follows:

Graph 1



While the total and condition of the educational staff of SMA Negeri 1 Metro can be seen in the following table :

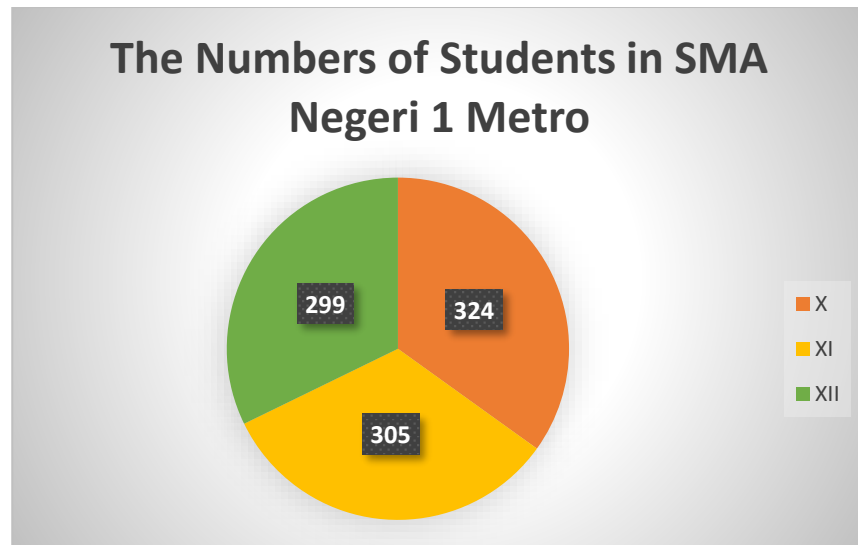
Graph 2



2) Number of Student at SMA Negeri 1 Metro

The number of student in SMA Negeri 1 Metro is that can be identified as follows:

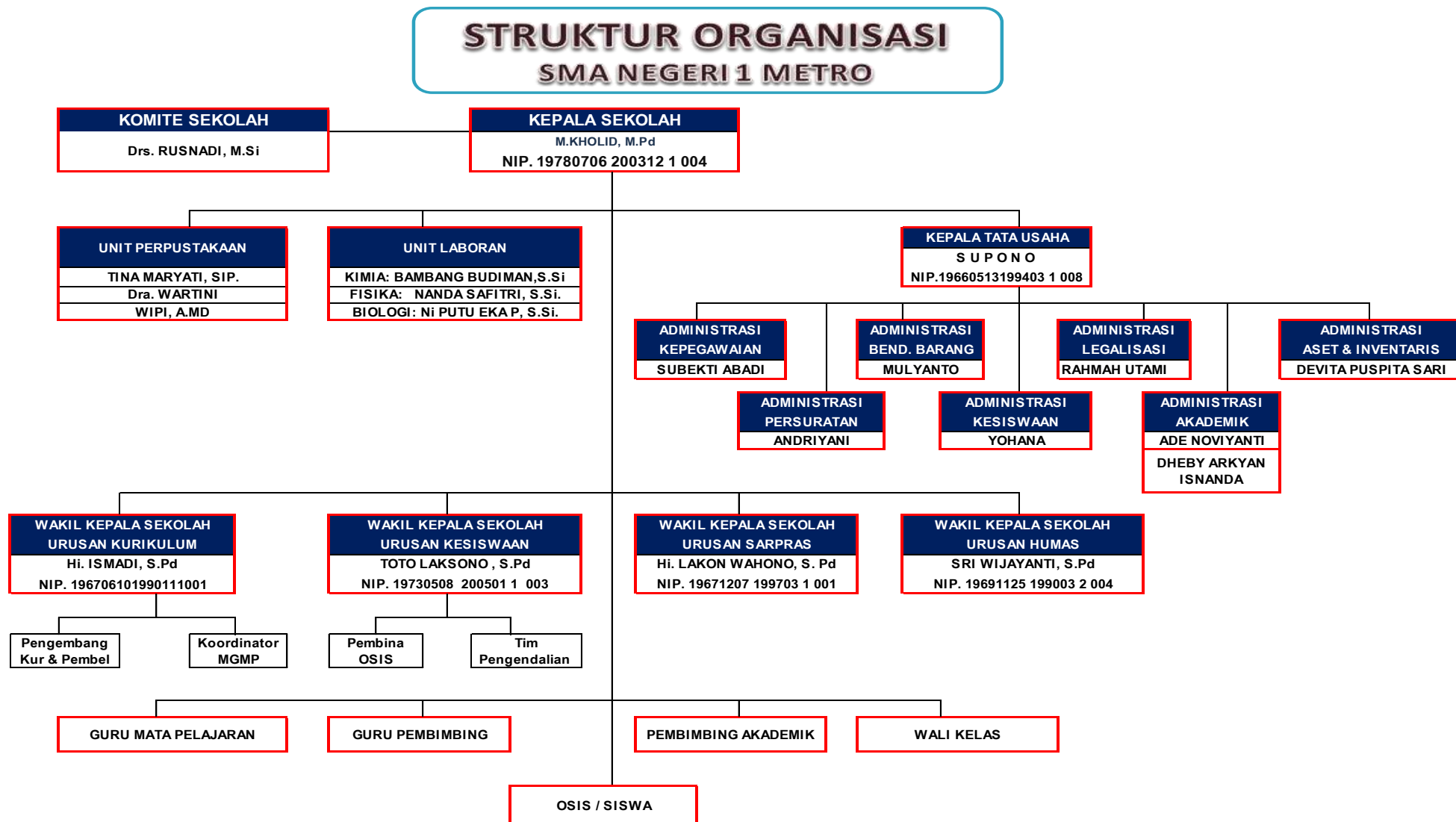
Graph 3



c. Organization Structure of SMA Negeri 1 Metro

Figure 3

The Organization Structure of SMA Negeri 1 Metro



2. Description of Result Data Research

- a. The Data of Variable Reading Comprehension based on Pre-Test and Post-Test scores in the Experimental and Control class in English subject.

1) The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The result of students' experimental class Pre-Test can be identified as follows:

Table 6

The Pre-Test Result of the Experimental Class at the Tenth
Graders of SMA Negeri 1 Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	ASRF			60		
2.	AP	80				
3.	ADPN				55	
4.	ARP	80				
5.	AFF			65		
6.	AZA		70			
7.	AGN				55	
8.	CZH		75			
9.	CH		70			
10.	DZSP	80				
11.	DNA				55	
12.	DASC	80				
13.	DJP			65		
14.	DA	80				
15.	FS				55	
16.	HREP	90				
17.	KKD	80				

18.	KFC		70			
19.	MAEP	80				
20.	MVN	85				
21.	MF				55	
22.	MFSD	80				
23.	MDKP			65		
24.	MFA	80				
25.	MHMI		70			
26.	MRF		75			
27.	NCJ		70			
28.	NFA	85				
29.	NC				45	
30.	NWAA				55	
31.	RDP		75			
32.	SK		75			
33.	SAAR	80				
34.	T				55	
35.	VS			65		
36.	WDA		75			
Total						2535
Average						70,41
The Highest Score						90
The Lowest Score						45
The Number of the Students who got 75 or more						18

Source: The Result of Students' Experimental Class Pre-Test on

November 13th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 90 - 45 \\
 &= 45
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 5,455 = 6,455 \\
 &= 6
 \end{aligned}$$

$$P = \frac{R}{K}$$

$$= \frac{45}{6} = 7,5$$

$$= 8$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

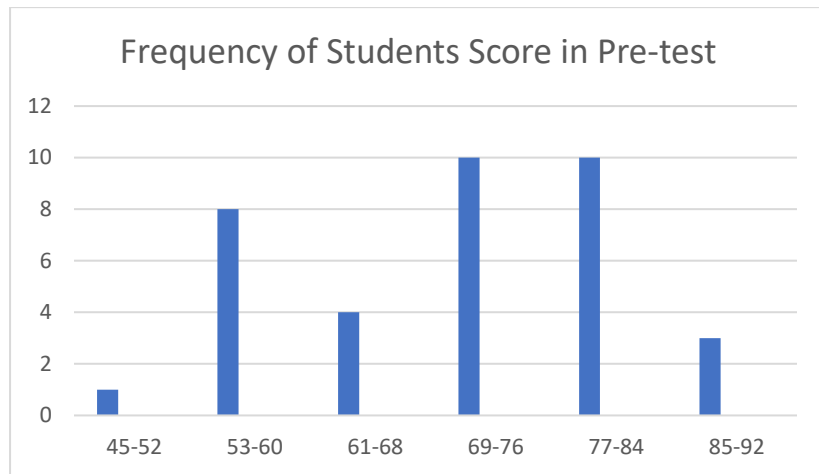
Table 7

Frequency Distribution as the Result of Experimental Class Pre-Test at the Tenth Graders of SMA Negeri 1 Metro

Interval	Frequency	Category	Percentages %
45-52	1	Bad	2,7%
53-60	8	Bad	22,2%
61-68	4	Fair	11,1%
69-76	10	Fair	27,7%
77-84	10	Good	27,7%
85-92	3	Good	8,3%
	36		100%

Based on the table of frequency distribution above, it can be inferred there thirteen students who passed from 75 as the Minimum Master criteria (MMC) or high category. Therefore, it can be concluded that the students reading comprehension is poor.

Graph 4



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 1 (2,7%) students got score 45-52. Furthermore, there were 8 (22,2%) students who got score 53-60, 4 (11,1%) students who got 61-68, 10 (27,7%) students who got 69-76, 10 (27,7%) students who got 77-84, and 3 (8,3%) students who got 85-92. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-test can be identified as follow:

Table 8
The Pre-test Result of the Control Class at the Tenth Graders of
SMA Negeri 1 Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	APF		70			
2.	ATW		75			
3.	ARP				45	
4.	AAS			65		
5.	APM			60		
6.	AEWP				50	
7.	AKS				50	
8.	ARA				55	
9.	AAP		75			
10.	AAA				55	
11.	BS	85				
12.	CAD				55	
13.	FAP		75			
14.	H				55	
15.	IAW		75			
16.	JPA		70			
17.	KZSS				45	
18.	LPDP			65		
19.	MRTH		70			
20.	MRA				50	
21.	MP			65		
22.	MWAK			65		
23.	MAM	80				
24.	MHA				55	
25.	MZAS		70			
26.	NS	80				
27.	NPVAS		75			
28.	NFL		70			
29.	NAP			65		
30.	RAF		75			
31.	SN			65		
32.	SSR			60		
33.	SPW		70			
34.	SC			65		
35.	TTH				55	

36.	YPS			65		
Total						2325
Average						64,58
The Highest Score						85
The Lowest Score						45
The Number of the Students who got 75 or more						9

Source : The Result of Students' Control Class Pre-Test on

November 13th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 85 - 45 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 5,286 = 6,286 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{40}{6} = 6,6 \\
 &= 7
 \end{aligned}$$

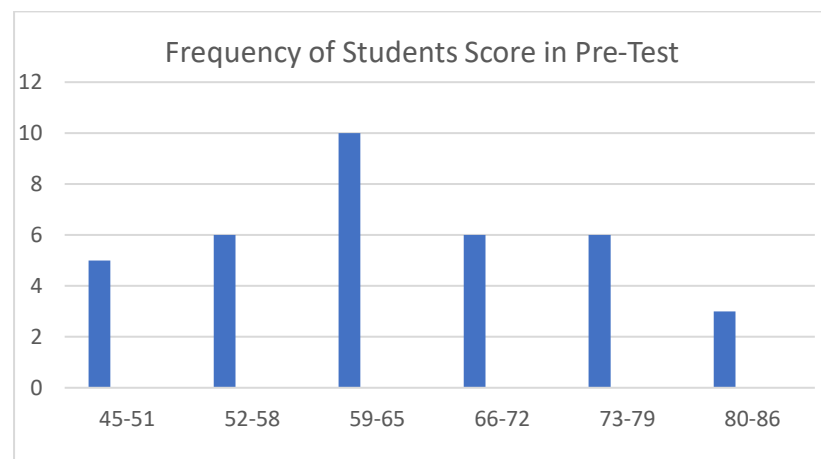
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 9
Frequency Distribution as the Result of Control Pre-Test at the
Tenth Graders of SMA Negeri 1 Metro

Interval	Frequency	Category	Percentages %
45-51	5	Bad	13,8%
52-58	6	Bad	16,6%
59-65	10	Bad	27,7%
66-72	6	Fair	16,6%
73-79	6	Good	16,6%
80-86	3	Good	8,3%
	36		100%

Based on the table of frequency distribution above, it can be inferred there was nine students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students reading comprehension is low.

Graph 5



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 5 (13,8%) students got score 45-51. Furthermore, there were 6 (16,6%) students who got score 52-58, 10 (27,7%) students who

got score 59-65, 6 (16,6%) students who got 66-72, 6 (16,6%) students who got score 73-79, and 3 (8,3%) students got score 80-86. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

2) The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading comprehension before and after a treatment was given. And the data of post-test score at the Experimental class as follows:

Table 10

The Post-Test Result of the Experimental Class at the Tenth
Graders of SMA Negeri 1 Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	ASRF	80				
2.	AP	90				
3.	ADPN		70			
4.	ARP	85				
5.	AFF		70			
6.	AZA	90				
7.	AGN	80				
8.	CZH		75			
9.	CH			65		
10.	DZSP	80				
11.	DNA			60		
12.	DASC	90				
13.	DJP	90				
14.	DA	90				
15.	FS			65		
16.	HREP	95				
17.	KKD	85				
18.	KFC		75			
19.	MAEP	85				

20.	MVN			60		
21.	MF		70			
22.	MFSD	85				
23.	MDKP	80				
24.	MFA	85				
25.	MHMI	80				
26.	MRF			60		
27.	NCJ	90				
28.	NFA	85				
29.	NC			60		
30.	NWAA		75			
31.	RDP	90				
32.	SK	85				
33.	SAAR	80				
34.	T		75			
35.	VS	80				
36.	WDA	90				
Total						2850
Average						79,16
The Highest Score						95
The Lowest Score						60
The Number of the Students who got 75 or more						27

Source : The Result of Students' Experimental Class Post-Test on November 27th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 95 - 60$$

$$= 35$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 5,095 = 6,095$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{35}{6} = 5,83$$

$$= 6$$

After knowing the interval class, then data is taken from interval above was put on the table of frequency distribution as follows:

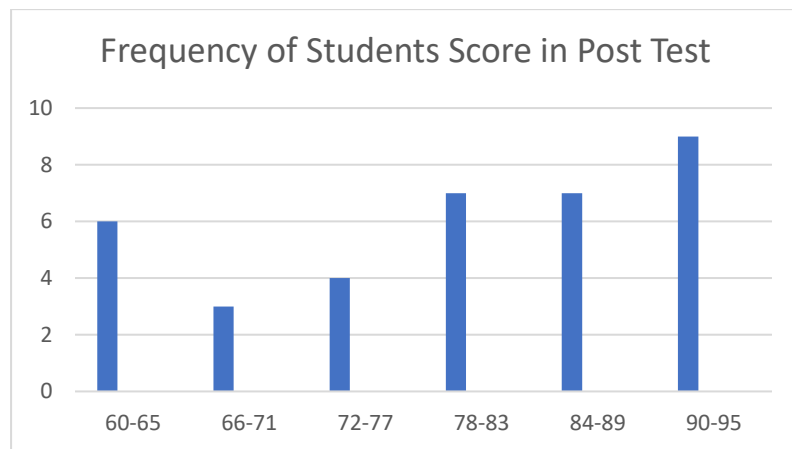
Table 11

Frequency Distribution as the Result of Experimental Class Post-Test at the Tenth Graders of SMA Negeri 1 Metro

Interval	Frequency	Category	Percentages %
60-65	6	Bad	16,6%
66-71	3	Bad	8,3%
72-77	4	Good	11,1%
78-83	7	Good	19,4%
84-89	7	Good	19,4%
90-95	9	Good	25%
	36		100%

Based on the table of frequency distribution above, it can be inferred that there were 27 (74,9%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' reading comprehension in post test was increased or good.

Graph 6



The graph of the table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 6 (16,6%) students got score 60-65. Furthermore, there were 3 (8,3%) students who got score 66-71, 4 (11,1%) students who got score 72-77, 7 (19,4%) students who got score 78-83, 7 (19,4%) students who got score 84-89, and 9 students (25%) who got score 90-95. In short, it can be inferred that the students reading comprehension was good.

The researcher also conducted post-test for the control class. The result of the students' post-test at the experimental class can be identified as follows:

Table 12
The Post-Test Result of the Control Class at the Tenth Graders of
SMA Negeri 1 Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	APF	80				
2.	ATW	80				
3.	ART	80				
4.	AAS	85				
5.	APM		75			
6.	AEWT			60		
7.	AKS	85				
8.	ARA	85				
9.	AAP	90				
10.	AAA				55	
11.	BS	95				
12.	CAD		75			
13.	FAP		75			
14.	H	85				
15.	IAW	90				
16.	JPA	95				
17.	KZSS				55	
18.	LPDP				45	
19.	MRTH			60		
20.	MRA	80				
21.	MP		70			
22.	MWA				50	
23.	MAM	90				
24.	MHA		75			
25.	MZAS	95				
26.	NS	95				
27.	NPVAS	85				
28.	NFL	95				
29.	NAP			60		
30.	RAV	90				
31.	SN		70			
32.	SSR			65		
33.	SPW	90				
34.	SC		70			
35.	TTH			65		
36.	YPS		75			

Total	2770
Average	76,94
The Highest Score	95
The Lowest Score	45
The Number of the Students who got 75 or more	24

Source: The Result of Students' Control Class Post-Test on
November 27th,2023

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 95 - 45 \\
 &= 50
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 5,606 = 6,606 \\
 &= 7
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{50}{7} = 7,142 \\
 &= 7
 \end{aligned}$$

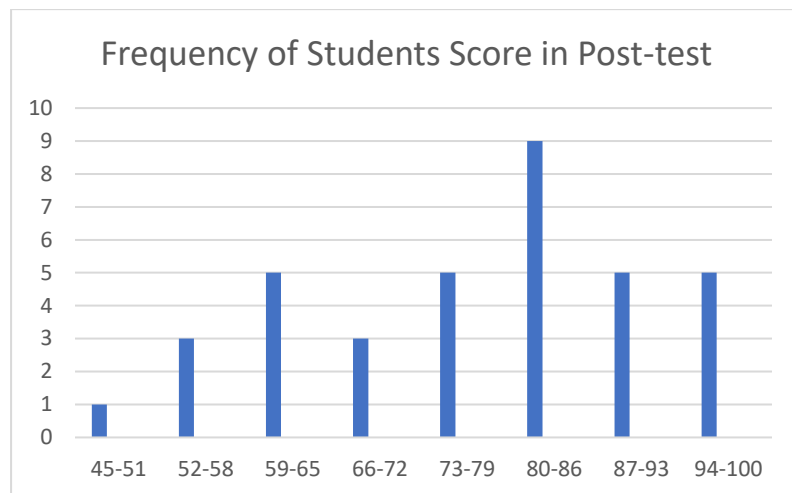
After knowing the interval class, the data is taken from interval above was put on the table of frequency distribution as follow:

Table 13
Frequency Distribution as the Result of Control Class Post-Test at
the Tenth Graders of SMA Negeri 1 Metro

Interval	Frequency	Category	Percentages %
45-51	1	Bad	2,7%
52-58	3	Bad	8,3%
59-65	5	Bad	13,8%
66-72	3	Fair	8,3%
73-79	5	Good	13,8%
80-86	9	Good	25%
87-93	5	Good	13,8%
94-100	5	Good	13,8%
	36		100%

Based on the table of frequency distribution above, it can be inferred that there were 24 (66%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report reading comprehension still low.

Graph 7



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 1 (2,7%) students got score 45-51. Furthermore, there were 3 (8,3%) students got score 52-58, 5 (13,8%) students who got score 59-65, 3 (8,3%) students who got score 66-72, 5 (13,8%) students who got score 73-79, 9 (25%) students who got score 80-86, 5 (13,8%) students who got score 87-93, and 5 students (13,8%) got score 94-100. In short, it can be inferred that the students reading comprehension was increased.

3. Hypothesis Testing

After the researcher give treatment by Guide O Rama Strategy, the researcher analysed the data by using Normality Test and Paired Sample T-Test in order to prove whether there was any positive and significant influence of guide o rama strategy on the students' reading comprehension of the tenth graders at SMA Negeri 1 Metro as follow (Ho) is accepted, if

there was a positive and significant influence of guide o rama strategy on the students' reading comprehension. And (Ho) was rejected, if there was no positive and significant influence of guide o rama strategy on the students' reading comprehension.

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 22.0 for windows with;

Ho : The data that has been collected was abnormally distributed.

Ha : The data that has been collected was normally distributed.

Normality Test Guidelines;

- 1) If the probability or Sig. (Shapiro-Wilk) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (Shapiro-Wilk) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 14

The Result of Normality Test by using SPSS

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-Test Experimental Class	.155	36	.029	.958	36	.185
	Post-Test Experimental Class	.134	36	.100	.937	36	.041
	Pre-Test Control Class	.166	36	.014	.922	36	.014
	Post-test Control Class	.172	36	.009	.908	36	.006

a. Lilliefors Significance Correction

Based on the table, could be seen that all the probability or Sig. number (Shapiro-Wilk) from the whole 2 classes were 100, 009. Since the probability or Sig. number (Shapiro-Wilk) > than the α (0.05), hence the H_0 is rejected and the H_a is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed:

Table 15
The Interpretation Table of Normality Test

No	Class	Sig	Criteria	Category
1.	Post-Test Experimental Class	100	> 0.05	Normal
2.	Post-Test Control Class	009	> 0.05	Normal

b. T-Test

Table 16
The Authentic Table of the Differences between Experimental Class
and Control Class at the Tenth Graders of SMA Negeri 1 Metro

Experimental Class						Control Class					
No	Subject	Pre-Test (X1)	Post-Test (X2)	Different (X)	X ²	No	Subject	Pre-Test (X1)	Post-Test (X2)	Different (X)	X ²
1.	ASRF	70	80	10	100	1.	APF	60	80	20	400
2.	AP	75	80	5	25	2.	ATW	80	90	10	100
3.	ADPN	45	80	35	1225	3.	ART	55	70	15	225
4.	ARP	65	85	20	400	4.	AAS	80	85	5	25
5.	AFF	60	75	15	225	5.	APM	65	70	5	25
6.	AZA	50	60	10	100	6.	AEWT	70	90	20	400
7.	AGN	50	85	35	1225	7.	AKS	55	80	25	625
8.	CZH	55	85	30	900	8.	ARA	75	75	0	0
9.	CH	75	90	15	225	9.	AAP	70	65	-10	100
10.	DZSP	55	55	0	0	10.	AAA	80	80	0	0
11.	DNA	85	95	10	100	11.	BS	55	60	10	100
12.	DASC	55	75	20	400	12.	CAD	80	90	10	100
13.	DJP	75	75	0	0	13.	FAP	65	90	25	625
14.	DA	55	85	30	900	14.	H	80	90	10	100
15.	FS	75	90	15	225	15.	IAW	55	65	10	100
16.	HREP	70	95	25	625	16.	JPA	90	95	5	25
17.	KKD	45	55	10	100	17.	KZSS	80	85	5	25
18.	KFC	65	45	-20	400	18.	LPDP	70	75	5	25
19.	MAEP	70	60	10	100	19.	MRTH	80	85	5	25
20.	MVN	50	80	30	900	20.	MRA	85	60	-25	625
21.	MF	65	70	5	25	21.	MP	55	70	15	225
22.	MFSD	65	50	-15	225	22.	MWA	80	85	5	25
23.	MDKP	80	90	10	100	23.	MAM	65	80	15	225
24.	MFA	55	75	20	400	24.	MHA	80	85	5	25
25.	MHMI	70	95	25	625	25.	MZAS	70	80	10	100
26.	MRF	80	95	15	225	26.	NS	75	60	-15	225

27.	NCJ	75	85	10	100	27.	NPVAS	70	90	20	400
28.	NFA	70	95	25	625	28.	NFL	85	85	0	0
29.	NC	65	60	5	25	29.	NAP	45	60	15	225
30.	NWAA	75	90	15	225	30.	RAV	55	75	20	400
31.	RDP	65	70	5	25	31.	SN	75	90	15	225
32.	SK	60	65	5	25	32.	SSR	75	85	10	100
33.	SAAR	70	90	20	400	33.	SPW	80	80	0	0
34.	T	65	70	5	25	34.	SC	55	75	20	400
35.	VS	55	65	10	100	35.	TTH	65	80	15	225
36.	WDA	65	75	10	100	36.	YPS	75	90	15	225
	The Result	2325	2270	475	11425		The Result	2535	2850	315	6675

Putting the data into t-test formula in order to get tobserved :

$$\begin{aligned}
 M_x &= \frac{475}{36} \\
 &= 13,19 \\
 \sum_x^2 &= \sum_x^2 - \frac{(\sum x)^2}{n} \\
 &= 11425 - \frac{(475)^2}{36} \\
 &= 11425 - \frac{225625}{36} \\
 &= 11425 - 6268 \\
 \sum_x^2 &= 5157 \\
 M_y &= \frac{315}{36} \\
 &= 8,75 \\
 \sum_y^2 &= \sum_y^2 - \frac{(\sum y)^2}{n} \\
 &= 6675 - \frac{(315)^2}{36} \\
 &= 6675 - \frac{99225}{36} \\
 &= 6675 - 2756 \\
 \sum_y^2 &= 3919
 \end{aligned}$$

Therefore the researcher counted by using the formula of t-test as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$\begin{aligned}
 t &= \frac{13,19 - 8,75}{\sqrt{\left(\frac{5157 + 3919}{36 + 36 - 2}\right) \left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{4,44}{\sqrt{\left(\frac{9076}{70}\right) \left(\frac{2}{72}\right)}} \\
 &= \frac{4,44}{\sqrt{(129,6 \times 0,027)}} \\
 &= \frac{4,44}{\sqrt{(3,49)}} = \frac{4,44}{1,745} = 2,54
 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 2,54.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows

$$\begin{aligned}
 \text{d.f} &= N_x + N_y - 2 \\
 \text{d.f} &= 36 + 36 - 2 \\
 &= 70
 \end{aligned}$$

The degrees of freedom (d.f) was 70, the researcher find it in t-table. So, it is not done interpolation.

Tabel 17
Critical Value of t_{table}

	5%	1%
d.f 70	1.68	2.41

Source : Junaidi, 2010. Titik Persentase Distribusi t, P.2

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

$$t_{\text{observed}} = 2.54$$

$$t_{\text{table}} = 1.68 (5\%) \text{ and } 2.41 (1\%)$$

Honestly, the researcher has formulated the null hypothesis (H_0) and alternative hypothesis (H_a) are as follows:

- 1) Null Hypothesis (H_0)

There is no a positive and significant influence of guide o rama strategy on the students reading comprehension of the tenth graders at SMA Negeri 1 Metro. Furthermore, after H_a and H_o has formulated, the researcher consulted $t_{observed}$ to t_{table} and f_o to f_h as follows:

- a) If $t_{observed} > t_{table}$, So H_a is accepted and H_o is rejected.
- b) If $t_{observed} < t_{table}$, So H_a is rejected and H_o is accepted.

It means that if the $t_{observed}$ is higher than t_{table} there is a positive influence, H_a is accepted and H_o is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} there is no a positive influence, H_a is rejected and H_o is accepted.

2) Alternative hypothesis (H_a)

The hypothesis applied in this present research is there is a positive influence of guide o rama strategy on the students reading comprehension of the tenth graders at SMA Negeri 1 Metro.

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} , or it can be written as $1.68 < 2.54 > 2.41$. It means that there is a positive influence of guide o rama strategy on the students reading comprehension of the tenth graders at SMA Negeri 1 Metro.

B. Discussion

Researchers have formulated the table that will be observed as follows:

1. If $t_{\text{observed}} > t_{\text{table}}$, then H_a is accepted and H_o is rejected.
2. If $t_{\text{observed}} < t_{\text{table}}$, then H_a is rejected and H_o is accepted.

Researchers have formulated alternative hypotheses (H_a) such as "There is a positive and significant influence of Guide O Rama Strategy on the students' reading comprehension of the tenth grade at SMA Negeri 1 Metro."

In the end, the data confirms that $t_{\text{table}} = 2.54$ is higher than $t_{\text{table}} 1.68$ at the 5% significance level and 2.41 at the 1% significance level. So, it can be concluded that "there is a positive and significant influence of Guide O Rama Strategy on the Students' reading comprehension of the tenth grade at SMA Negeri 1 Metro."

However, after conducting research and obtaining data from tests and documentation, researchers found several problems and limitations as follows:

- a. Problems in implementing the Guide O Rama Strategy.

In the first treatment activity, the researcher did not encounter any difficulties in managing the class. Most students are able to be active and participate fully during learning. However, at the end of the treatment activity, the researcher experienced difficulty in managing the class because students lost concentration or focus. For example, when researchers asked students to read a descriptive text, most of the students seemed very busy with their friends, some even occasionally asked

permission to go to the toilet in turn. Apart from that, the class is also a bit noisy.

- b. Students' problems in reading comprehension.

Some students did not care much about vocabulary. So, they have some difficulties in comprehending the text.

- c. This research was conducted comprehension of the tenth graders at SMA Negeri 1 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. That is the result pre-test in the experimental class with an average score of 70,41 and in control class with an average score of 64,58. After pre-test doing the treatment and the result post-test in experimental class with an average score of 79,16 and in control class with an average score of 76,94.

Based on the SPSS result, it is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. in the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a positive and significant effect of Guide O Rama Strategy on reading comprehension descriptive text. In addition, this strategy is beneficial in guiding the students to develop their idea by using Guide O Rama in process of reading comprehension

B. Suggestion

The researcher provides some suggestion for the teacher, the students, and for school, as follow:

1. For Teachers

Teachers should choose a great strategy in teaching English, especially in reading class so that students can more participate fully in class and understand the material presented by the teacher, because with by a great

strategy in teaching and learning, it can automatically improve the student motivation in the learning process and try as hard as possible to receive the material taught by the teacher.

2. For Students

- a. The students must be more active in learning English, if they do not understand the lessons taught by their teacher, they must ask their teacher.
- b. The students must be more attention to vocabulary and comprehension, especially in reading comprehension.
- c. The students are advised to improve their reading comprehension.

3. For School

- a. The researcher really hopes that this research can make a contribution to the school, such as good inspiration for further studies in reading comprehension.
- b. The school is advised to carry out further studies in implementing the Guide O Rama Strategy used by teachers in learning reading comprehension.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0238/In.28/J/TL.01/01/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **FADIAH ELBAS**
NPM : 1901051024
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF GUIDE O RAMA STRATEGY
TOWARD THE STUDENTS` READING
COMPREHENSION**

untuk melakukan prasurvey di SMAN 1 METRO, 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, 19 Januari 2023

Ketua Jurusan,



Andianto M.Pd

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PEMERINTAH PROVINSI LAMPUNG
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SURAT REKOMENDASI/IZIN

Nomor : 421.3/009/157/V.01/SMA1/2023

Menindaklanjuti Surat Institut Agama Islam Negeri Metro nomor: B-0238/In.28/J/TL.01/01/2023 tertanggal 19 Januari 2023 perihal: Izin prasurvey , dengan ini Kepala SMA Negeri 1 Metro memberikan rekomendasi/izin kepada:

Nama : Fadiah Elbas
NPM : 1901051024
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan prasurvey di SMA Negeri 1 Metro pada tanggal 20 Februari 2023, dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul: "THE INFLUENCE OF GUIDE O RAMA STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION".

Demikian surat rekomendasi/izin ini di berikan untuk di pergunakan sebagai mana mestinya.

Kepala Sekolah



M. KHOEID
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RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF GUIDE O RAMA STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SMA NEGERI 1 METRO written by: Fadiah Elbas, Student Number: 1901051024, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on March, 29th, 2023 at 09.30 – 11.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum

Examiner I : Syahreni Siregar, M.Hum

Examiner II : Aisyah Sunarwan, M.Pd

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(.....)
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Head of English Education Department



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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 21/2	✓	- Background of study → from general to specific - table 4 ≠ question of def. - revise based on the notes	
	Jum'at 3/3-22	✓	revise based on the notes	
	Rabu 8/3-23	✓	- revision is OK - Acc for seminar	

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	Jumat 15/12	✓	Revision is ok ACC for Munasoryah	

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Perihal : **IZIN RESEARCH**

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Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4893/In.28/D.1/TL.01/10/2023, tanggal 19 Oktober 2023 atas nama saudara:

Nama : **FADIAH ELBAS**
NPM : 1901051024
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GUIDE O RAMA STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SMA NEGERI 1 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Oktober 2023
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-4893/In.28/D.1/TL.01/10/2023

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

Nama : **FADIAH ELBAS**
NPM : 1901051024
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GUIDE O RAMA STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SMA NEGERI 1 METRO".
 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 : 19 Oktober 2023

Mengetahui,
Pejabat Setempat

M. KHOLID, Mpd.
NIP 19780706 200312 1.004

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 METRO



NSS : 30120904001 - NIS : 300010 - NPSN: 10807561 - AKREDITASI: A
Jl. Jenderal AH. Nasution No. 222 Yosodadi Kota Metro Lampung 34112 Telp. 072541629
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Nomor: 421.3/008/814/V.01/SMA1/2023

24 Oktober 2023

Lamp :-

Perihal: Persetujuan Penelitian

Yth. : Rektor IAIN Metro
Di -
Tempat.

Dengan hormat,

Menindaklanjuti Surat Institut Agama Islam Negeri Metro , Nomor :

B-4892/In.28/D.1/TL.00/10/2023, Perihal : Izin Penelitian, Tertanggal 19 Oktober 2023 , pada dasarnya kami tidak keberatan menerima mahasiswa :

Nama : FADIAH ELBAS
NPM : 1901051024
Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan Survey Penelitian guna keperluan penyusunan Tugas Akhir / Skripsi dengan judul " THE INFLUENCE OF GUIDE O RAMA STRATEGY ON THE STUDENTS READINGCOMPREHENSION OF THE TENTH GRADE AT SMA NEGERI 1 METRO".

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya, atas perhatiannya diucapkan terima kasih.



Metro, 24 Oktober 2023

Kepala Sekolah,

M. Kholid, M.Pd

Pembina/IVa

NIP. 19780706 200312 1 004

**PERANGKAT PEMBELAJARAN
BAHASA INGGRIS**

**RPP
KURIKULUM MERDEKA**



**Oleh:
FADIAH ELBAS
NPM.1901051024**

**SMA NEGERI 1 METRO
TAHUN PELAJARAN 2023-2024**

Informasi Umum

Nama Penyusun	: Fadiyah Elbas
Institusi	: SMA Negeri 1 Metro
Tahun Pelajaran	: 2023-2024
Jenjang Sekolah	: SMA
Kelas	: X Kurikulum Merdeka
Alokasi Waktu	: 2 Jp (90 menit) 1 X Tatap Muka

Tujuan Pembelajaran

Fase	: E
Elemen	: Akhlak
Tujuan Pembelajaran	: 10.3.1 Peserta didik menjelaskan pengertian tentang descriptive text. 10.3.2 Peserta didik mampu menjelaskan makna dan definisi descriptive text. 10.3.3 Peserta didik mampu menganalisa makna dan tujuan dari kalimat descriptive text.

Kata Kunci : Descriptive Text.

Pertanyaan inti :
1. Apa pengertian dari descriptive text.
2. Bagaimana cara membuat kalimat descriptive text.
3. Bagaimana susunan kalimat descriptive text.
4. Apakah kegunaan dari descriptive text.

Kompetensi Awal : Siswa telah memiliki kemampuan awal dalam memahami pengertian, struktur dan penggunaan past tense.

Profil Pelajar Pancasila

Setelah mempelajari materi ini peserta didik dapat meningkatkan Iman dan Taqwa pada Tuhan Yang Maha Esa, menjadi pelajar yang mandiri, berkebhinekaan global, bernalar kritis, kreatif, dan bergotong royong.

Sarana dan Prasarana

1. LCD Projector
2. Microsoft Power Point
3. Laptop
4. Jaringan internet

Target Siswa

: Kategori siswa dalam proses pembelajaran ini adalah siswa regular.

Jumlah Siswa

: Maksimum 36 siswa

Ketersediaan Materi

1. Pengayaan peserta didik untuk pencapaian tinggi
2. Alternatif penjelasan, metode atau aktivitas untuk siswa yang sulit memahami konsep

Model Pembelajaran

: Tatap muka

Materi Ajar, Alat dan Bahan

1. Materi atau sumber pembelajaran berasal dari internet diantaranya yaitu :
 - <https://youtu.be/gZHvRxwIuUI?si=ec6gMxLc7vvj9YkM>
 - <https://youtu.be/DsSUKxgAfNo?si=bS8hw7S8DK66aU6q>
2. Alat dan bahan yang diperlukan : papan tulis, alat tulis, spidol, buku paket.

Kegiatan Pembelajaran Utama

Pendekatan	: Pendekatan Konstektual.
Model Pembelajaran	: Pembelajaran Langsung
Metode Pembelajaran	: Penjelasan, Tanya Jawab dan Penugasan.

Asesment

1. Asesmen dilakukan melalui asesmen kelompok
2. Jenis asesmen:
 - Penilaian sikap (observasi)
 - Penilaian pengetahuan (tes tulis/pengayaan)
 - Penilaian keterampilan (produk/hasil)

Persiapan Pembelajaran (10 menit sebelum pembelajaran dimulai)

1. Mahasiswa/Peneliti memeriksa dan memastikan semua sarana dan prasarana yang diperlukan tersedia.
2. Memastikan bahwa ruang kelas sudah bersih dan nyaman.
3. Menyiapkan bahan tayangan dan multimedia pembelajaran interaktif.

Urutan Kegiatan Pembelajaran

Pendahuluan (10 menit)

1. Peserta didik dan mahasiswa/peneliti memulai pembelajaran dengan berdoa Bersama.
2. Peserta didik disapa dan mahasiswa/peneliti melakukan pemeriksaan kehadiran peserta didik.
3. Peserta didik bersama mahasiswa/peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran.
4. Peserta didik diberikan penjelasan tentang tujuan pembelajaran.
5. Peserta didik dipandu oleh mahasiswa/peneliti menjawab beberapa pertanyaan pemantik sesuai tema pembelajaran.

Kegiatan Pembelajaran Inti (70 menit)

6. Peserta didik diberikan sebuah gambar dan mahasiswa/peneliti memberikan pertanyaan terkait dengan gambar tersebut.

7. Mahasiswa/peneliti meminta siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta resepnya.
8. Mahasiswa/peneliti meminta siswa untuk mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya.
9. Mahasiswa/peneliti meminta siswa untuk menjawab pertanyaan yang berhubungan dengan dialog sebelumnya.
10. Mahasiswa/peneliti meminta siswa berpasangan melengkapi dialog tentang menyatakan pendapat dan pikiran serta responnya.
11. Mahasiswa/peneliti memberikan masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi.

Penutup Pembelajaran (10 menit)

12. Mahasiswa/peneliti memberikan umpan balik terhadap proses pembelajaran.
13. Secara klasikal mahasiswa/peneliti meminta siswa untuk menyampaikan kesimpulan dari kegiatan pembelajaran hari ini.
14. Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
15. Memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya.
16. Memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi.
17. Menyampaikan rencana kegiatan pertemuan berikutnya.
18. Mahasiswa/peneliti menutup pelajaran pada hari ini dan meminta siswa untuk bersiap" melakukan doa dan setelah itu pulang.

Diferensiasi

1. Untuk siswa yang berminat belajar dan mengeksplorasi topik ini lebih jauh, disarankan untuk membaca tentang penggunaan dan juga struktur teks present tense.
2. Mahasiswa/Peneliti dapat menggunakan alternatif metode dan media pembelajaran sesuai dengan kondisi masing-masing agar pelaksanaan pembelajaran menjadi lebih menyenangkan (*joyfull learning*) sehingga tujuan pembelajaran bisa tercapai.
3. Untuk siswa yang kesulitan belajar topik ini, disarankan untuk belajar kembali penggunaan dan juga struktur kalimat present tense dan tak lupa juga berlatih

membuat kalimat yang menggunakan present tense.

Refleksi Guru

Pertanyaan kunci yang membantu Mahasiswa/Peneliti untuk merefleksikan kegiatan pengajaran di kelas.

1. Apakah semua siswa terlibat aktif dalam proses pembelajaran?
2. Kesulitan apa yang dialami?
3. Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar?
4. Apakah kegiatan pembelajaran dapat menumbuhkan kemampuan berpikir kritis pada siswa?
5. Apakah kegiatan pembelajaran ini bisa membangun kesadaran siswa tentang pentingnya akhlak tersadap sesama untuk saling menghargai?

Asesment

1. Asesmen diagnostik (sebelum pembelajaran)

Untuk mengetahui kesiapan siswa dalam memasuki pembelajaran, dengan pertanyaan:

Pertanyaan	Jawaban	
	Ya	Tidak
1. Apakah sudah pernah belajar descriptive text ?		
2. Apakah kalian ingin menguasai materi pembelajaran dengan baik?		
3. Apakah kalian siap melaksanakan pembelajaran dengan model pembelajaran based learning?		

2. Asesmen formatif (selama proses pembelajaran)

Refleksi Siswa

Nama Siswa :	
Kelas :	
Pertanyaan refleksi	Jawaban Refleksi
1. Bagian manakah yang menurutmu paling sulit dari pelajaran ini?	
2. Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?	
3. Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?	
4. Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan?	

Daftar Pustaka

1. <https://youtu.be/gZHvRxwluUI?si=ec6gMxLc7vvj9YkM>
2. <https://youtu.be/DsSUKxgAfNo?si=bS8hw7S8DK66aU6q>

Rubrik Penilaian

1. RUBRIC SCORE

No.	Name	Aspect				Total Score
		Fluency	Accuracy	Pronunciation	Intonation	
1						
2						

Keterangan:

1. Fluency
 - 1 : Bila masih terjadi hesitasi.
 - 2 : Lancar, tetapi masih ada hesitasi.
 - 3 : Lancar.
 - 4 : Sangat lancar.

2. Accuracy
 - 1 : Semua ucapan tidak dapat dipahami.
 - 2 : Sebagian kecil ucapan sudah dapat dipahami.
 - 3 : Sebagian besar ucapan sudah dapat dipahami.
 - 4 : Semua ucapan dapat dipahami.

3. Pronunciation
 - 1 : Hampir semua ucapan tidak benar.
 - 2 : Sebagian kecil ucapan benar.
 - 3 : Sebagian besar ucapan benar.
 - 4 : Semua ucapan benar.

4. Intonation
 - 1 : Tekanan/irama semua kata salah.
 - 2 : Tekanan/irama sebagian kecil kata benar.
 - 3 : Tekanan/irama sebagian besar kata benar.
 - 4 : Tekanan/irama semuanya benar.

Materi Pengayaan dan Remedial

Siswa yang memperoleh capaian tinggi akan diberikan pengayaan berupa kegiatan tambahan terkait dengan kajian topik. Siswa mempelajari manfaat penggunaan dari past tense dan siswa juga diminta untuk membuat serta Menyusun kalimat yang struktur teks nya berdasarkan dengan kaidah penulisan kalimat past tense baik itu berupa kata kerja maupun to be beserta complement nya.

Metro, 2023

Guru Mata Pelajaran

Mahasiswa/Peneliti,



Minar Subowo, S.Pd.
NIP. 19811226200902 1 002

Fadiah Elbas
NPM. 1901051024

Mengetahui :

Kepala Sekolah



M. Kholid, M.Pd.
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Pre-Test

Please answer the question correctly!

Text 1 (question for number 1-4)

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?
 - a. Gondola.
 - b. Traghetto.
 - c. Venice
 - d. Italy.
 - e. Venetian boat
2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - a. Gondolas.
 - b. Traghetto.
 - c. Waterbuses.
 - d. Lagoon.
 - e. Ship
3. From the text we can say that Venice belongs to a city of
 - a. water

- b. ceremonies
 - c. buses
 - d. funerals
 - e. Gondola
4. What does the second paragraph of the text tell us about?
- a. The forms of transport in the world.
 - b. The canals and roads that people like to use.
 - c. The archipelago that has a lot of islands.
 - d. Venice as the world famous for its canals.
 - e. Venice is the city of light

Text 2 (question for number 5-7)

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of
- a. Banjar people
 - b. Dutch colonial
 - c. Kalimantan King
 - d. Sultan Suriansyah
 - e. Jokowi
6. What is mainly discussed in the text?
- a. A king reign
 - b. A palace complex
 - c. An Islamic location
 - d. A historical mosque
 - e. A temple
7. From the text we know that

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque
- e. Banjar's past architecture before Islam came

Text 3 (question for number 8-12)

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

8. The text mainly focuses on
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as business and entertainment center
 - e. Shopping Center
9. Which statement is TRUE?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard road became business and entertainment center since 1974

- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - d. Orchard road is infamous place at Singapore
 - e. Orchard road is not surrounded by flower garden
10. In the third paragraph the writer describes about?
- a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road
 - d. The history of Orchard Road
 - e. The distance of Orchard Road
11. Words “it” in line 4 refers to?
- a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street
12. The word “satisfy” in line eighth has the closet meaning with?
- a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat
 - e. Loved

Text 4 (question for number 13-16)

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

13. What is the function of paragraph 1?
- as an identification
 - as an orientation
 - as a thesis
 - as a classification
 - as an abstract
14. The text above is in form of.....
- hortatory exposition
 - narrative
 - description
 - report
 - explanation
15. What is the communicative purpose of the text?
- to present two points of views about natural bridge national park
 - to explain the bridge national park
 - to describe the bridge national park
 - to retell the bridge national park
 - to persuade readers to treat preserve the bridge nationl park
16. Where is the natural bridge national park located?
- 110 kilometers from South of Brisbane
 - 110 kilometers from Pacific Highway
 - 110 kilometers from Numinbah Valley
 - 110 kilometers from Lamington National Park
 - 110 kilometers from Nerang

Text 5 (question for number 17-20)

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a ‘vertical city where people can live, work and relax’. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

17. What is the text about?
 - a. The architect Renzo Piano
 - b. The Shard glass panels
 - c. The Shard, building in London
 - d. The tallest building in London
 - e. The heart of London
18. In Europe, the Shard gains popularity on its ...
 - a. Location
 - b. Function
 - c. Height
 - d. Age
 - e. Usage
19. What probably makes people interested to stay in the Shard?
 - a. It has multiple uses
 - b. It is the tallest building in UK
 - c. It was built by famous architect
 - d. It is located in the heart of London
 - e. It is very cheap
20. “..., making it Western European’s tallest building.” What does the underlined word “it” refer to?
 - a. The Shard
 - b. The glass
 - c. London
 - d. Skyscraper
 - e. Renzo Piano

Answer sheet

Pre Test

Name :

Class :

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Post-Test

Please answer the question correctly!

Text 1 (question for number 1-5)

On the banks of the Chao Phraya, Bangkok's "Waterway of Kings", lies an inn that has effectively set new principles of neighborliness for this commended city.

Set in sublimely landscaped tropical patio nurseries, the Shangri-La Bangkok furnishes visitors with all the appeal and warmth of the orient and, in the meantime, unbeatable scope of offices and relaxation exercises.

There is a decision of 12 heavenly settings in which to go out on the town, a huge freestyle swimming pool that ignores the stream, convention and getting offices for together to 2000 individuals, and a 24-hour business focus.

Furthermore, from each and every visitor room and suite, there is a stunning perspective of all the extraordinary hurrying around of the mythical "Stream of Kings".

One may expect such an all-around prepared and situated inn to be miles far from the downtown area at the same time, at Shangri-La Bangkok the business region and principle shopping zones are insignificant minutes away.

From over 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers close to this glorious waterway, offers its visitors the brilliant guarantee of the East.

1. The content primarily concentrates on... ..
 - A. Bangkok's granduer
 - B. Shangri-La Bangkok
 - C. Bangkok's "Stream Kings"
 - D. the water of the Chao Praya
 - E. the lofty waterway in Bangkok
2. The sort of content above is an/a... ..
 - A. report
 - B. relate
 - C. story
 - D. story
 - E. graphic
3. For what number of individuals the getting offices are together to?

- A. 6000 individuals
 - B. 4000 individuals
 - C. 2000 individuals
 - D. 5000 individuals
 - E. 1000 individuals
4. The informative reason for this content is... ..
- A. to portray Chao Praya
 - B. to retell occasions for amusement
 - C. to present no less than two perspectives about an issue
 - D. to tell the advantage of Shangri-La Bangkok
 - E. to advise perusers, audience members, or viewers about occasion
5. The text above is included form of.....
- A. hortatory exposition
 - B. narrative
 - C. description
 - D. report
 - E. explanation

Text 2 (question for number 6-10)

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?
 - A. To inform readers about tourism in Kebumen
 - B. To entertain reader about Petruk Cave
 - C. To explain the reader about floors in Petruk Cave
 - D. To Introduce The Local tourism in Kebumen
 - E. To describe Petruk Cave
7. Why did Petruk cave named as one of character in Punokawan puppet?
 - A. Because the cave is belong to Petruk
 - B. Because Petruk is the first explorer of the cave
 - C. Because Petruk is buried at the cave
 - D. Because the cave's length is as long as Petruk's nose
 - E. Because the cave's depth is as deep as Petruk's hair
8. Which part of Petruk Cave which used for place to put foods for ancestor?
 - A. In the basic cave
 - B. In petruk cave
 - C. In Hindu cave
 - D. In front of the cave
 - E. Inside the cave
9. What is stalactites means?
 - A. A type of formation that hangs from the ceiling of caves
 - B. Types of formation that lay on the floor of caves
 - C. Types of food given to ancestor
 - D. Someone who guide the visitor in the cave
 - E. Kind of animals in the cave
10. What is "lead" means in paragraph 2?
 - A. Guide
 - B. Take
 - C. Bring
 - D. Put
 - E. Place

Text 3 (question for number 11-14)

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

11. The communicative purpose of this text is.....
 - A. to describe a particular animal
 - B. to share an amusing incident with others
 - C. to present two points of view about an issue
 - D. to inform the readers about the beauty of Dolgy
 - E. to retell events for the purpose of informing and entertaining
12. How does Dolgy look like?
 - A. big, fierce, and cute
 - B. big, fluffy, and fierce
 - C. small, fierce, and stink
 - D. small, fluffy, and cute.
 - E. small, fluffy, and stink
13. Whom Dolgy plays with when the writer goes to school?
 - A. the writer's sister
 - B. the writer's mother
 - C. the writer's cat
 - D. the writer's other dog
 - E. the writer's rabbit
14. What does Dolgy eat every morning?
 - A. fish and rice
 - B. bread and milk
 - C. bone and milk
 - D. rice and bone

- E. milk and fish

Text 4 (question for number 15-17)

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

15. What is the communicative purpose of the text?
- A. to present two points of views about Paris
 - B. to explain Paris, the capital city of France
 - C. to describe Paris
 - D. to retell Paris, the capital of France
 - E. to persuade the readers to go to Paris, the capital of France
16. What are famous places in Paris?
- A. Pisa Tower and The louvre museum
 - B. The cathedral of Notre Dame and Pisa Tower
 - C. The louvre museum, Eiffel Tower, and Pisa Tower
 - D. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
 - E. Pisa Tower abd Eiffel Tower
17. How many people live in Paris?
- A. eight million people
 - B. seven million people
 - C. six million people

- D. five million people
- E. four million people

Text 5 (question for number 18-20)

Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop grup “The Spice Girl” and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled “Intimately Beckham” and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

18. What did Victoria do before being a solo singer?
- A. Married to David Beckham
 - B. Worked as fashion designer
 - C. Joined The Spice Girl
 - D. Created fashion style
 - E. Wrote many books
19. We found in the text that
- A. Victoria named her fragrance by dVb style
 - B. Beckham is Victoria's autobiography
 - C. Beckham is Victoria's brand for her fragrance
 - D. Posh Spice is the title of her new album
 - E. Spice Girls is Victoria's label for her wardrobe
20. Based on the text, what do we know about Victoria?
- A. She is an ordinary woman
 - B. She is a multi-talented woman
 - C. She designed The Spice Girls
 - D. She married to an ordinary person
 - E. She arranged many songs for The Spice Girls

Answer sheet

Post Test

Name :

Class :

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Aditya Prakoso

Class : X6

80

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Muhammad Faari Afto

Class : X6

80

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Muhammad Daffa Kharüma Putra

Class : X6

65

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Ni Wayan Almira Amelia

Class : X6

55

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : *Rahmantaka Dwi Panungkar*

Class : *X4*

75

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Annabell Elysia Witona Parpahar

Class : X₂

50

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Agatha Resa Palinggi

45

Class : X2

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Medina Putri

65

Class : X₂

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : Rafiq Adrial Faruz

Class : X₂

FS

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Pre Test

Name : *Syifa Chandria*

Class : *X2*

65

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Aditya Prakoso

Class : X6

90

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Muhammad Daffa Kharisma Putra

Class : X4

80

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Rahmantara Dwi Samungkar

Class : X6

90

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Ni Wayan Almira Amelia

Class : X6

75

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Muhammad Faadil Alho

Class : X6

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Agatha Pesa Palinggi

80

Class : X2

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

60

Name : Annabell Elysia Wilona Pappahan

Class : X2

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Medina Putri

Class : X₂

70

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Rafiq Adrial Fairuz

Class : X₂

go

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Answer sheet

Post Test

Name : Syifa Chandria

Class : X₂

70

Please give the cross (X)

To the correct answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

The documentation of research process

- Pre-Test



- Treatment



- Post-test





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

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

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Fadiyah Elbas
NPM : 1901051024
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 18 Oktober 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

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The name of the writer is Fadiyah Elbas. She was born in Metro, February 6th 2001. She is the first daughter of Mr. Agus Triyanto and Mrs. Eka Susanti. She studied at SD Negeri 5 Metro Pusat. She continued to Junior high School at SMP Negeri 5 Metro.

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