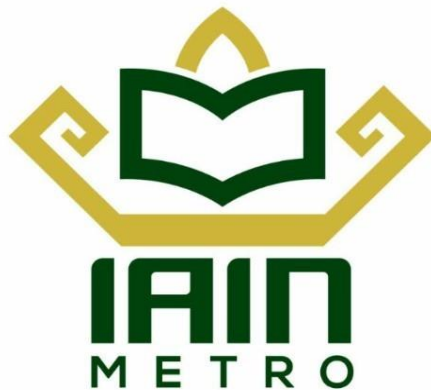


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
BY USING SQ3R (SURVEY, QUESTION, READ, RECITE, REVIEW)
STRATEGY OF THE EIGHTH GRADE OF SMPN 1 TRIMURJO
CENTRAL LAMPUNG**

By:

**NITA SAPUTRI
Student Number: 2001051027**



**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/ 2024 M**

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CENTRAL LAMPUNG**

**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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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : IMPROVING STUDENTS' READING COMPREHENSION BY
USING SQ3R STRATEGY AT THE EIGHT GRADE OF THE SMPN
1 TRIMURJO CENTRAL LAMPUNG

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To: The Honorable the
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Students Number : 2001051027
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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NOTA DINAS

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Assalamualaikum Wr. Wb.

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: β- 2557 /In.28.1 / D/ PP 00.9 / 05/2024

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY BY USING SQ3R (SURVEY, QUESTION, READ, RECITE, REVIEW) STRATEGY OF THE EIGHTH GRADE OF SMPN 1 TRIMURJO CENTRAL LAMPUNG written by: Nita Saputri, Student Number 2001051027 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, Mei 21th, 2024, at 08.00-10.00 AM

BOARD OF EXAMINERS

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(.....)
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The Dean of Tarbiyah and Teacher Training Faculty

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**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
BY USING SQ3R (SURVEY, QUESTION, READ, RECITE, REVIEW)
STRATEGY OF THE EIGHTH GRADE OF SMPN 1 TRIMURJO
CENTRAL LAMPUNG**

ABSTRACT

**BY:
NITA SAPUTRI**

The main aims of this research were improving the students' reading comprehension ability and also their learning activity at SMPN 1 Trimurjo Central Lampung by using SQ3R Strategy. The researcher tries to investigate whether SQ3R Strategy can be used as a strategy to improve the students' reading comprehension and their learning activity.

In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subject of this research was 29 students in the eighth grade of SMPN 1 Trimurjo Central Lampung. In collecting data, the researcher used test (pre-test, post-test I, and post-test II), observation, and documentation. The research was conducted collaboratively with the English teacher of SMPN 1 Trimurjo Central Lampung.

The result of this research shows that SQ3R Strategy have positive result in improving students' reading comprehension of the eighth grade of SMPN 1 Trimurjo Central Lampung . It can be proven by students' average score from pre-test to post-test. The average score in pre-test was 56, post-test I was 67, and 77 in post-test II. In addition, the students' learning activities were improved from 47% to 77,5% in cycle II. It means that the usage of SQ3R Strategy can improve the students' reading comprehension.

Keyword: *Improving, Reading Comprehension, SQ3R Strategy, Classroom Action Research*

**PENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
DENGAN MENGGUNAKAN STRATEGI SQ3R
DI SMPN 1 TRIMURJO LAMPUNG TENGAH**

ABSTRAK

**OLEH:
NITA SAPUTRI**

Tujuan utama dari penelitian ini adalah untuk meningkatkan pemahaman membaca dan juga aktivitas pembelajaran di SMPN 1 Trimurjo Lampung Tengah dengan menggunakan Strategi SQ3R. Peneliti mencoba membuktikan bahwa strategi SQ3R dapat menjadi salah satu strategi pembelajaran untuk meningkatkan pemahaman membaca siswa.

Peneliti ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek dari penelitian ini adalah 29 siswa di kelas VIII SMPN 1 Trimurjo Lampung Tengah. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test I, dan post-test II), observasi, dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMPN 1 Trimurjo Lampung Tengah.

Hasil dari penelitian ini menunjukkan bahwa strategi memiliki hasil positif dalam meningkatkan pemahaman membaca siswa kelas delapan SMPN 1 Trimurjo Lampung Tengah. Hal ini dapat dibuktikan berdasarkan nilai rata-rata pre-test adalah 56, post test I adalah 67, dan 77 pada post-test II. Dan kegiatan pembelajaran siswa meningkat dari 47% ke 77,5% di siklus ke 2. Ini berarti bahwa penggunaan strategi SQ3R dapat meningkatkan pemahaman membaca siswa.

Kata Kunci: pemahaman, pemahaman membaca, strategi SQ3R, Penelitian Tindakan kelas.

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 excepted from the bibliography mentioned.

Metro, 17 May 2024

The Researcher



Nita Saputri

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

Metro, 17 May 2024

The Researcher



Nita Saputri

NPM. 2001051027

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Surely with that hardship comes more ease”.

“Sesungguhnya bersama kesulitan ada kemudahan”.

QS Al-Insyirah: 6.

وَقُلْ رَبِّ زِدْنِي عِلْمًا

“Dan katakanlah: “Ya Tuhanku, tambahkanlah kepadaku ilmu pengetahuan.”

(Q.S Thaha: 114)

DEDICATION PAGE

This Piece of Work is Dedicated to:

My Beloved Parents

(Mr. Saptari and Mrs. Suparti)

My Beloved Brothers

(Hendrik Saputra, Misna Wijaya and Miswan Saputra)

*My Beloved Lecturers of the English Education Department of State Institute for
Islamic Studies of metro*

My Beloved Almamater

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In the name of Allah, the most merciful, all praise be to Allah, the ruler of the world, whose mercy and blessings. First of all the researcher's deepest thank To Allah SWT, the lord of the universe and to our Prophet Muhammad SAW, may peace and blessing be upon him, his family and his followers.

This undergraduated thesis was presented as part of fulfilling the requirements for a bachelor degree of education (S.Pd) in English education major. Titled “IMPROVING THE STUDENTS’ READING COMPREHENSION ABILITY BY USING SQ3R (SURVEY, QUESTION, READ, RECITE, REVIEW) STRATEGY OF THE EIGHTH GRADE OF SMPN 1 TRIMURJO CENTRAL LAMPUNG ”.

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

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2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.BI, as the Head of English Education Department of IAIN Metro Lampung.
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Finally, the researcher apologizes for all mistakes that have been made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research

Metro, 21 May 2024

The Researcher



Nita Saputri

NPM. 2001051027

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an action or behavior carried out by humans. There are a variety of languages in the world, but English is a common choice as a first, second or foreign language spoken in almost all countries. Furthermore, English has become assigned the role of a formal language for global communication. English is one of the many languages spoken around the world. English is a universal language that can be utilized to communicate significant facts and information. In the world, English is becoming more and more significant. It is utilized during international conferences or in international communication.

English is one of the most spoken languages in this world. English is a universal language which can be utilized to communicate significant facts and information. In the world, English is becoming more and more significant. It is utilized during international conferences or in international communications. The future will benefit from English as much . Many students from different countries learn English. Learning English has become a need for anyone who wishes to engage in worldwide engagement because it is regarded as an international language. But learning this language is not simple. But it will be difficult for us to avoid existing in the modern world if we don't know any English. English is considered a foreign language in

Indonesia and is designated as the main subject for all students. The Indonesian Department of Education has mandated the inclusion of English as a core subject, making it obligatory for students to acquire proficiency in this language as part of their formal education. Students are anticipated to be instructed in each of the four language abilities, which include listening, speaking, reading, and writing during their schooling.

Furthermore, reading is one of the important skills which is taught in the school. According to Klinger reading is the act of creating understanding from written texts.¹ This suggests that reading is activated by the writer. The reader plays a vital role in converting written words into understandable language. The insights offered by authors remain futile without the ability to read and interpret the text. It could be contended that reading is indispensable for grasping the intended message of authors in their writings. Reading with comprehension allows individuals to discern the primary concept and objective of the text.

Meanwhile, Mart state that reading is an effective way to learn foreign languages, and it walk the leading part in successful language learning because it helps students to develop other skill and subskill.² Therefore, improving reading skills is very important that students must achieve not only to mastered the English language but also to gather information from the English text. The interest students have in reading plays a crucial role in

¹ Klinger, K. J, Vaughn, S. and Boardman A, *Teaching Reading Comprehension to Student with Learning Difficulties* (London: New York, 2007).

² Mart, C. T, Developing Speaking Skills through Reading. (*International Journal of English Linguistics* 2(6) (2012).

improving their reading comprehension. When students find enjoyment in reading and approach it with a positive mindset, they are more likely to understand the texts they read. Moreover, the lack of comprehension skills and interest can be attributed to students not yet discovering effective reading comprehension strategies. Therefore, in order to enhance students' reading comprehension, teachers should take into account the relevance of the reading texts to students' existing knowledge and abilities. Along with selecting appropriate reading materials, teachers should also employ strategies that can assist students in improving their comprehension skills.

All the reading strategies are effective to improving their comprehension skills however, concerning the issue, the writer intends to address and resolve it in order to enhance students' reading comprehension through the utilization of the SQ3R strategy. These methods involve incorporating various reading strategies and fostering students' interest in reading, ultimately leading to their overall improvement. The SQ3R Strategy involves a sequential process that starts with surveying the text and stimulating students' curiosity through the use of questions. It is a comprehensive reading method that involves the steps of : Survey, Question, Read, Recite, and Review, all aimed at promoting comprehension of the text. This method is particularly helpful when students face challenges such as low motivation and enjoyment in reading due to slow reading and comprehension skills. By implementing the SQ3R, these issues can be addressed effectively.

Based on the preliminary research in SMPN 1 Trimurjo, the researcher got data from the pre survey conducted on September 15, 2023. They were: (1) the students are didn't understand the text well, because their lack of vocabularies. (2) the students have low score in English, especially in reading. In addition, the researcher also conducted interviews with English the teacher. The results of presurvey related to the students' in reading comprehension are presented or illustrated in the following table:

Table 1.1
The Data of Pre- Survey Result
Reading Comprehension of the eight grade of SMPN 1 Trimurjo Central
Lampung

No.	Name	Scores	Categories
1.	AP	74	Complete
2.	AA	70	Complete
3.	AS	48	Incomplete
4.	BN	58	Incomplete
5.	CJ	63	Incomplete
6.	DA	54	Incomplete
7.	DR	45	Incomplete
8.	DA	50	Incomplete
9.	EU	54	Incomplete
10.	EA	84	Complete
11.	FP	58	Incomplete
12.	GP	64	Incomplete
13.	HD	85	Complete
14.	JD	65	Incomplete
15.	JO	52	Incomplete
16.	MR	46	Incomplete
17.	MR	88	Complete

18.	MK	73	Complete
19.	MO	56	Incomplete
20.	NA	50	Incomplete
21.	PS	59	Incomplete
22.	RR	58	Incomplete
23.	RD	53	Incomplete
24.	RV	68	Incomplete
25.	RA	48	Incomplete
26.	TA	74	Complete
27.	TC	85	Complete
28.	YA	81	Complete
29.	YS	63	Incomplete

Table 1.2
The Percentage of the Pre- Survey result
of the eighth graders of SMPN 1 Trimurjo Central Lampung

No.	Score	Explanation	Frequency	Percentage
1.	≥ 70	Complete	7 Students	24%
2.	≤ 70	Incomplete	22 Students	76%
Total			29 Students	100%

Source: The English teacher's archives, taken on September 15,2023.

From the table above, it is known that most of the problems are caused by the low reading comprehension ability of the eight grade students of SMPN 1 Trimurjo Central Lampung. They also have vocabulary mastery. The data above indicates that 22 students have low score by 76% and 7 students have passed score by 24% of passing grade of 70 that has applied in that school. So, form this data the researcher knows because the largest

percentage of students' reading comprehension are included in the criteria of incompleteness. That means that most students are unable to achieve passing grade on their reading comprehension. That means that based on the value of student reading comprehension that the researcher obtained in the pre-survey process shows that students' reading comprehension are experiencing problems that should be actionable.

In the pre-survey process, the researcher also conducted an interview with an English teacher, based on the results of the interview it was known that students experienced problems in the reading comprehension of an English text due to the limited vocabulary that the students have.

Based on the problem above, the researcher considered the need to improving the students' reading comprehension of eight grade of SMPN 1 Trimurjo Central Lampung by SQ3R strategy.

B. Problem Identification

Based on the students problems in reading comprehension that had been stated in the background of the study, the researcher identified several problems as follows:

1. The students less understand the text because lack of vocabulary.
2. Most of the students have less in reading comprehension.
3. The students do not interest in reading text.
4. Some students have difficulty understanding text.

C. Problem Limitation

Based on the problems above, the researcher limits the problem of this research only to the students who have low reading comprehension ability of the eighth grade of SMPN 1 Trimurjo Central Lampung.

D. Problem Formulation

The researcher formulates the problems as follows :

Can the SQ3R strategy improve the students' reading comprehension ability of the eighth grade of SMPN 1 Trimurjo?

E. Objective and Benefits of The Study

1. Objective of the Study

The purpose of this study is to improve the students' reading comprehension ability by using SQ3R strategy of the eighth grade of SMPN1 Trimurjo.

2. Benefits of the Study

a. For the students

- 1) As the contribution to the students, especially to get information in the form of improving students' reading comprehension through the implementation of SQ3R strategy in this study.
- 2) As a motivation for the students' in reading comprehension.

b. For the English teacher

- 1) As an alternative strategy in teaching reading.
- 2) As a guide for instructing students on reading comprehension.

c. For the headmaster

The results of this research are anticipated to be taken into account in the school's learning processes, and the school principal can convey to the teachers the importance of being aware of students' issues for effective teaching.

F. Prior Research

This research was carried out with a consideration of a considerable amount of previous research, the first previous research was conducted by Kasmawati and Sakkir.³ The first initial research method was the pre-experiment method. The previous research took samples of high grade students. The result of the previous study showed that the application of the SQ3R strategy has an influence to improve reading .

The similarities between this research and previous research are in the form of same strategy used in learning to reading. Meanwhile, the difference between this research and previous research is difference in the sample. The sample of this research is the eighth grade students of SMPN 1 Trimurjo Central Lampung, while the previous research is the eleventh grade of SMA Negeri 4 Sidrap, South Sulawesi.

Furthermore, the second previous research was conducted by Adila and Weganofa.⁴ This second previous study investigated teaching strategies.

³ Kasmawati, Kasmawati and Geminastiti Sakkir, "Improving Students Reading Comprehension Through 'Survey, Question, Reading, Recite, Review (Sq3R)' Strategy," *Interference: Journal of Language, Literature, and Linguistics* 1, no. 2 (2020): 92,

⁴ Duvis Nava Yunensia Ovi Adila and Riza Weganofa. "The Effect Of SQ3R Strategy on Student's Reading Comprehension". *Jurnal Ilmiah Bahasa dan Sastra*, 5 no (1) 2019), p.54.

One of them is the SQ3R strategy. The second English skill investigated by this previous research is reading. The research method used in this study was quantitative with a quasi-experimental design. The results of the second previous research at the State Junior High School 2 of Bululawang proved that this strategy was effective to be applied to improve students' reading.

The similarities between the second previous research and this research lies in the language skills studied, namely reading and the teaching strategies used. While the teaching strategy used in this study is the SQ3R strategy. The difference between this research and the second previous research is the research method. This research is a class action research. Whereas, in the second previous study was quantitative research with a quasi-experimental design.

In addition, the third previous research was conducted by Khafidhoh and others.⁵ One of the teaching strategies used by the third previous research is the SQ3R strategy. Students have low comprehension in reading English texts, students are less active and are less motivated to read. Finally, students are lazy to read and have poor reading strategies. The SQ3R strategy is a reading strategy created to assist students in enhancing comprehension, retention, and reading efficiency, so it can be concluded that this strategy is considered suitable for use, because this strategy can guide students before, during, and after reading.

⁵ Diva Lutfatul Khafidhoh, Zakiyah Tasnim, and I Putu Sukmaantara, "The Use of SQ3R Strategy to Improve Reading Comprehension Achievement of Vocational High School Students" *EFL Education Journal* [Online] 10, no. 3 (2023) : 19–26.

The similarities between the third previous research and this research are the same. The third previous study and this study have similarities in the research method, which is classroom action research. The difference between this research and the third previous research is the research sample. The previous research involved students of SMK Al Ikhlah Rambipuj and the sample of this research is eighth grade students at SMPN 1 Trimurjo Central Lampung.

CHAPTER II

THEORETICAL REVIEW

A. Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Reading is a significant importance skill for the majority of English language students globally, especially in nations where foreign language learners lack opportunities to engage with native speakers but have access to the written form of that language. Reading can be considered as an informative resource, an enjoyable pastime, and a method for enhancing one's language proficiency.

According to Taher Bahrani, reading is a fairly easy process that just requires a few abilities and procedures.¹ Reading requires a very active level of competence. To get a satisfying result, we should pay attention to the picture or the words are take out to get the meaning from the words. We should be aware of vocabulary since some vocabulary is necessary for reading comprehension.² Reading involves a process in which the reader uses the words and writing of the author to understand the message conveyed.³ Reading involves a complex cognitive process in which a person decodes written

¹ Taher Bahrani, “*International Journal of Language Learning and applied Linguistics World*” (Malaysia: University Malaya.Ijllaiw), Vol. 3, July 2013, P.16.

² Hermer Jeremy. *How to Teach English (an introcuction of the practice of english language teaching)*, (England: Longmand, 1998). P.68.

³ Henry Guntur Tarigan, *Reading*, (Bandung: Angkasa, 2008), p. 7.

symbols to form or derive meaning from the text.⁴ Reading involves an active interaction of the reader extracting information from the text, rather than being a passive process.⁵

Meanwhile, Par state that Reading is an activity that involves the reader in an active and interactive process of comprehending of the reading material.⁶ It means during the act of reading, there exists a dynamic interaction between the reader and the ideas conveyed by the author. This interaction serves as a guide for the reader to comprehend the text by applying their own knowledge. Success in reading depends on the congruence of students' thoughts with the content presented by the author. In other words, students achieve reading success when they can comprehend the information presented in the text they read. Consequently, the connection between reading and comprehension is integral.

b. The Purpose of Reading

In the reading process, teacher and student communicate with each other to understand the material. Reading is not just about comprehending information, but also integrating it into broader

⁴ Linda Septiyana, Anas Safitri, and Dyah Aminatun, "The Correlation Between Efl Learners Cohesion and Their Reading Comprehension," *Journal of Research on Language Education* 2, no. 2 (2021): 68.

⁵ Ivan Hasan Murad. "Investigating Kurdish Students' Reading Strategies", (Iraq: University of Zakho, Kurdistan Region), DOI: 10.5923/j.edu.20140406.01, P.136.

⁶ Leonardus Par, "The Relationship between Reading Strategies and Reading Achievement of the EFL Students" 13, no. 2 (2020): 223.

understanding and knowledge. The real goal is to develop concepts from the information acquired during reading.⁷

McDonough and Shaw cited William's useful classification of reading into:

- 1) getting general information from the text
- 2) Getting specific information from a text, an
- 3) For pleasure or interest⁸

Based on these statements, it can be concluded that reading activities have two main purposes. First, reading to get information, especially when performing reading tasks, which can be considered a form of reading comprehension. Second, readers read because there is a need to do.

According to Elizabeth S. Pang, a reader engages in reading a text with the purpose of understanding its meaning and applying that understanding. Reading may be done for learning, information gathering, entertainment, reflection, or as a religious practice. The objective of reading is closely connected to the individual's motivations, which also impacts on the reader's approach to different types of books.

⁷ Rohib Adrianto Sangia, "The Process And Purpose of Reading" Applied linguistics, (2018): 7.

⁸ JoMcDonough and Christopher Shaw, *Material and Method in ELT: Teachers' Guide* (Massachusetts: Blackwell PublishingLtd, 1993), p.102.

c. The Kinds of Reading

According to Harmer, there are two kinds of reading associated with purpose: reading for pleasure and reading for detailed comprehension.⁹

- 1) Reading for pleasure. Reading for pleasure is the reader freely choosing any text of their liking. Engaging in such activities brings happiness and joy to the reader. An example of this type of reading is when an individual enjoys reading magazines and chooses to read the ones they like the most. Therefore, during such instances, the reader is engaging in reading for pleasure.
- 2) Reading for Detailed Comprehension. Reading for comprehension is the reader actively seeking specific information or language details. In this scenario, the reader aims to grasp and retain what they read. An example of this type of reading is when an individual seeks information such as train or bus schedules. Therefore, during such instances, the reader is engaging in reading to achieve a detailed understanding.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is the skill to write a text, understand it, and align it with what has been said. A reader's level of reading comprehension is also known as the level at which the text or writing

⁹ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2003), p.69.

is read by the reader. Comprehension arises from the connection between the written words and how they affect the understanding of the text or outside information. In a general sense, reading comprehension is the most important skill when reading a text. It addresses points related to the number of letters, words, and sentences contained in the text.

According to Brown, reading comprehension is essentially about developing suitable and effective strategies for comprehending for EFL learners who have language proficiency in L1. In other words, the application of efficient reading strategies is crucial for improving students' reading comprehension.¹⁰

Furthermore, William Grabe and Fredricka L. Stoller state that reading comprehension is also the ability to grasp and construe the information appropriately.¹¹ When students are reading, they are trying to construct meaning and understand the content of the text. If they face difficulties understanding the text, it means that they are not successful in retrieving the information or message that the author wants to convey.

Moreover, Usman and Siti state that reading comprehension is a form of cognitive activity that necessitates the reader to make inferences from the text. Without employing their thought processes,

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy second edition*, p.306.

¹¹ William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Third Avenue, 2002) p.11.

the reader might not gather all the information and comprehend the text fully.¹² In this sense, it seems that reading comprehension encompasses the act of extracting information from the text and constructing comprehension through the interplay between the text and the reader's background knowledge. To attain a profound understanding of the text, the reader must cultivate and contemplate some of the concepts presented in the text.

Based on the explanations given by experts, it can be concluded that reading comprehension is the process of organizing, responding to, and aligning information from text with the written word. It includes effective strategies, and emphasizes that reading comprehension involves thinking critically to extract information from the text to achieve deep comprehension.

b. Strategy for Reading Comprehension

There are several reading comprehension strategies can be used to assist the reader in comprehending the text. These strategies can be described as follows:¹³

1) Identifying the Purpose in Reading

Reading efficiently involves clearly identifying the purpose of the reading. In this way, readers can clearly know what they are looking for and sort out information that may be distracting.

¹² Usman Kasim & Siti Raisha, "EFL Student's Reading Comprehension Problems: Linguistic And Non-Linguistic Complexities" *English Education Journal*, Vol 8, Number 3, July 2017.

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy second edition*,...p 306.

This suggests that in order to determine the information to be taken from text, readers need to clearly establish their purpose in reading.

2) Skimming The Text For Main Ideas

Skimming involves moving the eyes over an entire text, such as an essay, article, or chapter, with the goal of grasping the main idea. This method provides the reader with an advantage in anticipating the purpose of the reading.¹⁴ In other words, skimming is reading quickly to get the main idea of a text. Also, through skimming, the reader can make predictions about the overall contents of the text.

3) Scanning The Text For Specific Information

Scanning quickly involves searching for specific sections or chunks of information within a text.¹⁵ The goal is to retrieve particular information without having to go through the entire text. In other words, scanning is reading a text quickly to locate specific information without the necessity of reading each word in the text.

Meanwhile According to Duffy there are four strategies for achieving comprehension:¹⁶

¹⁴ Ibid, p.308.

¹⁵ Ibid.,

¹⁶ Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skill, and Strategies*. (New York : The Guilford Press , 2009), p 19 – 23.

1) Before Starting Reading

Finding a reasonable goal can increase their motivation to read and achieve deeper comprehension.

2) As you start the strategy

Predict by analyzing the cover, title, or headline based on the reader's prior knowledge of their reading purpose, prior knowledge of topic, and prior understanding related to the structure of text to be read.

3) During the reading

A successful reader needs to concentrate on the material within the text and be prepared to change their predictions as they go along. In reading, readers should integrate the activities of monitoring, questioning, and adapting their predictions.

4) After the reading strategy

Identifying the main idea of a text, determining themes, summarizing, making inferences, evaluating and synthesizing are essential skills to achieve comprehension.

c. Indicators of Reading Comprehension

There are some criteria commonly use in indicating students' reading comprehension, there are :¹⁷

1) Finding the main idea or main idea of the paragraph from the readings he reads.

¹⁷ Samsu Somadayo, *Reading Learning Strategies and Techniques*, (Yogyakarta: Graha Ilmu, 2011), 35.

Each paragraph must have a main idea that is stored in it. Either at the beginning, at the end or in the middle of the paragraph.

- 2) Composing questions and answering about the content of the reading.

After knowing the main idea, reading theme, or other keywords, several questions arise so that readers will be interested in reading in detail.

- 3) Restating the contents of the reading with use their own words and sentences in writing and orally.

The highest level of understanding is being able to retell or make a summary using one's own language.

- 4) Answering questions related to content all readings can be covered.

In addition to tell and summarize, every reading there must be some questions that have been provided to assess students' understanding of the reading text.

d. Benefit of Reading Comprehension

- 1) Reading helps to learn think in English.
- 2) Reading can enlarge your English Vocabulary.
- 3) Reading can help to improve writing.
- 4) Reading may be a good way to practice English if the researchers live non-English speaking country.

- 5) Reading can help to prepare for study in English speaking country.
- 6) Reading is a good way to find out about new ideas, fact, and experiences.
- 7) Reading can help much more the researcher read well.¹⁸

B. The Concept of SQ3R Strategy

1. The Definition of SQ3R Strategy

SQ3R strategy can support reader to comprehend the content of reading more easily. SQ3Rr strategy can assist students to improve reading comprehension recall information by using their own words.

SQ3R is a strategy that helps the students to think about the text that they are read.¹⁹ It means that SQ3R is not just a reading strategy, but a tool that stimulates students to think critically about the reading material, improve comprehension, and extend information retention.

According to Robinson cited in Adila & Weganofa, stated that SQ3R strategy is an effective and efficient strategy that makes students read faster, select important things or points, and can also make it easier for students to remember material for a long time.²⁰ It means SQ3R strategy is among the strategies that can engage students in the teaching

¹⁸ Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills*. (New York: Addison-Wesley Publishing Company, Inc., 1996), 1.

¹⁹ Komang Dedy Sandiarsa Sari., et al. , “ A Comparative Study of Pq3r And Sq3r Strategies Based on the Text Types Upon the Eight Grade Student’s Reading Competency at SMPN 4 Singaraja.” *Jurnal Pendidikan Bahasa Inggris*, vol. 1, (2013) p. 51.

²⁰ Duvis Nava Yunensia Ovi Adila and Riza Weganofa. “The Effect Of SQ3R Strategy on Student's Reading Comprehension”. ..., p.54.

and learning process, facilitating their comprehension of reading material.

Meanwhile, Gurning and Siregar state that SQ3R is a reading comprehension strategy that offers an efficient and active approach to reading textbooks.²¹ In the process of reading a textbook, it is important for students to focus on information presented, and the use of this strategy can help them access information more quickly. It means that by implementing this strategy can help students get information more quickly and effectively during the reading process.

From the experts explanations, one can conclude that, SQ3R is an effective and efficient reading strategy to help students select important points and improve information skills. These strategy not only contributes to easier reading comprehension, but also encourages students to engage in critical thinking about the content.

2. The Strengths and Weaknesses of SQ3R Strategy

a. The Strengths of SQ3R Strategy

The strengths of a strategy have an important role in accomplishing the goals of teaching and learning. Some of the strengths of SQ3R strategy in the learning process include:²²

²¹ Busmin Gurning and Aguslani Siregar, "The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension," *English Language Teaching* 10, no. 11 (2017): 193, <https://doi.org/10.5539/elt.v10n11p191>.

²² Sobri, "SQ3R Learning Strategies (Survey, Question, Read, Recite, Review) In an Effort to Improve Student Reading Comprehension", *Journal of Language Learning and Research*, 1, (2018), 20.

- 1) Provides a comprehensive comprehension of lesson content covered in textbook.

The structured stage process helps students explore deeper comprehension. Therefore, implementing this strategy in learning contributes to long-term comprehension.

- 2) Increasing student participation in the classroom.

This strategy was created with the aim of making learning student-centered. Therefore, each step has a role that encourages students to actively participate in classroom activities.

- 3) Make it specific to the main essence and substance of the content contained both explicitly and implicitly in text.

As for other strengths, stated by Aris Shoimin, as follows:²³

- 1) Increasing students' enthusiasm for learning through the survey step at the beginning of the learning process, triggers the desire to find out more about the material to be learned. It means that students will feel motivated while in the learning process.
- 2) Stimulating students' ability to think critically through the application of this strategy, where students are given time and opportunities to ask and answer their own questions. In this way, students will be actively involved and try to critically analyze the text.

²³ Aris Shoimin, 68 Innovative Learning Model in Curriculum 2013, (Yogyakarta: Ar-Ruzz Media, 2020), 194.

3) Remembering information over a longer duration can be achieved through the sequential application of the five stages, where students can comprehend a text and absorb a subject matter for a considerable amount of time.

Based on the statements above, it can be concluded that SQ3R strategy has advantages that include a comprehensive understanding of the material, increased student participation, focus on the essence of the material, high learning motivation, critical thinking skills, and long-term retention of information.

b. Weaknesses of SQ3R Strategy

According to Galuh and Romadhon, there is a weaknesses in applying this strategy in the reading classroom. In this situation, several aspects need to be considered by the teacher when using the strategy.²⁴ SQ3R strategy can not be applied to all subjects. There are some lessons that understanding is not enough by reading, but there is a practical part. For example, mathematics, physics, or others.

3. The Steps of SQ3R Strategy in Reading Instruction

The implementation of the strategies includes an integrative learning plans that aims to comprehend and mastery of the reading content. In the use of the SQ3R strategy, the implementation can be

²⁴ Muhammad Galuh and Elga Romadhon, "The Implementation of Robinson's Strategy (SQ3R) to Enhance the Reading Ability in English Class," December (2020): 225.

carried out through the steps explained by Robinson.²⁵ The steps in the SQ3R strategy are as follows:

1) Survey

Students read the text with the aim of comprehending the original meaning through elements such as headings, subheadings, bolded text, and charts.

2) Question

Students begin the process of creating questions based on an initial survey of their reading. It helps to focus attention on the most important information.

3) Read

While students are reading, they need to find answers to the questions they generated during the preview of the text, students must direct their attention to the text's structure. These questions, linked to the text's structure, assist students in maintaining concentration on the content.

4) Recite

When students read a text, they need to read and review the answers to their questions. In addition, making notes of the answers is a step to deepen comprehension and further learning.

5) Review

²⁵ Miftahul Huda, *Models of Teaching and Learning*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

After finishing reading, student need to review the text to answer the next questions by recalling what they have answered previously.

Flemming explains each stage of the SQ3R strategy.²⁶

1) Survey

Survey is the stage for getting an overview and making predictions. It includes reading the introduction, summary, or overview section, and then skimming the following pages for clues that indicate the importance of the information..

2) Question

The process of asking and answering questions during reading has an important role. It helps you stay mentally engaged during reading. Using questions as a tool to maintain concentration can also help you stay alert to key points in the chapter or material you are reading.

3) Read

Read the difficult material in sections or chunks. In this step, while you read you can write such as identifying the main point or listing some specific uses to explain the point. It will help you really understand what you are reading. It is also a very good way to support you in remembering key point.

4) Recall

Summarize and repeat the material you have just read using your own words. Evaluation of the extent to which you can recall

²⁶ Laraine E. Flemming. *Reading for thinking* , 6th ed . (Houghton Mifflin Harcourt Publishing Company, 2009). p 3-5

information after reading has a dual significance. First, it serves as a way to monitor the extent of your understanding before moving on to the next section. Secondly, it reflects the degree of forgetting and the chances of improving your ability to recall exactly what the author of the text expressed.

5) Review

After completing the task, conduct a live review. Check the accuracy of your notes with reference to the text and identify any inaccuracies. The aim of this stage is to understand the relationship between different parts of the material and to confirm or revise your initial predictions about the content of the section.

C. Action Hypothesis

Action hypothesis of this research is stated as follows: “By using SQ3R strategy it can improve students’ reading comprehension ability of the eighth grade of SMPN 1 Trimurjo Central Lampung”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

The operational variable is a definition that provides a concrete description or measurable action related to the variable being studied. From the explanation above, the operational definition of a variable acts as a guiding explanation that clarifies the specific definition of the variable under examination. While on the other hand, the operational definition of an operational variable will be elaborated below.

1. Independent Variable (X)

Independent variable (X) is a factor that exerts an influence or serves as the cause of a change or the occurrence of a dependent variable. Based on this definition, it can be inferred that independent variables are elements that impact the variable under investigation. In this research, the independent variable is represented by the utilization of the SQ3R strategy. This variable (X) is introduced with the aim of enhancing the reading comprehension which are defined as tools to assist students' in the process of their learning activities. Measuring tool used in this variable is observation sheet.

Moreover, to know student's participant in this strategy there are some indicators as follow:

- a. Students understand the content and information in English text.

- b. Students are able to summarize information.
- c. Students are able to remember information in the long term

2. **Dependent Variable (Y)**

Dependent variable (Y) is the variable that is observed and measured in order to assess the influence of the independent variable. Dependent variable of this research is reading comprehension. The learning outcomes intended by the writer are related to the improvement of students' reading comprehension, with the data being derived directly from the students' final results. In this research variable was be conducted in pre-test in multiple choice from that consist of 20 items and was give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is <70% and the highest score is >70%. And to know the student's mastery in reading comprehension, the researchers decides some indicators in this variable as follows:

- a. Students are able to summarizing main information.
- b. Students are able to identifying important details.
- c. Students are able to analyzing text structure.
- d. Students are able to summarize the information in the english text.

B. Research Location

Classroom action research was be conducted at SMPN 1 Trimurjo which is located in Purwodadi Village, Trimurjo District, Central Lampung, Post code 34172.

C. Subject and Object of Study

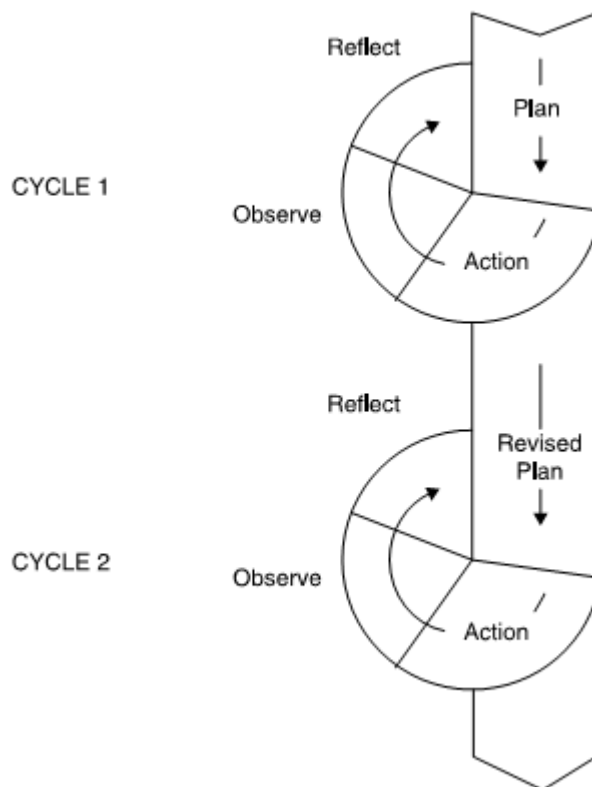
The subjects of this research are the students of the eighth grade of SMP N 1 Trimurjo Central Lampung. The number of students is 29. The object of this research is the students reading comprehension ability of the eighth grade of SMPN 1 Trimurjo Central Lampung. This classroom action research is a collaborative research. The collaborator of this research is one of the eighth grade English teachers namely Siti Musyarofah, S.Pd.

D. Action Plan

In this research, the researcher used the Classroom Action Research (CAR) method to collect the data. According to Kemmis and Mc Taggart who is a major author in this field, Action Research typically involves four broad phases in a research cycle. The first cycle can be a continuing or iterative , spiral of cycles that until the action researcher has achieved satisfactory results and feels it is time to stop.¹

¹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, 2009, 7.

Figure 3.1
The Action Research Spiral



Source: Cyclical AR model based on Kemmis and McTaggart (1988)

From the figure above, the explanation for the four steps in each circle is as follows:

1. Cycle 1

a. Planning

Planning is the first phase in the implementation of classroom action research that is prepared before the implementation of the action. At this stage, researcher prepare materials related to the learning process. The following are the steps taken by writer in planning:

- 1) The researcher designed a lesson plan that includes learning procedures, media, and relevant materials to be applied during the implementation stage.
- 2) The researcher prepared learning material for students and selected the method to be used at the implementation stage. In this case, the writer implemented the SQ3R strategy to improve reading comprehension.
- 3) The researcher prepared a format for conducting observations.
- 4) The researcher prepared an evaluation format to assess students activities after learning process.

b. Acting

In the second stage, collaboration was carried out by researchers to implement the actions that had been prepared at the planning stage. This activity was carried out through a series of steps as follows:

- 1) Pre Teaching Activities
 - a) Starting with prayer and giving greetings to students.
 - b) Checking the student attendance list.
 - c) Selecting material that is suitable for the learning that will be carried out.
- 2) While Teaching Process
 - a) The teacher implemented the lesson plan that has been prepared.

- b) The teacher explained the SQ3R strategy in improving reading comprehension.
- c) The teacher gives the test to the students about descriptive text as pre-test of the research and beginning score in SQ3R strategy.
- d) The teacher does treatment by using SQ3R strategy to explain the material about the descriptive text.
- e) The teacher guides and helps students in the learning process.
- f) The teacher gives work sheets for the students.

3) Post Teaching Activities

- a) The teacher asks the students to discuss the work sheets which contain the narrative text and finish it in answer.
- b) The teacher reminds the students that they have to master the material which had given by the teacher.
- c) After the students understand about the descriptive text, the teacher gives post-test quiz to the students.

c. Observing

Observation is the process of recording all events that occur during the implementation of the action. The results obtained from this observation reflect the effects of the implemented action. During observation, it is important for the observer to analyze various

aspects, including the learning process, student activities, teacher performance, materials used, and simulation results.

d. Reflecting

Reflection is an attempt to evaluate the event that occurred during the implementation of the action. Through the process of reflection, researchers can identify the strengths and weaknesses of the actions that have been carried out. If there are still any problems that need to be overcome, the researcher will continue to the next cycle and use the data gathered in the previous cycle as a guide to fix any problem or weaknesses that occurred in the previous cycle.

2. Cycle 2

a. Planning

- 1) The researcher designed the lesson plan.
- 2) The researcher identified the learning material that was the focus of the research.
- 3) The researcher arranged learning resources.
- 4) The researcher evaluates student's learning activities after the learning process (pre-test and post-test)

b. Acting

The researcher applies action plan II, and gives post-test after doing treatment.

c. Observing

At this stage, the researcher observed the teaching-learning process using observation and field notes to collect data on action plan II.

d. Reflecting

In this stage, researchers will reflect on all the actions that have been taken, examined the outcomes of observations during the learning process and contrasted the scores from the pre-test and post-test assessments.

E. Data Collecting Technique

The researcher collected the data by using data collection technique as follow:

1. Test

Tests are important evaluation instruments in educational research. A test is a series of stimuli given to someone to get a response, which is then assessed with numbers. In this research, the researcher was do the test in order to know the students' reading comprehension of the eight grade students at SMPN 1 Trimurjo, Central Lampung.

a. Pre-Test

The pre-test of this research was being done before implementing the strategy of SQ3R. The pre-test consisted of a reading comprehension test where students were tasked with responding to multiple-choice question. The writer intends to utilize

the reading comprehension test as a means evaluate the students' comprehending of the material.

b. The Post- Test

The post-test will be conducted after the implementation of the treatment. After the treatment, students underwent a post-test, with the same format and procedure as the pre-test. In this case, the researcher conducted a test to measure the reading comprehension of eight grade students' of SMPN 1 Trimurjo Central Lampung.

2. Observation

In this research, the researcher observes students' actions and engagement during the learning process to understand in detail how the implementation of learning takes place. When conducting observations, the writer will compile an observation sheet that includes a list of activities performed by students.

3. Documentation

The researcher will use documentation derived from various school data, including school history, student information, teacher data, and an overview of SMPN 1 Trimurjo Central Lampung. The following is a list of the documentation used:

- a. Documentation about the background history of SMPN 1 Trimurjo
- b. Documentation about the organizational structure of SMPN 1 Trimurjo.
- c. Documentation about the facilities of SMPN 1 Trimurjo.

- d. Documentation about the condition of the teachers of SMPN 1 Trimurjo.

4. Field Note

Field note is the notes you make as you note actions. You can write them into a special notebook, or on the back of your hand, in which case you would write them up later. You can write in straight notes, or try mindmaps spider diagrams and pictures.² In this research, the writer used field note as a tool to record student activities during the teaching-learning process.

In this research, the researcher will take field note to detail data from the eighth grade of SMPN 1 Trimurjo Central Lampung regarding students' activities in reading questions, events at each learning step, learning objectives, break time, and students' feelings in the learning process.

F. Data Collecting Instrument

The data collection instrument used in this research is a test whose details have been explained as follows:

1. Instrument Blueprint

In this research, the researcher uses the pre-test instrument before treatment as the control, and the post-test after treatment as the experiment. The implementation of the SQ3R strategy in improving

² Jean McNiff&Jack Whitehead, *All you need to know about Action Research* (California: Thousand Oaks, 2006), p.139.

reading comprehension became the basis for selecting the instrument, which was in the form of a written test, here is the blue print:

- a. The instrument used in this research is a test, which includes a pre-test and post-test regarding the reading comprehension results of the text. In this research, the researcher used an multiple choice test. After obtaining data from the students, the researcher provided an intervention to obtain scores with the intention of improving students' reading comprehension and their learning activities by implementing the SQ3R strategy.
- b. The instrument employed in the documentation method include documentation guidance, as outlined below:
 - 1) Documentation about the background history of SMPN 1 Trimurjo.
 - 2) Documentation about the organizational structure of SMPN 1 Trimurjo.
 - 3) Documentation about the condition of the teachers of SMPN 1 Trimurjo.
 - 4) Documentation about sketch of location of SMPN 1 Trimurjo.

2. Observation sheet

In observing the learning activities and each cycle, the researcher will use an observation sheet. This observation sheet focuses on learning activities, including:

- a. Students' focus on the teachers' instructions

- b. Student participation in asking or answering question
- c. Student involvement at classroom activities
- d. Students' skills in completing tasks

G. Data Analysis Technique

Data analysis will be carried out by involving calculating the mean score of students' pretest and post-test in each cycle. In order to determine the mean score, the following formula is used:³

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Mean

$\sum X$ = Total of scores

N = Total of the students

To determine the percentage of student scores, the formula used is as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Number of student

H. Indicators of Success

The indicator of success is crucial to evaluating the extent to which the process and results of student learning reach the target, by considering the

³ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth. 2010). p.108-109.

results of the pre-test and post-test. In this research, student success is measured based on active participation of at least 70% in the learning process and achieving a score of 70 or more. If these criteria are fulfilled, the research can be completed.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of The Research Location

a. The History of SMPN I Trimurjo

SMP Negeri 1 Trimurjo SMP Negeri 1 Trimurjo is located on Jl. Raya Metro Wates, 13A Purwodadi Village, Trimurjo and Central Lampung. It has wide about 20.080 m². It was built on October, 9th 1982. This following information is the school identity.

- 1) Name : SMPN 1 Trimurjo
- 2) School status : Negeri
- 3) NPSN : 10801923
- 4) NSS/NDS : 201120209063
- 5) Address : Jl. Metro Wates Km. 5 Purwodadi 15 A
District : Purwodadi village
City : Trimurjo, Central Lampung
Province : Lampung
- 6) Zip Code : 34172
- 7) Phone : 072543881
- 8) Accreditation : A

b. Vision and Mission of SMPN 1 Trimurjo

- 1) Vision of SMPN 1 Trimurjo is” Excellence in achievement based on faith and taqwa”
- 2) Mission of S MPN 1 Trimurjo
 - a) Creating students' behavior that is noble and diligent in worship.
 - b) Implementing the habituation of smiles, greetings, greetings, politeness, and courtesy.
 - c) Implementing child-friendly learning activities.
 - d) Creating a learning environment at school that is comfortable, beautiful, and fun.
 - e) Implementing active, creative, effective, and fun learning.
 - f) Implementing guidance for students according to their interests and achievements.
 - g) Participating in competitions held at both the education unit level and the national level.
 - h) Implementing revisions and evaluations of the school curriculum based on the characteristics of students.
 - i) Developing teaching materials and digital-based learning .
 - j) Implementing open and varied assessments.

c. **Teacher of SMPN 1 Trimurjo Central Lampung**

Tabel 4.1
The Data of Teachers and Staff of SMPN 1 Trimurjo
Central Lampung

No	NAME	POSITION
1	PRAYITNO UNTORO, S.Pd., M.M.	Head Master
2	SUDARTO, S.Pd.	Public Relation
3	GURTI MARTIA, S.Pd.	Physics Teacher
4	SITI SUNDARI, S.Pd.	Economy Teacher
5	PUJI HASTUTI ,S.Pd.	Pancasila and Civic Education Teacher
6	MARDIANA, S.Pd.	Mathematic Teacher
7	SUGIANTI, S.Pd.	English Teacher
8	Dra.WINARNI	Social Science Teacher
9	SUMARNI, S.Pd.	Indonesia Language Teacher
10	MULYONO, S.Pd.	Indonesia Language Teacher
11	LINA YULITA, S.Ag	Religion Teacher
12	Drs.EDY TURPUJI ASTONO	Vice of Head Students
13	NUR HASANURI, M.Pd.	Vice of Head Curriculum
14	ISTRI SUGIYATMI, S.Pd.	Social Science Teacher
15	DEDDY ARMAND, S.Pd.	English Teacher
16	ABDULLAH, S.Pd.	Social Science Teacher
17	ROSLINAWATI KASMUR, S.Pd.	Biology Teacher
18	TARYONO, S.Pd.	Indonesia Language Teacher
19	LISTIYO PRASTIWI, S.Pd.	Indonesia Language Teacher
20	SULISTIORINI, S.Pd.	Biology Teacher
21	ISKANDAR, S.Pd	Mathematics Teacher

22	YULIARTI, A.Ma.Pd	Mathematics Teacher
23	Drs.AHMAD FATHONI	Religion Teacher
24	WIWIK TRI MUHARYATI	Art and Culture Teacher
25	SUPAR, S.Pd.	Mathematics Teacher
26	ST.MUSYAROFAH	English Teacher
27	HENDRO WIBOWO, S.Ag.	Religion Teacher
28	AMILUDDIN, S.Pd.	School Counselor Teacher
29	SRIWATI,S.Pd.	Computer Teacher
30	HARTONO, S.Pd.	Social Science Teacher
31	TIWIK SEKARLATI, S.Pd.	Science Teacher
32	EVA OKTARIA, S.Pd.	Science Teacher
33	TUKIRAH, S.Pd.	Social Science Teacher
34	FITRI LUSIYANTI, S.TP.	Social Science Teacher
35	SUGIYONO	Physical Education Teacher
36	PONILAH	Art and Culture Teacher
37	Dra. DRITA SUPRIHATI	Social Science Teacher
38	RATNA SUMINAR, S.Pd	Mathematics Teacher
39	RUMIYATUN, S.Pd.	Indonesia Language Teacher
40	AI' SULASTRI, S.Pd.	Indonesia Language Teacher
41	EKA NOVIANA, S.Pd.	English Teacher
42	YETI FRIANA, S.Pd.	Physics Teacher
43	SETYANINGRUM, S.Pd.	School Counselor Teacher
44	UPIK MARYANA, S.Kom.	Computer Teacher
45	NUR ANISSAH, S.Pd	School Counselor Teacher
46	RICCI FERİYANA, S.Pd.I	School Counselor Teacher

47	YUNITHA ULFAH, S.Pd, M.Pd.	Biology Teacher
48	DWI MEILIA WATI S,Pd.	School Counselor Teacher
49	MUHAMMAD THOHARUDIN, S.Pd	School Counselor Teacher
50	NONI YULIASARI, S.Pd	Teacher
51	VENDRIYANTO, S.Pd	Physical Education Teacher
52	ANDHANG SRI REJEKI, S.Pd.	Mathematics Teacher
53	SHENTA TURSINA KORASON, S.Pd.	Mathematics Teacher
54	TONDI HARTADI, S.Kom.	Computer Teacher
55	RIZKI INDRA HIDAYATS,S.Pd	English Teacher
56	NUR AZIZAH, S.Pd.	Biology Teacher
57	MARIA WIDI ASTUTI, S.Pd.	Administrative Staff
58	KADARMIASIH	Administrative Staff
59	PUNDARI	Administrative Staff
60	M.SUTRISNO	Administrative Staff
61	AGUS ANDRIANTO, S.Pd	Administrative Staff
62	ALFIRA DONA, S.Pd	Administrative Staff
63	DAYANG TANZILLA RANI, S.Pd	Administrative Staff
64	MAY KORULY NIAWATI, S.Pd	Administrative Staff
65	ISNAN NUR HIDAYAT, ST	Administrative Staff
66	APRILIANI DWI PUSPITA SARI, S.Pd	Administrative Staff

d. The Quantity of The Students of SMPN 1 Trimurjo Central Lampung

There are 860 SMPN 1 Trimurjo students. Each class consists of 9 classes. Seventh Grade consists of 281 students, eighth grade consists of 280 students and ninth grade consists of 299 students. The number of students in SMPN 1 Trimurjo can be identified as follows:

Table 4. 2
The Students Quantity of SMPN 1 Trimurjo Central Lampung
In Academic Year of 2022/2023

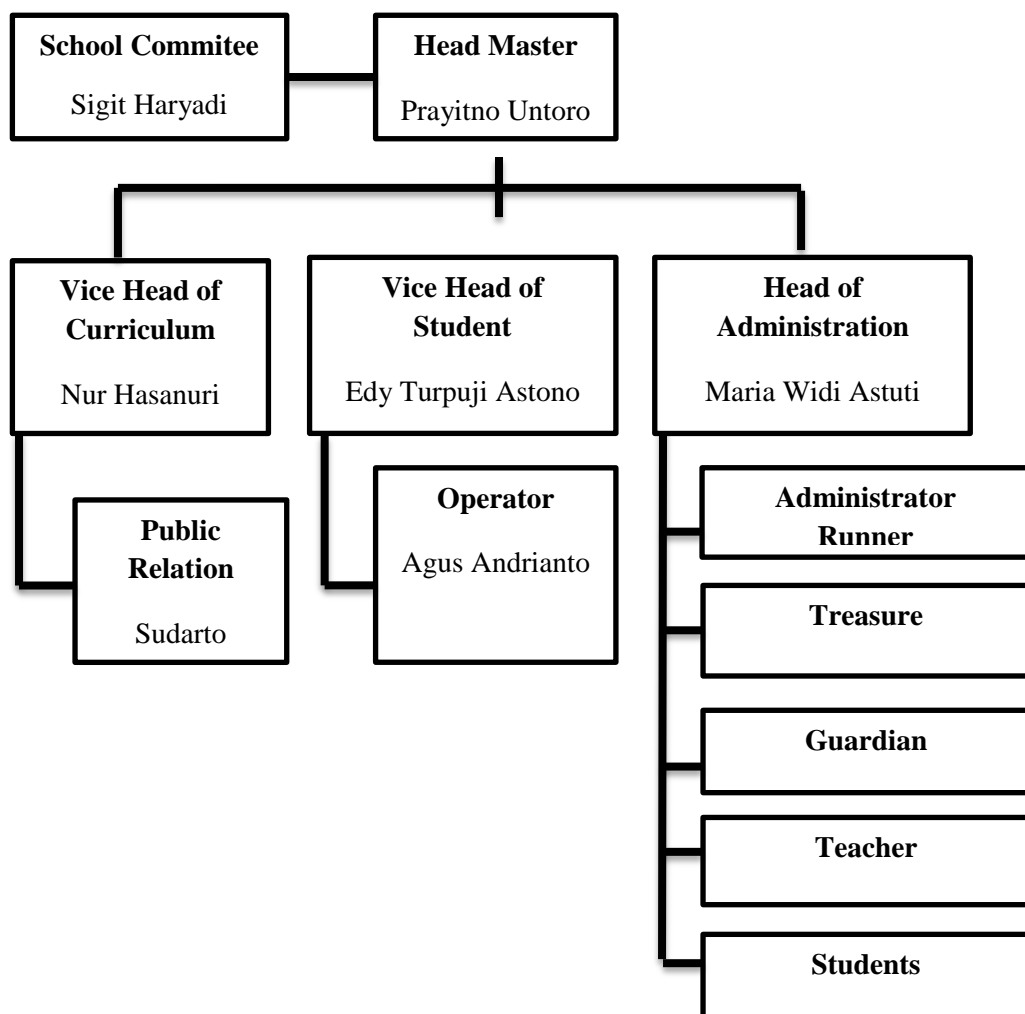
No.	Class	Male	Female	Total
1.	VII	138	143	281
2.	VIII	137	143	280
3.	XI	146	153	299
	Total	421	439	860

Source: Documentation of SMPN 1 Trimurjo Central Lampung in academic year 2022/2023.

e. The Structure Organization of SMPN 1 Trimurjo Central Lampung

The organization of SMPN 1 Trimurjo Central Lampung in Academic year 2022/2023 could be shown in the figure as follows:

The organization structure of SMPN 1 Trimurjo Central Lampung



f. The Condition of the Teacher and Officer

The table bellow shows the condition of the teachers and officers of SMPN 1 Trimurjo Central Lampung in academic year 2022/2023.

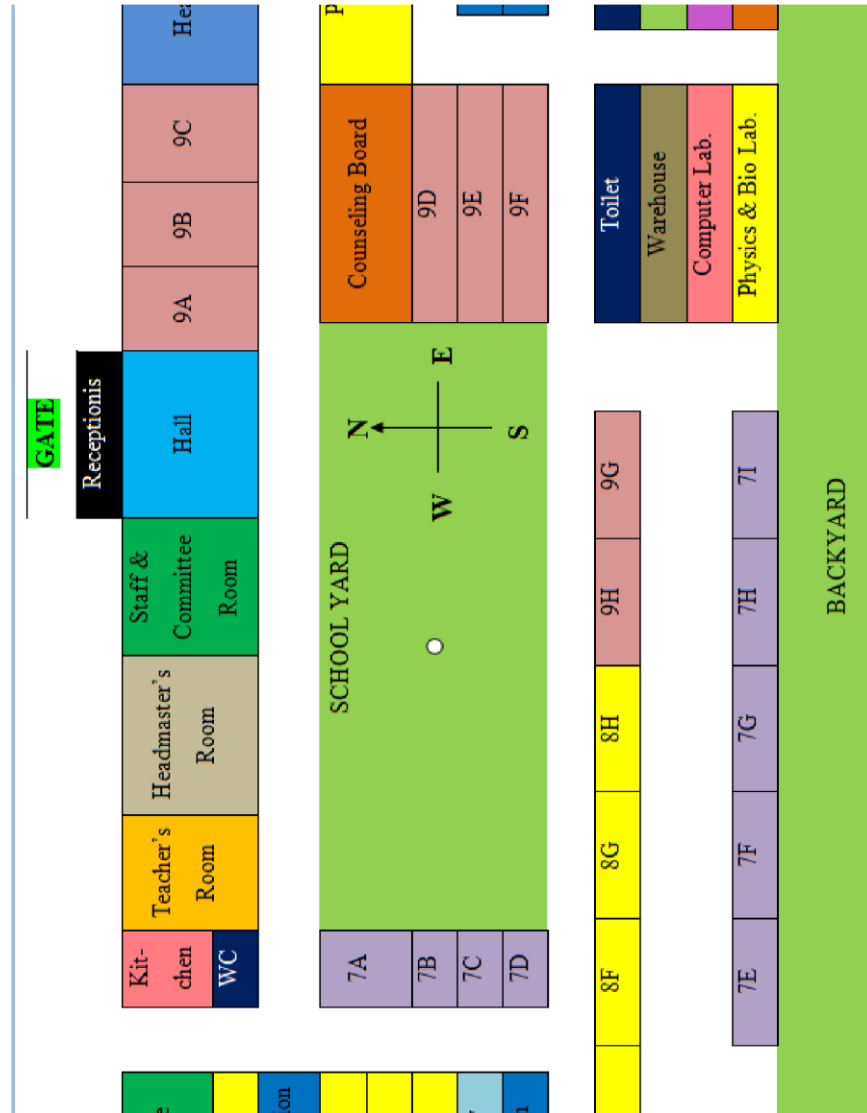
Table 4.3
The Total of Teachers and Officers in SMPN 1 Trimurjo Central Lampung

No.	Status	Gender	
		Male	Female
1	Civil Servant teacher	15	35
2	Honorary teacher	2	2
3	Civil Servant officer	2	3
4	Honorary officer	1	3
	Total	20	43

Source: Documentation of SMPN 1 Trimurjo Central Lampung in academic year 2022/2023.

g. Location Sketch of SMPN 1 Trimurjo Central Lampung

Figure 4.1
The Location Sketch of SMPN 1 Trimurjo Central Lampung



2. Description of the Research Data

This research used classroom action research. It was conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2 x 40 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made the lesson plan. The action of this research used the SQ3R strategy to improve reading comprehension. In this research, the researcher is an English teacher at the eighth grade in SMPN 1 Trimurjo Central Lampung, Mrs. St Musyarofah , S. Pd. As the collaborator.

a. Pre-test activity

The researcher conducted the pre- test on March 14th 2024 at 10.00 am until 12.10 am. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that then researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The kind of the test was multiple-choice consisted of 20 items. Then, the students' pre-test result can be seen on the table below:

Table 4.4
The Data of Students Pre-test Grade

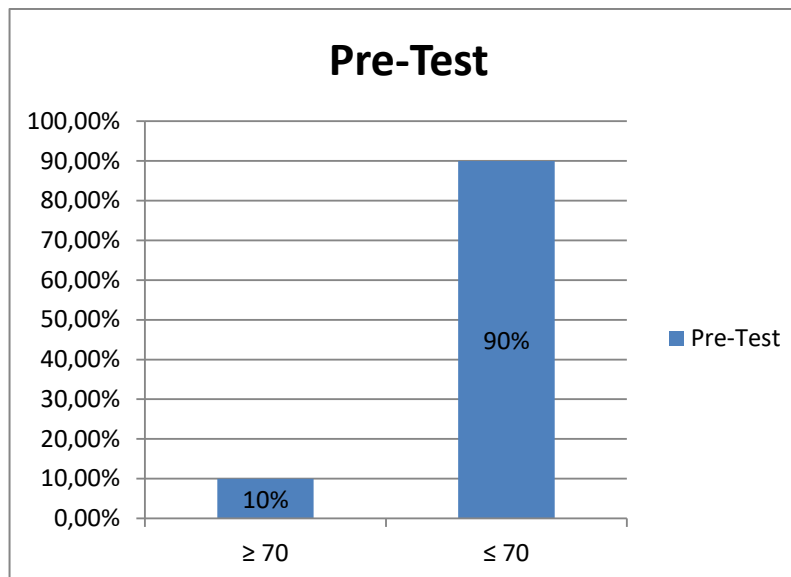
No.	Name	Scores	Categories
1.	AP	35	Incomplete
2.	AA	50	Incomplete
3.	AS	50	Incomplete

4.	BN	50	Incomplete
5.	CJ	45	Incomplete
6.	DA	60	Incomplete
7.	DR	40	Incomplete
8.	DA	35	Incomplete
9.	EU	55	Incomplete
10.	EA	60	Incomplete
11.	FP	55	Incomplete
12.	GP	70	Complete
13.	HD	65	Incomplete
14.	JD	55	Incomplete
15.	JO	55	Incomplete
16.	MR	40	Incomplete
17.	MR	80	Complete
18.	MK	50	Incomplete
19.	MO	70	Complete
20.	NA	50	Incomplete
21.	PS	75	Complete
22.	RR	50	Incomplete
23.	RD	55	Incomplete
24.	RV	40	Incomplete
25.	RA	70	Complete
26.	TA	75	Complete
27.	TC	55	Incomplete
28.	YA	60	Incomplete
29.	YS	65	Incomplete
The highest grade		80	
The lowest grade		35	
Average		56	

Table 4.5
Frequency of Students' Grade in Pre-test

No.	Grades	Frequency	Percentage	Explanation
1.	≥ 70	3	10%	Complete
2.	≤ 70	26	90%	Incomplete
Total		29	100%	

Figure 4.2
The Percentage of The Student's Grade in Pre-test



Based on data above, Based on data above, it could be inferred that 26 students (90%) were not successful and 3 other students (10%) were successful. The successful students were those who the minimum mastery criteria of English subject at SMPN 1 Trimurjo Central Lampung at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 56%, so the result was unsatisfied. Therefore, the researcher used SQ3R strategy to improve students' reading comprehension and their learning activity.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several aspects related to the teaching-learning process

such as: prepared the lesson plan, created instruments to be used as post-tests in cycle I, prepared the material, and made the observation sheet for student activities. The researcher also identified problem and found the causes at the beginning and end of the learning activities. Additionally, the researcher also planned to provide evaluation to measure students' mastery on the material provided.

2) Acting

a) The First Meeting

The first meeting was conducted on Tuesday, 19th March 2024 at 07.30 a.m until 09.10 a.m and followed by 29 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the classroom condition ran effectively as the collaborator handed to the researcher to ensure the students' effectiveness before the researcher conducted research in the class. This indicated that most students paid full attention to the researcher when the learning time arrived. At the beginning of teaching learning process, the researcher asked to the students about descriptive text.

Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure

and social function of descriptive text. After that, the researcher gave example of descriptive text.

In implementing SQ3R strategy in teaching reading comprehension in the process of action, the researcher applied SQ3R strategy. The first researcher gave a paper containing descriptive text about the elephant.

In addition, the students read descriptive with the title is the elephant to understand its content, and after they had read, the researcher asked the students to explain what they had gathered from the text. In this stage, the students actively participated in the teaching and learning process.

However, the students were still faced troubles. Such as about students' low motivation when reading English texts, students' low concentration during the reading process, students' insufficient vocabulary mastery, students' low reading comprehension, and students' low reading habits.

In the end of meeting, the researcher provided feedback to the students regarding their learning progress. The researcher offered motivation and informed to the students about activities for the next meeting. Then, the researcher closed the material by praying together.

b) The Second Meeting

The second meeting was conducted on Wednesday, March 20th 2024 at 09.50 a.m until 11.20 a.m. For 2x40 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching reading with the implementation of SQ3R strategy.

In the second meeting, the researcher asked the students to find the main idea of the descriptive text by using SQ3R strategy. These are the steps taken by the researcher to implement the SQ3R strategy in the classroom:

1. Survey:

- The researcher explains to the students the importance of surveying the text before reading it in depth.
- The researcher invites students to look at headings, subheadings, images, graphs, and summaries to get a general idea of the content of the text.
- The researcher asked students to note down important points or keywords that catch their attention during this survey.

2. Question

- The researcher encourages students to turn the subheadings or key points found during the survey into questions.

3. Read

- The researcher ask students to actively read the text to find answers to the questions they have created.
- The researcher encourages students to read with focus and note down key points or answers to their questions.

4. Recite

- After reading, the researcher invites students to repeat the information they have read in their own words.
- Students can do this orally with classmates, in small groups, or write short summaries.

5. Review

- The researcher asks students to review their notes, the answers to their questions, and the summaries they have made.
- Students can do this several times to strengthen their understanding and memory of the material

Afterward, the student was concluding the content of a text of the descriptive text. The researcher guided and helped the students in learning process. Then, the activity continue researcher gave post-test I concluded in cycle I with similar task on pre-test before. The kind of test provided was multiple-choice questions consisting of 20 items.

The result of the students' test in post-test I was better that test in pretest before.

Table 4.6
The Student's Grade Post-test I

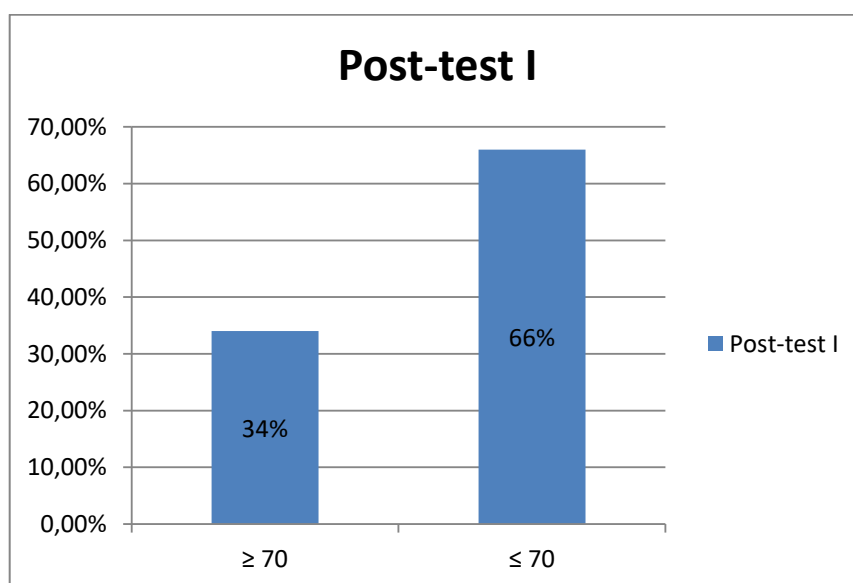
No.	Name	Scores	Categories
1.	AP	70	Complete
2.	AA	75	Complete
3.	AS	60	Incomplete
4.	BN	50	Incomplete
5.	CJ	80	Incomplete
6.	DA	75	Complete
7.	DR	60	Incomplete
8.	DA	50	Incomplete
9.	EU	65	Incomplete
10.	EA	60	Incomplete
11.	FP	70	Complete
12.	GP	75	Complete
13.	HD	75	Complete
14.	JD	60	Incomplete
15.	JO	70	Complete
16.	MR	75	Incomplete
17.	MR	75	Complete
18.	MK	60	Incomplete
19.	MO	70	Complete
20.	NA	60	Incomplete

21.	PS	75	Complete
22.	RR	50	Incomplete
23.	RD	65	Incomplete
24.	RV	70	Complete
25.	RA	75	Complete
26.	TA	70	Complete
27.	TC	50	Incomplete
28.	YA	70	Complete
29.	YS	75	Incomplete
Total of all student's grade		1.935	
Total of all student's		29	
The highest grade		80	
The lowest grade		50	
Average		67	

Table 4.7
Frequency of Students' Grade in Post test I

No.	Grades	Frequency	Percentage	Explanation
1.	≥ 70	10	34%	Complete
2.	≤ 70	19	66%	Incomplete
Total		29	100%	

Figure 4.3
The Percentage of The Students' Grade in Post-test I



Based on the data above, it can be seen that 10 students (34%) got grade up to the standard and 19 students (66%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities during the learning process, while the researcher acted as the instructor who explained the definition of descriptive text. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who actively participated in the discussions were awarded points noted by ticking on the observation sheet for meeting 1 and meeting 2. The results of the students' learning activities observed are as follows:

Table 4.8
The Students' Learning Activities Observation in Cycle I

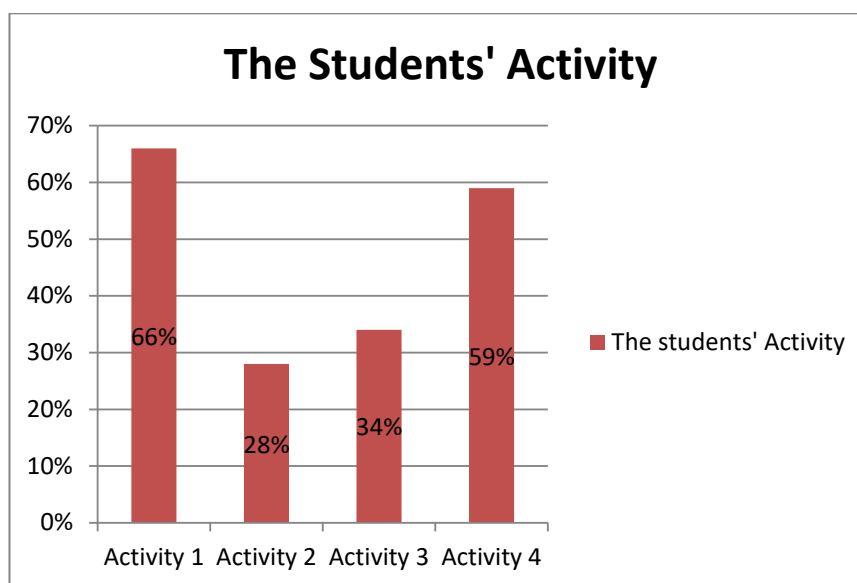
No.	Name	The Indicators of Students' Learning Activity			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	√	√	-	√
2.	AA	√	-	-	√
3.	AS	-	-	√	√
4.	BN	√	√	-	-
5.	CJ	-	-	√	-
6.	DA	√	√	-	-
7.	DR	√	-	-	√
8.	DA	-	-	-	√
9.	EU	-	-	√	√
10.	EA	√	-	-	√
11.	FP	√	√	√	√
12.	GP	-	-	√	√
13.	HD	√	-	√	-
14.	JD	√	√	√	√
15.	JO	-	-	√	-
16.	MR	√	-	-	√
17.	MR	√	-	√	√
18.	MK	√	-	-	-
19.	MO	√	-	-	-
20.	NA	-	√	-	√
21.	PS	√	-	-	√
22.	RR	√	√	-	-
23.	RD	√	√	-	-
24.	RV	-	-	-	-
25.	RA	√	-	-	-
26.	TA	-	-	-	√
27.	TC	√	-	√	√
28.	YA	√	-	-	-
29.	YS	-	-	-	√
Total		19	8	10	17

Table 4.9
The Frequency of Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1.	The students pay attention of the teacher explanation	19	66%
2.	The students ask/ answer question	8	28%
3	The students active in class	10	34%
4.	The students able to do the task	17	59%
	Total Students	29	
The percentage of students' learning activity		47%	

Source: The students' activity at the eight grade of VIII of SMPN 1 Trimurjo Central Lampung on March 19th 2024.

Figure 4.4
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 19 students (66 %) who gave attention to the teacher explanation, 8 students (28%) who ask/answer question, 10 students who are active in the class (34%) 17 students (59%) who are able to do the task.

4) Reflecting

Based on the result in learning process in Cycle I, it can be inferred that the Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher conducted an analyzed and calculated of all the processes, including pre-test grade of students and the results of post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4. 10
The Comparison between Pre-test and Post-test I Grade in Cycle I

No.	Name	Pre-test	Post-test I	Deviation	Explanation
1.	AP	35	70	35	IMPROVE
2.	AA	50	75	25	IMPROVE
3.	AS	50	60	10	IMPROVE
4.	BN	50	50	0	CONSTANT
5.	CJ	45	80	35	IMPROVE
6.	DA	60	75	15	IMPROVE
7.	DR	40	60	20	IMPROVE
8.	DA	35	50	15	IMPROVE
9.	EU	55	65	10	IMPROVE
10.	EA	60	60	0	CONSTANT
11.	FP	55	70	15	IMPROVE
12.	GP	70	70	0	CONSTANT
13.	HD	65	75	10	IMPROVE
14.	JD	55	60	5	IMPROVE
15.	JO	55	70	15	IMPROVE
16.	MR	40	75	35	IMPROVE
17.	MR	80	60	-20	DECREASE
18.	MK	50	60	10	IMPROVE
19.	MO	70	70	0	CONSTANT
20.	NA	50	60	10	IMPROVE
21.	PS	75	75	0	CONSTANT
22.	RR	50	50	0	CONSTANT

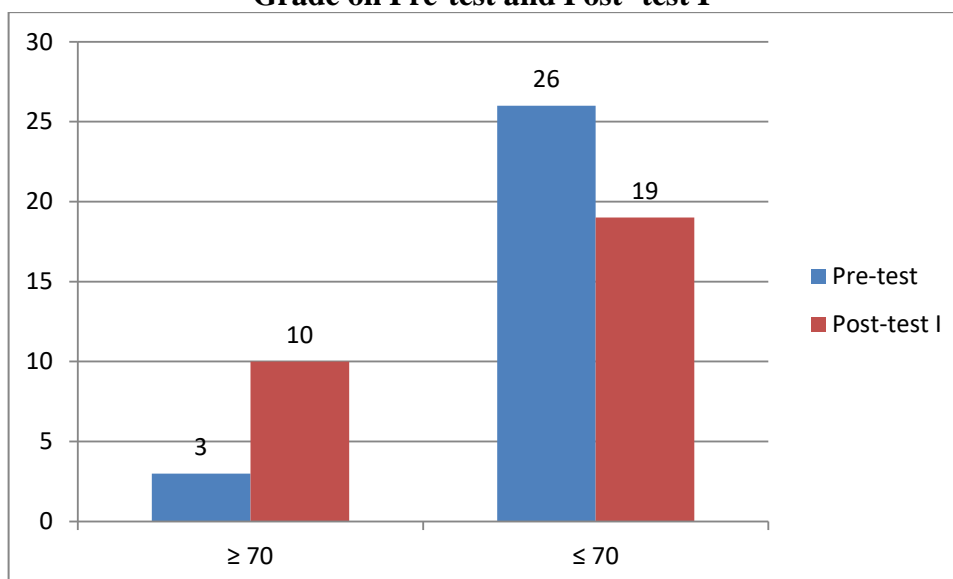
23.	RD	55	65	10	IMPROVE
24.	RV	40	70	30	IMPROVE
25.	RA	70	75	5	IMPROVE
26.	TA	75	70	-5	DECREASE
27.	TC	55	50	-5	DECREASE
28.	YA	60	70	10	IMPROVE
29.	YS	65	75	10	IMPROVE
Total		1.615	1.935	300	
Average		56	67		
The highest grade		80	80		
The lowest grade		35	50		

Table 4.11
The Comparison of Students' Pre-test and Post-test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	3 students	10 students	Complete
≤ 70	26 students	19 students	Incomplete
Total	29	29	

Then, the graph of comparison students reading comprehension pretest and post-test I grade in cycle I could be seen as follow:

Figure 4.5
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test I



The table and the graphic above, in the pre-test result it could be inferred that 26 students (90%) were not successful and 3 other students (10%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 1 Trimurjo Central Lampung at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 56, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 10 students (34%) got grade up to the standard and 19 students (66%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Cycle II

The action in the cycle I was not successful enough, the cycle had to be continued to cycle II. Cycle II was used to repair the weakness identified in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some

weaknesses on cycle I. Then, the researcher and collaborator planned of the action for students as follow: preparing the lesson plan, preparing the material, preparing the learning media, preparing the observation sheet of the students` activity II.

2) Acting

a) The First Meeting

The first meeting was conducted on Tuesday, March 26th, 2024 with the allocation times 2x40 minutes at 11.30 a.m until 13.10 p.m. This meeting was started by praying and greeting, checking the attendance list, and asking the students` condition. After that, the researcher gave the material. Furthermore. The researcher explained about the SQ3R strategy that relates to the principle of systematic problem solving. In SQ3R strategy in teaching reading comprehension in the process of action, the researcher applied the steps of SQ3R strategy. The researcher gave the students text descriptive about Prilly Latuconsina. In addition, the students read the text to understand its content, and after they had read, the researcher asked the students to explain what they had gathered from the text. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and

informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

b) The Second Meeting

The second meeting was conducted on Wednesday, March 27th, 2024 at 11.30 a.m until 13.10 p.m ,this meeting used to analyzed the text together and post-test II, for 2x40 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave the text to analyze together through the SQ3R strategy.

These are the steps taken by the researcher to implement the SQ3R strategy in the classroom:

1. Survey:

- The researcher explains to the students the importance of surveying the text before reading it in depth.
- The researcher invites students to look at headings, subheadings, images, graphs, and summaries to get a general idea of the content of the text.
- The researcher asks students to note down important points or keywords that catch their attention during this survey.

2. Question

- The researcher encourages students to turn the subheadings or key points found during the survey into questions. For example: “Who is Prilly?”

3. Read

- The researcher asks students to actively read the text to find answers to the questions they have created.
- The researcher encourages students to read with focus and note down key points or answers to their questions.

4. Recite

- After reading, the researcher invites students to repeat the information they have read in their own words.
- Students can do this orally with classmates, in small groups, or write short summaries.

5. Review

- The researcher asks students to review their notes, the answers to their questions, and the summaries they have made.
- Students can do this several times to strengthen their understanding and memory of the material

After that the researcher gave the post-test to the students. The kind of the test are multiple choices which consisted of 20 items . In this session, the researcher got the result of the students` post-test II in cycle II. The result can be seen on the table below:

Table 4.12
The Students' Grade in Post-test II

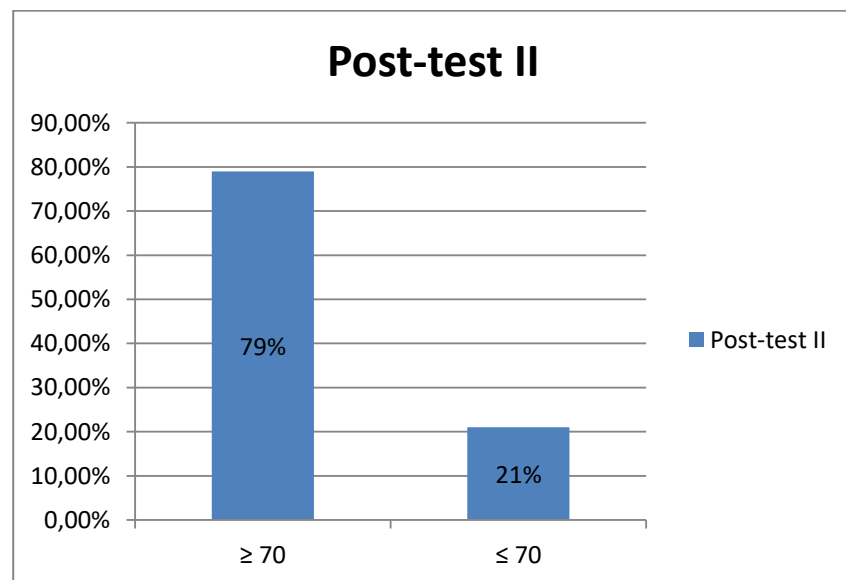
No.	Name	Scores	Categories
1.	AP	75	Complete
2.	AA	80	Complete
3.	AS	80	Incomplete
4.	BN	70	Incomplete
5.	CJ	85	Incomplete
6.	DA	85	Complete
7.	DR	75	Incomplete
8.	DA	60	Incomplete
9.	EU	75	Incomplete
10.	EA	75	Incomplete
11.	FP	80	Complete
12.	GP	90	Complete
13.	HD	85	Complete
14.	JD	75	Incomplete
15.	JO	75	Complete
16.	MR	80	Incomplete
17.	MR	85	Complete
18.	MK	75	Incomplete
19.	MO	80	Complete
20.	NA	70	Incomplete
21.	PS	80	Complete
22.	RR	70	Incomplete
23.	RD	70	Incomplete
24.	RV	75	Complete
25.	RA	80	Complete
26.	TA	75	Complete
27.	TC	70	Incomplete

28.	YA	75	Complete
29.	YS	80	Incomplete
Total of all student's grade		2.230	
Total of all student's		29	
The highest grade		90	
The lowest grade		60	
Average		77	

Table 4.13
Frequency of Students' Grade in Post-test II

No.	Grades	Frequency	Percentage	Explanation
1.	≥ 70	23	79%	Complete
2.	≤ 70	6	21%	Incomplete
Total		29	100%	

Figure 4.6
The Percentage of The Students' Grade in Post-test II



Based on the result above, it could be inferred that 23 students (79%) were successful and 6 other students (21%) were not successful. From the post-test II results, the

researcher got the average of 77 %. It was higher than post-test I in cycle I.

3) Observing

In this step, the researcher presented the material using the SQ3R strategy. In learning process, there were also four indicators used to determine student activities, as in the previous learning process. Based on the observation sheets' results in cycle II, the researcher indicated that the learning process in cycle II had been successful. The result of the observation of student learning activities in cycle II, as follows:

Table 4.14
The Students' Learning Activities Observation in Cycle II

No.	Name	The Indicators of Students' Learning Activity			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	√	√	√	√
2.	AA	√	√	-	√
3.	KS	√	-	√	√
4.	BN	√	√	√	-
5.	CJ	-	√	√	√
6.	DA	√	√	√	√
7.	DR	√	√	√	√
8.	DA	-	√	-	√
9.	EU	√	-	√	√
10.	EA	√	√	-	√
11.	FP	√	√	√	√
12.	GP	-	√	√	√

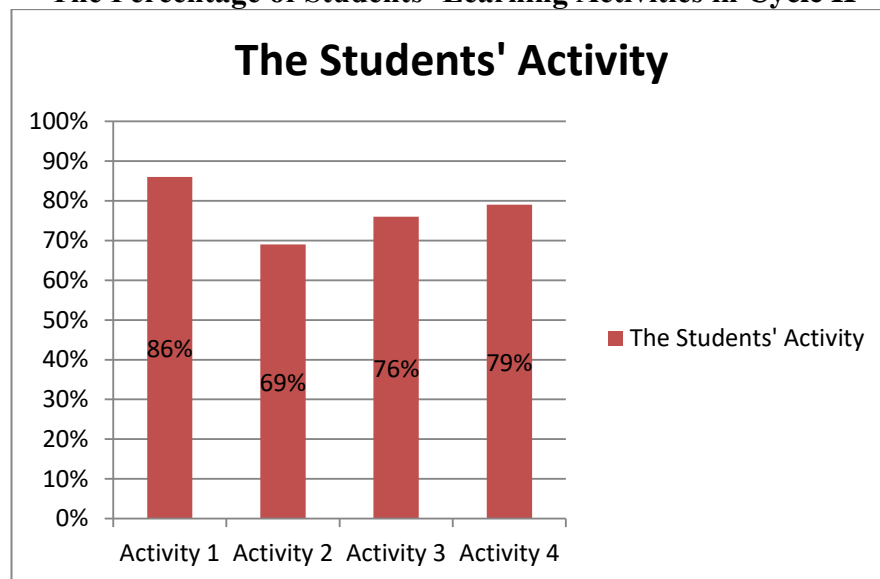
13.	HD	√	-	√	-
14.	JD	√	√	√	√
15.	JDO	-	-	√	-
16.	MR	√	√	-	√
17.	MR	√	-	√	√
18.	MK	√	√	√	-
19.	MO	√	-	√	√
20.	NA	√	√	-	√
21.	PS	√	-	√	√
22.	RR	√	√	-	√
23.	RD	√	√	√	-
24.	RV	√	√	√	√
25.	RA	√	√	√	√
26.	TA	√	-	-	√
27.	TC	√	√	√	√
28.	YA	√	-	√	-
29.	YS	√	√	√	√
Total		25	20	22	23

Table 4.15
The Frequency of Students' Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1.	The students pay attention of the teacher explanation	25	86%
2.	The students ask/ answer question	20	69%
3.	The students active in class	22	76%
4.	The students able to do the task	23	79%
	Total Students	29	
The percentage of students' learning activity		77,5%	

Source: The students' activity at the eight grade of VIII of SMPN 1 Trimurjo Central Lampung on March 27th 2024.

Figure 4.7
The Percentage of Students' Learning Activities in Cycle II



The table above showed that the students' activity in cycle II was improve. The students' activity that had high percentage were the students pay attention of the teacher explanation 86%, then, the students ask/answer the question from the teacher 69% and the students active in the class 76%, and the last the students able do the task 79%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using SQ3R strategy, the reading comprehension would improve. The comparison between students post-test I score and post-test II score could be compared on the following table :

Table 4.16
The Comparison between Post-test I and Post-test II Grade

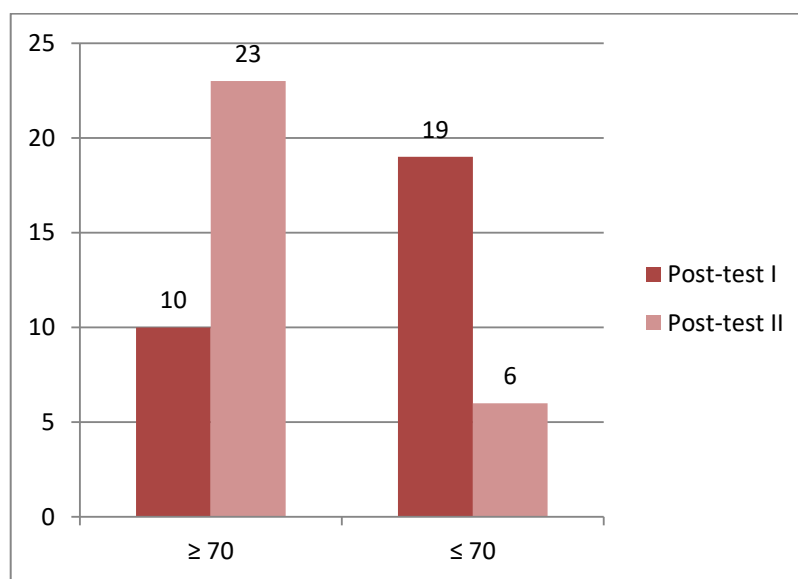
No.	Name	Post-test I	Post-test II	Deviation	Explanation
1.	AP	70	75	5	IMPROVE
2.	AA	75	80	5	IMPROVE
3.	AS	60	80	20	IMPROVE
4.	BN	50	70	20	CONSTANT
5.	CJ	80	85	5	IMPROVE
6.	DA	75	85	10	IMPROVE
7.	DR	60	75	15	IMPROVE
8.	DA	50	60	10	IMPROVE
9.	EU	65	75	10	IMPROVE
10.	EA	60	75	15	IMPROVE
11.	FP	70	80	10	IMPROVE
12.	GP	70	90	20	IMPROVE
13.	HD	75	85	10	IMPROVE
14.	JD	60	75	15	IMPROVE
15.	JO	70	75	5	IMPROVE
16.	MR	75	80	5	IMPROVE
17.	MR	60	85	25	IMPROVE
18.	MK	60	75	15	IMPROVE
19.	MO	70	80	10	IMPROVE
20.	NA	60	70	10	IMPROVE
21.	PS	75	80	5	IMPROVE
22.	RR	50	70	20	IMPROVE
23.	RD	65	70	5	IMPROVE
24.	RV	70	75	5	IMPROVE
25.	RA	75	80	5	IMPROVE
26.	TA	70	75	5	IMPROVE
27.	TC	50	70	20	IMPROVE
28.	YA	70	75	5	IMPROVE
29.	YS	75	80	5	IMPROVE
Total		1.935	2.230	315	
Average		67	77		
The highest grade		80	90		
The lowest grade		50	60		

Table 4.17
The Comparison of Students' Grade in Post-test I and Post-test II

Interval	Post-test I	Post-test II	Criteria
≥ 70	10 students	23 students	Complete
≤ 70	19 students	6 students	Incomplete
Total	29	29	

Then, the graph of students comparison of post-test I and post-test II grade in cycle II could be seen as follow:

Figure 4.8
The Percentage of Comparison of Students' Grade on Post-test I and Post-test II



Based on the table above, it could be seen that the students' grade in post-test I were varied. It was concluded that 10 students (34%) succeeded, and 19 other students (66%) were not successful. From the post-test II results, the researcher got the percentage of 77%. This result was higher than post-test I in cycle I. It meant that the success indicator of this research had

been achieved, which was >70% of students achieving a grade of 70. It indicated that the students' reading comprehension was improved. Based on the results above, it could be inferred that this Classroom Action Research (CAR) was successful. The research was successful and would not be continued in the next cycle because the learning process and the product of learning entirely passed the indicators of success. It meant that the SQ3R strategy improve the students' reading comprehension.

a) Comparison of Grade in Pre-test, Post-test I in Cycle I, and Post-test in Cycle II

English learning process was successfully in cycle I but the students' average grade was low. Meanwhile, the grade of the students' in post-test I was higher than pre-test. Additionally, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 4.18
The Comparison of Reading Comprehension of Pre-test, Post-test I in Cycle I and Post-test II in Cycle II

No.	Grade		
	Pre-test	Post-test I	Post-test II
1.	35	70	75
2.	50	75	80
3.	50	60	80

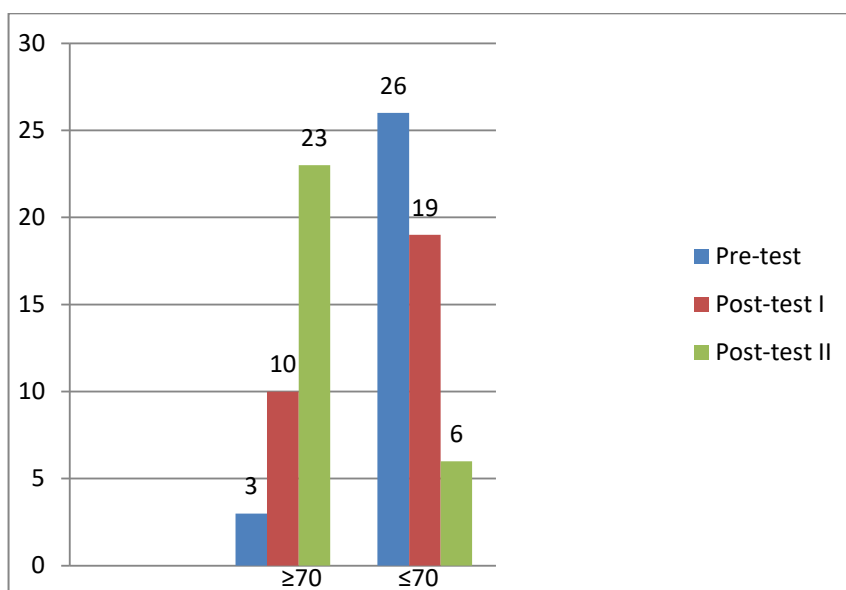
4.	50	50	70
5.	45	80	85
6.	60	75	85
7.	40	60	75
8.	35	50	60
9.	55	65	75
10.	60	60	75
11.	55	70	80
12.	70	75	90
13.	65	75	85
14.	55	60	75
15.	55	70	75
16.	40	75	80
17.	80	75	85
18.	50	60	75
19.	70	70	80
20.	50	60	70
21.	75	75	80
22.	50	50	70
23.	55	65	70
24.	40	70	75
25.	70	75	80
26.	75	70	75
27.	55	50	70
28.	60	70	75
29.	65	75	80
Total	1.615	1.935	2.230

Table 4.19
The Comparison of Students' Pre-test, Post-test I Grade in
Cycle I and Post –test II Grade in Cycle II

Interval	Pre-test		Post-test I		Post-test II		Explanation
	Frequency	Percentage	F	P	F	P	
≥ 70	3	10%	10	34%	23	79%	Complete
≥ 70	26	90%	19	66%	6	21%	Incomplete
Total	29	100%	29	100%	29	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The researcher shows the graph of the result of pre-test, post-test I and posttest II, as follow:

Figure 4.9
The Comparison Grade of Students' Reading Comprehension
in Pre-test, Post-test I in Cycle I and Post-test II in Cycle I



Based on the graph above, it could be inferred that SQ3R strategy could improve the students' reading comprehension. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

1. The Results of Students' Learning Activities in Cycle I and Cycle II

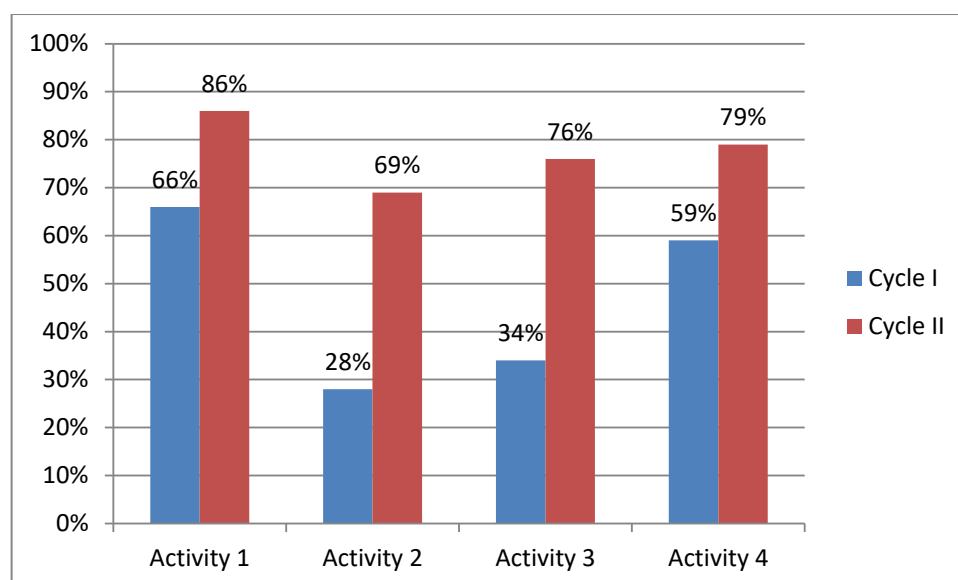
The students' learning activities data was gotten from the whole students' learning activities on observation sheet.

The table increase students' activities as follows:

Table 4.20
The Percentage of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1.	The students' pay attention of the teacher explanation	19	66%	25	86%	Increased
2.	The students' ask/answer question	8	28%	20	69%	Increased
3.	The students' active in class	10	34%	22	76%	Increased
4.	The students able to do the task	17	59%	23	79%	Increased

Figure 4.10
The Graph of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The students' pay attention to the teacher explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 66% and in cycle II 86%, it is increased 20%.

b) The students' ask/answer question from teacher

The students' ability to ask and answer questions from the teacher showed a significant improvement from the next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. In this activity, it was increased 41% , from cycle I 28% and cycle II 69%

c) The students' activeness in the class

The active students in class were increased. It could be seen on the cycle I 34% and cycle II 76%, it increased 42%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in students' reading comprehension when SQ3R strategy was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. it could be seen on the cycle I 59% and cycle II 79%, it increased 20%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of SQ3R strategy can improve the students' reading comprehension and their learning activity. There was progress average grade from 56 to 67 and to 77.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to posttest II. The average grade in the pre-test was 26 students' did not achieve the criteria (90%).

Moreover, in the post-test I there was 10 students or (34%) passed the test the indicator students get grade >70 with average 67. Meanwhile, in the post-test II there was 23 students or (79%) passed the test the indicator students get grade >70 with average 77. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 70 was achieved.

B. Discussion

In the learning of reading comprehension to the students' of SMPN 1 Trimurjo Central Lampung especially in students of eighth grade , based on the pre-survey there are some problems like some students' have lack in vocabulary , their not interesting in reading text and understanding text.

The researcher chooses SQ3R strategy to improve the students' reading comprehension and their learning activity. The researcher used this strategy to organize students' idea and made students' more active in reading comprehension in learning English. Therefore, it is proved that the implementation of SQ3R strategy improves the students' learning activities using SQ3R. Therefore, SQ3R hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of SQ3R strategy could improve the students' reading comprehension. There is progress from the students gets grade ≥ 70 from pre-test 10% or 3 students, post-test I 34% or 10 students and post-test II become 79% or 23 students. It is inferred that there is increasement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade >70 are reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be increased through SQ3R strategy at the eighth grade of SMPN 1 Trimurjo Central Lampung.

SQ3R strategy can improve students' reading comprehension at the eighth grade of SMPN 1 Trimurjo Central Lampung. It can be seen on the progress from pretest to cycle I and cycle II. The average grade from pre-test 56 to post-test I 67 became 77 in post-test II. In cycle I, there were 10 students passed the test. Moreover, in cycle II there were 23 students who get grade ≥ 70 . It means that result of cycle II had already achieved the indicator of success that was 77% of the students achieve the minimum mastery criteria (MMC).

In addition, SQ3R strategy can improve students' learning activity at the eighth graders of SMPN 1 Trimurjo Central Lampung. The students' activity in the implementation of cycle I and cycle II was very active and confidence. It means that SQ3R strategy can improve the students' reading comprehension. The students' reading comprehension in cycle I and cycle II increases significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to enhance the teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use SQ3R strategy in English learning especially in reading because it can improve students' reading comprehension.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and increase their reading comprehension so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use SQ3R strategy in learning process, because SQ3R strategy is so helpful.

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APPENDICES I

PROGRAM TAHUNAN

MATA PELAJARAN : BAHASA INGGRIS
 SATUAN PENDIDIKAN : UPTD SMP NEGERI 1 TRIMURJO
 KELAS/SEMESTER : VIII/ I & II
 TAHUN PELAJARAN : 2023 – 2024
 KURIKULUM : KURIKULUM SEKOLAH PENGGERAK

SEMESTER	NO	MATERI	TUJUAN PEMBELAJARAN	ALOKASI WAKTU	
GASAL	1	Invite someone to do something	A.8.1 Siswa mampu mengaplikasikan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja	6 JP	
	2	TES SUMATIF 1/REMEDIAL DAN PENGAYAAN			3 JP
	3	Asking and giving permission	B.8.2 Mampu mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	3 JP	
	4	TES SUMATIF 2/REMEDIAL DAN PENGAYAAN			3 JP
	5	Asking for attention	B.8.3 Mampu mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	3 JP	
	6	SUMATIF TENGAH SEMESTER GASAL			3 JP
	7	Checking for understanding	B.8.4 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	3 JP	
	8	TES SUMATIF 3/REMEDIAL DAN PENGAYAAN			3 JP
	9	Asking and giving	A.8.5 Siswa mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks	3 JP	

		TOTAL	63 JP
	opinion	yang disajikan dalam bentuk multimodapada konteks yang berbed dalam lingkup kehidupan remaja.	
10	Prohibition, Obligation	B.8.6 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	3 JP
10	Instruction, Suggestion	B.8.7 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	6 JP
11	Ability, Willingness	B.8.8 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	3 JP
12	Greeting Card, Invitation	B.8.9 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	6 JP
		SUMATIF AKHIR SEMESTER GASAL	3 JP
13		CADANGAN	3 JP

GENAP				
	1	<i>Comparative Degree</i>	C.8.6 Mampu merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja	6 JP
	2	<i>Recount Text</i>	C.8.7 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan	9 JP
	3		TES SUMAIF 1/REMEDIAL DAN PENGAYAAN	
	4	<i>Poster</i>	C.8.8 Mampu merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja	3 JP
	5		SUMATIF TENGAH SEMESTER GENAP	3 JP
	6	<i>Short Message</i>	C.8.9 Mampu merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja	3 JP
	7	<i>Notice</i>	C.8.10 Mampu merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja	3 JP
	8		TES SUMATIF 3/REMEDIAL DAN PENGAYAAN	3 JP
	7		PENILAIAN AKHIR SEMESTER GASAL	3 JP
	8		CADANGAN	6 JP
	9		TOTAL	39 JP

TUJUAN PEMBELAJARAN

MATA PELAJARAN	: BAHASA INGGRIS
FASE	: D
SATUAN PENDIDIKAN	: UPTD SMP NEGERI 1 TRIMURJO
KELAS/SEMESTER	: VIII/ I & II
TAHUN PELAJARAN	: 2023 – 2024

CAPAIAN PEMBELAJARAN

Fase D (Umumnya Kelas 7, 8, dan 9 SMP) Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

Alokasi Waktu	Tujuan Pembelajaran	Materi	Capaian Pembelajaran (Elemen)	Metode dan Aktifitas yang Disarankan serta Alternatifnya	Sumber Belajar	Profil Pelajar Pancasila
SEMESTER GASAL						
6 JP	<p>A.8.1 Siswa mampu mengaplikasikan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja.</p> <p>A.8.1.1 Peserta didik mampu mengidentifikasi struktur kalimat <i>Inviting someone to do something</i></p> <p>A.8.1.2 Peserta didik mampu menyusun kalimat dalam bentuk <i>Inviting someone to do</i></p>	<i>Inviting someone to do something.</i>	<p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosa kata, pelajar memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.</p>	<ol style="list-style-type: none"> 1. Metode Tutor sebaya 2. Aktifitas Mengajak tutur sebaya untuk berlatih berdialog dan menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek berdialog dan menyusun kalimat 	<p>✓ Buku Cetak Bahasa Inggris untuk SMP Kelas 8 PSP 2021 Jakarta. Cambridge.</p>	<p>✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif</p> <p>✓ Bernalar kritis</p>

	<i>something</i>		Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat			
	A.8.1.3 Peserta didik mampu menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat bentuk <i>Inviting someone to do something</i>					
			perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. (menyimak- Berbicara)			
3 JP	TES SUMATIF 1, REMEDIAL DAN PENGAYAAN					

6 JP	B.8.2 Mampu mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	<i>Asking and giving opinion</i>	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif .	<p>1. Metode Turor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat</p> <p>3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat</p>	<p>✓ Buku Cetak Bahasa Inggris untuk SMP Kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>✓ Video pembelajaran dan PPT tentang asking and giving opinion yang dibuat oleh guru</p>	<p>✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif</p> <p>✓ Bernalar kritis</p>
	B.2.1 Peserta didik mampu mengidentifikasi kalimat asking and giving opinion		Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam			

	B.2.2 Peserta didik mampu mengidentifikasi struktur kalimat asking and giving opinion		sebuah teks. (Membaca – Memirsa)			
3 JP	TES SUMATIF 2, REMEDIAL DAN PENGAYAAN					
6 JP	B.8.3 Mampu mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	<i>Asking and giving permission</i>	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide	1. Metode Turor sebaya 2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat	✓ Buku Cetak Bahasa Inggris untuk SMP Kelas 8 PSP 2021. Jakarta. Cambridge. ✓ Video pembelajaran dan PPT tentang <i>Asking and giving permission</i>	✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia ✓ Mandiri ✓ Kreatif ✓ Bernalar kritis
	8.3.1 Peserta didik mampu mengidentifikasi tujuan kalimat Asking and giving permission					

	8.3.2 Peserta didik mampu mengidentifikasi struktur kalimat Asking and giving permission 8.3.3 Peserta didik mampu memahami informasi tersirat dan tersurat dalam kalimat Asking and giving permission		utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. (Membaca–Memirsa)			
3 JP	SUMATIF TENGAH SEMESTER GASAL					
6 JP	B.84 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.	<i>Asking for attention</i>	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama	1. Metode Turor sebaya 2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat	✓ Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge. ✓ Video pembelajaran dan PPT tentang <i>Asking for attention</i>	✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia ✓ Mandiri ✓ Kreatif ✓ Bernalar kritis
	8.4.1 Peserta didik mampu mengidentifikasi tujuan kalimat Asking for attention					
	8.4.2 Peserta didik mampu					

	mengidentifikasi struktur kalimat Asking for attention		dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. (Membaca–Memirsa dan menulis)			
	8.4.3 Peserta didik mampu menyusun kalimat Asking for attention					
3 JP	TES SUMATIF 3/REMEDIAL DAN PENGAYAAN					

6 JP	<p>A.8.5 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja.</p> <p>8.5.1.B Peserta didik mampu mengidentifikasi struktur kalimat Checking for understanding</p> <p>8.5.2 Peserta didik mampu menyusun kalimat Checking for understanding secara berpasangan atau kelompok</p> <p>8.5.3 Peserta didik mampu</p>	<i>Checking for understanding</i>	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat (Membaca dan Menulis – Mempresentasikan)</p>	<ol style="list-style-type: none"> 1. Metode Turor sebaya 2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat 	<ul style="list-style-type: none"> ✓ Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge. ✓ Video pembelajaran dan PPT tentang <i>checking for understanding</i> yang dibuat oleh guru 	<ul style="list-style-type: none"> ✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia ✓ Mandiri ✓ Kreatif ✓ Bernalar kritis
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	mempresentasikan kalimat Checking for understanding secara berpasangan atau kelompok					
9 JP	<p>A.8.6 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja.</p> <p>8.6.1.B Peserta didik mampu mengidentifikasi struktur kalimat recount text</p> <p>8.6.2 Peserta didik mampu menyusun kalimat recount text berpasangan atau kelompok</p> <p>8.6.3 Peserta didik mampu</p>	Recount text	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu</p>	<p>1. Metode Tutor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat</p> <p>3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat</p>	<p>- Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>- Video pembelajaran dan PPT tentang Asking and giving opinion yang dibuat oleh guru</p>	<p>- Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>- Mandiri</p> <p>- Kreatif</p> <p>- Bernalar</p> <p>- kritis</p>

	mempresentasikan kalimat recount text secara berpasangan atau kelompok		pendapat (Membaca dan Menulis – Mempresentasikan			
6 JP	<p>A.8.7 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja.</p> <p>8.7.1.B Peserta didik mampu mengidentifikasi struktur Prohibition & Obligation</p> <p>8.7.2 Peserta didik mampu menyusun kalimat Prohibition & Obligation secara berpasangan atau kelompok</p> <p>8.7.3 Peserta didik mampu</p>	Prohibition & Obligation	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat (Membaca dan</p>	<p>1. Metode Tutor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat</p> <p>3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat</p>	<p>-Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>-Video pembelajaran dan PPT tentang Prohibition & Obligation yang dibuat oleh guru</p>	<p>Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>-Mandiri</p> <p>-Kreatif</p> <p>-Bernalar</p> <p>- kritis</p>

	mempresentasikan Prohibition & Obligation secara berpasangan atau kelompok		Menulis – Mempresentasika			
6 JP	<p>.8.8 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja.</p> <p>8.8.1.B Peserta didik mampu mengidentifikasi struktur kalimat Instruction & Suggestion</p> <p>8.8.2 Peserta didik mampu menyusun kalimat Instruction & Suggestion secara berpasangan atau</p>	Instruction & Suggestion	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu</p>	<p>1. Metode Tutor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat</p> <p>3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat</p>	<p>Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>- Video pembelajaran dan PPT tentang Prohibition & Obligation yang dibuat oleh guru</p>	<p>Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>- Mandiri</p> <p>- Kreatif</p> <p>- Bernalar</p> <p>- kritis</p>

	kelompok 8.8.3 Peserta didik mampu mempresentasikan kalimat Instruction & Suggestion secara berpasangan atau kelompok		pendapat (Membaca dan Menulis – Mempresentasika			
6 JP	8.9 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja. 8.9.1.B Peserta didik mampu mengidentifikasi struktur kalimat Ability & Willingness 8.9.2 Peserta didik mampu menyusun kalimat Ability & Willingness secara	Ability & Willingness	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan	1. Metode Tutor sebaya 2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat	Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge. - Video pembelajaran dan PPT tentang Ability & willingness yang dibuat oleh guru	Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia - Mandiri - Kreatif - Bernalar - kritis

	berpasangan atau kelompok 8.9.3 Peserta didik mampu mempresentasikan kalimat Ability & Willingness secara berpasangan atau kelompok		menjelaskan atau mempertahankan suatu pendapat (Membaca dan Menulis – Mempresentasikan			
6 JP	8.10 Mampu menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup kehidupan remaja. 8.10.1.B Peserta didik mampu mengidentifikasi struktur kalimat	Greeting card & Invitation	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks	1. Metode Turor sebaya 2. Aktifitas Mengajak tutor sebaya untuk berlatih menyusun kalimat 3. Metode alternatif Demonstrasi dengan praktek menyusun kalimat	Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge. - Video pembelajaran dan PPT tentang Greeting card & Invitation yang dibuat oleh guru	Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia - Mandiri - Kreatif - Bernalar - kritis

	Greeting card & Invitation 8.10.2 Peserta didik mampu menyusun kalimat Greeting card & Invitation secara berpasangan atau kelompok		informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat			
	8.10.3 Peserta didik mampu mempresentasikan kalimat Greeting card & Invitation secara berpasangan atau kelompok		(Membaca dan Menulis – Mempresentasikan			
3 JP	SUMATIF AKHIR SEMESTER GASAL					
3 JP	CADANGAN					
66 JP	TOTAL JAM					
SEMESTER GENAP						
SEM.II	C.8.6 Mampu merancang berbagai ragam teks	<i>Comparative degree.</i>	Pada akhir fase D, peserta didik	1. Metode Turor sebaya	✓ Buku Cetak Bahasa Inggris	✓ Beriman, bertaqwa

6 JP	<p>tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja</p> <p>8.6.1 Peserta didik mampu mengidentifikasi tujuan teks (<i>comparative degree</i>)</p> <p>8.6.2 Peserta didik mampu mengidentifikasi struktur teks (<i>comparative degree</i>)</p> <p>8.6.3 Peserta didik mampu mengidentifikasi unsur kebahasaan (<i>comparative degree</i>)</p> <p>8.6.4 Peserta didik mampu menyusun <i>comparative degree</i></p>		<p>mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat (Menulis – Mempresentasikan)</p>	<p>2. Aktifitas Mengajak tutor sebaya untuk berlatih berdialog, Menyusun dan mempresentasikan</p> <p>3. Metode alternatif Demonstrasi dengan praktek berdialog dan presentasi</p>	<p>untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>✓ Video pembelajaran dan PPT tentang <i>Procedure Text</i></p>	<p>kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif</p> <p>✓ Bernalar kritis</p>
3 JP	TES SUMATIF 1/REMEDIAL DAN PENGAYAAN					

3 JP	SUMATIF TENGAH SEMESTER GENAP					
9 JP	<p>C.8.7 Mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja</p> <p>8.7.1 Peserta didik mampu mengidentifikasi tujuan teks (<i>Recount Text</i>)</p> <p>8.7.2 Peserta didik mampu mengidentifikasi struktur teks (<i>Recount Text</i>)</p> <p>8.7.3 Peserta didik mampu mengidentifikasi unsur kebahasaan (<i>Recount Text</i>)</p> <p>8.7.4 Peserta didik mampu menyusun <i>Recount Text</i></p>	<i>Recount text</i>	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat (Menulis – Mempresentasikan)</p>	<p>1. Metode Turor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih berdialog, dan menyusun kalimat serta teks</p> <p>3. Metode alternatif Demonstrasi dengan praktek berdialog dan menyusun kalimat serta teks</p>	<p>✓ Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>✓ Video pembelajaran dan PPT tentang <i>Recount Text</i></p>	<p>✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif</p> <p>✓ Bernalar kritis</p>

JP	TES SUMATIF 2, REMEDIAL DAN PENGAYAAN					
12 JP	<p>C.8.8 Mampu memproduksi berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja</p> <p>8.8.1 Peserta didik mampu mengidentifikasi text fungsional (Short message & Notice)</p> <p>8.8.2 Peserta didik mampu mengidentifikasi unsur kebahasaan text fungsional short message & notice.</p> <p>8.8.3 Peserta didik mampu menyusun dan mempresentasikan text fungsional (Short message & Notice)</p>	<i>Short Message & Notice</i>	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat (Menulis – Mempresentasikan)</p>	<p>1. Metode Turor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih membandingkan, menangkap makna, menyusun dan mempresentasikan.</p> <p>3. Metode alternatif Demonstrasi dengan praktek membandingkan, menangkap makna, menyusun dan mempresentasikan.</p>	<p>✓ Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>✓ Video pembelajaran dan PPT tentang <i>Song</i></p>	<p>✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif</p> <p>✓ Bernalar kritis</p>

6 JP	<p>C.8.8 Mampu memproduksi berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja</p> <p>8.8.1 Peserta didik mampu mengidentifikasi text fungsional poster.</p> <p>8.8.2 Peserta didik mampu mengidentifikasi unsur kebahasaan text fungsional short message & Notice.</p> <p>8.8.3 Peserta didik mampu menyusun dan mempresentasikan text fungsional</p>	Poster	<p>Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat</p>	<p>1. Metode Turor sebaya</p> <p>2. Aktifitas Mengajak tutor sebaya untuk berlatih membandingkan, menangkap makna, menyusun dan mempresentasikan.</p> <p>3. Metode alternatif Demonstrasi dengan</p>	<p>✓ Buku Cetak Bahasa Inggris untuk SMP kelas 8 PSP 2021. Jakarta. Cambridge.</p> <p>✓ Video pembelajaran dan PPT tentang <i>Song</i></p>	<p>✓ Beriman, bertaqwa kepada Tuhan yang Maha Esa dan berakhlak mulia</p> <p>✓ Mandiri</p> <p>✓ Kreatif Bernalar kritis</p>
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poster.

sederhana dan majemuk
untuk menyusun
argumen dan
menjelaskan atau
mempertahankan suatu
pendapat (Menulis –
Mempresentasikan)

**praktek
membandingkan,
menangkap makna,
menyusun dan
mempresentas**

3 JP**TES SUMATIF 4/REMEDIAL DAN PENGAYAAN****3 JP****SUMATIF AKHIR SEMESTER GENAP****9 JP****CADANGAN****51JP****TOTAL**

MODUL AJAR BAHASA INGGRIS

FASE D KELAS VIII

MATERI : DESCRIPTIVE TEXT

SKILL : READING

INFORMASI UMUM	
Nama Penyusun	Nita Saputri
Nama Sekolah	SMPN 1 Trimurjo
Kelas	VIII
Fase	D
Target Peserta Didik	Reguler
Strategi Pembelajaran	SQ3R Strategy
Sarana dan Prasarana	Fasilitas yang dibutuhkan: 1. Laptop 2. LCD 3. Video 5. Handphone 6. Jaringan Internet 7. PPT
Sumber Belajar	Buku Ajar, Internet
Alat dan Bahan	Power Point, Internet
Profil Pelajar Pancasila	- Beriman dan Bertaqwa kepada Tuhan yang Maha Esa - Berkebhinekaan Global - Bergotong Royong - Bernalar Kritis
Tahun Pelajaran	2024/2025
Alokasi Waktu	2 x 40 Menit (1 Pertemuan)
KOMPONEN INTI	
CAPAIAN PEMBELAJARAN	Pada akhir fase D, siswa menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadirujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris

	<p>untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
<p>ELEMEN CAPAIAN PEMBELAJARAN</p>	<p style="text-align: center;">Membaca – Memirsa</p> <p>Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secaramandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>
Tujuan Pembelajaran	<ul style="list-style-type: none"> - Peserta didik mampu membaca teks deskriptif yang diberikan dan menganalisis struktur kalimat di dalamnya. - Peserta didik mampu menyebutkan dan menganalisis ide utama serta informasi spesifik dalam teks deskriptif yang diberikan.
Pemahaman Bermakna	<ul style="list-style-type: none"> - Peserta didik mampu membaca teks Bahasa Inggris dengan menggunakan ucapan yang benar dan intonasi yang tepat.
Kompetensi Awal	<ul style="list-style-type: none"> - Memiliki beberapa kosakata <i>Adjectives</i> untuk menjelaskan ciri – ciri seseorang. - Memahami penggunaan <i>Simple Present Tense</i>.
Pertanyaan Pemantik	<ul style="list-style-type: none"> - Who is your idol? - Have you ever seen an English text

	about your idol?? - Have you ever tried to read the text?
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KEGIATAN PEMBELAJARAN		
PERTEMUAN I		
Kegiatan Pendahuluan	Prosedur	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru memberi salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit
Inti	<ul style="list-style-type: none"> • Guru menampilkan gambar seseorang kemudian melakukan tanya jawab seputar gambar. • Peserta didik diminta untuk mengamati gambar yang diberikan oleh guru, mendengarkan penjelasan dari guru, dan merespon pertanyaan yang diberikan oleh guru. 	50 Menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan feedback dari materi yang telah dipelajari. • Guru memberikan hadiah 	15 Menit

	<p>dan pujian untuk peserta didik.</p> <ul style="list-style-type: none"> • Guru menutup proses kegiatan belajar mengajar dengan do'a. 	
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PERTEMUAN II		
Kegiatan Pendahuluan	Prosedur	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru memberi salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit
Inti	<ul style="list-style-type: none"> • Guru meminta siswa untuk merumuskan pertanyaan berdasarkan teks yang sudah diberikan. • Guru meminta siswa untuk mengerjakan soal latihan untuk mengukur tingkat pemahaman materi peserta didik. 	50 Menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan feedback dari materi 	15 Menit

	<p>yang telah dipelajari.</p> <ul style="list-style-type: none"> • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a. 	
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PERTEMUAN III		
Kegiatan Pendahuluan	Prosedur	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru memberi salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa. • Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit
Inti	<ul style="list-style-type: none"> • Guru membagikan contoh descriptive text . • Siswa diminta untuk membaca contoh teks dari descriptive text . • Siswa dijelaskan mengenai isi descriptyive text yang 	50 Menit

	telah dibacakan.	
Penutup	<ul style="list-style-type: none"> • Guru memberikan feedback dari materi yang telah dipelajari. • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a. 	15 Menit

PERTEMUAN IV		
Kegiatan Pendahuluan	Prosedur	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru memberi salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa. • Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit

Inti	<ul style="list-style-type: none"> • Guru meminta siswa membuat pertanyaan . • Guru dan siswa berdiskusi dengan grup untuk mendapatkan jawaban dari pertanyaan yang sudah dibuat. 	50 Menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan feedback dari materi yang telah dipelajari. • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a. 	15 Menit

Penilaian	<ul style="list-style-type: none"> - Performance Observation - Reading Test
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Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The students answer questions completely
75 - 85	B	Good	b. The students answer only 13 – 15 questions of 20 items.

Trimurjo, March 2024

English Teacher

St. MUSYAROFAH, S.Pd

NIP. 196409251990032005

The Researcher

NITA SAPUTRI

NPM. 2001051027































No.	Basic Competence	Indicators	Item Test		
			Pre-test	Post-test II	Post-test II
1.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan menanyakan deskripsi dan tentang orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan penggunaannya .	<ul style="list-style-type: none"> • Siswa mampu mengidentifikasi gagasan utama yang terdapat dalam teks deskriptif. • Siswa mampu merangkum inti atau pokok pikiran dari teks. • Siswa mampu menyusun kesimpulan yang tepat mengenai isi keseluruhan teks deskriptif. • Siswa mampu mengidentifikasi gramatikal yang digunakan dalam teks deskriptif, seperti penggunaan tense, subjek, dan objek. • Siswa dapat menemukan informasi spesifik dalam teks dan mengidentifikasi detail penting tanpa membaca seluruh teks. • Siswa dapat mengenali dan menjelaskan penggunaan bahasa deskriptif, seperti kata sifat dan kata benda khusus yang menambahkan 	20 items	20 items	20 items

		<p>detail ke teks.</p> <ul style="list-style-type: none">• Siswa dapat menyusun rangkuman visual dari teks deskriptif dengan merangkum gambaran utama yang disampaikan.• Siswa mampu menemukan deskripsi fisik atau visual dari objek, tempat, atau situasi yang dijelaskan dalam teks deskriptif.			
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ATTENDANCE LIST OF PRE TEST

CLASS : VIII













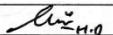
















DATE : 14 March 2024

No.	Name	Signature	
1.	Adinda Eka Putri		
2.	Annisa Fitri Aprilya		
3.	Ardhan Kapiyan Sah		
4.	Bayu Adhi Nugraha		
5.	Cici Cinta Jesika		
6.	Desta Nur Aldiyat		
7.	Destia Rachmawati		
8.	Dzaky Althaaf		
9.	Edo Candra Utama		
10.	Ewy Puspa Amanda		
11.	Fanesya Yudistia Pratiwi		
12.	Gaga Satria Putra		
13.	Hafizha Eren Dinata		
14.	Jovino Damaresta		
15.	Juwita Dwi Oktavia		
16.	Mamlu Atul Hikmah Ramadhani		
17.	Muhammad Akram Adistan Ramadhan		
18.	Meda Uswatun Khamila		
19.	Muhammad Oktavian		
20.	Naila Anggraini		
21.	Prayashita Stavanggani		
22.	Raihan Ramadhan		
23.	Raya Anindya Diti		
24.	Reyvaldo Vandiano		
25.	Reza Muhammad Akbar		
26.	Tegar Rafa Al-fariz		
27.	Tyara Chaerunisa		
28.	Yasmin Azumi		
29.	Yogi Saputra		

ATTENDANCE LIST OF POST-TEST I

CLASS : VIII






























DATE : 20 March 2024

No.	Name	Signature	
1.	Adinda Eka Putri		
2.	Annisa Fitri Aprilya		
3.	Ardhan Kapiyan Sah		
4.	Bayu Adhi Nugraha		
5.	Cici Cinta Jesika		
6.	Destia Nur Aldiyat		
7.	Destia Rachmawati		
8.	Dzaky Althaaf		
9.	Edo Candra Utama		
10.	Ewy Puspa Amanda		
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13.	Hafitzha Eren Dinata		
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16.	Mamlu Atul Hikmah Ramadhani		
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18.	Meda Uswatun Khamila		
19.	Muhammad Oktavian		
20.	Naila Anggraini		
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22.	Raihan Ramadhan		
23.	Raya Anindya Diti		
24.	Reyvaldo Vandiano		
25.	Reza Muhammad Akbar		
26.	Tegar Rafa Al-fariz		
27.	Tyara Chaerunisa		
28.	Yasmin Azumi		
29.	Yogi Saputra		

ATTENDANCE LIST OF POST-TEST II

CLASS : VIII

DATE : 27 March 2024

No.	Name	Signature
1.	Adinda Eka Putri	
2.	Annisa Fitri Aprilya	
3.	Ardhan Kapiyan Sah	
4.	Bayu Adhi Nugraha	
5.	Cici Cinta Jesika	
6.	Desti Nur Aldiyat	
7.	Destia Rachmawati	
8.	Dzaky Althaaf	
9.	Edo Candra Utama	
10.	Ewy Puspa Amanda	
11.	Fanesya Yudistia Pratiwi	
12.	Gaga Satria Putra	
13.	Hafizha Eren Dinata	
14.	Jovino Damaresta	
15.	Juwita Dwi Oktavia	
16.	Mamlu Atul Hikmah Ramadhan	
17.	Muhammad Akram Adistan Ramadhan	
18.	Meda Uswatun Khamila	
19.	Muhammad Oktavian	
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21.	Prayashita Stavanggani	
22.	Raihan Ramadhan	
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24.	Reyvaldo Vandiano	
25.	Reza Muhammad Akbar	
26.	Tegar Rafa Al-fariz	
27.	Tyara Chaerunisa	
28.	Yasmin Azumi	
29.	Yogi Saputra	

PRE - TEST

Mata Pelajaran : Bahasa Inggris
 Jumlah Soal : 20 Butir

$$B = \frac{11 \times 100}{20} = 55$$

Name : Tyara Chaerumsa

Class : VIII. 6

Read the following text to answer questions number 1 to 5.

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. Miko's eyes are

- A. Black
- B. White
- C. Brown
- D. Dark brown

2. The writer got the pet from

- A. His neighbor
- B. A pet shop
- C. His friend
- D. His mother

3. What is the text about?

- A. My lovely dog
- B. My best friend
- C. My pet shop

D. His mother

4. What is one characteristic of the pet mentioned in the text?

- A. Shy
- B. Funny
- C. Quiet
- D. Lazy

5. When did the person receive the pet?

- A. 2008
- B. 2009
- C. 2010
- D. 2011

Read the following text to answer questions number 6 to 10.

The Eka Karya Botanical Garden is a unique place to visit in Bali. There, visitor can stroll through cool and tranquil gardens, visit temples and traditional Balinese buildings, and learn about Balinese botany and traditional. The gardens combine scientific and conservation goals in a cool, mountainous setting; with adjacent forest and lakes, wildlife such as birds and monkeys, and the attractive landscaping all joined in harmony. With a rich collection of 1,187 species, the Eka Karya Botanical Garden is not only a forerunner in

conserving Indonesia's flora, but also one of the most beautiful gardens of its kind in the world.

The primary task of the Botanical Garden is to conduct research, inventory and protect Indonesian plant species, native to moist upland areas, particularly from eastern Indonesia, also to provide useful scientific service and to increase public appreciation for conservation.

6. What is the Eka Karya Botanical Garden Like?

- A. Kind
- B. Useful
- C. Unique
- D. Harmony

7. "There, visitors can stroll through cool..." (paragraph 1)

What does the underlined word mean?

- A. Walk slowly
- B. Examine carefully
- C. Observe seriously
- D. Stay temporarily

8. How many species are there in the rich collection of the Eka Karya Botanical Garden?

- A. 1,087
- B. 1,187
- C. 1,287
- D. 1,387

9. What is the primary task of the Botanical Garden?

- A. Hosting public events

- B. Conducting wildlife shows

- C. Conservation, research, and inventory of plant species

- D. Promoting traditional Balinese buildings

10. What type of wildlife can be found in the Eka Karya Botanical Garden?

- A. Polar bears
- B. Dolphins
- C. Birds and monkeys
- D. Elephants

Read the following text to answer questions number 11 to 15.

Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top.

What's a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says "J.Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video.

If J.Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

11. What is the text about?

- A. A successful actress
- B. Jennifer Lopez
- C. Jennifer Lopez's sisters
- D. Jennifer Lopez's sisters

12. What does J.Lo do when she has a problem?

- A. Sees her parents every weekend
- B. Phones her parents
- C. Meets her two sisters
- D. Goes clubbing in New York

13. What is the main idea of paragraph four?

- A. J. Lo's typical working day
- B. J. Lo's family relationship
- C. J. Lo's lifestyle on her free days
- D. J. Lo's activities in New York

14. "They get on very well together."

Who does the underlined word refer to?

- A. Adam Shankman and J.Lo
- B. Her parent and her sisters
- C. J. Lo and her sisters
- D. Her parents and J. Lo

15. What does Jennifer Lopez usually have for lunch during a typical working day?

- A. Green salad
- B. Coffee
- C. Heavy meal
- D. Pizza

Read the following text to answer questions number 16 to 20.

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

16. What are the colour of the robot's eyes?

- A. Red
- B. Blue
- C. Black
- D. White

17. What is the main idea of paragraph three?

A. A medium sized battery must be put to make the robot strong

B. Two batteries are needed to make the robot move

C. The writer's robot is difficult to move

D. The robot can move without batteries

18. From the text we know that ...

A. The robot can't move backward

B. The robot's feet are bendable

C. The robot can't move at all

D. The robot has no arms

19. How tall is the robot?

A. Ten centimeters

B. Fifteen centimeters

C. Twenty centimeters

D. Twenty-five centimeters

20. Where do you insert the batteries on the robot?

A. Front of the robot

B. Behind its neck

C. On its arms

D. Inside its head

POST-TEST I

Mata Pelajaran : Bahasa Inggris

Jumlah Soal : 20 Butir

$$B = \frac{15 \times 100}{20}$$

$$= 75$$

Name : HAFIZHA EREN DINATA

Class : 8.6

Read the following text to answer questions number 1 to 5.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

1. " ... they are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?

- A. People from out town
- B. Places in Boyolali
- C. Cow statues
- D. Real cows

2. What is the main idea of the last paragraph?

A. The statues help people to find places easily

B. The statues decorate the town beautifully

C. The cow can get their way easily around the town

D. The people from out of town easily find the statues

3. The text mainly tells us about

- A. The colour of the statues
- B. Cow statues in Boyolali
- C. A town called Boyolali
- D. How to raise cows

4. What are the statues made of?

- A. Wood
- B. Metal
- C. Concrete
- D. Plastic

5. Besides decorating the town, what is the additional purpose of the statues?

- A. Providing shade
- B. Guiding people from out of town

- C. Representing religious symbols
- D. Serving as landmarks for locals

Read the following text to answer questions number 6 to 10.

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

6. Picasso used shades of blue in his painting during the Blue Period, because

- A. He was sad to live in a traditional Barcelona
- B. The blue was to show poverty in Barcelona
- C. The blue represented modern art of this paintings
- D. Blue was Picasso's favorite color in his paintings

7. What is the main idea of paragraph three?

- A. Picasso used shades of blue in his paintings

- B. Picasso died in France on 1973
- C. Picasso was taught by his father
- D. Picasso was taught by his father

8. "... which depicted the destruction of Spanish town." (Paragraph 4).

The underlined word has the same meaning as

- A. Drawed
- B. Described
- C. Painted
- D. Presented

9. During Picasso's Blue period, what did he mainly use in his paintings?

- A. Shades of red
- B. Shades of yellow
- C. Shades of blue
- D. Shades of green

10. From the text, we know that

- A. Picasso used his paintings to describe his environment
- B. Picasso loved listening to the music and playing guitar
- C. Picasso was born, raised, and died in Malaga, Spain
- D. Picasso only used blue paint in all his paintings

Read the following text to answer questions number 11 to 15.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the

centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

11. How far is the park from the city?

- A. 2 km
- B. 10 km
- C. 12 km
- D. 100 km

12. Why do many people like to visit the bird park late in the afternoon?

- A. They are busy working in the morning
- B. The weather is not hot in the afternoon
- C. The birds in the park are caged in the morning
- D. They live in many different parts of the world

13. What is the main idea of the second paragraph?

- A. The most interesting place in Singapore is the bird park
- B. There is a restaurant next to a large lake in the park

C. There are hundreds of very beautiful birds in the cages

D. Singapore Bird Park is the largest bird park in the world

14. "It is located in the industrial area in Singapore." (paragraph 1)

What does the underlined word mean?

- A. Situated
- B. Held
- C. Conducted
- D. Performed

15. What type of animals can be found in the Bird Park?

- A. Lions and tigers
- B. Penguins, parrots, eagles, and ostriches
- C. Elephants and giraffes
- D. Dolphins and whales

Read the following text to answer questions number 16 to 20.

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attended his colossal ceremony in the west Sumatra.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.

The sunset marks the end of the procession the Tabuik was the brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

16. What is the text about?

- A. West Sumatra martial arts
- B. Tabuik ceremony in West Sumatra
- C. Islamic ceremony In West Sumatra
- D. A traditional ceremonies during Asura

17. What is the main idea of paragraph three?

- A. Tabuik ceremony is a traditional from the west Sumatra
- B. The Tabuik will dispose bad luck if thrown to the sea
- C. People wear traditional dress during the ceremony
- D. The Tabuik ceremony is ended when the sun set

18. Where is Tabuik come from?

- A. Minangkabau
- B. Pariaman
- C. Bengkulu
- D. West Coast

19. Why must Tabuik be thrown into the sea?

- A. To symbolize the end of the ceremony
- B. To show that the ceremony is over
- C. To mark the disposal of bad luck
- D. To complete the procession

20. What is the purpose of the text?

- A. To describe Tabuik ceremony
- B. To understand Minangkabau culture
- C. To explain the procession of throwing Tabuik

D. To give information about the local traditional on West Sumatra

POST -TEST II

Mata Pelajaran : Bahasa Inggris

Jumlah Soal : 20 Butir

$$B = \frac{17 \times 100}{20} = 85$$

Name : MUHAMMAD AKBAR ADISTAN RAMADHAN

Class : 8.6

Read the following text to answer questions number 1 to 5.

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

1. What is the topic of the story?

- A. A friendship between a cat and a dog
- B. Spending time with a pet inside and outside the house
- C. A friendly and sweet dog
- D. A friendship between a pet and its owner

2. The main topic of paragraph two is

- A. The writer's activities with his/her pet
- B. Everybody loves to walk with Snowy
- C. Snowy is a cute and friendly dog
- D. Snowy always plays with the cat

3. Where does the writer usually spend the time with his pet?

- A. In the neighborhood
- B. On the street
- C. At school
- D. At home

4. What activity does the writer do after school with his pet?

- A. Cuddle it softly
- B. Take it for a walk
- C. Give it milk
- D. Let it play with the cat

5. What type of food does Snowy prefer?

- A. Bones
- B. Steamed rice, fish, or bread
- C. Milk only
- D. Vegetables

Read the following text to answer questions number 6 to 10.

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

6. What is the text about?
- A. The writer's sister
 - B. The writer's family
 - C. The writer's deskmate
 - D. The writer's best friend
7. What is the main idea of paragraph two?
- A. Fafa has good characters
 - B. Fafa comes from a rich family
 - C. Fafa is an eighth grader student
 - D. Fafa is popular among neighbors
8. The underlined word in "she can interact easily with people ..." is closest in meaning to
- A. React
 - B. Introduce
 - C. Influence
 - D. Communicate

9. What kind of person is Fafa according to the speaker?

- A. Rich and arrogant
- B. Kind and friendly
- C. Shy and reserved
- D. Mean and selfish

10. What does the speaker appreciate about Fafa?

- A. Her rich family
- B. Her popularity
- C. Her kindness and sociability
- D. Her academic achievements

Read the following text to answer questions number 11 to 15.

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students come late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

11. What is the writer's purpose to write the text?
- A. To show his dislike of his teacher.

- B. To get attention of his teacher.
 To make the readers know the character of his teacher.
 D. To make the readers impressed by his teacher.
12. The writer describes Mr. Tucker as a ...
 Serious man
 B. Humorous man
 C. Easy going man
 D. Friendly than
13. The writer can tell Mr. Tucker habit precisely because ...
 A. He always come to school early
 B. He admires Mr. Tucker character
 C. He sees Mr. Tucker does the same thing everyday
 He pays attention to Mr. Tucker's explanation
14. "I was really amazed by his habit." The underlined word is closest in meaning to ...
 Scared
 B. Surprised
 C. Ashamed
 D. Nervous
15. What does Mr. Tucker do after washing his hands?
 A. Walks out of the class
 Walks over to his desk
 C. Talks to the students
 D. Leaves the classroom

Read the following text to answer questions number 16 to 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 Europe'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.

16. What is the text about?
 A. The architect Renzo Piano
 B. The Shard glass panels
 The Shard, building in London
 D. The tallest building in London
17. In Europe, the Shard gains popularity on its ...
 Location
 B. Function
 C. Height
 D. Age
18. 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

It is located in the heart of London

19. "..., making it Western European's tallest building." What does the underlined word refer to?

A. The Shard

B. The glass

C. London

D. Skyscraper

20. What is the main purpose of The Shard, as described on the website?

A. A football stadium

B. An art gallery

C. A vertical city for living, working, and relaxing

D. A park for recreation

Observation Sheet of Students' Activities in Cycle I

No.	Name	The Indicators of Students' Learning Activity			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	√	√	-	√
2.	AA	√	-	-	√
3.	AS	-	-	√	√
4.	BN	√	√	-	-
5.	CJ	-	-	√	-
6.	DA	√	√	-	-
7.	DR	√	-	-	√
8.	DA	-	-	-	√
9.	EU	-	-	√	√
10.	EA	√	-	-	√
11.	FP	√	√	√	√
12.	GP	-	-	√	√
13.	HD	√	-	√	-
14.	JD	√	√	√	√
15.	JO	-	-	√	-
16.	MR	√	-	-	√
17.	MR	√	-	√	√
18.	MK	√	-	-	-
19.	MO	√	-	-	-
20.	NA	-	√	-	√
21.	PS	√	-	-	√
22.	RR	√	√	-	-
23.	RD	√	√	-	-
24.	RV	-	-	-	-
25.	RA	√	-	-	-
26.	TA	-	-	-	√
27.	TC	√	-	√	√
28.	YA	√	-	-	-
29.	YS	-	-	-	√
Total		19	8	10	17

Observation Sheet of Students' Activities in Cycle II

No.	Name	The Indicators of Students' Learning Activity			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AP	√	√	√	√
2.	AA	√	√	-	√
3.	KS	√	-	√	√
4.	BN	√	√	√	-
5.	CJ	-	√	√	√
6.	DA	√	√	√	√
7.	DR	√	√	√	√
8.	DA	-	√	-	√
9.	EU	√	-	√	√
10.	EA	√	√	-	√
11.	FP	√	√	√	√
12.	GP	-	√	√	√
13.	HD	√	-	√	-
14.	JD	√	√	√	√
15.	JDO	-	-	√	-
16.	MR	√	√	-	√
17.	MR	√	-	√	√
18.	MK	√	√	√	-
19.	MO	√	-	√	√
20.	NA	√	√	-	√
21.	PS	√	-	√	√
22.	RR	√	√	-	√
23.	RD	√	√	√	-
24.	RV	√	√	√	√
25.	RA	√	√	√	√
26.	TA	√	-	-	√
27.	TC	√	√	√	√
28.	YA	√	-	√	-
29.	YS	√	√	√	√
Total		25	20	22	23

FIELD NOTE TABLE

No.	Date	Field note result
1.	14 th / March 2024 (pre-test)	The students do the best task of multiple choice about descriptive text in pre test It know the students Reading Comprehension.
2.	19 th / March 2024 (Cycle I meeting I)	The students accept the Reading Comprehension material about descriptive text and the researcher observed the learning activity.
3.	20 th / March 2024 (Cycle I meeting II)	The students improve in Reading Comprehension but the students were unsuccessful to get MMC.
4.	26 th / March 2024 (Cycle II meeting I)	The students practice more on material and the researcher give motivation in the learning.
5.	27 th / March 2024 (Cycle II meeting II)	The students were successful to get MMC 70% of students score in post-test II is achieved 70.

APPENDICES II



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

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

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

Nomor : B-4394/In.28/J/TL.01/09/2023
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Prayitno Untoro, S.Pd.M.M SMP N 1
Trimurjo
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **NITA SAPUTRI**
NPM : 2001051027
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : Improving Students Reading Comprehension By Using
SQ3R Strategy At The Eight Grade Of The SMP N 1
Trimurjo Central Lampung

untuk melakukan prasurvey di SMP N 1 Trimurjo, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 TRIMURJO**

Jl.Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah
e-mail: smpn1trimurjo@yahoo.co.id web. smpn1trimurjo.sch.id tlp. (0725) 7858835



SURAT BALASAN IZIN PRASURVEY
Nomor: 420/321/03/C.16/D.a.VI.01/2023

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 1 Trimurjo:

Nama : PRAYITNO UNTORO, S.Pd., M.M.
NIP : 19680205 199802 1 001
Pangkat/ Gol : Pembina Tk.1 IV/b

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, nomor: B-4394/In.28/J/TL.01/09/2023 perihal: Izin Prasurvey, maka UPTD SMP Negeri 1 Trimurjo memberikan izin kepada :

NO	NAMA	NPM	JURUSAN/PRODI
1	Nita Saputri	2001051027	Tadris Bahasa Inggris

untuk melaksanakan Prasurvey di UPTD Satuan Pendidikan SMP Negeri 1 Trimurjo yang dilaksanakan pada tanggal 15 September 2023 dan hasilnya akan dipergunakan sebagai syarat Tugas Akhir/Skripsi.

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 15 September 2023
An. Kepala UPTD Satuan Pendidikan
Waka Akademik
SMP Negeri 1 Trimurjo



NUJUMASANURI, M.Pd.
196911081998021002



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

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

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

Nomor : B-1429/In.28.1/J/TL.00/03/2024
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

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

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: NITA SAPUTRI
NPM	: 2001051027
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENTS READING COMPREHENSION BY USING SQ3R STRATEGY AT THE EIGHT GRADE OF THE SMPN 1 TRIMURJO CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2024
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd,B.I.



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

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

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

SURAT TUGAS

Nomor: B-1498/In.28/D.1/TL.01/03/2024

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

Nama : **NITA SAPUTRI**
 NPM : 2001051027
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMPN 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING SQ3R STRATEGY AT THE EIGHT GRADE OF THE SMPN 1 TRIMURJO CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 06 Maret 2024

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



Mengetahui,
 Pejabat Setempat

Handwritten signature and name:
 NITA SAPUTRI
 NPM 2001051027



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1499/In.28/D.1/TL.00/03/2024
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1498/In.28/D.1/TL.01/03/2024, tanggal 06 Maret 2024 atas nama saudara:

Nama : **NITA SAPUTRI**
NPM : 2001051027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 1 TRIMURJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING SQ3R STRATEGY AT THE EIGHT GRADE OF THE SMPN 1 TRIMURJO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
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Jl. Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah
e-mail: smpn1trimurjo@yahoo.co.id web. smpn1trimurjo.sch.id tlp. (0725) 7858835



SURAT BALASAN IZIN PENELITIAN
Nomor: 422/ 076 /03/C.16/D.a.VI.01/2024

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 1 Trimurjo:

Nama : PRAYITNO UNTORO, S.Pd., M.M.
NIP : 19680205 199802 1 001
Pangkat/ Gol : Pembina Tk.1 IV/b

Berdasarkan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Metro , nomor: B-1499/In.28/D.1/TL.00/03/2024 perihal: Izin Research, maka UPTD SMP Negeri 1 Trimurjo memberikan izin kepada :

NO	NAMA	NPM	JURUSAN/PRODI
1	NITA SAPUTRI	2001051027	Tadris Bahasa Inggris

untuk mengadakan Research di UPTD Satuan Pendidikan SMP Negeri 1 Trimurjo yang dilaksanakan pada tanggal 14 Maret 2024 sebagai syarat menyelesaikan tugas mata kuliah Penyelesaian skripsi.

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 14 Maret 2024
Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Trimurjo



PRAYITNO UNTORO, S. Pd., M.M.
NIP. 19680205 199802 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Nita Saputri
 NPM : 2001051027
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : IMPROVING STUDENTS' READING COMPREHENSION BY USING SQ3R STRATEGY AT THE EIGHT GRADE OF THE SMPN 1 TRIMURJO CENTRAL LAMPUNG

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Mei 2024

Ketua Prodi TBI





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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-236/In.28/S/U.1/OT.01/04/2024

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

Nama : NITA SAPUTRI
 NPM : 2001051027
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051027

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2024
 Kepala Perpustakaan



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

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

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

Nama : Nita Saputri
NPM : 2001051027

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 5/12-23	✓	Ace ch. I.	
2.	Rabu 20/12-23	✓	Revisi ch. II.	
	Jumat 22/12-23	✓	Ace ch. I, 2, III. Ace for Seminar Proposal	

Mengetahui,
Kendua Program Studi TBI



Dr. Muchl Dejjatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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



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

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

Nama : Nita Saputri
NPM : 2001051027

Program Studi : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 9/3-2024	✓	Ace IPD Please do researc!	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 8803082015031006

Dosen Pembimbing

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



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

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

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

Nama : Nita Saputri
NPM : 2001051027

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 29/4-24	✓	Revise ch. IV.	
2.	Jum'at 3/5-24.	✓	Acc Munaopsah	

Mengetahui
Ketua Program Studi TBI



Dr. Moch Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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

DOCUMTATION PICTURE







CURRICULUM VITAE

Nita Saputri was born on February 17th, 2001 in Wates, Bumi Ratu Nuban District, Central Lampung Regency. She is the fourth child of Mrs. Suparti and Mr. Saptari. Usually called as Nita.

Nita started attending elementary school at the age of 6, at SD Negeri 1 Wates in Bumi Ratu Nuban District, Central Lampung Regency, not far from where she lived. After graduating from elementary school, in 2016 she continued my education at SMPN 4 Gunung Sugih.

After graduating from Junior High School, in 2017 Nita continued her education at SMKN 1 Bumi Ratu Nuban. In 2019 graduated from Senior High School. Then, She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2024). The house address is at Jl. Lintas Sumatera, Bumi Ratu Nuban District, Central Lampung Regency.