

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' READING COMPREHENSION BY
USING LEARNER CENTERED INSTRUCTION (LCI)
METHOD AT THE TWELFTH GRADE OF ISLAMIC SENIOR
HIGH SCHOOL (MA) AL-HIDAYAH RAMAN UTARA EAST
LAMPUNG**

By :

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



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2019 M**

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LAMPUNG**

**(A Case Study at State Institute for Islamic Studies IAIN
Metro)**

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

By:

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1440 H / 2019 M



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APPROVAL PAGE

Title : IMPROVING STUDENTS' READING
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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 munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

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RATIFICATION PAGE

No.B-1662/In-28.1/D/PP-00-9/05/2019

An Undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION BY USING LEARNER CENTERED INSTRUCTION (LCI) AT THE TWELFTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA) AL-HIDAYAH RAMAN UTARA EAST LAMPUNG, written by Liya Merlianti student number 14121597, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, May 17th, 2019 at 09.00-11.00 a.m.

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ABSTRACT

IMPROVING STUDENTS READING COMPREHENSION BY USING LEARNER CENTERED INSTRUCTION (LCI) METHOD AT THE TWELFTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA) AL- HIDAYAH RAMAN UTARA EAST LAMPUNG

By:

LIYA MERLIANTI

The purpose of this research is to show that the Learner Centered Instruction can improve the reading comprehension among the eleventh grade students of the Islamic Senior High School (MA) Al-Hidayah Raman Utara.

This research was classroom action research (CAR) which involved 24 students in class XII and was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in the English text. Furthermore, the writer used observation technique to get the data about students' learning activities. The writer also used the documentation method to support the information concerning on the learning English. This research was conducted with an English teacher of MA Al-Hidayah Raman Utara.

The result of this research shows that Learner Centered Instruction has positive role in improve the reading comprehension among the eleventh grade students of the Islamic Senior High School (MA) Al-Hidayah Raman Utara. It can be proved by the students' average score from pre test post test. The average score in pre test was 64,38, in post test 1 was 80,84 and the post test 2 was 83,75. It can be inferred that Learner Centered Instruction can improve the reading comprehension among the students of the Islamic Senior High School (MA) Al-Hidayah Raman Utara.

Keywords: Reading Comprehension, Learner Centered Instruction.

ABSTRAK

MENINGKATKAN KEMAMPUAN MEMBACA SISWA MENGUNAKAN METODE PEMBELAJARAN YANG BERPUSAT PADA SISWA DI KELAS 12 MA AL-HIDAYAH RAMAN UTARA LAMPUNG TIMUR

Oleh:

LIYA MERLIANTI

Tujuan penelitian ini adalah untuk menunjukkan bahwa pembelajaran berpusat pada siswa dapat meningkatkan pemahaman membaca siswa kelas 12 MA Al-Hidayah Raman Utara.

Penelitian ini adalah penelitian tindakan kelas yang melibatkan 24 siswa kelas XII dan telah dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data di ambil dari tes menulis untuk mengetahui pengetahuan siswa dalam membaca teks bahasa inggris. Selain itu, penulis menggunakan teknik observasi untuk memperoleh data tentang aktifitas pembelajaran siswa. Penulis juga menggunakan metode dokumentasi untuk mendukung informasi yang berkaitan dalam pembelajaran bahasa inggris. Penelitian ini dilaksanakan dengan guru mata pembelajaran bahasa inggris MA Al-Hidayah Raman Utara

Hasil dari penelitian ini menunjukan bahwa metode pembelajaran yang berpusat pada memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas XII MA Al-Hidayah. Hal ini dapat di buktikan berdasarkan nilai rata-rata siswa dari pre test menuju post test. Nilai rata – rata siswa pada saat pre test adalah 64,38, post test 1 adalah 80,84 dan post test 2 adalah 83,75. Ini dapat disimpulkan bahwa metode pembelajaran yang berpusat kepada siswa dapat meningkatkan pemahaman membaca siswa kelas 12 MA Al-Hidayah Raman Utara.

Kata Kunci: Pemahaman membaca, Metode Pembelajaran Berpusat pada Siswa

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

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The writer



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Yang membuat pernyataan



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MOTTO

أَقْرَأُ وَرَبُّكَ أَكْرَمُ. الَّذِي عَلَّمَ بِأَلْقَلَمٍ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read, and your Lord is very glorious. Who was teaching (Human) with pens. He is teaching the human with anything they don’t know”. (Q.S Al-Alaq: 3-4)

DEDICATION PAGE

This undergraduate thesis is dedicated to some special people as follows:

- My beloved parents, Mr. Yasidi and Mrs. Rodiyah. Thanks for your support, advice, guidance, suggestion, love and everything that you give to me.
- My lovely brother, Pandu Ahmad Asrizal. Thanks for your support and love.
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This undergraduate thesis is entitled **“Improving Students Reading Comprehension By Using Learner Centered Instruction At The Twelfth Grade of Islamic Senior High School (MA) Al-Hidayah Raman Utara in Academic Year 2018/2019”**

The writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

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Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, May 2019

The Writer,

Liya Merlianti

14121597

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6. Surat Balasan Research
7. Surat Keterangan Bebas Prodi
8. Surat Keterangan Bebas Pustaka
9. Kartu Konsultasi Bimbingan Skripsi
10. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human. Language is a system of communication which is used by people to communicate and interact with other people. English is a foreign language which is used by people over of the world to communicate with others.

Ideally, English teachers have to use appropriate material to develop the students' integrative skills; listening, speaking, reading, writing, and aspects of language as well. Learning is the process of the unknown to know about the little thing or to understand something new. The primary aim of learning language is that the students can communicate each other in spoken or written language especially in learning English. Yet, in fact learning English is not easy. The students have many difficulties in learning English. The students find it difficult to understand when they are given an English text and they cannot understand content the text.

There are four skills in learning of language namely reading, writing, listening and speaking. This present research focuses on reading. Reading is an activity to create meaning from written language and certain pictures that take part and relate to the text. Reading is not an easy activity which needs some skills so not all can read well. In fact, most people fail in comprehending the content of the text. Reading is not only producing the sound in the printed symbol but also making sense to comprehend the text. In

other words, it can be said that there will be no reading without comprehension.

Reading comprehension is the ability to read text, process it and understand its meaning. This activity concentrates to get information from the text. So, the more a reader understands the text, the more meaning and enjoyment they can gain from it. It is done for knowing whether the students have understood the content of reading text or not. The teacher will give the text and the question to the students about the text. The students can write their answer from the text.

Reading comprehension can be defined as a level of understanding in a message or text from book, magazine or other form of literature to get information and understanding overall about the content of the text. The good comprehension in reading helps gaining the great knowledge easily, increase their vocabulary knowledge and help them connect what they are reading to their life experience or to their previous knowledge. While in school reading comprehension is important to gain knowledge of specific subjects, retain the information and then pass tests and ultimately high school.

In other words, it can be concluded that reading comprehension is important part and useful for the reader to understand a piece information, specific information or knowledge to understand new thing and to search meaning of the text.

Reading is not easy to be learned because it needs maximal reading skill. Many problems that are faced by readers when they want to achieve a

purpose of reading. Motivation is needed by reader to read is books or texts. To improve students skill especially in reading the students need to have an interesting learning process.

The school of MA Al-Hidayah, the students are less interest to study English, because they fell that English is difficult and so scream. In teaching learning the teacher just gives them some formula and sometime make an example, so the students fell bored and be passive, because there is no discussion between teacher and student.

The writer was conducted the pra survey at the twelfth grade of MA Al-Hidayah on 21st May, 2018. Here are the data about their reading comprehension score:

Table 1
The Result of Reading Comprehension at the Eleventh Grade of MA Al-Hidayah Raman Utara

No	Name	Test of Reading Comprehension	
		Score	Category
1.	AN	20	Incomplete
2.	ANH	0	Incomplete
3.	AS	0	Incomplete
4.	AD	30	Incomplete
5.	AAS	50	Incomplete
6.	BA	0	Incomplete
7.	CIA	40	Incomplete
8.	CENA	40	Incomplete
9.	DA	50	Incomplete
10.	DAE	75	Complete
11.	DQLS	0	Incomplete
12.	ES	40	Incomplete
13.	FDK	40	Incomplete
14.	MNK	40	Incomplete
15.	MI	50	Incomplete
16.	MSY	0	Incomplete
17.	NDO	50	Incomplete
18.	PWM	0	Incomplete
19.	RA	50	Incomplete
20.	RS	40	Incomplete
21.	SA	20	Incomplete
22.	TAP	0	Incomplete

23.	TM	20	Incomplete
24.	VIS	50	Incomplete

Source: *The result of pra survey in the eleventh grader students' of MA Al-Hidayah Raman Utara (Pre-Survey on May 21st, 2018)*

Table 2
The Calculate of The Reading Comprehension

No	Score	Frequence	Percentage(%)	Criteria
1.	>75	1	4,16%	Complete
2.	<75	23	95,83%	Incomplete
Total		24	100%	

Based on the table above, the writer can conclude that 23 students have score <75 and have percentage 95,83% with criteria incomplete, then 1 students have score >75 and have percentage 4,16% with criteria complete. One of the problem in reading subject is the students have lack motivation. Moreover, the students have limited vocabulary so that the students have difficulties to understand the meaning of the text. The most students have low interest in English subject especially in reading, they did not pay attention to teaching English process.

Actually, there are many approaches, strategy, and method used in reading to get more what they have read because, sometimes the students can

read the text but they do not know what they have read. To improve students' reading comprehension and involve student's active in learning process, then reading it may solve by changes the method used in teaching reading. In this case the researcher chooses the Learner Centered Instruction can be a choice as an method to teach reading and help the students to gain the comprehension ability in reading easier.

Based on the statement above, the researcher will conduct a research in the form of Classroom Action Reseach entitled "Improving Students' Reading Comprehension by using Learner Centered Instruction at the Second Grade of MA Al-Hidayah Raman Utara East Lampung".

B. Problem Identification

Based on the background of the study above, the reseacher would like to formulate the problem, as follows:

1. The students have difficulties in comprehending the English text.
2. The students do not have sufficient motivation in comprehending the text.
3. The students have lack of vocabulary.
4. There are most of students haven't read a text effectively.

C. Problem Limitation

Based on the problem identification above, there are several problems faced by the students, but the writer focused on the difficulties in comprehending the english text . Therefore, the writer was conduct the research undertitle Improving Students' Reading Comprehension By

Using Learner Centered Instruction at The Eleventh Grade of MA Al-Hidayah Raman Utara in Academic Year 2018/2019.

D. Problem Formulation

Regarding to the problem limitation above, the writer would like to identify the problem formulation that is “can the use of learner centered instruction (LCI) improve the students’ reading comprehension and the learning activities at the eleventh grade of MA Al-Hidayah Raman Utara East Lampung?”.

E. Objective of the Study

Referring the problem formulation above, the objective of the study is to improve student reading comprehension and there learning activities by using Learner Centered Instruction at the eleventh grade of MA Al-Hidayah Raman Utara East Lampung.

F. Benefits of the Study

The results of this research are expected to be useful for several components, as follows:

1. For the Students

As a contribution to the students how to improve their skill in comprehending about the reading text through Learner Centered Instruction (LCI) method.

2. For the English Teacher

As a reference and information for the English teacher, especially in MA Al-Hidayah Raman Utara that learner centered instruction

(LCI) method can be an alternative way in teaching and increasing reading comprehension skill.

3. For Headmaster

As a description to other researcher which want to study the same case, so this study becomes a helpful information and useful references for the next study.

G. Prior Research

There has been that study that analyze about improving the students' reading comprehension by using learner centered instruction. The first prior research was conducted by Elyya Dwie Puspita in 2012 entitled "Improving Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) at the Eight Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012".¹ In his research, she describes the study about use collaborative strategic reading to improve students' reading comprehension.

Second other similar research is entitled "Improving Students' Reading Comprehension Through Collaborative Learning at Grade VIII G Of Smpn 1 Sewon in the Academic Year Of 2012/2013", written by Chandra Gusta

¹Elyya Dwie Puspita. "Improving Students' Reading Comprehension Using Collaborative Strategic Reading at the Eight Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012", (Jakarta: English Education Department Teacher Training and Education Faculty Sebelas Maret University.2012).

Wisnuwandana.² He discuss about collaborative learning technique in students' reading comprehension, the result show that the study indicates to provide of collaborative learning can improve the students reading comprehension.

Referring to their research above, the writer can find the similarity and differences. This research has similarity with the research from Ellya and Chandra, that is both of them discussed about improving students' reading comprehension. The differences among these researcher above are used in technique, the first research use collaborative strategic reading to improve students reading comprehension.

Then, the second research use collaborative learning to improve students reading comprehension. According to the writer, the second research uses a method that is also used by the writer, but the method name is different. Chandra found the problem in SMPN 1 Sewon by interview the students and the English teacher. He said that the classroom activities were monotonous and did not encourage the students to actively involve themselves in teaching and learning process of reading. it made the students get bored in learning process. Then, the problem was found by the writer is the difficulties in comprehending the english text.

Whereas, the technique used by the writer is learner centered instruction to improve students' reading comprehension. The writer will apply this

²Chandra Gusta Wisnuwardana. "Improving Students' Reading Comprehension Through Collaborative Learning at Grade VIII G Of Smpn 1 Sewon in the Academic Year Of 2012/2013", (Yogyakarta: English Education Department Faculty Of Languages And Arts Yogyakarta State University.2013).

technique in the classroom because the students have difficulties in comprehending the english text by presenting the writer entitled Improving Students' Reading Comprehension by using Learner Centered Instruction at the Eleventh Grade of MA Al-Hidayah Raman Utara in Academic Year 2018/2019.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Harris states that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and knowledge of the word.³ It means that reading is the process of mastering the content from the text which related with one's knowledge.

In addition, Linse states that reading is a set of skill that involves making sense and deriving meaning from the printed word.⁴ In order to read, must be able to decode the pointed words and also comprehend what we read.

Moreover, Thomas states that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by written language and the context of reading situation.⁵

Based on the quotations above, it can be inferred that reading is complex activity process which is very important involving the

³Albert Josiah Harris, *How to Increase Reading Ability*, (United States of America: The Alpine Press, 1984), p.12

⁴Caroline T Linse, *Practical English Language Teaching*, Young Learners, (New York: Mc. Graw Hill Companies, inc. 2005), p.69

⁵Thomas S.C. Farrel, *Planning Lessons for a Reading Class*, (Singapore: Seameo Regional Language Centre, 2002), p.1

language and thought in order to get meaningful message, science or information sent by the writer through printed language such as graphic symbols, written verbal symbols.

b. Process of Reading

There are three process of reading, as follows:⁶

1) Top Down Processing

Higher order, or top-down, processing is concept driven. When one begins to read, reading comprehension dependent on the success of lower order processing word identification, but as competence is gained, reading comprehension comes to be explained more by higher language competence than by word identification skills. In this vase, when readers have been familiar with bottom-up processing, they will step up to top-down processing. Therefore, top-down processing works only after bottom-up processing is successfully achieved by the readers.

2) The Bottom-Up Processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signals.

⁶M. Sayid Wijaya, "Reading Speed Level and Comprehension in Second Language Reading" dalam *English Language Teaching*, (Lampung: UIN Raden Intan), Vol.6/Juni 2018, p.80

In other words, bottom-up processing starts to work from small units of linguistic elements like orthographic processing.

3) The Interactive Processing

In the interactive view of reading comprehension, bottom-up processing and top-down processing complement one another and function interactively as a process between reader and the text. When people are reading, they need both the information flowing upward from the bottom to the top and the information flowing downward from the top to the bottom in order to understand the meaning successfully. Thus, both process are required to make comprehension occurs.

c. Type of Teaching Reading

In teaching reading can be distinguished, as follows:

1) Reading Aloud

In reading aloud, the students read a text with correct spell. It is used to look and say technique students spell words, phrase, sentence, intonation correctly.

2) Silent Reading

It means the student read a text voiceless and train the students to focus on the text, so the students can understand the text.

3) Reading Comprehension

The aim reading comprehension is to obtain information from the text. The students are trained to gain the information about the value of the text.

4) Independent Reading

Independent reading can be taught if the students have understood the reading aloud, silent reading, and reading comprehension. In this level students guess the meaning of the text suitable with the context.⁷

The writer chooses to teach reading comprehension. Reading comprehension offers a tool for judging the level of passage or understanding while reads. The students not only read the text but also understand the intent meaning of the text. Skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrate skill attracts many experts highlight their opinion about the definition of reading comprehension.

⁷Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 64-66

Katleen said that reading comprehension is focusing on getting information and knowledge from text.⁸ It means that reading comprehension means construct the meaning from text that they have read and it does not just imitate the word by word. Moreover, in this case emphasize in knowledge, John, et.al in Mintzes said knowledge is so influence the comprehending because knowledge can represent new meaning by connecting the word.⁹

Then, according to Graham, that reading comprehension is a long process to get information and it involved many interactions between reader and related to the text itself.¹⁰ Based on the statements above it could say that reading comprehension means that to get an idea the reader has to concentrate and connectwith their knowledge.

Next, John said reading comprehension is the procces of making comprehend the meaning of the text.¹¹ The other meaning, Barbara Guzzetti said reading comprehension is one of activity to get more information and knowledge base on the text. In this context, comprehending means understanding the text until finish reading.¹²

⁸John Guthrie T. Et.al, *Motivating Reading Comprehension*, (London: Lawrence Eilbaum Associates,2004, P.246

⁹Ibid. P. 227

¹⁰Janneth K. Klingner. Et.al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.8

¹¹Mary E. Curties and John R. Kruidenier, *Teaching Adult to Read*, (Washington DC: National Institute for Literary, 2005), p.9

¹²Barbara J Guzzetti, *Literacy in America*, (California: Library of congress Catalogy, 2002), p.354

Moreover, according to Lems reading comprehension is about how we can get comprehend from the text not how we can read the text.¹³

Based on the definition above it could it say that reading comprehension is not just competence in reading because there are interactions between text and background knowledge.

b. Strategy of Reading Comprehension

There are some strategies which can be used by the readers are:

1. Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are they who form connected ideas about the information relate to the text's structure and topic, besides that they who relate the text to their life, various written scources, and the world, finally they who form connected ideas after finishing in reading text.¹⁴ In other words, before reading the readers should activate their prior knowledge to think about what information they have known from the topic to make them easier in understanding the text.

2. Predicting

Predicting is making an expectation about what is going happen in the text and asking the readers to think about their previous knowledge relate to the topic before reading the text.¹⁵ It

¹³Kristin Lems, et.al, *Teaching Reading to English Language Learner*, (NewYork:The Guilford Press, 2010), p. 170

¹⁴Jennifer Serrafallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategiecs, Independent Readers*, (USA: Heinemann, 2010), p. 43

¹⁵Thomas S.C. Farrel, *Planning Lessons for a Reading Class*, (Singapore: Seameo Regional Language Centre, 2002), p.27

means that before reading the text, the readers should guess what the content of text is in line with the topic. It is useful to motivate the students in reading.

3. Skimming

Skimming is a reading strategy which involves the readers to read the printed text quickly for getting the general content. It means that the readers just skim through the whole text to achieve main idea or general meaning without reading for detail.

4. Scanning

Brown defines that look for some specific information in a discourse rapidly and to derive certain information without reading the whole text is classified as scanning.¹⁶ In other words, the readers just read certain part of the text to discover a specific information from the text. This strategy helps the readers to get the specific point without much time to finish the reading text.

5. Guessing Meaning of Unknown Word Using Contextual Clues

There are some techniques to guess the unknown vocabularies namely (a) look for prefixes that can provide clue, (b) look for the suffixes that can show part of speech of vocabulary, (c) look for the familiar roots, (d) look for the grammatical context that can indicate the information, (e) look for the semantic context or

¹⁶ Brown H.Douglas, *Teaching by Principle and Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2012), p. 308

topic for getting class.¹⁷ Guessing the unfamiliar words is done especially when the learners are doing examination which is forbidden to bring dictionary.

c. Reading Comprehension Levels

According to Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:¹⁸

1. Novice-level Readers

Novice level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2. Intermediate-Level Readers

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3. Advanced-level Readers

Advanced-level readers refers to the reader that have capability to comprehend main ideas, most supporting

¹⁷ Ibid., p.310

¹⁸ Sanggam Siahian, *Issues in Linguistics*, (Yogyakarta Graha Ilmu, 2008), p.106

details of the abstract and factual topics with familiar context in description, narrations and non-technical prose which contain newspaper accounts, direction, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4. Superior-level Reader

Superior level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the students of MA Al-Hidayah included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose.

d. Assessment of Reading Comprehension

There are several reasons for assessing reading comprehension and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to

measure proficiency.¹⁹ Typically comprehension questions are used as the major means of focusing on comprehension of the text. The learners must read a text and then answer questions about the context of the text. There is a variety of question types that can be used.

1. Pronominal Questions

These questions begin with *who, what, when, how, why*, etc. These questions often test writing ability as well as reading ability because the learners must write the answers. The questions can ask for one-word answers, or ask the learners to copy the answer directly from the passage. This makes them easier to mark. The learners can also answer questions using their first language. Instead of questions, commands may be used.

2. Alternative Question (*Yes/No*)

This question form is all grouped together because the answer to the question or instructions, and thus the learners do not have to compose their answer. This question only needs a short answer. Thus, the students do not have to need a high level of writing skill.

3. True/ False Sentences

These questions are similar to yes/ no questions. As with yes/no questions the students have a 50 percent chance of guessing correctly. The students look at each sentence and decide if it is true or false according to the passage. The students answer by writing *True* or

¹⁹ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York and London: Routledge, 2009), p.75

False, or *by* copying the sentences that are true and not copying the false sentence. This last way provides an opportunity for more learning to take place. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

4. Multiple-Choice Sentences

These questions are easy to mark. If four choices are given, the student have only a 25 percent chance of guessing correctly. If the questions are not well made, often the students' chances are higher. Good multiple-choice questions are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

5. Sentence Completion

The students complete sentences by filling the empty spaces to show that they understand the reading passage. The sentences come after the reading passage.

e. The Scoring of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurement of reading comprehension according to Grenall and Swan, as follow:²⁰

²⁰Simon Grenall and Michel Swan, *Effective Reading:Reading Comprehension for students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), p. 34

Table 3
The Scoring of Reading Comprehension

No	Content	Score
1.	Student can identify the topic of the text.	0-25
2.	Students can identify the communicative purpose of the text.	0-15
3.	Students can identify main idea of the text.	0-25
4.	Students can identify information contained in the text.	0-35
	Total	100

B. The Concept of Learner Centered Instruction

1. The definition of Learner Centered Instruction

Learner Centered Instruction is one of the learning methods used by teachers in the learning process. There are many learning methods that can be clarified as learning approach of Learner Centered Instrution, such as:

- a. Small Group Discussion
- b. Role Play & Simulation
- c. Case Study
- d. Discovery Learning
- e. Self-Directed Learning
- f. Cooperative Learning
- g. Coolaborative Learning

- h. Contextual Instruction
- i. Project Based Learning
- j. Problem Based Learning and Inquiry

Learner Centered Instruction is an instructional method in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The learner centered instruction approach includes such method as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented learner centered instruction can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.²¹

Learner Centered instruction is an method to teaching and learning that prioritizes facilitative relationships, the uniqueness of every learner, and the best evidence on learning processes to promote comprehensive student success through engaged achievement LCI is formed and ethical

²¹ Jeffrey Froyd and Nancy Simpson, *Student-Centered Learning Addressing Faculty Questions about Student-centered Learning*. (Texas: A&M University, 1995), p.1

and interpersonal and they are for which is best persuade with an eye toward holistic learning goals and flexible use of a wide variety of instructional methods.

This term is applied to curricula as well as to specific techniques. It can be contrasted with teacher-centered, and has received various recent interpretation includes:

- a) Techniques that focus on or account for learner's needs, styles, and goals.
- b) Techniques that give some control to the student (group work or strategy training)
- c) Curricula that include the consultation and input of students and that do not presuppose objectives in advance.
- d) Techniques that allow for student creativity and innovation.
- e) Techniques that enhance a student's sense of competence and self-worth.

Because language teaching is a domain that so often presupposes a classroom where students have very little language proficiency with which to negotiate with the teacher, some teachers shy away from the notion of giving learners the "power" associated with a learner-centered approach. Such restraint is not necessary because even in beginning level classes teachers can offer students certain choices. All of these efforts help

to give students a sense of “ownership” of their learning and thereby add to their intrinsic motivation.²²

The conclusion of the definitions above is LCI can make the students understand and more active in the class. And also they should to retain knowledge and manipulate their own experience when the teacher given the opportunities.

2. The Principle of Learning Centered Instruction Method

Learner Centered Instruction reflects the necessity of a focus on both learners and learning (McCombs & Whisler). The following are the major principles of learner Centered instruction:

a) Learner Centered Instruction Requires Active Learning and Ongoing Reflection

The philosophy of LCI is such that students need to be active learners. Eison defined active learning as instructional activities that involve students in doing things and thinking about what they are doing. They must take ownership of their own learning processes and continuously find ways to improve their experiences. Lecturers and HEIs, on the other hand, need to continuously reflect on their teaching and infrastructural systems. This step is crucial to ensure that the intended learning outcomes of a given course or program component are achieved in a way that stimulates students’ thinking (e.g. critical and creative

²²Brown H.Douglas, *Teaching by Principle and interactive approach to Language Pedagogy.*, p. 46

thinking) and promotes transferable skills (e.g. time management skills, social skills and cooperative skills).

b) Learner Centered Instruction does not have a One-Size-Fits-All Solution

A key concept underlying LCI is the realization and acknowledgement that all HEIs are different, all lecturers are different and all students are different; thus, there is no one-size-fits-all solution. For effective LCI to take place in such a diverse context and across various subject disciplines, there must be adequate support structures, whether physical or non-physical, to accommodate and promote LCI activities.

c) Learner Centered Instruction Recognises Student Diversity

LCI recognises that students have different pedagogical needs. They may have different learning styles, motivations, needs and interests in learning. Some students learn better through trial and error, whereas others learn more effectively through practical experiences. For some learners, much is learned by reading literature, while others need to debate and discuss theory in order to understand it. Moreover, some students may be more motivated and ready to learn than others. Students also may come from various socio-cultural backgrounds, which can translate to different learning needs, different levels of language competency and difference in readiness to learn. There may also be a small

number of special needs students (e.g. students with hearing impairment, visual impairment and physical disabilities) who require assistance to learn effectively.

d) Students have Different Experiences and Background Knowledge

Learning will be more meaningful if students can connect their life or professional experiences and existing knowledge with the content of the course and advance their knowledge in the field. For instance, students should be encouraged to relate their existing understanding of the usage of Information and Communication Technology (ICT) when taking an ICT-related course. If students already have considerable knowledge about research skills, perhaps it would be better to help them apply these skills in practical research projects. Personal experiences can also be used to motivate students (e.g. by allowing them to share a personal story to illustrate a point and to reflect on their overall experiences).

e) Students Need to have Choice and Control Over Their Learning

When students are given choices in learning, they are empowered to take control of their own learning processes. Thus, it is crucial to provide students with opportunities to make decisions concerning the subject matter, learning methods and pace of study. By doing so, they are no longer completely

dependent on the lecturer to tell them what, when and how to learn. Students should be seen as active partners who have a stake in the way learning transpires in the higher education context. One of the best practices to ensure that learning focuses more on students is by engaging them in shaping their own learning experiences (i.e. to have a say in their own learning processes).

f) Learner Centered Instruction Enables Higher-Order Thinking

Instructional approaches that are examination-oriented and focus on rote learning do not promote higher-order thinking skills among students. Learning at the higher education level is not just about transmitting information from lecturers (who are the experts in their respective fields) to students but also about having students construct their own knowledge and engage in higher-order thinking activities. Higher-order thinking includes critical, logical, reflective and creative thinking, which can be promoted through learning activities that require students to analyse, synthesise, criticise, apply or solve problems.

g) Learning Requires Cooperation Between Student and Lecturer

Even though the paradigm of learning has shifted to students, this does not mean that lecturers have lesser roles to play. In fact, cooperation and mutual respect between student and lecturer must occur in order to develop a shared understanding and to come to a consensus about learning methods, type of

assessment and pace of study. Such cooperation in a particular course will have a positive effect, as both the lecturer and the students increasingly come to consider the other as a partner in the process of optimising the learning outcomes. Such a partnership is central to the philosophy of Learner Centered Instruction. Figure 3 summarises the major principles of Learner Centered Instruction.²³

3. The Role of using Learner Centered Instruction

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to need of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment. The teacher selects

²³Melissa Ng Lee Yen Abdullah, et al, *Modul 2: Philosophy of Student Centered Learning* (CDAE: Universiti Sains Malaysia, 2012), p. 9-11

material, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community. Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.²⁴

4. Procedure of Using Learner Centered Instruction

²⁴Georgine K. Fogel, *Learner Centered for Texas A Vision Of Texas Educators*. (Texas: SBEC Publication), No.4/ July 2015.

This method gives students the responsibility to study the subject matter and describe its contents in a group without teacher intervention.²⁵

- a. The teacher gives students a short and well-formatted learning material.
- b. The teacher forms sub-groups and gives them a quiet space to carry out the learning session.
- c. The teacher provides clear instructions to guide students to learn and explain the material carefully. For example, students must know its contents, examples or applications about things that are confusing, argue if something is considered wrong, and assess how well they understand the material.
- d. The teacher gives the division of labor to group members fairly so that he gets the same portion.
- e. When finished, discuss the material together in class and give questions to assess how far they understand.

5. Advantages and Disadvantages of Learning Centered Instruction

Learner Centered Instruction has many advantages from the students' point of view, including the following:

- a) Enhance students' knowledge retention and motivation to learn.
- b) Equip students with transferrable and lifelong learning skills.

²⁵Achmadi Priyatmojo, et.al, *Student Centered Learning and Student Teacher Aesthetic Role-Star*, (Yogyakarta: Universitas Gadjah Mada, 2010), p. 26

- c) Integrate students into academic community
- d) Improve learning outcomes
- e) Due consideration for students' needs²⁶

Furthermore, Centered Instruction has many disadvantages from the students' point of view, including the following:

- a) Students can go further than the limits, learn unnecessary or incomplete knowledge.
- b) If the teacher does not perform his/her role as a guide well, s/he can lose control of the learning process completely.
- c) If the teacher cannot control the process, s/he cannot guide students.
- d) If teacher has incomplete or incorrect knowledge, s/he cannot lead students.
- e) Teacher may avoid using Learner Centered Instruction approaches because of intensive curriculum and central exams.
- f) Teacher may not find Learner Centered Instruction necessary to use and not take it seriously.
- g) Teacher may not make any preparations.
- h) The workload of a teacher increases²⁷

C. Action Hypothesis

²⁶Melissa Ng Lee Yen Abdullah, et al, *Modul 2:Philosophy of Student Centered Learning.*, p. 23

²⁷ Bayram-Jacobs and Hayırsever, *British Journal of Education, Society & Behavioural Science* (Nigeria: University Calabar, 2016), p. 9

C.R Kothari defines hypothesis is a formal question that the researcher's purpose in their resolve.²⁸ Based on the frame of theories and assumption the research formulates the hypotheses as follow: by using Learner Centered Instruction (LCI), it will be able to improve students reading comprehension and their learning activity at eleventh grade of MA Al-Hidayah Raman Utara in the academic year 2018/2019.

CHAPTER III

RESEARCH METHOD

A. The Operational Definition of Variable

²⁸Kothari C.R. *Research Methodology*, (New Delhi: New Age International (P) Limited Publisher, 2004), p.184

According to Donald Ary variabel is a construct or a characteristic that can take on different values or score.²⁹ The variable must be able to take on at least two values or scores. It means that a variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed. In this research, the operational definition of variables as follows:

1. Independent Variable

According to Evelyn, independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.³⁰ The independent variable (X) in this research is “Learner Centered Instruction” which students can be designated as the small group that is consist of 4 students in each groups. Learner centered instruction as a method that makes students actively learn in the class and the students can improve their learning skill especially in reading comprehension.

Moreover, to measure the teacher performance in using learner centered instruction the writer will using on observation sheet. Indicators of teacher performance in using learner centered instruction, the teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating

²⁹Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), p.37

³⁰Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching

Then, this variable indicator is the students of MA Al-Hidayah Raman Utara can do their reading spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 0-100 with score 90-100= Excellent, 80-90= Good, 70-80= Average, 60-70= Fair, 50-60= Poor, to assess and measure student performance. Indicator of this variable is the students are given several text which is the students can active and participate in learning in the classroom by using learner centered instruction.

2. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that will be measured in the research. Dependent variable is a variable that can improve by an independent variable.³¹ Dependent variable in this research is reading comprehension can be defined as knowledge of students in identifying the text such as: main idea, topic, and the other. In this variable will be conducted in pre-test and post-test in different level in multiple choice form that consist of 20 items and will give 1 score for each item and calculate the gotten score with formulating total of true answer divided by number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100.

³¹ *Ibid*, p.63

And to know the student's mastery in reading comprehension, the writer decides some indicators in this variable.

The indicators of this dependent variable as follow:

No	Content	Score
1.	Student can identify the meaning of ideas of the text.	0-25
2.	Students can identify the communicative purpose of the text.	0-15
3.	Students can identifying main idea of the text.	0-25
4.	Students can identify information contained in the text.	0-35
	Total	100

B. Setting of Study

The writer conduct at MA Al-Hidayah Raman Utara is located in Kampung Baru-Kota Raman, Raman Utara, Lampung Timur in academic year 2018/2019.

C. Subject of Study

The students of this research are twenty students of class XI of MA Al-Hidayah Raman Utara. While, the objective of this reserach is the students reading comprehension the writer chooses this class bescause most of the students have low score in English lesson especially in reading comprehension. More detail explore at the table as bellow:

Table 3

The Object of the Research				
No	Class	Sex		Total
		Male	Female	
1.	XII	18	6	24
Total				24

D. Action Plan

This research is classroom action research. Suhardjono stated that, “Action research is a dynamic process in which these four aspects are to be understood or not as static steps, complete in them, but rather as moments in the action research spiral of planing acting, observing the activity and reflecting”.³² Action research involves learning in and through action and reflection, and it is conducted in variety of contexts, including the social and carig sciences, education, organization, and administration studies, and management. Because action research is always to do with learning and learning is to do with education and growth.³³

It means that classroom action research consist four activities that are done in repeated cycle. In this research, the writer was conduct 2 cycles. There has 2 meetings that conducted the writer in each cylce. it can be described as follow:

³²Robin Mc Taggart. *Action Research A Short Modern History*. (Australia: Deakin University. 1991), p.31

³³McNif, Jean and Jack Whitehead, *Action Research: Principles and Practice (Second Edition)*, (London and New York: RoutledgeFalmer. 2002), p.16.

FIGURE CYCLE

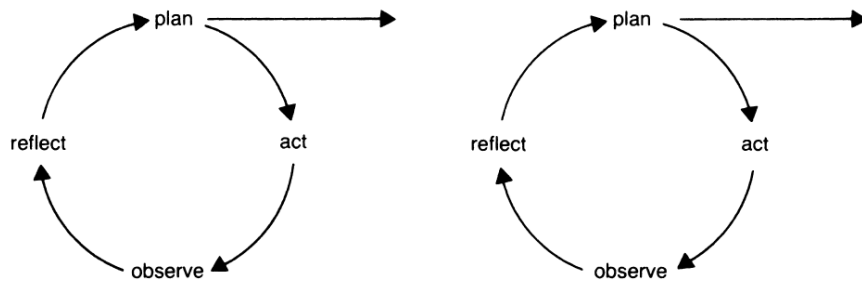


Figure1.1. The cycle of the classroom action research

the figured by Jean Mc Kniff with Jack Whitehead

From the explanation above it can be inferred that Classroom Action Research (CAR) is a research in teching and learning in the class which the aim is to solve problem or to repair something.

1. The Step of Research

The research was conducted based on the pre-test and post-test. The writer takes one class on the second grade where the students are given the material. Furthermore, they are also given post test after they are given the treatement. In this classroom action research, the writer will hold the research in two cycles. There is a relationship between one to the other.

If the first cycle fail and the cycle be hold again in the second cycle and so on. That can be ilustrated as follows:

a. Cycle 1

1) Planning

Planing is the first step of this classroom action research that was prepare before writer do the action. In this step, the writer will

prepare the material that related to the teaching and learning process. Here were the steps that the writer was make in planing:

- a) The writer prepared the lesson plan in the teaching learning process.
- b) The writer prepared the material of the subject.
- c) The writer planed to give some kinds of text.
- d) The writer prepared the learning design.

2) Acting

After finishing the planing, the learning process conducted in the XI Grader of MA Al-Hidayah Raman Utara the writer will act as follow:

a) Pre Teaching Activities

- 1) Prayed and greeted the students.
- 2) The writer checked the attendant list.
- 3) The writer asked the students condition.
- 4) The writer choose the story appropriate with the material going to be taught.

b) While Teaching Activities

- 1) The writer applied the lesson plan.
- 2) The writer gave a sheet paper of text to the students
- 3) The writer gave instructs to the students to comprehend the text including find the main idea.

- 4) The writer asked some questions related the text to the students.
- 5) The writer asked students any difficult word from the story
- 6) The writer gave evaluation
- 7) The writer and collaborator gave score to the students
- 8) The writer asked the students, are there difficulties in comprehending the text.

c) Post Teaching Activities

- 1) The writer asked to the students to answer some related to the topic.
- 2) The writer summarized the material of learning.
- 3) The writer and collaborator gave motivation to the students.
- 4) The writer closed the meeting.
- 5) The writer will greet to the students.

3) Observing

In this step, the writer observed the process of teaching learning by using format observation. The writer observed the students' activity by using observation sheet. It is to writer some indications, not only good indication but the bad one also is written. Such as students' good participants, students' error and the students' ability to answer the question. The important things in teaching learning process is noted by researcher.

4) Reflecting

Reflection is the last step in this process. The researcher analyzes and discusses the observation results during the teaching process, like the weakness and strength from the action in this step, the writer uses data from evaluation to make improvement for the second cycle. The writer decides that the next cycle focuses on the weakness in the previous cycle.

b. Cycle 2

1) Planning

- a) The writer makes a lesson plan.
- b) The writer prepared the material and the teaching media that are needed in the teaching learning process, such as text book and marker
- c) The writer prepared a format to observe.
- d) The writer prepared a format to evaluate the students' activity after the teaching learning process.
- e) The writer prepared a format to evaluate the students' activity after the teaching learning process.
- f) The writer guided the student to learn English based on the lesson plan.

2) Acting

The writer applied the action plan II, doing the treatment and giving the post-test 2.

3) Observing

In this step, the writer compared the score of pre-test and post-test. The writer reviews and reflect on the students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

4) Reflecting

In this step, the writer compared the score of pre-test and post-test. The writer reviews and reflect on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the step.

E. Data Collection Method

The research method is the way which is used by researching in collecting data in research. The writer uses the method collecting data such as:

1. Test

Test is set of question or exercise which used for knowing the creativity, knowledge, ability or talent that belongs to the individual or group. In this research the writer was use test method to get informstion about the students score before and after treatment.

a. Pre-test

The writer was use pre-test method to know students' reading comprehension before using directed reading thinking activity. The test in this research is students' reading comprehesion by using directed reading thinking activity.

b. Post-test

The writer was use post-test to know the students' reading comprehension after answering some questions. The test in this research is reading comprehension test to answer some questions base on the text.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.³⁴ Observation also refers to the process of making careful and accurate measurement, which is distinguish feature of well-conducted scientific investigation. This method is hoped that to get information about the learning process, behaviour and activities of individual at the research site. In this case the writer directly organize observation in the field research, the writer was took the data of the student's reading comprehension test result in MA Al-Hidayah Raman Utara. In this research the writer is the only one participant to observe the XI Grader of MA Al-Hidayah Raman Utara in academic year 2017/2018.

3. Documentation

When the process of creating the research is conducted, the writer may collect documents. This data source is relatively scientific data and easy to gain. The writer was use the documentation method to get detail information about the using of paper question in reading

³⁴John Wiley & Sons Inc, *Essential of research Design and Methodology*, (Hoboken: New Jersey,2005) p.6

comprehension, condition of the teacher, employers, and organization structure, the facilities of the school and the other from XI Graders of MA Al-Hidayah Raman Utara in academic year 2017/2018.

4. Field Note

To collect the data more accurately, the writer used the field notes, it made the data analyzed simple. In many professions, it is a manner of good practice to make “field notes” while actually engaged in professional.³⁵ This note has been prepared systematically and given interpretation by the research.

F. Data Analysis Technique

Analysis of data means studying the tabulate material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.³⁶ A data analysis technique that is used in this research is descriptive statistical analysis. To find the avarage of students’ score and percentage of students’ score then, the result is matched by the minimum standard. Descriptive statistical analysis is concerned with numerical description of particular group observed and any many similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only. Data analysis was conducted by quantitative data and qualitative data. The qualitative data was conducted by step by taking the average score of the pre-test and post-test in

³⁵Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p. 57

³⁶Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), p.212

cycle 1 and cycle 2. To get the average score of pre-test and post-test the formula is:

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

Notes : \bar{X} = Average score

N = The number of students

$\sum X$ = The total number of students's score³⁷

To calculate the percentage of the students' score, the writer uses the formula as follows:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes: P = Percentage

$\sum X$ = Total Score of the students

G. Indicator of The Success

To know the gain the data was conducted in each test by taking the score of pre-test and post-test. After the result is suitable by the minimum standard of reading comprehension in this class at least 75. This research was been success or finish if 75% of students got minimum score 75 and 75% of students active in learning activity which occur until the last cycle.

³⁷Timothy C.Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at MA Al-Hidayah particularly at the twelfth grade students of MA Al-Hidayah Raman Utara east Lampung.

1. Description of Research Location

a. History of MA Al-Hidayah

MA Al-Hidayah is located on Merdeka Kota Raman street, Raman Utara, East Lampung. It was established on 1984. Teaching and learning activities in MA Al-Hidayah begins from 07.15 am until 14.00 pm.

In addition, MA Al-Hidayah Raman Utara have guided by 5 principles as follows:

- | | |
|------------------------|------------------------------|
| 1. Drs. Sakri | (In the period of 1985-1989) |
| 2. Yaeni, S.Pd | (In the period of 1989-1992) |
| 3. Murti Ningrum, S.Pd | (In the period of 1992-1994) |
| 4. Sukamto, S.Pd | (In the period of 1994-1999) |
| 5. Slamet Yusuf, S.Pd | (In the period of 1999-2005) |
| 6. Drs. Supardi, S.Pd | (In the period of 2005-2009) |
| 7. Drs. Sakri, S.Pd | (In the period of 2009-2013) |
| 8. Zainudin, S.Pd.I | (In the period of 2013-2015) |
| 9. Jumiran, S.Pd | (In the period of 2015-2018) |
| 10. Lamidi, S.Pd.I | (In the period of 2019-Now) |

b. Vision and Mission of MA Al-Hidayah Raman Utara

1. Vision

Being an independent and prestigious school based on educational manner and knowledge about technology advance.

2. Mission

- a) Creating the developing of curriculum
- b) Increasing the affectivity of learning process
- c) Creating human resources of good teacher
- d) Completing the infrastructures

Moreover, the orientation of MA Al-Hidayah Raman Utara is the official management. The school consists of three class, headmaster room, teacher room, administration room, computer room, library, art room, counseling room, UKS room, auditorium room, mosque, canteen, warehouse, teacher toilet, students toilet

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of MA Al-Hidayah Raman Utara is helped by school committee, official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

c. Total Student in The Academic Year 2018/2019

MA Al-Hidayah has 44 students. It is divided into some classes that could be identified as follows:

Table 4
Total of Students at MA Al-Hidayah
in the academic year 2018/2019

No	Class	Sex		Amount
		Male	Female	
1.	X	4	1	5
2.	XI	16	0	16
3.	XII	18	6	24
Total				45

Source: Documentation of MA Al-Hidayah in Academic Year of 2018/2019

d. Condition of The Teachers and Employers

The condition of the teachers in MA Al-Hidayah Raman Utara is stated below:

Table 5
The Teacher of MA Al-Hidayah
Raman Utara East Lampung

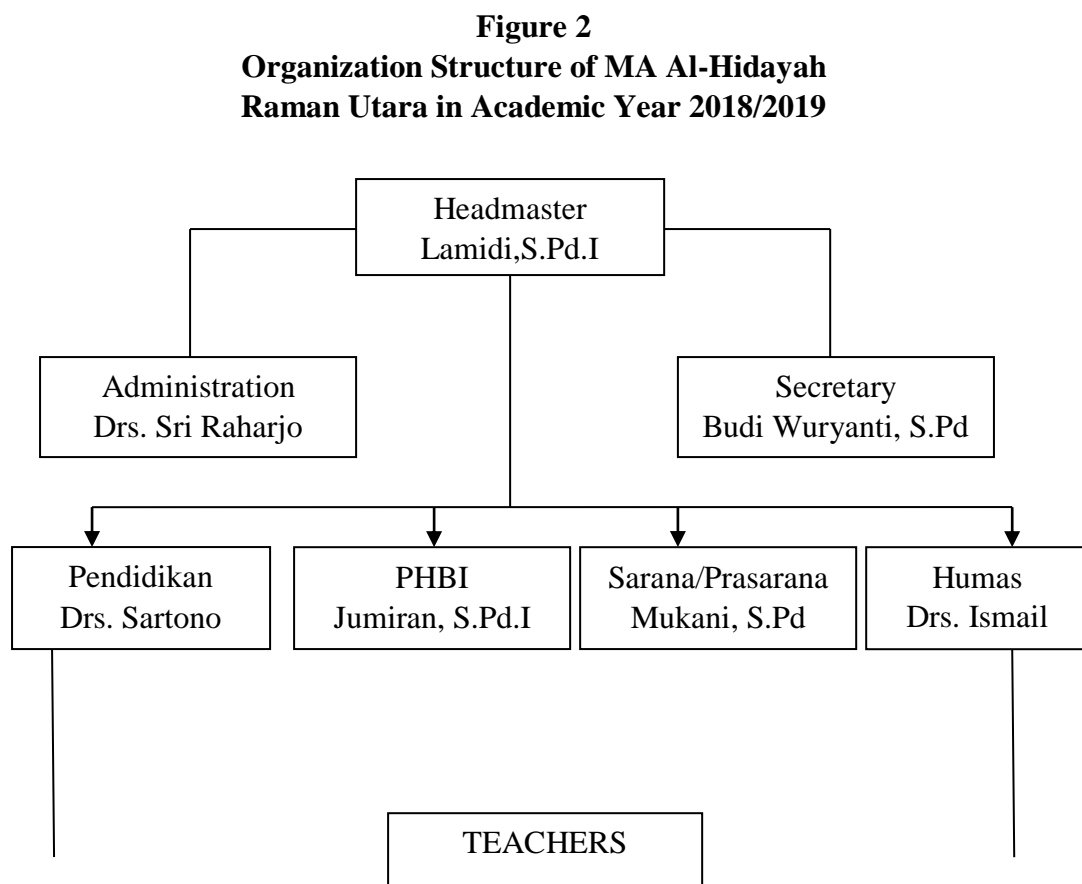
NO	NAME	SUBJECT	POSITION
1.	Lamidi,S.Pd.I	Economic	Headmaster
2.	Drs. Sartono	Indonesia	Curriculum
3.	Drs. Ismail Mz	Sociology, Art	Humas
4.	Budi Wuryanti,S.Pd	History, Sociology	Secretary
5.	Drs.Sri Raharjo	Indonesia	Administration
6.	Mukani, S.Pd.I	Akidah Ahklak, SKI	Facilities
7.	Jumiran,S.Pd	Civic, Islamic	PHBI
8.	Wibowo, S.Pd	Math	Teacher
9.	Kateman,S.Pd	Math, Information and Communication	Teacher

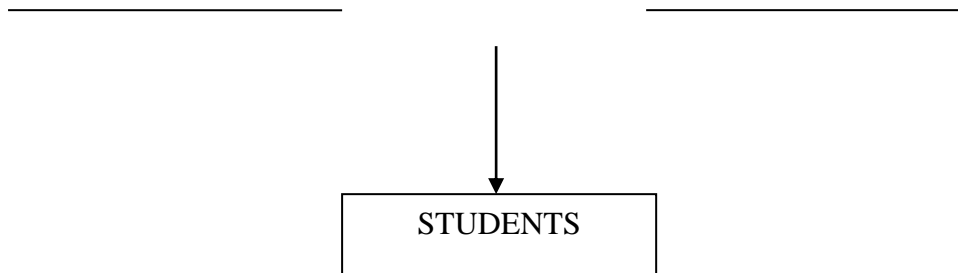
10.	Puji Lestari,SE	Economic	Teacher
11.	Dwi Nurroma F,S.Ag	Geography, Physics	Teacher
12.	Istikhomah, S.Pd	English	Teacher
13.	Alifah Lailasari, S.Pd	English	Teacher
14.	Afiana Damayanti, S.Pd.I	Arabic, Qur'an Hadist	Teacher
15.	Asih Sulistia Ningrum, M.Pd	Information and Communication, KWH, TU	Teacher
16.	Devy Indayani, M. Pd	Math, Civic	Teacher
17.	Anggi R, S.Pd	Penjaskes	Teacher
18.	Lutvita	TU	Teacher

Source: Documentation of MA Al-Hidayah Raman Utara gathered on 11th, January 2019.

e. Structure Organization of MA Al-Hidayah Raman Utara

The structure of organization of MA Al-Hidayah is stated below:





f. Condition of Facilities

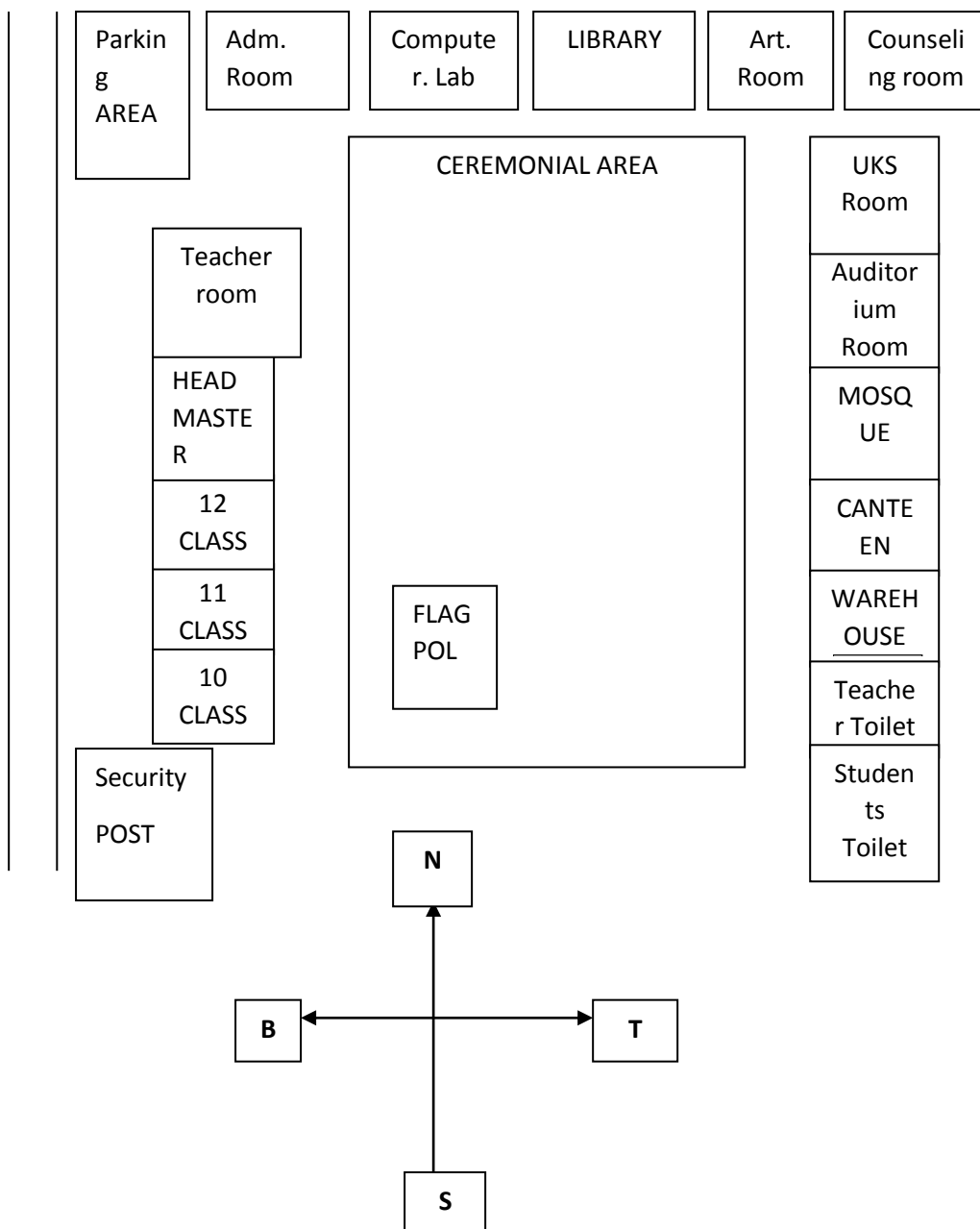
The condition of facilities in MA Al-Hidayah Raman Utara is stated below:

Table 6
Recapitulation Facilities of MA Al-Hidayah Raman Utara

NO	FACILITIES	QUANTITY
1.	Classroom (X-XII)	3
2.	Headmaster Room	1
3.	Teacher Room	1
4.	Administration Room	1
5.	Comp. Laboratory	1
6.	Library	1
7.	Art Room	1
8.	Counseling Room	1
9.	UKS Room	1
10.	Auditorium Room	1
11.	Mosque	1
12.	Canteen	2
13.	Warehouse	1
14.	Teacher Toilet	2
15.	Students Toilet	2

g. Location Sketch of MA Al-Hidayah Raman Utara

Figure.3



2. Result of The Research

This research was classroom action research (CAR). It was carried out at the 2018/2019 grade students of MA Al-Hidayah Raman Utara East Lampung in academic year of 2018/2019. This research was conducted in two cycles. Each cycles consisted of four phases that were planning, acting, observing and reflecting which accomplished in seven meetings. The students' reading comprehension result was gained through test which consisted of pre test and post test in the beginning research and the end of each cycle while the students' activities were gained from observation of student's learning activities.

a. Pre-test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on Friday, January 11th, 2019 at 08.00-08.30 a.m and it took about 30 minutes. In this meeting the writer was an observer and the collaborator was a teacher.

Firstly, the collaborator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collaborator gives the explanation to the students about the

exercise of reading comprehension for 10 minutes. Afterwards, to measure their skill before giving the treatment, the writer gives them pre-test. The writer use essay test which consist of one topic which have to be completed for 20 minutes. Then, the result of pre-test can be seen on the table below:

Table 7
The Result of Pre-Test

No	Name of Students	Indicator				Score	Note
		1	2	3	4		
1.	AN	10	15	10	10	45	Incomplete
2.	ANH	10	15	10	35	70	Incomplete
3.	AS	10	10	20	20	70	Incomplete
4.	AD	10	15	10	10	45	Incomplete
5.	AAS	25	15	10	10	60	Incomplete
6.	BA	10	15	15	10	50	Incomplete
7.	CIA	25	10	15	10	60	Incomplete
8.	CENA	25	15	20	10	70	Incomplete
9.	DA	10	15	10	30	60	Incomplete
10.	DAE	10	15	25	20	70	Incomplete
11.	DQLS	10	10	15	15	50	Incomplete
12.	ES	15	10	15	20	65	Incomplete
13.	FDK	10	15	20	25	70	Incomplete
14.	MNK	20	20	15	10	65	Incomplete
15.	MI	20	15	10	5	50	Incomplete
16.	MSY	10	15	15	35	85	Complete
17.	NDO	15	15	25	25	80	Complete

18.	PWM	15	15	20	25	70	Incomplete
19.	RA	20	10	15	30	75	Complete
20.	RS	10	10	10	20	50	Incomplete
21.	SA	25	15	20	30	90	Complete
22.	TAP	15	10	20	10	55	Incomplete
23.	TM	20	10	15	10	55	Incomplete
24.	VIS	25	15	20	20	85	Complete
Total						1545	
High Score						90	
Low Score						45	
Average						64,38	

Note:

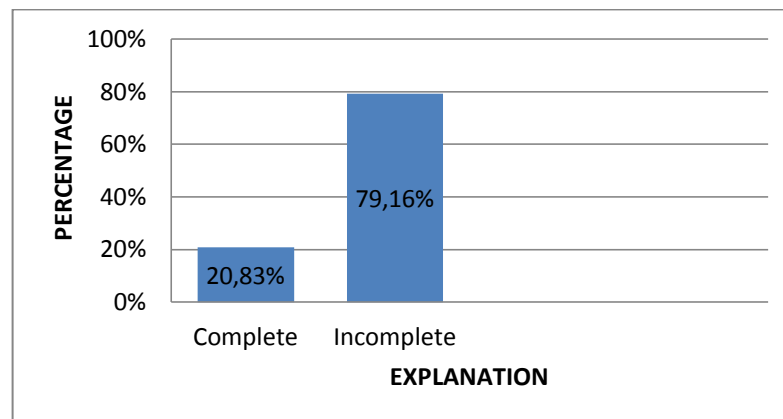
1. Student can identify the meaning of ideas of the text : 0-25
2. Students can identify the communicative purpose of the text : 0-15
3. Students can identifying main idea of the text : 0-25
4. Students can identify information contained in the text : 0-35

Table 8
Percentage of Students Reading Comprehension Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 75	5	20,83%	Complete
≤ 75	19	79,16%	Incomplete
Total	24	100%	

Then the graph of percentage students Recount text writing pre-test score could be seen as follow:

Figure 4
Percentage of Students Reading Comprehension
Pre-Test Score



Based on the result of students' reading comprehension pre-test score, it can be inferred that there are only 20,33% or 5 students for the score among the interval of ≥ 75 who passed the Minimum Standart Criteria (MSC) at least 75 while 79,16% or 19 students for the score among the interval of ≤ 75 did not pass the Minimum Standart Criteria (MSC) of less than 75. It can be indicated that the result of students Reading Comprehension is still low. It is the reason why the writer use Learner Centered Instruction to increase students Reading Comprehension. Therefore, the writer and collaborator made a plan to implement the action or treatment that consists of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 are divides into planning, acting, observing and reflecting

1) Planning

In this step, the writer prepare the lesson plan, material and media that can be used in teaching learning process. Moreover, the reseacher

made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The action is the second step in this research. The reseacher conducts this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Saturday, January 12 th 2019	08.50 – 10.40 a.m
2 nd	Friday, January 18 th 2019	08.50 –10.40 a.m

a) First Meeting

The first meeting was conduct on Saturday, January 12th 2019 at 08.50 – 10.40 a.m, and it took about 2x45 minutes or 90 minutes. In this meeting the reseacher is as a teacher and Mrs. Istiqomah, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process, the reseacher greets students by saying “salam and good morning” and all of students answer by saying “salam and good morning miss”

friendly. Then, the reseacher asks about their condition first before check the attendance list. Before giving the material, the reseacher gives some question, for example “what do you know about text?” Some students can answer it but they use Indonesian language. It can be happen because they usually discuss it in Indonesian language. Therefore, the reseacher explains what text in English is first before she explains about the text in the exercise.

Then, the reseacher explains about the characteristics of the exercise that will they work on. After that, the explanation continues to recount text. Most of students still not understand about it. Next, the reseacher invites the students to retell the story from the past.

After 2x45 minutes the bell ring and the reseacher close the lesson and remind the students that they must be discuss in the next meeting.

b) Second Meeting

The second meeting was conducted on Friday, 18th, 2019 at 08.00-09.30 a.m. this meeting used to post-test I, for 2x45 minutes after the students given the action. The reseacher greeting to the students and they answers it. Then, the writer checks the attendance list. The activity continues by giving some explanation more about recounttext and how to create it.

Then, at the end of this meeting the reseacher give post-test cycle 1 with the similar task on pre-test before. The students have to create a descriptive text based on the themes given in 40 minutes. The students do it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 10
The Result of Students Reading Comprehension
Post-Test I Score in Cycle I

No	Name of Students	Indicator				Score	Note
		1	2	3	4		
1.	AN	10	15	10	35	70	Incomplete
2.	ANH	25	15	25	25	90	Complete
3.	AS	25	15	25	20	85	Complete
4.	AD	0	15	25	35	85	Complete
5.	AAS	25	15	25	30	95	Complete
6.	BA	15	15	20	25	70	Incomplete
7.	CIA	10	15	25	35	85	Complete

8.	CENA	25	5	25	35	90	Complete
9.	DA	10	15	20	30	75	Complete
10.	DAE	15	15	20	25	85	Complete
11.	DQLS	25	15	0	35	75	Complete
12.	ES	25	15	25	10	75	Complete
13.	FDK	25	10	15	35	85	Complete
14.	MNK	10	15	25	20	70	Incomplete
15.	MI	15	15	25	25	80	Complete
16.	MSY	25	15	10	10	60	Incomplete
17.	NDO	25	15	25	35	100	Complete
18.	PWM	25	15	25	5	75	Complete
19.	RA	25	15	10	35	85	Complete
20.	RS	25	15	20	10	70	Incomplete
21.	SA	15	15	25	25	80	Complete
22.	TAP	25	15	5	15	60	Incomplete
23.	TM	25	10	25	35	95	Complete
24.	VIS	25	15	25	35	100	Complete
Passed Total						1940	
High Score						100	
Low Score						60	
Average						80,84	

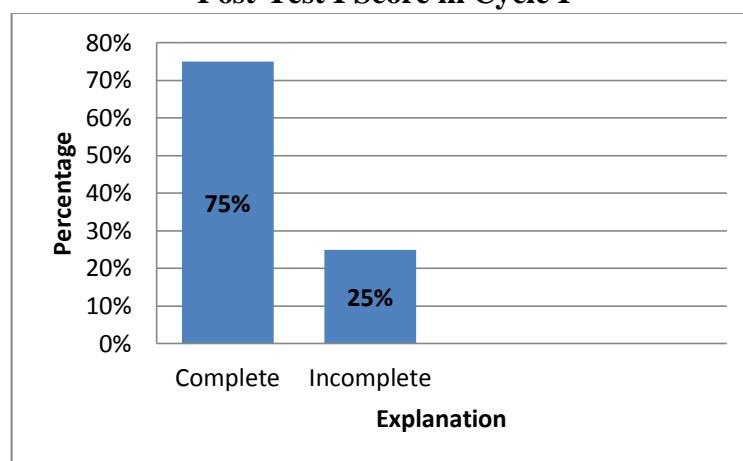
Note:

1. Student can identify the meaning of ideas of the text : 0-25
2. Students can identify the communicative purpose of the text : 0-15
3. Students can identifying main idea of the text : 0-25
4. Students can identify information contained in the text : 0-35

Table 11
Percentage of Students Reading Comprehension Post-Test 1 Score

Interval	Frequency	Percentage	Explanation
≥ 75	18	75%	Complete
≤ 75	6	25%	Incomplete
Total	24	100%	

Figure 5
Percentage of Student Reading Comprehension
Post-Test I Score in Cycle I



Post-test I score, it can be concluded that there are 25% or 6 students for the score among the interval ≤ 75 did not pass the Minimum Standard Criteria (MSC) at least while 75% or 18 students for the score among the interval of ≥ 75 pass the Minimum Standard Criteria (MSC) or less than 75. In addition, the average scores of post-test I is 6. It indicates that the result of students reading comprehension is increase that the pre-test score is 80, but from the indicator of success of this research that 75% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

3) Observing

In observing the researcher analyze the learning process, the students' activities, the material and the result of acting based on observation paper that has been arrange.

The indicators of the students' activities were:

- a) The students pay attention of teacher's explanation.
- b) The students ask/answer the question
- c) The students able do the task
- d) The students were active in group

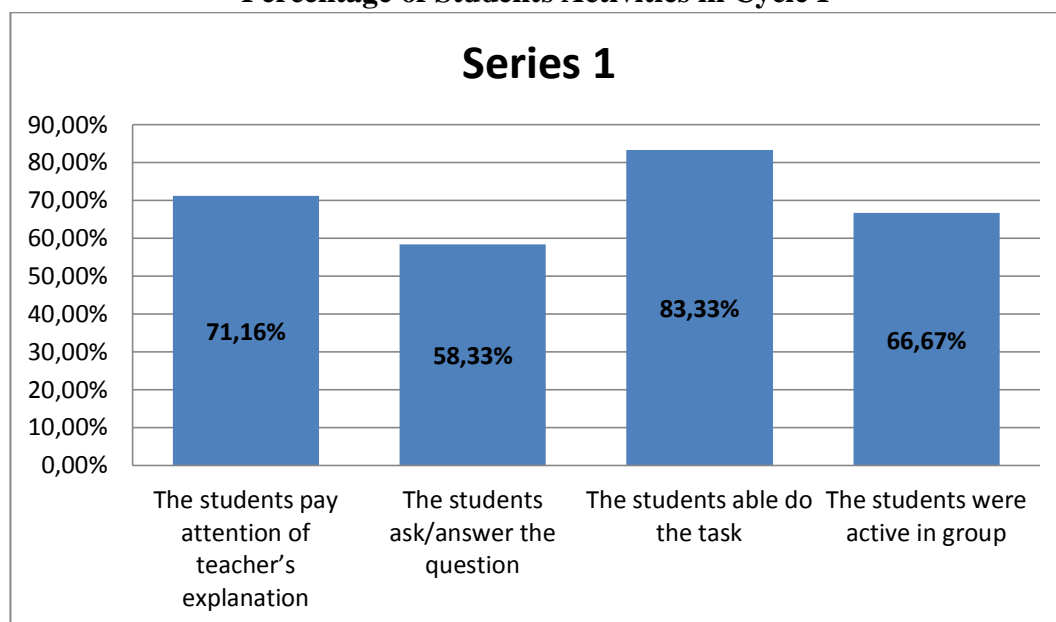
The result of the students' learning activities can be seen as follow:

Table 12
The Students Activity in Cycle 1

No	Students Activites	Frequence	Percentage
1.	The students pay attention of teacher's explanation	19	71,16%
2.	The students ask/answer the question	14	58,33%
3.	The students able do the task	20	83,33%
4.	The students were active in group	16	66,67%
	Total	24	

Then the graph of percentage students activities in cycle I as follow:

Figure 6
Percentage of Students Activities in Cycle I



The table show that not all of the students' active in learning process. There are 19 students (71,16%) who give attention to the teacher explanation. 14 students (58,33%) who understand the materials, 20 students (83,33%) are able to do the task and 16 students (66,67%) who active in the class.

4) Reflecting

From the result observation in learning process in cycle I, it can be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the writer analyze and calculate all the processes like students' pre-test score and the result of students' post-test I

score. The comparison between post-test score and post-test I score was as follow:

Table 13
The Comparison between Pre-Test
and Post-Test I Score in Cycle I

No	Name Initial	Pre-Test Score	Post-Test 1 Score	Improving	Explanation
1.	AN	45	70	25	Improved
2.	ANH	70	90	20	Improved
3.	AS	70	85	14	Improved
4.	AD	45	85	40	Improved
5.	AAS	60	95	35	Improved
6.	BA	50	70	20	Improved
7.	CIA	60	85	25	Improved
8.	CENA	70	90	20	Improved
9.	DA	60	75	15	Improved
10.	DAE	70	85	15	Improved
11.	DQLS	50	75	25	Improved
12.	ES	65	75	10	Improved
13.	FDK	70	85	15	Improved
14.	MNK	65	70	5	Improved
15.	MI	50	80	30	Improved
16.	MSY	85	60	25	Unimproved
17.	NDO	80	100	20	Improved
18.	PWM	70	75	5	Improved
19.	RA	75	85	10	Improved
20.	RS	50	70	20	Improved
21.	SA	90	80	10	Unimproved

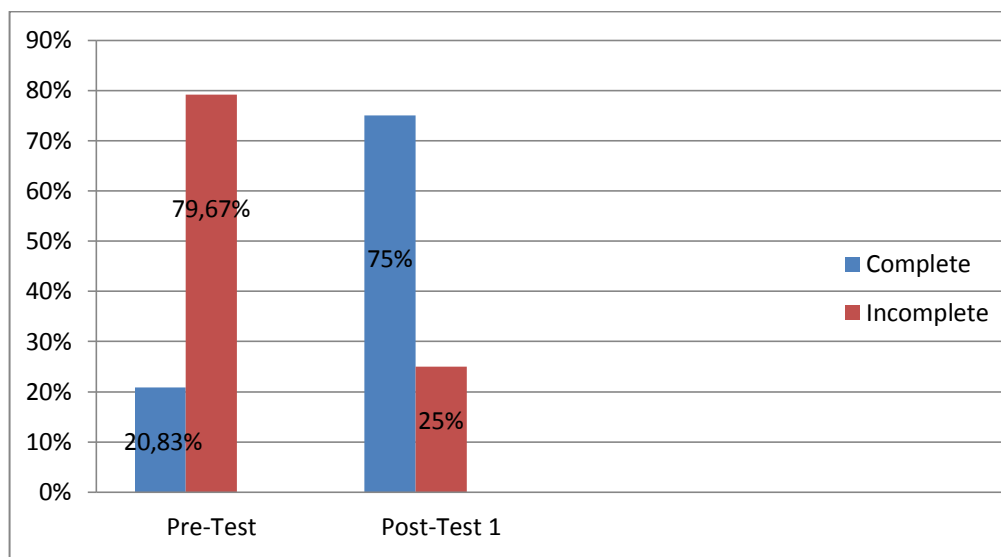
22.	TAP	55	60	5	Improved
23.	TM	55	95	40	Improved
24.	VIS	85	100	15	Improved
Total		1545	1940	464	
Average		64,38	80,84	19,33	
High Score		90	100		
Low Score		45	60		

Table 14
The Comparison of Students' Pre-Test and Post-Test I
Score in Cycle I

Interval	Pre-Test	Percentage	Post-Test 1	Percentage	Explanation
≥ 75	5	20,83%	18	75%	Complete
≤ 75	19	79,67%	6	25%	Incomplete
Total	24	100%	24	100%	

Then, the graph of comparison students writing recount text pre-test and post-test I score in cycle I can be seen as follow:

Figure 7
The Comparison of Students' Pre-Test and Post-Test I
Score in Cycle I



The table and the graphic above, in pre-test it can be seen that total from 24 students, it can be concluded that 20,83% or 5 students among the interval ≥ 75 students is complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 79,16% or 19 students among the interval ≤ 75 . In post-test I, it can be concluded that 75% or 18 students among the interval ≥ 75 students, it complete the minimum standard criteria. Then who incomplete the minimum standard criteria are 25% or 6 students among interval ≤ 75 . Average score of pre-test is 64 and average score of post-test I is 83 and the mean improvement score is 24 point. There is improvement between pre-test and post-test I but did not fulfill the indicator of success. It can be concluded that the result is unsuccessful, because of the indicator of success can't be achieved yet that 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject

material is not run well, so some students is not clear to understanding the material. Some students aren't satisfied because most of the students aren't pay attention toward the teacher explanation and some students got failure in test of cycle I. So, the reseacher has to continue in cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

In other that to repair the weakness in cycle I the reseacher need to continue the treatment in cycle II because of cycle I is not success. In this phase cycle II had four essential phase namely planning, action, observing and reflecting. The implementation of cycle II can be explained on the following sequences:

1) Planning

In the planning of cycle 2, the reseacher and collaborator discusses about some of problems that found in cycle 1. Therefore, in this step the writer prepare the lesson plan, material and media that will be used in teaching learning process. Moreover, the reseacher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The reseacher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 15
The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Friday, January 25 th 2019	08.50 – 10.40 a.m
2 nd	Saturday, January 26 th 2019	08.50– 10.40 a.m

a) First Meeting

The first meeting was held on Friday, January 25th, 2019 at 08.50-10.40 a.m and it took about 90 minutes or 2x45 minutes. In this meeting the reseacher was a teacher and Mrs.Istiqomah, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the reseacher begin the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the writer gives the learning material about writing recount text. In this section the reseacher as the teacher also explain use of simple present tense as the requirements of formula to make writing recount text well.

After explanation is done, the teacher asks the students about the material to know the students comprehension. In this meeting, condition of the class is effective. Most of students have pay attention about the teacher explanation. Then for the next section the teacher order the students to listen and pay

attention to what is explain by the teacher until the students understand about the material.

Afterward the writer gives the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen their result learning the teacher give some feedbacks and question as needed to check their understanding about the topic has been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Saturday, January 26th at 08.50-10.40 a.m, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the reseacher gave post-test II to the students. In this meeting, most of the students can answer well. Then the result of post-test II can be seen as follow:

Table 16
The Result of Students Reading Comprehension
Post-Test II Score in Cycle II

No	Name of Students	Indicator				Score	Note
		1	2	3	4		
1.	AN	15	15	25	25	80	Complete
2.	ANH	25	10	25	35	95	Complete
3.	AS	25	15	25	20	85	Complete

4.	AD	15	15	20	25	70	Incomplete
5.	AAS	25	15	25	20	85	Complete
6.	BA	25	5	25	35	90	Complete
7.	CIA	25	15	10	15	65	Incomplete
8.	CENA	25	5	25	35	90	Complete
9.	DA	20	15	20	30	85	Complete
10.	DAE	15	15	25	25	90	Complete
11.	DQLS	25	15	10	35	85	Complete
12.	ES	25	15	25	20	85	Complete
13.	FDK	25	10	10	35	80	Complete
14.	MNK	10	15	25	35	85	Complete
15.	MI	20	15	25	30	90	Complete
16.	MSY	25	5	25	35	90	Complete
17.	NDO	25	15	25	20	85	Complete
18.	PWM	25	15	25	30	95	Complete
19.	RA	25	15	10	30	80	Complete
20.	RS	25	15	20	20	80	Complete
21.	SA	15	15	25	35	90	Complete
22.	TAP	25	15	15	15	70	Incomplete
23.	TM	25	15	15	15	70	Incomplete
24.	VIS	25	15	25	25	90	Complete
Passed Total						2010	
High Score						95	
Low Score						65	
Average						83,75	

Note:

1. Student can identify the meaning of ideas of the text : 0-25
2. Students can identify the communicative purpose of the text : 0-15
3. Students can identifying main idea of the text : 0-25

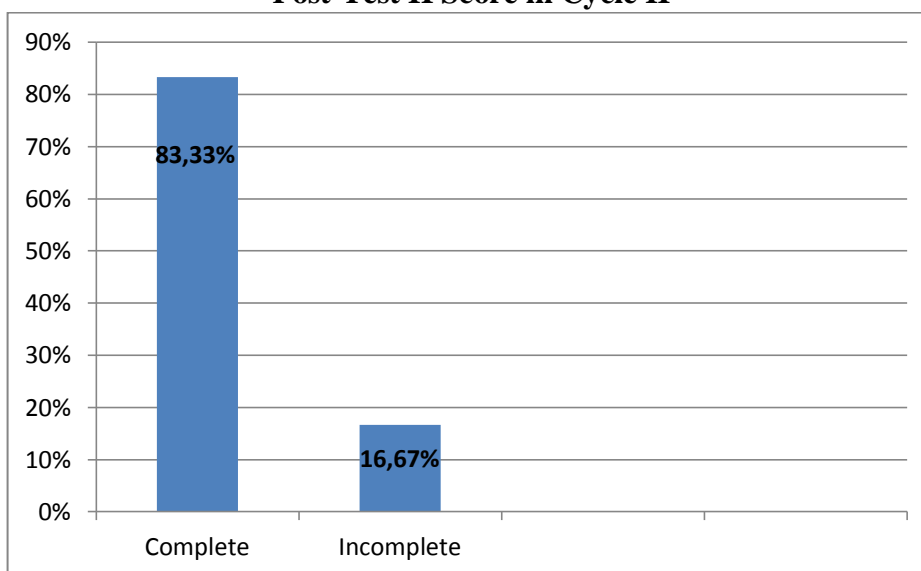
4. Students can identify information contained in the text : 0-35

Table 17
Percentage of Students Reading Comprehension
Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 75	20	83,33%	Complete
≤ 75	4	16,67%	Incomplete
Total	24	100%	

Then, the graph of comparison students writing recount text pre-test and post-test I score in cycle I can be seen as follow:

Figure 8
Percentage of Students Reading Comprehension
Post-Test II Score in Cycle II



Based on the result of students' reading comprehension post-test II score, it can be inferred that there are 83,33% or 20

students' for the score among the interval of ≥ 75 who complete the Minimum Standard Criteria (MSC) at least 75, while 16,67% or 4 students' for the score among the interval ≤ 75 who incomplete the Minimum Standard Criteria (MSC) at least 75.

Based on explanation above, it can be inferred that indicator of success was achieved. That is 83,33% from the students got score at least 75 for the minimum standard criteria and the other hand the cycle II was successful.

3) Observing

In observing the reseacher analyze the learning process, the students' activities, the material and the result of acting based on observation paper that has been arrange.

The indicators of the students' activities were:

- a) The students pay attention of teacher's explanation.
- b) The students ask/answer the question
- c) The students able do the task
- d) The students were active in group

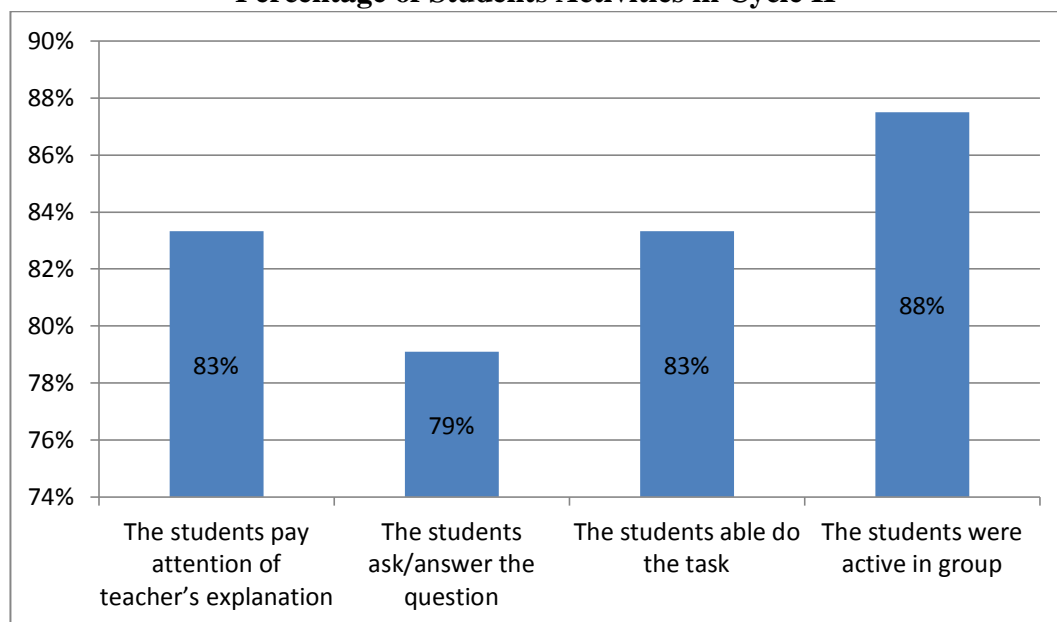
Based on the result of the observation sheet in cycle II, the writer indicates that learning process in cycle II is successful. The result score of students' learning activities observation, as follow:

Table 18
The Students' Activity in Cycle II

No	Students Activites	Frequence	Percentage
1.	The students pay attention of teacher's explanation	20	83%
2.	The students ask/answer the question	19	79%
3.	The students able do the task	20	83%
4.	The students were active in group	21	88%
	Total Students	24	

Then, the graph of percentage students' activities in cycle II, as follow

Figure 9
Percentage of Students Activities in Cycle II



The table above shows that the students' activity in cycle II is increase. The students' activity that have high percentage are the

students' ability to do the task 83%, the first high percentage are the students pay attention of the teacher explanation 88% and the students' activity in the class 83%, and the last the interaction among the students and teacher from the teacher 79%. Based on the result above, the reseacher indicate that learning process in cycle II is successful because the students' activity got percentage $\geq 75\%$.

4) Reflecting

At the end of this cycle, the reseacher and the collaborator analyze and calculate all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score can be compared on the following table:

Table 19
The Comparison between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

No	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1.	AN	70	80	10	Improved
2.	ANH	90	95	5	Improved
3.	AS	85	85	0	Constant
4.	AD	85	70	15	Improved
5.	AAS	95	85	10	Unimproved
6.	BA	70	90	20	Improved
7.	CIA	85	65	20	Improved
8.	CENA	90	90	0	Constant
9.	DA	75	85	10	Improved
10.	DAE	85	90	5	Improved
11.	DQLS	75	85	10	Improved
12.	ES	75	85	10	Improved
13.	FDK	85	80	5	Unimproved
14.	MNK	70	85	15	Improved
15.	MI	80	90	10	Improved
16.	MSY	60	90	10	Improved
17.	NDO	100	85	15	Unimproved
18.	PWM	75	95	20	Improved
19.	RA	85	80	5	Unimproved
20.	RS	70	80	10	Improved
21.	SA	80	90	10	Improved
22.	TAP	60	70	10	Improved

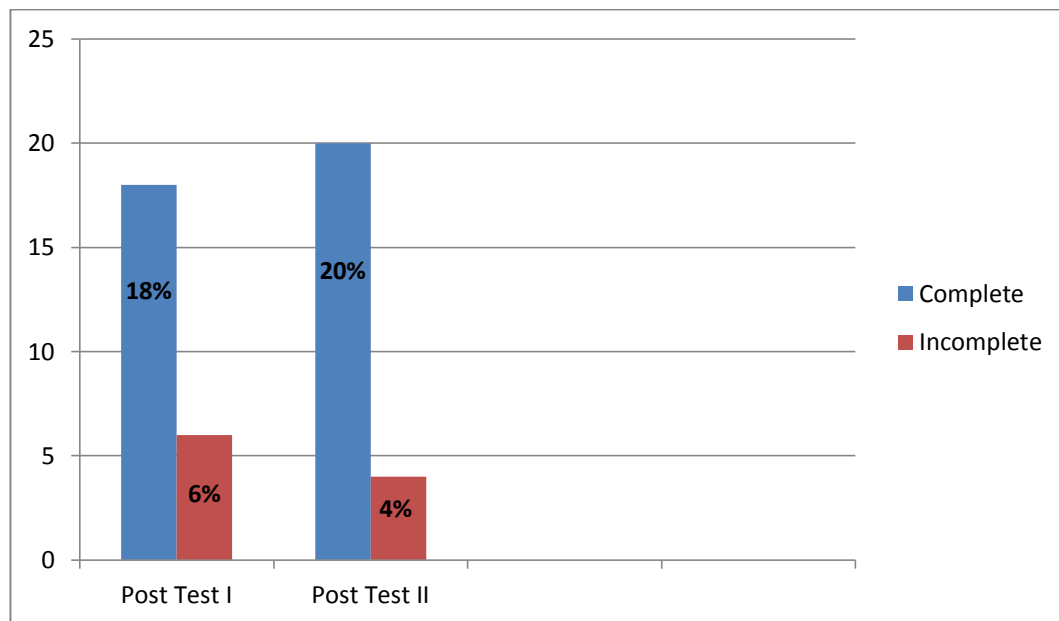
23.	TM	95	70	25	Improved
24.	VIS	100	90	10	Unimproved
Total		1940	2010	260	
Average		80,84	83,75	10,83	
High Score		100	95		
Low Score		60	65		

Table 20
The Comparison of Students' Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

Interval	Post-Test I	Percentage	Post-Test II	Percentage	Explanation
≥ 70	18	75%	20	83,33%	Complete
≤ 70	6	25%	4	16,67%	Incomplete
Total	24	100%	24	100%	

Then, the graph of comparison students writing recount text post-test I and post-test II score in cycle II can be seen as follow:

Figure 10
The Comparison of Students Reading Comprehension
Post-Test I Score and Post-Test II Score in Cycle II



From the table above, it can be seen that the score of the students in post-test II is various. The highest score is 95 and the lowest score is 65. The average score of post-test II is 83,75. Besides, the percentages of students' successfulness of post-test II score is 83,33% or 20 students of the total students pass the minimum standard criteria and 16,67% or 4 students did not pass the minimum standard criteria at least 75. It means that the indicator of success of this research have been achieve that is $\geq 75\%$ students is get score 75. It indicates that the students' reading comprehension is increase.

Regarding to the result above, it can be inferred that this Classroom Action Research (CAR) is successful and it will not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it

means that Learner Centered Instruction can increase the student reading comprehension.

B. Interpretation

Reading comprehension will be easier to understanding when it support by the right technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the reseacher observe that the students were enthusiastic to attention from teacher explanation in learning process.

The reseacher assumes that teaching reading by using Learner Centered Instruction can improve students reading comprehension. Learner Centered Instruction is an instructional approach in which students influence the content, activities, materials, and pace of learning. So, it has prove that Learning Centered Instruction can be one the interesting technique to teaching reading comprehension.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the reseacher present the pre- test to measure the students ability before implementing the treatment. The reseacher obtaine the data through test in the from of essay which complete for 90 minutes. It was done on Friday, January 11th 2019. From the result of pre- test show that most of the students got difficult for doing the test. Based on the table 7 the students average were 64,38 , it show that most of the students have not pass yet in achieving the Minimum

Standar Criteria at least 75. In this phase, only 5 students out of 24 students pass of the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing recount test mastery after implementing the treatment the reseacher conduct the post- test I. It was done on Saturday, January 12th 2019. Based on the table 10 the students average is 80,84. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 75. In this stage there are 18 students out of 24 students pass of the minimum standard criteria. It can be concluded that a part of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the reseacher continue to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that is 82% pass the minimum standard criteria. The writer present the post- tes II to measure the students ability after implementing the treatment. The reseacher obtaine the data through test in the from of essay which complete for 90 minutes. It was done on Saturday, January 26th 2019. Based on the table 16, the students average were 83,25, it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 75. In this phase, 20 students out of 24 students of 83,33% students passed of the minimum standatd criteria and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process has successfully in cycle I but the students' average score has low. While the score of the students in post-test I has higher than pre-test. Moreover, in cycle II, the students' average score has higher than cycle I. the following has the table of illustration scores in cycle I and cycle II.

Table 21
The Comparison of Reading Comprehension of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	45	70	80
2.	70	90	95

3.	70	85	85
4.	45	85	70
5.	60	95	85
6.	50	70	90
7.	60	85	65
8.	70	90	90
9.	60	75	85
10.	70	85	90
11.	50	75	85
12.	65	75	85
13.	70	85	80
14.	65	70	85
15.	50	80	90
16.	85	60	90
17.	80	100	85
18.	70	75	95
19.	75	85	80
20.	50	70	80
21.	90	80	90
22.	55	60	70
23.	55	95	70
24.	85	100	90
Total	1545	1940	2010
Average	64,38	80,84	83,75
Complete	5	18	20

Table 22
The Comparison of Students' Pre-Test, Post-Test I Score in

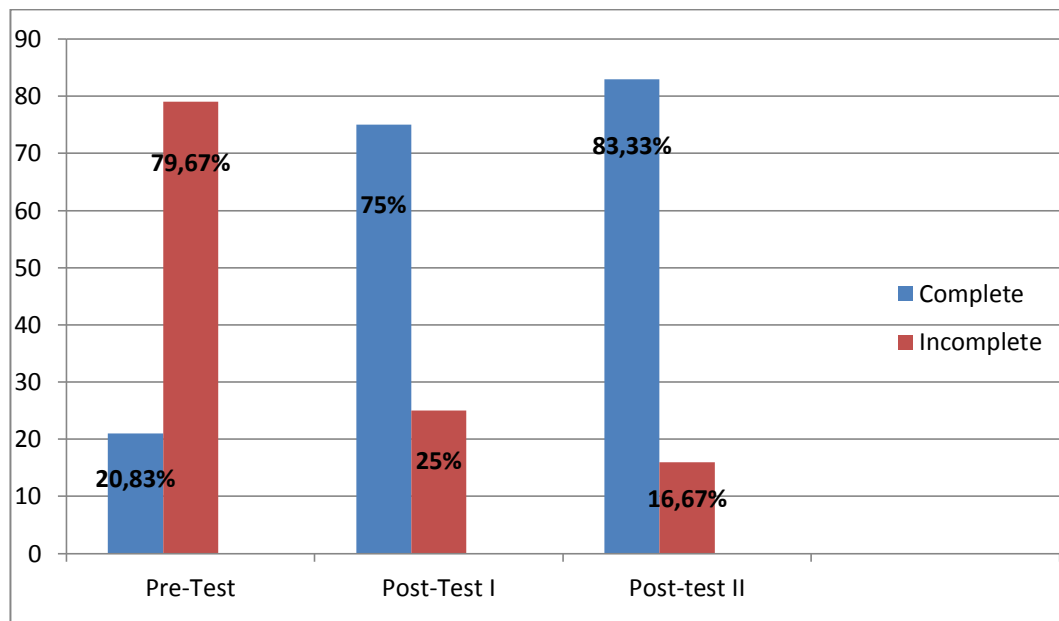
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Percentage	Post-Test I	Percentage	Post - Test II	Percentage	Explanation
≥ 75	5	20,83%	18	75%	20	83,33%	Complete
≤ 75	19	79,67%	6	25%	4	16,67%	Incomplete
Total	24	100%	24	100%	24	100%	

Based on the result of the pre-test, post-test I and post-test II, it has known that there is a positive significant increasing of the students' score. It can be seen from the students get score 75, 5 to 18 became 20. Therefore, the reseacher concludes that the research has successful because the indicator of success in this research has been achieved.

The reseacher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 11
The Comparison Score of Students Reading Comprehension
In Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it can be inferred that Learner Centered Instruction can improve the students' reading comprehension. It is support by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

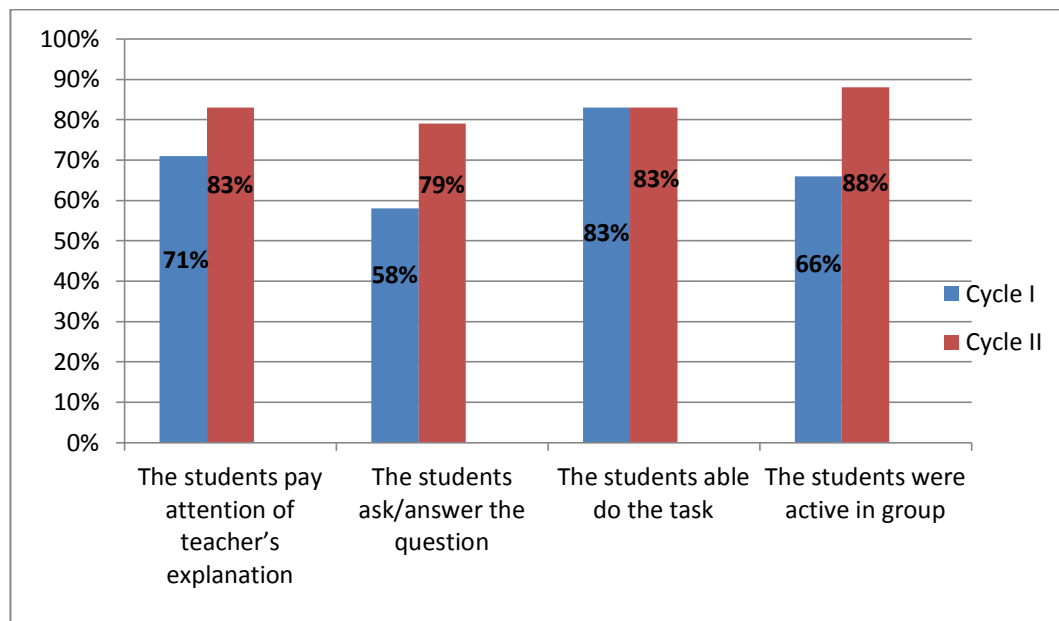
The students' learning activities data get from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 23
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of teacher's explanation	19	71%	20	83%	12%

2	The students ask/answer the question	14	58%	19	79%	21%
3	The students able do the task	20	83%	20	83%	0%
4	The students were active in group	16	66%	21	88%	22%

Figure 12
Figure of Students' Result of Learning Activity
in Cycle I and Cycle II



Based on the data has getting, it can be explaine as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting has increased. In cycle I there are only 71% and in cycle II 83%, it can be improved 12%

b) The interaction among the students and teachers.

The interaction among the students and teacher can increase from the first meeting to next meeting. It shows when the teacher give the question to the students; they brave to answer although not all the question can be answered well. For this activity can be improved 58%, from cycle I 79% and cycle II 21%.

c) The students ability to do the task

The students who have done the task constant. It can be seen on the cycle I 83% and cycle II 83%.

d) The students' activity in the class

The student's activities in the class have increase. It can be seen on the cycle I 66% and cycle II also 88%, it increased 22%.

Based on the data above, it can be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when Learner Centered Instruction has apply in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it can be inferred that the use of Learner Centered Instruction improve the students' reading comprehension. There are progress average score from 64,38 to 80,84 and to 83,75.

From the graph 10, we can be seen that there are an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test were 64,38 and only 5 students or (20,83%) passed the test.

Moreover, in the post-test I and II there are 18 students or (75%) passed the test the indicator students get score ≥ 75 with average 80,84 students or (84%) who pass the test indicator students get score ≥ 75 with average 75. From the explanation, the reseacher conclude that the

research has successful and it can be stopped in the cycle II because the indicator of success 75% of students got score ≥ 75 has reach.

C. Discussion

In teaching reading to the MA Al-Hidayah Raman Utara especially in students of class XII, based on the pre survey there are some problems like some students difficulties in comprehending the english text. The reseacher chose Learner Centered Instruction to improve the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it can be inferred that the use of learner centered instruction can be improve the students' reading comprehension. There are progress from the students get score ≥ 75 from pre-test 20,83% or 5 students, post-test I 75% or 18 students and post-test II become 83,33% or 20 students. We can be seen that is an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum is 75 in this research, in the post-test I there are 5 students or 20,83% passed the test with the average 64 and the post-test II there are 20 students or 83,33% who passed the test with average 83. From the explanation, the reseacher concludes that the research has successful and it can be stopped in the cycle II because the indicator of success 75% of students got score ≥ 75 are reached.

The writer chose this method because he old method are not quite effective. Using this method made students felt that studying is more

interesting and the result is that their score increased. The students were able to understand more about recount text, and they could conclude the ideas better than before.

Based on the discussion above, it can be conclude that by using Learner Centered Instruction method, the student felt more attracted to study and to understand about the English text. It is in their learning result which are improve well while using learner centered instruction method in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the writer would like to describe the conclusion that the reading comprehension can be increased through Learner Centered Instruction, as follows:

1. Based on the explanation of cycle I and cycle II, it could be inferred that use Learner Centered Instruction method could improve the students' reading comprehension. There was a progress in average score from pre-test to cycle I and cycle II. The average score of pre-test is 64,38 and in cycle I is 80,84 while in cycle II is 83,25.
2. Researchers used Learner Centered Instruction as a method in learning process, and as we can see above, there was a significant increase in outcomes from post-test I to post-test II. It can prove that the use of learner centered instruction can influence and improve student learning outcomes, and can also help students in reading comprehension in the classroom.
3. The use of method in learning is very effective, so the teacher can use learner centered instruction as one of the media in overcoming problems that occur in learning English, especially reading comprehension.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestions to some parties, as follows:

1. The English Teacher

- a. The teacher should improve their creativity in teaching reading, in order to make the students enjoy while teaching learning process happens.
- b. The English teacher can use Learner Centered Instruction (LCI) in teaching reading besides their technique to create variety of English teaching learning process in order that students are interested and are not bored in the learning process.

2. The Students

- a. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in reading comprehension.
- b. The students should be more active, not nervous in order to make the students not afraid to making mistakes during teaching learning process, especially in the reading class.
- c. They should more practice in reading English text, in order to make discussing with their friend if they problems in reading text, and enjoying the reading class.

3. The Headmaster

- a. The headmaster is supposed to give more motivation to the teacher in order to make the students more excite in English learning.

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APPENDICES I

1. Description of Research Location

a. History of MA Al-Hidayah

MA Al-Hidayah is located on Merdeka Kota Raman street, Raman Utara, East Lampung. It was established on 1984. Teaching and learning activities in MA Al-Hidayah begins from 07.15 am until 14.00 pm.

b. Vision and Mission of MA Al-Hidayah Raman Utara

3. Vision

Being an independent and prestigious school based on educational manner and knowledge about technology advance.

4. Mission

- e) Creating the developing of curriculum
- f) Increasing the affectivity of learning process
- g) Creating human resources of good teacher
- h) Completing the infrastructures

Moreover, the orientation of MA Al-Hidayah Raman Utara is the official management. The school consists of three class, headmaster room, teacher room, administration room, computer room, library, art room, counseling room, UKS room, auditorium room, mosque, canteen, warehouse, teacher toilet, students toilet

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of MA Al-Hidayah Raman Utara is helped by school committee,

official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

c. Total Student in The Academic Year 2018/2019

MA Al-Hidayah has 44 students. It is divided into some classes that could be identified as follows:

Table 4
Total of Students at MA Al-Hidayah
in the academic year 2018/2019

No	Class	Sex		Amount
		Male	Female	
1.	X	4	1	5
2.	XI	16		16
3.	XII	16	7	23
Total				44

Source: Documentation of MA Al-Hidayah in Academic Year of 2018/2019

d. Condition of The Teachers and Employers

The condition of the teachers in MA Al-Hidayah Raman Utara is stated below:

Table 5
The Teacher of MA Al-Hidayah
Raman Utara East Lampung

NO	NAME	SUBJECT	POSITION
1.	Lamidi S.Pd.I	Economic	Headmaster
2.	Drs. Sartono	Indonesia	
3.	Jumiran,S.Pd	Sociology, Art	
4.	Budi Wuryanti,S.Pd	History, Sociology	Secretary

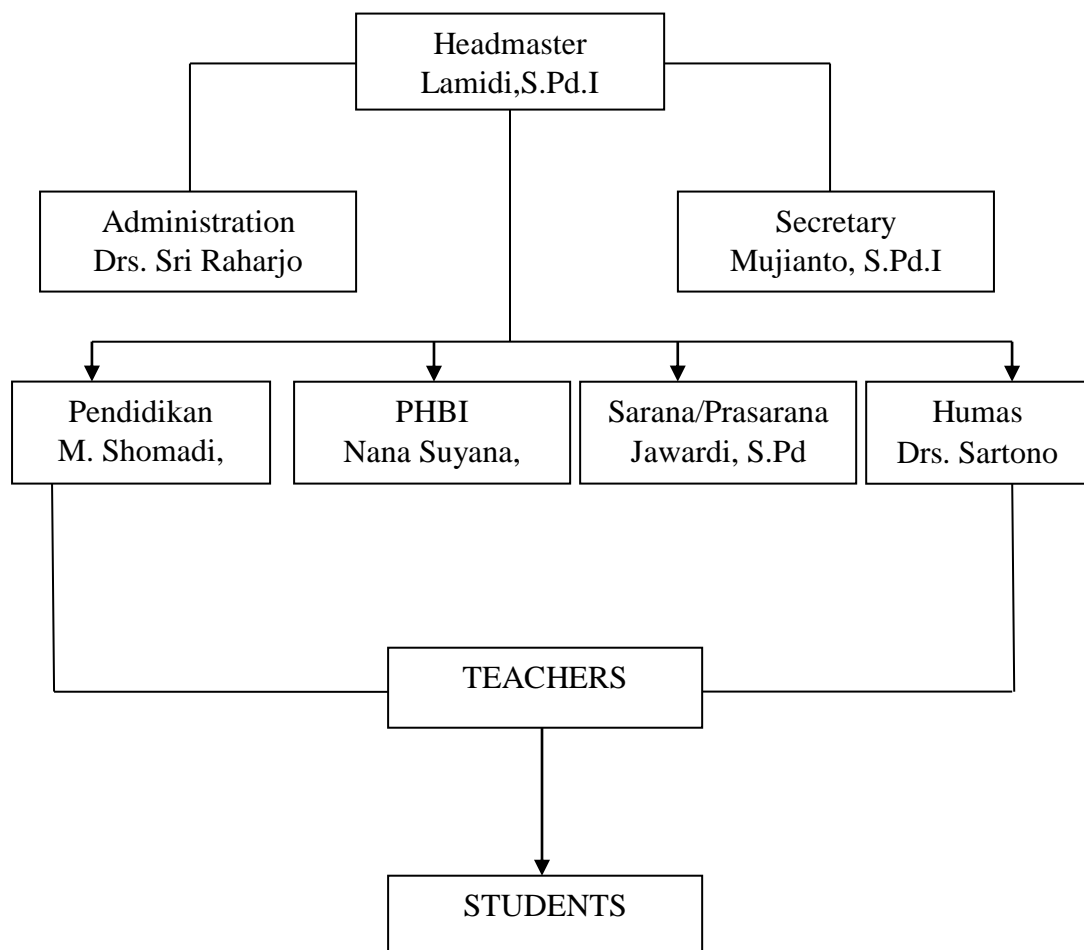
5.	Drs.Sri Raharjo	Indonesia	Administration
6.	Mukani, S.Pd.I	Akidah Ahklak, SKI	
7.	Drs. Ismail Mz	Civic, Islamic	
8.	Wibowo	Math	
9.	Kateman,S.Pd	Math, Information and Communication	
10.	Puji Lestari,SE	Economic	
11.	Dwi Nurroma F,S.Ag	Geography, Physics	
12.	Istikhomah, S.Pd	English	
13.	Alifah Lailasari, S.Pd	English	
14.	Afiana Damayanti, S.Pd.I	Arabic, Qur'an Hadist	
15.	Asih Sulistia Ningrum, M.Pd	Information and Communication, KWH, TU	
16.	Devy Indayani, M. Pd	Math, Civic	
17.	Anggi R, S.Pd	Penjaskes	
18.	Lutvita	TU	

Source: Documentation of MA Al-Hidayah Raman Utara gathered on 11th, January 2019.

e. Structure Organization of MA Al-Hidayah Raman Utara

The structure of organization of MA Al-Hidayah is stated below:

Figure 2
Organization Structure of MA Al-Hidayah
Raman Utara in Academic Year 2018/2019



f. Condition of Facilities

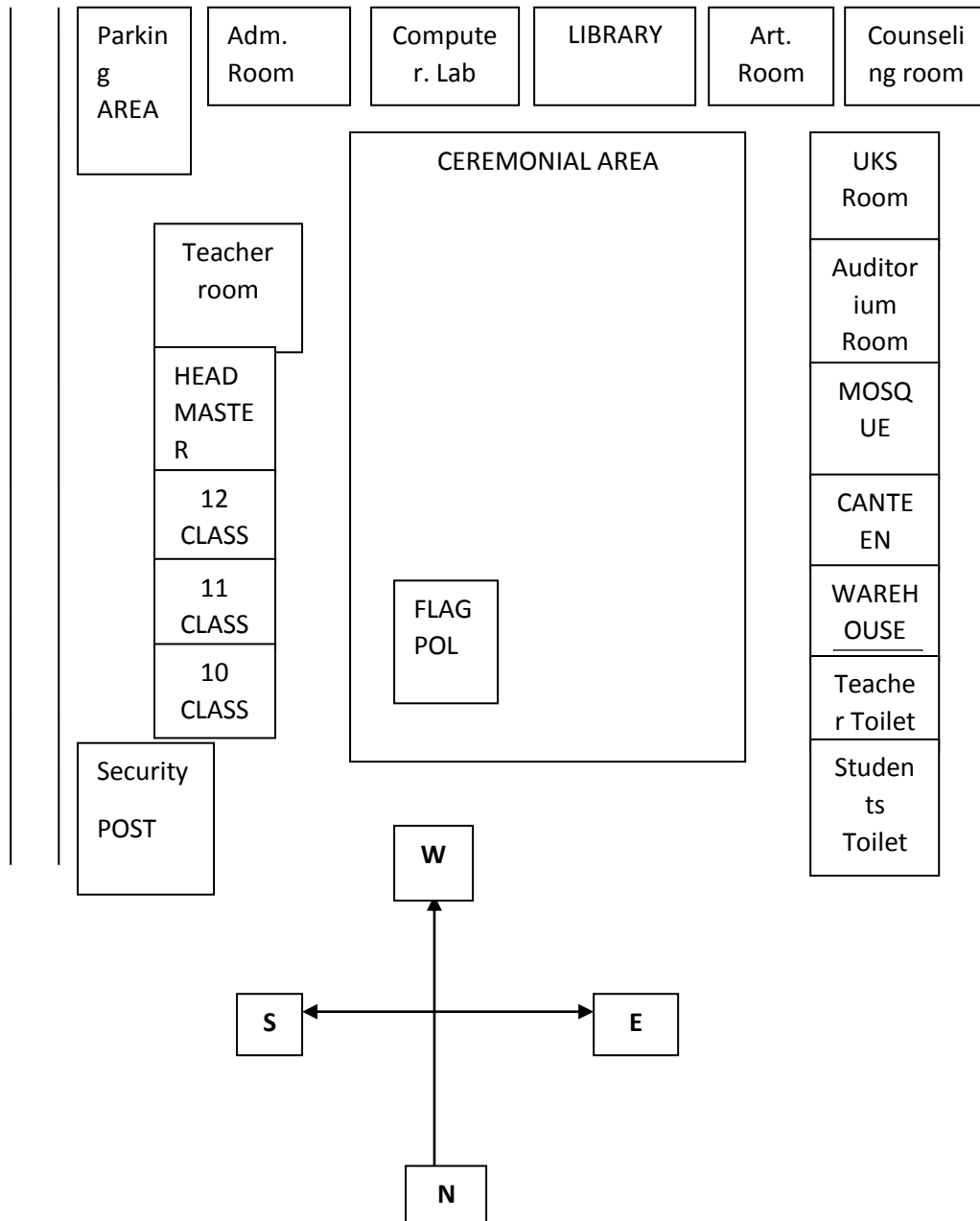
The condition of facilities in MA Al-Hidayah Raman Utara is stated below:

Table 6
Recapitultion Facilities of MA Al-Hidayah Raman Utara

NO	FACILITIES	QUANTITY
1.	Classroom (X-XII)	3
2.	Headmaster Room	1
3.	Teacher Room	1
4.	Administration Room	1
5.	Comp. Laboratory	1
6.	Library	1
7.	Art Room	1
8.	Counseling Room	1
9.	UKS Room	1
10.	Auditorium Room	1
11.	Mosque	1
12.	Canteen	2
13.	Warehouse	1
14.	Teacher Toilet	2
15.	Students Toilet	2

g. Location Sketch of MA Al-Hidayah Raman Utara


















Figure.3



ATTENDANCE LIST OF PRE TEST

CLASS : XII

DATE :


















NO	NAME	SIGNATURE	
1.	Agung Nirvan	1. 	
2.	Ari Nur Huda		2. 
3.	Ardo Saputra	3. 	
4.	Asri Darayani		4. 
5.	Asep Agil Saputra	5. 	
6.	Bangkit Arinando		6. 
7.	Cika Imelda Amalia	7. 	
8.	Choirul Eka Nur. A		8. 
9.	Deni Akbar	9. 	
10.	Dina Ayu Eliza		10. 
11.	Dita Qhori Laras S	11. 	
12.	Erwin Saputra		12. 
13.	Feriza Dwi Kusmara	13. 	
14.	M. Nanang K		14. 
15.	Muhammad Iwang	15. 	
16.	Muhammad Sandi Y		16. 
17.	Neni Dwi Oktaviani	17. 	

18.	Permadi Windu Murti		18. <i>Permadi</i>
19.	Reza Ariani	19. <i>Reza</i>	
20.	Riki Saputra		20. <i>Riki</i>
21.	Sofyan Aziz	21. <i>Sofyan</i>	
22.	Teo Ajid Pratama		22. <i>Teo</i>
23.	Tomi Mustika	23. <i>Tomi</i>	
24.	Vidia Indi Safitri		24. <i>Vidia</i>

ATTENDANCE LIST OF POST TEST 2

CLASS : XII

DATE :


















NO	NAME	SIGNATURE	
1.	Agung Nirvan	1. 	
2.	Ari Nur Huda		2. 
3.	Ardo Saputra	3. 	
4.	Asri Darayani		4. 
5.	Asep Agil Saputra	5. 	
6.	Bangkit Arinando		6. 
7.	Cika Imelda Amalia	7. 	
8.	Choirul Eka Nur. A		8. 
9.	Deni Akbar	9. 	
10.	Dina Ayu Eliza		10. 
11.	Dita Qhori Laras S	11. 	
12.	Erwin Saputra		12. 
13.	Feriza Dwi Kusmara	13. 	
14.	M. Nanang K		14. 
15.	Muhammad Iwang	15. 	
16.	Muhammad Sandi Y		16. 
17.	Neni Dwi Oktaviani	17. 	

18.	Permadi Windu Murti		18. <i>Pd</i>
19.	Reza Ariani	19. <i>Ant</i>	
20.	Riki Saputra		20. <i>Kurt</i>
21.	Sofyan Aziz	21. <i>fuya</i>	
22.	Teo Ajid Pratama		22. <i>teo</i>
23.	Tomi Mustika	23. <i>Ant</i>	
24.	Vidia Indi Safitri		24. <i>Vnt</i>

ATTENDANCE LIST OF POST TEST 1

CLASS : XII

DATE :

NO	NAME	SIGNATURE	
1.	Agung Nirvan	1. 	
2.	Ari Nur Huda		2. 
3.	Ardo Saputra	3. 	
4.	Asri Darayani		4. 
5.	Asep Agil Saputra	5. 	
6.	Bangkit Arinando		6. 
7.	Cika Imelda Amalia	7. 	
8.	Choirul Eka Nur. A		8. 
9.	Deni Akbar	9. 	
10.	Dina Ayu Eliza		10. 
11.	Dita Qhori Laras S	11. 	
12.	Erwin Saputra		12. 
13.	Feriza Dwi Kusmara	13. 	
14.	M. Nanang K		14. 
15.	Muhammad Iwang	15. 	
16.	Muhammad Sandi Y		16. 
17.	Neni Dwi Oktaviani	17. 	

18.	Permadi Windu Murti		18. <i>Pmf</i>
19.	Reza Ariani	19. <i>Amf</i>	
20.	Riki Saputra		20. <i>Kmp</i>
21.	Sofyan Aziz	21. <i>fmya</i>	
22.	Teo Ajid Pratama		22. <i>ter</i>
23.	Tomi Mustika	23. <i>Amf</i>	
24.	Vidia Indi Safitri		24. <i>Wf</i>

OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Meeting : 1 (Satu)

Day/Date :

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning			
b. Explaining the material uses Learner Centered Instruction			
• The teacher gives students a short and well-formatted learning material.		✓	
• The teacher forms sub-groups and gives them a quiet space to carry out the learning session.			
• The teacher provides clear instructions to guide students to learn and explain the material carefully.			
• The teacher gives the division of labor to group members fairly so that he gets the same portion.			
• When finished, discuss the material together in class and give questions to assess how far they understand.			
c. Guiding the students to follow the lesson			

3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			

Tick (✓) for each positive activity

Raman Utara, January 2019

Mengetahui,
Collaborator



Istiqomah, S.Pd
NIP.

Researcher



Liya Merlianti
NPM.14121597

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

No	Students Code	Indicators				Total
		1	2	3	4	
1.	AN	√		√	√	3
2.	ANH	√		√	√	3
3.	AS	√	√	√		3
4.	AD	√	√		√	3
5.	AAS	√		√		2
6.	BA	√	√		√	3
7.	CIA	√	√	√		3
8.	CENA	√	√		√	3
9.	DA	√			√	2
10.	DAE		√	√	√	3
11.	DQLS	√		√	√	3
12.	ES	√		√		2
13.	FDK		√	√		2
14.	MNK	√		√	√	3
15.	MI	√		√	√	3
16.	MSY	√	√	√	√	4
17.	NDO	√		√	√	3
18.	PWM		√	√	√	3
19.	RA		√	√	√	3
20.	RS	√	√		√	3
21.	SA		√	√	√	3

22.	TAP	√		√	√	3
23.	TM	√	√		√	3
24.	VIS		√	√	√	3
TOTAL		19	14	20	16	69

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students were active in group

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

No	Students Code	Indicators				Total
		1	2	3	4	
1.	AN	√		√	√	3
2.	ANH	√		√	√	3
3.	AS	√	√	√		3
4.	AD	√	√		√	3
5.	AAS	√	√	√		3
6.	BA	√	√		√	3
7.	CIA	√	√	√	√	4
8.	CENA	√	√	√	√	4
9.	DA	√	√		√	3

10.	DAE		√	√	√	3
11.	DQLS	√	√	√	√	4
12.	ES	√	√	√	√	4
13.	FDK		√	√		2
14.	MNK	√		√	√	3
15.	MI	√		√	√	3
16.	MSY	√	√	√	√	4
17.	NDO	√	√	√	√	4
18.	PWM		√	√	√	3
19.	RA	√	√	√	√	4
20.	RS	√	√	√	√	4
21.	SA		√	√	√	3
22.	TAP	√		√	√	3
23.	TM	√	√		√	3
24.	VIS	√	√	√	√	4
TOTAL		20	19	20	21	80

Note:

5. The students pay attention of teacher's explanation
6. The students ask/answer the question
7. The students able do the task
8. The students were active in group

Pre-Test of Reading Comprehension in Descriptive Text

Direction:

- 1. Write your name and class on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, d, or e!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

A. Read the text and answer the questions 1-3.

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the purpose of the text?
 - a. To amuse the readers with Yogyakarta
 - b. To describe the location of Yogyakarta
 - c. To persuade the readers to go to Yogyakarta
 - d. To promote Yogyakarta as tourist destination
 - e. To tell the readers the history of Yogyakarta
2. We know from the second paragraph that
 - a. Plane is the most convenient access to reach Yogyakarta

- b. Many local tourists prefer staying in Sosrowijayan Street
 - c. Sosrowijayan is also known as shopping and culinary delight
 - d. There are many convenient stores in the streets of Yogyakarta
 - e. Malioboro Street is a crowded mainroad which is alive 24 hours
3. "...spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning
- a. Settlement
 - b. Development
 - c. Improvement
 - d. Involvement
 - e. Engagement

Read the text and answer the questions 4-6.

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

4. The text mainly describes
- a. Rowan Atkinson
 - b. Rowan Atkinson's school
 - c. Rowan Atkinson's movies
 - d. Comedy festivals in England
 - e. TV show in England
5. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
- a. Stocky
 - b. Athletic
 - c. Skinny
 - d. Chubby

- e. Muscular
- 6. "The couple has two children, Lily and Benjamin," (Paragraph 3) The underlined words refer to
 - a. Atkinson and family
 - b. Lily and Benjamin
 - c. Atkitson and his children
 - d. Atkinson and Sunetra Sastry
 - e. Sunetra Sastry and her children

Read the text and answer the questions 7-10

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

- 7. The first paragraph tells about
 - a. The islands in the world
 - b. The location of Indonesia
 - c. The continents of Asia and Australia
 - d. The Samudera Indonesia and Pacific Ocean
 - e. The Indonesian population

8. Based on the text, The Indonesia Archipelago consists of islands.
- 1.904.345
 - 13.667
 - 5.120
 - 1.770
 - 500
9. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with
- Erupted
 - Was done
 - Happened
 - Took part
 - Built
10. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to
- The largest groups of islands
 - The Indonesian Archipelago
 - The islands in the world
 - The Samudera Indonesia
 - The Indonesian government's

B. ESSAY

Read the following text and answers the question!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Answer the question base on the text above!

1. What is the topic of the text?
Answer:.....
2. What is the purpose of the text?
Answer:.....
3. What is the main idea of the text?
Answer:.....
4. What is the beauty of the city of Makassar?
Answer:.....
5. Where is Losari beach located?
Answer:.....
6. How many hotels does the writer mention?
Answer:.....
7. What is the type of the text?
Answer:.....
8. Why the Losari Beach is the longest cafe in Asia?
Answer:.....
9. How many paragraph of the text?
Answer:.....
10. Where is the location of hotels in Makassar?
Answer:.....

CYCLE 1
Post-Test of Reading Comprehension in Descriptive Text

Direction:

- 5. Write your name and class on your answer sheet!**
 - 6. Read the text then answer the question by crossing a, b, c, or d!**
 - 7. You may not cheat with your friends!**
 - 8. Check your answer before submitting!**
-

A. Read the text and answer the questions 1-3.

My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room. The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death! The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

1. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
 - a. because the turtle might infect you with a certain disease
 - b. because it is the location of a turtle's weapon
 - c. because it can cause stress to the turtle
 - d. because it will kill the turtle
 - e. because the turtle is very cute
2. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2)
The underlined word can be best replaced by ...
 - a. Insufficient
 - b. Indiscipline
 - c. Ineffective
 - d. Inedible
 - e. Inadequate
3. What is the purpose of the text above ?
 - a. To tell the readers that the writer's family is pet lovers
 - b. To describe the writer's turtles to the readers
 - c. To persuade the readers to keep turtles as a pet
 - d. To show the advantages of keeping turtles
 - e. To know the purpose of the text

Read the text and answer the questions 4-6

Hello! My name is Rob Fellow. I come from Dundee. A town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

4. Rob can speak these languages below except...
 - a. German
 - b. English
 - c. Dutch
 - d. Spanish
 - e. Indian
5. What's Rob going to do after course?
 - a. To get a job in France.
 - b. To enjoy in Germany.
 - c. To study in England.
 - d. To learn in Spanish.
 - e. To learn in Indonesian
6. Rob Fellow is ... student at Durham University.
 - a. a lazy
 - b. a diligent
 - c. a dull
 - d. a discipline
 - e. a clever

Read the text and answer the questions 7-10

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

7. Where did the tragedy happen?
 - a. in the sea
 - b. in the high way
 - c. in the harbor
 - d. In the air
 - e. In the zoo
8. It had good facilities. The underlined word refers to
 - a. the world
 - b. the ship
 - c. the time
 - d. that biggest
 - e. the good
9. Which line tells us that most of people died?
 - a. line 3 & 4
 - b. line 1 & 2
 - c. line 6 & 7
 - d. line 5
 - e. line 7
10. The first paragraph is tell about?
 - a. The Titanic was the biggest ship in the world at that time
 - b. Titanic is the ship
 - c. Titanic is the beautiful ship
 - d. Titanic
 - e. The big boat is titanic

B. ESSAY

Read the following text and answers the question!

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette

factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Answer the question base on the text above!

1. What is the topic of the text?
Answer:.....
2. What is the purpose of the text?
Answer:.....
3. What is the main idea of the text?
Answer:.....
4. What does the above text tell us about?
Answer:.....
5. What is Kediri?
Answer:.....
6. What does the second paragraph tell you about?
Answer:.....
7. What the river is there in Kediri?
Answer:.....
8. How many people are there in Kediri?
Answer:.....
9. What the mountain is there in Kediri?
Answer:.....
10. How many paragraph of the text?
Answer:.....

CYCLE II
Post-Test of Reading Comprehension Ability in Descriptive Text

Direction:

- 9. Write your name on your answer sheet!**
 - 10. Read the text then answer the question by crossing a, b, c, d, or e!**
 - 11. You may not cheat with your friends!**
 - 12. Check your answer before submitting!**
-

A. Read the text and answer the questions 1-4.

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at a zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes. They are protected by very thick eyelashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

1. What is the best title for the text?
 - a. A small African Animal
 - b. Giraffe and camel
 - c. The biggest animal at the zoo
 - d. An interesting giraffe
 - e. A beautiful giraffe
2. Which statement is TRUE according to the text?
 - a. Giraffes need more water than camels.
 - b. Giraffes eat tree leaves for water.
 - c. Giraffes do not need much water.
 - d. Giraffes need water and do not need leaves.
 - e. Giraffes have big brown eyes
3. A giraffe is about ... meters tall.
 - a. two
 - b. three
 - c. four

- d. six
 - e. ten
4. The giraffe has two methods of self protection. One of them is
 - a. looking for other giraffes
 - b. staying to fight with its strong legs
 - c. hiding in a certain place
 - d. staying and doing nothing
 - e. looking for giraffe
 5. What is the most interesting animals in the zoo?
 - a. Giraffe
 - b. Monkey
 - c. Tiger
 - d. Lion
 - e. Snake

Read the text and answer the questions 6-10.

Camping is an outdoor activity. When camping, students spend the night in several tents for several days or weeks. They also bring clothes, bedding, food, and cooking utensils.

The boys are responsible for setting up the tents, while the girls prepare the food. They enjoy food very much.

At night, they usually make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

6. What is the suitable title for the text above?
 - a. A Camping
 - b. A Campfire
 - c. A tents
 - d. A bedding
 - e. A car
7. What is the topic on second paragraph?
 - a. The students responsibility
 - b. The campfire
 - c. The bedding
 - d. The tents
 - e. The students

8. What are the boys' responsibilities?
 - a. To prepare the food.
 - b. To bring the utensils
 - c. To set up the tents
 - d. To sing and laugh
 - e. Sitting and eating
9. When did the students make a campfire?
 - a. At morning
 - b. At night
 - c. At 07.00 a.m
 - d. At noon
 - e. At 07.00 p.m
10. What will students do after camping?
 - a. They home directly
 - b. They cook some foods
 - c. They make a campfire
 - d. The go to school
 - e. They go home

B. ESSAY

Read the following text and answers the question!

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

Answer the question based on the text above!

1. What is the topic of the text?

Answer:.....

2. What is the purpose of the text?

Answer:.....

3. What is the main idea of the text?

Answer:.....

4. What causes windstorms at Wingo?

Answer:.....

5. Where do the people of the island live in?

Answer:.....

6. How many paragraph of the text?

Answer:.....

7. How many shark in Wingo Island?

Answer:.....

8. What is the title of the text above?

Answer:.....

9. What is the Wingo Island?

Answer:.....

10. What did the writer tell about the last paragraph?

Answer:.....

Answer Key (pre-test)

A. Multiple Choice

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

B. ESSAY

1. Losari beach
2. To describe the beautiful beach of Losari Beach
3. Losari beach is a good place to visit
4. Losari beach
5. Located only 3 km from the center of Makassar
6. Four hotels
7. Descriptive text
8. Because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast.
9. 3 paragraph
10. At Jalan Penghibur

ANSWER KEY (post-test 1)

A. MULTIPLE CHOICE

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

B. ESSAY

1. Kediri
2. To describe about Kediri city
3. Kediri is a name of a town
4. The beauty of nature Kediri
5. Kediri is the city that has some mountain, temples, and the unique products of kediri.
6. Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd
7. Brantas
8. 1,3 million people
9. Kelud and Wilis
10. 2 paragraf

ANSWER KEY (post-test 2)

A. Multiple Choice

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

B. ESSAY

1. Wingo Island
2. To describe the wingo island to the readers
3. The Island of Wingo is by the island of Singa.
4. many animals fly around at the same time.
5. People who stay on Wingo Island sleep in a big-gloo
6. 5 paragraph
7. There are hundreds shark
8. Wingo Island
9. the island of Singa.
10. There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

ANSWER SHEET POST TEST CYCLE 2

NAME : ASRI DARAJANI

CLASS : XII

Please Give The Cross (X) To The Right Answer.

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

70

Q wingo island

Q to describe the wingo island to the readers

Q the island of wingo is by the island of singa

X many animals fit around at the sometime

X people who stay on wingo island sleep in big a glon

Q 5 paragraf

Q there are hundreds shark

Q wingo island

Q the island of singa

X there is no television on wingo island

ANSWER SHEET PRE-TEST CYCLE I

NAME : ASRI DARHANI

CLASS : XII

Please Give The Cross (X) To The Right Answer.

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

85

Q. Kediri

1. 2 paragraph

2. to describe about Kediri city

3. Kediri is a name of a town

4. the beauty nature of Kediri

5. called a chili town by the locals

6. Kediri is also famous for its products like cigarettes and a special kind of tofu or bean taste

7. brantas

8. 1.3 million people

9. Kediri and has a distinctive taste

ANSWER SHEET PRE TEST

NAME : ASRI DARAJANI
CLASS : XII

Please Give The Cross (X) To The Right Answer.

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

4,5

1. Losari beach is a beautiful beach and located on the edge city of Makassar

2. the beach used to be the longest cafe in Asia

3. charm of the beach is mainly seen in the evening when the sun set

4. it is located only about 3 km from the center of Makassar (Karebosi park)

5. Makassar of city

6. 4 hotels

7. every evening hundreds of people come to witness

8. because many cafes stand in along the beach

9. 4 paragraph

10. All of the hotels located in Jalan Penghibur

56 and 5 out

ANSWER SHEET PRE TEST

NAME : VIDIA INDA SAFITRI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	B	<input checked="" type="checkbox"/>	D
6	A	B	C	<input checked="" type="checkbox"/>
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	B	<input checked="" type="checkbox"/>	D
10	A	<input checked="" type="checkbox"/>	C	D

1. Losari beach

2. the beach used to be the longest cafe in Asia.

3. arebosi Park

4. Losari

5. Makassar City

6. Four (4)

7. Descriptive text

8. because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast.

9. Four (4).

10. in jalan Penghibur.

ANSWER SHEET ~~PRE TEST~~ CYCLE I

NAME : VIDIA INDA SAFITRI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

1	A	<input checked="" type="checkbox"/>	C	D
2	<input checked="" type="checkbox"/>	B	C	D
3	A	<input checked="" type="checkbox"/>	C	D
4	A	B	<input checked="" type="checkbox"/>	D
5	<input checked="" type="checkbox"/>	B	C	D
6	A	<input checked="" type="checkbox"/>	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	<input checked="" type="checkbox"/>	B	C	D
10	<input checked="" type="checkbox"/>	B	C	D

100

1. Kediri

2. To describe about Kediri city

3. Kediri is a name of a town.

4. The beauty nature of Kediri

5. Kediri is the city that has some mountain, temples, and the unique products of Kediri

6. Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd.

7. Brantas

8. 1.3 million people.

9. Kelud and Wilis mountains.

10. 2 Paragraf.

ANSWER SHEET POST TEST CYCLE 2

NAME : VIDIA INDA SAPITRI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

1	A	B	C	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	B	C	D
3	A	B	C	<input checked="" type="checkbox"/>
4	A	<input checked="" type="checkbox"/>	C	D
5	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	B	C	<input checked="" type="checkbox"/>
9	A	<input checked="" type="checkbox"/>	C	D
10	<input checked="" type="checkbox"/>	B	C	D

X 95

1. wingo island

2. To describe the wingo island to the readers

3. The island of wingo is by the island of singa

4. many animals fly around at the same time

5. People who stay on wingo island sleep in a big oval

6. 5. Paragraph.

7. There are hundreds shark

8. wingo island

9. the island of singa

10. There is no television on wingo island. so is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

ANSWER SHEET PRE TEST

NAME : DGNI ALBAR
CLASS : _____

Please Give The Cross (X) To The Right Answer.

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

1. Losari beach is beautiful beach and located on the edge of Makassar
2. the beach used to be the long beach
3. Losari beach is a beautiful beach and located on the edge of Makassar
5. located only about 3 km from the center of Makassar
4. Losari
6. tour spots
7. descriptive text
8. because many cafes stand along the beach
9. 4 paragraphs
10. located in Makassar peninsula

ANSWER SHEET ~~PRE-TEST~~ Cycle 1

NAME : DEVI MUBAR
CLASS : 12

Please Give The Cross (X) To The Right Answer.

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

75

1. leetiri
2. Describe the about leetiri City
3. the titanic was the biggest
4. the beauty nature of leetiri
5. a really nice condition
6. when the titanic
7. Barantas
8. the ship sank early
9. leetiri and hills
10. 2 Barantas

ANSWER SHEET POST TEST CYCLE 2

NAME : DENI ANDRA
 CLASS : 12

Please Give The Cross (X) To The Right Answer.

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

85

1. wingo Island
2. To describe the wingo ~~island~~ to the readers
3. the island of wingo
4. many animals fly around at the same time
5. wingo Island
6. 5 parrots
7. there are hundreds shark
8. wingo Island
9. the island of singa

X

ANSWER SHEET PRE TEST

NAME : NENI DWI OKTAVIANI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

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

80

1. losari beach
2. the longest cafe in asia
3. karebosi Park.
4. losari
5. makasar city
6. 4
7. Descriptive Text
8. because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast.
9. Four (4)
10. in Jalan Penghibur

ANSWER SHEET ~~=====~~ CYCLE I

NAME : NENI DWI DHAVIANI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

1	A	<input checked="" type="checkbox"/>	C	D
2	<input checked="" type="checkbox"/>	B	C	D
3	A	<input checked="" type="checkbox"/>	C	D
4	A	B	<input checked="" type="checkbox"/>	D
5	<input checked="" type="checkbox"/>	B	C	D
6	A	<input checked="" type="checkbox"/>	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	<input checked="" type="checkbox"/>	B	C	D
10	<input checked="" type="checkbox"/>	B	C	D

100

1. Kediri
2. To describe about Kediri City
3. Kediri is a name of a town
4. the beauty nature of Kediri
5. Kediri is the city that has some mountain, temples, and the unique products of Kediri
6. Kediri is also famous for its products like cigarettes and a special kind of lotus or bean curd.
7. Brantas
8. 13 million people
9. Kelud and Wilis mountains
10. 2. paragraph.

ANSWER SHEET POST TEST CYCLE 2

NAME : NENI DWI OKTAVIANI
 CLASS : XII

Please Give The Cross (X) To The Right Answer.

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

90 85

1. Wingo Island

2. To describe the Wingo Island of the readers

3. the island of Wingo is by the island of Singa

4. many animals fly around at the same time

5. People who stay on Wingo Island sleep in a big gloo

6. 5 Paragraph

7. There are ~~harm~~ hundreds shark

8. Wingo Island

9. the island of Singa

10. there is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA Al-Hidayah Raman Utara
Kelas : 12
Mata Pelajaran : Bahasa Inggris
Materi pokok : Descriptive text
Alokasi Waktu : 2 pertemuan (4x45 menit)

A. KOMPETENSI INTI (KI)

KI.1	Menghargai dan menghayati ajaran agama yg dianutnya
KI.2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli toleransi, gotong-royong, santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI.3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
KI.4	Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari dan untuk mengakses ilmu pengetahuan dalam teks	1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks berbentuk descriptive.
	1.2 Mengidentifikasi setting (latar)

berbentuk: recount, narrative, dan procedure.	cerita. 1.3 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.
---	---

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan komunikatif teks (descriptive text) secara individual atau kelompok
2. Mengidentifikasi struktur teks atas peristiwa yang pernah dialami
3. Mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

D. MATERI PEMBELAJARAN

Descriptive text merupakan teks yang digunakan untuk mendeskripsikan atau menggambarkan suatu kejadian, peristiwa, tempat atau objek tertentu.

1. Fungsi Sosial

Mendeskripsikan kejadian, peristiwa, tempat atau objek tertentu yang ada di sekitar siswa.

2. Struktur Teks

- a. Memberikan pendahuluan (identifikasi) dengan menyebutkan gambaran umum tentang objek yang akan dideskripsikan.
- b. Memberikan penjelasan dengan memberi ciri – ciri khusus tentang suatu benda atau kejadian yang akan dideskripsikan.

3. Unsur Kebahasaan

- a. Kata kerja dalam simple present tense dan present continuous tense
- b. Kosakata: kata kerja yang menunjukkan sifat atau kriteria suatu objek
- c. Adverb of manner (cara): carefully, beautifully, fast, happily, hard, sadly, dsb.
- d. Frasa preposisional petunjuk waktu: now, yesterday, last month, immediately, in the morning, dsb.

E. METODE PEMBELAJARAN

Metode : Learner Centered Instruction (LCI)

F. MEDIA, ALAT, dan SUMBER PEMBELAJARAN

1. Power Point Presentation dan Students' Work Sheet
2. Laptop dan LCD
3. Buku Bahasa Inggris

G. Kegiatan Pembelajaran

Pertemuan ke-1

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi dan teks tentang kegiatan, kejadian, tempat atau objek tertentu.
- 2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- 3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

b. Menanya

Dengan bimbingan dan arahan guru siswa menanyakan tentang fungsi sosial, struktur teks, dan unsure kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

- 1) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, tempat dan objek tertentu.
- 2) Siswa membaca rujukan dari berbagai sumber, termasuk buku, teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
- 3) Siswa membaca semua teks tentang descripsi kegiatan, kejadian, tempat dan objek tertentu.

- 4) Secara kolaboratif siswa meniru contoh–contoh yang ada untuk membuat teks tentang kegiatan, kejadian, tempat dan objek tertentu, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

d. Mengasosiasi

- 1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskripsi tentang kegiatan, kejadian, tempat dan objek tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- 2) Siswa memperoleh umpan balik dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

e. Mengkomunikasikan

- 1) Siswa membaca beberapa teks yang mendeskripsikan tentang kegiatan, kejadian, tempat dan objek tertentu yang ada dalam kehidupan siswa di rumah, kelas, sekolah dan sekitarnya dalam bahasa Inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai.
- 2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- 3) Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang kegiatan, kejadian, tempat

dan objek tertentu menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan ke-2

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi dan teks tentang kegiatan, kejadian, tempat atau objek tertentu.
- 2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- 3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

b. Menanya

Dengan bimbingan dan arahan guru siswa menanyakan tentang fungsi social, struktur teks, dan unsure kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

- 1) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, tempat dan objek tertentu.
- 2) Siswa membaca rujukan dari berbagai sumber, termasuk buku, teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
- 3) Siswa membaca semua teks tentang descripsi kegiatan, kejadian, tempat dan objek tertentu.

- 4) Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, tempat dan objek tertentu, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

d. Mengasosiasi

- 1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskripsi tentang kegiatan, kejadian, tempat dan objek tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- 2) Siswa memperoleh umpan balik dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

e. Mengkomunikasikan

- 1) Siswa membaca beberapa teks yang mendeskripsikan tentang kegiatan, kejadian, tempat dan objek tertentu yang ada dalam kehidupan siswa di rumah, kelas, sekolah dan sekitarnya dalam bahasa Inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai.
- 2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- 3) Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang kegiatan, kejadian, tempat dan objek

teretntu menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian Hasil Belajar

1. Rubrik Penilaian

Explain	Score
Right Answer	10
Wrong Answer	0

The total of score is the right answer x 10

The score maximum is 100

The value of student = $\frac{\text{The Result of Score}}{\text{The Score Maximum}} \times 100$

Raman Utara, Januari 2019

Collaborator

Researcher

Istiqomah, S.Pd.I
NIP.

Liya Merlianti
NPM.14121597



MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH
(SMA/MA)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

Nama Sekolah : MA Al-Hidayah Raman Utara

Mata Pelajaran : Bahasa Inggris

Kelas : XII

Standar Kompetensi

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>descriptive</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks</p>	<p>Teks pendek dan sederhana, teks yang digunakan untuk mendescipsikan atau menggambarkan suatu kejadian, peristiwa, tempat atau objek tertentu (descriptive text)</p> <p><i>Fungsi sosial</i></p> <p>Mendeskripsikan kejadian, peristiwa, tempat atau objek tertentu yang ada di sekitar siswa.</p> <p><i>Struktur text</i> (gagasan utama dan infrmasi rinci)</p> <ul style="list-style-type: none"> • Memberikan pendahuluan (identifikasi) dengan 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca dan mendengarkan beberapa deskriptif terkait objek yang akan dideskripsikan untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p><i>descriptive</i> lisan dan tulis, sangat pendek dan sederhana, terkait objek yang akan dideskripsikan</p> <p>4.12 Menyusun teks <i>deskriptif</i> lisan dan tulis, sangat pendek dan sederhana, terkait objek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>menyebutkan gambaran umum tentang objek yang akan dideskripsikan.</p> <ul style="list-style-type: none"> • Memberikan penjelasan dengan memberi ciri – ciri khusus tentang suatu benda atau kejadian yang akan dideskripsikan. <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> • Kata kerja dalam simple present tense dan present continuous tense • Kosakata : kata kerja yang menunjukkan sifat atau kriteria suatu objek • Adverb of manner (cara): carefully, beautifully, fast, 	<ul style="list-style-type: none"> • Secara kolaborasi siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks deskriptif dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>happily, hard, sadly, dsb.</p> <ul style="list-style-type: none"> • Frasa preposisional petunjuk waktu: now, yesterday, last month, immediately, in the morning, dsb. <p>Topik</p> <p>Mendeskripsikan suatu objek yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengerjakan beberapa teks deskriptif sangat pendek dan sederhana terkait objek yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

DOCUMENTATION PICTURES

The researcher survey the learning process student in the class XII MA Al-Hidayah Raman Utara



Learning Process in The Class on The Pre Test Reading Comprehension





Learning process in the class on the post test 1 Reading Comprehension





Learning process in the class on the post-test 2 Reading Comprehension





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.iaim@metrouniv.ac.id

Nomor : B-0944/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MA AL-HIDAYAH RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : LIYA MERLIANTI
NPM : 14121597
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING STUDENT READING COMPREHENSION BY USING
LEARNER CENTERED INSTRUCTION (LCI) OF THE SECOND
GRADE OF MA AL-HIDAYAH RAMAN UTARA

untuk melakukan *pra-survey* di MA AL-HIDAYAH RAMAN UTARA.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 19 Maret 2018

Ketua Jurusan

Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014



YAYASAN PENDIDIKAN ISLAM AL-HIDAYAH
MADRASAH ALIYAH AL-HIDAYAH
RAMAN UTARA KABUPATEN LAMPUNG TIMUR
TERAKREDITASI : B

Email : aliyah.alhidayah@yahoo.com website : www.aliyahalhidayahramanutara.blogspot.com

ALAMAT : KAMPUNG BARU-KOTA RAMAN KECAMATAN RAMAN UTARA-LAMPUNG TIMUR

SURAT KETERANGAN

No. 274/ MAA-RU/V/2018

Perihal : Surat Balasan *Pra-Survey*
Lampiran : -

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di _____
Tempat

Assalamu'alaikum Wr.Wb.

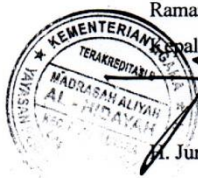
Berdasarkan surat No. B-0944/ln.28.1/J/TL.00/03/2018, perihal izin *Pra-Survey* di MA Al-Hidayah Raman Utara bersama ini kami sampaikan bahwa mahasiswi yang berketerangan di bawah ini:

Nama : LIYA MERLIANTI
NPM : 14121597
Judul : IMPROVING STUDENT READING COMPREHENSION BY
LEARNING CENTERED INSTRUCTION (LCI) OF THE
SECOND GRADE OF MA AL-HIDAYAH RAMAN UTARA

Telah melakukan *Pra-Survey* di MA AL-Hidayah, Demikian surat ini kami buat, agar dipergunakan sebagaimana mestinya dan atas perhatiannya diucapkan terima kasih.

Raman Utara, 21 Mei 2018

Kepala Madrasah,



M. Jumiran, S.Pd.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3792 /In.28.1/J/PP.60.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

26 November 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Liya Merlianti
NPM : 14121597
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Students' Reading Comprehension By Using Learner Centered Instruction (LCI) At The Eleventh Graders Of Islamic Senior High School (MA) Al-Hidayah Raman Utara In Academic 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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

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

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

SURAT TUGAS

Nomor: B-4094/In.28/D.1/TL.01/12/2018

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

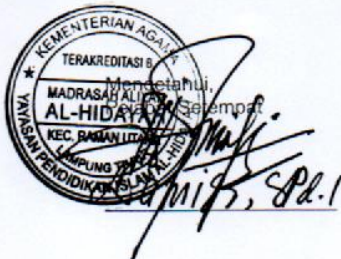
Nama : LIYA MERLIANTI
NPM : 14121597
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL-HIDAYAH RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S READING COMPREHENSION BU USING LEARNER CENTERED INSTRUCTION (LCI) AT THE ELEVENTH GRADERS OF ISLAMIC SENIOR HIGH SCHOOL (MA) AL-HIDAYAH RAMAN UTARA IN ACADEMIC YEAR 2018/2019".
 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 : 17 Desember 2018





**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

Nomor : B-4095/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA AL-HIDAYAH RAMAN
UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4094/In.28/D.1/TL.01/12/2018, tanggal 17 Desember 2018 atas nama saudara:

Nama : **LIYA MERLIANTI**
NPM : 14121597
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL-HIDAYAH RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S READING COMPREHENSION BU USING LEARNER CENTERED INSTRUCTION (LCI) AT THE ELEVENTH GRADERS OF ISLAMIC SENIOR HIGH SCHOOL (MA) AL-HIDAYAH RAMAN UTARA IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Desember 2018

Wakil Dekan I,



Dra. Isti Eatonah MA

NIP. 19670531 199303 2 003



YAYASAN PENDIDIKAN ISLAM AL-HIDAYAH
MADRASAH ALIYAH AL-HIDAYAH

RAMAN UTARA KABUPATEN LAMPUNG TIMUR
TERAKREDITASI : B

Email : aliyah.alhidayah@yahoo.com website : www.aliyahalhidayahramanutara.blogspot.com

ALAMAT : KAMPUNG BARU-KOTA RAMAN KECAMATAN RAMAN UTARA-LAMPUNG TIMUR

SURAT KETERANGAN

No. 294/ MAA-RU/V/2019

Perihal : Surat Balasan *Research*
Lampiran : -

Kepada Yth.
Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di _____
Tempat

Assalamu 'alaikum Wr.Wb.

Berdasarkan surat No. B-4095/In.28.1/D/TL.00/12/2018, perihal izin *Research* di MA Al-Hidayah Raman Utara bersama ini kami sampaikan bahwa mahasiswi yang berketerangan di bawah ini:

Nama : LIYA MERLIANTI
NPM : 14121597
Judul : IMPROVING STUDENT'S READING COMPREHENSION
BUSING LEARNER CENTERED INSTRUCTION (LCI) AT THE
ELEVENTH GRADERS OF ISLAMIC SENIOR HIGH SCHOOL
(MA) AL-HIDAYAH RAMAN UTARA IN ACADEMIC YEAR
2018/2019.

Telah melakukan *Research* di MA AL-Hidayah, Demikian surat ini kami buat, agar
dipergunakan sebagaimana mestinya dan atas perhatiannya diucapkan terima kasih.



Raman Utara, 12 Januari 2019

Ketua Madrasah,

LAMIDI S.Pd



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0905/In.28/S/OT.01/12/2018**

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


Nama : Liya Merlianti
NPM : 14121597
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121597.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Desember 2018
Kepala Perpustakaan


Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

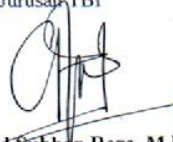
Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Liya Mertianhi
NPM : 19121597
Fakultas : Tadris dan Ilmu Keguruan
Angkatan : 2014

Telah menyerahkan buku berjudul : *Multiple Voices An Introduction to Bilingualism*

Metro, Januari 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

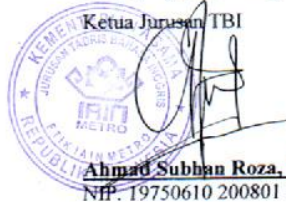
Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Liya Mertianhi
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Fakultas : Tadris dan Ilmu Keguruan
Angkatan : 2014

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Ketua Jurusan TBI



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

Nama : Liya Merlianti
NPM : 14121597

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	5-10-2018	✓		Revisi Footnote & Bibliography	
2	5-10-2018	✓		Revisi Chapter I.	
3	10/10-2018	✓		Revisi Chapter I.	
4	12/10-2018	✓		Revisi Chapter II.	
5	17/10-2018	-		Revisi Chapter III.	
6	24/10-2018	✓		Acc Seminar.	

Mengetahui
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001



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

Nama : Liya Merlianti
NPM : 14121597

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	06/09/18		✓	- Show the pra survey data ? - Review your problem formulation - Prior Research ? - Show reference	
2	13/09/18		✓	Show Reference (chapter II).	
3	20/09/18		✓	Rec and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 197608142009122004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Liya Merlianti
NPM : 14121597

Jurusan/Fakultas : TBI
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	12 Des 2018	✓		Lembar pengamatan lembar guru dalam penerapan CI - Answer key reading Comprehension	
2.	14/12 2018	✓		Acc 1 PD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001

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Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN


IAIN METRO

Nama : Liya Merlianti

NPM : 14121597

Jurusan/Fakultas : TBI

Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Friday 30/11/18		✓	Revise your research instrument.	
2	Thursday 06/12/18		✓	ACC Research instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

A. Kemp

Syahreni Siregar, M.Hum
NIP. 197608142009122004



**KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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IAIN METRO**

Nama : Liya Merlianti
NPM : 14121597

Jurusan/Fakultas : TBI
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	12/04 2019	✓		Revisi Chapter IV & V	
2	24/04 2019	✓		Ace Monev	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Liya Merlianti
NPM : 14121597

Jurusan/Fakultas : TBI
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 28/03/2019		✓	Revise Chapter IV-V (look some notes in each chapter)	
2	Thursday 14/04/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 197608142009122004

CURRICULUM VITAE



The name of the writer is LIYA MERLIANTI. She was born in Raman Utara, East Lampung on November 17th 1996. She is the first child from happy couple namely Mr. Yasidi and Mrs. Rodiyah.

She took her elementary school at Elementary School for 6 years at SD Abadi Perkasa, Gedung Meneng, Tulang Bawang from 2002-2008. She continued her study in Junior High School for 3 years at SMP Abadi Perkasa, Gedung Meneng, Tulang Bawang from 2008-2011. In line with her focus on the study, she decided to continue her study in Islamic Senior High School for 3 years at MA Nurul Ulum Kotagajah, Center Lampung and finished in 2014. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2014 until now. Many things she has gotten in the classroom and she hoped get job soon after graduate.