

AN UNDERGRADUATE THESIS

**THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING
COMPREHENSION SKILLS AT EIGHT GRADE OF MTS DARUL
A'MAL METRO IN ACADEMIC YEAR 2017/2018**

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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1438H / 2017 M

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A'MAL METRO IN ACADEMIC YEAR 2017/2018**

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

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An undergraduate thesis entitled: THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING COMPREHENSION SKILLS AT EIGHTH GRADE OF MTS DARUL A'MAL METRO IN ACADEMIC YEAR 2017/2018

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THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING COMPREHENSION SKILLS AT EIGHTH GRADE OF

MTS DARUL A'MAL METRO

ABSTRACT

**BY:
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The main purpose of this research is to show that Prompting Technique can be used to increase Reading Comprehension skills of the eighth grade students of MTs Darul A'mal Metro. The researcher had outlined the problem in this research that focused on reading comprehension. The writer tries to attest that Prompting Technique can be one of the teaching technique to improve the students' reading comprehension.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 33 students in VIII class of MTs Darul A'mal Metro. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of MTs Darul A'mal Metro.

The result of this research shows that Prompting Technique can be used as a teaching technique of reading. It provided by the average mark result of pre-test and post-test show that there were increased mark. At post test I is 62 and post test II is 77 it increased 15 point. The researcher concluded that there was significant improvement of using Prompting Technique on the reading comprehension at eighth grade of MTs Darul A'mal Metro.

*(Keyword : Reading Comprehension, Prompting Technique, Classroom Action
Reseach)*

**PENGUNAAN TEHNIK PROMPTING UNTUK MENINGKATKAN
KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DI KELAS DELAPAN MTs DARUL A'MAL METRO**

ABSTRAK

**OLEH:
NURUL KHASANAH**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa Teknik Mendorong dapat digunakan untuk meningkatkan kemampuan pemahaman membaca siswa kelas delapan MTs Darul A'mal Metro. Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Peneliti mencoba untuk membuktikan bahwa prompting tehnik dapat menjadi salah satu tehnik pembelajaran untuk meningkatkan kemampuan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 33 siswa kelas delapan MTs Darul A'mal Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi, dokumentasi dan field note. Penelitian ini bekerjasama dengan guru Bahasa Inggris MTs Darul A'mal Metro.

Hasil penelitian ini menunjukkan bahwa tehnik Prompting dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 62 dan post test II adalah 77 dan meningkat 15. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan tehnik Prompting pada kemampuan pemahaman membaca siswa di kelas delapan MTs Darul A'mal Metro.

(Kata kunci : kemampuan Pemahaman Membaca, Tehnik Prompting, Penelitian Tindakan Kelas)

STATEMENT OF RESEARCH ORIGINALITY

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Yang Menyatakan



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MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ (سُورَةُ الْمُجَادَلَةِ: ١١)

“Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”. (Q.S. Al Mujadalah : 11)

DEDICATION PAGE

This Piece of work is dedicated to:

(Mr. Jumarwi and Mrs. Siti Kholifah)

*My Beloved Husband and Daughter
(Mr. Lutfi Hakim and Rajwa Naqiyya Almahira)*

*My beloved sisters
(Nova Nur Annisa)*

*My beloved lectures of English Education Study Program
Of Institute Islamic College of Metro*

*My Best Friends
(Wiji Soviana, Ana Mardiana, Anas Mutoharoh, Novi Teryzzeta, Siti Fatimatul J,
Alfie Purnama Dewi K, and Nafiatul Khoiriyah)*

And E Class

My almamater

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles “The Use Of Prompting Technique To Improve Reading Comprehension Skills At Eighth Grade Of Mts Darul A’mal Metro”

The reseacher would like to give her greatest gratitude for the following: The chief of IAIN Metro, Dr.Hj. Akla, M.Pd as Dean of Tarbiyah and Teach Science Faculty, Mr.Ahmad Subhan Roza, M.Pd as the head of English Departement, Mr. Dr. Mahrus As’ad, M.Ag as the sponsor and to Mrs. Syahreni Siregar M.Hum, as teh co-sponsor. A highly regard would also be addressed to Marhaban Ilyas, S.H.I., as the Head Master of MTs Darul A’mal Metro for providing the opotunity, to Mrs. Istikhomah, S.Pd, for being so helpful during the reseacher process and for giving chance to conduct the reseach in her class, all teachers and officers, to the students sitting in eighth graders who have helped in csryying out the study. And of course especially to my beloved parents as my motivator and spirit to finish this thesis, to Mr. Jumarwi and Mrs. Siti Kholifah. May Allah SWT give them His better reward for their spending time and guide during research ungraduate thesis writing process.

As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive

comments and suggestions are very welcomed to measure the quality of this research ungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, December 25 2017
The Writer,

Nurul Khasanah
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CHAPTER I

INTRODUCTION

A. Background of the study

Since English is a foreign language, English teachers have to use appropriate materials to develop student's integrative skills; listening, speaking, reading, writing, and aspects of language as well. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill can not be achieved, if still any bad habit when

they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In junior high school, reading is the main activities. Most of the material in junior high school is about discourse or text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching technique used by the teacher of the students are unattractive and monotonous. So the students need something to solve those problem.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need technique that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In reading activity, the reader should interpret the meaning of the written text. It means that readers interact with print his/her prior knowledge combine

with visual information in his comprehending the message. Consequently, if the reader fails in the interacting process of primed materials and monitoring comprehension, he/she cannot get any information. In this research, the researcher want to investigate whether reading comprehension skill through prompting technique give a positive effect on the students' skills.

As a matter fact, the skills of students (Junior High School) in comprehending text still far from the objective stated in the curriculum, so many students have difficulties in comprehending the English text. One of the problems might be the students fell bored since the materials were monotonous, just follows the curriculum which was used and make them not interested in reading it. And another problems are the students have difficulties in the vocabulary mastery (minimize of words), how to make the right pronunciation, to translate the text in the students' language, identify the language features and also their enthusiastic.

Based on the statement above, the reseacher tries to motivate the students or to lead them in order to develop their reading skill in the language especially in reading comprehension skills. In this case the researcher tries to apply one technique in teaching reading comprahension skills, that is prompting technique. The reason for choosing prompting technique to teach reading comprehension is one of the interesting ways in teaching learning process.

To know the students reading comprehension skills, the writer held the pre survey at MTs Darul A'mal at eighth grade which show in the table below:

Table 1
The Data of Pre-Survey Reading Comprehension Skills
at the Eighth Grade of MTs Darul A'mal Metro

NO	Name	Score	Category
1.	AD	25	Incomplete
2.	AI	65	Incomplete
3.	AL	35	Incomplete
4.	AN	40	Incomplete
5.	ANI	35	Incomplete
6.	ANN	45	Incomplete
7.	AU	25	Incomplete
8.	AZ	45	Incomplete
9.	BE	55	Incomplete
10.	CL	45	Incomplete
11.	DI	60	Incomplete
12.	EK	40	Incomplete
13.	EL	65	Incomplete
14.	ER	45	Incomplete
15.	EU	55	Incomplete
16.	EV	55	Incomplete
17.	FA	60	Incomplete
18.	FAD	80	Complete
19.	FI	75	Complete
20.	FIT	45	Incomplete
21.	LA	40	Incomplete
22.	LAI	55	Incomplete
23.	MU	80	Complete
24.	NU	45	Incomplete
25.	NU	75	Complete
26.	PI	65	Incomplete
27.	RU	75	Complete
Total		1.423	
Average		52,70	
The higher score		80	
The lower score		25	
The number of the students who got 75 or more		5	

Source: Teacher's archives, English Reading score at the Eighth Grade of MTs Darul A'mal Metro at Maret 10, 2017.

Table 2
The Criteria of Learning Result

No	Score	Explanation	Frequency	Percentage
1	≥ 75	Complete	5	18.52%
2	≤ 75	Incomplete	22	81.48%
Total			27	

Source: English teacher's archives, taken on the pre-survey at Maret 10, 2017

Based on the writer pre-survey data, the writer found that most of eighth grader class students of Junior High School of Darul A'mal Metro are categorized into low category. It can be seen from score of the student's less than 75 as The Minimum Mastery Criteria (KKM). The writer wants to develop the student's reading comprehension skills.

Based on situation above the writer would conduct a research entitled "The Use Of Prompting Technique To Improve The Reading Comprehension Skills At Eight Grade Of Mts Darul A'mal Metro In Academic Year 2017/2018"

B. Problem Identification

The are some problem in this research are:

1. The teacher used the tradisional technique in reading lesson.
2. The students do not know how to get general and specific information of the text easily.
3. The students have low motivation and interest in following the class.
4. The students have difficulties to answer the question according a text.

C. Problem Limitation

From the identification above, the researcher focus on the students have low motivation and interest in following the class. So, the researcher limits the problem to The Use of Prompting Technique to Improve the Reading Comprehension Skills at the Eighth Grade of MTs Darul A'mal Metro in Academic Year of 2017/2018.

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates of the problem in this research as follow:

“Can the use of prompting technique able to improve the reading comprehension skills and learning activity at eighth grade of MTs DARUL A'MAL Metro in academic year 2017/2018?”

E. Objectives and Benefits of the Study

1. Objective of the Study

Show that the prompting technique can be used to increase the learning activity and reading comprehension skills among the eighth grade students of MTs Darul A'mal Metro in academic year 2017/2018.

2. Benefit of the study

a. For the student

- 1) As the student enjoy in English learning.

2) As the student will be more interested and motivated in learning english.

3) As the student reading comprehension skills will be develop.

b. For the teacher

1) As the teacher teach their students in a fun way.

2) As the teacher use time in teacing English effectively.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept Of Reading Comprehension Skills

1. Definition Of Reading Comprehension Skills

In Oxford Advanced learners Dictionary the word “Skill” is the ability to do something well expertise. According to Jeremy Harmer, skill means that they do not have to read every word and line, on the contrary, such an approach would stop them scanning successfully.¹

A skill is something you do automatically without thinking about it. You do it the same way every time.² A skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills.

Elizabeth S. Pang states that comprehension is an active process in the construction of meaning. Therefore, comprehension is not a passive process, but an active one.³ In addition, Karen Tangerslay states that comprehension is drawing meaning from words; it is the “essence of reading”, central both to academic and lifelong learning.⁴

Comprehension requires making meaning from words when listening, speaking, and writing. Good readers have a purpose for reading

¹ Jeremy Harmer. *How To Teach English*. P.100

² Gerald G. Duffy, *Explaining Reading A Resource For Teaching Concepts, Skills, and Strategies*. (72 spring street: New York), 2009. P. 13

³ Elizabeth S. Pang, *Teaching Reading*, (Chicago: University of Illinois, 2000), p.14

⁴ Karen Tangerslay, *Literacy Strategy for Grades 4-12*, (Alexandria: Virginia USA, 2005). P.108

and use their experiences and background to make sense of the text.⁵

Comprehension means an active process in the construction of meaning. A reader can make the meaning of the words while listening, speaking and writing. So, comprehension can be generated from the experience of previous experience or knowledge to understand the meaning of the text.

Reading is one of the skills that it should be mastered by learners. There are so many explanations of experts about reading. Jeremy Harmer describe reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge on their spelling and on their writing.⁶ In addition, Peter Shepherd, Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements.⁷ Comprehension means an active process in the construction of meaning. A reader can make the meaning of the words while listening, speaking and writing. So, comprehension can be generated from the experience of previous experience or knowledge to understand the meaning of the text.

According to Glenda MacNaughton & Gillian Williams states that reading is the recognition and interpretation of the meaning of a printed

⁵ Karen Tankersley. *The Threads of Reading*. ASCD. 2003. P.90

⁶ Jeremy Harmer. *How To Teach English*. (Oxford. 2007). P.99

⁷ Peter Shepherd & Gregory Unsworth- Mitchell. *The Speed Reading Course*. P.2

word or symbol and of groups of words or symbols.⁸ Meanwhile, According to Andrew P Johson, Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.⁹ It means that reading is activities to find what information the readers are looking for. Not only produce sounds in a symbol, but also understand it. Therefore, the readers need greatly reading comprehension to achieve the purpose of reading, because by reading people can increase vocabulary.

According to Gordon Wainwright, reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.¹⁰ Meanwhile Karen and Graham state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹¹

Reading comprehension dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader able to monitor and reflect on his or her own level of understanding while reading material.

⁸ Glenda MacNaughton & Gillian Williams. *Teaching young children*. (University press, 2004). P. 162

⁹ Andrew P. Johson. *Teaching Reading and Writing A GuideBook For Tutoring and Remediating Students*. (New York: United States of America) . P. 16

¹⁰ Gordon Wainwright, *How to Read Faster and Recall More*, (Oxford: united kingdom, 2007). P. 35

¹¹ Karen R. Harris and Steve Graham, *Series editors' , Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), P.2.

The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹²

John T. Guthrie describe, reading comprehension skill consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.¹³

Based on the quotations above, it can be inferred that reading comprehension skills is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by writer through printed language such as graphic symbols written verbal symbols and to be instantly available in these sound of speech that the reader imagines hearing by the writer through, printed language such as practice listening and speaking.

2. Kinds Of Reading Comprehension Skills At The Eighth Grade Of MTs Darul A'mal Metro

Person and Nicholson categorized reading comprehension skills into four categories namely, literal reading comprehension skills, critical reading comprehension skills, and creative reading comprehension skills.

¹² Ibid P.90

¹³ John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich. *Motivating Reading Comprehension, Concept- Oriented Reading Instruction*. (Mahwah: New Jersey London, 2004). P.227

a) Literal Reading Comprehension Skills

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?". Giving the answer requires no thinking there are the exact words given in the book.

b) Interpretative Reading Comprehension Skills

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

c) Critical Reading Comprehension Skills

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

d) Creative Reading comprehension Skills

The term "creative reading" is frequently used in as broad a sense as "inferences", "critical reading" and other current popular

terms which many have fallen into the habit of employing as one label- to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.¹⁴

Based on the explanation above, the student of Junior High School included in interpretation reading comprehension skills because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in the text. Therefore, in level junior high school at the eighth grade the student can comprehend a text in reading because in this level there are many materials about kinds of a text like report, narrative, descriptive and soon. So, the student can identify the kind of text with comprehend in reading.

3. The Problem Of Mastery Reading Comprehension Skills Among The Mts Students

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Researches on reading comprehension show that EFL learners face some difficulties when they read. In fact,

¹⁴ Villa Panton Smith, The Many Faces of Reading Comprehension, (Kansas City, ERIC, University of Southern California, 2003) P.9-14

students suffer mainly from understanding vocabulary. This problem may fall into multiple categories Teaching), (Jaipur, 2008). P. 120 among them, learners may have difficulties for example with words that have similar lexical forms; Some words seem to be phonetically the same (in terms of sounds) as in "boss" and "bus", also in "cut" and "cat", other words seem to be similar at the level of morphology like the words receptive and deceptive. The reader can come across one of this kind of words and even if he has learnt both of them, he might mix between the meanings of pairs of words because they seem to be the same. Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning. The problem with such category is that the learner knows only one meaning can lead him to a wrong understanding of the whole sentence.¹⁵

In learning process some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge.¹⁶ Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

¹⁵ Wahiba Babaiba Medjahdi, *Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nahali Mohamed Secodary School*. University of Tlemcen, 2014. P. 17-18

¹⁶ National Research Council. *Engaging Schools (Fostering High School Students' Motivation to Learn)*. Washington DC: The National Academies Press. 2004, p. 62

Teachers find the fact that deciding suitable tasks of reading are complicated.¹⁷ It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate technique and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain technique in the teaching of reading comprehension.

¹⁷ Ibid p.63

4. The Measurements of Reading Comprehension Skills

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurements of reading comprehension according to Grenall and Swan, as follows:¹⁸

Table 3

The Measurement of Reading comprehension Skills

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in 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 Prompting Technique

1. Definition Of Prompting Technique

According to Gregory that prompting is the stimulus given before and during the occurrence. Defined prompts as, “intruction, gestures, demonstration, touches, or other things that we arrange or do to increase the likelihood that children will make correct response”.¹⁹

¹⁸ Simon Grenall and Michael Swan, *Effective Reading: Reading comprehension for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

¹⁹ Gregory S. MacDuff, Patricia J. Krantz, and Lynn E. McClannahan. *Prompts and Prompt-Fading Strategies for People with Autism*. 1999. P.38

The effectiveness of prompting is supported by research. Anderson, found that students benefited most, after giving an incorrect response, when teacher asked a series of simple questions and gave clues to help them arrive at the correct answer.²⁰

Prompting is offered before the child gives an answer mistakes in education are usually minimized, more opportunities are provided for children to reinforce informatio and the possibility of experiencing behavioral problems that may arise out of making many mistakes is lessened an a positive instructional environment for both the teacher and the learner is presented.²¹ In addition, prompting is a student many times during a questioning session to evoke a more complete or logical response. Always provide positive reinforcement so that the student will be encouraged to complete an incomplete response or revise an incorrect one.²²

Prompting is a means to induce an individual with added stimuli (prompts) to perform a desired behavior. A prompt is like a cue or support to encourage a desired behavior that otherwise does not occur. In other words, a prompt is an antecedent that is provided when an ordinary

²⁰ <http://www.harianguru.com/2015/10/apa-arti-metode-probing-prompting.html>. On 01 august 2017

²¹ Dere Ciftci. H. *The Effect of Using Simultaneous Prompting to Teach Opposite Concepts to Intellectually Disabled Children*. International Journal of Human Sciences. 2013

²² Donald C Orlich & Robert J. Harder, *Teaching Strategy A guide to Effective Instruction*. (Wadsworth: Cengage Learning, 2010). P. 229

antecedent is ineffective. Prompts are often categorized into a hierarchy from most intrusive to least intrusive.²³

Prompting involves giving hints to help a child. In addition to eliciting appropriate answers, prompts backed up with teacher encouragement help hesitant children reply more confidently. On receiving an answer, it is sometimes necessary to press a child for additional information and this may be especially the case after a factual question.²⁴

Prompting is a condition when the student can not answer a teacher's question does not ask questions directly to other students but provide an opportunity for students who are wrong to answer a simple question as a form of assistance from the teacher.

Prompting technique can be said to be similar to the method of question and answer. The positive influence of the method of prompting them are students become more active. This is because the questions that the teacher must be answered by the students.

Based on the above understanding can be concluded that prompting is a technique used to investigate a problem with the given stimuli before and during the study. As is the stimulus here is giving the questions to the students to discover new experiences. Asking questions is one of the strategies that can be used in learning. The effectiveness of the

²³Texas Guide for Effective Teaching Prompting, (*Texas Statewide Leadership for Autism*, 2009), P. 1

²⁴ Louis Cohen, Lawrence Manion, Keith Morrison and Dominic Wyse. *A Guide to Teaching Practice*. Taylor & Francis e-Library. 2010. P. 284

questions can be seen from the way students respond to questions given by the teacher. When questions arise students will be motivated to think actively to solve the problem.

2. The Principles Of Prompting Technique

Accordingly, Wolery et.al. remarked that three principles issues must be addressed when a student is taught how to acquire a behavior.

1. The student must attend to the relevant stimulus
2. Be provided with information about how to perform the target behavior
3. Receive feedback about the correctness of the response²⁵

3. Types of Prompting Technique

Although prompting procedures can be classified in a number of ways, classification is mainly a matter of convenience. In practice, different prompting procedures are often combined into packages.

a. Verbal Prompts

Verbal prompts are words, instructions, or questions that are supposed to direct a person to engage in a target response.

b. Modeling

Like verbal prompts, models are usually used in conjunction with other prompts; no studies were found that used only modeling.

²⁵ Timothy E. Morse & John W. Schuster. *Simultaneous Prompting: A Review of the Literature*. (Education and Training in Developmental Disabilities, June, 2004). P. 153

c. Manual Prompts

Manual or physical prompting is defined as physical contact from an instructor that is designed to help the learner display a behavior of interest.

d. Gestural Prompts

Gestural prompts include pointing, motioning, or nodding toward students, materials, or activities to indicate an action to be performed.

e. Photographs and Line Drawings

Pictures, photographs, and line drawings have been used to teach assembly tasks.

f. Textual prompts

Textual prompts are written cues such as checklists, scripts, and written instruction.²⁶

4. The Using Of Prompting Technique To Improve Reading Comprehension Skills

In this research the researcher uses prompting technique to improve reading comprehension skills. In the learning process, once you have asked a question and called on a student to respond, the student may not answer the question the way you want him or her to, or he or she may not answer at all. When this happens, you should prompt the student. You may do this by clarifying the question, by eliciting a fuller response, or by

²⁶ Ibid. P.38-40

eliciting additional responses from the student to allow you to verify whether he or she comprehends the material.

You may have to prompt a student many times during a questioning session to evoke a more complete or logical response. Always provide positive reinforcement so that the student will be encouraged to complete an incomplete response or revise an incorrect one. In many cases, a student will answer with a *partially* correct response. When you hear such a response, immediately begin to prompt the student so that the response can be completed, made more logical, reexamined, or stated more appropriately.²⁷

From the description above can be conclude, in the using prompting technique to improve reading comprehension skills the teacher should prepare some questions to help the students answer the questions correctly and the question and answer process does not stop. in the learning process by using the prompting technique the student must answer the questions given by the teacher until true, if the student has not been able to answer the questions correctly the teacher continues to provide assistance with questions that encourage students to find the answers.

a. The Procedures Of Prompting Technique

Teachers can use a number of procedures to provide students with information about how to perform a new behavior, including

²⁷ Donald C. Orlich & Robert J. Harder. *Teaching Strategies A Guide to Effective Instruction*. P. 229

verbally directing a student's performance, using direct physical contact and guidance, and prompting.

Response prompting procedures involve the provision of extra teacher assistance, or prompts, to students, followed by the removal, or fading, of that assistance as instruction progresses.

1. provide more opportunity for reinforcement
2. decrease the likelihood of problem behaviors resulting from too many errors
3. provide a potentially positive teaching and learning situation for the teacher and student
4. increase the time available for instruction²⁸

b. The Steps Of Prompting Technique

Based on the collaboration of the opinion of Suyatno and Jacobsen, the author of the combined prompting learning method is as follows:

1. The teacher asks the students questions
2. Teachers get some alternative answers generated from students
3. Teachers construct new knowledge based on student answers
4. Teacher asks guide questions to get more in-depth answers
5. Questions and answers continue until new knowledge is not previously disclosed

²⁸ Timothy E. Morse & John W. Schuster. *Simultaneous Prompting: A Review of the Literature*. P. 153

6. The teacher rewards the achieving group²⁹

C. Hypothesis Formulation

Based on the frame of theories and assumption above, the researcher formulated the hypothesis was as followed “Using Prompting Technique, can increase the students reading comprehension skills and learning activity of the eighth graders of MTS Darul A’mal Metro”.

²⁹ <http://www.harianguru.com/2015/10/apa-arti-metode-probing-prompting.html>, on 01 August 2017

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Setting Research

The research is conducted at MTs Darul A'mal Metro in academic years 2017/2018 and the subjects of this research are the eighth graders. It is located on Jl. Mulyo Jati 16 B Metro Barat.

B. Subject of the Study

The total of the students in MTs Darul A'mal Metro as follows:

Table 1.
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII A-D	115		115
2	VIII E-H		109	109
Total				224

The subject of this research is VIII students of MTs Darul A'mal. Actually in the eighth graders of MTs Darul A'mal there are 8 classes, the researcher choose VIII E class with the total students were 27 students, because their reading comprehension lower than other class. That is based on pre survey and interview with the real teacher of eighth graders.

C. Action Plan

This action research was conducted at the eighth grade of MTs Darul A'mal Metro, for six meetings or two cycle in the academic year 2017/2018. As the focus on my research was how I go about using Prompting Technique to improve reading skills in teaching students' reading comprehension. Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice.³⁰

According to Donald Ary according to action research can be applied to such areas as curriculum development, teaching strategies, and school reform.³¹ In addition, Anne Burns describe action research is on concrete and practical issues

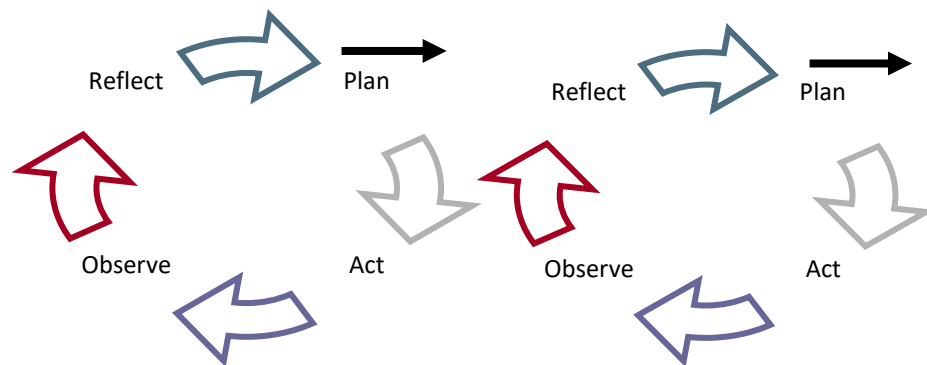
³⁰ Jean McNiff. *Action research for profesional development; Concise advise for new action researcher*. Dorset septmber book. 2010. P.8

³¹ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh. *Introduction to Research in Education*. (Wadsworth, Cengage Learning: 2006), P. 513

of immediate concern to particular social groups or communities. It is conducted in naturally occurring settings, primarily using methods.³²

In the classroom action research, the researcher conducted the research in two cycles. Between one cycle with the other has relationship. It conducted until there is an improving on the students' reading comprehension. They were include planning, action, observation, and reflection.

Here is step classroom action research design:



Sequences of action-reflection cycles.³³

The steps were as follow:

1. Cycle 1:

a. Planning

In this research, the researcher conducted some plans, namely:

³² Anne Burns, *Collaborative Action Research for English Language Teacher*. (Cambridge University Press: 1999), P.24

³³ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 41.

1. Preparing the learning program, suitable with the syllabus, and the instrument of evaluation.
2. Observed the students that would be the objects in my research to know the problems in the process of learning and I would arrange a learning design, method, and evaluation.
3. Making work sheets and answer sheets which will be learned by the student in group.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings.

The researcher implemented the prompting technique in the teaching learning process. Here are the steps that the researcher does in the action:

- 1) Giving test to the students about reading text as pre-test of the research and beginning score in Prompting Technique.
- 2) The teacher gave a list of questions based on the text.
- 3) The teacher asked the students to answer the questions.
- 4) The teacher guided and help the students by using prompting technique in the learning process.
- 5) After the students understood about narrative text, the teacher asked the students to answer the question about the text.

6) Question and answers continue until new knowledge is not previously disclosed.

7) The teacher gave a reward to the good student.

c. Observing

Observing is activity when researcher synthesizes and analyzes the data. Key issues related to the problem are identify. The observation is done in teaching learning process.

Based on the observation, the researcher can determine whether there is anything that the researcher has to be improve soon in order that the action can achieve the aim of researcher wants. In this step, the researcher observe the process of teaching learning by using form of observation.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the researcher will know the strength and the weakness from the action that the researcher has done.

2. Cycle 2:

a. Planning

1) The researcher studied the result of reflecting on cycle 1.

- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

- 1) The teacher gave the students motivation to study harder.
- 2) The teacher applies the lesson plan.
- 3) The teacher did the treatment by using prompting technique.
- 4) The teacher asks the students question
- 5) The teacher got some alternative answer generated from student, If the student have trouble to answer the question
- 6) The teacher gave chance from the student by asks guide question to get more in-depth answers
- 7) Question and answers countinue until new knowledge is not previously disclosed
- 8) The teacher gave reawards the achieving students

c. Observing

The collaborator observed and collect the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collection Technique

Since this research is intended to know the prompting technique can be used to increase the students' reading comprehension skill. The researcher would administer tests, and interview in data collection technique.

To investigate the achievement of the research, firstly the students will be given the questions from the teacher to know the first score before given treatment in the pre-test. After the teacher knows the score of the VIII class, the teacher make the treatment for that class by using prompting technique in reading text to increase their reading comprehension skill. The teacher explain more about prompting technique and how to understand the reading text.

After the treatment has been conducted by the class, the researcher administered the post-test. If the percentage of post-test higher than pre-test, it means that the prompting technique can be used to improve the students' reading comprehension skill. But, if the percentage of post-test lower than pre-test, it means that the prompting technique can not be used to improve the students' reading comprehension skill in the eighth graders of MTs Darul A'mal Metro.

In collecting the data, the researcher will use the following techniques:

1. Test

In present research, the researcher used tests for the instrument. Test is a set of stimulation given to person in order to get responses made as numerical score determination. It means that test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent. The tests were divided into two parts: pre-test and post-test. The material of pre-test and post-test is different. But, have same difficulties.

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research. The researcher gave the students pretest by asking the students to answer the questions about narrative text. The researcher used multiple choice questions to assess the student's reading comprehension.

b. Post-test

The post-test was given in the last meeting after doing treatments in order to find out whether the treatments gave any contribution to the students' achievement in the class. The improvement can be seen if the average score of the pre-test is higher than the post-test. The researcher used test was different to pre-test. If the pre-test the students are asked to answer the multiple choice questions, but the post-test the teacher give

question oral test to the students. Which the teacher give topic was different between pre-test and post-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities.

3. Documentation

Documentation methods that find data on things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengger, agenda, etc. It means that documentation as the method which is used to get information from the written source or document in the class (for example: book, note, and other).

4. Field Note

To collect the data more accurately, the researcher uses the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make "field note" while actually engaged in

profesional.³⁴ This note has been prepared systematically and given interpretation by the research.

E. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher will compare between pre-test and post-test score. The formula form to get the average of pre-test and post-test as follow:

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

Notes:

X = Mean

$\sum X$ = Total of students' score

n = Total of students³⁵

To find the percentage all of students, the formula that will use by researcher is :

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

P = Percentage

F = the number of students who answered the item correctly

N = the *total* number of students.

³⁴ Michael J. Wallace, *Action Research for language teachers*. (Cambridge University press, 1997) p. 57

³⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh. *Introduction to Research in Education*. (Wadsworth, Cengage Learning: 2006), P. 108

The researcher would compare between pre-test and post-test to know the result of this research. After that, the result is matched by minimum standard (KKM) at the school at least 75. The minimum cycle in classroom action research is two cycles. If the cycle 1 there are some students were not successful, it would be continued at the next cycles. But, if in cycle 2 all of the students are successful, it is not continued to the other cycles.

F. Indicators Of Success

The indicator of the success was taken from the process and the result of the action research. This research called success if 80% of students got score 75 is minimal score and 70% active in learning process and do not need to continue the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Reseach

1. Description of The Research Location

a. Brief History of MTs DARUL A'MAL Metro

MTs DARUL A'MAL METRO located on : Jl.Pesantren 16 B Mulyojati Metro Barat Kota Metro Lampung. This school established in 1987. It was established on the land area of 12,500 m2. It had been let by the following principals.

Ngadiman Adi, BA	1987-1993
Drs. Nahrowi Sofyan	1993-1996
Dra. Siti Romlah	1996-1997
Drs. Muslan	1997-2010
Kodrattulloh Sidiq	2010-2012
Markaban Ilyas S.HI	2012-Now

b. The Building of MTs DARUL A'MAL Metro

Madrasah Tsanawiyah Darul A'mal is located in Mulyojati Village, Metro Metro City Metro District, established in 1987, founded by Mr. KH. Khusnan Musthofa Ghufroon and have the support of the surrounding community.

Madrasah Tsanawiyah Darul A'mal Mulyojati which is now included in Mulyojati Urban Village Metro Metro City Metro City initially entered in Mulyojati Village area of Bantul District, Central Lampung Regency.

In line with the development of the era and the expansion of the area at that time Central Lampung in blooming into three districts / cities of East Lampung, City Administration Metro and Central Lampung itself this happened in 1999, then in 2000 Regency / City Administrasi Metro in defined as Metro City and from then on MTs Location. Darul A'mal is set in Jalan Pesantren Mulyojati 16 B Kecamatan Metro Barat Kota Metro.

In 2001 Madrasah Tsanawiyah Darul A'mal was believed by Madrasahs in Metro City to become MTs Madrasah Working Group (KKM) MTs. Se Metro City as a vehicle and connector of information from the Office of the Ministry of Religious City and Province Lampung, with members of KKM seven (7) madrasah, namely:

1. MTs. Muhammadiyah Metro Pusat
2. MTs. Tuma'ninah Yasin Metro Pusat
3. MTs. Mamba'ul Ulum Tejosari Metro Timur
4. MTs. Al Muhsin Purwosari Metro Utara
5. MTs. Ikhlas Beramal Margorejo Metro Selatan
6. MTs. Darul 'Ulya Iring Mulyo Metro Pusat
7. MTs. Raudhlatul Tholibin Purwosari Metro Utara

Currently at the age of 24 years (2011) Madrasah Tsanawiyah Darul A'mal bersatutus TERATREDITASI with Decree (SK) from the Ministry of Religious Affairs of Lampung Province, by Number: D / KW / MTs / MT / 235/2006, with a rating of " B "with Madrasah Statistics Number: 212 180 271 198, with a total of 515 Students.

c. The Condition of Teachers and Official Employees in MTs

DARUL A'MAL Metro

MTs Adrul A'mal Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs Darul A'mal Metro who need to attribute special skills in different majors. The total number of the teachers and officers were 62 person which can be seen as the table below:

Tabel 5
The Condition of Teachers and Official Employees in

MTs DARUL A'MAL Metro

No	Name	Sex	Occupation
1	Markaban Ilyas, S.H.I	Male	Principal
2	Ngatiyem, S.Pd	Female	Science Teacher
3	Sri Purwantini, S.Pd	Female	Indonesian Teacher
4	Mardiani, S.Pd	Female	Indonesian Teacher
5	Dra. Jusmirah	Female	Social Teacher

6	Puji Hastuti, S.Pd	Female	Counselor
7	Titis Arsiwi, SS	Female	English Teacher
8	Dwi setiyowati, S.Pd	Female	Mathematics Teacher
9	Umi Salamah, S.Ag	Female	Fiqh Teacher
10	Setyaningrum, S.Pd	Female	Indonesian Teacher
11	KH. Zainal Abidin	Male	Fiqh Teacher
12	Drs. Warsikan	Male	Aqidah Teacher
13	Wahadi, S.H.I	Male	Social Teacher
14	Esti Handayani, S.Pd.I	Female	SKI Teacher
15	Yulianawati, S.Pd.I	Female	Qur'an hadist Teacher
16	Wahid Asy'ari, M.Pd.I	Male	Arabic Teacher
17	Masruhan, A.Md	Male	Computer
18	Tri Yudhaningsih, S.Pd.I	Female	Lampung Teacher
19	Eko Priyono, S.Pd.I	Male	Qur'an hadist Teacher
20	Alwi Rosyid, S.Pd.I	Male	Arabic Teacher
21	Sahanan, S.E	Male	Social Teacher
22	M. iqbal Arramany, S.Pd	Male	English Teacher
23	Aminatun, S.Pd.I	Female	Art Teacher
24	Istikhomah, S.Pd	Female	English Teacher
25	Lusiana, S.Pd.I	Female	SKI Teacher
26	Ida Suryani, S.T	Female	Matematics Teacher
27	Sigit Ikhwan Nurdin, S.Pd	Male	Sport Teacher

28	Sisca, S.Pd	Female	Art Teacher
29	Effi Ninda Wahyuningsih, S.Pd	Female	Mathematics Teacher
30	Mi'natul Mukharomah, S.Pd.I	Female	Qur'an hadist Teacher
31	Andrea Rio Fernando, S.Pd	Male	Sport Teacher
32	Hartono, S.Pd	Male	Pkn Teacher
33	Siti Khasanah, S.Pd.I	Female	Social Teacher
34	Asmarani, S.Pd	Female	Indonesian Teacher
35	Roslinawati, S.Pd	Female	Science Teacher
36	Eko Puji Astuti, S.Pd	Female	Mathematics Teacher
37	Tusmidah, S.Pd.I	Female	SKI Teacher
38	Sapto Santoso, S.Pd	Male	Science Teacher
39	Novi Herawati, S.Pd.I	Female	Art Teacher
40	Endang Listiyowati, S.Pd	Female	Indonesian Teacher
41	Catur Ariyadi, S.Pd	Male	Counselor
42	Alfi Nur Khoitamin	Female	English Teacher
43	Ahmad Saiful Bahri, S.Pd	Male	Officer
44	Eka Apriyani, S.Pd	Female	English Teacher
45	Isna Maulidah Mubarakah, S.Pd	Female	Arabic Teacher
46	A.Rodul Ahyar, S.Pd.I	Male	Fiqh
47	Mifathul Huda, S.Pd	Male	Science Teacher
48	Desy Restiana, S.Pd	Female	Pkn Teacher
49	Eva Puspita S.Pd.I	Female	Fiqh Teacher

50	Muhammad Muhsin	Male	Arabic Teacher
51	Nur Alfi Laila	Female	Officer
52	Yunita Sari	Female	Aqidah Teacher
53	Khairani Elfandari	Female	Aqidah Teacher
54	Syaikhoni	Male	SKI Teacher
55	Evita Sari, S.Pd.I	Female	English Teacher
56	Farhan Ali	Male	Art Teacher
57	Mukhtar Fauzi	Male	Arabic Teacher
58	Khusniyah Nur Janah, S.Pd.I	Female	Arabic Teacher
59	Wulandari Safitri, S.Pd.I	Female	Mathematics Teacher
60	Nur laeli Maslihah, S.Pd	Female	Officer
61	Rendi Sonia	Male	Counselor
62	Umi Hasanah	female	English Teacher

Source : Documentation of MTs DARUL A'MAL Metro in the Academic Year 2017/2018

d. The Quantity of The Students MTs DARUL A'MAL Metro

The students' quantities of MTs Darul A'mal Metro in academic year of 2017/2018 are 659 students as follows:

Table 6
The Quantity of MTs DARUL A'MAL Metro Student
in The Academic Year 2017/2018

Class VII		Class VIII		Class IX		Total
Male	Female	Male	Female	Male	Female	
VII A- D	VII E- G	VIII A-D	VIII E- G	IX A- D	IX E- H	
128	118	93	108	100	112	659

Source: Documentation of MTs Darul A'mal Metro Academic Year 2017/2018

e. Facilities and Infrastructure

The condition of facilities in MTs Darul A'mal Metro in the academic year of 2017/2018 could be seen on the table below:

Table 7
Building Condition of MTs DARUL A'MAL Metro

No	Building	Total
1	Headmaster Room	1
2	Teacher Room	1
3	Administration Room	1
4	Reception Room	1
5	Library	1
6	Science Laboratory	1
7	Language Laboratory	1
8	Computer Laboratory	1
9	Canteen	1
10	Kitchen	1
11	Classroom	15
12	OSIS and OSPRAM	1

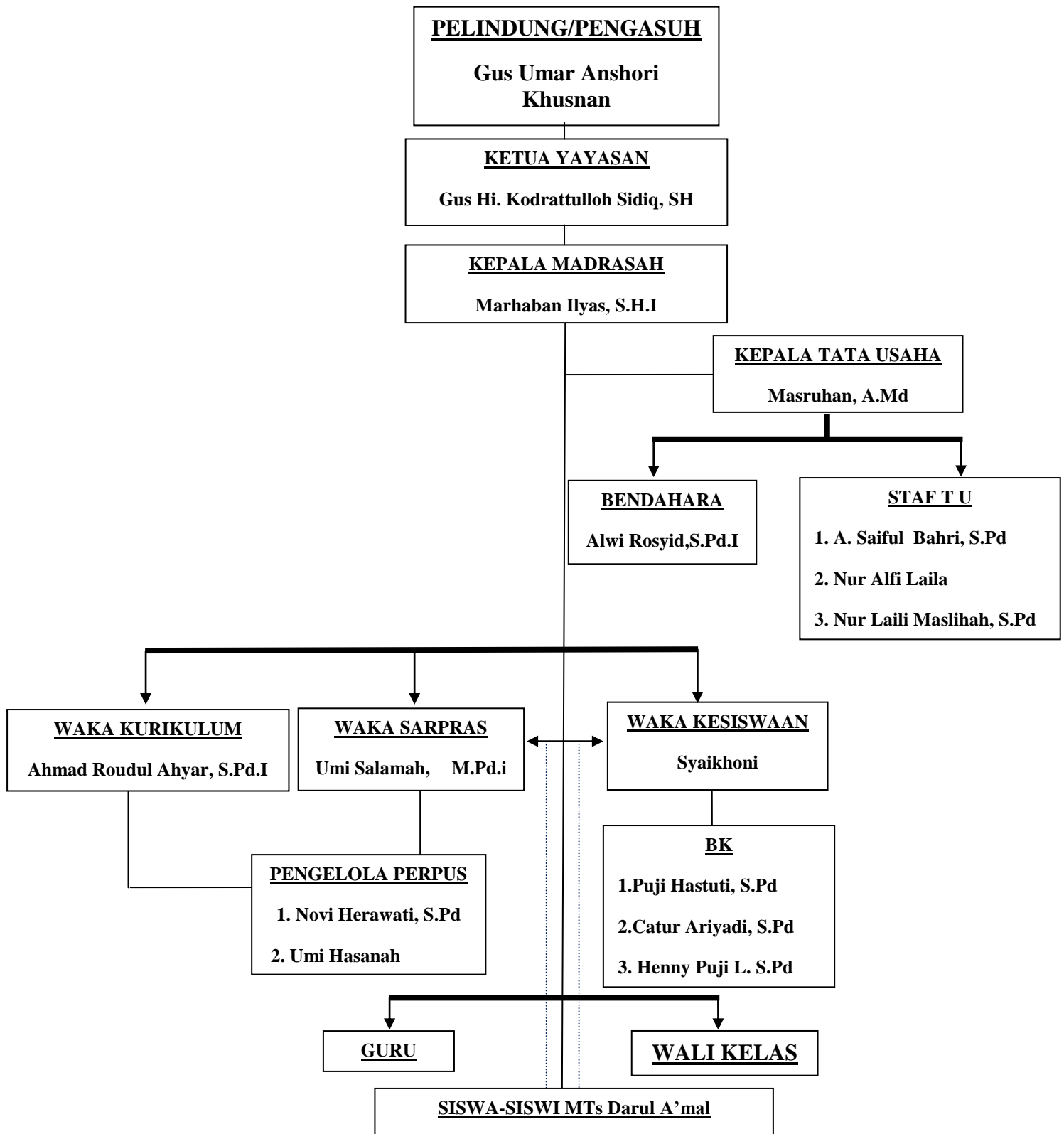
13	Mosque	1
14	Badminton	1
15	Football Field	1


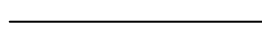
Source: Documentation of MTs DARUL A'MAL Metro

f. Organization Structure of MTs DARUL A'MAL Metro

The organization structure of MTs DARUL A'MAL Metro in the Academic Year 2017/2018. Therefore, selected teachers and officers are very helpful in teaching learning process. The descriptions of human resources are as follow:

Figure 2
Organization Structure of MTs DARUL A'MAL Metro
in the Academic Year 2017/2018



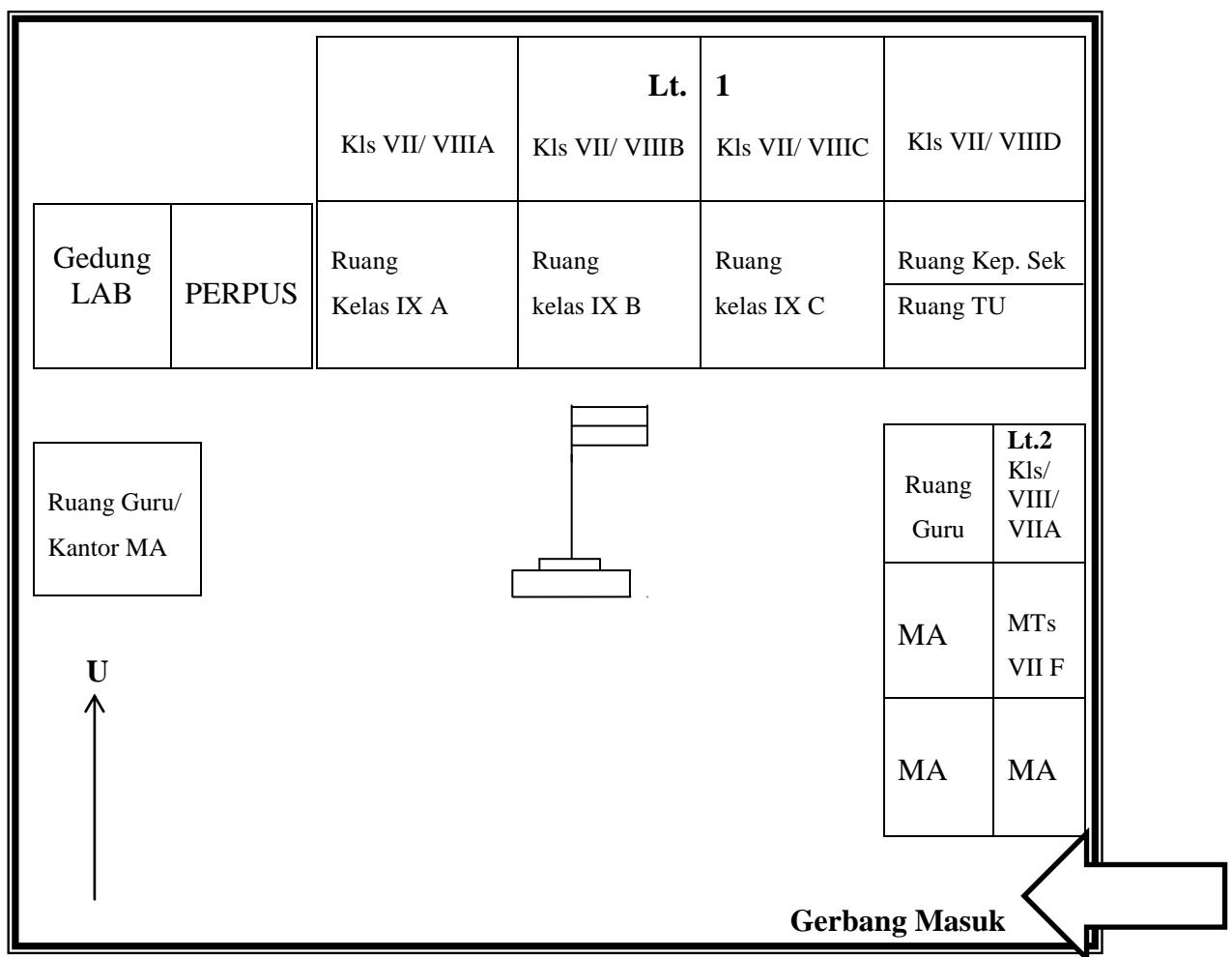
 = GARIS KOMANDO
 = GARIS KOORDINASI

g. Location Sketch of MTs DARUL A'MAL Metro

The Location Sketch of MTs DARUL A'MAL Metro identified as follow:

Figure 3

Location Sketch of MTs DARUL A'MAL Metro



B. The Description of Research Data

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs DARUL A'MAL Metro, previously the researcher done the pre test first. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs DARUL A'MAL Metro. It was conducted in two cycles. The researcher used Prompting Technique to improve the students Reading Comprehension Skills.

In this research before the process of cycle one, the research conducted the pre test on Monday, November 27th 2017. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

Table 8
The Students' Pre-Test Result of Reading Comprehension

No	Name	Score	Note
1	ALA	60	Incomplete
2	AMR	55	Incomplete
3	AN	45	Incomplete
4	BP	75	Complete
5	CUS	75	Complete
6	DP	35	Incomplete
7	DAPS	75	Complete
8	ERD	60	Incomplete
9	FN	50	Incomplete
10	FI	60	Incomplete
11	IA	35	Incomplete
12	IS	40	Incomplete
13	KCA	50	Incomplete
14	KH	30	Incomplete
15	LN	45	Incomplete
16	MKF	40	Incomplete
17	MS	65	Incomplete
18	MSE	45	Incomplete
19	NA	65	Incomplete
20	NS	50	Incomplete
21	NFP	45	Incomplete
22	NM	55	Incomplete
23	NAK	40	Incomplete
24	NH	25	Incomplete
25	NAK	50	Incomplete
26	PA	30	Incomplete
27	RK	80	Complete

28	RR	65	Incomplete
29	RWN	65	Incomplete
30	UAA	60	Incomplete
31	UM	40	Incomplete
32	WA	30	Incomplete
33	WS	60	Incomplete
Total		1700	
Average		51	
High Score		80	
Low Score		25	

Source: The result of Pre-test on November 27th 2017

Table 9

Percentage Students' Mark of Pre-test of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	>70	4	12%	Complete
2	<70	29	88%	Incomplete
Total		3	100%	

Source: The result of Pre-test on November 21th 2017

Based on table above, it can be seen just only 4 students get high mark and 29 students get low mark. while standard minimum for English lesson in MTs Darul A'mal Metro is least 75. It was the reason why the researcher implemented the Prompting Technique to improve their reading comprehension.

2. Action and Learning Activity in Cycle 1

a. The First Meeting

The first meeting was conducted on Monday, December 11th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher 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.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 10

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Monday , December 11 th 2017	12.30 – 13.40 a.m
2 nd	Tuesday, December 12 th 2017	08.40– 09.50 a.m

The first meeting was conducted on Monday, December 11th 2017, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Waalaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about narrative text? Is there any question?” there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked some students to read a text about The Cinderella, after it the researcher asked the student about the text. “do you understand about the story?” There were some students understand about it. The researcher said “Let’s re read the first page of The Story of Cinderella. so I asked the

students, what is their think about the main idea from the text and then the reseacher give some question to the students. After finished ,the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclusion.

In this session, the students were more active to follow the teaching learning process, because the reseacher invited the student in a random. When the reseacher give question for the student and the student give incorrect answer the reseacher do not give to the another student, but the reseacher give chance and a clues with give simple question and get some alternative answers generated from students. If the student can not answer the question, so the reacher give a chance for another student to answer the question. Question and answers countinue until new knowledge is not previously disclosed. So that the student do not feel nerveous and the student can give a main idea. Another that, the teacher will give rewards the achieving students.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second meeting

The second meeting was conducted on Tuesday, December 12th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of narrative text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

2) Acting

The second meeting was done on Tuesday, December 12th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about narrative text. The text was about Fox and wolf. The researcher asked the students to read the text. After it the researcher asked student "do you understand about the text. Most of students did not understand.

In this session, the students were more active to follow the teaching learning process, because the researcher invited the student in a random. When the researcher give question for the student and the student give incorrect answer the reseacher do not give to the another student, but the reseacher give chance and a clues with give simple question and get some alternative answers generated from students. If the student can not answer the question, so the reacher give a chance for another student to answer the question. Question and answers countinue until new knowledge is not previously disclosed. So that the student do not feel nerveous and the student can give a main idea. Another that, the teacher will give rewards the achieving students.

Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did 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 11
The Students' Post-test 1 Result of Reading Comprehension in Cycle I

No	Name	Score	Note
1	ALA	60	Incomplete
2	AMR	75	Complete
3	AN	60	Incomplete
4	BP	75	Complete

5	CUS	80	Complete
6	DP	50	Incomplete
7	DAPS	80	Complete
8	ERD	75	Complete
9	FN	50	Incomplete
10	FI	75	Incomplete
11	IA	50	Incomplete
12	IS	55	Incomplete
13	KCA	50	Complete
14	KH	50	Incomplete
15	LN	55	Incomplete
16	MKF	50	Incomplete
17	MS	80	Complete
18	MSE	50	Incomplete
19	NA	75	Complete
20	NS	50	Incomplete
21	NFP	50	Incomplete
22	NM	55	Complete
23	NAK	60	Incomplete
24	NH	50	Incomplete
25	NAK	55	Complete
26	PA	50	Incomplete
27	RK	80	Complete
28	RR	65	Complete
29	RWN	75	Incomplete
30	UAA	75	Complete
31	UM	60	Incomplete
32	WA	50	Incomplete
33	WS	75	Incomplete
Total		2045	
Average		62	
High Score		80	

Source: The result of Post-test1 on December 12th 2017

Table 12**Frequency of Students' Mark of Post test I of Reading Comprehension**

No	Mark	Frequency	Percentages	Category
1	>70	12	36%	Incomplete
2	<70	21	64%	Complete
Total		33	100%	

Source: The result of Post-test1 on December 12th 2017

Based on the data above, it can be seen that 12 students' got high mark and 21 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 75. Learning process is said success, when 70% got mark above 75. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 13**The Result of Students Activity in Cycle 1**

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	25	76%
2	Giving respond	5	15%
3	Making Notes	20	61%

4	Following Teacher Instruction	16	48%
5	Doing the task	33	100%
Total			300%
Average			60%

From table above, it was revealed that there were 25 students (76%) who paid attention to the teacher explanation, 5 students (15%) giving respond in learning process, 20 students (61%) made the notes from the material, 16 students (48%) Following Teacher Instruction and 33 students doing the task, the average from the cycle 1 60%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Action and Learning Activity in cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher 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

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Sunday, December

17st 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in finding the main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Tortoise and Rabbit. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "Let's reread the first page of The Tortoise and Rabbit. Right here on the first page it says "the Rabbit was once boasting of his speed". Researcher discribe about Tortoise and Rabbit. Then, student creat image in their maind about Tortoise and Rabbit. The researcher gave the clue untill the last page. Then the reseacher invited the student in a random. The teacher asks the studnets question. When the reseacher give question for the student and the student give incorrect answer the reseacher do not give to the another student, but the reseacher give chance and a clues with give simple question and get some alternative answers generated from students. If the student can not answer the question, so the reacher

give a chance for another student to answer the question. Question and answers continue until new knowledge is not previously disclosed. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Monday, December 18th 2017 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Snow White text. The researcher said “Let’s reread the first page of Snow White. Right here on the first page it says “Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had

died ”. Researcher discribe about the little beautiful girl was lived with her aunt and uncle named Snow White. Then, student creat image in their maind. The researcher gave the clue untill the last page. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 14
Table of the result of Students’ Reading Comprehension Post Test II

No	Name	Score	Note
1	ALA	75	Incomplete
2	AMR	80	Complete
3	AN	75	Incomplete
4	BP	85	Complete
5	CUS	85	Complete
6	DP	75	Incomplete
7	DAPS	90	Complete
8	ERD	75	Complete
9	FN	75	Incomplete
10	FI	80	Incomplete
11	IA	75	Incomplete
12	IS	75	Incomplete
13	KCA	75	Complete
14	KH	75	Incomplete
15	LN	75	Incomplete

16	MKF	75	Incomplete
17	MS	80	Complete
18	MSE	75	Incomplete
19	NA	75	Complete
20	NS	75	Incomplete
21	NFP	75	Incomplete
22	NM	75	Complete
23	NAK	80	Incomplete
24	NH	75	Incomplete
25	NAK	75	Complete
26	PA	75	Incomplete
27	RK	90	Complete
28	RR	80	Complete
29	RWN	75	Incomplete
30	UAA	75	Complete
31	UM	75	Incomplete
32	WA	75	Incomplete
33	WS	75	Incomplete
Total		2550	
Average		77	
High Score		90	
Low Score		75	

Source: The result of Post-test II on December 18th 2017

Table 15

Percentage Students' Mark of Pos-test in Cycle II

No	Mark	Frequency	Percentages	Category
4	>75	33	100%	Complete
5	<75	-		Incomplete
Total		33	100%	

Source: The result of Pos-Test II on December 18th 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There was 33 students' got then 75. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 16
The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	29	88%
2	Giving Respond	15	45%
3	Making Notes	30	91%
4	Following Teacher Instruction	29	88%
5	Doing the Task	33	100%
Total			412%
Average			82%

The table above, it was revealed that there were 29 students (88%) who paid attention to the teacher explanation, 15 students (45%) giving

respond, 29 students (88%) made the notes from the material, 30 (91%) following Teacher Instruction and 33 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 60% to be 82%, it could be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the student was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Prompting Technique. The teacher help student to comprehend the text by Prompting Technique in their mind, so they was easy to understand about the text. And their reading comprehension were improving.

C. Interpretation

1. The Result of Pre Test

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, November 27th, 2017.

Based on the result of the students' pre-test, just 4 (12%) students passed The Standard Minimum Criteria that was 75. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 29 students who got score less than 75. It showed that the result of students' reading comprehension was still low. So, it needs improvement by using Prompting Technique.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 17

The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	ALA	60	60	0	Constant
2	AMR	55	75	20	Improve

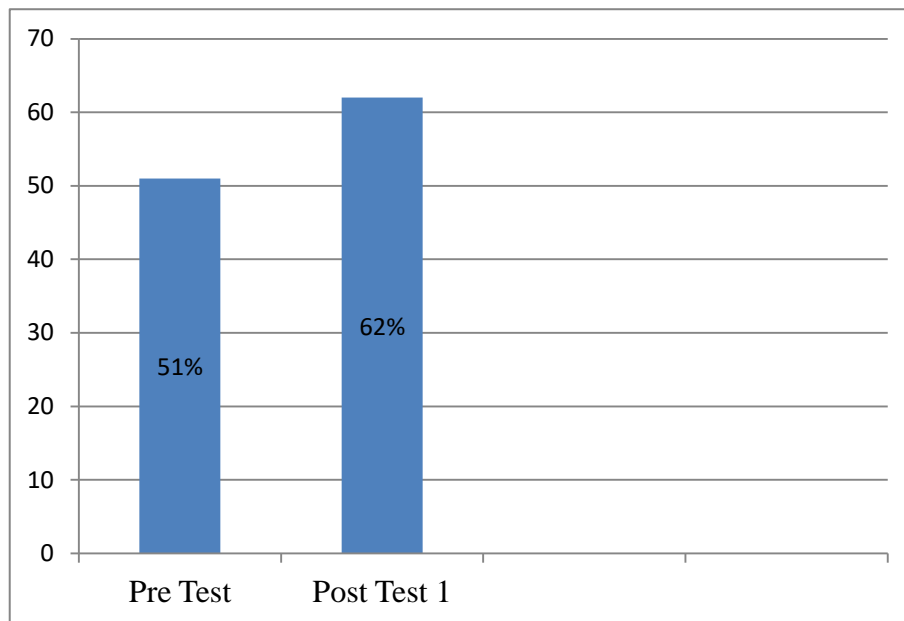
3	AN	45	60	15	Improve
4	BP	75	75	0	Constant
5	CUS	75	80	5	Improve
6	DP	35	50	15	Improve
7	DAPS	75	80	5	Improve
8	ERD	60	75	15	Improve
9	FN	50	50	0	Constant
10	FI	60	75	15	Improve
11	IA	35	50	15	Improve
12	IS	40	55	15	Improve
13	KCA	50	50	0	Constant
14	KH	30	50	20	Improve
15	LN	45	55	5	Improve
16	MKF	40	50	10	Improve
17	MS	65	80	15	Improve
18	MSE	45	50	5	Improve
19	NA	65	75	10	Improve
20	NS	50	50	0	Constant
21	NFP	45	50	5	Improve
22	NM	55	55	0	Constant
23	NAK	40	60	20	Improve
24	NH	25	50	25	Improve
25	NAK	50	55	5	Improve
26	PA	30	50	20	Improve
27	RK	80	80	0	Constant
28	RR	65	65	0	Constant
29	RWN	65	75	10	Improve
30	UAA	60	75	15	Improve
31	UM	40	60	20	Imrpove
32	WA	30	50	20	Improve
33	WS	60	75	15	Improve
Total		1700	2045		
Average		51	62		

Source: the result of pre test and post test 1

Table 18
Comparison of pre-test and post-test

Mark	Pre-Test	Post Test 1	Implementation
>70	4	12	Complete
<70	29	21	Incomplete

Graph 1
The Average of the Students' Mark on Pre-test and Post-test 1



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension. The average mark in pre-test is 51 improved to 62 in post test 1, so there is an improving 11 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 19**The Result Mark of Students' Post test 1 and Post-test II**

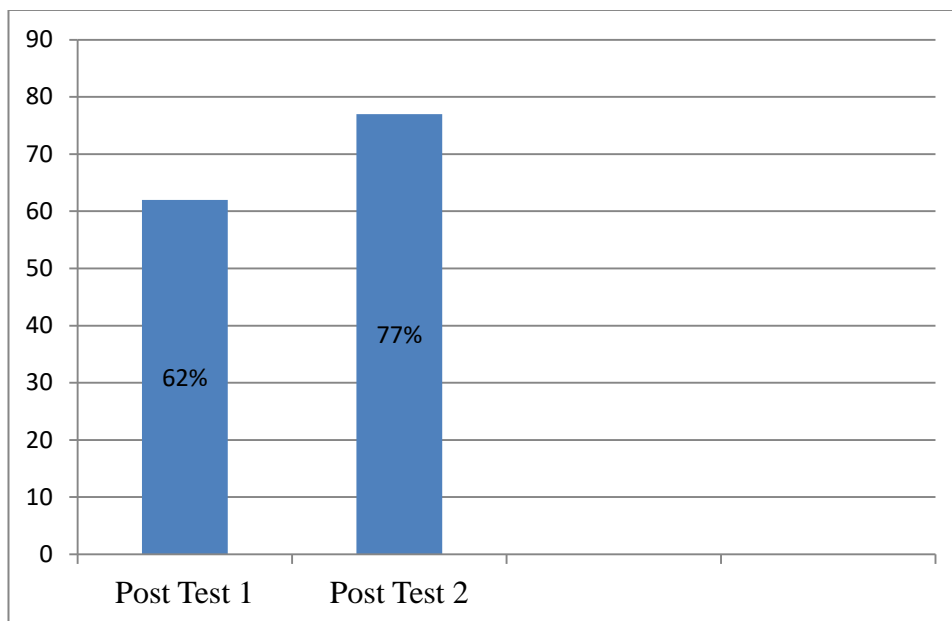
NO	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	ALA	60	75	15	Improve
2	AMR	75	80	5	Improve
3	AN	60	75	15	Improve
4	BP	75	85	10	Improve
5	CUS	80	85	5	Improve
6	DP	50	75	25	Improve
7	DAPS	80	90	10	Improve
8	ERD	75	75	0	Constant
9	FN	50	75	25	Improve
10	FI	75	80	5	Improve
11	IA	50	75	25	Improve
12	IS	55	75	20	Improve
13	KCA	50	75	25	Improve
14	KH	50	75	25	Improve
15	LN	55	75	20	Improve
16	MKF	50	75	25	Improve
17	MS	80	80	0	Constant
18	MSE	50	75	25	Improve
19	NA	75	75	0	Constant
20	NS	50	75	25	Improve
21	NFP	50	75	25	Improve
22	NM	55	75	20	Improve
23	NAK	60	80	20	Improve
24	NH	50	75	25	Improve
25	NAK	55	75	20	Improve
26	PA	50	75	25	Improve
27	RK	80	90	10	Improve
28	RR	65	80	15	Improve
29	RWN	75	75	0	Constant
30	UAA	75	75	0	Constant
31	UM	60	75	15	Imrpove
32	WA	50	75	25	Improve
33	WS	75	75	0	Constant
Total		2045	2550		
Average		62	77		

Source:The result of post test 1 and post test 2

Table 20
Comparison of post-test 1 and post-test 2

Mark	Post Test 1	Post Test 2	Implementation
>70	12	33	Complete
<70	21	0	Incomplete

Graph 2
The Average of the Students' Mark on Post-test 1 and Post-test 2



Source: The result of post test I and post test II

Table 21
The Result Mark of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	ALA	60	60	75	Improve
2	AMR	55	75	80	Improve
3	AN	45	60	75	Constant
4	BP	75	75	85	Constant
5	CUS	75	80	85	Improve
6	DP	35	50	75	Improve
7	DAPS	75	80	90	Improve
8	ERD	60	75	75	Improve
9	FN	50	50	75	Improve
10	FI	60	75	80	Improve

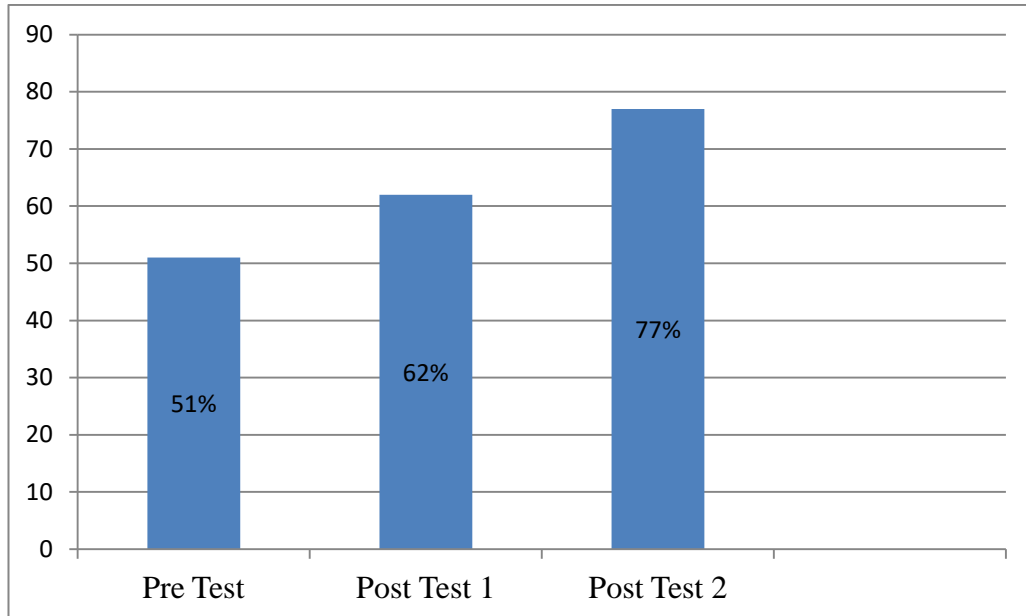
11	IA	35	50	75	Constant
12	IS	40	55	75	Constant
13	KCA	50	50	75	Constant
14	KH	30	50	75	Improve
15	LN	45	55	75	Improve
16	MKF	40	50	75	Improve
17	MS	65	80	80	Improve
18	MSE	45	50	75	Improve
19	NA	65	75	75	Improve
20	NS	50	50	75	Improve
21	NFP	45	50	75	Improve
22	NM	55	55	75	Improve
23	NAK	40	60	80	Improve
24	NH	25	50	75	Improve
25	NAK	50	55	75	Improve
26	PA	30	50	75	Improve
27	RK	80	80	90	Improve
28	RR	65	65	80	Improve
29	RWN	65	75	75	Improve
30	UAA	60	75	75	Improve
31	UM	40	60	75	Improve
32	WA	30	50	75	Improve
33	WS	60	75	75	
Total		1700	2045	2550	
Average		51	62	77	

Source: the Result of pre test, post test I and post test II

Table 22
Comparison of pre-test and post-test

Mark	Pre-Test	Post Test 1	Post Test 2	Implementation
>70	4	11	32	Complete
<70	28	21	0	Incomplete

Graph 3
The Average of the Students' Mark on Pre-test, Post-test 1, and Post-test II



Source: the result of pretest, post test 1 and post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 23
The Result of The Students' Activity in Cycle I&II

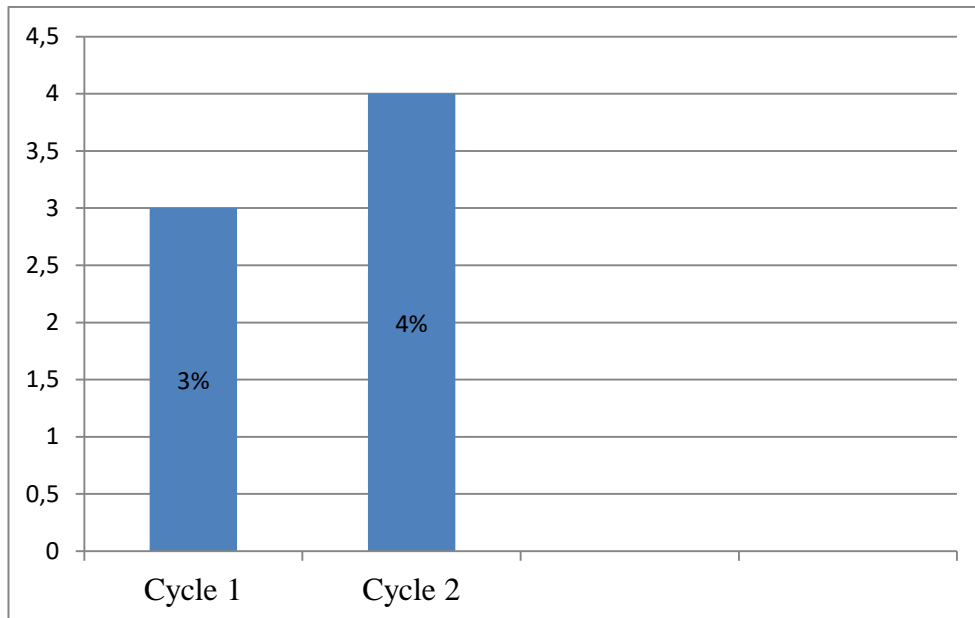
No	Name	Cycle 1	Cycle II
1	ALA	4	4
2	AMR	3	5
3	AN	2	4
4	BP	4	5
5	CUS	2	5
6	DP	2	3
7	DAPS	5	5
8	ERD	4	5

9	FN	3	3
10	FI	4	5
11	IA	2	3
12	IS	3	4
13	KCA	3	3
14	KH	2	3
15	LN	2	4
16	MKF	2	3
17	MS	3	5
18	MSE	2	3
19	NA	4	4
20	NS	3	3
21	NFP	3	3
22	NM	3	3
23	NAK	3	5
24	NH	2	3
25	NAK	3	4
26	PA	2	3
27	RK	5	5
28	RR	4	5
29	RWN	4	4
30	UAA	4	4
31	UM	3	4
32	WA	2	4
33	WS	4	4
Total		101	130
Average		3	4

Table 24**Percentage students' Activity in cycle I & II**

Mark	Cycle 1	Cycle 2	Implementation
5	2	14	Complete
<5	31	18	Incomplete

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging technique. It means that Prompting Technique had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 75. Based on the result of this research was known that more than 70% from the students got minimum mark 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the result of observation sheet and the students' activity, the implementation of Prompting technique in cycle I and cycle II show that there is an active increase of the students' reading comprehension skills.
2. Based on the result of students' average score from pre-test 51%, test of cycle 1 62% and the result test of cycle 2 were 77%. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre-test and test in cycle 1. It is clear that prompting technique will be able to improve students' reading comprehension.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in narrative text.
2. The English Teacher are suggested to prompting technique because this technique is effective to improve the students reading comprehension in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : MTs DARUL A'MAL Metro

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

[illegible]

sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>									
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Metro, November 2017

Guru Mapel Bahasa Inggris



Istikhomah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Post-Test

Satuan Pendidikan : MTs DARUL A'MAL Metro

Kelas/Semester : VIII /1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : *Narrative Text*

Keterampilan : Membaca

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

Indikator

1. Membaca nyaring dan bermakna teks esai berbentuk narrative
2. Mengidentifikasi berbagai makna teks narrative
3. Mengidentifikasi tujuan komunikatif teks narrative
4. Mengidentifikasi langkah retorika

Tujuan Pembelajaran

- Siswa dapat mengidentifikasi ide pokok, siswa dapat memahami generic structure dari text dan mendapatkan informasi dari text.

Materi Ajar

1. Pengertian Narrative Text

A narrative text is an imaginative story to entertain people or teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Contoh narrative text seperti, cinderella, roro jonggrang, snow white, dll.

2. Generic Structure of the text

a. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

Media Pembelajaran

1. *Handout (naratif text)*
3. *White board*
4. *Markers*

Metode Pembelajaran

Metode : Prompting Technique

Kegiatan Pembelajaran

a. Pertemuan 1

Kegiatan awal:

- 1) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- 2) Mengecek kehadiran siswa
- 3) Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

- 4) Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- 5) Siswa menyimak penjelasan guru

Kegiatan inti:

- 1) Guru memberikan materi tentang narative teks
- 2) Siswa diberikan teks narative
- 3) Siswa diberi waktu untuk memahami isi teks narative tersebut
- 4) Beberapa siswa diberi kesempatan untuk membaca nyaring dan guru menyimak setiap bacaan siswa dan membenarkan jika ada bacaan yang kurang tepat
- 5) Tanya jawab untuk mengembangkan kosakata dengan guru memberikan beberapa pertanyaan dengan menggunakan teks cerita populer yang telah dibagiakan
- 6) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita narative berdasarkan teks dengan menggunakan prompting technique
- 7) Ketika siswa memberikan jawaban yang kurang tepat, guru memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain
- 8) Saat siswa kesulitan untuk menjawab, guru memberikan clue kepada siswa agar siswa dapat menemukan jawaban yang tepat

Kegiatan penutup:

- 1) Menanyakan kesulitan siswa dalam memahami teks narative
- 2) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 3) Menugaskan siswa mencari dan mempelajari teks narative lain

a. Pertemuan 2

Kegiatan awal:

- 1) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- 2) Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- 3) Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- 4) Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- 5) Siswa menyimak penjelasan guru

Kegiatan inti:

- 1) Guru memberikan materi tentang narative teks
- 2) Siswa diberikan teks narative
- 3) Siswa diberi waktu untuk memahami isi teks narative tersebut
- 4) Beberapa siswa diberi kesempatan untuk membaca nyaring dan guru menyimak setiap bacaan siswa dan membenarkan jika ada bacaan yang kurang tepat

- 5) Tanya jawab untuk mengembangkan kosakata dengan guru memberikan beberapa pertanyaan dengan menggunakan teks cerita populer yang telah dibagiakan
- 6) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita narative berdasarkan teks dengan menggunakan prompting technique
- 7) Ketika siswa memberikan jawaban yang kurang tepat, guru memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain
- 8) Ketika siswa kesulitan untuk menjawab, guru memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban yang tepat

Kegiatan penutup:

- 1) Menanyakan kesulitan siswa dalam memahami teks narative
- 2) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 3) Menugaskan siswa mencari dan mempelajari teks narative lain


Penilaian

1. Membaca
 - a. Tehnik : Tes Tulis
 - b. Bentuk Instrument : Pilihan ganda
 - c. Instrument

2. Rubrik Penilaian

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in 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


Mengetahui,
Collaborator



Astikhomah, S.Pd

Metro, November 2017

Researcher



Nurul Khasanah
NPM: 13107977

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pre-Test

Satuan Pendidikan : MTs DARUL A'MAL Metro

Kelas/Semester : VIII /1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : *Narrative Text*

Keterampilan : Membaca

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

3. Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
4. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

Indikator

5. Membaca nyaring dan bermakna teks esai berbentuk narrative
6. Mengidentifikasi berbagai makna teks narrative
7. Mengidentifikasi tujuan komunikatif teks narrative
8. Mengidentifikasi langkah retorika

Tujuan Pembelajaran

- Siswa dapat mengidentifikasi ide pokok, siswa dapat memahami generic structure dari text dan mendapatkan informasi dari text.

Materi Ajar

3. Pengertian Narrative Text

A narrative text is an imaginative story to entertain people or teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Contoh narrative text seperti, cinderella, roro jonggrang, snow white, dll.

4. Generic Structure of the text

b. Orientation (Beginning or introduction)

The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)

b. Complication

It is about the problems which involve the main characters in the story developed.

c. Resolution

It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

Media Pembelajaran

1. *Handout (naratif text)*
3. *White board*
4. *Markers*

Metode Pembelajaran

Method : Prompting Technique

Kegiatan Pembelajaran

b. Pertemuan 1

Kegiatan awal:

- 6) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- 7) Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- 8) Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

- 9) Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- 10) Siswa menyimak penjelasan guru

Kegiatan inti:

- 9) Siswa diberikan teks narative
- 10) Siswa diberi waktu untuk memahami isi teks narative tersebut
- 11) Beberapa siswa diberi kesempatan untuk membaca nyaring dan guru menyimak setiap bacaan siswa dan membenarkan jika ada bacaan yang kurang tepat
- 12) Tanya jawab untuk mengembangkan kosakata dengan guru memberikan beberapa pertanyaan dengan menggunakan teks cerita populer yang telah dibagiakan
- 13) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita narative berdasarkan teks

Kegiatan penutup:

- 4) Menanyakan kesulitan siswa dalam memahami teks narative
- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks narative lain

b. Pertemuan 2

Kegiatan awal:

- 6) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- 7) Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- 8) Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- 9) Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- 10) Siswa menyimak penjelasan guru

Kegiatan inti:

- 1) Siswa diberikan teks narative yang berbeda dengan sebelumnya
- 2) Siswa diberi waktu untuk memahami isi teks narative tersebut
- 3) Beberapa siswa diberi kesempatan untuk membaca nyaring dan guru menyimak setiap bacaan siswa dan membenarkan jika ada bacaan yang kurang tepat
- 4) Tanya jawab dimulai untuk mengembangkan kosakata dengan guru memberikan beberapa pertanyaan dengan menggunakan teks cerita populer yang telah dibagikan
- 5) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita narative berdasarkan teks

Kegiatan penutup:

- 4) Menanyakan kesulitan siswa dalam memahami teks narative
- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks narative lain

Penilaian

3. Membaca

d. Tehnik : Tes Tulis


e. Bentuk Instrument : Pilihan ganda

f. Instrument

4. Rubrik Penilaian


No.	Criteria	Score
1.	Students can identify the meaning of the ideas in 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

Mengetahui,
Collaborator


Astikhomah, S.Pd

Metro, November 2017

Researcher


Nurul Khasanah
NPM: 13107977

KISI-KISI SOAL PRE-TEST

Nama Sekolah : MTs DARUL A'MAL METRO
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Ganjil)
 Jumlah Soal/Waktu : 20/60 menit

Standar Kompetensi	Kompetensi Dasar	Indikator Soal	Jenis Soal	Soal	
				No	Jumlah
2.2.Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. (Narrative Text) 	1. Mengidentifikasi ide pokok berdasarkan teks.	Multiple choices	1, 3, 19, 20	4
		2. Mengidentifikasi informasi spesifik dalam teks narrative.		2, 4, 5, 7,8, 9, 10, 11, 12, 14, 15, 16, 17	13
		3. Memahami makna tersirat didalam text narrative			3
				6, 13, 18	

KISI-KISI SOAL POST-TEST I

Nama Sekolah : MTs DARUL A'MAL METRO
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Ganjil)
 Jumlah Soal/Waktu : 20/60 menit

Standar Kompetensi	Kompetensi Dasar	Indikator Soal	Jenis Soal	Soal	
				No	Jumlah
2.3.Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. (Narrative Text) 	3. Mengidentifikasi ide pokok berdasarkan teks.	Multiple choices	2, 12, 19	3
		4. Mengidentifikasi informasi spesifik dalam teks narrative.		1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18	15
		3. Memahami makna tersirat didalam text narrative		8, 20	2

KISI-KISI SOAL POST-TEST II

Nama Sekolah : MTs DARUL A'MAL METRO
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Ganjil)
 Jumlah Soal/Waktu : 20/60 menit

Standar Kompetensi	Kompetensi Dasar	Indikator Soal	Jenis Soal	Soal	
				No	Jumlah
2.4.Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. (Narrative Text) 	5. Mengidentifikasi ide pokok berdasarkan teks.	Multiple choices	1, 5, 16	3
		6. Mengidentifikasi informasi spesifik dalam teks narrative.		2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 18, 19, 20	14
		3. Memahami makna tersirat didalam text narrative		8, 9, 17	3

**INSTRUMEN PRE-TEST FOR READING COMPREHENSION AT THE EIGHT
GRADERS OF MTS DARUL A'MAL METRO**

DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose the best answer by crossing a, b, c, or d on the answer sheet

Name :

Class :

Text 1 (For Question 1- 6)

The Lion and the Bear

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

1. Why did the eagles watch the lion and the bear?
 - a. They wanted to drink together with them.
 - b. They wanted to separate those animals.
 - c. They wanted to know the winner of the fight.
 - d. They waited for the one who would die first.
2. When they stopped for a moment, they saw some eagles. What does the underlined word mean?

a. A little time	c. A winner
b. A stop	d. A surprise
3. What is the complication of the story?
 - a. The lion and the bear were thirsty.
 - b. The lion and the bear became friends
 - c. The lion and the bear were fighting for determining the one drinking first.
 - d. The lion and the bear stopped fighting.

4. They waited for the one who would die first. What does the underlined word refer to?
 - a. The animals.
 - b. The eagles.
 - c. The lion and the bear
 - d. The eagles, the lion, and the bear
5. Which statement is TRUE based on the text?
 - a. The lion came before the bear.
 - b. The bear came after the bear
 - c. The lion and the bear came in the different time.
 - d. The lion and the bear came in the same time.
6. What can we learn from the story?
 - a. We need to fight to get what we want.
 - b. We should stop fighting when someone else is watching.
 - c. Friendship is better than having enemies.
 - d. We do not need to separate people who are fighting.

Text 2 (For Question 7- 11)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

7. What type of text is the above text? It is ...
 - a. A narrative text
 - b. A description text
 - c. A recount text
 - d. An anecdote text
8. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
9. What helped the elephant's herd free?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. Entire group of rats did
10. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
11. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Dead

Text 3 (For Question 12- 16)

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

12. What is the story above ?
 - a. Cinderella
 - b. Snow white
 - c. Aladin
 - d. Bawang merah and bawang putih

13. What is the main idea from the paragraph 2 ?
- a. Cinderella get married
 - b. Cinderella went to the invitation
 - c. Cinderella did not go to the invitation
 - d. Cinderella lived happy
14. Which of the following is a conclusion that can be drawn from the story
- a. Cinderella married and lived happily
 - b. Cinderella and her stepsister lived happily
 - c. Cinderella went to forest and lived happily
 - d. Cinderella married but she is not happy
15. Who does help cinderella to get to the ball ?
- a. Her stepsister
 - b. Her mother
 - c. Her sister
 - d. The fairy godmother
16. Which of the following is not true according to the text?
- a. Cinderella lived happily with her stepsister
 - b. Cinderella felt happy with her husband
 - c. Cinderella felt annoyed with her stepsister
 - d. Cinderella was helped by a fairy to get to the ball

Text 4 (For Question 17- 20)

The Lion and The Mouse

once upon the time, when a lion was asleep. A little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in

which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

17. What is the purpose of the text?
 - a. To entertain the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
18. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
19. Paragraph three mainly tells us that
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
20. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast

Rubric

1. Total of Score maximal: 20
2. Number of question : 20
3. Student's score :
$$\frac{\text{score}}{\text{Number of question}} \times 100$$

Key Answer:

1	D	11	C
2	A	12	A
3	C	13	C
4	B	14	A
5	D	15	D
6	C	16	A
7	A	17	C
8	D	18	C
9	D	19	D
10	B	20	B

STRUMEN PRE-TEST FOR READING COMPREHENSION AT THE EIGHT
GRADERS OF MTS DARUL A'MAL METRO

SECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose the best answer by crossing a, b, c, or d on the answer sheet

: Ulfa Anis Arroisah

: VIII^E

: 27 November 2017

1 (For Question 1- 6)

The Lion and the Bear

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

Why did the eagles watch the lion and the bear?

- a. They wanted to drink together with them.
- b. They wanted to separate those animals.
- c. They wanted to know the winner of the fight.
- ☒ d. They waited for the one who would die first.

When they stopped for a moment, they saw some eagles. What does the underlined word mean?

- | | |
|--|--------------------------|
| <input checked="" type="checkbox"/> a. A little time | c. A winner |
| b. A stop | d. A surprise |

What is the complication of the story?

- a. The lion and the bear were thirsty.
- b. The lion and the bear became friends
- ☒ c. The lion and the bear were fighting for determining the one drinking first.
- d. The lion and the bear stopped fighting.

4. They waited for the one who would die first. What does the underlined word refer to?
- a. The animals.
 - ~~b.~~ The lion and the bear
 - b. The eagles.
 - ~~d.~~ The eagles, the lion, and the bear
5. Which statement is TRUE based on the text?
- a. The lion came before the bear.
 - b. The bear came after the bear
 - c. The lion and the bear came in the different time.
 - ~~d.~~ The lion and the bear came in the same time.
6. What can we learn from the story?
- a. We need to fight to get what we want.
 - ~~b.~~ We should stop fighting when someone else is watching.
 - c. Friendship is better than having enemies. ✓
 - d. We do not need to separate people who are fighting.

2 (For Question 7- 11)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and decided to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in a huge net. Then the elephant king suddenly remembered the king of the rats. He summoned some of his elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

7. What type of text is the above text? It is ...
- a. A narrative text
 - ~~b.~~ A description text
 - c. A recount text
 - d. An anecdote text
8. What destroyed the homes of all rats?
- a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - ~~d.~~ A group of elephants did
9. What helped the elephant's herd free?
- a. The elephant-hunter did
 - b. The rat's king did
 - c. The trapped elephants did
 - d. The king of rats did

- b. The hunters did ☒ Entire group of rats did
10. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- a. Identification c. Complication
- b. Orientation d. Resolution
11. At the end of the story, how was the elephant's herd?
- a. Angry ☒ Happy
- b. Sad d. Dead

3 (For Question 12- 16)

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her sister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

12. What is the story above ?
- ☒ Cinderella c. Aladin
- b. Snow white d. Bawang merah and bawang putih
13. What is the main idea from the paragraph 2 ?
- a. Cinderella get married ☒ Cinderella did not go to the invitation
- b. Cinderella went to the invitation d. Cinderella lived happy
14. Which of the following is a conclusion that can be drawn from the story
- ☒ Cinderella married and lived happily
- b. Cinderella and her stepsister lived happily
- c. Cinderella went to forest and lived happily
- d. Cinderella married but she is not happy
15. Who does help cinderella to get to the ball ?
- a. Her stepsister c. Her sister
- b. Her mother ☒ The fairy godmother
16. Which of the following is not true according to the text?
- a. Cinderella lived happily with her stepsister

- ☒ b. Cinderella felt happy with her husband
- c. Cinderella felt annoyed with her stepsister
- d. Cinderella was helped by a fairy to get to the ball

Part 4 (For Question 17- 20)

The Lion and The Mouse

One open the time, when a lion was asleep. A little mouse began running up and down upon him. This soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to go away.

- ☒ 17. What is the purpose of the text?
 - a. To entertain the readers
 - ☒ b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
- ☒ 18. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - ☒ d. United we stand, divided we fall
- ☒ 19. Paragraph three mainly tells us that
 - a. The little mouse asked for forgiveness
 - ☒ b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
- ☒ 20. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - ☒ d. He asked for apology to the king of the beast

**INSTRUMEN POST-TEST 1 FOR READING COMPREHENSION AT THE
EIGHT GRADERS OF MTS DARUL A'MAL METRO**

DIRECTION

- d. Write down your name, Class, and Date completely.
- e. Read the story. Then answer the question below.
- f. Choose the best answer by crossing a, b, c, or d on the answer sheet

Name :

Class :

Text 1 (For Question 1- 5)

Fox and Wolf

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf,who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and it the wolf with a stick. The next day,the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

1. What is the stroy above?

a. Bull and Fly	c. Horse and Donkey
b. Wolf and Fox	d. Monkey and Donkey
2. What is the main idea from the paragraph ?
 - a. The wolf went to farm to get more lambs and pancakes.
 - b. The wolf went to the farm to get more pancaea and food.
 - c. The wolf went to the farm to get more foxes and wolves.
 - d. The wolf went to the farm to get more drinks and food.
3. The wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.
The word "it" refers to...

b. Lamb	c. Wolf
c. Fox	d. Farm

4. Who stole pancakes?
 - a. The fox did
 - b. The wolf did
 - c. The fox and the wolf did
 - d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
 - a. Wolf had nothing to eat Fox
 - b. Wolf eat Fox
 - c. Fox eat wolf
 - d. Wolf was died

Text 2 (For Question 6- 10)

Bawang Merah and Bawang Putih

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised.

Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then

gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God did not like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

6. What is the story above ?
 - a. Cinderella
 - b. Bawang merah and bawang putih
 - c. Aladin
 - d. Snow white
7. Which of the following is a conclusion that can be drawn from the story.
 - a. Bawang putih apologized bawang merah and step mother
 - b. Bawang putih was hate with bawang merah
 - c. Bawang merah and her step mother very angry with bawang putih
 - d. Bawang merah and step mother lived happily
8. Which of the following is not true according to the text?
 - a. Bawang merah and her mother apologized and Bawang Putih forgave them
 - b. The family is not poor anymore
 - c. Bawang merah, bawang putih and her mother did not live together
 - d. Bawang putih sell all the jewelries and used the money for their daily lives.
9. The first paragraph describes in detail ...
 - a. How bawang putih get a gift
 - b. Bawang merah, bawang putih sell jewelries
 - c. Step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience
 - d. The old women give bawang putih the big pumpkin

10. Who does give her a big pumpkin ?

- | | |
|--------------|--------------|
| a. Girl | c. Old man |
| b. Old women | d. Young man |

Text 3 (For Question 11- 14)

Once upon a time, a rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

All of you are good, nice, gentle and kind, so I want to make a line in order. Later I'll know how kind you are," said the rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one two..... three..... four until twenty, and finally, he thanked all crocodiles because he had crossed the river.

11. The story mainly tells us about

- | | |
|--------------------------|---------------------------------------|
| a. Twenty crocodiles | c. A rabbit and twenty crocodiles |
| b. The boss of crocodile | d. A rabbit and the boss of crocodile |

12. We know from the first paragraph that the rabbit actually wanted

- | | |
|-----------------------------|-------------------------------------|
| a. to cross the river | c. To meet the boss of crocodile |
| b. to swim across the river | d. To know where the crocodiles are |

13. All of you are good, nice, gentle, and kind(Paragraph 2) The underlined word is synonymous with

- | | |
|-------------|---------------|
| a. Wild | c. Cheerful |
| b. Diligent | d. Easy going |

14. What is the type of the text?

- | | |
|----------------|---------------|
| a. Discussion | c. Narrative |
| b. Explanation | d. Exposition |

Text 4 (For Question 15- 20)

The Ant and the Dove

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

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

15. What is the story above?

- | | |
|----------------------------|-----------------------------|
| a. The ant the dove | c. Phinocchio |
| b. The monkey and the bird | d. The ant and the elephant |

16. What did the hunter do to the dove?

- | | |
|----------------------------|------------------------------|
| a. He was hoping to eat it | c. He was trying to shoot it |
| b. He was trying to eat it | d. He was running towards it |

17. Which statement is true according to the text?

- | | |
|-------------------------------|-----------------------------------|
| a. The dove bit the ant. | c. Both animals were finally safe |
| b. The hunter killed the dove | d. The ant bit the dove |

18. "Soon, it carried her safely....."(paragraph 2). What does the underlined word refer to?

- | | |
|----------|-----------|
| a. Ant | c. Dove |
| b. Leave | d. Spring |

19. What is the main idea of the third paragraph?
- a. The ant saved the dove
 - b. The ant called the dove
 - c. The ant was thankful to the dove
 - d. The dove couldn't hear the ant
20. What can we learn from the story?
- a. Don't be greedy, or you may lose another
 - b. Don't kill animals
 - c. One good turn deserves
 - d. It wise to plan ahead for hard time

Rubric

- 4. Total of Score maximal: 20
- 5. Number of question : 20
- 6. Student's score : $\frac{\text{score}}{\text{Number of question}} \times 100$

Key Answer:

1	B	11	D
2	A	12	A
3	A	13	D
4	B	14	C
5	A	15	A
6	B	16	C
7	A	17	C
8	C	18	B
9	A	19	A
10	B	20	C

**INSTRUMEN POST-TEST 1 FOR READING COMPREHENSION AT
THE EIGHT GRADERS OF MTS DARUL A'MAL METRO**

DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose the best answer by crossing a, b, c, or d on the answer sheet

Name : Rena Khairiyah

Class : VIII E

Text 1 (For Question 1- 5)

Fox and Wolf

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf,who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and it the wolf with a stick. The next day,the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

1. What is the stroy above?

- | | |
|---|----------------------|
| a. Bull and Fly | c. Horse and Donkey |
| <input checked="" type="checkbox"/> b. Wolf and Fox | d. Monkey and Donkey |

2. What is the main idea from the paragraph ?

- a. The wolf went to farm to get more lambs and pancakes.
- ☒ b. The wolf went to the farm to get more pancaea and food.
- c. The wolf went to the farm to get more foxes and wolves.
- d. The wolf went to the farm to get more drinks and food.

3. The wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.

The word "it" refers to...

- | | |
|---|---------|
| <input checked="" type="checkbox"/> a. Lamb | c. Wolf |
|---|---------|

- b. Fox
d. Farm
4. Who stole pancakes?
a. The fox did
c. The fox and the wolf did
~~b.~~ The wolf did
d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
~~a.~~ Wolf had nothing to eat Fox
c. Fox eat wolf
b. Wolf eat Fox
d. Wolf was died

Text 2 (For Question 6- 10)

Bawang Merah and Bawang Putih

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised.

Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah

immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. "Mom, I think God just punished us. We had done bad things to Bawang Putih. And God did not like that. We have to apologize to Bawang Putih," said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

6. What is the story above ?
 - a. Cinderella
 - b. ☒ Bawang merah and bawang putih
 - c. Aladin
 - d. Snow white
7. Which of the following is a conclusion that can be drawn from the story.
 - a. ☒ Bawang putih apologized bawang merah and step mother
 - b. Bawang putih was hate with bawang merah
 - c. Bawang merah and her step mother very angry with bawang putih
 - d. ☒ Bawang merah and step mother lived happily
8. Which of the following is not true according to the text?
 - a. ☒ Bawang merah and her mother apologized and Bawang Putih forgave them
 - b. The family is not poor anymore
 - c. Bawang merah, bawang putih and her mother did not live together
 - d. Bawang putih sell all the jewelries and used the money for their daily lives.
9. The first paragraph describes in detail ...
 - a. ☒ How bawang putih get a gift

- b. Bawang merah, bawang putih sell jewelries
 - c. Step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience
 - d. The old women give bawang putih the big pumpkin
10. Who does give her a big pumpkin ?
- a. Girl
 - ☒ b. Old women
 - c. Old man
 - d. Young man

Text 3 (For Question 11- 14)

Once upon a time, a rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

All of you are good, nice, gentle and kind, so I want to make a line in order. Later I'll know how kind you are," said the rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one two..... three..... four until twenty, and finally, he thanked all crocodiles because he had crossed the river.

11. The story mainly tells us about
- a. Twenty crocodiles
 - b. The boss of crocodile
 - c. A rabbit and twenty crocodiles
 - ☒ d. A rabbit and the boss of crocodile
12. We know from the first paragraph that the rabbit actually wanted
- ☒ a. to cross the river
 - b. to swim across the river
 - c. To meet the boss of crocodile
 - d. To know where the crocodiles are

13. All of you are good, nice, gentle, and kind(Paragraph 2) The underlined word is synonymous with

- a. Wild
- b. Diligent
- c. Cheerful
- ☒ d. Easy going

14. What is the type of the text?

- a. Discussion
- b. Explanation
- ☒ c. Narrative
- d. Exposition

Text 4 (For Question 15- 20)

The Ant and the Dove

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

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

15. What is the story above?

- ☒ a. The ant the dove
- b. The monkey and the bird
- c. Pinocchio
- d. The ant and the elephant

16. What did the hunter do to the dove?

- a. He was hoping to eat it
- b. He was trying to eat it
- ☒ c. He was trying to shoot it
- d. He was running towards it

17. Which statement is true according to the text?

- a. The dove bit the ant.
- ☒ c. Both animals were finally safe

- b. The hunter killed the dove d. The ant bit the dove
18. "Soon, it carried her safety....."(paragraph 2). What does the underlined word refer to?
- a. Ant c. Dove
~~b. Leave~~ d. Spring
19. What is the main idea of the third paragraph?
- a. The ant saved the dove ~~c. The ant was thankful to the~~
dove d. The dove couldn't hear the
b. The ant called the dove ant
d. The dove couldn't hear the ant
20. What can we learn from the story?
- a. Don't be greedy, or you may lose another c. One good turn deserves
b. Don't kill animals ~~d. It wise to plan ahead for~~
hard time

**INSTRUMEN POST-TEST II FOR READING COMPREHENSION AT THE
EIGHT GRADERS OF MTS DARUL A'MAL METRO**

DIRECTION

- g. Write down your name, Class, and Date completely.
- h. Read the story. Then answer the question below.
- i. Choose the best answer by crossing a, b, c, or d on the answer sheet

Name :

Class :

Text 1 (For Question 1- 5)

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1. What is the purpose of the text above?
 - a. To explain about something.
 - b. To inform the readers the factual information.
 - c. To amuse or entertain the readers.
 - d. To tell story in the past event.
2. When did the complication of the story start?

- a. Sura and Baya fought for the goat
 - b. Sura and Baya hit each other
 - c. Sura bit Baya's tail
 - d. Sura went to the land and looked for some food in the river
3. What did the Baya do when he saw a goat?
- a. He asked Sura's help to catch it.
 - b. He ignored it.
 - c. He gave the goat to Sura
 - d. He wanted to eat it for his lunch
4. What did Sura and Baya do to avoid the fight again?
- a. They would never meet again.
 - b. They made promise about their territory
 - c. Baya would live in the land.
 - d. Baya bitted the Sura's tail.
5. What happened to Sura when there is no food in the sea?
- a. He went to the deeper sea.
 - b. He was dying of hunger.
 - c. He came to the river
 - D. He came to eat Baya

Text 2 (For Question 6- 9)

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw

the dwarfs Doc, one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.”

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. What is the story above ?
 - a. Cinderella
 - b. Snow White
 - c. Pinocchio
 - d. Aladin
7. When Snow White ran from house ?
 - a. At night
 - b. At midday
 - c. At midnight
 - d. In the morning
8. The third paragraph describes in detail ...
 - a. Where Snow White’s aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle’s plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
9. The dwarf said, “ If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
 - a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
10. Which of the following is a conclusion that can be drawn from the story.
 - a. Snow white and her family lived together.
 - b. Snow white got married.
 - c. Snow white and seven dwarf lived happily.
 - d. Snow white and seven dwarf get married.

Text 3 (For Question 11- 15)

The Tortoise and the Rabbit

The rabbit was once boasting of his speed. “I am the fastest animal in this forest. Who dare to race with me?” A Tortoise heard that and said “I accept your challenge.”

“Is it a joke,” said the rabbit; “You are so slow.”

“Keep your boasting till you have won,” answered the Tortoise. “Shall we race?”

So they finally had a race. The rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the rabbit awoke from his nap, he saw the Tortoise just near the winning-post. The rabbit running to catch the tortoise, but he was late. The tortoise win. Then the Tortoise said wisely: “Slow but steady progress wins the race.”

11. What is the story above ?

- | | |
|--------------------------------|----------------------------|
| a. The Tortoise and the Rabbit | c. The Tortoise |
| b. The Tortoise and ant | d. The Tortoise and prince |

12. Who is the fastest animal ?

- | | |
|-------------|----------|
| a. Rabbit | c. Ant |
| b. Tortoise | d. Tiger |

13. Who is the winner ?

- | | |
|-------------|----------|
| a. Rabbit | c. Ant |
| b. Tortoise | d. Tiger |

14. What is the tortise said wisely ?

- “Slow but steady progress wins the race”
- “Fast but steady progress wins the race”
- “I accept your challenge”
- “Is it a joke”

15. Which of the following is a conclusion that can be drawn from the story.

- | | |
|---------------------|-------------------------------|
| a. The tortise win | c. The rabbit win |
| b. The tortise died | d. The tortise and rabbit win |

Text 3 (For Question 15- 18)

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed.

16. What did the wolf do in order to enter the grandmother's house?
 - a. He ate the girl.
 - b. He pretended to be the girl.
 - c. He pretended to be the grandmother
 - d. He advised the girl to pick up some flowers.
17. Which statement is NOT true according to the text?
 - a. The little girl told the wolf where her grandmother lived.
 - b. The wolf wanted to eat the girl in public.
 - c. The wolf advised the girl to pick up some flowers.
 - d. The wolf pretended to be her grandmother.

Text 5 (For Question 18- 20)

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain. A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance. One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked

back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly.

Seeing this the tiger was very gleeful, Such a big thing as you can do so little!’ With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

18. What is the story above ?

- | | |
|----------------------|----------------------|
| a. Monkey of Guizhou | c. Ant of Guizhou |
| b. Donkey of Guizhou | d. Guizhou of monkey |

19. Who is very gleeful ?

- | | |
|-----------|----------|
| a. Monkey | c. Ant |
| b. Donkey | d. Tiger |

20. Where was a donkey ?

- | | |
|------------|-------------|
| a. Guizhou | c. Hill |
| b. Forest | d. Mountain |

Rubric

7. Total of Score maximal: 20

8. Number of question : 20

9. Student’s score : $\frac{\text{score}}{\text{Number of question}} \times 100$

Key Answer:

1	D	11	A
2	A	12	A
3	D	13	B
4	B	14	A
5	C	15	A
6	B	16	D
7	D	17	B
8	C	18	B
9	B	19	D
10	C	20	A

**INSTRUMEN POST-TEST II FOR READING COMPREHENSION AT
THE EIGHT GRADERS OF MTS DARUL A'MAL METRO**

DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose the best answer by crossing a, b, c, or d on the answer sheet

Name : Fina Idamatussultmi

Class : VIII E

Text 1 (For Question 1- 5)

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One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

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Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

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☒ a. The Tortoise and the Rabbit

c. The Tortoise

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d. The Tortoise and prince

12. Who is the fastest animal ?

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c. Ant

b. Tortoise

d. Tiger

13. Who is the winner ?

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c. Ant

☒ b. Tortoise

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14. What is the tortoise said wisely ?

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☒ c. "I accept your challenge"

d. "Is it a joke"

15. Which of the following is a conclusion that can be drawn from the story.

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- d. The tortise and rabbit win

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Text 5 (For Question 18- 20)

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thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance. One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly.

Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

18. What is the story above ?

- a. Monkey of Guizhou
- ☒ b. Donkey of Guizhou

- c. Ant of Guizhou
- d. Guizhou of monkey

19. Who is very gleeful ?

- a. Monkey
- b. Donkey

- c. Ant
- ☒ d. Tiger

20. Where was a donkey ?

- ☒ a. Guizhou
- b. Forest

- c. Hill
- d. Mountain

Score Of Pre Test

No	Students' Code	Score
1	ALA	60
2	AMR	55
3	AN	45
4	BP	75
5	CUS	75
6	DP	35
7	DAPS	75
8	ERD	60
9	FN	50
10	FI	60
11	IA	35
12	IS	40
13	KCA	50
14	KH	30
15	LN	45
16	MKF	40
17	MS	65
18	MSE	45
19	NA	65
20	NS	50
21	NFP	45
22	NM	55
23	NAK	40
24	NH	25
25	NAK	50
26	PA	30
27	RK	80
28	RR	65
29	RWN	65
30	UAA	60
31	UM	40
32	WA	30
33	WS	60
	Total	1700
	Lowest Score	25
	Highest Score	80
	Average	51,51

Score Of Pre Test

No	Students' Code	Score
1	ALA	60
2	AMR	55
3	AN	45
4	BP	75
5	CUS	75
6	DP	35
7	DAPS	75
8	ERD	60
9	FN	50
10	FI	60
11	IA	35
12	IS	40
13	KCA	50
14	KH	30
15	LN	45
16	MKF	40
17	MS	65
18	MSE	45
19	NA	65
20	NS	50
21	NFP	45
22	NM	55
23	NAK	40
24	NH	25
25	NAK	50
26	PA	30
27	RK	80
28	RR	65
29	RWN	65
30	UAA	60
31	UM	40
32	WA	30
33	WS	60
	Total	1700
	Lowest Score	25
	Highest Score	80
	Average	51,51

Score Of Post Test II

No	Students' Code	Score
1	ALA	75
2	AMR	80
3	AN	75
4	BP	85
5	CUS	85
6	DP	75
7	DAPS	90
8	ERD	75
9	FN	75
10	FI	80
11	IA	75
12	IS	75
13	KCA	75
14	KH	75
15	LN	75
16	MKF	75
17	MS	80
18	MSE	75
19	NA	75
20	NS	75
21	NFP	75
22	NM	75
23	NAK	80
24	NH	75
25	NAK	75
26	PA	75
27	RK	90
28	RR	80
29	RWN	75
30	UAA	75
31	UM	75
32	WA	75
33	WS	75
	Total	2550
	Lowest Score	75
	Highest Score	90
	Average	77,27

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Monday, December 11th 2017

School : MTs DARUL A'MAL Metro

Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	Ade Laras Apriliani	✓	✓		✓	✓	4
2	Anisa Miftahur R	✓			✓	✓	3
3	Azfa Nasywa	✓				✓	2
4	Bela Puspita	✓		✓	✓	✓	4
5	Chalawah Umy S	✓				✓	2
6	Deliana Putri				✓	✓	2
7	Dinda Ayu Putri S	✓	✓	✓	✓	✓	5
8	Eka Rama Dhani	✓		✓	✓	✓	4
9	Fadilahtun Nisa	✓	✓			✓	3
10	Fyna Idamatussilmi	✓		✓	✓	✓	4
11	Inka Abelia				✓	✓	2
12	Intan Sabila	✓			✓	✓	3
13	Karmila Cikal Al Sifany	✓			✓	✓	3
14	Khomsatun	✓				✓	2
15	Laini Nasiroh			✓		✓	2
16	Mahrusah Kikmatul F			✓		✓	2
17	Mita Sari	✓	✓			✓	3
18	Mutiara Senki Ernawan	✓				✓	2
19	Nabila Aliyah	✓	✓		✓	✓	4
20	Naftali Sayyid	✓			✓	✓	3
21	Nanda Fadhila Putri	✓			✓	✓	3

22	Nanda Marliyana	✓	✓			✓	3
23	Nazka Alifiya Karimah	✓			✓	✓	3
24	Neng Halimah				✓	✓	2
25	Nur Azizatul Khusniyah	✓	✓			✓	3
26	Putri Adilia A	✓				✓	2
27	Rena Khoiriyah	✓	✓	✓	✓	✓	5
28	Rifa Risanti	✓		✓	✓	✓	4
29	Risma Wahyu Ningsih	✓	✓		✓	✓	4
30	Ulfia Anis Arroisah	✓	✓	✓		✓	4
31	Uzdma Mufida	✓			✓	✓	3
32	Wafiq Azizah	✓				✓	2
33	Wahyu Setiani	✓		✓	✓	✓	4

Notes:

- **Tick (✓) for each positive activity**
- **The students' activities that observed are:**
 1. The students to attention explanation from the teacher.
 2. Active in group
 3. Giving respond
 4. Making note
 5. Following the teacher's instraction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	25	76%
2	Giving respond	5	15%
3	Making Notes	20	61%
4	Following Teacher Instruction	16	48%
5	Doing the task	33	100%

Metro, November 2017

Collabulator

Researcher

Istikhomah, S.Pd

Nurul Khasanah
NPM: 13107977

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Sunday, December 17th 2017

School : MTs DARUL A'MAL Metro

Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	Ade Laras Apriliani	✓	✓		✓	✓	4
2	Anisa Miftahur R	✓	✓	✓	✓	✓	5
3	Azfa Nasywa	✓	✓		✓	✓	4
4	Bela Puspita	✓	✓	✓	✓	✓	5
5	Chalawah Umy S	✓	✓	✓	✓	✓	5
6	Deliana Putri	✓			✓	✓	3
7	Dinda Ayu Putri S	✓	✓	✓	✓	✓	5
8	Eka Rama Dhani	✓	✓	✓	✓	✓	5
9	Fadilahtun Nisa		✓		✓	✓	3
10	Fyna Idamatussilmi	✓	✓	✓	✓	✓	5
11	Inka Abelia	✓			✓	✓	3
12	Intan Sabila	✓	✓		✓	✓	4
13	Karmila Cikal Al Sifany		✓		✓	✓	3
14	Khomsatun	✓			✓	✓	3
15	Laini Nasiroh	✓	✓		✓	✓	4
16	Mahrusah Kikmatul F	✓			✓	✓	3
17	Mita Sari	✓	✓	✓	✓	✓	5
18	Mutiara Senki Ernawan	✓			✓	✓	3
19	Nabila Aliyah	✓	✓		✓	✓	4
20	Naftali Sayyid		✓		✓	✓	3
21	Nanda Fadhila Putri	✓	✓			✓	3

22	Nanda Marliyana	✓			✓	✓	3
23	Nazka Alifiya Karimah	✓	✓	✓	✓	✓	5
24	Neng Halimah	✓		✓		✓	3
25	Nur Azizatul Khusniyah	✓	✓		✓	✓	4
26	Putri Adilia A	✓			✓	✓	3
27	Rena Khoiriyah	✓	✓	✓	✓	✓	5
28	Rifa Risanti	✓	✓	✓	✓	✓	5
29	Risma Wahyu Ningsih	✓		✓	✓	✓	4
30	Ulfia Anis Arroisah	✓	✓	✓		✓	4
31	Uzdma Mufida	✓	✓	✓		✓	4
32	Wafiq Azizah	✓	✓		✓	✓	4
33	Wahyu Setiani	✓	✓		✓	✓	4

Notes:

- **Tick (✓) for each positive activity**
- **The students' activities that observed are:**
 6. The students to attention explanation from the teacher.
 7. Giving respond
 8. Active in group
 9. Making note
 10. Following the teacher's instraction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	88%
2	Giving respond	15	45%
3	Making Notes	30	91%
4	Following Teacher Instruction	29	88%
5	Doing the task	33	100%

Metro, November 2017

Collabulator

Researcher

Istikhomah, S.Pd

Nurul Khasanah
NPM: 13107977

FIELD NOTES

Day : 17th, 18th, December 2017
 Cycle : II
 Time : 2 x 45 Minutes/ Meeting
 Skill : Reading

In cycle II, at the first and second meetings the students enthusiastic to followed teaching learning process. It can be showed from the students answered when the teacher said their conditions; the students answered the teachers' questions together. The teacher asked to the students to prepare their book, because the lesson would be beginning the students take their book and pen quickly and ready to beginning the lesson. In this cycle II, the teacher continued explains about the previous meeting. That is reading about narrative text through prompting technique.

The teacher gave the stimulus to the students to explore more about narrative text. Teacher continued repeat material that was given in the previous meeting to remember the students more. The teacher asked to the students what is they have difficulties when learning narrative through prompting technique. But all of students answered they didn't have difficult in learning writing through prompting technique, they more enjoyed with that study.

After finished to explain the material, the teacher asked to students to continued read about narrative text in the class. The students were very enthusiast following the teachers' instructions. The teacher asked the students to read and understanding about the narrative text. While the students did the task, the teacher went around the class to maintain its order and helped the students who were still

having trouble with the material which was presented. In this cycle, the students read narrative text through prompting and answer it was better than before.

After that, the teacher asked the students question about narrative text. Then the teacher evaluated the task of students' reading narrative text, if the students felt difficult so the teacher get some alternative answers generated from students. Another that, the teacher construct new knowledge based on students answer. Question and answers continue until new knowledge is not previously disclose. And then the teacher give rewards the achieving students. The teacher gave the conclusion about the material that was given to the students. Teacher informed the students that next meeting will be a post test exam, so teacher asked the students to review the material that had been learnt in their home, and closed the class.

FIELD NOTES

Date : 11th, 12th, December 2017

Cycle : I

Time : 2 x 45 Minutes / Meeting

Skill : Reading

In the cycle I, at the first and second meeting, the students still not enthusiastic to followed teaching learning process. It can be showed from the students answered when the teacher said their conditions, the some students that answered the teachers' questions and the other just silent. Then the teacher asked to the students to prepare their book, because the lesson would be beginning. The students didn't hear the teacher instruction and busy with their selves.

In this cycle I, teacher investigated the student previous knowledge about narrative text by asking them "What is the narrative text?". Then the teacher gave the stimulus to the students to explore more about narrative text by giving them example of narrative text. The teacher gave students' further explanation about narrative text and the generic structure also the grammatical of narrative text. Some of students paid attentions to explanation of the teacher.

Then the teacher investigated the student previous knowledge about the narrative text by asking them "Have you ever read about narrative text?" All the students answer "Yes, I have been". The situation of the class in this session was very alive. The teacher asked one of the students to read about narrative text. She gave some leading question to help her e.g. "Did you and your friends ever tell about

narrative text, the example snow white? She was very enthusiastic in giving her answers because she tried to tell about narrative text.

The teacher asked to the students what is they have learning read narrative text through prompting technique? Some of them answered not yet and the other just silent. After that the teacher gave explanation about narrative text and gave explanation how to identification narrative text prompting technique. Most of the students paid attention to the explanation of the teacher.

During teaching learning process, most of the students were following the activity enthusiastically. The teacher went around the class to maintain its order and helped the students who were still having trouble with the material which was presented. Most of the students read narrative text. The students were very enthusiast following the teachers' instructions

After all the students read narrative text, the teacher asked to the students questions, if the students fell difficult so the teacher get some alternative answers generated from students. Another that, the teacher construct new knowledge based on students answer. Questionand answers continue until new knowledge is not previously disclose. And then the teacher give rewards the achieving students. The last, the teacher gave the conclusion about the material that was given to the students. Teacher informed the students that next meeting will be a post-test exam, so teacher asked to the students to review the material that had been learnt in their home, and closed the class.

Observation Sheet of the Teachers' Activities (Cycle I)

School : MTs DARUL A'MAL Metro

Grade/Semester : VIII/ I


Day/Date/Cycle : Monday, December 11th 2017

Teacher's Activities	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan. b. Prepare the material that will given. c. Ability in opening the learning pocess.	✓		
2. While teaching a. Inform the objective of learning. b. Explain the material chronological. c. Guide the students follow the lesson. d. Motivate the students. e. Guide the students to practice the material.	✓		
3. Post teaching a. Conclude the result learning b. Close the learning activity	✓		

Tick (✓) for each positive activity.


Metro, November 2017

Collaborator



Istikhomah, S.Pd.

Researcher



Nurul Khasanah
NPM. 13107977

Observation Sheet of the Teachers' Activities (Cycle II)

School : MTs DARUL A'MAL Metro

Grade/Semester : VIII/ I


Day/Date/Cycle : Sunday, December 17th 2017

Teacher's Activities	Good	Enough	Less
4. Pre teaching d. Prepare the lesson plan. e. Prepare the material that will given. f. Ability in opening the learning pocess.	✓		
5. While teaching f. Inform the objective of learning. g. Explain the material chronological. h. Guide the students follow the lesson. i. Motivate the students. j. Guide the students to practice the material.	✓		
6. Post teaching c. Conclude the result learning d. Close the learning activity	✓		


Tick (✓) for each positive activity.

Metro, November 2017

Collaborator


Istikhomah, S.Pd.

Researcher


Nurul Khasanah
NPM. 13107977

READING COMPREHENSION OBSERVATION SHEET **Pre Test**

Day/Date : Monday, November 27th 2017

Meeting : 1st

Class : VIII E

cycle : I

NO	Name	Indicators																				Total Score		
		Meaning					Communicative purpose					Main idea					Information of the text							
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
1	Ade Laras Apriliani			✓				✓					✓						✓					10
2	Anisa Miftahur R		✓					✓					✓						✓					9
3	Azfa Nasywa		✓					✓					✓						✓					8
4	Bela Puspita			✓					✓					✓					✓					13
5	Chalawah Umy S				✓				✓					✓						✓				14
6	Deliana Putri		✓					✓					✓		✓					✓				7
7	Dinda Ayu Putri S				✓				✓									✓						15
8	Eka Rama Dhani			✓					✓						✓					✓				12
9	Fadilahtun Nisa			✓					✓					✓		✓				✓				9
10	Fyna Idamatussilmi			✓					✓					✓		✓			✓					11
11	Inka Sabila		✓					✓					✓		✓					✓				6
12	Intan Sabila		✓					✓					✓					✓						8
13	Karmila Cikal Al Sifany		✓					✓					✓					✓						7
14	Khomsatun		✓					✓					✓					✓						6
15	Laini Nasiroh			✓					✓				✓		✓				✓					9
16	Mahrusah Kikmatul F		✓						✓				✓					✓						8

17	Mita Sari			✓			✓				✓				✓			10
18	Mutiara Senki Ernawan		✓				✓				✓				✓			8
19	Nabila Aliyah		✓				✓					✓			✓			9
20	Naftali Sayyid		✓				✓				✓				✓			8
21	Nanda Fadhila Putri			✓			✓				✓				✓			10
22	Nanda Marliyana		✓				✓				✓					✓		9
23	Nazka Alifiya Karimah		✓			✓				✓					✓			6
24	Neng Halimah		✓			✓					✓				✓			6
25	Nur Azizatul Khusniyah			✓			✓				✓					✓		10
26	Putri Adilia A		✓			✓				✓					✓			6
27	Rena Khoiriyah				✓		✓					✓				✓		15
28	Rifa Risanti			✓			✓					✓				✓		11
29	Risma Wahyu Ningsih			✓			✓					✓				✓		12
30	Ulfia Anis arroisah			✓			✓					✓				✓		11
31	Uzdma Mufida		✓				✓				✓				✓			8
32	Wafiq Azizah		✓			✓				✓					✓			6
33	Wahyu Setiani			✓			✓				✓					✓		10
Average																		

Mengetahui,

English Teacher



Istikomah, S.Pd

Researcher



Nurul Khasanah
NPM: 13107817

READING COMPREHENSION OBSERVATION SHEET
Post test 1 by Using Prompting Technique

Day/Date : Tuesday, December 12th 2017

Meeting : 3rd

Class : VIII E

cycle : I

NO	Name	Indicators																				Total Score
		Meaning					Communicative purpose					Main idea					Information of the text					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Ade Laras Apriliani			✓				✓					✓						✓			10
2	Anisa Miftahur R			✓					✓					✓					✓			12
3	Azfa Nasywa			✓				✓					✓		✓				✓			10
4	Bela Puspita			✓					✓						✓					✓		13
5	Chalawah Umy S				✓				✓						✓					✓		13
6	Deliana Putri		✓					✓					✓						✓	✓		13
7	Dinda Ayu Putri S				✓					✓						✓				✓		9
8	Eka Rama Dhani			✓							✓				✓					✓		16
9	Fadilahtun Nisa		✓					✓					✓		✓					✓		13
10	Fyna Idamatussilmi			✓					✓						✓				✓			9
11	Inka Sabila		✓					✓							✓					✓		13
12	Intan Sabila			✓				✓							✓				✓			10
13	Karmila Cikal Al Sifany			✓				✓						✓					✓			11
14	Khomsatun		✓					✓						✓					✓			10
15	Laini Nasiroh		✓					✓							✓				✓			9
16	Mahrusah Kikmatul F		✓					✓							✓				✓			10
																			✓			10

18	Mutiara Senki Ernawan		✓		✓			✓	✓			✓	✓			✓	✓	14
19	Nabila Aliyah			✓				✓	✓			✓				✓		9
20	Naftali Sayyid		✓					✓				✓				✓		12
21	Nanda Fadhila Putri		✓					✓				✓				✓		9
22	Nanda Marliyana			✓				✓				✓				✓		9
23	Nazka Alifiya Karimah			✓				✓				✓				✓		10
24	Neng Halimah		✓					✓				✓				✓		11
25	Nur Azizatul Khusniyah			✓				✓				✓				✓		9
26	Putri Adilia A		✓					✓				✓				✓		10
27	Rena Khoiriyah				✓					✓		✓					✓	9
28	Rifa Risanti			✓				✓				✓				✓	✓	16
29	Risma Wahyu Ningsih			✓				✓				✓				✓		12
30	Ulfia Anis arrosah			✓				✓				✓				✓		13
31	Uzdma Mufida			✓				✓				✓				✓		13
32	Wafiq Azizah		✓					✓				✓				✓		12
33	Wahyu Setiani			✓				✓				✓				✓		9
				✓				✓				✓				✓		13
																Average		

Mengetahui,

English Teacher



Istikomah, S.Pd

Researcher



Nurul Khasanah
NPM: 13107817

READING COMPREHENSION OBSERVATION SHEET
Post test 1 by Using Prompting Technique

Day/Date : Monday, December 18th 2017

Meeting : 5th

Class : VIII E

cycle : II

NO	Name	Indicators																				Total Score
		Meaning					Communicative purpose					Main idea					Information of the text					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Ade Laras Apriliani			✓					✓					✓					✓			12
2	Anisa Miftahur R			✓					✓					✓					✓			13
3	Azfa Nasywa				✓			✓						✓					✓			12
4	Bela Puspita				✓			✓							✓					✓		15
5	Chalawah Umy S			✓				✓		✓					✓					✓		15
6	Deliana Putri					✓				✓				✓					✓			11
7	Dinda Ayu Putri S				✓					✓					✓						✓	18
8	Eka Rama Dhani			✓					✓					✓					✓			13
9	Fadilahtun Nisa				✓				✓				✓						✓			11
10	Fyna Idamatussilmi			✓				✓						✓						✓		14
11	Inka Sabila			✓					✓					✓					✓			11
12	Intan Sabila			✓					✓					✓					✓			12
13	Karmila Cikal Al Sifany			✓					✓				✓						✓			10
14	Khomsatun			✓					✓				✓						✓			10
15	Laini Nasiroh							✓						✓					✓			11
16	Mahrusah Kikmatul F	✓						✓						✓					✓			10

17	Mita Sari			✓			✓				✓				✓		14
18	Mutiara Senki Ernawan			✓			✓				✓				✓		10
19	Nabila Aliyah			✓			✓				✓				✓		12
20	Naftali Sayyid			✓			✓				✓				✓		11
21	Nanda Fadhila Putri			✓			✓				✓				✓		10
22	Nanda Marliyana			✓			✓				✓			✓			11
23	Nazka Alifiya Karimah				✓			✓			✓				✓		14
24	Neng Halimah	✓					✓				✓				✓		10
25	Nur Azizatul Khusniyah			✓			✓				✓				✓		11
26	Putri Adilia A			✓			✓				✓				✓		10
27	Rena Khoiriyah				✓				✓			✓				✓	10
28	Rifa Risanti				✓				✓			✓				✓	17
29	Risma Wahyu Ningsih				✓			✓				✓			✓		15
30	Ulfia Anis arrosah				✓			✓			✓				✓		13
31	Uzdma Mufida			✓				✓				✓			✓		13
32	Wafiq Azizah			✓				✓				✓			✓		12
33	Wahyu Setiani				✓			✓				✓			✓		14
Average																	

Mengetahui,

English Teacher

Istikomah, S.Pd

Researcher

Nurul Khasanah
NPM: 13107817

22	Nanda Marliyana																					
23	Nazka Alifiya Karimah																					
24	Neng Halimah																					
25	Nur Azizatul Khusniyah																					
26	Putri Adilia A																					
27	Rena Khoiriyah																					
28	Rifa Rianti																					
29	Risma Wahyu Ningsih																					
30	Ulfia Anis arrosah																					
31	Uzdma Mufida																					
32	Wafiq Azizah																					
33	Wahyu Setiani																					
																					Average	

Metro, November 2017

Mengetahui,
Collaborator

Researcher

Istikomah, S.Pd

Nurul Khasanah
NPM: 13107817

22	Nanda Marliyana																					
23	Nazka Alifiya Karimah																					
24	Neng Halimah																					
25	Nur Azizatul Khusniyah																					
26	Putri Adilia A																					
27	Rena Khoiriyah																					
28	Rifa Rianti																					
29	Risma Wahyu Ningsih																					
30	Ulfia Anis arrosah																					
31	Uzdma Mufida																					
32	Wafiq Azizah																					
33	Wahyu Setiani																					
																					Average	

Metro, November 2017

Mengetahui,
Collaborator

Researcher

Istikomah, S.Pd

Nurul Khasanah
NPM: 13107817

ATTENDANCE LIST

Day/Date : Sunday, December 17th 2017
 Class : VIII E
 Cycle : II

No.	Nama	Ttd
1.	Ade Laras Apriliani	1. <i>[Signature]</i>
2.	Anisa Miftahur R	2. <i>[Signature]</i>
3.	Azfa Nasywa	3. <i>[Signature]</i>
4.	Bela Puspita	4. <i>[Signature]</i>
5.	Chalawah Umy S	5. <i>[Signature]</i>
6.	Deliana Putri	6. <i>[Signature]</i>
7.	Dinda Ayu Putri S	7. <i>[Signature]</i>
8.	Eka Rama Dhani	8. <i>[Signature]</i>
9.	Fadilahtun Nisa	9. <i>[Signature]</i>
10.	Fyna Idamatussilmi	10. <i>[Signature]</i>
11.	Inka Sabila	11. <i>[Signature]</i>
12.	Intan Sabila	12. <i>[Signature]</i>
13.	Karmila Cikal Al Sifany	13. <i>[Signature]</i>
14.	Khomsatun	14. <i>[Signature]</i>
15.	Laini Nasiroh	15. <i>[Signature]</i>
16.	Mahrusah Kikmatul F	16. <i>[Signature]</i>
17.	Mita Sari	17. <i>[Signature]</i>
18.	Mutiara Senki Ernawan	18. <i>[Signature]</i>
19.	Nabila Aliyah	19. <i>[Signature]</i>
20.	Naftali Sayyid	20. <i>[Signature]</i>
21.	Nanda Fadhila Putri	21. <i>[Signature]</i>
22.	Nanda Marliyana	22. <i>[Signature]</i>
23.	Nazka Alifiya Karimah	23. <i>[Signature]</i>
24.	Neng Halimah	24. <i>[Signature]</i>
25.	Nur Azizatul Khusniyah	25. <i>[Signature]</i>
26.	Putri Adilia A	26. <i>[Signature]</i>
27.	Rena Khoiriyah	27. <i>[Signature]</i>
28.	Rifa Risanti	28. <i>[Signature]</i>
29.	Risma Wahyu Ningsih	29. <i>[Signature]</i>
30.	Ulfia Anis arroisah	30. <i>[Signature]</i>
31.	Uzdma Mufida	31. <i>[Signature]</i>
32.	Wafiq Azizah	32. <i>[Signature]</i>
33.	Wahyu Setiani	33. <i>[Signature]</i>

Mengetahui,

English Teacher

[Signature]

Istikomah, S.Pd

Researcher

[Signature]

Nurul Khasanah
 NPM: 13107977

ATTENDANCE LIST

Day/Date : Monday, December 11th 2017
 Class : VIII E
 Cycle : 1

No.	Nama	Ttd
1.	Ade Laras Apriliansi	1. <i>[Signature]</i>
2.	Anisa Miftahur R	2. <i>[Signature]</i>
3.	Azfa Nasywa	3. <i>[Signature]</i>
4.	Bela Puspita	4. <i>[Signature]</i>
5.	Chalawah Umy S	5. <i>[Signature]</i>
6.	Deliana Putri	6. <i>[Signature]</i>
7.	Dinda Ayu Putri S	7. <i>[Signature]</i>
8.	Eka Rama Dhani	8. <i>[Signature]</i>
9.	Fadilahtun Nisa	9. <i>[Signature]</i>
10.	Fyna Idamatussilmi	10. <i>[Signature]</i>
11.	Inka Sabila	11. <i>[Signature]</i>
12.	Intan Sabila	12. <i>[Signature]</i>
13.	Karmila Cikal Al Sifany	13. <i>[Signature]</i>
14.	Khomsatun	14. <i>[Signature]</i>
15.	Laini Nasiroh	15. <i>[Signature]</i>
16.	Mahrusah Kikmatul F	16. <i>[Signature]</i>
17.	Mita Sari	17. <i>[Signature]</i>
18.	Mutiara Senki Ernawan	18. <i>[Signature]</i>
19.	Nabila Aliyah	19. <i>[Signature]</i>
20.	Naftali Sayyid	20. <i>[Signature]</i>
21.	Nanda Fadhila Putri	21. <i>[Signature]</i>
22.	Nanda Marliyana	22. <i>[Signature]</i>
23.	Nazka Alifiya Karimah	23. <i>[Signature]</i>
24.	Neng Halimah	24. <i>[Signature]</i>
25.	Nur Azizatul Khusniyah	25. <i>[Signature]</i>
26.	Putri Adilia A	26. <i>[Signature]</i>
27.	Rena Khoiriyah	27. <i>[Signature]</i>
28.	Rifa Rianti	28. <i>[Signature]</i>
29.	Risma Wahyu Ningsih	29. <i>[Signature]</i>
30.	Ulfia Anis arrosah	30. <i>[Signature]</i>
31.	Uzdma Mufida	31. <i>[Signature]</i>
32.	Wafiq Azizah	32. <i>[Signature]</i>
33.	Wahyu Setiani	33. <i>[Signature]</i>

Mengetahui,

English Teacher

[Signature]

Istikomah, S.Pd

Researcher

[Signature]

Nurul Khasanah
 NPM: 13107977

ATTENDANCE LIST

Day/Date :

Class :

No.	Nama	Ttd
1.	Ade Laras Apriliani	1.
2.	Anisa Miftahur R	2.
3.	Azfa Nasywa	3.
4.	Bela Puspita	4.
5.	Chalawah Umy S	5.
6.	Deliana Putri	6.
7.	Dinda Ayu Putri S	7.
8.	Eka Rama Dhani	8.
9.	Fadilahtun Nisa	9.
10.	Fyna Idamatussilmi	10.
11.	Inka Sabila	11.
12.	Intan Sabila	12.
13.	Karmila Cikal Al Sifany	13.
14.	Khomsatun	14.
15.	Laini Nasiroh	15.
16.	Mahrusah Kikmatul F	16.
17.	Mita Sari	17.
18.	Mutiara Senki Ernawan	18.
19.	Nabila Aliyah	19.
20.	Naftali Sayyid	20.
21.	Nanda Fadhila Putri	21.
22.	Nanda Marliyana	22.
23.	Nazka Alifiya Karimah	23.
24.	Neng Halimah	24.
25.	Nur Azizatul Khusniyah	25.
26.	Putri Adilia A	26.
27.	Rena Khoiriyah	27.
28.	Rifa Risanti	28.
29.	Risma Wahyu Ningsih	29.
30.	Ulfia Anis arrosah	30.
31.	Uzdma Mufida	31.
32.	Wafiq Azizah	32.
33.	Wahyu Setiani	33.

Mengetahui,

English Teacher

Researcher

Istikomah, S.Pd**Nurul Khasanah**
NPM: 13107977

ATTENDANCE LIST

Day/Date :

Class :

No.	Nama	Ttd
1.	Ade Laras Apriliani	1.
2.	Anisa Miftahur R	2.
3.	Azfa Nasywa	3.
4.	Bela Puspita	4.
5.	Chalawah Umy S	5.
6.	Deliana Putri	6.
7.	Dinda Ayu Putri S	7.
8.	Eka Rama Dhani	8.
9.	Fadilahtun Nisa	9.
10.	Fyna Idamatussilmi	10.
11.	Inka Sabila	11.
12.	Intan Sabila	12.
13.	Karmila Cikal Al Sifany	13.
14.	Khomsatun	14.
15.	Laini Nasiroh	15.
16.	Mahrusah Kikmatul F	16.
17.	Mita Sari	17.
18.	Mutiara Senki Ernawan	18.
19.	Nabila Aliyah	19.
20.	Naftali Sayyid	20.
21.	Nanda Fadhila Putri	21.
22.	Nanda Marliyana	22.
23.	Nazka Alifiya Karimah	23.
24.	Neng Halimah	24.
25.	Nur Azizatul Khusniyah	25.
26.	Putri Adilia A	26.
27.	Rena Khoiriyah	27.
28.	Rifa Risanti	28.
29.	Risma Wahyu Ningsih	29.
30.	Ulfia Anis arrosah	30.
31.	Uzdma Mufida	31.
32.	Wafiq Azizah	32.
33.	Wahyu Setiani	33.

Mengetahui,

English Teacher

Researcher

Istikomah, S.Pd**Nurul Khasanah**
NPM: 13107977

ATTANDANCE LIST

Day/Date :

Class :

No.	Nama	Ttd
1.	Ade Laras Apriliani	1.
2.	Anisa Miftahur R	2.
3.	Azfa Nasywa	3.
4.	Bela Puspita	4.
5.	Chalawah Umy S	5.
6.	Deliana Putri	6.
7.	Dinda Ayu Putri S	7.
8.	Eka Rama Dhani	8.
9.	Fadilahtun Nisa	9.
10.	Fyna Idamatussilmi	10.
11.	Inka Sabila	11.
12.	Intan Sabila	12.
13.	Karmila Cikal Al Sifany	13.
14.	Khomsatun	14.
15.	Laini Nasiroh	15.
16.	Mahrusah Kikmatul F	16.
17.	Mita Sari	17.
18.	Mutiara Senki Ernawan	18.
19.	Nabila Aliyah	19.
20.	Naftali Sayyid	20.
21.	Nanda Fadhila Putri	21.
22.	Nanda Marliyana	22.
23.	Nazka Alifiya Karimah	23.
24.	Neng Halimah	24.
25.	Nur Azizatul Khusniyah	25.
26.	Putri Adilia A	26.
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28.	Rifa Risanti	28.
29.	Risma Wahyu Ningsih	29.
30.	Ulfia Anis arrosah	30.
31.	Uzdma Mufida	31.
32.	Wafiq Azizah	32.
33.	Wahyu Setiani	33.

Mengetahui,

English Teacher

Researcher

Istikomah, S.Pd

Nurul Khasanah
NPM: 13107977



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

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

Nomor : B-2687/In.28.1/J/TL.00/11/2017

17 November 2017

Lamp : -

Tal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag.

2. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Nurul Khasanah
 NPM : 13107977
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

- Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
- Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
- Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
- Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Vassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111
R O Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2743/In.28/D.1/TL.01/11/2017

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

Nama : **NURUL KHASANAH**
NPM : 13107977
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTS DARUL A'MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING COMPREHENSION SKILLS AT EIGHTH GRADE OF MTS DARUL A'MAL METRO IN ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 20 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 004





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

lomor : B-2744/In.28/D.1/TL.00/11/2017
ampiran : -
erihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS DARUL A'MAL
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2743/In.28/D.1/TL.01/11/2017,
tanggal 20 November 2017 atas nama saudara:

Nama : NURUL KHASANAH
NPM : 13107977
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di MTS DARUL A'MAL METRO, dalam
rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan
dengan judul "THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE
READING COMPREHENSION SKILLS AT EIGHTH GRADE OF MTS DARUL
A'MAL METRO IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.



Metro, 20 November 2017
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP 19670531 199303 2 0034



PONDOK PESANTREN DARUL A'MAL MADRASAH TSANAWIYAH

Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B

Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 116/MTs.DA/SBO/XI/2017
 Mpiran :-
 Riwayat : Surat Balasan SURVEY

Kepada Yth.
Wakil Dekan 1 Fakultas Tarbiyah Dan Ilmu Keguruan (IAIN) Metro.

Di –
Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Dekan 1 Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Metro, Nomor : B-2743/In.28/D.1/TL.01/11/2017, tentang Observasi saudara :

Nama : NURUL KHASANAH

NPM : 13107977

Semester : 9 (Sembilan)

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : "THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING COMPREHENSION SKILLS AT EIGHT GRADE OF MTS DARUL A'MAL METRO IN ACADEMIC YEAR 2017/2018".

Dengan ini kami Kepala Sekolah MTs Darul A'mal Kota Metro menyatakan bahwa mahasiswa tersebut telah melakukan research di sekolahan kami.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 21 November 2017
Kepala Sekolah



Marbaban Ilyas. S.H.I



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/3730/2016 Metro, 15 November 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah MTs Darul A'mal Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Nurul Khasanah
NPM : 13107977
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Implementation Of Prompting Technique To Improve
The Reading Comprehension Skills At Eighth Grade Of Mts
Darul A'mal Metro In Academic Year 2016/2017.

Untuk melakukan *PRA SURVEY* di MTs Darul A'mal Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Akla, M.Pd
NIP. 0691008 200003 2005



PONDOK PESANTREN DARUL A'MAL MADRASAH TSANAWIYAH

Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B

Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

nor : 199/MTs.DA/SPPS/XI/2016
 ipiran :-
 hal : Surat Persetujuan Pra Survey

Kepada Yth.
 Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro.
 Di –

Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Nomor : Sti.06/JST/PP.00.9/3730/2016, tentang Izin Pra Survey saudara :

Nama : Nurul Khasanah
 NPM : 13107977
 Jurusan : Tarbiyah
 Program Study : Pendidikan Bahasa Inggris (PBI)
 Judul Skripsi : **“ The Implementation of Prompting Technique To Improve The Reading Comprehension Skills At Eight Grade Of Mts Darul A'mal in Academic Year 2016/2017.”**

Dengan ini kami Kepala Sekolah MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 23 November 2016

Kepala Sekolah


Marhaban Ilhas, S.H.I





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

Jl. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL

nama : Nurul Khasanah

Jurusan / Prodi : Tarbiyah / PBI

PM : 13107977

Semester / T A : VIII / 2017-2018

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
1.	Tuesday 15/08 2017	✓	- Revise chapter I	Hlu.
2.	Friday 18/08 2017	✓	- Revise Background of study - Revise chapter II - Revise Table of content	Hlu.
3.	Tuesday 19/09 2017	✓	- Revise Table of content - Revise Chapter II	Hlu.
4.	Friday 22/09 2017	✓	Revisi dan koreksi keseluruhan	Hlu.

Mengetahui :

Direktur Jurusan TBI

Imam Subhan Roza, M.Pd
 P. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad M.Ag
 NIP. 19611221 199603 1 001


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

 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id
FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL
Nama : Nurul Khasanah

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107977

Semester / T A : VIII / 2017-2018

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1.	Thursday 14/04 2017	✓	Revise Chapter I - III	Alm.
2.	Tuesday 08/08 2017	✓	- Revise again - Show reference	Alm.
3.	Friday 15/09 2017	✓	Revise again (Chapter II)	Alm.
4.	Tuesday 19/09 2017	✓	Acc and Continue to the first Sponsor	Alm.

 Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar M.Hum
 NIP. 197608142009122004



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

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

ma : Nurul Khasanah
 M : 13107977

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 30-11-2017	✓		materi grant Hsenn kur & bacaan kls & NPs APD & Ferima: Ael & operasional.	

Mengetahui,
 Ketua Jurusan TBI

Nad Subhan Roza, M.Pd
 N. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



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

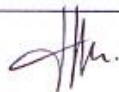
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

ama : Nurul Khasanah
PM : 13107977

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 05 Dec '17		✓	Acc Research Instrument	

engetahui,
etua Jurusan TBI

hmad Subhan Reza, M.Pd
IP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

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

Nama : Nurul Khasanah
 NPM : 13107977

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday 28-12-2017	✓		<ul style="list-style-type: none"> - Revise cover - Revise abstract - Revise table of content - Revise chapter I - Revise chapter II - Revise chapter III delete the operational definition of variable 	
2.	Monday 8-01-2018			<ul style="list-style-type: none"> - Revise chapter IV Description of the research location - Revise chapter V conclusion 	
3.	Tuesday 09-01-2018			<p><i>Revisi dan koreksi</i> <i>Revisi dan koreksi</i></p>	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 196112211996031001



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

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Nurul Khasanah
 NPM : 13107977

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 02/jan/18		✓	Revisi Chapter IV - V	
2	Tuesday 09/01/18		✓	Acc and continue to the first sponsor	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
 NIP. 19760814 200912 2 004



**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
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1187/In.28/S/OT.01/11/2017**

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

Nama : NURUL KHASANAH
NPM : 13107977
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107977.

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, 24 Nopember 2017
Kepala Perpustakaan



[Signature]
Drs. Mokhtari Sudin, M.Pd.
NIP. 195806311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Nurul Khasanah


NPM : 13107977

Fakultas : TARIKBIYAH DAN ILMU KEGURUAN

Jurusan : TBI

Angkatan : 13

Telah menyerahkan buku berjudul Speaking Out

Metro:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

PRE-TEST

Giving the Pre-test question



Reading the question instruction

POST TEST 1

The students do the task of post test 1



The students answer the question

TREATMENT



The teacher explanation about the material



The student read the story



The student think about main idea of the story



Reading the question instruction

POST TEST II

The students do the task of post test 2



The students answer the question

TREATMENT



The teacher tell explanation about the material



The students attention reading the question instruction

CURRICULUM VITAE



Nurul khasanah was born in Tirta kencana, Tulang Bawang Barat on jully 17th, 1995. She is the first child of a father, Jumarwi, who always gave her motivation to face the life, and a delighted mother, Siti Kholifah, who is always, be best mother for her. She has 1 siblings named Nova Nur Annisa

She took her elementary school at SDN 3 Tirta Kencana (2001-2007). Then, she entered SMP Negeri 6 Tirta kencana, Tulang Bawang Barat (2007-2010). She continued her study at MA Darul A'mal Metro and graduated in 2013. She was registered as the student of S1 English Study Program of State Islamic Institute of Metro.