

AN UNDERGRADUATE THESIS

**THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENT'S
READING COMPREHENSION AT TENTH GRADERS OF MA
WALISONGO CENTRAL LAMPUNG**



**By:
ELI PUSPITA
Student Number : 1501070049**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441H/2019 M**

AN UNDERGRADUATE THESIS

**THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENT'S
READING COMPREHENSION AT TENTH GRADERS OF MA
WALISONGO CENTRAL LAMPUNG**

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

By :

ELI PUSPITA
Student Number : 1501070049

Tarbiyah And Teacher Training Faculty
English Department Program

Sponsor : Drs.Kuryani, M.Pd
Co-sponsor : Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

**THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUENT'S
READING COMPREHENSION AT TENTH GRADERS OF MA
WALISONGO CENTRAL LAMPUNG 2019/2020**

ABSTRACT

By:
ELI PUSPITA

The main purpose of this research was to increasing reading comprehension of MA Walisongo in *possible sentence strategy* and could help the students learning process.

The research is quantitative research. The population of this research was the tenth graders students. The sample of this research is class of X-E consist of 26 students that are selected by means cluter random sampling. The researcher used test and documentation as the data collecting method. To analyze the data, the researcher used the formulation chis-squere and formulation t-test.

The result of this reseach shows that df is 50 with t-table 5% is 1,676 with the “ $t_{\text{observation}}$ ” is 15,8. ting gets $t_{\text{observation}} > t_{\text{table}}$ or it can be written $15,8 > 1,676$. Therefore can be concluded that H_0 is rejected. It means there is positive and significant, so possible sentence strategy was effective on student’s reading comprehension at tenth graders of MA Walisongo Central Lampung.

Keyword : *possible sentence strategy, reading comprehension.*

**PENGARUH STRATEGI KEMUNGKINAN KALIMAT DALAM
PEMAHAMAN MEMBACA SISWA PADA KELAS SEPULUH MA
WALISONGO LAMPUNG TENGAH 2019//2020**

ABSTRAK

**By:
ELI PUSPITA**

Tujuan utama dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa di MA Walisongo dalam strategi kemungkinan kalimat dan untuk mengetahui bahwa strategi kemungkinan kalimat dapat membantu proses belajar siswa.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas X. Sample penelitian ini berjumlah 26 siswa, yang di tentukan dengan teknik cluster random sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pemngumpul data. Untuk menganalisis data, penulis menggunakan rumus chi-square and t-test.

Hasil dari penelitian ini menunjukkan bahwa $df= 50$ dengan t_{table} 5% (1,706) dan 1% (2,479) dengan “ $t_{observation}$ ”= 15,8. Itu berarti hasil uji hipotesis tobservation lebih besar dari ttablet atau dapat dituliskan dengan $15,8 > 5\% (1,676)$ dan $1\% (2,403)$. Oleh karena itu dapat disimpulkan bahwa H_0 tidak diterima. Itu berarti ada positif dan pengaruh yang signifikan menggunakan strategi kalimat mungkin siswa MA Walisongo Central Lampung.

Kata Kunci : *Strategi Kemungkinan Kalimat, Pemahaman Membaca*



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

Jalan Kl. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimil (0725) 47296; Website: www.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

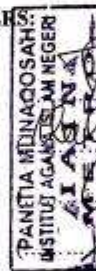
RATIFICATION PAGE

No. B-4375/11.28.1/D/PP-00.9/12/2019

An Undergraduate thesis entitled: THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENT'S READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO CENTRAL LAMPUNG, written by Eli Puspita, student number 1501070049, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 11th December 2019 at 10.00 – 12.00 am.

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, MPd)
Examiner I	: Dr. Mahrus As'ad, M. Ag)
Examiner II	: Ahmad Subhan Roza, M.Pd)
Secretary	: Aisyah Sunarwan, M.Pd)



The Dean of Tarbiyah and Teaching Training Faculty



....., M.Pd

1008 200003 2 005



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

Jalan Kl. 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: tariyah.iaim@metro.univ.ac.id

APPROVAL PAGE

Title : THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON
STUDENT'S READING COMPREHENSION AT TENTH
GRADERS OF MA WALISONGO CENTRAL LAMPUNG

Name : ELI PUSPITA
NPM : 1501070049
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

Sponsor

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

Metro, Desember 2019

Co-Sponsor

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

Head of English Education Department

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47256; Website: www.mctrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Number :
Appendix : -
Matter : Pengajuan Munaqosyah

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

Assalamu'alaikum Wr.Wb.

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

Nama : ELI PUSPITA
NPM : 1501070049
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENT'S READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO CENTRAL LAMPUNG**

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

Wassalamu'alaikum Wr.Wb.

Dosen Pembimbing I,

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

Metro, Desember 2019
Dosen Pembimbing II

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



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

Jalan W. Hajar Dinwardana Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metroainiv.ac.id e-mail: tarbiyah.ain@metroainiv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Eli Puspita**

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

Assalamu'alaikum Wr.Wb.

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

Name : ELI PUSPITA
Student Number : 1501070049
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON
STUDENT'S READING COMPREHENSION AT TENTH
GRADERS OF MA WALISONGO CENTRAL LAMPUNG

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

Wassalamu'alaikum Wr.Wb.

Sponsor

Dr. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Metro, Desember 2019
Co-Sponsor

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

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : ELI PUSPITA
Student Id : 1501070049
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

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

Metro, November 2019

The Researcher

ELI PUSPITA
St. Number 1501070049

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ ﴿٦﴾

And if any strive (with might and main), they do so for their own souls: for

Allah is free of all needs from all creation.

(Qs. Al-Ankabut: 6)

DEDICATION PAGE

This an undergraduate thesis is dedicated to:

My beloved parents

(Mr. Sanam and Mrs. Rosita)

For giving their endless love, who always support and love me, who always
pray for my success and thank you so much for everything

My excellent counselors

(Mr. Drs. Kuryani Utih, M.Pd and Mr. Ahmad Subhan Roza, M.Pd)

Thank you for guidance

My beloved friends (Sinta Magdalena, Khoirotun Nisak and Lucky

Numawati) and my beloved almamater of State Institute for Islamic

Studies of Metro

ACKNOWLEDGMENT

Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish this research. Realizing that this research would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this research soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

1. First, thanks for my beloved parents (Mr. Sanam and Mrs. Rosita) who give me support spiritual and financial.
2. Second, thanks for the Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
3. Third, thanks for both of my advisors, Ahmad Subhan Roza M.Pd.and Drs. Kuryani, M.Pd within their activities, they were still willing to read my research.
4. Fourth, thanks for all of my lecturer who always guide me.
5. Fifth, for all of teachers of MA Walisongo who give me opportunity to conducted this research.
6. Last, thanks for all of my beloved friends in IAIN Metro who always give me supports, so I can finish this research.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research can be benefit to all of us properly.

Metro, December 2019

The researcher

A handwritten signature in black ink, appearing to be 'e/p' or similar initials, written in a cursive style.

ELI PUSPITA
NPM. 1501070049

TABLE OF CONTENT

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
RETIFICATION PAGE	v
APROVAL PAGE.....	vi
NOTA DINAS.....	vii
NOTIFICATION LETTER	viii
STATEMENT OF RESARCH ORIGINALITY.....	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGMENT.....	xiv
TABLE OF CONTENT.....	xv
LIST OF TABLE.....	xviii
TABLE OF GRAPH	xix
TABLE OF FIGURE	xx
LIST OF APPENDICES.....	xxi
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Identification of Problem	5
C. Limitation of Problem	5

D. Formulation of Problem	5
E. Objective and Benefits of The Study	6
F. Prior Research	6

CHAPTER II THEORITICAL REVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading	9
2. Definition of Reading Comprehension	10
3. Strategies for Reading Comprehension	11
4. Model of Reading Comprehension	12
5. Type of Reading	14
6. Teaching Reading Comprehension	16
7. The measurement of Reading Comprehension	17

B. The concept of possible sentence startegy

1. Definition of possible sentence	17
2. Procedure of possible sentence	18
3. Benefit of possible sentence	19

C. Theoritical framework and paradigm

1. Theoritical framework.....	19
2. paradigm.....	19

D. Hypothesis

1. Hypotheses Formulation	20
2. Statistical Hypotheses	20

CHAPTER III RESEARCH METHODOLOGY

A. Research design	21
B. Oprasional definition of variable	
1. Independent variable	22
2. Dependent variable	22
C. Population, sample and sampling technique	
1. Population	23
2. Sample	24
3. Sample technique	24
D. Data Collection technique	
1. Test.....	25
2. Observation	26
3. Documentation	26
E. Research Instrument	
1. Intrument Blueprint.....	26
2. Instrument Calibration	27
F. Data analysis technique	28
 CHAPTER IV RESULT OF THE RESEARCH	
A. Description of the research	
1. The Description of Research Location	30
a. The history of MA Walisongo Central Lampung	30
b. The condition of building	31
c. The condition of teacher and official employees.....	31
d. The teacher eduational background in MA Walisongo Central Lampung	32

e. Student quantity of MA Walisongo Central Lampung	33
f. Structure Organisation of MA Walisongo Central Lampung .	35
g. The sketch of location of MA Walisongo Central Lampung..	36
2. Description of Research Data	
a. The result of pre-test score experimental class	37
b. The result of post-test score experimental class.....	40
c. The result of pre-test score control class.....	44
d. The result of post-test score control class	47
B. Hypothesis testing	49
1. Putting the data into the formula chi-square	50
2. Prepering the table	52
C. Discussion	48
D. Limitation.....	49
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	50
B. Suggestion	50
BIBLIOGRAPHY	
APPENDICES	
DOCUMENTATION	
CURRUCULUM VITAE	

LIST OF TABLES

Table 1 The Result of Pr-Survey of Reading Comprehension.....	3
Table 2 The data of pre-survey of students' reading comprehension	3
Table 3 The table of specification of multipel choice test	27
Table 4 The condition of building MA Walisongo	31
Table 5 The data of the teacher and official employees in MA Walisongo Central Lampung	31
Table 6 Teacher educational background in MA Walisongo.....	33
Table 7 Student Quantity in MA Walisongo	33
Table 8 The Result of Pre-Test experimental class	33
Table 9 The Frequency Distribution of Pre-Test Score	39
Table 10 The Result of Post-Test experimental class	40
Table 11 The Frequency Distribution of Post-Test Score.....	42
Table 12 The Result of Pre-Test score control class.....	44
Table 13 The Frequency Distribution of Pre-Test control class	45
Table 14 The result of Post-Test score Control Class.....	47
Tabel 15 The Frequency Distribution of Post-Test Control Class.....	48
Table 16 The contogeny table of expected frequency	46
Table 17 The result of Homogeneity Test by using SPSS.....	47
Table 18 The differences score between pre-test and post-test students' reading comprehension	48
Table 19 Critical value of t table.....	55

TABLE OF GRAPH

1. The Frequency Distribution of Pre-Test Score experimental class.....	39
2. The Frequency Distribution of Post-Test Score experimental class.....	42
3. Frequency Distribution of pre-test score Control Class.....	46
4. Frequency Distribution of post-test score Control Class	49

TABLE OF FIGURES

1. Theoretical Framework.....	20
2. The Organization Structure Of MA Walisongo.....	35
3. The sketch of the location of MA Walisongo Central Lampung	36

LIST OF APPENDICES

1. Soal Pre-Test
2. Soal Post-Test
3. Jawaban pre-test
4. Jawaban post-test
5. Score List of Pre-Test
6. Score List of Post-Test
7. Silabus
8. Soal treatment
9. RPP 1
10. RPP 2
11. Jawaban treatment
12. Kartu Konsultasi Bimbingan Skripsi
13. Surat Izin Pre Survey
14. Surat Balasan Izin Pra Survey
15. Surat Bimbingan Skripsi
16. Surat Tugas
17. Surat Izin Research
18. Surat Balasan Research
19. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language used in communication at the international level. In Indonesia, English is a foreign language so English must be studied both in formal and non-formal educational institution. Mastery English is very supportive for someone to complete in the world of education, economics, politics, socio-culture and defense. By mastering English, it is very easy for students to read various sources of knowledge. Most of literature are written in English. Therefore, in order to achieve perfect mastery of English, the learners should have four English Language Skills which include of listening, speaking, reading, writing.

Moreover, reading is one of the English skill as a fluent process of combining information from the text and background knowledge to build meaning done by the readers. Reading is process of obtaining or constructing meaning from a word or cluster of words. Reading is the process of constructing meaning and a complex process which involves interaction between the reader and the language and ideas of the text.

A general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be taken as a life skill which is relevant to immediate as well

as long term life success and reading generally serves as source of information and enjoyment.

Moreover, reading skill has a very important role such as increasing vocabulary, helping to improve communication skills, improving understanding and build self-confidence. Furthermore, the ability to read in English is influenced by various aspects that can be categorized or classified into aspects of linguistic and non linguistic aspects. Linguistic aspects that influence reading include vocabulary, grammar, comprehending of main ideas and supporting details of the ability to make reading conclusions. The benefits of English vocabulary mastery as the predictor of general intelligence and one's abilities.

In addition, reading skill is influenced by grammar mastery to facilitate people in reading material in English. Knowing the structure of words or sentences that exist in English will greatly help someone reading ability, so people can learn to read English books quickly.

Furthermore, a person's reading ability can be influenced by teaching strategies. In the process of teaching, reading is very important because the improvement of students' abilities make students not feel bored in learning and greatly facilitate the teacher in teaching. Environmental support is very influential in a person's ability to read.

However, reading is not easy to master in various discussions addressed by the reader in the process of reading an English text. These problems include of the limitations of English vocabulary, weak mastery of

English grammar difficulties in determining the main ideas and support. In addition, problems in reading also depend on media reading.

In relation with the above problem, the researcher had conducted a pre survey at the MaWalisongo in class tenth from the results of the pre survey. It can be seen that the reading comprehension of students is illustrated in the following table.

Table 1
The Result of Pre Survey of Reading Comprehension of the tenth graders
At MA Walisongo

No	Student	Grade	Criteria
1	AN	70	GOOD
2	EW	50	POOR
3	MA	60	POOR
4	MM	60	POOR
5	MT	80	GOOD
6	NN	70	GOOD
7	RP	60	POOR
8	RD	50	POOR
9	RK	80	GOOD
10	RM	60	POOR
11	RM	80	GOOD
12	RF	50	POOR
13	RA	70	GOOD
14	SA	40	POOR
15	SN	60	POOR
16	SM	80	GOOD
17	SJ	60	POOR
18	SR	60	POOR
19	SU	40	POOR
20	TM	70	GOOD
21	TW	60	POOR
22	TO	50	POOR
23	YA	50	POOR
24	YM	70	GOOD
25	YD	70	GOOD
26	YY	50	POOR

Source the result of pre survey which is conducted on 15 April,2019 at the tenth of MA Walisongo.

Table 2
The data of Reading comprehension at the tenth graders of MA Walisongo¹

NO	Grade	Frequency	Percentage	Criteria
1.	65 - 100	10	38,5 %	Good
2.	61 - 64	0	0%	Fair
3.	0 - 60	16	61,5%	Poor
Total		26	100 %	

The English standard score in this school is 65. Referring to the above table, it can be known that the students' MA Walisongo result is poor. It indicates 16 students (61,5%) of them poor the test, and 10 students (38,5%) of them good the test. Therefore, it can be concluded that the reading comprehension of class tenth MA Walisongo is not satisfied.

From the results of the pre survey, it can be seen that class tenth MA Walisongo students have limitations in mastering vocabulary and English grammar. In addition, they also have difficulty in solving and determining the main ideas and ideas that support a reading, therefore students who have difficulty understanding important information from a reading.

To deal with the problem of reading, it is necessary to implement an effective teaching strategy in the teaching process of reading. One of the teaching strategies that is possible sentence strategy. Possible sentence strategy is to help students anticipate the meaning of word before reading the selection. Students will be asked to make predictions about the sentence they were encounter in the text. This strategy was help students to verify the accuracy of their predictions while using text to refine their predictions.

Possible sentence strategy has benefits in the teaching reading process because it can help students predict reading before text and help students

¹Amelia Biringkanae, *the use of sq3r technique in improving students' reading comprehension* *ELS journal on interdisciplinary studies in humanities*, (2018)vol 1,P 221.

measure students' comprehension skills based on the material given by the teacher.

Based on the whole description above, the researcher was apply possible sentence strategy in the teaching reading process in class tenth MA Walisongo. The researcher was apply quantitative research in the form of an experimental study. Therefore, the researcher was conduct a study entitled : “The Effect of Possible Sentence Strategy on Student’s Reading Comprehension at Tenth Graders of MA Walisongo Central Lampung.”

B. Identification of Problem

Based on the background of the study, the researcher identified several research problems including:

1. Students have limited English vocabulary.
2. Students have limited grammar mastery.
3. Students have difficulty in determining the main ideas and supporting ideas for reading.
4. Students have insufficient reading comprehension.

C. Limitation of Problem

Based on the problems identified, the researcher limits the research problem only to the insufficient reading comprehension of students. The students’ problem in reading comprehension will be solved by the implementation of possible sentence strategy. Therefore, the title of this research is “The Effect of Possible Sentence Strategy on Student’s Reading Comprehension at Tenth Graders of MA Walisongo Central Lampung.”

D. Formulation of the Problem

The problem of this research is formulated, as follows: "Is there any positive and significant effect of using possible sentence strategy on student's reading comprehension at tenth graders at MA Walisongo?"

E. Objective and Benefits of The Study

1. Objective of the study

The purpose of this study is to know whether there is positive and significant effect of using Possible sentence strategy on student's reading comprehension at tenth graders at MA Walisongo.

2. Benefits of the Study

This research has various benefits not only for the researcher but also for students, English teachers, and headmaster.

a. For Students

As a beneficial way to teach students reading comprehension effectively. This research is used to describe the students' responses to possible sentence material using by the teacher in teaching.

b. For the English teacher

As an effective effort that inform the teacher about an effective teaching strategy in teaching English in the classroom.

c. For headmaster

As a beneficial information to enable the headmaster to decide the regulation of English teaching.

F. Prior Research

The researcher takes review from other research as comparative in this research. The first research is conducted by Saputra. The first prior research concentrates on perfecting the student of senior high school. The research methods used in the first prior research is quantitative research method. The English language skill studied in the first prior research is reading by using possible sentence strategy.²

The second prior research is constructed by Mate. The second prior research was done at dededo middle school. The research method used in the second prior research is the quantitative research method. The English language skill studied in first prior research is reading by using possible sentence strategy.³

This research has similarities and differences with the first and the second prior research. The similarity between this study and the first prior research is in the form of similarities in the English language skills studied and the teaching strategies used in the research process.

The differences between this study and the first prior research is in the form differences in the sample of research methods and instruments used. This research will improve students reading comprehension of the tenth grade at MA Walisongo as research sample: while the first prior research used the students of senior high school as a research sample.

² Ade media saputra, *Teaching reading in analytical exposition text by using combining possible sentence with Gist strategies at senior high school*, (West Sumatra: English departemant college of teacher training and education (STKIP) PGRI).

³ Christy L Foley, *effectiveness of the possible sentences vocabulary strategy with middle school students in Guam* (Western kentucky : University Departement of Teacher Education).

This study also has similarities and differences with the second review. The similarity between this study and the second prior research is in the form of similarities in the Englishlanguage skills studied and the teaching strategies used research process. The difference between this study and the second prior research is in the form of differences in the sample of research, research method and instruments used this research will investigate students reading comprehension of the tenth grade at MA Walisongo as research sample while the second prior research will investigate the students of dededo middle school as a research sample.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading

1. The Definition of Reading

There are many experts that have different definition of reading, the researcher will take several definition according to experts as follow:

Mikulecky and Jeffries states that Reading is a complex activity that involves a wide variety of skill. Your ability to understand and remember what yo read depends in large part on your ability to apply these skill to your reading.¹

Then Carrell, Devine and Eskey defines that reading is the main reason why students learn the language. In addition, at advanced proficiency levels in a second language, the ability to read the written language at reasonable rate and with good comprehension has long been recognized to be as important as oral skill.²

Harvey and Matthew in general, the conscious processing that is excellent reading begins before reading, continues during reading and persists after reading is completed.³

¹Baetrice S Mikulecky and Linda Jeffries, *advanced reading power*,(United States of America : Pearson Education, 2007), P 6.

²Patricia L. Carrell, joanne devine and David E Eskey, *Interactive approaches to second language reading*, (Cambridge : Cambridge University Press, 1998), P 1.

³Hervey F, Elizabeth C Reilly and Matthew J Perini,*The thoughtful education guide to reading for meaning*, (United States of America : Library of Congress Cataloging, 2009), P 2.

Calhoun state that reading is an avenue for becoming highly educated and is available to almost everyone. Reading can help you see choices you did not see before choice that can make you who you are.⁴

Based on the statements above it can be concluded reading is a process undertaken to reduce uncertainty about meaning a text conveys.

2. Definition of Reading Comprehension

According to Gary Woolley reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.⁵

Moreover, Caroline Clapham to Reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text.⁶

Based on the explanation above, reading can be defined as specific learning goals, along with the tasks that help students reach those goals. By reading, the student can improve their ability, mind and information that all can be get from reading something, in other words, it is basic skill that learners of English need to gain.

⁴EmilyF Calhoun, *Teaching beginning reading and writing with the picture word inductive model*, (United States of America : Library of Congress Cataloging, 1999), P 104.

⁵ Gary Woolley, *Reading comprehension: assisting children with learning difficulties*, (London New York : Springer Science , 2011), P 17.

⁶Caroline Clapham, *The development of IELTS: a study of the effect of background knowledge on reading comprehension*, (United States of America : Cambridge University Press, 1996), P 2.

3. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

1) Skimming

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of passage, the main topic, or message and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.⁷

2) Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

⁷ H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy*, (New York: Longman, 2001), P 306.

3) Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- a. Looking for prefixes (co-,inter-,etc) that may give clues.
- b. Looking for suffixes (-tion,-ally,etc) that may indicate what part of speech it is.
- c. Looking for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing that root ven comes from latin "to come" would yield the meaning " to come in between").
- d. Looking for grammatical contexts that may signal information.
- e. Looking at the semantic context (topic) for clues.

4. Models of Reading Comprehension

1) Bottom-up model

Bottom-up models traditionally depict reading as a mechanical process in which the reader decodes the ongoing text letter-by-letter, word-by-word, sentence-by-sentence. This mechanical processing translates information in the text piece-by piece with little interference from the reader's background knowledge. We know that such an extreme view of reading is not accurate and no current model of reading depicts reading as a pure bottom-up process.

2) Top-down model

In contrast assume that the reader actively controls the comprehension process, directed by reader goals, expectations and strategy processing. These models characterize the reader as someone who has a set of expectations about the information in the text and who sample enough information to confirm these expectations. To accomplish this simpling efficiently, the readers directs the eyes to the most likely places in the text to find relevant information. However, the model does not clarify what mechanisms the reader uses to generate appropriate inference, nor how sampling is directes by mind or how the mental formation of comprehension works.⁸

3) Interactive model

Interactive model is the typical compromise solution, though there are many diffrent ways to understand the notion of “interactive”. The basic assumption is that useful elements from top-up and bottom-up views can combines in some massively interactive set of processes. For example, it might be proposed that word recognition and syntactic parsing strategies need to be fast and automatic, and both of these processes contribute to the comprehension of a text that context and background knowledge need to be strong supports for both of these lowerlevel processes and that predictions and inferencing work to improve the efficiency of

⁸ William Grabe, *Reading in second language moving from theory to practice* ,(Cambridge : Cambridge University Press,2009) , P 89.

word recognition processes. Unfortunately, this logic leads to several contradictory assumptions that do not match empirical findings.⁹

5. Type of Reading

1) Silent reading

After language learners learn the words and expressions and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can begin with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand what they have read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.¹⁰

2) Intensive reading

Intensive reading lesson may proceed as follows:

- a) While the book is closed, the student listens to the teacher. Occasionally he will ask questions to make sure that everything is clear.
- b) The new words, phrases, and idioms are written on the board. They are pronounced and used in original sentences.
- c) The students open their book and the teacher reads the first part of the selection aloud. Gestures and dramatic devices are used to

⁹*Ibid.*, P 90.

¹⁰ Esther M. Doyle and Virginia Hastings Floyd, *Studied in interpretation vol II*, (Amsterdam : Rodopi, 1977). P 125

heighten the effect and to aid in comprehension. Reference is made to words on the board.

- d) The selection is now read by the class, alternating silent and oral reading. It is suggested that narrative or expository passages be read silently, whereas conversation or dialogue is done orally. Learner may be assigned part.
- e) The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in the foreign language. The teacher may ask a series of sequential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.¹¹

3) Extensive reading

Basically extensive reading is silent reading but done outside of class, in order for language learners to have less problems in extensive reading, the teacher should explain first difficult passages or new words. A number of questions related to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries written or oral report, after the reading has been completed language learners and the teacher discuss text in the class. The language may score the summaries in order for language learners to be well motivated.¹²

¹¹ International TEFL Academic Press, *The fundamentals of teaching English as a foreign language*, (United States of America : International TEFL Academic Press, 2015), P 150.

¹² *Ibid.*, 150.

4) Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading materials may consist of newspapers, bulletin or magazines in the target language. Supplementary reading should be a part of the term's work. Every language learner should be required to read at least one book the target language. Again, the teacher should give scores to the work of supplementary reading.

6. Teaching Reading Comprehension

Reading comprehension is usually taught in schools in one of two ways. One method is to have students read text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stresses important components of reading comprehension, but treats them purely as products rather than as processes.

The other common method for teaching reading comprehension is the reading group. In reading group, children take turns reading aloud. The teacher usually helps out when the student has difficulties, and sometimes comments asks a question about the text. This method goes some way toward teaching the process of reading comprehension, but typically the teacher deals only with low-level difficulties (word and parsing difficulties) and asks questions only about interpretations.¹³

¹³Allan Collins and Edward E. Smith, *Teaching the Process*, P.2-3

Based on the explanations above, the teacher can use many methods or strategies to help the student comprehending the text in teaching reading comprehension.

7. The Measurement of Reading Comprehension

Scoring Rubric Reading Comprehension¹⁴

No	Criteria	Item Number	Score
1	Students can identify the meaning of the ideas in the text		10
			10
2	Students can identify the communicative purpose of the text		10
			10
3	Students can identify main idea of the text		10
			10
4	Students can identify information contained in the text		10
			10
5	Students understanding difficult vocabulary		10
			10
	Total		100

B. The Concept of Possible Sentence Strategy

1. Definition of Possible Sentence

Brunner state possible sentence is a way to teach vocabulary words introduced in a text.¹⁵

Brunner defines Possible sentence is to help students anticipate meanings of words before reading the selection. Student will be asked to make predictions about the sentence they will encounter in the text.¹⁶

Sejnost state Possible sentence is another effective vocabulary strategy to utilize during the entire the learner phase.¹⁷

¹⁴ Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994), p. 34

¹⁵ Trisha Brummer and Sarah Kartchner Clark, *Writing strategies for mathematics*, (Shell Education : Shell Education Publishing, 2014), P 55.

¹⁶ Judy Tilton Brunner, *Doing what works literacy strategies for the next level*, (United States of America : Rowman& Littlefield Education, 2013), P 27.

Based on definition above, it can conclude that possible sentence is pre and post reading strategy that will help student in teaching reading process.

2. Procedure of Possible Sentence

To make student become more familiar with possible sentence strategy there are some procedure of possible sentence based on brunner procedure possible sentence are:

- a. Listing important vocabulary from the text and display them for students. If necessary, pronounce each word aloud.
- b. Telling students to use at least two words from list and make sentence or sentences. Ask them to consider how they believe the words will used in the text.
- c. Recording the sentence on the board, even if the information in the sentence is inaccurate.
- d. Continuing to ask the students to make new sentence untill all words have been used or until the time is up.
- e. Asking students to read the text.
- f. Using the text as a reference, ask students to evaluate each previously written sentence for accuracy and make any neccessary modification.
- g. After sentence have been reviewed asked student to geneate new sentence that reflect a deeper understanding of the content.¹⁸

¹⁷ Roberta L. Sejnost, *Tolls For Teaching In The Block*, (United States of America : Corwin, 2009), P 95.

¹⁸ Judy Tilton Brunner, *Doing what works literacy strategies for the next level*, (United States of America : Rowman& Littlefield Education, 2013), P 27.

3. Benefit of possible sentence

The benefits of possible sentence strategy are possible sentence strategy help student make predictions and verify the accuracy about sentence and then students will learn from each predictions and prior knowledge. Students than “check” their predictions by a close careful reading of the text selection. This strategy deeper understanding of the vocabulary.¹⁹

C. Theoretical framework and paradigm

1. Theoretical framework

There are two variables in this research. They are independent variable (X) and dependant variable (Y). The independent variable (X) is possible sentence and the dependant of variable (Y) is reading comprehension.

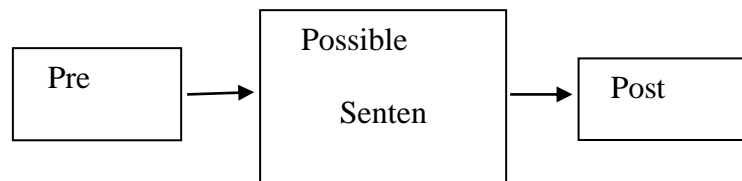
Theoretical framework in this research is if possible sentence is applied in the Englishteaching reading in the particular reading comprehension in perfectly will be good. Whereas if the possible sentence is not applied in the Englishteaching reading , the student will be bad and find some difficulties.

2. Paradigm

Based on the theoretical framework above, the researcher describes paradigm as follows:

¹⁹*Ibid.*,P 28

Figure 1: Theoretical Framework
Paradigm of possible sentence and reading comprehension at the Tenth grade of Ma Walisongo



Based on the figure can be concluded that the researcher was give pre-test to student. Then the researcher gave the threatment namely about possible sentence strategy. After giving the theatment, the researcher would give post-test to the students.

D. Hypothesis

Based on theoritical framework and paradigm above the researcher formulate the hypotheses as follows:

1. Hypotheses formulation

a. Alternative hypotheses (Ha)

There is a positive and significant effect of using possible sentence strategy on student's reading comprehension at the tenth grades of MA Walisongo.

b. Null hypotheses (Ho)

There is a no positive and significant effect of using possible sentence strategy on student's reading comprehension at tenth grades of Ma Walisongo.

2. Statistic hypotheses

If $F_0 > F_t$, Ha is accepted and Ho is rejeted.

If $F_0 < F_t$, Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the quantitative research, “quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)¹.” It means that quantitative research was illustrating the fact or event by using numbers in gathering information.

This research is a quasi experimental research in the form of descriptive quantitative. This research was conducted in MA Walisongo. In this research, the researcher will investigate the tenth graders of student MA Walisongo.

This research focused on the effect between independent variable and dependent variable. This research contains two variables, the independent variable that is using Possible sentence (X) and the dependent variables that is reading comprehension (Y).



This research is experiment research by using quasi experimental design which consists of control class pretest and post test design and experiment class pre test and post test. Therefore, in this research the researcher uses two classes, the first class is the experimental class which receives treatment that is

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

teaching reading using possible sentence strategy and the second class as the control class which doesn't received the special treatment.

B. Operational Definition of Variable

1. Independent variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is possible sentence strategy which is defined as an instructional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In reading comprehension there are some indicators that indicated the students be able to comprehend a reading text as follows:

- a. The student show good respond to learn reading comprehension using possible sentence
- b. The student have more concentration in reading the text.

Moreover, based on the explanation above, in this research the researcher used possible sentence strategy to conducted a treatment for the students the tenth graders of MA Walisongo. In addition writer will collect the data by using a multiple choice test.

2. Dependent variable

Dependent variable are variables that depend on the independent variable, they are the outcomes or results of influence of the independent variable. Dependent variable of this research is reading comprehension that is including of student content, main idea, and supporting idea.

Then the researcher collected the data by using reading test through predict the word based on the text that is given without using possible sentence strategy. By using this test, the researcher got the data about the students'.

The indicators of students reading comprehension².

- a. The student are able to comprehend the purpose of reading text by identifying by reading topic, author purpose and significance of topic.
- b. The student are able to comprehend the format of reading test by identifying generic text structure.
- c. The student are able to comprehend the content of reading text by using context clue to learn specialized vocabulary and comparing text information with prior knowledge of topic.

C. Population, Sample, and Sampling Technique

1. Population

According to Kumar Singh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.³ It means that the population is all subject which will be presumed in this research.

All of the survey discussed in this paper are assessment of student. However, comparisons are not made between individual student results. Rather, data

²Joan F.Groeber, *Designing And Using Rubric For Reading and Language Arts*,(India:Corwin press, 2007), P.30

³ Yogesh Kumar Singh, *fundamental of research methodology and statistics*,(New Delhi : New Age Internasional Limited, 2006), P 82.

collected from student sample for participate in the assesment are used to make inferences to clearly defined population.

The population of this research is students of the tenth grades of ma Walisongo. The total population in this research is 150 students which are devided into 5 classes.

2. Sample

In this research, the sample of the research is used two classes at the tenth graders of MA Walisongo in the class XD that consists of 26 students and the class XC that consist of 26 students. The researcher taken the class XD and XC in this research, because the researcher wants to know the students reading comprehension. The reading comprehension of the students in the class XC are better than XD.

Based on reason the researcher uses these two classes in this research. The researcher uses class XD that consist of 26 students as the experimental class and XC that consist of 26 students as th control class. So, the number of all sample are 52 students of MA Walisongo.

3. Sampling Technique

There are five classes of the tenth grade at MA Walisongo. In this case, the researcher will apply a cluster random sampling technique by randomizing the name of the class in some small roll papers. After the random process, the researcher taken two small papers by this sampling technique process, the researcher known the name of the class that investigated. The researcher has randomized the name of the classes after

the random process, there are two names of the class that are XC and XD. Therefore the class that would be investigated are the classes XC and XD.

D. Data collection technique

1. Test

The researcher used test to get data result of the students' reading comprehension. The result of this test is students' reading score based on the media applied. The aim of this test is to measure the students' reading comprehension. The tests consist of the some types, as follows:

a. Pre-test

pre-test was given to the student before giving treatment to the student. Pre-test given to the student in order to know ability of students before doing the possible sentence strategy treatment. Students think independently about the question that has been posed, forming ideas of their own.

b. Post-test

post-test was given to the student in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. In possible sentence strategy, some text are read together by all student. Student list important vocabulary from the text. After that elicit sentence, read and verify sentence, students evaluate the sentence and student make generate new sentence. Moreover, this strategy can stimulate the potential capability of the students.

2. Observation

Observation is another versatile approach to data collection.⁴

Observation is made forget the data of children activities such as students pay attention when learning process. Following the class enthusiastically, giving command, doing the physical action correctly, students' ability in question and answer, understanding the material that is given, and students' skill in reading comprehension. In this research, the researcher will observe the teaching situation of MA Walisongo.

3. Documentation

Another method to collecting the data is documentation.

Documentation is used to collect data and information.

The researcher used the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the structure organization of MA Walisongo.

E. Research instrument

1. Instrument Blueprint

a. Reading comprehension test

To identify the students' reading comprehension of the tenth graders of MA Walisongo, the researcher was apply reading comprehension.

The test is measuring the ability of the students about the topic on reading subject.

⁴*Ibid.*, p.119.

The test consists of pre-test and post-test, of this research will be in the form of multiple choice test that asks the students to write a composition of descriptive text in English.

Table 3
The Table of Specification of Multipel Choice Test

Outcomes to assess			
Content standard	Objectives	Item test number	
3.4 Comprehending social functions, text structure, and linguistic elements in the simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	1. The students are able to comprehend social functions, text structure, and linguistic elements in the simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	Social funtions	1,3,9
		Text structure	2,6,8,10,
		Linguistic element	4,5,7

Source: *Silabus Bahasa Inggris X Kurikulum 2013*

2. Instrument Calibration

Instrument calibration is the scale of measurement that is used to determine the standard instrument to be used. Instrument calibration will use to know the validity and reliability instrument degree:

- 1) Validity

The validity of a measure is the extent to which it measures what you will to measure.⁵ The researcher will use content validity to measure whether the test has good validity or not. Content Validity is a concern with whether the test is sufficiently representative and comprehensive for the test. To get the content validity, the test adapts with the students' book, English syllabus and materials in the school based on the curriculum of the tenth grades at MA Wali Songo.

2) Reliability

Reliability is premised on the notion that there is some sense of uniformity or standardization in what is being measured.⁶ In other words, it can be said that it is a test that can be trusted. If the instrument reliable the result data will be trusted or reliable.

F. Data analysis technique

In applying quantitative research to find out the differences between two samples was utilized Chi-Square formulation. Chi-Square is nonparametric test of significance appropriate when the data are in the form of frequency counts or percentages and proportions that can be converted to frequencies⁷. The formula of Chi-Square will use to find out the differences

⁵Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods A Process Approach*^{8th Edition}, (New York: McGraw-Hill, 2008), p133.

⁶ Zina O'leary, *The Essential Guide to Doing Research*, (London: Sage Publications, 2004), p59.

⁷ L. Rgay et.al., *Educational Research Competence for Analysis and Applications*, (USA: Pearson, 2012), p. 364.

of significant between the frequencies which use to observe and the frequencies in hope. The writer analyzed the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Note:

χ^2 = Value of chi-square

F_o = Observed frequency

F_e = Expected frequency

To investigate whether there is any positive and significant effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung . The research analyzed the data by using T-Test independent sample:⁸

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Notes :

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each grade X₂ and X₁

Y : Deviation of each grade Y₂ and Y₁

⁸ Yogesh Kumar Singh, *fundamental of research methodology and statistics*, (New Delhi : New Age Internasional Limited, 2006), p.237

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The History of MA Walisongo Central Lampung

MA Walisongo Central Lampung is located street of Wali songo Sukajadi, sub district of Bumi Ratu Nuban, Central Lampung. It was established in May, 25 1993. MA Walisongo Bumi Ratu Nuban Central Lampung has accreditation of B and had been lead by the following principals:

- 1) 1993 had been lead by Mr. Drs. Saipul Parjono
- 2) 1994 – 2001 had been lead by Mr. Zainuri
- 3) 2002 – 2009 had been lead by Mr. Joko Susanto, S.Pd
- 4) 2009 – 2011 had been lead by Mr. Komari, SS
- 5) 2011 – 2015 had been lead by Mr. Munandar, S.Pd.I
- 6) 2015-2016 had been lead by Mr. Khoiril Anam, S.Pd.
- 7) 2016 till now is lead by Mr. Komari, S.S

MA Walisongo Central Lampung established with school statistic number 31 21 80 20 405. Now, MA Walisongo Central Lampung has three levels of class. Those are the tenth, eleven, twelve grades with the total class are 13. MA Walisongo Central Lampung has 27 teachers and 1 the staff.

b. The condition of building

MA Walisongo has infrastucture to support it teaching-learning process, including extracurricular activities. MA Walisongo has following building:

Table 4
List of buildings MA Walisongo
Central Lampung

No	Name of building	Total
1	Classroom	13
2	Library	1
3	Laboratorium	1
4	Principal room	1
5	Teacher room	1
6	Administration room	1
7	Guidance and counseling room	1
8	Mosque	1
9	School medical room	1
10	Bathroom	2
11	Student council room	1

c. The condition of teachers and official employees

The number of teacher and official employees in MA Walisongo Central Lampung can be identified as follows:

Table 5
The Data of the teachers and official employees in MA Walisongo
Central lampung

No	Name	Gender		Ijazah	Occupation
		L	P		
1	SYAIKUL ULUM, S.Pd.I	L		S.1/2004	Head of fondation
2	KOMARI, SS	L		S.1/2002	Headmaster
3	H. FATAYA HUSNA	L		SMA/1981	Treasurer
4	H. FAHRUL KH, S.Pd.I	L		S.1/2008	Fiqh
5	H.M. YASIN, S.Ag, M.Pd.I	L		S.2	SKI

6	JOKO SUSANTO, S.Pd	L		S.1	History
7	MULYONO, S.Pd	L		S.1	Indonesia Language
8	SUWARNO, S.Pd	L		S.1/1995	Biology
9	CHAMIDAH, A.Md		P	D.3/1993	English and geography
10	Drs. SUMARNO, MM	L		S.2	Physics
11	MUNANDAR, S.Pd.I	L		S.1/2004	Qur'an hadist
12	KHOIRIL ANAM, S.Pd	L		S.1/2009	Mathematics
13	AHMAD FADLOLI, ST	L		S.1/2008	Information and Communication Techno
14	CANDRA SARI S, SE		P	S.1/2004	Civics
15	KENTIN WIDIASIH, S.Pd		P	S.1/2005	Economy
16	MASRUROTUN A. , S.Pd		P	S.1/2013	Indonesia language
17	NANIK M, S.H.I		P	S.1/2008	Arab language
18	ARI HERWANTO, A.MPd	L		D.2/2009	Physical education
19	KHOMSIATUN, S.Sy		P	S.1/2012	Aswaja and Akidah
20	MUTIARA UMI LIA, S.Pd		P	S.1/2014	Chemistry and physics
21	SISKA CANDRA, S.Pd		P	S.1/2014	Biology
22	Rina Mida Hayati, M.Pd		P	S.2/2017	Mathematics
23	UMI ZUMAROH, S.Pd.I		P	S.1/2014	Art and culture
24	HAIRU AMSAH, S.Pd.I	L		S.1/2011	SKI
25	IMAM MURSYID, S.H	L		S.1/2016	Sociology
26	BADARUDIN, M.H	L		S.2/ 2017	History
27	ALI FAUZI, S.H	L		S.1/2017	Arab language
28	ELI SUSANTI, S.Pd		P	S.1/2016	Mathematics
29	MIFTAHUL AMIN, S.Pd	L		S.1/2016	Sociology

d. The Teachers Educational Background in MA Walisongo Central Lampung

The number of teacher educational background at MA Walisongo Central Lampung in the Academic Year of 2019/2020 that can be identified as follows:

Table 6
Teachers Educational background in
MA Walisongo Bumi Ratu Nuban
Central Lampung in the Academic Year 2019/2020

Teachers Educational Background	
S2	3
S1	22
DII	1
DIII	1
SMA	1
Total	28

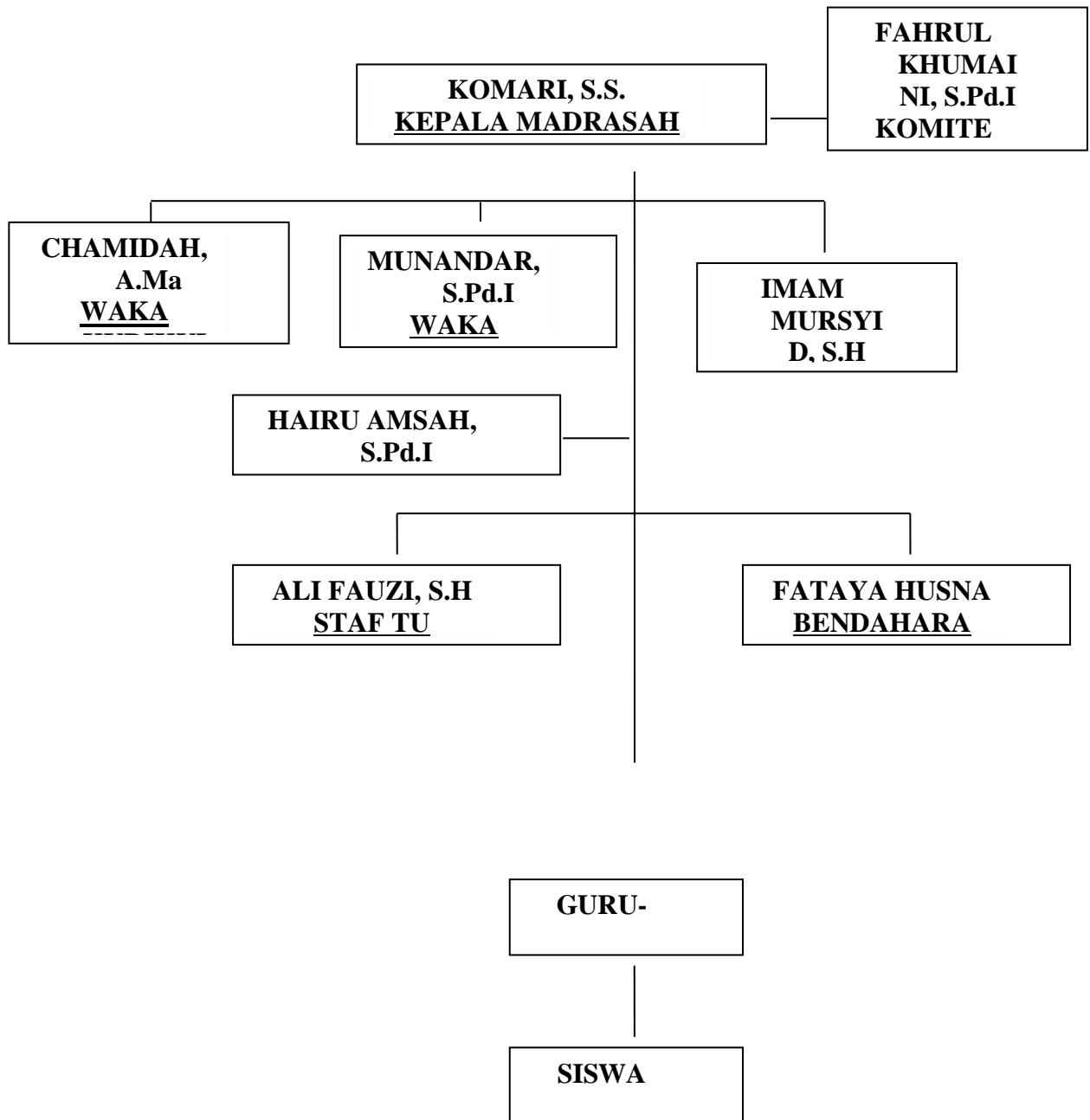
e. Students Quantity of MA Walisongo Central Lampung

The student's quantity of MA Walisongo Central Lampung in the Academic Year of 2019/2020 is that can be identified as follow:

Tabel 7
The Students Quantity of MA Walisongo Bumi Ratu Nuban
Central Lampung in the Academic Year of 2019/2020

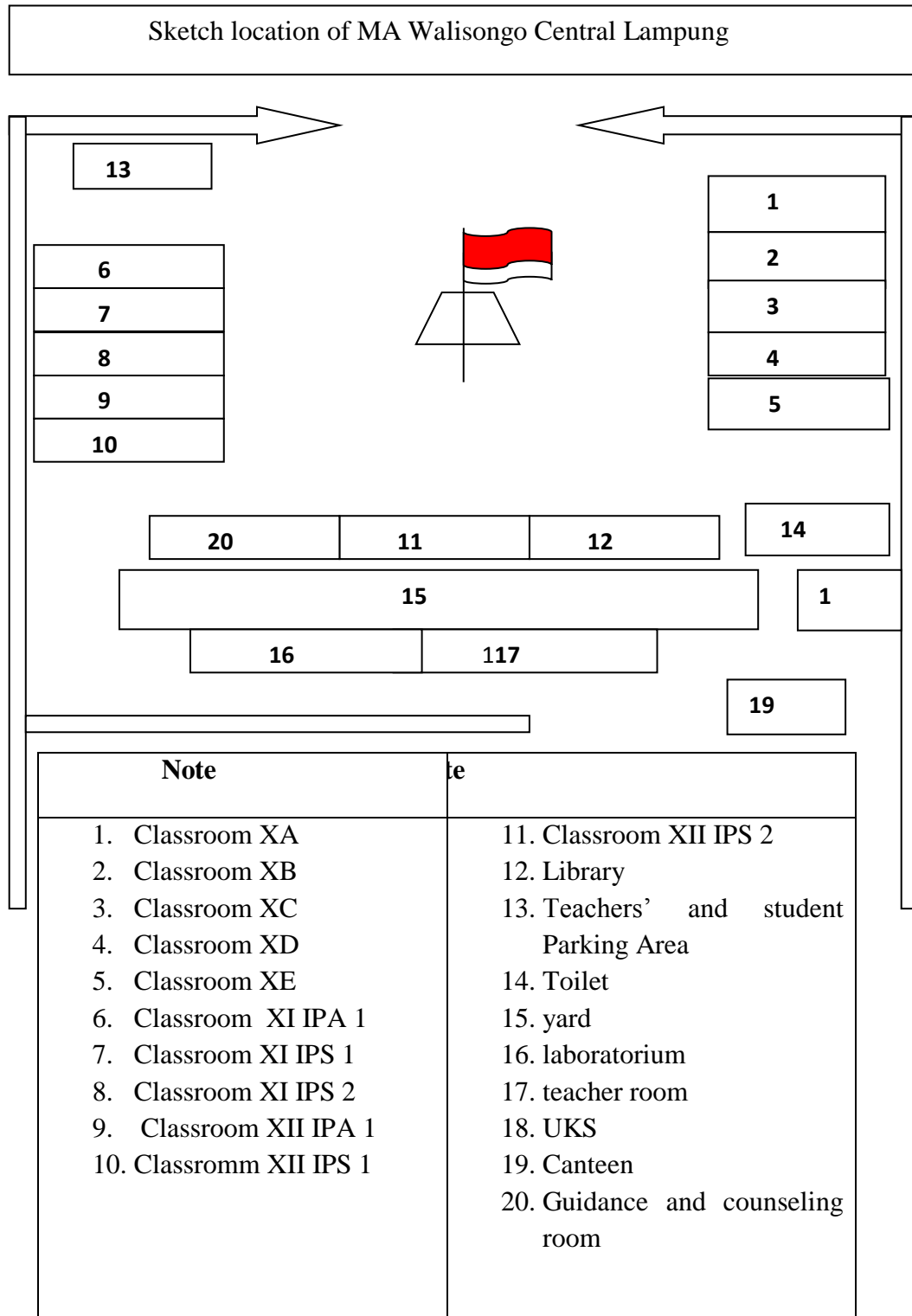
NO	CLASS	TOTAL
1	Class X	150 Students
2	Class XI	120 Students
3	Class XII	110 Students
TOTAL		380 Students

f. Structure Organisation of MA Walisongo Central Lampung



g. The sketch of the location of MA Walisong Central Lampung

1. The sketch of location



2. Description of Research Data

a. The Result of Pre-Test Score (Experimental Class)

To measure the students' reading comprehension the research used the pre-test before giving the treatment. The research conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about reading comprehension before giving the treatment. The pre-test used in this research is in the form of multiple choices. The pre-test result can be identified as follow

Table 8
The Result of Pre-Test (Experimental Class) at Tenth Graders of MA
Walisongo Central Lampung

NO	NAME	PRE- TEST	CATEGORY
1	AN	30	POOR
2	EW	30	POOR
3	MA	40	POOR
4	MM	40	POOR
5	MT	30	POOR
6	NN	20	POOR
7	RP	30	POOR
8	RD	30	POOR
9	RK	50	POOR
10	RM	60	POOR
11	RS	40	POOR
12	RF	10	POOR
13	RA	30	POOR
14	SA	80	GOOD
15	SN	60	POOR
16	SM	60	POOR
17	SJ	20	POOR
18	SR	30	POOR
19	SU	70	GOOD
20	TM	30	POOR
21	TW	50	POOR
22	TO	50	POOR
23	YA	80	GOOD
24	YM	80	GOOD
25	YD	40	POOR
26	YY	40	POOR
Total of Score		1130	
Average		43,46	
Highest score		80	
Lowest score		10	

Source: the result pre-test of students' reading comprehension on September.

St 2019

The test was followed by 26 students. The highest score was 80 and the lowest score was 10 with the total score 1.130. Based on the data, the researcher measured the interval class:

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

$$= 80 - 10$$

$$= 70$$

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

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 \times 1,4$$

$$= 5,62 = 6$$

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

$$= \frac{70}{6}$$

$$= 11,6 = 12$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

The Total of interval class of this result pre-test was 12 .it can be seen on the table of frequency distribution bellow:

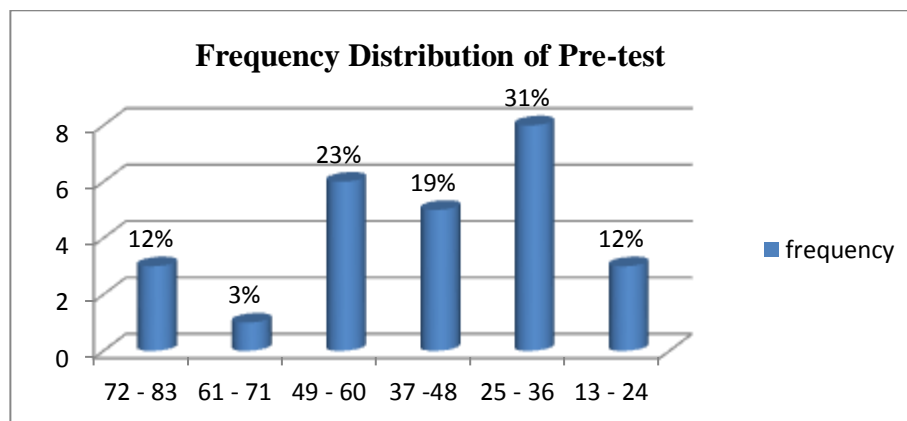
Table 9
The table of frequency distribution of pre-test score

No	Interval class	frequency	percentage
1	72 – 83	3	12%
2	61 – 71	1	3%
3	49 – 60	6	23%
4	37 -48	5	19%
5	25 – 36	8	31%
6	13 – 24	3	12%
Total		26	100%

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

Graph 1

Frequency Distribution as the Result(Experimental Class)
of Pre-Test in X.4 MA Walisongo Central Lampung
in the Academic Year 2019/2020



Futhermore, based on the table frequency distribution and graphic above, it can be concluded that 26 students as the research sample can be divided. First, the number of the students that got score 72-83 was 3 students or 12%. Then, the number of the students that got score 61-71 was 1 student or 3%. Next, the number of the students that got score 49-60

was 6 students or 23%. Therefore, the number of the students that got score 37-48 was 5 students or 19%. The number of the students that got score 25-36 was 8 students or 31%. The last, The number of the students that got score 13-24 was 3 students or 12%.

b. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students' reading comprehension, the researcher conducted the treatment to help the students in understanding of the reading comprehension. The researcher helps the students about difficulties in reading comprehension by using possible sentence strategy until the students understand it. After the students has been given the treatment and they have understood.

Further the researcher gave the post-test was done to know the students' reading comprehension after treatment. The result of post-test can be identified as follow:

Table 10
The Post-Test Result (Experimental Class) at Tenth Graders of MA
Walisongo Central Lampung

NO	NAME	POST-TEST	CATEGORY
1	AN	70	GOOD
2	EW	80	GOOD
3	MA	50	POOR
4	MM	60	POOR
5	MT	80	GOOD
6	NN	60	POOR
7	RP	70	GOOD
8	RD	70	GOOD
9	RK	60	POOR
10	RM	50	POOR
11	RS	70	GOOD
12	RF	70	GOOD
13	RA	70	GOOD
14	SA	90	GOOD
15	SN	80	GOOD
16	SM	70	GOOD

17	SJ	70	GOOD
18	SR	60	POOR
19	SU	70	GOOD
20	TM	70	GOOD
21	TW	60	POOR
22	TO	80	GOOD
23	YA	80	GOOD
24	YM	80	GOOD
25	YD	80	GOOD
26	YY	70	GOOD
Total of Score		1820	
Average		70	
Highest score		90	
lowest		50	

Source: the result post-test of students' reading comprehension on September.

St 2019

The test was followed by 26 students. Their highest score was 90 and the lowest score was 50 with total score 1.820. Based on the table above, the researcher measured by class interval follow:

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

$$= 90 - 50$$

$$= 40$$

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

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 \times 1,4$$

$$= 5,62 = 6$$

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

$$= \frac{40}{6}$$

$$= 6,6 = 7$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

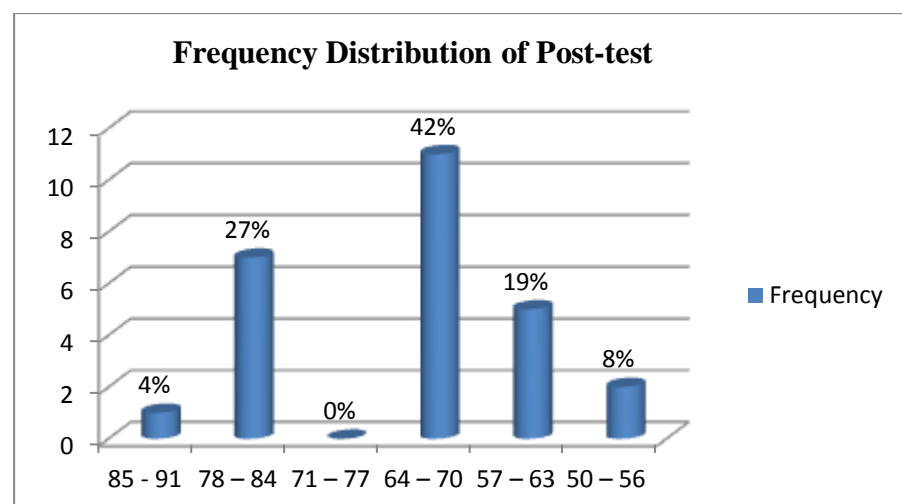
The total of interval class of this result post-test is 7. It can be seen on the table of frequency distribution below:

Table 11
The Table Frequency Distribution of Pre-Test Score
(Experimental Class)

No	Interval class	Frequency	Percentage
1	85 – 91	1	4%
2	78 – 84	7	27%
3	71 – 77	0	0%
4	64 – 70	11	42%
5	57 – 63	5	19%
6	50 – 56	2	8%
TOTAL		26	100 %

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

Graph 2
Frequency Distribution as the Result(Experimental Class)
of Post-Test in X MA Walisongo Central Lampung



Based on the table frequency distribution and graphic above, it can be concluded that 26 students as the researcher sample can be divided: first, the number of the students that got score 85- 91 was 1 students or 4%. Then, the number of the students that got score 78-84 was 7 students or 27%. Next, the number of the students that got score 71-77 was 0 students or 0%. Therefore, the number of the students that got score 64-70 was 11 students or 42%. The number of the students that got score 57-63 was 5 students or 19%. The last, the number of the students that got score 50-56 was 2 students or 8%.

Based on the result of the post-test score of the students of MA Walisongo Central Lampung above, it can be concluded that possible sentence strategy can help students in reading comprehension. As a result, most of students got high score in reading comprehension by using possible sentence strategy.

c. **The Result of Pre-Test Score (Control Class)**

Tabel 12

**The Pre-Test Result (Control Class) at Tenth Graders of
MA Walisongo Central Lampung**

NO	NAME	PRE - TEST	CATEGORY
1	AR	40	POOR
2	AA	30	POOR
3	AD	30	POOR
4	DG	60	POOR
5	DR	40	POOR
6	DS	40	POOR
7	DE	50	POOR
8	DN	40	POOR
9	EW	50	POOR
10	EF	50	POOR
11	EL	60	POOR
12	ER	30	POOR
13	ES	30	POOR
14	FT	60	POOR
15	FM	50	POOR
16	FL	20	POOR
17	HF	70	GOOD
18	HS	40	POOR
19	IR	20	POOR
20	ID	20	POOR
21	LP	50	POOR
22	LR	60	POOR
23	MA	60	POOR
24	MD	40	POOR
25	MS	50	POOR
26	MR	50	POOR
TOTAL SCORE		1140	
AVERAGE		43,8	
HIGHEST SCORE		70	
LOWEST SCORE		20	

The test was followed by 26 students. They highest score was 70 and the lowest score was 20 with total score 1140. Based on the table above, the researcher measured by class interval follow:

R = the highest score – the lowest score

$$= 70 - 20$$

$$= 50$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 \times 1,4$$

$$= 5,62 = 6$$

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

$$= \frac{50}{6}$$

$$= 8,3 = 9$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

The total of interval class of this result post-test is 9. It can be seen on the table of frequency distribution below:

Tabel 13

The Table Frequency Distribution of Pre-Test Score

(Control Class)

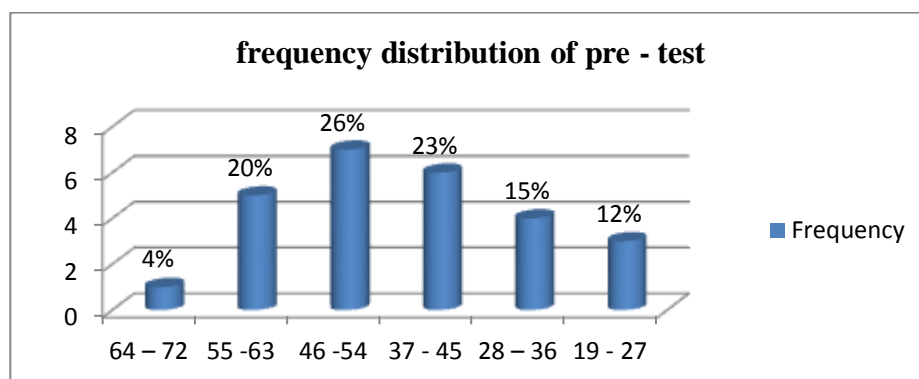
No	Interval class	Frequency	Persentage
1	64 – 72	1	4%
2	55 -63	5	20%
3	46 -54	7	26%
4	37 - 45	6	23%

5	28 – 36	4	15%
6	19 - 27	3	12%
TOTAL		26	100%

Based on the table above, can be seen that most of students got score <65. So it means that most of students of MA Walisongo Central Lampung got low score in pre-test.

Graph 3

Frequency Distribution as the Result(Control Class) of Pre-Test in X.3 MA Walisongo Central Lampung



Based on the table frequency distribution and graphic above, it can be concluded that 26 students as the research sample can be divided the first, the number of the students that got score 64-72 was 1 students or 4%. Then, the number of the students that got score 55-63 was 5 students or 20%. Next, the number of the students that got score 46-54 was 7 students or 26%. Therefore, the number of the students that got score 37-45 was 6 students or 23%. The number of the students that got score 28-36 was 4 students or 15%. The last, the number of the students that got score 19-27 was 3 students or 12%.

d. The Result of Post – Test Score (Control Class)

Table 14
The Post-Test Result (Control Class) at Tenth Graders of MA Walisongo
Central Lampung

NO	NAME	POST-TEST	CATEGORY
1	AR	40	POOR
2	AA	50	POOR
3	AD	40	POOR
4	DG	70	GOOD
5	DR	60	POOR
6	DS	40	POOR
7	DE	50	POOR
8	DN	50	POOR
9	EW	50	POOR
10	EF	60	POOR
11	EL	70	GOOD
12	ER	40	POOR
13	ES	50	POOR
14	FT	60	POOR
15	FM	70	GOOD
16	FL	40	POOR
17	HF	60	POOR
18	HS	50	POOR
19	IR	50	POOR
20	ID	40	POOR
21	LP	60	POOR
22	LR	60	POOR
23	MA	60	POOR
24	MD	50	POOR
25	MS	40	POOR
26	MR	50	POOR
TOTAL SCORE		1360	
AVERAGE		52,3	
HIGHEST SCORE		70	
LOWEST SCORE		40	

The test was followed by 26 students. The highest score was 70 and the lowest score was 40 with total score 1360. Based on the table above, the researcher measured by class interval follow:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 70 - 40 \\
 &= 30
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 26 \\
 &= 1 + 3.3 \times 1,4 \\
 &= 5,29 = 6
 \end{aligned}$$

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{30}{6} \\
 &= 5
 \end{aligned}$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

The total interval class of this result post test is 5. It can be seen on the table of frequency distribution below:

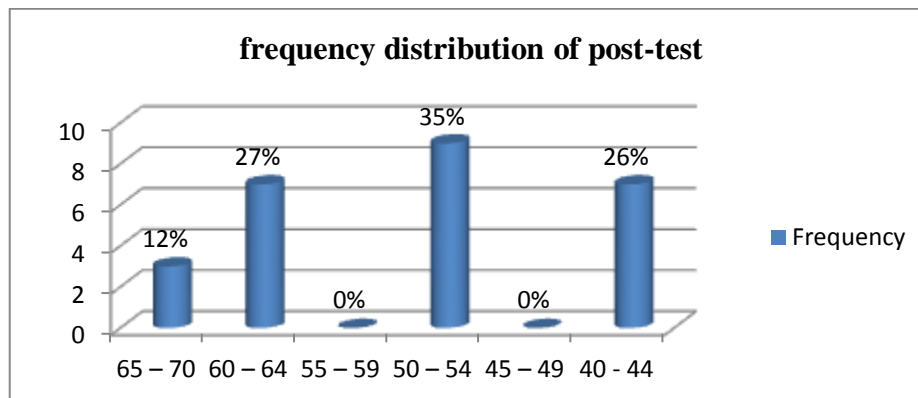
Tabel 15
The Table Frequency Distribution of Post-Test Score
(Control Class)

No	Interval class	Frequency	Persentage
1	65 – 70	3	12%
2	60 – 64	7	27%
3	55 – 59	0	0%
4	50 – 54	9	35%
5	45 – 49	0	0%
6	40 - 44	7	26%
TOTAL		20	100%

The data put on graph was :

Graph 4

Frequency Distribution as the Result(Control Class) of Pre-Test MA Walisongo Central Lampung in the Academic Year 2019/2020



Based on the table frequency distribution and graphic above, it can be concluded that 26 students as the research sample can be divided: first, the number of the students that got score 65-70 was 3 students or 12%. Next, the number of the students that got score 60-64 was 7 students or 27%. Therefore, the number of the students that got score 55-59 was 0 students or 0%. The number of the students that got score 50-54 was 9 students or 35%. Moreover, the number of the students that got score 45-49 was 0 students or 0%. The last, the number of the students that got score 40-44 was 7 students or 26%.

B. Hypothesis Testing

After applying the documentation and test the strategy, the researcher analyzed the data by using analysis of chi-square and t-test in order to prove

whether there was any positive and significant effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung, as follow

(Ha) is accepted, if there is any positive and significant effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung.

(Ho) is rejected, if there is no any positive and significant effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung.

1. Putting the data into the formula chi-square (χ^2)

After administering the written test strategy, the researcher analyzed the data using of chi-square (χ^2) with the two variables in order to prove whether there is any positive and significant of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo as follows:

The formula of chi-square is:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 16
The contingency table of expected frequency
at the result of students' reading comprehension
in pre-test and post-test Experimental Class

variable	Category			Total
	Good	Fair	Poor	
Pre-test	4	0	22	R _{n=} 26
Post-test	19	0	7	R _{n=} 26
Total	C _{n=} 23	C _{n=} 0	C _{n=} 29	N=52

Hypothesis testing by used chi-square analyzed as follows:

No	Fo	Fe= $\frac{C_n \times R_n}{N}$	Fo - Fe	(Fo - Fe) ²
1	4	$\frac{4 \times 26}{52} = 2$	2	4
2	0	$\frac{0 \times 26}{52} = 0$	0	0
3	22	$\frac{22 \times 26}{52} = 11$	11	121
4	19	$\frac{19 \times 26}{52} = 9,5$	9,5	90,5
5	0	$\frac{0 \times 26}{52} = 0$	0	0
6	7	$\frac{7 \times 26}{52} = 3,5$	3,5	12,25
Total	N = 52	Ft = 26	26	227,5

Note : C_n = number of column

R_n = number of row

Furthermore, put the data into the formula of chi-square, it can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

$$\chi^2 = \frac{4}{2} + \frac{0}{0} + \frac{121}{11} + \frac{90,5}{9,5} + \frac{0}{0} + \frac{12,25}{3,5}$$

$$\chi^2 = 26$$

Therefore, the researcher demonstrated the data by using chi-square was 26.

Table 17
The contingency table of expected frequency
at the result of students' reading comprehension
in pre-test and post-test Control Class

variable	Category			Total
	Good	Fair	Poor	
Pre-test	1	0	25	R _n = 26
Post-test	3	0	23	R _n = 26
Total	C _n =4	C _n =0	C _n =48	N=52

Hypothesis testing by used chi-square analyzed as follows:

No	Fo	$F_e = \frac{C_n \times R_n}{N}$	Fo - Fe	$(F_o - F_e)^2$
1	1	$\frac{1 \times 26}{52} = 0,5$	0,5	0,25
2	0	$\frac{0 \times 26}{52} = 0$	0	0
3	25	$\frac{25 \times 26}{52} = 12,5$	12,5	156,25
4	3	$\frac{3 \times 26}{52} = 1,5$	1,5	2,25
5	0	$\frac{0 \times 26}{52} = 0$	0	0
6	23	$\frac{23 \times 26}{52} = 11,5$	11,5	132,25
Total	N = 52	Ft = 26	26	291

Note : C_n = number of column

R_n = number of row

Furthermore, put the data into the formula of chi-square, it can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{f_e} \right]$$

$$\chi^2 = \frac{0,25}{0,5} + \frac{0}{0} + \frac{156,25}{12,5} + \frac{2,25}{1,5} + \frac{0}{0} + \frac{132,25}{11,5}$$

$$\chi^2 = 26$$

Therefore, the researcher demonstrated the data by using chi-square was 26.

2. Prepering the table

In order to proved whether there is any difference beetwen the experimental class and control class at tenth graders of MA Walisongo Central Lampung. The researcher use the table as the authentication of effect between exprioment class and control class at tenth graders of MA Walisongo Central Lampung.

Table 18

The differences score between pre-test and post-test students' reading comprehension at tenth graders of MA Walisongo Central Lampung

NO	Experimental class				Control class			
	Name	pre test score (X ₁)	post-test score (X ₂)	different X	Name	pre test score (Y ₁)	post test score(Y ₂)	different Y
1	AN	30	70	40	AR	40	40	0
2	EW	30	80	50	AA	30	50	20
3	MA	40	50	10	AD	30	40	10
4	MM	40	60	20	DG	60	70	10
5	MT	30	80	50	DR	40	60	20
6	NN	20	60	40	DS	40	40	0
7	RP	30	70	40	DE	50	50	0
8	RD	30	70	40	DN	40	50	10
9	RK	50	60	10	EW	50	50	0
10	RM	60	50	-10	EF	50	60	10
11	RS	40	70	30	EL	60	70	10
12	RF	10	70	60	ER	30	40	10
13	RA	30	70	40	ES	30	50	20
14	SA	80	90	10	FT	60	60	0
15	SN	60	80	20	FM	50	70	20
16	SM	60	70	10	FL	20	40	20
17	SJ	20	80	60	HF	70	60	-10
18	SR	30	60	30	HS	40	50	10
19	SU	70	70	0	IR	20	50	30
20	TM	30	70	40	ID	20	40	20
21	TW	50	60	10	LP	50	60	10
22	TO	50	80	30	LR	60	60	0
23	YA	80	80	0	MA	60	60	0
24	YM	80	80	0	MD	40	50	10
25	YD	40	80	40	MS	50	40	-10
26	YY	40	70	30	MR	50	50	0
Total		1130	1830	700		1140	1360	220
Average		43,46	70	26,92		44,2	52,3077	8,4

Putting the data above and into the formula of T-test in order to get $t_{\text{observation}}$.

So the researcher used the formula as follows:

$$M_X = \frac{X}{N} = M_X = \frac{700}{26} = \mathbf{26,92}$$

$$M_Y = \frac{Y}{N} = M_Y = \frac{220}{26} = \mathbf{8,4}$$

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= (700)^2 - \frac{(700)^2}{26}$$

$$= (220)^2 - \frac{(220)^2}{26}$$

$$= 490000 - 18846,15$$

$$= 48400 - 1861$$

$$= 471153.85$$

$$= 46539$$

$$= \sqrt{471153.85}$$

$$= \sqrt{46539}$$

$$= \mathbf{686,4}$$

$$= \mathbf{215,7}$$

Futhermore, the researcher counted by using t-test formula as follows:

$$N_X = 26 \quad N_Y = 26$$

$$M_X = 26,92 \quad M_Y = 8,4$$

$$\Sigma X = 686,4 \quad \Sigma Y = 215,7$$

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$t = \frac{26,92 - 8,4}{\sqrt{\left(\frac{686,4 + 215,7}{26 + 26 - 2}\right) \left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$t = \frac{18,52}{\sqrt{\left(\frac{902,1}{50}\right) \left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$t = \frac{18,52}{\sqrt{18,042 \times 0,076}}$$

$$t = \frac{18,52}{\sqrt{1,37}}$$

$$t = \frac{18,52}{1,17}$$

$$t = 15,8$$

Therefore $t_{\text{observation}}$ is 15,8 as the result of the counting by using t – test formula above to know the critical value of t-test (t_{table}) the researcher firstly counted df . Df is degree of freedom.

Therefore formulation of $df = N_X + N_Y$

$$df = N_X + N_Y - 2$$

$$= 26 + 26 - 2 = 50$$

After considering the t test table by using df 50 in the table.

Table 19
Critical value of t_{table}

<i>df</i>	5%	1%
50	1,676	2,403

To df 50 with df 5% is 1,676 and 1% is 2,403. Then, the data confirmed that to $15,8 > t_{\text{table}}$ 1,676. Because $t_{\text{observation}}$ is bigger than t_{table} both df 5% = 1,676 and 1% = 2,403.

After the statement above were formulated the researcher consulted $t_{\text{observation}}$ to t_{table} as follows:

If $t_{\text{observation}} > t_{\text{table}}$, H_a is accepted and H_o is rejected

If $t_{\text{observation}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally the data confirm that $t_{\text{observation}}$ is $> t_{\text{table}}$ in 5% and 1% with the significant $1,676 < 15,8 > 2,403$. Therefore it can be inferred that H_a is accepted and H_o is rejected. It means that there is any positive and significant effect on student's reading comprehension at tenth graders of MA Walisongo Central Lampung.

C. Discussion

1. Interpretation $t_{\text{observation}}$

The researcher has formulate the alternative hypothesis (H_a) and null hypothesis (H_o) as follows:

- a. There is any positive and significant the effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo.
- b. There is not any positive and significant the effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo.

After H_a and H_o above were formulate the researcher consulted T-observation to T-table as follows:

- If $t_{\text{observation}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- If $t_{\text{observation}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally the data confirmed that $t_{\text{observation}} = 15,8$ is higher than $t_{\text{table}} = 2,403$. Therefore it can be infered that H_a is accepted and H_o is rejected. It means that there is any positive and significant effect of using possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung.

During the research, the researcher observed that the student are interesting learning english material through using possible sentence strategy . they were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using possible sentence strategy.

They were able to understand the English material through using possible sentence strategy more easily. The researcher assumed that teaching and learning by using possible sentence as strategy can influence students' reading comprehension well. Through using possible sentence as strategy, the student learn English easier way because the students can memorize it's easily and effectively, they learned by seeing possible sentence strategy. So it has prove that using possible sentence strategy can influence the students reading comprehension than the other method especially for students at tenth graders of MA Walisongo.

Futhermore, the result of this research confirmed about the effect of possible sentence strategy on student's reading comprehension. This research also clarified that the theory of the effect of using possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung.

D. Limitation

This research was conducted at the tenth graders of MA Walisongo Central Lampung class XD as experimental class and XC as control class about reading comprehension. So, the result of this research was limite at that place, subject, theme, and time. Thus, the result of research can't be generalized.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that possible sentence strategy had a positive and significant effect so possible sentence strategy was effect on students' reading comprehension at tenth graders of MA Walisongo Central lampung. It can be used as strategy in learning reading comprehension and it can help the students' to memorize and make the students easier and enjoyable to understand the material. It can be seen from the result of critical value "t-observation" was 15,8 and "t-table" 5% (1,676) and 1% (2,403). The data confirmed that "t-observation" was higher than "t-table".

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the teacher

In order to the teacher to use possible sentence strategy to help students in reading comprehension.

2. For the students

In order to the students to be active in learning process in order they can understand the material easier especially in reading comprehension.

3. For the headmaster

In order to the headmaster is supposed to give more facilities to the students in order the students can be more exited in English learning.

BIBLIOGRAPHY

- Biringkanae Amelia, *the use of sq3r technique in improving students' reading comprehension ELS journal on interdisciplinary studies in humanities*, 2018.
- Brown H. Douglas, *Teaching by principles: an interactive approach to language pedagogy*, New York : Longman, 2001.
- Brummer Trisha and Kartchner Clark Sarah, *Writing strategies for mathematics*, Shell Education : Shell Education Publishing, 2004.
- Brunner Judy Tilton, *Doing what works literacy strategies for the next level*, United States of America : Rowman & Littlefield Education, 2013.
- Buswell Amy and Lansky Bruce, *Giggle poetry reading lessons a successful reading fluency program parent and teacher can use to dramatically improve reading skills and scores*, New York : Meadowbrook Press, 2014.
- Calhoun Emily F, *Teaching beginning reading and writing with the picture word inductive model*, United States of America : Library of Congress Cataloging, 1999.
- Carrell Patricia L., Joanne Devine and David E Eskey, *Interactive approaches to second language reading*, Cambridge : Cambridge University Press, 1998.
- Clapham Caroline, *The development of IELTS: a study of the effect of background knowledge on reading comprehension*, United States of America : Cambridge University Press, 1996.
- Doyle Esther M. and Floyd Virginia Hastings, *Studied in interpretation vol II*, Amsterdam : Rodopi, 1977.
- Elizabeth C Reilly Hervey F, and Perini Matthew J, *The thoughtful education guide to reading for meaning*, United States of America : Library of Congress, 2009.
- Foley Christy L, *effectiveness of the possible sentences vocabulary strategy with middle school students in Guam*, Western Kentucky : University Department of Teacher Education.
- Grabe William, *Reading in second language moving from theory to practice*, Cambridge : Cambridge University Press, 2009.

- Internasional TEFL Academic Press, *The fundamentals of teaching English as a foreign language*, United States of America : International TEFL Academic Press, 2015.
- Kumar Singh Yogesh, *fundamental of research methodology and statistics*, New Delhi : New Age Internasional Limited, 2006.
- Mikulecky Baetrice S and Jeffries Linda, *advanced reading power*, United States of America : Pearson Education, 2007.
- Muijs Daniel, *Doing Quantitative Research in Education*, London: Sage Publications, 2004.
- O'leary Zina, *The Essential Guide to Doing Research*, London: Sage Publications, 2004.
- Rgay L. et.al., *Educational Research Competence for Analysis and Applications*, USA: Pearson, 2012
- Roopa S, and MS Rani, *Questionnaire Designing for a Survey*, The Journal of Indian Orthodontic Society, 2012.
- Saputra Ade Media, *Teaching reading in analytical exposition text by using combining possible sentence with Gist strategies at senior high school*, English departemant college of teacher training and education (STKIP) PGRI west sumatra.
- Sejnost Roberta L, *Tolls For Teaching In The Block*, United States of America : Corwin, 2009.
- S. Bordens Kenneth and Bruce B. Abbott, *Research Design and Methods A Process Approach* 8th Edition, New York: McGraw-Hill, 2008.
- Woolley Gary, *Reading comprehension: assisting children with learning difficulties*, London New York : Springer Science , 2011.

READING COMPREHENSION TEST
(PRE-TEST)

Please read the text below and choose the correct answer based on description.

The text is question for number 1-6

Natural Bridge National Park

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

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

1. What is the function of paragraph 1?

- | | |
|-------------------------|------------------------|
| A. as an identification | D. as a classification |
| B. as an orientation | E. as an abstract |
| C. as a thesis | |

2. The text above is in form of.....

- | | |
|-------------------------|----------------|
| A. hortatory exposition | D. report |
| B. narrative | E. explanation |
| C. description | |

3. What is the communicative purpose of the text?

- A. to present two points of views about natural bridge national park
- B. to explain the bridge national park
- C. to describe the bridge national park

- D. to retell the bridge national park
- E. to persuade readers to treat preserve the bridge nationl park

4. Where is the natural bridge national park located?

- A. 110 kilometers from South of Brisbane
- B. 110 kilometers from Pacific Highway
- C. 110 kilometers from Numinbah Valley
- D. 110 kilometers from Lamington National Park
- E. 110 kilometers from Nerang

5. What the visitors will see in the night?

- | | |
|---|-------------------------|
| A. a common glow worm | C. a great dark cave |
| B. the unique feature of the glow worms | D. the unique rocks |
| | E. the fantastic bridge |

6. The word 'luscious' in the text means.....

- | | |
|--------------|---------|
| A. succulent | D. dry |
| B. dense | E. arid |
| C. dull | |

The text is question for number 7-8

Angkot Wat

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

7. What is the monolog about?

- | | |
|------------------------|------------------|
| A. Gallery complex. | D. Khmer Empire. |
| B. Buddhist mythology. | E. Angkor Wat. |
| C. Cambodia. | |

8. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- | | |
|-----------------------|---------------------|
| A. Old Empire. | D. The King Empire. |
| B. Yosadapura Empire. | E. Khmer Empire. |
| C. Meru Empire. | |

The text is question for number 9-10

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotives. Ambarawa was a military city during the Dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport its troops to Semarang. On May 21st 1873, the Ambarawa railway station was built on 100,027,500 square meters of land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotives. They were coming to the end of their useful life when the 3 feet 6 inches gauge railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

9. What was the Ambarawa called during the Dutch colonial government?

- A. A military city
- B. A railway museum,
- C. A new railway town,
- D. King Willem I station.
- E. Steam locomotives station

10. Why was the Ambarawa railway museum established?

- A. To build new railway museums.
- B. To transport government troops.
- C. To preserve the steam locomotives
- D. To build a new government station.
- E. To park the locomotives at the original station,

READING COMPREHENSION TEST

(POST-TEST)

Direction :

1. Read the text carefully then answer the question by crossing A until E.
2. Do the test in 50 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text below and choose the correct answer based on description.

The text is question for number 1-4

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building. Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares. The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?

A. The architect Renzo Piano	D. The Shard glass panels
B. The tallest building in London	E. The heart of London
C. The Shard, building in London	
2. In Europe, the Shard gains popularity on its ...

A. Location	D. Age
B. Height	E. Usag
C. Function	
3. What probably makes people interested to stay in the Shard?

A. It has multiple uses	C. It was built by famous architect
B. It is the tallest building in UK	D. It is located in the heart of

London

E. It is very cheap

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

A. The Shard

D. Skyscraper

B. The glass

E. Renzo Piano

C. London

The text is question for number 5-7

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

5. What does the above text tell about?

A. The history of Kediri

D. The people

B. The description of Kediri

E. 1.3 million people

C. The famous products of Kediri

6. Which one has a distinctive taste?

A. The cigarette

D. The highly nutritious food

B. The special food

E. The bean curd

C. Tofu

7. "Those who do not work here ..." (last sentence). The "those" word refers to

A. The traders

D. The local people

B. The factory workers

E. Woman labour force

C. The farmers

The text is question for number 8-9

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favourite place to visit.

8. What is the monologue about?

A. Paris

B. The Louvre

C. Notre Dame

D. The crowded city

E. The city of light

9. What has become the symbol of Paris?

A. The Louvre

B. The Cathedral

C. The Eiffel Tower

D. The lovely garden

E. The light structure

The text is question for number 10-11

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

10. What makes Bale Kambang famous?

A. Small rocky islands

B. Long beautiful beach

C. Huge waves of ocean

D. Overseas cruisers

E. three small rocky islands

The Result of Pre-Test score (Experimental Class)

NO	NAME	PRE- TEST
1	AN	30
2	EW	30
3	MA	40
4	MM	40
5	MT	30
6	NN	20
7	RP	30
8	RD	30
9	RK	50
10	RM	60
11	RS	40
12	RF	10
13	RA	30
14	SA	80
15	SN	60
16	SM	60
17	SJ	20
18	SR	30
19	SU	70
20	TM	30
21	TW	50
22	TO	50
23	YA	80
24	YM	80
25	YD	40
26	YY	40

The Post-Test Result score (Experimental Class)

NO	NAME	POST-TEST
1	AN	70
2	EW	80
3	MA	50
4	MM	60
5	MT	80
6	NN	60
7	RP	70
8	RD	70
9	RK	60
10	RM	50
11	RS	70
12	RF	70
13	RA	70
14	SA	90
15	SN	80
16	SM	70
17	SJ	70
18	SR	60
19	SU	70
20	TM	70
21	TW	60
22	TO	80
23	YA	80
24	YM	80
25	YD	80
26	YY	70

The Pre-Test Result (Control Class)

NO	NAME	PRE - TEST
1	AR	40
2	AA	30
3	AD	30
4	DG	60
5	DR	40
6	DS	40
7	DE	50
8	DN	40
9	EW	50
10	EF	50
11	EL	60
12	ER	30
13	ES	30
14	FT	60
15	FM	50
16	FL	20
17	HF	70
18	HS	40
19	IR	20
20	ID	20
21	LP	50
22	LR	60
23	MA	60
24	MD	40
25	MS	50
26	MR	50

The Post-Test Result (Control Class)

NO	NAME	POST-TEST
1	AR	40
2	AA	50
3	AD	40
4	DG	70
5	DR	60
6	DS	40
7	DE	50
8	DN	50
9	EW	50
10	EF	60
11	EL	70
12	ER	40
13	ES	50
14	FT	60
15	FM	70
16	FL	40
17	HF	60
18	HS	50
19	IR	50
20	ID	40
21	LP	60
22	LR	60
23	MA	60
24	MD	50
25	MS	40
26	MR	50



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

FORMULIR KONSULTASI BIMBINGANSKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Eli Puspita
 NPM : 1501070049

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materiyang dikonsultasikan	TandaTangan
		I	II		
1.	1/19 11		✓	- Revisi halaman - table of content	e/h
2.	6/19 11		✓	- Revisi abstrak - Revisi table of content - Revisi bab 1 - Revisi Bab 4 & 5	e/h
3.	7/19 11		✓ /	di Mungkan Su I Advisor.	e/h

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

FORMULIR KONSULTASI BIMBINGANSKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eli Puspita
 NPM : 1501070049

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	11/11/2019	✓		Foto & kuing jela - Skeni keternangan - ditunda unimul 5	e/h
2	14/11/2019	—		Revisi Chapter IV & V Rusdi. Data Anakepbing Analisis	e/h
3	19/11/2019	✓		ACE Manajemen	e/h

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd.
 NIP. 196202151995031001



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

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

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

Nomor : B-3072/In.28.1/J/TL.00/09/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA MA WALISONGO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

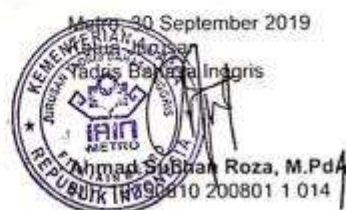
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: ELI PUSPITA
NPM	: 1501070049
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENTS READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO CENTRAL LAMPUNG

untuk melakukan *pra-survey* di MA WALISONGO.

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

Wassalamu'alaikum Wr. Wb.





YAYASAN WALI SONGO MADRASAH ALIYAH (MA)

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/11/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Sukajadi, 12 Maret 2019

Nomor : 1062/MA/WS/SKJ/III/2019
Lampiran : -
Perihal : Surat Keterangan Telah Melakukan Survey

Kepada Yth :
Ketua Jurusan Tadris Bahasa Inggris IAIN Metro
di -
Metro

Assalamualaikum. Wr. Wb.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah Menerangkan bahwa :

Nama : **ELI PUSPITA**
N P M : 1501070049
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : " THE EFFECTIVENESS POSSIBLE SENTENCE STRATEGY
IN TEACHING READING COMPREHENSION AT THE
TENTH GRADERS OF MA WALI SONGO IN ACADEMIC
YEAR OF 2019/2020".

Mahasiswa tersebut diatas benar-benar telah melaksanakan Pra Survey Penelitian di Madrasah Aliyah (MA) Wali Songo Sukajadi Bumi Ratu Nuban Lampung Tengah, pada tanggal 12 Maret 2019.

Demikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

*Wallahul Murwafiq Ilaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.*





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH 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-3171 /In.28.1/J/PP.00.9/10/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

08 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Eli Puspita
 NPM : 1501070049
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Effect Of Possible Sentence Strategy On Student's Reading Comprehension At Tenth Graders Of MA Walisongo Central Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.



10/10/2019

Untitled Document



KEMENTERIAN AGAMA REPUBLIK INDONESIA 78
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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

SURAT TUGAS

Nomor: B-3271/In.28/D.1/TL.01/10/2019

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

Nama : ELI PUSPITA
 NPM : 1501070049
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA WALISONGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENTS READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengeluangi,
 Pejabat Setempat

 Kepala, S.S.

Dikeluarkan di : Metro
 Pada Tanggal : 16 Oktober 2019
 Wakil Dekan I,

 Dra. Isti Fatmah MA
 NIP. 19670531 199303 2 003

Untitled Document



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

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

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

Nomor : B-3272/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA WALISONGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3271/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 atas nama saudara:

Nama : **ELI PUSPITA**
NPM : 1501070049
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA WALISONGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENTS READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Oktober 2019
Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



YAYASAN WALI SONGO⁸⁰ MADRASAH ALIYAH (MA)

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Nomor : 1117/MA/WS/SKJ/X/2019
Lampiran : -
Perihal : **Surat Keterangan Telah Melakukan Riset**

Berdasarkan surat wakil Dekan I bidang akademik Institut Agama Islam Negeri Metro Nomor : B-3271/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 dalam hal permohonan izin penelitian (Research).

Dengan ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah Menerangkan bahwa :

Nama : **ELI PUSPITA**
N P M : 1501070049
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : **“ THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENTS READING COMPREHENSION AT TENTH GRADERS OF MA WALI SONGO CENTRAL LAMPUNG”.**

Mahasiswa tersebut diatas benar-benar telah melaksanakan Penelitian pada Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Lampung Tengah dari Tanggal 17 Oktober sampai dengan tanggal 31 Oktober 2019.

Demikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

*Wallahul Muwafiq Illaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.*

Sukajadi, 31 Oktober 2019

Kepala MA Wali Songo

KOMARI, S.S.

SILABUS

Satuan Pendidikan : SMA/MA
 Sekolah : MA WALISONGO BUMI RATU NUBAN LAMPUNG TENGAH
 Kelas/Semester : X/Ganjil
 Mata Pelajaran : BAHASA INGGRIS

No	Kompetensi Inti
KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI-4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan memintai informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dengan pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.

Mengetahui:
Kepala Sekolah.



The image shows a handwritten signature in black ink over a circular official stamp. The stamp is purple and contains the text 'MA WANSONGO' in the center, with 'MADRASATUL ALFALAH' at the top and 'KEMARU, S.' at the bottom. The signature is written in a cursive style.

Lampung Tengah, Oktober 2019

Guru Mapel Bahasa Inggris



The image shows a handwritten signature in black ink above the printed name 'Chamidah, A.Ma'. The signature is written in a cursive style.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Satuan Pendidikan : MA WALISONGO BUMI RATU NUBAN
LAMPUNG TENGAH

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Topik : Deskriptif Teks

Alokasi Waktu : 2x 45 menit

A. KOMPETENSI INTI

No	Kompetensi Inti
KI- 1	ghayati dan mengamalka najaran agama yang dianutnya.
KI- 2	ghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI- 3	ahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecah kanmasalah.
KI- 4	golah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu

menggunakan metode sesuai kaidah keilmuan.
--

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> • Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur

<p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kebahasaan, secara benar dan sesuai konteks</p>
---	--

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukkan kesungguhan belajar bahasa inggris terkait teks deskriptif sederhana tentang tempat wisata.
- Menunjukkan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata
- Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.
- Menyunting teks deskriptif tulis tentang tempat wisata.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

D. MATERI PEMBELAJARAN

- Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)

- Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
 - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
 - Adverbia terkait sifat seperti quite, very, extremely, dst.
 - Kalimat deklaratif dan interogatif dalam tense yang benar
 - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

Strategy : Scientific

F. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester 1

G. MEDIA PEMBELAJARAN

- Alat dan bahan
 - White board
 - Spidol
 - Worksheet atau lembar kerja (siswa)

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Orienting (Orientasi)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran.
- Siswa bersama dengan guru melakukan ice breaking.

Motivating (Motivasi)

- Guru memberikan motivasi kepada siswa

Pemberian acuan

- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.
- Guru menggunakan story impression strategy dan memberikan langkah-langkah kepada siswa.

Kegiatan inti (25 menit)***Melihat*** (tanpa atau dengan Alat)

- Menayangkan teks/gambar/foto/video yang relevan.

Observing (mengamati)

- Lembar kerja materi Pengertian teks deskriptif, contoh dan penggunaannya.
- Pemberian contoh-contoh materi Pengertian teks deskriptif, contoh dan penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.

Membaca

- Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Pengertian teks deskriptif, contoh dan penggunaannya.

Menulis

- Menulis resume dari hasil pengamatan dan bacaan terkait Pengertian teks deskriptif, contoh dan penggunaannya.

Mendengar

- Pemberian materi Pengertian teks deskriptif, contoh dan penggunaannya oleh guru.

Mengkomunikasikan (Networking).

- Siswa berupaya mempersentasikan hasil diskusi dengan lancar.

Penutup (10 menit)***Refleksi***

- Setelah mengikuti kegiatan pembelajaran siswa bersma-sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- Guru memberian pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks deskriptif” atau belum.

Menyimpulkan

- Siswa bersama guru membuat kesimpulan pembelajaran pada pertemuan ini.

Pemberian tugas

- Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.
- Guru mengucapkan salam penutup kepada siswa.

G. PENILAIAN**1. Penilaian Pengetahuan (Reading Comprehensio Ability)****Multiple Choice**

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

$$\begin{aligned} \text{Teknik Penskoran} &= \text{Jumlah jawaban benar} \times 10 \\ &= 10 \times 10 = 100 \end{aligned}$$

Jumlah Sk or	Predikat	Keterangan
9		NGAT BAIK
9		NGAT BAIK
9		IK
9		IK
9		KUP
9	C+	CUKUP

H. BENTUK INSTRUMEN

The text is questions for number 1-6

Natural Bridge National Park

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

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

1. What is the function of paragraph 1?
 - a. As an identification
 - b. As an orientation

- c. As a thesis
 - d. As a classification
 - e. As an abstract
2. The text above is in form of.....
 - a. Hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report
 - e. Explanation
 3. What is the communicative purpose of the text?
 - a. To present two points of views about natural bridge national park
 - b. To explain the bridge national park
 - c. To describe the bridge national park
 - d. To retell the bridge national park
 - e. To persuade readers to treat preserve the bridge nationl park
 4. Where is the natural bridge national park located?
 - a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
 - e. 110 kilometers from Nerang
 5. What the visitors will see in the night?
 - a. A common glow worm
 - b. The unique feature of the glow worms
 - c. A great dark cave
 - d. The unique rocks
 - e. The fantastic bridge
 6. The word 'luscious' in the text means.....
 - a. Succulent
 - b. Dense
 - c. Dull
 - d. Dry
 - e. Arid

The text is questions for number 7-8

Angkor Wat

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

7. What is the monolog about?
 - a. Gallery complex.
 - b. Buddhist mythology.
 - c. Cambodia.
 - d. Khmer Empire.
 - e. Angkor Wat.

8. In the twelveth century which Empire was strong enough to build the biggest temple of the world?
 - a. Old Empire.
 - b. Yosadapura Empire.
 - c. Meru Empire.
 - d. The King Empire.
 - e. Khmer Empire.

The text is questions for number 9-10

This museum is located in Ambarawa in central JavA. The musseum focuses on the collection of steam locomotivE. Ambarawa was a military city during the dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport it's troops to Semarang.

On may the 21st 1873, the Ambarawa railway station was built on 100,027,500 squares meter lanD. Back then it was known as the Willem I

station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotives. They were coming to the end of their useful life when the 3 feet 6 inches gauge railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

9. What was the Ambarawa called during the Dutch colonial government?
 - a. A military city.
 - b. A railway museum,
 - c. A new railway town,
 - d. King Willem I station.
 - e. Steam locomotives station,

10. Why was the Ambarawa railway museum established?
 - a. To build new railway museums.
 - b. To transport government troops.
 - c. To preserve the steam locomotives.
 - d. To build a new government station.
 - e. To park the locomotives at the original station,

Guru Mapel Bahasa Inggris


Chanjidah, A.Ma

Lampung Tengah, Oktober 2019

Peneliti


Eli Puspita
1501070047

Mengetahui,
Kepala Sekolah,



RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

Satuan Pendidikan : MA WALISONGO LAMPUNG TENGAH
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Topik : Deskriptif Teks
Alokasi Waktu : 2x 45 menit

I. KOMPETENSI INTI

No	Kompetensi Inti
KI- 1	ghayati dan mengamalka najaran agama yang dianutnya.
KI- 2	ghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI- 3	nahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecah kanmasalah.
KI- 4	golah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN
KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif</p>	<ul style="list-style-type: none"> • Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai

<p>lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>konteks</p>
--	----------------

K. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
- Menunjukkan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata
- Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.
- Menyunting teks deskriptif tulis tentang tempat wisata.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

L. MATERI PEMBELAJARAN

- Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

- Unsur kebahasaan
 - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
 - Adverbia terkait sifat seperti quite, very, extremely, dst.
 - Kalimat deklaratif dan interogatif dalam tense yang benar
 - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

M. METODE PEMBELAJARAN

Strategy : Possible Sentence Strategy

N. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester 1

O. MEDIA PEMBELAJARAN

- Alat dan bahan
 - White board
 - Spidol
 - Worksheet atau lembar kerja (siswa)

P. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Orienting (Orientasi)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran.
- Siswa bersama dengan guru melakukan ice breaking.

Motivating (Motivasi)

- Guru memberikan motivasi kepada siswa

Pemberian acuan

- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.
- Guru menggunakan possible sentence strategy dan memberikan langkah-langkah kepada siswa.

Kegiatan inti (25 menit)***Observing (mengamati)***

- Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar mewakili kelompoknya pada kegiatan akhir.
- Setelah semua kelompok siap, guru memulai mengimplementasikan possible sentence strategy dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk descriptive.

Mengkomunikasikan (Networking)

- Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyimpulkan hasil diskusi.
- Siswa berupaya mempersentasikan hasil diskusi dengan lancar.

Penutup (10 menit)***Refleksi***

- Setelah mengikuti kegiatan pembelajaran siswa bersama-sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks deskriptif” atau belum.

Menyimpulkan

- Siswa bersama guru membuat kesimpulan pembelajaran pada pertemuan ini.

Pemberian tugas

- Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.
- Guru mengucapkan salam penutup kepada siswa.

I. PENILAIAN**2. Penilaian Pengetahuan (Reading Comprehension Ability)****Multiple Choice**

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

$$\begin{aligned} \text{Teknik Penskoran} &= \text{Jumlah jawaban benar} \times 10 \\ &= 10 \times 10 = 100 \end{aligned}$$

Jumlah Skor	Predikat	Keterangan
9		NGAT BAIK
9		NGAT BAIK
9		IK
9		IK
9		KUP
9	C+	CUKUP

J. BENTUK INSTRUMEN**The text is questions for number 1-10**

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that

you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

1. Based on the text, what is the best title of text?
 - a. Taman Budaya Raden Saleh
 - b. Tanjung Puting National park
 - c. Taman Mini Indonesia Indah
 - d. Orang utan in Kalimantan
 - e. Taman Nasional Way Kambas

2. What is the function of the place?
 - a. To have a camp
 - b. To hunt for animals
 - c. To have vacation as ecotourism
 - d. To play hide and seek
 - e. To swim

3. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
 - a. Meeting with rhinoceros and seeing proboscis pig
 - b. Meeting with wild eagle and seeing crocodiles

- c. Meeting with piranha and seeing python
 - d. Meeting with orang utan and proboscis monkey
 - e. Meeting with elephant and crocodile
4. How is Tanjung Putting National park different from the parks in the cities?
- a. It is a jungle
 - b. It is a man made
 - c. It is a field
 - d. It is a mountain
 - e. It is a river
5. How is Camp Leaky related to Tanjung Puting National Park?
- a. Camp leaky is the name of monkey
 - b. Camp leaky is located in Tanjung Putting National Park
 - c. Camp leaky is school camp
 - d. Camp leaky is located in Sulawesi
 - e. Camp leaky is the name of people
6. How can people reach Camp Leaky?
- a. By bus
 - b. By plane
 - c. By motorcycle
 - d. By train
 - e. By small boat or perahu klotok
7. What does the word ex-captive tell you about the orang utans in Camp Leaky?
- a. Orang utans which died recently
 - b. Orang utans which play in circus
 - c. Orang utans which help people
 - d. Orang utans were caught by human and lived with them for some time
 - e. Orang utans is not a rare
8. What is special about the means of transportation to Camp Leaky?
- a. It serves as hotel, can cook, sleep, eat and sight the jungle
 - b. It serves as transportation to go home
 - c. It serves as racing boat
 - d. It serves as place to do fishing
 - e. It serves as place to eat
9. Below some examples of ecotourism objects, except ...
- a. Plants
 - b. Animals
 - c. Cars
 - d. Corals
 - e. Ocean


10. Where is the location of Tanjung Puting National Park?
- a. South Kalimantan
 - b. North Kalimantan
 - c. Central Kalimantan
 - d. West Kalimantan
 - e. Point of Kalimantan

Lampung Tengah, Oktober

2019

Guru Mapel Bahasa Inggris

Peneliti


Chaniidah, A.Ma


Eli Puspita
1501070049

Mengetahui,

Kepala Sekolah,


Komari, S.S

Komodo island

Base on its name, the island is a habitat of komodo that is well known as hot blooded animal. This place is komodo's original habitat. It becomes one on tourism destination should be visited. It is manage by goverment and built to be komodo national park. Komodo island is located in sumbawa.

Besides, become a national park, this island have be listed as world heritage by unesco this is because you can see the komodo in this place. When, you come to the place, you should be accompanied by tour guide.

THE DOCUMENTATION OF RESEARCH

1. Pre Test Activity



The student doing pre-test

2. Treatment Activity



The teacher ask to student to read the text in front of the class



The researcher gave reward to the students'

3. Post-Test Activity



The student doing post-test

CURRICULUM VITAE



The name of writer is Eli Puspita she was born in tulang bawang, 20 december 1996. She is the first child of happy couple, Sanam and Rosita.

In 2009, she graduated from SD 01 Gula Putih Mataram, Central Lampung. At the time 2012, she graduated from SMP Gula Putih Mataram. Then, she continued her study to MA Ma'arif Nu 5 Sekampung and graduated in 2015. In 2015, she entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).