

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH FLIP STRATEGY OF THE EIGHT GRADERS
AT MTS MA'ARIF 04 RUMBIA**

BY:
NUR INDAH TIARA
Student Number: 1501070283



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2021 M

AN UNDERGRADUATE THESIS
IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH FLIP STRATEGY
OF THE EIGHT GRADERS AT MTS MA'ARIF 04 RUMBIA

Presented as Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

By:
Nur Indah Tiara
Student Number: 1501070283

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

Sponsor : Drs. Kuryani, M.Pd.
Co –Sponsor : Andianto, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/ 2021 M



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

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

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH FLIP STRATEGY OF
THE EIGHT GRADERS AT MTS MA'ARIF 04 RUMBIA
Name : Nur Indah Tiara
Students Number : 1501070283
Department : English Education Department
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah Faculty of State Islamic
Institute (IAIN) of Metro.

Sponsor

Drs. Kuryani, M.Pd
NIP.196202151995031001

Metro, October 2021
Co-Sponsor

Andianto, M.Pd
NIP. 198711022015031004

Head of English Education
Department

Andianto, M.Pd
NIP. 198711022015031004



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

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

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : Pengajuan Munaqosyah

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di__

Tempat
Assalamualaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Nur Indah Tiara
NPM : 1501070283
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH FLIP STRATEGY OF THE EIGHT GRADERS AT
MTS MA'ARIF 04 RUMBIA

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

Wassalmu'alaikum Wr. Wb.

Sponsor

Drs. Kurvani, M.Pd
NIP.196202151995031001

Metro, Oktober 2021
Co-Sponsor

Andianto, M.Pd
NIP. 198711022015031004



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

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

NOTIFICATION LETTER

Number : -
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqasyah of Nur Indah Tiara**

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

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name : Nur Indah Tiara
Students Number : 1501070283
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH FLIP STRATEGY OF
THE EIGHT GRADERS AT MTS MA'ARIF 04 RUMBIA

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

Wassalmu'alaikum Wr. Wb

Sponsor

Drs. Kuryani, M.Pd
NIP.196202151995031001

Metro, October 2021
Co-Sponsor

Andianto, M.Pd
NIP.198711022015031004

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nur Indah Tiara

NPM : 1501070283

Faculty : Tarbiyah and Teacher Training

Department : English Education Department

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

Metro, August 2021
The Writer,



NUR INDAH TIARA
St. N. 1501070283



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroiniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No. B-4269/11.28.1/D/PP.00.9/10/2021

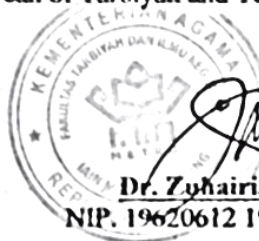
The Undergraduate Thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY OF THE EIGHT GRADERS AT MTS MA'ARIF 04 RUMBIA written by: NUR INDAH TIARA Student Number 1501070283, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, October 15, 2021 at 09.00-11.00 a.m.

BOARD OF EXAMINERS

Chairperson : Drs. Kuryani, M. Pd
Examiner I : Dr. Ahmad Subhan Roza, M. Pd
Examiner II : Andianto, M. Pd
Secretary : Aisyah Sunarwan, M. Pd



The Dean of Tarbiyah and Teachers Training Faculty


Dr. Zuhairi, M. Pd
NIP. 19620612 198903 1 006

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH FLIP STRATEGY OF THE EIGHT GRADERS
AT MTS MA'ARIF 04 RUMBIA**

ABSTRACT

**By:
NUR INDAH TIARA**

This research intended to present that the reading comprehension can be improved through intra-act strategy. The type of this research was Classroom Action Research (CAR) which involved 15 students in class VIII and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The material used in this study is a descriptive text. The researcher used observation, test, documentation, and field notes to collect data. The research is conducted collaboratively with an English teacher of MTs Ma'arif 04 Rumbia.

The finding of this research shows that there is improve the students' reading comprehension in descriptive text by using FLIP Strategy. It can be proved by the students' progress of the average score in pre test, post-test I, and post test II. The results of the study indicated that the overall scores of students reading comprehension from two cycles are 61,0 in pre-test, and 72,3 in post-test 1 and 75,6 in post-test 2. The activities of students in the learning process to be more active. The condition of the class was getting better. The students pay attention to the teacher's explanation in the learning activity. Based on the results of this study, it can be said that the FLIP Strategy can improve the students' reading comprehension at MTs Ma'arif 04 Rumbia.

Keywords: Reading Comprehension, Descriptive Text, FLIP Strategy, and Classroom Action Research

**MENINGKATKAN PEMAHAMAN MEMBACA
SISWA MELALUI STRATEGI FLIP
KELAS DELAPAN MTS MA'ARIF 04 RUMBIA**

ABSTRAK

**By:
NUR INDAH TIARA**

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat pemahaman membaca dapat ditingkatkan melalui penggunaan strategi FLIP. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 15 siswa kelas VIII dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Materi yang digunakan dalam penelitian ini adalah teks deskriptif. Penulis menggunakan observasi, tes, dokumentasi dan catatan lapangan untuk mengumpulkan data. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs Ma'arif 04 Rumbia.

Hasil penelitian menunjukkan bahwa terdapat peningkatan pemahaman membaca siswa dalam teks deskriptif dengan menggunakan Strategy FLIP. Hal ini dibuktikan dengan perkembangan nilai rata-rata pre test, post test I, dan post test II siswa. Hasil penelitian menunjukkan bahwa nilai keseluruhan meningkatkan kemampuan pemahaman membaca pada siswa dari dua siklus adalah 61,0 pada pre-test, dan 72,3 pada post-test 1 dan 75,6 dalam post-test 2. Aktifitas siswa dalam proses pembelajaran lebih aktif. Kondisi kelas semakin membaik. Siswa memperhatikan penjelasan guru dalam kegiatan proses pembelajaran. Berdasarkan hasil penelitian, dapat dikatakan bahwa Strategi FLIP dapat meningkatkan kemampuan pemahaman membaca pada siswa MTs Ma'arif 04 Rumbia.

Kata Kunci : Kemampuan Pemahaman Membaca, Strategi FLIP, Penelitian Tindakan Kelas.

MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا

Do not grieve; indeed Allah is with us." (Q.S. At-Taubah 9:40)

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always given to our prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S Pd.) in English Education Department entitled: “Improving the Students’ Reading Comprehension Throught Using Flip Strategy of the Eight Graders at MTs Ma’arif 04 Rumbia”

The writer would like to express his gratitude to the sponsor, Drs. Kuryani, M.Pd, and co-sponsor Andianto, M.Pd. who have sincerely guided the writer to accomplish this undergraduate thesis in time. Her gratitude also goes to:

1. Dr. Hj. Siti Nurjanah, M.Ag. The Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Zuhairi, M.Pdas the dean of the Tarbiyah and Teacher Training Faculty.
3. Mr. Andianto, M.Pd. the Head of English Education Department.
4. Mr. Almi, and Mrs. Nurul Sa’adah, as my parent, Thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.
6. His beloved Friends in English Education Department.

Finally, the writer realizes that this thesis is far from perfect. At last, she hopes this undergraduate thesis can be beneficial for all reader.

Metro, August 2021

The writer,

A handwritten signature in black ink, consisting of a large, stylized 'N' followed by a vertical line and a small flourish.

NUR INDAH TIARA
NPM.1501070283

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
ABSTRACT.....	iii
APPROVAL PAGE	v
NOTIFICATION LATTER	vi
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
ACKNOWLEDGMENT.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF THE TABLES.....	xvi
LIST OF THE FIGURS.....	xvii
LIST OF APPENDIXES.....	xviii
 CHAPTER I INTRODUCTION.....	 1
A. Background of study	1
B. ProblemIdentification.....	7
C. ProblemLimitation	7
D. Problemformulation	7
E. Objective and Benefit of theStudy	8
F. PriorReaserch	9
 CHAPTER II REVIEW OF RELATED THEORIES.....	 11
A. The Concept of Reading Comprehesion	11
B. The Concept of FLIP Strategy	18
C. Action Hyphotesis	21
 CHAPTER III RESEARCH METHODOLOGY	 22
A. Variables and Operationa Definition of Variables	22
B. Research Location.....	24
C. Subject and Object of Study	24
D. Action Plan	25
E. Data Collection Technique	33
F. Data Colleting Instrument.....	35
G. Data Analysis Technique	36

H. Indicators of Success	36
CHAPTER IV RESEARCH RESULT AND DISCUSSION	37
A. Result of the Research.....	37
B. Discussion	67
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion.....	74
B. Suggestion	75
BIBLIOGRAPHY	
APPENDICES	
DOCUMENTATION	
CURRICULUM VITAE	

LIST OF TABLES

Table	Page
1. Table 1.1 The Classification of students' Reading Comprehension	5
2. Table 4.1 The Condition Teacher of MTs Ma'arif 04 Rumbia.....	39
3. Table 4.2 The Condition Official Employers of MTs Ma'arif 04 Rumbia	40
4. Table 4.3 Students Quantity of MTs Ma'arif 04 Rumbia	43
5. Table 4.4 Reading Score Pre-Test.....	44
6. Table 4.5 The Frequency of Student's Grade in Pre-Test.....	45
7. Table 4.6 The Result of Student' Learning Activity in Cyle I.....	48
8. Table 4.7 The Frequency Students Activity Cycle I.....	49
9. Table 4.8 The Students' Score in Post-test I.....	52
10. Table 4.9 Frequency of Student's Grade in Post-test I	53
11. Table 4.10 The Comparison of Pre-Test and Post-Test I score in Cycle I.	54
12. Table 4.11 The Comparison of Pre-Test and Post-Test I in Cycle I.....	56
13. Table 4.12 The Result of Students' Activity in Cyle II	60
14. Table 4.13 The Frequency of Students' Activity in Cyle II.....	61
15. Table 4.14 The Students' Score of Post-test II	63
16. Table 4.15 The Frequency of Students' Grade in Post-test II.....	64
17. Table 4.16 The Comparison in Post-Test I and Post-Test II.....	65
18. Table 4.17 The Comparison of Score Post-Test I and Post-Test II	67
19. Table 4.18 The Comparison of Reading comprehension of Pre-test, Post-test and Post-test II.....	69
20. Table 4.19 The Comparison of Reading comprehension of Pre-test, Post-test and Post-test II in Cycle I and II.....	70
21. Table 4.20 The Percentage of Students Activities in Cycle I and Cycle II	71

LIST OF FIGURE

Figure	Page
1. Figure 1.1 Date of Pre-Survey	5
2. Figure 3.1 Kemmis and Mc Taggart Model.....	26
3. Figure 4.1 The Skets Location of MTs Ma'arif 04 Rumbia	42
4. Figure 4.2 The Percentage of the Students' Grade in Pre-test	45
5. Figure 4.3 The Percentage of Students' Activities in Cycle I.....	51
6. Figure 4.4 The Percentage of the Students' Grade in Post-test I	53
7. Figure 4.5 The Comperison of Percenage of Students.....	55
8. Figure 4.6 The Percentage of Students' Reading comprehension in Cycle II.....	62
9. Figure 4.7 Percentage of the Students' Grade in Post-test II	64
10. Figure 4.8 Percentage of the Students' Score in Post-test I and Pre-test II	66
11. Figure 4.9 The Comperison Grade Reading comprehension in Cycle I and Cycle II.....	70
12. Figure 4.10 Learning Activity in Cycle I and Cycle II	72

LIST OF APPENDICES

- Appendix 1.Syllabus
- Appendix 2.Lesson Plan
- Appendix 3. Answer Sheets on Pre-test
- Appendix 4. Answer Sheets on Post-test I
- Appendix 5. Answer Sheets on Post-test II
- Appendix 6.Students' Scores on Pre-test
- Appendix 7. Students' Scores on Post-test I
- Appendix 8.Students' Scores on Post-test II
- Appendix 9.Observation Sheet of Students' Activities in Cycle I
- Appendix 10.Observation Sheet of Students' Activities in Cycle II
- Appendix 11. Observation Sheet of Researcher' Activities in Cycle I
- Appendix 12. Observation Sheet of Researcher' Activities in Cycle II
- Appendix 13.Documentation Sheet
- Appendix 14.Field Note
- Appendix 15.Documentation of Research
- Appendix 16.Documentation of Research
- Appendix 17.Documentation of Research
- Appendix 18. The Letter of Free to the Book Library
- Appendix 19. The Letter of Free to the Book Major
- Appendix 20.Permit of Pre-survey
- Appendix 21.Response Letter of Pre-survey
- Appendix 22.Research Proposal Guidance Letter
- Appendix 23.APD Guidance Letter
- Appendix 24.Permit of Research
- Appendix 25.Response Letter of Research
- Appendix 26.Thesis Guidance Letter
- Appendix 27.Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of study

English instruction is a very meaningful effort that aims not only to transfer knowledge related to English, but also to familiarize language learners to communicate using English in everyday life both orally and in writing. English language in Indonesia is a foreign language that can be obtained through the learning process in formal and informal institutions. Teaching English plays an important role in delivering language learners to master English the international language. English supports one's achievement in the world of education, the world of work, social and culture. English teaching includes four language skills including listening, reading, speaking and writing.

Moreover, English is a tool for communicating verbally and in the written way. Communication is the process of understanding and disclosing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to speak, namely the ability to understand or to produce oral or written texts that are realized in four language skills namely listening, speaking, reading and writing. These four skills are used to respond or to create discourse in people's life. Therefore, English subject is directed to develop these skills so that graduates are able to communicate and to write in English at a certain level of literacy.

In addition, reading is a cognitive process that involves decoding symbol to arrive at meaning. Reading is an active process of constructing meanings of word. It is an interactive process between the reader and the writer. By the intensive reading process, people can increase intellectual levels, build their reasoning power. The reading results can encourage the creativity and the productivity supported by the breadth of insight and vocabulary selection.

Reading is an activity that requires concentration and focus. The more people read, the more knowledge they get. The brain's ability will increase with its intensity in reading. When people read, they find new insights. There are many new things that people find in a reading. By reading a lot, the readers can add useful knowledge. Book is a window of the world. The key to opening it is reading. This expression clearly illustrates the benefits of reading, namely opening, broadening one's horizons and knowledge. There are many benefits of reading including helping to develop thinking and clarifying ways of thinking, increasing knowledge, improving memory and understanding. By reading frequently, a person develops the ability to process science, to study various disciplines, and to apply in life.

Moreover, there are two aspects that affect reading comprehension including of internal and external aspect. Internal aspect is a type of aspect that arises from inside of the human. There are two aspects of internal aspects namely psychology and linguistic aspect. Psychological aspect is a

kind of aspect that consists of three factors, namely motivation, interest and confidence. The existence of a high motivation comes from within the student. The interest in reading high students is accompanied by interesting text. Therefore, students will not boring of reading. In addition, linguistic aspects are aspects that consist of vocabulary mastery, grammatical mastery, spelling, pronunciation, and comprehension ability. When students already have these aspects, students are easier to understand a text they read. Therefore, students' interest will be higher for reading.

However, the ability to read in English is influenced by various aspects that can be categorized classified into linguistic aspects and non-linguistic aspects. Aspects of linguistic aspects that affect reading include vocabulary mastery, grammar mastery, determining ideas and supporting ideas, inference / summarizing, comprehension of context. The ability to deduce the contents of a reading will strengthen the ability of the reader to find the main message of a reading. The ability to understand reading will strengthen the quality of the results of the reading process.

Reading in English is also influenced by non-linguistic aspects including learning media, teaching strategies, reading habits, environmental support, and psychological aspects. The use of interesting media in the reading process will increase the motivation and interest of the reader. The right teaching strategy in process of improving reading comprehension creates an effective learning process.

Problems in reading English texts are also caused by non-linguistic factors which include the use of unattractive teaching media. Teaching media used such as picture books, magazine, and comics. The use of non-attractive teaching media will make students get bored quickly and not focus on what is being taught. the inappropriate use of teaching strategies will cause the reader to be unable to understand the contents of the reading. Weak support from the family and community environment also influences the reader to read awareness. the low motivation to read will cause the reader to have no interest in reading. A lot of experience not eager to read, and not being interested in reading will lead to lack of information, and non-intensive reading habits cause the reader not to understand and not get the contents of a reading in depth.

In line with reading problems above, the researcher also had found problems in reading experienced by the students in class at VIII MTs Ma'arif 04 Rumbia. Reading problems are obtained from the results of pre-surveys that have been carried out on August 15th, 2019. The results of the pre-survey above are classified into two categories based on English, as follows:

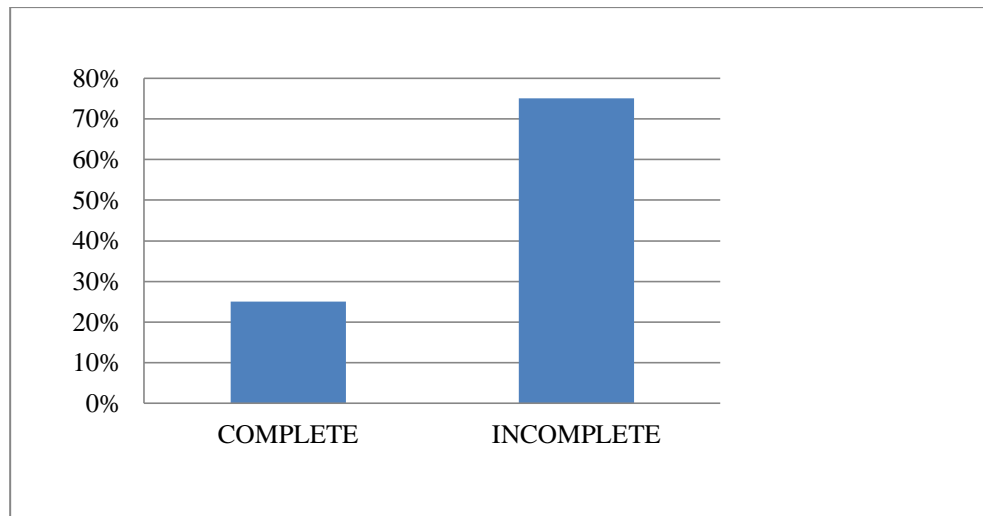


Figure 1.1 Date of Pre-Survey Result Reading comprehension the eighth graders at MTs Ma'arif 04 Rumbia

The results of the pre survey above are represented in the following table:

Table 1.1
The Classification of the Students' Reading Comprehension MTs
Ma'arif 04 Rumbia

No	MMC	Number	Percentage	Creteria
1	<75	15	75%	Incomplete
2	≥75	5	25%	Complete

Based on the table of pre-survey results above, it is known that the percentage of students in grade VIII of MTs Ma'arif 04 Rumbia who has a percentage of students who are less than the Minimum Mastery Criteria is 75%. Meanwhile, the percentage of students with Minimum Mastery Criteria is more than 25%. It means that the percentage of students who achieve Minimum Mastery Criteria is less than the percentage of students who do not achieve Minimum Mastery Criteria, therefore it can be concluded that the

reading ability of the eight grade at MTs Ma'arif 04 Rumbia is unsatisfactory.

From the pre-survey results it is also known that the reading comprehension of the eight grade at MTs Ma'arif 04 Rumbia is due to the limited English vocabulary they had. Problems reading of the eight grade at MTs Ma'arif 04 Rumbia is also caused by the lack of mastery of reading, they also have difficulty in determining the main ideas and supporting ideas for reading so that they have difficulty to determine important information from a reading. They have low reading motivation.

The researcher uses FLIP strategy, because the strategy is one of the strategies that can improve the reading comprehension of students of class VIII MTs Ma'arif 04 Rumbia. Based on all of the explanation above, the researcher will conduct a classroom action research entitled "Improving The Students Reading Comprehension Through FLIP Strategy of The Eight Graders at MTs Ma'arif 04 Rumbia".

B. Problem Identification

Based on the description of the background of the above study, several research problems include the following:

1. Students have limited English vocabulary mastery.
2. Students have limited English grammar skill.
3. Students have low ability reading comprehension.
4. Students' inability to determine the main ideas and supporting ideas.

5. Students have low motivation reading.

C. Problem Limitation

After identifying the problem, the writer limited the problem of this research only by focusing on students' problems of low ability reading comprehension. Efforts to limit this problem will be complemented by the application of FLIP strategy. Therefore the title of this research is "Improving The Students Reading Comprehension Through Flip Strategy of The Eight Graders at MTs Ma'arif 04 Rumbia".

D. Problem Formulation

After limiting research problems, the research formulation of research problems is as follows:

"Can FLIP Strategy improve reading comprehension of the Eighth Grade at MTs Ma'arif 04 Rumbia?"

E. Objective and Benefit of the Study

1. Objective of the Study

Based on the problem formulation above, the objectives of this research are as follows FLIP strategy can improve students' reading comprehension and learning activities of eight grade of MTs Ma'arif 04 Rumbia.

2. Benefit of the Study

This research is expected to provide benefits for students, English teachers and other researcher.

- a. For the Student

This research is expected to benefit students by providing alternative teaching techniques through techniques students can be more motivated in the reading process. Therefore it is expected that students' reading comprehension can improve.

b. For the English Teacher

This research is expected to inspire English teachers in an effort to improve students' reading comprehension. By the implementation of the FLIP strategy, the teacher will find it easier to condition students to be more focused in the process of learning to read. In addition, the application of the FLIP strategy helps teachers to reduce saturation or habits in the process of learning to read.

c. For the Next Researcher

It is hoped that this research will be the real improvement that FLIP Strategy is able to be used to improve student reading comprehension. Therefore, the other research will carry out FLIP strategy to the next teaching and learning in the classroom in teaching reading.

F. Prior Reaserch

There are three previous of some research that have relation to this research. The first prior research is done Abbas and Desi Membertiin her thesis entitled "Using Friendliness, Language, Interest, And Prior Knowledge (FLIP) Strategy to Improve Students' Reading Comprehension in Narrative Text of the Eighth Grade SMP Negeri 29 Pekanbaru". Teaching reading comprehension by using FLIP strategy can improve the reading

comprehension narrative text at VIII.3 of SMP Negeri 29 Pekanbaru. It can be seen from the achievement of students where the score of cycle was higher. The differences between the first prior research and this research is text, the type of text used to improve students' reading skills was descriptive text.

In addition, the second previous research is done Mia Widya Rahmain her thesis entitled "The Contribution of FLIP (Friendliness, Language, Interest and Prior Knowledge) Strategy Towards Students' Reading Comprehension at Third Grade Students of SMPN 4 Batipuh". The difference between the second prior research and this study is research method. The method of the second prior research is quantitative and qualitative research; while this research method is CAR.¹

Moreover, the third previous research is done by Hendricks and Katheryne in her journal untitled "Using Higher Order Thinking Skills To Improve Reading Comprehension". The differences between the third prior research and this study are teaching strategy and research method. The method of the third prior research is quantitative research while the method of this study is CAR.²

Based on all the description related to some prior research, it can be concluded that in this research the writer has position as observer. Furthermore to make previous research a guideline for continuing this research.

¹Mia WidyaRahma, *The Contribution of Flip (Friendliness, Language, Interest and Prior Knowledge) Strategy Towards Students' Reading Comprehension at Third Grade Students of SMPN 4 Batipuh*, (Sumatra Barat: Staff Pengajar Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, 2014), P.1

² Hendricks and Katheryne, *Using Higher Order Thinking Skills To Improve Reading Comprehension*. (Saint Xavier University), P.1

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Reading Comprehension

1. Definition of Reading

According to Jonson, reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.³ It means that reading applies a text to get a meaning from the text. So that the reader can understand the contents of the text.

Dr. Patel and Jain defines reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading comprehension is an important tool for academic success.⁴

Brown state that reading is a skill that teachers simply expects learners that aquire. Basic, beginning-levels textbooks in foreign language presuppose a student's if only because it's a book that is medium.⁵ It is in the process learning to get information in beginning level of bottom.

Based on some definition above, the researcher can be concluded that reading is basic of language and the important thing for student to be mastered, especially in learning English. Reading is also a process that is

³ Andrew P. Johnson, *Teaching Reading and Writing*, (USA,2008), p.3

⁴Dr. M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), p.113

⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco, 2004), p.185

very useful in getting information or important message from the in reading. The readers also must understand the message and information what they have read.

2. Definition of Reading Comprehension

Reading and comprehension are two things that cannot be separated each other; they are highly interrelated. According to Dorn, comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels.⁶

Comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies. In other word comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences⁷.

Moreover Brown states that in teaching reading teacher must know specification of reading comprehension. According to Brown, specification in reading comprehension⁸:

- a. Main idea (topic).
- b. Phrases in content.
- c. Inference (implied detail).
- d. Grammatical feature.
- e. Detail (scanning for a specifically stated detail).

⁶ Linda J Dorn and Carla Sofis, "Teaching for Deep Comprehension: A Reading Workshop Approach", (Stenhouse Publishers; 2005), P.1

⁷Ibid.P.6

⁸Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (San Fransisco : Longman, 2003), p.206

- f. Excluding fact not written (unstated details).
- g. Supporting idea.
- h. Vocabulary Content.

Based on the definition above, Reading Comprehension is an activity by human to read the text with constructing meaning through interaction and involvement to get the information when they read a text courageously.

3. Strategies for Reading Comprehension

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

a. Skimming

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming give 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.⁹

b. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a

⁹H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy*, (New York: Longman, 2001), P 306.

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.

c. 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:

- 1) Looking for prefixes (co-, inter-, etc) that may give clues.
- 2) Looking for suffixes (-tion, -ally, etc) that may indicate what part of speech it is.
- 3) 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").
- 4) Looking for grammatical contexts that may signal information.
- 5) Looking at the semantic context (topic) for clues.

4. Models of Reading

In the reading comprehension, there are three important models which should be paid more attention such as:

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word

and decodes meaning.

b. Top-down Model

Top-down model emphasizes the importance of these schemata, and the reader's contribution, over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption.

c. Interactive Model

Interactive model is a combination among bottom up and top-down models and emphasizes the interaction between a reader and the text.¹⁰

5. Indicator of Reading

William Grabe states that the indicators of reading skill are:

- a. The ability to skim to build appropriate anticipation for task demands.
- b. The ability to comprehend the text (main ideas and supporting information).
- c. The ability to connect sets of supporting information within an organizing frame in which all the parts fit together.¹¹

Next, Notice that this set of questions, based on a word passage, covers the comprehension of these features: main idea (topic), expressions/idioms/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail),

¹⁰ J. Charles Alderson, *Assessing reading* (New York ; Cambridge University Press, 2000), p.16-18.

¹¹ William Grabe, *Reading in a Second Language , Moving from Theory to Practice* (New York: Cambridge University Press, 2009) p. 13.

excluding facts not written (unstated details), supporting idea, and vocabulary in context.¹²

From the indicator of reading skill above it can be concluded that the reading indicator is very important in one component of the reading that requires the reader to have the ability to read the text, as well as the ability to relate information in the reading.

6. Reading Assessment

There are two forms of reading assessment, the first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.¹³

A second, related implication pertains to the assessment of comprehension skills. Just as television and other no reading stories can be used to foster comprehension skills, they can be used to assess those skills. The findings of our research suggest three principles for assessing comprehension. First, comprehension skills develop early in a child's life: Even 4-year-old children show the hallmarks of comprehension that define

¹²H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: Pearson Education, 2004) p. 206.

¹³Elizabeth B. Bernhardt et al., *Teaching Reading* (Switzerland: International Bureau of Education Publishers), p. 18.

comprehension in much older, proficient readers. Second, comprehension profiles in young children for different media are highly related, sharing a common core. Third, the assessment of such comprehension skills should focus on multiple aspects of comprehension rather than a single aspect. In addition, it should include both quantity and quality of comprehension. For example, in our research children watch television narratives and are asked to recall everything they remember from the stories. In addition, they answer questions aimed at different levels of inference-making related to the causal structure of the narrative.¹⁴

Hempenstall has suggested that the purposes for assessment in reading include:

- a. Diagnosing particular areas of strength or weakness.
- b. Using the information for decisions about instruction.
- c. Measuring a child's progress over a period of time.
- d. Comparing one child's progress to that of his or her peers.
- e. Screening children for special assistance.¹⁵

7. Measurement of Reading

To know the achievement of reading should be measured use the assessment of reading, can be used namely:

- a. Pronominal Questions, Imperatives

¹⁴ Danielle S. McNamara, *Reading skill Strategies Theories, Interventions, and Technologies* (London: Lawrence Erlbaum Associates Publishers, 2007), p. 38.

¹⁵ Peter Westwood, *Reading And Learning Difficultie: Approaches to Teaching and Assessment* (Australian: Acer Press Publishers, 2001), p. 78.

In pronominal questions, the students should be answering the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answer is required and these forms of questions are called short answer questions.

b. True/False, Yes/No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

c. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.¹⁶

B. The Concept of FLIP Strategy

1. Definition of FLIP Strategy

According to Schumm and Mangrum, FLIP stands for friendliness, language, interest and prior knowledge. FLIP strategy is a strategy often used with middle and high school students for content area material, but it can be modified so that even younger students can use it to determine if a

¹⁶I.S.P Nation, *Teaching ESL/EFL.*, p. 77-79.

text is right for them.¹⁷

According to Shay Schumm FLIP is a procedure for students to use to estimate the difficulty level of text and to develop a reading plan to read and learn from text. The acronym stands for Friendliness, Language, Interest, and Prior Knowledge.¹⁸

In addition, Ogle said that students can be taught to use FLIP Strategy that tackling reading selection on standardized test. The FLIP Strategy asked students to literally flip through the reading passages to determine which passages seem most accessible or friendliest to them based on language, interest and prior knowledge.¹⁹

2. Advantage and Disadvantage of FLIP Strategy

a. Advantage of FLIP as follows:

- 1) The students are able to identify topic, identify main idea, identify reference word, identify literal meaning of specific word and understand stated information.

¹⁷ Mia WidyaRahma, *The Contribution of Flip (Friendliness, Language, Interest and Prior Knowledge) Strategy Towards Students' Reading Comprehension at Third Grade Students of SMPN 4 Batipuh*, (Sumatra Barat: Staff Pengajar Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, 2014) P.3 Katherine D. Wiesendanger, *Strategies for Literacy Education*, (Ohio, 2004), P.181

¹⁸ Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (New York, 2006), p.276

¹⁹ M. FadhlyFarhy Abbas and Desi Memberti, *Using Friendliness, Language, Interest, And Prior Knowledge (Flip) Strategy to Improve Students' Reading Comprehension in Narrative Text of the Eighth Grade SMP Negeri 29 Pekanbaru*, (Pekanbaru, 2018), P.132

- 2) FLIP strategy was very usefull in order to help the students to find the text and help them in understanding and comprehending the text that they chose.²⁰
- 3) Teaching reading comprehension by using FLIP strategy can improve the reading comprehension.
- 4) Teaching reading comprehension by using FLIP has some factors that can influence the changing of students.²¹

b. Disadvantage of FLIP as follows:

Strategy FLIP has its disadvantage the students are only motivated by the text and lack of developing imagination and activity.

3. The Procedure of FLIP Strategy

FLIP Strategy lesson can be applied in class by procedures as follow:

- a. To evaluate the reading assignment, give students FLIP charts to complete.
- b. Instruct students to record the title and the number of papers in the assignment, and then begin FLIP. Rate each of four elements of FLIP on a scale from 1 to 5, with 5 indicating a positive rating.
- c. Friendliness, Have students examine their assignment to locate the fiend text features listed on the FLIP chart.

²⁰ Mia WidyaRahma, *The Contribution of Flip (Friendliness, Language, Interest and Prior Knowledge) Strategy Towards Students' Reading Comprehension at Third Grade Students of SMPN 4 Batipuh*, (Sumatra Barat: Staff Pengajar Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, 2014), p.3-4

²¹ M. Fadhly Farhy Abbas and Desi Memberti, *Using Friendliness, Language, Interest, And Prior Knowledge (Flip) Strategy to Improve Students' Reading Comprehension in Narrative Text*, p.135

- d. Language, instruct student to skim the assignment to determine the number of new terms. Then have them read three random paragraph to focus on the vocabulary level and complicated sentences.
- e. Interest. Guide student to read the title, introductions, headings, subheadings, and summary and to examine the picture and graphics.
- f. Prior knowledge. Use the quick survey completed during the Interest step to let the students determine if they have prior knowledge of assignment subject matter.
- g. After all four FLIP elements have been rated, have students evaluate the overall difficulty of the reading assignment. Have students add up their ratings to get an overall level of comfort for the assignment.²²

C. Action Hypothesis

The use of FLIP strategy can improve the students' reading comprehension and learning activities among the eight grade of MTs Ma'arif 04 Rumbia.

²²Katherine D. Wiesendanger, *Strategies for Literacy Education*, (Ohio, 2004), p.181

CHAPTER III

RESEARCH METHOD

A. Variables and Operationa Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is FLIP Strategy that will be implemented to improve the students' reading comprehension in easy way. This strategy is useful to make the students to understand the main idea of each paragraph. The dependent variable of this research is reading comprehension as one of the four of language skills that has to be mastered by the students in order to be able to get information, or idea from the text what the writer mean.

2. Operational Definition of Variable

An operational definition is the specification of how you will define and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled "Definition of Terms." Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.²³

²³John W. Creswell, *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research* (Boston: Parso, 2012), p.151

Based on statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Nunan, dependent variable is a written cloze test, then the default definition of 'listening comprehension' is the ability to complete written cloze passage.²⁴ The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure reading comprehension of students, the writer took the writing test by gave an exercise. The students will get the reading comprehension test. The student will answer reading comprehension question based on the text. It was a simple test as a sample to know about the students' reading comprehension ability. The indicators of a reading test in this variable are:

- 1) The students are able to identify reading topic.
- 2) The students are able to understand the author's purpose.
- 3) The students are able to comprehend the main idea and supporting idea of the text.
- 4) The students are able to know the meaning of vocabulary provided in the text.
- 5) The students are able to compare text information with prior knowledge of topic.

²⁴David Nunan, *Research Method in language Learning* (Cambridge: Cambridge University Press, 1992), P. 15

b. The Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is FLIP strategy. To observe this variable the researcher will use observation sheet. In reading comprehension there are some indicators that indicated the students are able to comprehend a reading text as follows:

- 1) The students showed good respond to learn reading comprehension using FLIP strategy.
- 2) The students have more concentration in the process of reading.

Moreover, based on the explanation above, in this research the writer will use FLIP strategy to conduct a treatment for the students the eight graders of MTS Ma'arif 04 Rumbia. In addition writer will collect the data by asking the students to multiple choices.

B. Research Location

Classroom action research was conducted at MTs Ma'arif 04. The location of the research in Rukti Basuki Kec.Rumbia Kab. Lampung Tengah.

C. Subject and Object of Study

The subjects of this research are the students of the eight graders of MTs Ma'arif 04 Rumbia. The total of student is 20, consisting of 10 male and 5 female. While, the object of this research is the students' descriptive text reading comprehension at class VIII of MTs Ma'arif 04. This classroom action research is collaborative study. The collaborator of this research is the

English teacher of the eighth grade.

D. Action Plan

1. Classroom Action Research

This research uses the classroom action research. According to John W. Creswell action research are the most applied design and the most practical design. Action researchers explore a practical problem with an aim toward developing a solution to a problem.²⁵ It means that with the existence of practical design applicable will easy the researcher solve a problem that happened so can achieve expected goals.

In addition, Jean McNiff and Jack Whitehead, asserts that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.²⁶ Therefore, with the action research all activities carried out can be directly evaluated without any obstacles whatsoever. Classroom action research here means an action taken by the teacher to monitor the learning process of students.

Meanwhile, Zina O'Leary explanation above, Action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection. Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously

²⁵ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative research* (America: Pearson Education, 2012), p. 576.

²⁶ Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research An Introduction* (London: Sage Publications, 2006), p. 7.

refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles.²⁷ In action research must have integrated knowledge, where in the process of research the action must go through several cycles that have been arranged systematically.

Classroom action research (CAR) has various models but in this research the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection.²⁸ This phases can be seen by following figured:

²⁷Zina O'Leary, *The Essential Guide To Doing research* (London: Sage Publications, 2004), p. 140.

²⁸Anne Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), p.32.

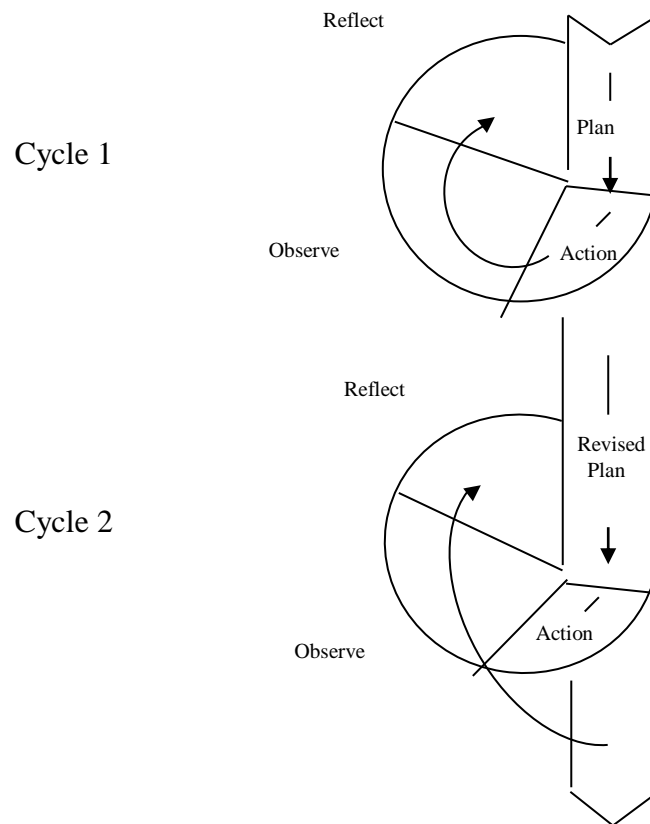


Figure 3.1 Kemmis and Mc Taggart Model²⁹

This figure describes the sequence of the research which is preceded by planning, followed by action, observation, and reflection that implement in each cycle in a spiral system. The assumption is if the determined outcome in the first cycle cannot be achieved or there may be found a new problem, so it will probably be continued and resolved in the next cycle that has the same phase as the first cycle.

In this case, the researcher conducted classroom action research in the Eighth graders of MTs Ma'arif 04 Rumbia. The reason why the researcher conducted classroom action research because the

²⁹ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 33.

researcher wants to improve the reading comprehension of the eighth graders of MTs Ma'arif 04 Rumbia by using FLIP strategy.

2. The Steps in the Research

a. The procedure of cycle 1

1) Planning

In cycle 1 the researcher carried out the planning stage by doing:

- a) Preparing lesson plan by considering the curriculum and syllabus that applies in the eighth graders.
- b) Preparing teaching materials related to reading comprehension descriptive text.
- c) Preparing teaching media related to teaching reading using the FLIP strategy.

2) Acting

At the acting stage the researcher was carried out the following learning activities:

a) Pre-activity

- (1) Greeting students and ask them to pray.
- (2) Providing motivation to students to read English texts.

b) While activity

- (1) Determining an overall purpose for reading a particular assignment.
- (2) Selecting sections from the text that are essential to the purpose and that may cause confusion.

(3) Developing questions or informative statements to help the students understand the section of text.

(4) Presenting the guide to the students and explain its purpose as an adjunct to their text. Demonstrate the use of the guide by having the students work through a guide with you.

(5) After the students complete the FLIP, have them discuss their answers.

(6) Displaying the class FLIP in the classroom for future reference.

c) Post activity

Post activity in this research the researcher did the following:

(1) Asking students to ask questions about material that is poorly understood.

(2) Answering student's questions.

(3) Giving feedback to students.

3) Observing

In this phase, the researcher would conduct some activities as follows:

a) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

- b) Identifies the students' achievement in learning writing ability by giving the test after CAR in cycle 1.
- c) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

4) Reflecting

In the fourth phase, the research and the collaborator was discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the research and the collaborator was also analyzed the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of FLIP Strategy run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator was conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. The procedure of cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher was repaired the problem in the next cycle. It was explained as a follow:

- a) The researcher was analyzed the reflection result to obtain the solving problem.
- b) The researcher was revised and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The researchers rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Acting

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

- a) Pre-activity
 - (1) Greet students and ask them to pray.
 - (2) Provide motivation to students to read English texts.
- b) While activity
 - (1) Determine an overall purpose for reading a particular assignment.
 - (2) Select sections from the text that are essential to the purpose and that may cause confusion.

- (3) Develop questions or informative statements to help the students understand the section of text.
- (4) Present the guide to the students and explain its purpose as an adjunct to their text. Demonstrate the use of the guide by having the students work through a guide with you.
- (5) After the students complete the FLIP, have them discuss their answers.
- (6) Display the class FLIP in the classroom for future reference.

c) Post activity

Post activity in this research the researcher did the following:

- (1) Ask students to ask questions about material that is poorly understood.
- (2) Answer student's questions.
- (3) Give feedback to students.

3) Observing

In this phase, the researcher was conducted some activities as follows:

- a) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- b) Identifies the students' achievement in learning writing ability by giving the test after CAR in cycle 1.

- c) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

4) Reflecting

In the fourth phase, the researcher and the collaborator was discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator was also analyze the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of FLIP Strategy run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

E. Data Collection Technique

The data was collected by using method as follows:

1. Test

Test of this research consist of pre-test that was conducted before the treatment and post-tests that was done at the end of each cycle. The post test was done after the treatments. After the treatment, the student was have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher was done the test in order to know

the reading comprehension of the eight grade of MTs Ma'arif 04 Rumbia. The test that was done included of pre-test and post-test. Both of the tests are in form of asked the students' to read and arrange the text.

2. Observation

Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.³⁰ It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher was observed the learning process of the eight graders of MTs Ma'arif 04 Rumbia.

3. Documentation

Documentation was referred to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools, it can have a number of features.³¹ It means that documentation is note of information in the form of documentation. The researcher used this method to get data about eight graders of MTs Ma'arif 04 Rumbia.

³⁰Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006),p.58.

³¹*Ibid*, p.273.

F. Data Collecting Instrument

1. Reading Test Question

To measure students' reading comprehension of the eight graders of MTs Ma'arif 04 Rumbia, the researcher was applying some reading tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to arrange descriptive text based on the text that are related on the topics of descriptive text.

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher was using observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teachers-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

3. Documentation

Another method to collecting the data is documentation. Documentation is all bases of materially fixed knowledge and capable of

being used for consultation, study, and proof.

The writer used the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the structure organization of MTS Ma'arif 04 Rumbia in the academic year 2019/2020.

G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Tabulating the result of the test, finding the mean of the pre-test and the post-test. The mean will be calculated by applying the following formula:

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

Note:

P = Class percentage

F = Frequency

N = Number of student³²

The formula to get the average score of pre-test and post-test:

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

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students³³

H. Indicators of Success

To find out the data acquisition, the researcher will analyze the test results by taking the pre-test and post-test scores. Furthermore, these results

³²AnasSudijono, *PengantarStatistikPendidikan*(Jakarta:PT. Raja GrafindoPersada, 2009), p. 43.

³³ Donald Ary at all, *Introduction to Research in Education*, p.108

must achieve complete reading comprehension in this class of at least 75 and 70% of students who are active in the student learning process have passed, the researcher will not continue to the next cycle. There will be a minimum of two cycles in this classroom action research.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of the Research Location

a. Description of MTs Ma'arif 04 Rumbia

MTs Ma'arif 04 Rumbia is located on the street. Simpang Ma'arif Ruktibasuki, Rumbia, Central Lampung. Although MTs Ma'arif 04 Rumbia has a private status, it does not lag behind other schools in the Rumbia area.

MTs Ma'arif 04 Rumbia was established in 1984, which at that time was still part of center Lampung before the territorial expansion. MTs Ma'arif 04 Rumbia stands on an area of 3500m² with a building area of 425.5m². MTs Ma'arif 04 Rumbia began operating in.

b. Vision and Mission of MTs Ma'arif 04 Rumbia

1) Vision of School

Achievement, morals, and environmental care.

2) Mission of School

- a) Creating an situation of learning that is correct, enjoyable, communicative, responsive, and interactive.

- b) Developing attitudes, religious behavior and religious principles in the school environment and outside of the school.
- c) Developing the educational facilities and infrastructure.
- d) Implementing the school culture that is conducive to achieve basic education goals.
- e) Carrying out activities and developing training or guidance for Science, Mathematics, English Olympics, subjects and art competitions.
- f) Carrying out activities and developing training in sports guidance, Scouting, Red Cross Teen, School Health.
- g) Carrying out activities and developing training or guidance on Islamic Spiritual.

c. Purpose of School

The objectives of organizing the MTs Ma'arif 04 Rumbia vocational junior high school are as follows:

- 1) Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and developing themselves in order to be ready to compete.
- 2) Producing the graduates who are virtuous, faithful and devoted.

d. Motto

"Skills, discipline, behaviour, and morality"

e. The Condition of Teacher and Official Employers of MTs

Ma'arif 04 Rumbia

The condition of teachers and the official employers in MTs Ma'arif 04 Rumbia, the numbers of teachers and official employers in MTs Ma'arif 04 Rumbia.

Table 4.1

The Condition Teacher of MTs Ma'arif 04 Rumbia

No	Name	Position
1	UmmuZainab, M.Pd	Headmaster
2	HadiPranoto, S.T	Vice of Public Relation
3	M. Reza Rasyid, S.Pd	Vice of Students
4	HadiPranoto, S.T	Vice of Curriculum
5	Rusparmi	Vice of Infrastructure
6	Surani, S.Pd	Head of Library
7	OktaEfriansyah, S.Pd	Head of Computer Lab
8	NurdaYuliasmi, S.Pd	Teacher
9	Mislan	Teacher
10	Dian Verdiani, S.Pd	Teacher
11	Tri Widiati, S.Pd	Teacher
12	Suranto, S.Ag	School Committee

Table 4.2
The Condition Official Employers of MTs Ma'arif 04 Rumbia

No	The Subjets	Educational Background		Civil Cervant	The Outstanding Teacher	Total
		S1	S2			
1	Prakarya	-	-	-	1	-
2	Indonesian Language	1	-	-	1	1
3	Civics	-	-	-	1	-
4	Penjas/Orkes	1	-	1	-	1
5	Art and Culture	1	-	1	-	1
6	Mathematics	1	-	1	1	1
7	English Language	1	-	-	1	1
8	Science	1	-	-	1	1
9	Social Sciences	1	-	-	1	1
10	Arabic Language		-	-	1	-
11	Kemuhammadiyanan	1	-	-	1	1
12	Aqidahakhlak	-	-	-	1	-
13	Fiqih	1	-	-	1	1
14	Lampung Language	1	-	-	1	1
Total		10	-	3	13	10

f. The condition of Building and The Sketch of MTs Ma'arif 04

Rumbia

To support teaching and learning process, MTs Ma'arif 04 Rumbia has many buildings and other supporting facilities. These buildings and facilities can be seen as follow:

1) Facilities and Infrastructures

- a) The build covering 1500 M
- b) The principal's office
- c) The vise of principal's office
- d) The room of expertise program
- e) The room of administration
- f) The room of teacher
- g) The student's organization space (IPM)
- h) The counseling room (BK)
- i) The school health unit room (UKS)
- j) Library
- k) Mosque

2) The Sketch Location of MTs Ma'arif 04 Rumbia was illustrated as follow:

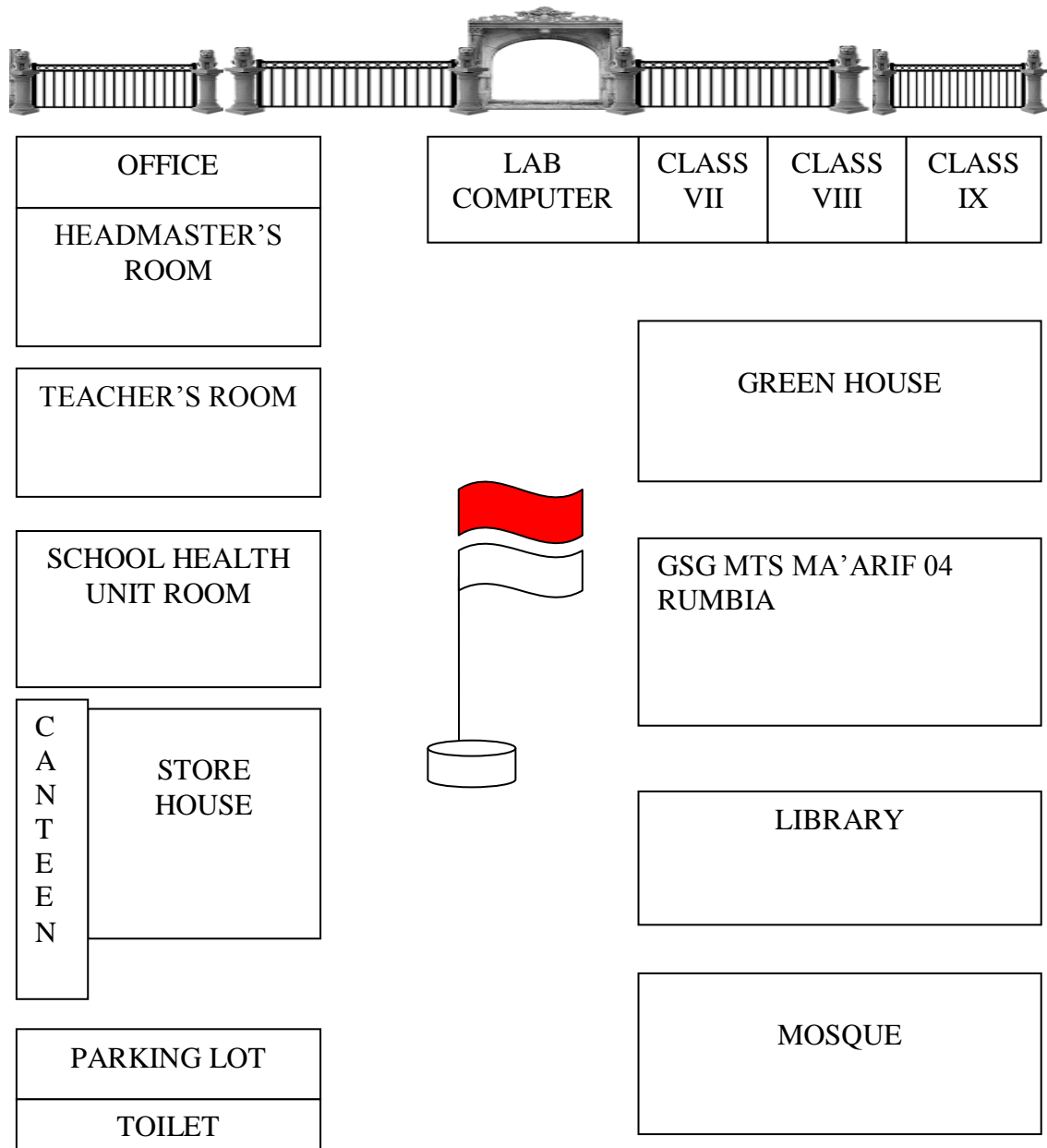


Figure 4.1 The Sketch Location of MTs Ma'arif 04 Rumbia

g. The Quantity Students of MTs Ma'arif 04 Rumbia

The quantity students of MTs Ma'arif 04 Rumbia that is identified, as follows:

Table 4.3
The Students' Quantity of MTs Ma'arif 04 Rumbia

No	Class	Total
1	VII	26
2	VIII	15
3	IX	28
Total		74

2. Description of the Research Data

The researcher used classroom action research. It was conducted in two cycles including of cycle I and cycle II. Each cycle consists of two meetings. Each meeting takes 2 x 45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Nurda, S. Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on June 23, 2021 at 2x45. All the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test

was administrated to the students to be finished individually. The kind of test was multiple choice tests. Then, the students' pre-test result is illustrated on the table below:

Table 4.4
Students' Pre-test Score

NO	NAME	SCORE	CATEGORY
1	AEF	65	INCOMPLETE
2	AF	75	COMPLETE
3	AIM	60	INCOMPLETE
4	BWS	60	INCOMPLETE
5	BL	75	COMPLETE
6	BZZ	50	INCOMPLETE
7	DWK	75	COMPLETE
8	EYS	75	COMPLETE
9	FDK	65	INCOMPLETE
10	GS	45	INCOMPLETE
11	HDY	55	INCOMPLETE
12	IPY	50	INCOMPLETE
13	ILR	45	INCOMPLETE
14	JLW	65	INCOMPLETE
15	KLM	55	INCOMPLETE

Source: *The result score of reading pre-test of the eighth graders of MTs Ma'arif 04 RumbiaJany 23, 2021.*

Table 4.5
Frequency of students' grade in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	< 75	11	70%	Incomplete
2	≥ 75	4	30%	Complete
Total		15	100%	

Source: The result score of reading pre-test of the eighth graders of MTs Ma'arif 04 Rumbia Juny 23, 2021.

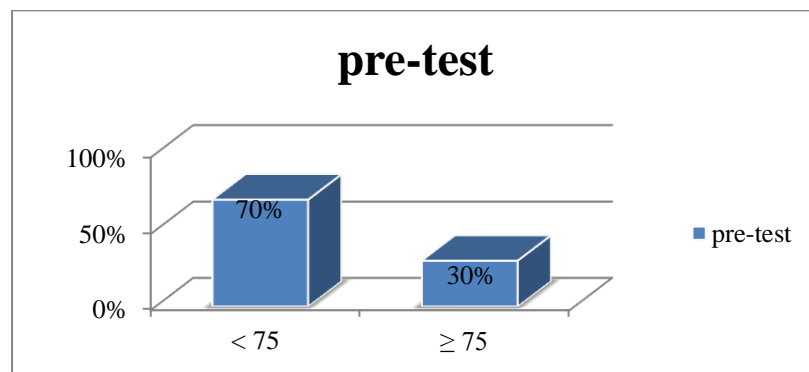


Figure 4.2 The Percentage of the Students' Score in Pre-test

Based on the data above, it could be inferred that 11 students (70%) were not successful and 4 other students (30%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MTs Ma'arif 04 Rumbiaat least 75. The successful students were fewer than those unsuccessful students. Therefore, the researcher used FLIP Strategy to Improve students' reading comprehension.

b. Cycle 1**1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting**a) The first meeting**

The first meeting was conducted on June 24, 2021 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. Afterwards, the researcher gave the material of descriptive text.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed

that most of students gave their full nice attention to the researcher when the study time came

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure and social function of descriptive text. After that, the researcher gave example of descriptive text.

Afterward, the researcher instructed the students to write what the researcher write in the blackboard and give students examples of texts that contain descriptive text and questions and relate to the application of FLIP Strategy. The students begin to read the texts that have been given by researchers. The tittle of this texts is “My Cat”. Students must understand the text. Then students must decide and answer the questions in the text. After finishing answering questions in the text, the researcher asks students to submit them to the researcher.

b) The second meeting

The second meeting was conducted on June 30, 2021 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. The activity continues by providing some further explanation about descriptive texts and how to apply the FLIP strategy for understanding. Then, at the end of this meeting the researcher took the first post-test cycle with similar tasks in the previous pre-test. This type of test is a multiple choice consisting of 20 questions. Student test results on post-test 1 are better than the tests in the previous pre-test.

3) Observing

In the observations of researchers, collaborators observe student activities. Researchers as teachers provide descriptive text using the FLIP strategy.

While care is being carried out, student activities during the learning process are also carried out by the observer. Students who are active in the discussion will get points by checking it on the meeting sheet for meeting 1 and meeting 2.

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

Table 4.6

The Result of Students' Activity in Cycle I

No	Name	The Students' Activity			
		1	2	3	4
1	AEF	√	√	√	-
2	AF	√	√	-	√
3	AIM	√	√	√	-
4	BWS	√	√	-	√
5	BL	-	√	√	√
6	BZZ	√	√	√	√
7	DWK	√	√	-	-
8	EYS	-	-	√	√
9	FDK	√	√	√	-
10	GS	√	√	-	√
11	HDY	√	√	-	-
12	IPY	√	√	√	√
13	ILR	√	√	√	√
14	JLW	-	√	-	√
15	KLM	√	-	√	√
Total		12	13	9	10
Percentage		80%	86.7%	60%	67.7%

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.
- 2) The students are able to complete the FLIP Strategy.

- 3) The students are able to discuss their answer.
- 4) The students are able to display the class FLIP Strategy in a descriptive text.

Table 4.7
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.	12	3	15	80%	20%	100%
2	The students are able to complete the FLIPStrategy.	13	2	15	86.7%	13.7%	100%
3	The students are able to discuss their answer.	9	6	15	60%	40%	100%
4	The students are able to display the class FLIP Strategy.	10	5	15	67.7%	33.3%	100%

Source: *The students' activity of the eighth graders of MTs Ma'arif 04 Rumbia on July, 2021.*

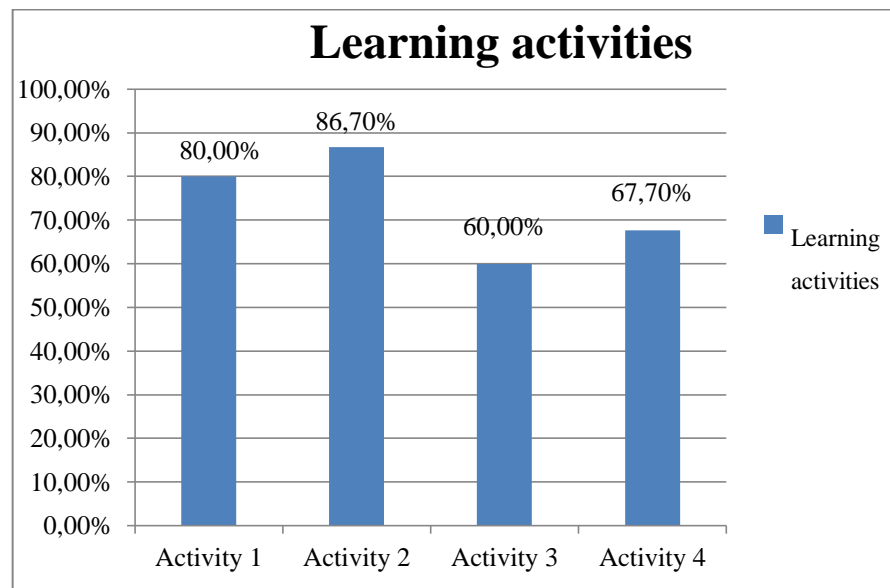


Figure 4.3 The Percentage of Students Activities in Cycle I

The table above showed that not all the students' active in learning process. There were 12 students (80%) who are able to comprehend the reading text, 13 students (73.3%) who are able to complete the FLIP Strategy, 9 students (60%) who are able to discuss their answer, and 10 students (67.7%) who are able to display the FLIP Strategy.

4) Reflecting

From the result observation learning process in cycle 1, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. Wednesday, June, 30 2021 the researcher gave post-test of cycle 1 with similar task

on pre-test before. Kinds of the test were multiple choices which consist of 20 question. The result of the students' test in post-test I was better than test in pre-test before.

Table 4.8
The Students' Score in Post-test 1

NO	NAME	SCORE	CATEGORY
1	AEF	70	INCOMPLETE
2	AF	80	COMPLETE
3	AIM	75	COMPLETE
4	BWS	75	COMPLETE
5	BL	75	COMPLETE
6	BZZ	65	INCOMPLETE
7	DWK	80	COMPLETE
8	EYS	80	COMPLETE
9	FDK	75	COMPLETE
10	GS	70	INCOMPLETE
11	HDY	65	INCOMPLETE
12	IPY	60	INCOMPLETE
13	ILR	60	INCOMPLETE
14	JLW	80	COMPLETE
15	KLM	75	COMPLETE

Source: *The result score of reading pre-test of the eighth graders of MTs Ma'arif 04 Rumbia July 5, 2021.*

Table 4.9
Frequency of students' score in Post-test 1

No	Grade	Frequency	Percentage	Explanation
1	<75	6	40%	Incomplete
2	≥ 75	9	60%	Complete
Total		15	100%	

Source: The result score of reading pre-test of the eighth graders of MTs Ma'arif 04 Rumbia July 5, 2021

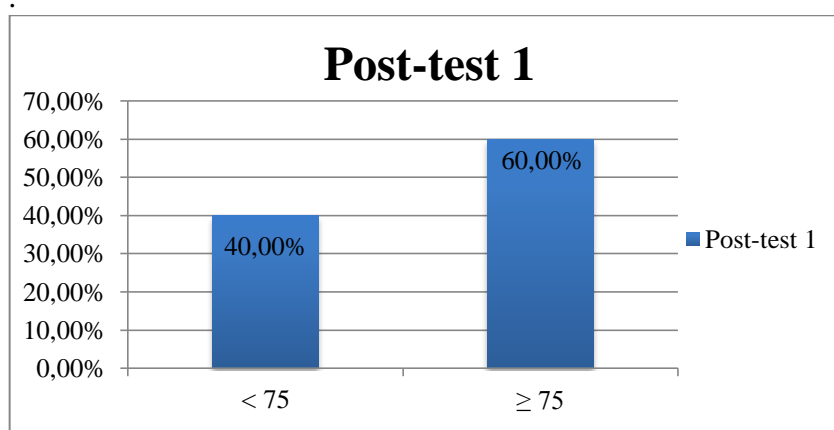


Figure 4.4 The Percentage of the Students' Score in Post-test 1

Based on the result above, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

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

Table 4.10**The Comparison between Pre-Test and Post-Test I Score in Cycle I**

No	Name	Pre-Test Score	Post-Test I Score	Improve	Explanation
1	AEF	65	70	5	Improve
2	AF	75	80	5	Improve
3	AIM	60	75	5	Improve
4	BWS	60	75	15	Improve
5	BL	75	75	0	Constant
6	BZZ	50	65	15	Improve
7	DWK	75	80	5	Improve
8	EYS	75	80	5	Improve
9	FDK	65	75	10	Improve
10	GS	45	70	25	Improve
11	HDY	55	65	10	Improve
12	IPY	50	60	10	Improve
13	ILR	45	60	15	Improve
14	JLW	65	80	15	Improve
15	KLM	55	75	20	Improve
Total		915	1093	160	
Average		61.00	72.33	10.66	

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

Interval	Pre-Test	Post-Test I	Explanation
<75	11	6	Incomplete
≥75	4	9	Complete
Total	15	15	

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

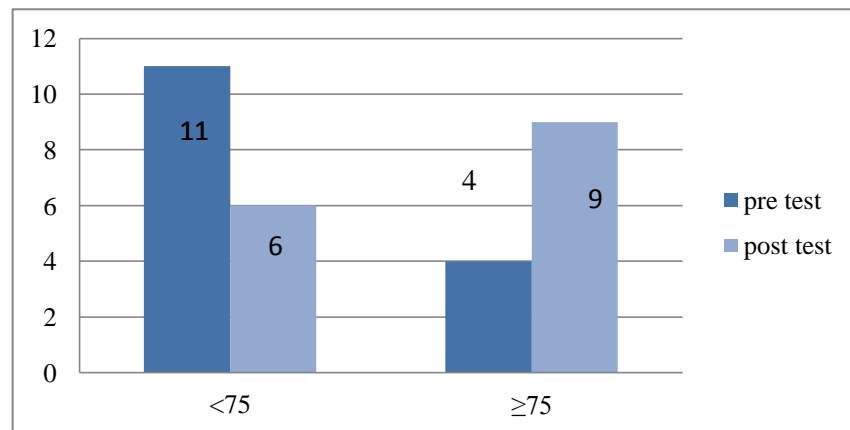


Figure 4.5 The Comparison of Percentage of the Students' Completeness Score in Pre-test and post-test I

Based on the table and the graphic above, in pre-test it could be inferred that 11 students (73.3%) were not successful and 4 other students (26.7%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 04 Rumbia at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, based on the graphic of post-test 1, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score less than

the standard. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsalted feed.

c. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem that appeared on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by using FLIP Strategy.

The researcher and collaborator prepared the lesson plan, material and observation sheet of the students' activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active.

The first meeting was conducted on July 01, 2021 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. The researcher continued the material in the last meeting. The researcher as a teacher explained the material about descriptive text to the students entitle "my friend". After that, the researcher give the students a paper entitled "my friend". After the researcher give the students a paper about the text, the researcher ask the students to read of the text. And then after some minute the researcher asked to the students "what is the text about?" and some students answer "the text is about my friend", and then the researcher ask to the students "what kind of the text?" and "what is the generic structure of the text?" and some students answer the question of the researcher "the text is about descriptive text". Next the researcher ask to the student in front of the class to give the example describe what they want, and some students come forward and do as instructed by the researcher. After the students describe about something, the researcher give the students some questions related to the paper that have been provided. After the students finished answer the question, the researcher ask students to collect the paper provided.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

b) The second meeting

The second meeting was conducted on July 07, 2021 at 2x45 followed by 15 students. This meeting used to post test II at the end of cycle II, after the students given the action. After giving the treatment twice in cycle II, the researcher gave post-test to the students. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. In this meeting the researcher asks again about “what lesson yesterday has been learned?” almost all of the students could answer well. Next the researcher resume again about the next material entitle “my pet”. The researcher ask the student “do you have pets at home?” and “what pet do you like?”. Someone answered “cat, bird, rabbit and other”. And then the researcher ask the student, “waww amazing pets you like”. Next the researcher ask one student describe about the pets they like. After that the researcher give a paper which contains some descriptive text in which there are several questions related to the text and implements the strategy that is being used by the

researcher. After the students answer the question, the researcher asks to submit paper that has been done to be collected.

In addition, in the last meeting the researcher would like to thank them for their participation as long as the researcher enters the classroom, and motivates students to be enthusiastic about learning and keep learning so that they can improve their knowledge and insight and make them like learning. Result of post-test II could be seen on the table below:

3) Observing

In this step, the researcher presented the material by FLIP Strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 4.12
The Result of Students' Activity in Cycle II

No	Name	The Students' Activity			
		1	2	3	4
1	AEF	-	√	√	-
2	AF	√	√	√	√
3	AIM	√	√	√	√
4	BWS	√	√	√	√
5	BL	√	√	-	√
6	BZZ	√	√	√	√
7	DWK	√	√	√	√
8	EYS	√	√	√	√
9	FDK	√	√	√	-
10	GS	√	√	√	√
11	HDY	√	√	√	√
12	IPY	√	√	√	√
13	ILR	√	√	√	√
14	JLW	-	√	-	√
15	KLM	√	-	√	√
Total		13	14	13	13
Percentage		86.7%	93.3%	86.7%	86.7%

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.
- 2) The students are able to complete the FLIP Strategy.
- 3) The students are able to discuss their answer.
- 4) The students are able to display the class FLIP Strategy in a descriptive text.

Table 4.13
The Frequency Students' Activities in Cycle II

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.	13	2	15	86.7%	13.3%	100%
2	The students are able to complete the FLIPStrategy.	14	1	15	93.3%	6.7%	100%
3	The students are able to discuss their answer.	13	2	15	86.7%	13.3%	100%
4	The students are able to display the class FLIP Strategy.	13	2	15	86.7%	13.3%	100%

Source: *The students' activity of the eighth graders of MTs Ma'arif 04 Rumbia on Juny, 2021*

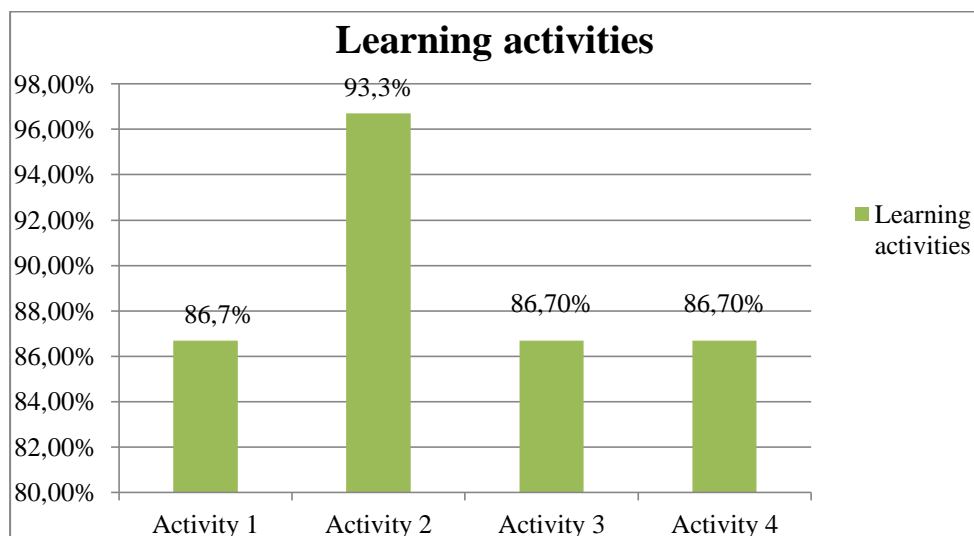


Figure 4.6 The Percentage of Students Reading comprehension in Cycle II

The table above showed that the students' activity in cycle II was improved. The students pay attention the teacher's explanation about descriptive text used FLIP Strategy 86.7%, then, the student are able to complete the FLIP Strategy 93.3%, the students are able to discuss their answer 86.7% and the last the students are able to display the class FLIP in a descriptive text 86.7%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage 70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using FLIP Strategy, the students reading comprehension would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II

score. Furthermore, on Juny, 7 2021, the researcher gave post-test of cycle II with smilar task on post-test before. Kinds of the test were multiple choices which consist of 20 question. The result of the students' test in post-test II was better than test in post-test before.

Table 4.14
The Students' Score of Post-Test II

NO	NAME	SCORE	CATEGORY
1	AEF	85	COMPLETE
2	AF	90	COMPLETE
3	AIM	85	COMPLETE
4	BWS	80	COMPLETE
5	BL	80	COMPLETE
6	BZZ	75	COMPLETE
7	DWK	85	COMPLETE
8	EYS	90	COMPLETE
9	FDK	80	COMPLETE
10	GS	75	COMPLETE
11	HDY	75	COMPLETE
12	IPY	70	INCOMPLETE
13	ILR	70	INCOMPLETE
14	JLW	90	COMPLETE
15	KLM	85	COMPLETE

Source: The result score of reading Post-test II of the eighth graders of MTs Ma'arif 04 Rumbia July 7, 2021.

Table 4.15
Frequency of students' score in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	<75	2	13%	Incomplete
2	≥ 75	13	87%	Complete
Total		15	100%	

Source: The result score of reading Post-test II of the eighth graders of MTs Ma'arif 04 Rumbia July 7, 2021.

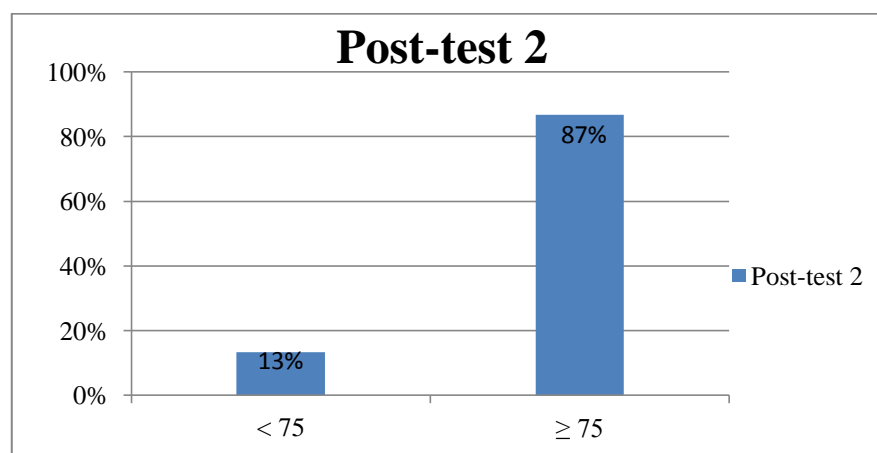


Figure 4.7 The Percentage of the Students' Score in Post-test II

Based on the result above, it could be inferred that 13 students (87%) were successful and 2 other students (13%) were not successful. From the result of post-test II. It was higher than post-test I in cycle I.

The comparison between students score in post-test I and post-test II could be compared on the following table.

Table 4.16**The Comparison between score in Post-test 1 and Post-test II**

NO	Name	Post-test 1 Score	Post-test II Score	Improve	Explanation
1	AEF	70	85	15	Improve
2	AF	80	90	10	Improve
3	AIM	75	85	10	Improve
4	BWS	75	80	5	Improve
5	BL	75	80	5	Improve
6	BZZ	65	75	10	Improve
7	DWK	80	85	5	Improve
8	EYS	80	90	10	Improve
9	FDK	75	80	5	Improve
10	GS	70	75	5	Improve
11	HDY	65	75	10	Improve
12	IPY	60	70	10	Improve
13	ILR	60	70	10	Improve
14	JLW	80	90	10	Improve
15	KLM	75	85	10	Improve

Table 4.17**The Comparison of Students' Score in Post-test I and Post-Test II**

Interval	Post-Test I	Post-Test II
< 75	6	2
≥ 75	9	13
Total	15	15

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

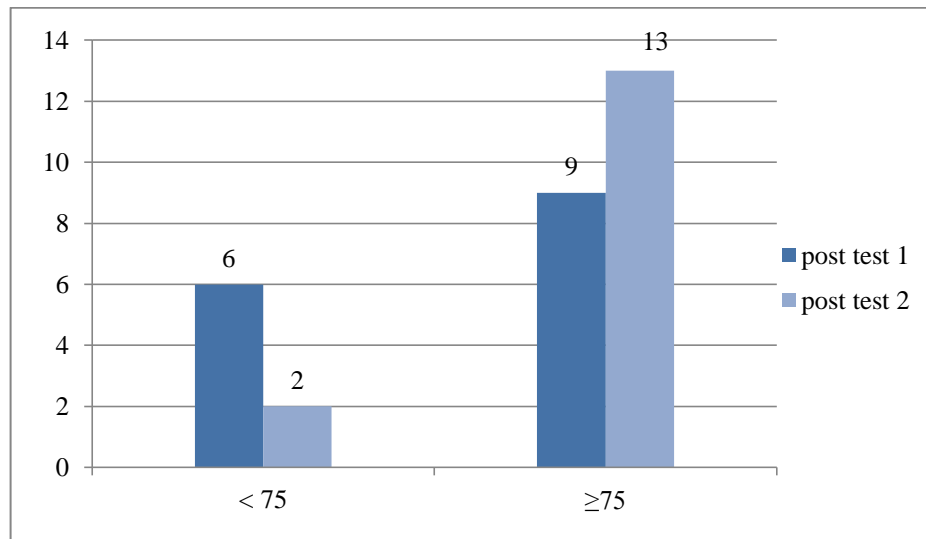


Figure 4.8 The Percentage of Comparison of Students' score in Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 13 students (86.7%) were successful and 2 other students (13.3%) were not successful. From the post-test II results it was higher than post-test I in cycle I. It means that the indicator of success of this research had been achieved that was 70% students got score 75. It indicated that the students' reading comprehension was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that FLIP Strategy improve the students' reading comprehension.

B. Discussion

Reading would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading comprehension by using FLIP Strategy can improve students' reading comprehension. FLIP Strategy is a strategy that help the students can find the point of the text and can answer the question of the text.

1. The Results of Students' Reading Comprehension

a. Results of students score in Pre-Test

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choice which completed for 60 minutes. It was done on June 23, 2021. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 12 students (80%) were not successful and 3 students (20%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 04 Rumbia at least 75.

b. Result of Students score in Post- Test 1

In this research, to know the students reading comprehension after implementing the treatment the researcher conducted the post- test I. It was done on June 30, 2021. Based on the result of pot-test 1, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

c. Result of Students' score in Post- Test II

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle I did not fulfilled the MMC yet that was only 60% passed the MMC. The researcher presented the post- test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choice tests which completed for 45 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 13 students (87%) were successful and 2 other students (13%) were not successful. From the post-test 2 results, the researcher got the average score is 75,6 It was higher than post-test 1 in cycle I. It means that the indicator of success of

this research had been achieved that was 70% students got grade 75. It indicated that the students' reading comprehension was improved.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II

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

Table 4.18

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

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	65	70	85
2.	75	80	90
3.	60	75	85
4.	60	75	80
5.	75	75	80
6.	50	65	75
7.	75	80	85
8.	75	80	90
9.	65	75	80
10.	45	70	75
11.	55	65	75
12.	50	60	70
13.	45	60	70
14.	65	80	90
15.	55	75	85
Total	915	1085	1135
Average	61.0	72.3	75,6

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

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 75	4	9	13	Complete
< 75	11	6	2	Incomplete
Total	15	15	15	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 75 from 4 to 9 became 13. The average score from 61.0 to 72.3 became 75,6. Therefore, the researchers conclude that the research was successful because the indicator of success in this research had been achieved.

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

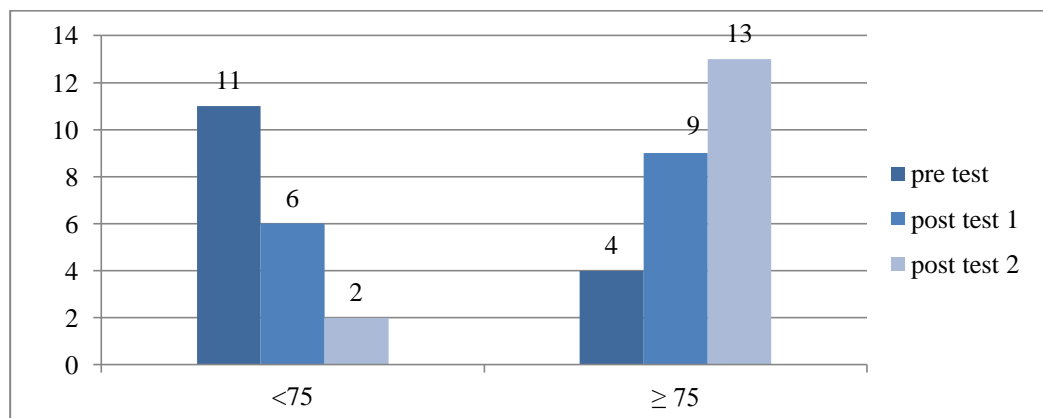


Figure 4.9 The Comparison Grade of Students Reading comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it could be inferred that FLIP Strategy could improve the students' reading comprehension. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II. The improving students from pre-test to post-test I is 9 students, from post-test I to post-test II is 13 students.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 4.20

The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.	12	80.0%	13	86.7%	6.7%
2	The students are able to complete the FLIP Strategy.	13	86.7%	14	93.3%	6.6%
3	The students are able to discuss their answer.	9	60.0%	13	86.7%	26.7%
4	The students are able to display the class FLIP Strategy.	10	67.7%	13	86.7%	19%

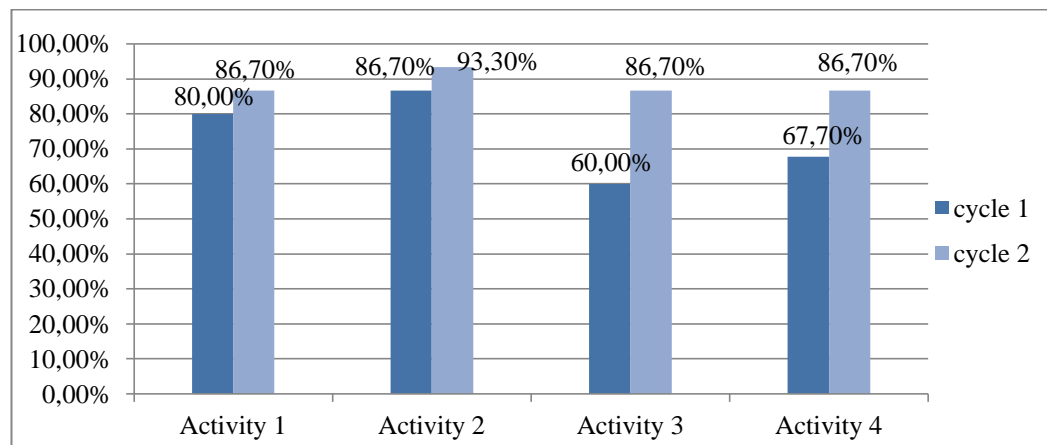


Figure 4.10 Figure of Learning Activity in Cycle I and Cycle II

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

- a. The students pay attention the teacher's explanation about descriptive text using FLIP Strategy.

The students' comprehend the reading text from the first meeting to the next meeting improve. In cycle I it was only 80.0% and in cycle II was 86.7%, it is improve 6.7%.

- b. The students are able to complete the FLIP Strategy.

The students are able to complete the FLIP Strategy was improved from the first meeting to next meeting. Its showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 86.7% from cycle 1 and 93.3% cycle II, its improve 6.6%.

- c. The students are able to discuss their answer.

The students are active and discuss in class about descriptive text improved. It could be seen on the cycle 1 60.0% and cycle II also 86.7%, it improve 26.7%.

- d. The students are able to display the class FLIP Strategy.

The students are able to display the class FLIP Strategy in front of the class were improved. It could be seen on the cycle 1 67.7% and cycle II 86.7%, it improved 19%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of FLIP Strategy increase the students' in reading comprehension. There was progress average score from 61.0, to 72,3 became 75.6.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. The score in the pre-test was 4 students' did achieve the criteria (26.7%).

Moreover, in the post-test I there was 9 students or (60%) passed the test, the indicator students get score 75 with average 72.8. Meanwhile, in the post-test II there was 13 students or (86.7%) passed the test, the indicator students get score 75 with average 75.6. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score 75 was achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved through FLIP Strategy of the eighth graders at MTs Ma'arif 04 Rumbia.

FLIP Strategy can improve reading comprehension of the eighth graders at MTs Ma'arif 04 Rumbia. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test is 61,0 to post-test I is 72.3 became 75.6 in post-test II. There were 9 students passed the test. Moreover, in cycle II there were 13 students who get score 75. It means that result of cycle II had already achieved the indicator of success that was 70% of the students achieve the minimum mastery criteria (MMC).

FLIP Strategy is one strategy to improve reading comprehension of the eighth graders of MTs Ma'arif 04 Rumbia. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading comprehension. It means that FLIP Strategy can improve the student's reading comprehension. The student's activity in cycle I and cycle II increase significantly.

B. Suggestion

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

1. For English Teacher
 - a. English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the FLIP Strategy, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.
 - b. It is better for the teacher to use FLIP Strategy in English learning especially in reading because it can improve students' reading comprehension.

2. For the Students

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

3. For the Headmaster

The headmaster is suggested to support the use of FLIP Strategy for another teacher because it could improve writing comprehension and make the students more active.

BIBLIOGRAPHY

- Ary, Donald, Jacobs Lucy Cheser, Sorensen Chris, Razavieh Asghar. *Introduction to research in education*. Canada: Wadsworth, 2010.
- Bernhardt, Elizabeth B. et al. *Teaching Reading*. Switzerland: International Bureau Of Education Publishers.
- Burns, Anne. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press, 1999.
- Burns, Anne. *Doing Action Research in English Language Teaching*. New York: Routledge, 2010.
- Chair, Catherine Snow. *Reading for Understanding Toward an R&D Program in Reading skill*. Santa Monica: RAND, 2002.
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative research*. America: Pearson Education, 2012.
- Harmer, Jeremy. *How to Teach English*. England: Pearson Education Limited, 1998.
- Hedgcock, John S. and Ferris Dana R. *Teaching Readers of English*. New York: First Published, 2009.
- Khaki, Nasrin. "Improving Reading skill in a Foreign Language: Strategic Reader," *The Reading Matrix journal* 4 no.2. 2014.
- Linse, Caroline T. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ELT Publishers, 2005.
- Manzo, Anthony and Manzo, Ula. *Content Area Reading A heuristics Approach*. Columbus: Sage Publications, 1990.
- McNamara, Danielle S. *Reading skill Strategies Theories, Interventions, and Technologies*. London: Lawrence Erlbaum Associates Publishers, 2007.
- McNiff, Jean and Whitehead, Jack. *All You Need To Know About Action Research An Introduction*. London: Sage Publications, 2006.
- O'Leary, Zina. *The Essential Guide To Doing research*. London: Sage Publications, 2004.
- Patel, M. F. and Jain Praveen M. *English Language Teaching Method, Tools & Techniques*. Jaipur: Sunrise Publishers, 2008.

- Scanlon, Donna M., Anderson, Kimberly L., and Sweeney, Joan M. *Early Intervention for Reading Difficulties*. New York: The Guilford Press Publication, 2010.
- Singh, Yougesh Kumar. *Research Methodology and Statistics*. New Delhi: Age International Publisher, 2006.
- Smith, Frank. *Understanding Reading Apsycholunguistics Analysis of Reading and Learning to Read*. London: Lawrence Erlbaum Associates Publishers, 2004.
- Thambirajah, M.S. *Developmental Assessment of the School-Aged Child with Developmental Disabilities, A Clinician's Guide*. London and Philadelphia: Jessica Kingsley Publishers, 2011.
- Wainwright, Gordon. *How to Read Faster and Recall More*. United Kingdom : How to Content, a Division of How to Books Ltd, 2007.
- Westwood, Peter. *Reading And Learning Difficultie: Approaches to Teaching and Assessment*. Australian: Acer Press Publishers, 2001.
- Wiesendanger, Katherine D. *Strategies For Literacy Education*. Columbus.

APPENDIXES

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi,	Mengamati <ul style="list-style-type: none"> Siswa membaca beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru

<p>menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan Menyebutkan sifat orang, binatang, benda dan bagiannya, dan Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p>	<p>dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p>	<p>menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailynenglish.com - http://america
--	--	--	---	--

	<p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat</p>	<p>setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan 	<p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap 	<p>nengli sh.stat e.gov/f iles/ae/ resour ce_file s</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>
--	--	--	---	---

	<p>dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>benda.</p> <ul style="list-style-type: none"> Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan kosa kata, tata bahasa, ucapan, tekanan kata, 	<p>kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks 		
--	---	---	---	--	--

		<p>ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur 	<p>deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		
--	--	--	---	--	--

		<p>kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, 			
--	--	--	--	--	--

		<p>kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang 			
--	--	---	--	--	--

		dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
--	--	---	--	--	--

Metro, June 2021

The Collaborator

The Writer

NURDA YULIASMI, S.Pd

NUR INDAH TIARA
NPM. 1501070283

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Ma'arif 04 Rumbia
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ I
Materi Pokok	: Deskriptif teks
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

- KI1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, 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 prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	<ul style="list-style-type: none">• Menyebutkan informasi seperti makhluk hidup dan benda yang di dapat dari teks.• Menemukan beberapa kosa kata baru di dalam teks.• Menunjukan struktur .teks deskriptif di teks.• Menghubungkan informasi yang ada di dalam teks ke dalam kegiatan pembelajaran.• Menemukan ide pokok di dalam teks.

C. Tujuan Pembelajaran :

- Siswa mampu menunjukkan sikap kerjasama dalam kelompok maupun individu.
- Siswa mampu menunjukan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Siswa mampu mengembangkan kreatifitas dalam menulis teks deskriptif dengan tepat.
- Siswa mampu mendeskripsikan tempat, benda, hewan atau yang ada disekitar menggunakan bahasa inggris.
- Siswa mampu mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari text deskriptif.
- Siswa mampu Menangkap makna dalam text deskriptif.
- Siswa mampu Memahami informasi daritext deskriptif.

D. Materi Pembelajaran

What is Deskriptive Text?

Descriptive text is a text which says what a person or thing is like.

Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Deskriptive Text

- Identification : Identifies phenomenon (person, place, or thing) that will be described.
- Description : Describes parts, qualities, characteristics, etc

Language Feature of Deskriptif Text

- The use of Specific participant (*my house, uncle joko*)
- The use of adjective (*a beautiful beach, a handsome man*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple present tense
- The use of action verbs (*walk, sleep, wake up*)

E. Teknik Pembelajaran : Guide O Rama Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Teks, worksheet
2. Alat : Spidol, Papan Tulis
3. Sumber Belajar : Buku panduan, teks deskriptif, lembar kerja, lembar jawaban.

G. Langkah-langkah Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyapa, memberi salam.• Bertanya kabar siswa.• Mengecek kehadiran siswa.• Siswa diberikan beberapa pertanyaan acuan mengenai materi teks Deskriptif yang telah dipelajari pada pertemuan sebelumnya.• Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks deskripsi ini.• Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.	10 menit
Inti	<ul style="list-style-type: none">• Guru meminta siswa untuk mempersiapkan diri masing-masing dalam proses pembelajaran.• Memberikan setiap siswa teks deskriptif yang akan dipelajari.• Guru membaca teks deskriptif tersebut kemudian siswa mendengarkannya.• Guru dan siswa membaca secara bersama teks tersebut.• Siswa mengajukan pertanyaan kepada siswa lainya terkait teks yang presentasikan di depan kelas.	20 menit
Penutup	<ul style="list-style-type: none">• Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?	10 Menit

	<ul style="list-style-type: none"> • Menyimpulkan apa yang dipelajari hari ini <p>Pemberian tugas berupa membuat teks deskriptif tentang kegiatan sehari-hari.</p> <ul style="list-style-type: none"> • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	
--	---	--

H. Penilaian

Teknik: Unjuk kerja

Text 1 (question for number 1-5)

My Idol

My idol is Daniel Redcliffe. His full name is Daniel Jacob Redcliffe. His nick name is Dan. He was born in Fulham, London, 23 July 1989. He is very handsome. He has dark brown hair.

The color of his eyes is blue. His height is about 168 cm. He is an intelligent and humorous person. I admire him since his appearance in “Harry Potter and the Sorcerer Stone”. I think he is a good actor. Redcliffe has contributed to many charities, including Demelza House Children’s Hospice and The Trevor Project. He also made public service announcements for the latter. In 2011, he was awarded the Trevor Project’s “Hero Award”.

Choose for the best answer by giving cross (X) on a, b, c or d options.

- What the text about?
 - The text is about Harry Potter
 - It talks about Jacob Daniels
 - The text is about Daniel Redcliffe**
 - It is about Harry Potter and Sorcerer Stone
- Where was Daniel born?
 - In Fulham**
 - In America
 - In Harry Potter
 - In Sorcerer Stone
- How tall is Daniel?
 - 167 cm
 - 168 cm**
 - 186 cm
 - 189 cm
- He is an **intelligent and humorous** person (line 5)
What are the synonyms of the bold words?
 - Stupid, funny
 - Dull, comical
 - Smart, funny**
 - Smart, dull

5. Based on the text, it can be inferred that Daniel?
 - a. **Was born in Chelsea, London**
 - b. Has dark brown skin
 - c. Has blue shirt
 - d. Played in Harry Potter

Text 2 (question for number 6-9)

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structure in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world. Millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

6. What the title of the text above?
 - a. The tower
 - b. **The Eiffel tower**
 - c. The Gustave Eiffel
 - d. A global icon
7. When the tower was built?
 - a. **1889**
 - b. 1989
 - c. 1988
 - d. 1898
8. Who the designer The Eiffel tower?
 - a. **Engineer Gustave Eiffel**
 - b. The champ de mars in paris
 - c. Thr paris
 - d. France
9. Which the statement is not true, from the text above?
 - a. The Eiffel Tower is an lattice tower
 - b. **The located Eiffel tower on the Champ de Mars in Paris**
 - c. The Eiffel was built in 1898
 - d. The named for Eiffel tower designer is engineer Gustave Eiffel

Text 3 (question for number 10-15)

Barack Obama was born on august 4, 1961 in Honolulu, Hawaii. His father was a Kenyan named Barack Obama, Sr (senior). His mother was a white American named Ann Dunham. His parents separated when he was two years old and later divorced. His father returned to Kenya and saw him only once more before he died in an automobile accident in 1982.

After the disvorce, Obama's mother the merried an Indonesian, Lolo Soentoro. The family then moved to his step father's home countryin 1967. Obama attended local schools in Jakarta until he was ten years old.

Obama returned to Honolulu in 1971. He lived with his maternal grandparents until his graduation from high school in 1979. After that, Obama moved to Los Angeles and studied at Occidental Colege for two years. He then transferred to Columbia University in New York City. Obama Entered Harvard

Law School in late 1988. He was selected as an editor of the law review based on his grade and writing competition. In 1990, he becomes the first black president of the Harvard Law Review. He graduated with *J.D magna cum laude* from Harvard in 1989.

10. What is the main idea of the passage?

- a. **Obama's biography**
- b. Obama's father
- c. Obama's mother
- d. Obama's stepfather

Students' Scores On Pre-Test

NO	NAME	SCORE	CATEGORY
1	AEF	65	INCOMPLETE
2	AF	75	COMPLETE
3	AIM	60	INCOMPLETE
4	BWS	60	INCOMPLETE
5	BL	75	COMPLETE
6	BZZ	50	INCOMPLETE
7	DWK	75	COMPLETE
8	EYS	75	COMPLETE
9	FDK	65	INCOMPLETE
10	GS	45	INCOMPLETE
11	HDY	55	INCOMPLETE
12	IPY	50	INCOMPLETE
13	ILR	45	INCOMPLETE
14	JLW	65	INCOMPLETE
15	KLM	55	INCOMPLETE

Students' Score in Post-test 1

NO	NAME	SCORE	CATEGORY
1	AEF	70	INCOMPLETE
2	AF	80	COMPLETE
3	AIM	75	COMPLETE
4	BWS	75	COMPLETE
5	BL	75	COMPLETE
6	BZZ	65	INCOMPLETE
7	DWK	80	COMPLETE
8	EYS	80	COMPLETE
9	FDK	75	COMPLETE
10	GS	70	INCOMPLETE
11	HDY	65	INCOMPLETE
12	IPY	60	INCOMPLETE
13	ILR	60	INCOMPLETE
14	JLW	80	COMPLETE
15	KLM	75	COMPLETE

The Students' Score of Post-Test II

NO	NAME	SCORE	CATEGORY
1	AEF	85	COMPLETE
2	AF	90	COMPLETE
3	AIM	85	COMPLETE
4	BWS	80	COMPLETE
5	BL	80	COMPLETE
6	BZZ	75	COMPLETE
7	DWK	85	COMPLETE
8	EYS	90	COMPLETE
9	FDK	80	COMPLETE
10	GS	75	COMPLETE
11	HDY	75	COMPLETE
12	IPY	70	INCOMPLETE
13	ILR	70	INCOMPLETE
14	JLW	90	COMPLETE
15	KLM	85	COMPLETE

65

ANSWER SHEET PRE-TEST

NAME : Juliawati

CLASS : 8A²

Please Give The Cross (X) to The Right Answer :

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

80

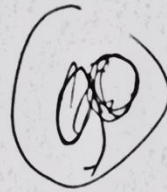
ANSWER SHEET POST-TEST 1

NAME : Juliawati

CLASS : BA²

Please Give The Cross (X) to The Right Answer :

1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	<input checked="" type="checkbox"/>	D
3	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	B	<input checked="" type="checkbox"/>	D
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	<input checked="" type="checkbox"/>	D
11	A	<input checked="" type="checkbox"/>	C	D
12	A	B	<input checked="" type="checkbox"/>	D
13	A	B	<input checked="" type="checkbox"/>	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	C	<input checked="" type="checkbox"/>
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	<input checked="" type="checkbox"/>	B	C	D
20	<input checked="" type="checkbox"/>	B	C	D



ANSWER SHEET POST-TEST 2

NAME : Juliawati

CLASS : 8A²

Please Give The Cross (X) to The Right Answer :

1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	B	<input checked="" type="checkbox"/>	D
4	A	<input checked="" type="checkbox"/>	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	B	<input checked="" type="checkbox"/>	D
8	A	B	<input checked="" type="checkbox"/>	D
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	C	<input checked="" type="checkbox"/>
11	A	<input checked="" type="checkbox"/>	C	D
12	A	B	C	<input checked="" type="checkbox"/>
13	A	B	C	<input checked="" type="checkbox"/>
14	<input checked="" type="checkbox"/>	B	C	D
15	<input checked="" type="checkbox"/>	B	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	B	C	<input checked="" type="checkbox"/>
20	A	B	C	<input checked="" type="checkbox"/>

The Observation of Students' Activity in Cycle I

The Observation of Students' Learning Activity in Cycle I

No	Name	The Students' Activity			
		24 1	30 2	1 3	7 4
1	AEF	✓	✓	✓	✓
2	AF	✓	✓	✓	✓
3	AIM	✓	✓	✓	✓
4	BWS	✓	✓	✓	✓
5	BL	✓	✓	✓	✓
6	BZZ	✓	✓	✓	✓
7	DWK	✓	✓	✓	✓
8	EYS	✓	✓	✓	✓
9	FDK	✓	✓	✓	✓
10	GS	✓	✓	✓	✓
11	HDY	✓	✓	✓	✓
12	IPY	✓	✓	✓	✓
13	ILR	✓	✓	✓	✓
14	JLW	✓	✓	✓	✓
15	KLM	✓	✓	✓	✓
Total		12	13	9	10
Percentage		80%	86,7%	60%	64,7%

The Collaborator


NURDA YULIASMI, S.Pd

The Writer



NUR INDAH TIARA
NPM. 1501070283

The Observation of Students' Activity in Cycle II

The Observation of Students' Activity in Cycle II

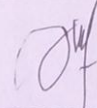
No	Name	The Students' Activity			
		1	2	3	4
1	AEF	—	✓	✓	—
2	AF	✓	✓	✓	✓
3	AIM	✓	✓	✓	✓
4	BWS	✓	✓	✓	✓
5	BL	✓	✓	—	✓
6	BZZ	✓	✓	✓	✓
7	DWK	✓	✓	✓	✓
8	EYS	✓	✓	✓	✓
9	FDK	✓	✓	✓	—
10	GS	✓	✓	✓	✓
11	HDY	✓	✓	✓	✓
12	IPY	✓	✓	✓	✓
13	ILR	✓	✓	✓	✓
14	JLW	—	✓	—	✓
15	KLM	✓	—	✓	✓
Total		13	14	13	13
Percentage		86,7%	93,3%	86,7%	86,7%

The Collaborator


NURDA YULIASMI, S.Pd

Metro, Juni 2021

The Writer


NUR INDAH TIARA
 NPM.1501070283

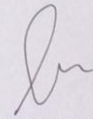
Observation Sheet of Researcher'Activities in Cycle I

OBSERVATION SHEET OF RESEARCHER ACTIVITIES CYCLE I

Research Activities	Good	Enough	Low
1. Pre-teaching	✓		
a. Preparing the lesson			
b. Preparing the material			
c. Class opening ability			
2. While-taching	✓		
a. Informing the objective of learning			
b. Explain the material used FLIP Strategy			
c. Guding the students to follow the lesson			
3. Post-teaching		✓	
a. Concluding the result of learning			
b. Class closing ability			
Tick (✓) for a positive effect			

Rumbia, June 2021

The Collaborator



NURDA YULIASMI, S.Pd

Observation Sheet of Researcher'Activities in Cycle II

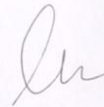
OBSERVATION SHEET OF RESEARCHER ACTIVITIES

CYCLE 2

Research Activities	Good	Enough	Low
4. Pre-teaching	✓		
d. Preparing the lesson			
e. Preparing the material			
f. Class opening ability			
5. While-taching	✓		
d. Informing the objective of learning			
e. Explain the material used FLIP Strategy			
f. Guding the students to follow the lesson			
6. Post-teaching	✓		
c. Concluding the result of learning			
d. Class closing ability			
Tick (✓) for a positive effect			

Rumbia, July 2021

The Collaborator



NURDA YULIASMI, S.Pd

Documentation of Pre-Test



Documentation of Post-Test 1



Documentation of Post-Test 2





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

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo 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-2565/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS MAARIF 04 RUMBIA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **NUR INDAH TIARA**
NPM : 1501070283
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION THE EIGHT
GRADERS OF MTS MAARIF 04 RUMBIA BY USING FLIP
STRATEGY IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MTS MAARIF 04 RUMBIA.

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.

Metro, 31 Juli 2019

Kepala Jurusan
Pendidikan Bahasa Inggris



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



LEMBAGA PENDIDIKAN ISLAM
MTs MA'ARIF 04 RUMBIA
KECAMATAN RUMBIA KABUPATEN LAMPUNG TENGAH
NSM.121218020008, NPSN.10816591

SURAT KETERANGAN PEMBERIAN IZIN RISET
Nomor : 007/LPI/MTs.04/RB/VIII/2019

Yang bertanda tangan di bawah ini

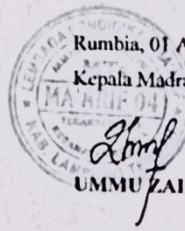
Nama : UMMU ZAINAB, M.Pd.I
Jabatan : Kepala Mts Ma'arif 04 Rumbia

Menerangkan bahwa

Nama : NUR INDAH TIARA
NPM : 1501070283
Semester : 9
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION THE EIGHT
GRADERS OF MTs MA'ARIF 04 RUMBIA BY USING FLIP
STRATEGY IN ACADEMIC YEAR OF 2018/2019

Nama yang tersebut di atas diberikan izin untuk melaksanakan riset di MTs Ma'arif 04 Rumbia.

Demikian Surat Keterangan Pemberian Izin Riset ini dibuat, agar dipergunakan sebagaimana mestinya.



Rumbia, 01 Agustus 2019

Kepala Madrasah

UMMU ZAINAB, M.Pd.I



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

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

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

Nomor : B-1797/In.28.1/JTL.00/06/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Kuryani (Pembimbing 1)
Andianto (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: NUR INDAH TIARA
NPM	: 1501070283
Semester	: 12 (Dua Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING THE STUDENT' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTS MAARIF 04 RUMBIA

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto M.Pd
NIP.198711022015031004



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

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

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

SURAT TUGAS

Nomor: B-2269/In 28/D.1/TL.01/06/2021

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

Nama : NUR INDAH TIARA
NPM : 1501070283
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MAARIF 04 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTS MAARIF 04 RUMBIA".
 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.

Mengetahui,
Pejabat Setempat



Dikeluarkan di : Metro
Pada Tanggal : 22 Juni 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**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.ain@metrouniv.ac.id

Nomor : B-2268/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala Sekolah MTS MAARIF 04
RUMBIA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2269/In.28/D.1/TL.01/06/2021,
tanggal 22 Juni 2021 atas nama saudara:

Nama : NUR INDAH TIARA
NPM : 1501070283
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 04 RUMBIA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTS MAARIF 04 RUMBIA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juni 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



LEMBAGA PENDIDIKAN ISLAM
MTs MA'ARIF 04 RUMBIA
KECAMATAN RUMBIA KABUPATEN LAMPUNG TENGAH
NSM.121218020008, NPSN.10816591

Alamat : Jl. Simpang Ma'arif Pon Pex Al Hidayah Rukhi Bismala Kecamatan Rumbia Kabupaten Lampung Tengah 34157

SURAT KETERANGAN PEMBERIAN IZIN RESEARCH

Nomor : 010/LPI/MTs.04/RB/VI/2021

Yang bertanda tangan di bawah ini

Nama : **UMMU ZAINAB, M.Pd.I**
Jabatan : Kepala MTs Ma'arif 04 Rumbia

Menerangkan bahwa

Nama : **NUR INDAH TIARA**
NPM : 1501070283
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : **IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTs MA'ARIF 04 RUMBIA**

Nama yang tersebut di atas diberikan izin untuk melaksanakan research di MTs Ma'arif 04 Rumbia.

Demikian Surat Keterangan Pemberian Izin research ini dibuat, agar dipergunakan sebagaimana mestinya.

Rumbia, 22 Juni 2021

Kepala Madrasah



UMMU ZAINAB, M.Pd.I

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Nur Indati TMRA

NPM : 501070283

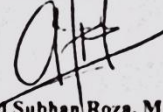
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *New Writing View points Teaching poetry*
writing A-five canon

Metro, 31 Januari 2020

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Nur Indati TMRA

NPM : 1501070283

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *New Writing view points Teaching poetry*
writing A-five canon

Metro, 31 Januari 2020

Ketua Jurusan TBI



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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-849/In.28/S/U.1/OT.01/10/2020**

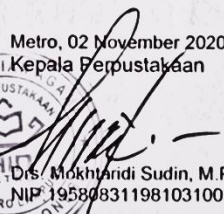
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Nur Indah Tiara
NPM : 1501070283
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070283.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2020
Kepala Perpustakaan

Drs. Mokhtari Sudin, M.Pd
NIP. 195808311981031001





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507. Faksimili (0725) 47296.
Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

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

Nama : Nur Indah Tiara
NPM : 1501070283

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : XIII/2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	23/21 09			- Perbaiki huruf dempet - Perbaiki Discussion 1. What 2. Why 3. How	
	30/21 09			Acc Munagasyah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M. Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Nur Indah Tiara
NPM : 1501070283

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	14/1/2020			Preparasi - Jurnal ③ Book fbb. Stepp ②	
2	23/1/2020			Preparasi Chapter I	
3	28/1/2020			Revisi Background	
	13/2/2020			Ready to do Riset	
	13/2/2020			Revisi all	
	9/6/2020			Meet - Riset Angka 1, II	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE



The name of writer is Nur Indah Tiara. She was born on April 28th 1997, Ruktibasuki, Rumbia, Central Lampung.

She is the first child from Mr Almi and Mrs Nurul Sa'adah.

She was enrolled his study in Kindergarten at RA Nurul Huda, Ruktibasuki, Rumbia on 2002-2004. Then, she continued him study at SDN 01 Rumbia, on 2004-2009. After that, she continued his study at MTs 04 Rumbia, Central Lampung, on 2009-2012. Next, she continued his study at MAN 1 LAMPUNG TIMUR on 2012-2015. It was long journey to find out his dream. Finally, he was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.

IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTS MA'ARIF 04 RUMBIA

by Nur Indah Tiara 1501070283

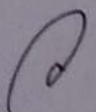
Submission date: 04-Oct-2021 11:04AM (UTC+0700)

Submission ID: 1664571889

File name: NUR_INDIAH_TIARA-_1501070283.docx (361.87K)

Word count: 13999

Character count: 70980



AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH FLIP STRATEGY THE EIGHT GRADERS
OF MTS MA'ARIF 04 RUMBIA**

BY:

NUR INDAH TIARA
Student Number: 1501070283



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442H/2021 M

IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH FLIP STRATEGY THE EIGHT GRADERS OF MTS MA'ARIF 04 RUMBIA

ORIGINALITY REPORT

25%

SIMILARITY INDEX

25%

INTERNET SOURCES

8%

PUBLICATIONS

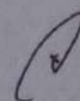
5%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.uinsu.ac.id Internet Source	5%
2	repository.radenintan.ac.id Internet Source	5%
3	eprints.iain-surakarta.ac.id Internet Source	2%
4	repository.uinjkt.ac.id Internet Source	1%
5	repository.uin-suska.ac.id Internet Source	1%
6	docplayer.info Internet Source	1%
7	eprints.walisongo.ac.id Internet Source	1%
8	www.coursehero.com Internet Source	1%

journal.unilak.ac.id



9	Internet Source	1 %
10	repository.metrouniv.ac.id Internet Source	1 %
11	eprints.uny.ac.id Internet Source	1 %
12	repository.uinbanten.ac.id Internet Source	<1 %
13	repo.stkip-pgri-sumbar.ac.id Internet Source	<1 %
14	etheses.iainponorogo.ac.id Internet Source	<1 %
15	ejournal.polbeng.ac.id Internet Source	<1 %
16	www.gssrr.org Internet Source	<1 %
17	Submitted to University of Cape Town Student Paper	<1 %
18	repository.iainpare.ac.id Internet Source	<1 %
19	Submitted to Asia e University Student Paper	<1 %
20	Intan Liana, Arnela Nur, Anwar Arbi, Andriani Andriani, Sisca Mardelita, Elfi Zahara, Cut	<1 %

✓

Ratna Keumala. "The Effect of the Implementation of the Education on the Knowledge and Status of Dental Cleanliness in Elderly in Darul Imarah Aceh Besar District, Indonesia", Open Access Macedonian Journal of Medical Sciences, 2021

Publication

21

library.walisongo.ac.id

Internet Source

<1 %

22

docplayer.net

Internet Source

<1 %

23

Hariratul Jannah, Abdollah Abdollah, Syahria Majid. "Improve Students' Skills in Listening Comprehension by Using Song Based on Multimedia", Tamaddun, 2019

Publication

<1 %

24

theses.ucalgary.ca

Internet Source

<1 %

25

www.scribd.com

Internet Source

<1 %

26

Betty Indah Cahyaningtias, Khoirul Anwar, Ulfatul Ma'rifah. "THE EFFECT OF GRAPHIC ORGANIZER WITH SCHOOLOGY ON STUDENTS' WRITING SKILL AT MA MASYHUDIYAH GIRI", DIDAKTIKA : Jurnal Pemikiran Pendidikan, 2020

Publication

<1 %

A

27	Submitted to Bilkent University Student Paper	<1 %
28	hrmars.com Internet Source	<1 %
29	Submitted to Edith Cowan University Student Paper	<1 %
30	Submitted to Sheffield Hallam University Student Paper	<1 %
31	core.ac.uk Internet Source	<1 %
32	digilib.iain-palangkaraya.ac.id Internet Source	<1 %
33	repository.umsu.ac.id Internet Source	<1 %
34	sinta3.ristekdikti.go.id Internet Source	<1 %
35	Submitted to Minnetonka High School Student Paper	<1 %
36	Octavian Esanu. "What was Contemporary Art?", ARTMargins, 2012 Publication	<1 %
37	ndl.ethernet.edu.et Internet Source	<1 %

38	Fenny Thresia. "Integrating Local Culture to Promote Character Education In Teaching Writing", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2015 Publication	<1 %
39	Hanoi University Publication	<1 %
40	jurnal.una.ac.id Internet Source	<1 %
41	id.scribd.com Internet Source	<1 %
42	repository.unwidha.ac.id Internet Source	<1 %
43	Submitted to Cleveland State University Student Paper	<1 %
44	theses.gla.ac.uk Internet Source	<1 %
45	Submitted to Queen Rania Teachers Academy Student Paper	<1 %
46	digilib.unimed.ac.id Internet Source	<1 %
47	hydra.hull.ac.uk Internet Source	<1 %
48	Submitted to Georgia State University Student Paper	<1 %

49 S Martini, E Nainggolan. "Application of think talk write model (TTW) to improve communication ability of grade XII students on biology learning", Journal of Physics: Conference Series, 2019
Publication <1 %

50 Suprihatien, Marmi, Siti Azizah, Muh Barid Nizarudin Wajdi et al. "Blog Implications as Learning Media in Improving Learning Achievement of Students", Journal of Physics: Conference Series, 2019
Publication <1 %

51 Submitted to Universitas Pendidikan Ganesha
Student Paper <1 %

52 Nelli Nelli, Elysa Hartati. "Improving Students' Reading Comprehension through Cooperative Learning Strategies Using Numbered Heads Together", JELE (Journal of English Language and Education), 2018
Publication <1 %


53 digilib.uinsby.ac.id
Internet Source <1 %

54 moam.info
Internet Source <1 %

55 Fenny Thresia. "IMPROVING STUDENTS' WRITING ABILITY THROUGH CUE CARDS" <1 %



TECHNIQUE", PREMISE JOURNAL:ISSN online:
2442-482x, ISSN printed: 2089-3345, 2017
Publication

- | | | |
|----|--|---|
| 56 | Vina Novita Tambaritji, Nai Supartini
Atmawidjaja. "IMPROVING STUDENTS'
VOCABULARY MASTERY USING CROSSWORD
PUZZLE", PROJECT (Professional Journal of
English Education), 2020
Publication | <1 % |
| 57 | eprints.umm.ac.id
Internet Source | <1 % |
| 58 | repository.stainparepare.ac.id
Internet Source | <1 % |
| 59 | shizuoka.repo.nii.ac.jp
Internet Source | <1 % |
| 60 | central.bac-lac.gc.ca
Internet Source | <1 % |
| 61 | eprints.uns.ac.id:443
Internet Source | <1 % |
| 62 | repo.iain-tulungagung.ac.id
Internet Source | <1 % |
| 63 | www.teachingenglish.org.uk
Internet Source | <1 % |
| 64 | Anna Fauziah. "IMPROVING ENGLISH
READING ABILITY THROUGH LOOK AND SAY
TECHNIQUE", Journal of English Language and | <1 %
 |

Literature (JELL), 2019

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

Q