USING PREDICTION STRATEGY

TO IMPROVE READING COMPREHENSION

ACHIEVMENT IN NARRATIVE TEXT OF TENTH

GRADERS OF SMA MUHAMADIYAH 6 PALEMBANG

uin

RADEN FATAH
PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requiretment to get
The title of Sarjana Pendidikan (S.Pd)

by

Jubangri Bhw

NIM. 11250029

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH FACULTY UIN RADEN FATAH

PALEMBANG

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Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"USING PREDICTION STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVMENT IN NARRATIVE TEXT OF TENT GRADERS OF SMA MUHAMADIYAH 6 PALEMBANG"**, ditulis oleh saudara **Jubangri bhw (11250029)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

	Palembang, 10 September 2017
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**Using Prediction Strategy to Improve Reading Comprehension Achievement
in Narrative Text of Tenth Graders of SMA Muhamadiyah 6 Palembang**

This Thesis was written by **Jubangri Bhw,** Student Number. 1125 0029
Was defended by the writer in the final examination and was approved
by the examination committee on October, 27th 2017.

**This thesis was accepted as the requirements to get the title Sarjana
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Palembang, October 27, 2017
State Islamic University Raden Fatah Palembang
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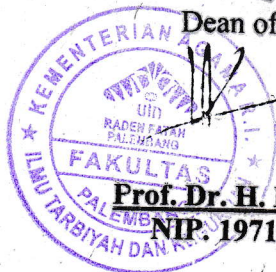
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DEDICATION

This thesis is dedicated to:

- ➢ Allah SWT for everything that have given to me, and for His blessing, His mercies, His Messengers, His Books and His great helps.
- ➢ The prophet Muhammad SAW who always inspires me to do the best.
- ➢ My beloved family, Bahawi, S.Pd (Bapak), ElmaWati (IBU), Juanri Bhw, S.Pd (Kakak), Maria Ulfa, S.Kom (Ayuk Ipar), Juraida Bhw, S,Pd.I (Ayuk) ,fajar Ismail (Kakak Ipar), Jusriama Bhw (Adek) and all of my family who are always beside me and give a great Love, pray, motivation, support and help.
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Motto :

STRUGGLING IN AWAY OF ALLAH

ACKNOWLEDGEMENTS

Palembang, 15 November 2017

Researcher

Jubangri Bhw

CONTENTS

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "USING PREDICTION STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVMENT IN NARRATIVE TEXT OF TENTH GRADERS OF SMA MUHAMADIYAH 6 PALEMBANG" adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau avokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, 15 November 2017
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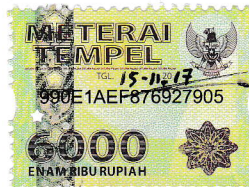
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CHAPTER I

INTRODUCTION

This chapter discusses: (1) background, (2) problems of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, and (6) criteria of testing the hypotheses.

1.1 Background

English is international language that becomes important nowadays. English has become the dominant language of science¸technology and commerce which is widely adopted for communication among foreign speakers as an international language. Sharifian (2009, p. 244) states that English as an international language in terms of a language which can be used to communicate various systems of cultural conceptualizations. Therefore, the government of Indonesia places this language in the curriculum not only in the secondary schools, senior high school but also in universities or institutes.

Moreover, English is considered as a compulsory subject to be taught in high schools. The government of Indonesia considers English as a requirement subject to pass National Examination. Therefore, students are prepared to learn English as a tool in global competition.

In fact, Indonesian's students are not only lack of interest in reading but also lack of reading motivation too. Some facts revealed that, reading ability of Indonesian's students was not good enought yet. It indicates that Indonesian's students have problems in reading. According to Guria (2015, p. 5) The data was taken from the OECD Pisa (2015). It showed that Indonesia was in the 61th

position from 70 countries included on the survey reading. Based on the Progress in International Reading Literacy Study (PIRLS) conducted in 2011, it was revealed that out of a total of 45 countries surveyed, Indonesia ranked 42[nd]in students' literacy rate. According to the PIRLS, Indonesian students scored an average of 405 in reading literacy, far below the mean international score of 500.

There are four skills in English. They are: reading, listening, speaking, and writing. Among the four language skills, reading is importance to students whose English is not mother tongue. Perfetti (2001, p. 12800) defines reading skill as an individuals' standing on some reading assessment. Skilled readers are those whose score above some standard on this assessment; readers of low skill are those whose score below some standard. Pourkalhor and Kohan (2013, p. 1) also state thatreading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. There are some essential goals of reading such as enabling students to understand the world, growing their interests, and finding solutions to their own problems.

In learning English basic competences of Curriculum 2013, especially reading skillto the tenth grade students of senior high school level, the learners demanded to respond the meaning and rhetorical steps in essay by using a variety of language accurately in the context of everyday life in the text form: recount, narrative, and procedure. Narrative text is one of texts in reading.

Sarwo (2013, p. 5) states that comprehending narrative text is not as easy as many students' think. Most of the problems face by them are the lack of vocabulary that makes them are not familiar with the words available in the text or passage, difficult to understand the main idea, and unable to conclude the content of paragraph.

Based on the observations with the English teacher of SMA Muhammadiyah 6 Palembang on September 18, 2016. The researcher found the problems that the students of SMA Muhammadiyah 6 Palembangwere lack of ability to answer the items of narrative reading text. It was proved that out of 60 students there were only 25 students who can reach KKM level (75). Therefore, the researcher assumed that the students had difficulties in learning narrative text. For this reason, the researcher will focus onteaching narrative reading text.

Based on the preliminary study at SMA Muhamadiyah 6 Palembang, the students have some difficulties with such kind of the text, especially in narrative text. Moreover the students also lack of vocabulay in reading passage, thus the students felt some difficulties to answer the questions in reading text. The researcher interviewed the English teacher, Nurlaili, S.Pd. The problems were found by students during studying Narrative texts are: (1) the students had difficulty to recognize a topic of a narrative text (2) the students had difficulty to undertsand the and (3) the students had difficulty to the characteristics of the narrative text including social function, generic structure,and language features.

Based on the explanation above to solve the problems, the teacher should be creative in choosing the best strategy in order to improve student's reading

ability in reading the text especially in narrative text. There is an appropriate strategy in teaching readingthe researcher will use Prediction strategy. Prediction can be done at the beginning of the text or though reading. This strated was developed by Afflerbach.

According Afflerbach (1990, p. 142) says that the use of prediction strategies with both expository and narrative, interacting with narrative text; readers use their prior knowledge in concert with cues in the text to generate predictions. This helps the readers develop a proactive perspective, with which the meaning of a text maybe anticipated.

"Duke and Pearson (2002, p. 208) state that prediction strategy is making guesses about what will come next in the text. You should make prediction a llot when you read. For now, you should stop every two pages that you read and make some Predictions."

This strategy is more often used in narrative text, in the other word this strategy can help the student to improve their reading comprehension especially in narrative text. This situation is supported by Dwi Pangestu (2016) found that there was significant positive relationship existed between engineering student using predition who found thate there was significant prediction strategy to improve narrative reading comprehension achievement.

By the importance of Prediction Strategy in teaching English, the researcher interested in conducting a research thesis entitled **"Using Prediction Strategy to Improve Reading Comprehension Achievement in Narrative text of Tenth Graders of SMA Muhamadiyah 6 Palembang".**

1.2 Problem of Study

The research questions of this study are as follows:

1. Was there any significant improvement in narrative reading comprehension achievement of the tenth graders of SMA Muhamadiyah 6 Palembang before and after they are taught by using Prediction Strategy?

2. Was there any significant difference in narrative reading comprehension achievement between the students who are taught by using Prediction Strategy and those who are not?

1.3 Objective of the Study

Based on the research question mentioned above, the objectives of this study were:

1. to find out whether or not there is any significant improvement in students' narrative reading comprehension achievement of the tenth graders of SMA Muhamadiyah 6 Palembang before and after they were taught by using Prediction Strategy.

2. to find out whether or not there is any significant difference in narrative reading comprehension achievement between the students who are taught by using Prediction Strategy and those who are not.

1.4 Significance of the Study

There were some significance of this study about the improvement of students' achievement in comprehending narrative text after being taught by using Prediction Strategy. The significances of this study were as follows: for the student, for the English teacher, and for the next researcher, they are:

1. For the students, it was expected that the result of this study could motivate the students to improve their interest in comprehending text, especially in narrative text and it helped them to set a purpose for reading. Furthermore, this study was hoped to improve the students' achievement in comprehending a narrative text. Moreover, it developed their theoretical knowledge in learning process, especially in education field. Practically, it allowed the students to have a physical movement during the activity and enhanced their competence in English of narrative reading comprehension.

2. For the English teachers, the researcher hoped that the result of this study could show the English teacher that Prediction Strategy in one a good strategy in teaching reading comprehension especially in narrative text. Practically, this research could give a reference for the English teachers especially at SMA Muhammadiyah 6 Palembang to be more creative in teaching process. The procedure of this strategy provided the teacher to guide students individually to comprehend an English text, specifically in narrative text in order to improve students' reading achievement. Moreover, this study gave the English teachers suggestion to identify the problems were faced by their students in reading comprehension.

3. For the next researchers, it was expected that this study to be one of references for other resserchers to get information about teaching reading comprehension by using prediction strategy and to be one of the sources of information for the future research.It gave information for other researcher on how to create a reading activity interested. In addition, practically, this study is expected to be able to give another researcher a sources of the strategy that can be used for improving or developing knowledge and also expand their general knowledge, furthermore, it will help them as the guidance in developing their research in the same field for the next.

4. For Researcher, it was expected that the researcher will get some information about the improvement of students' achievement in comprehending narrative text after being taught by using Prediction Strategy. Improvment in this study refer to make something to be better. In this study, the researcher wants to make better the reading comprehension achievement in narrative text of the tenth graders of SMA Muhamadiyah 6 Palembang by using Prediction Strategy.

2.6 Hypotheses of the Study

      According to Fraenkel, Wallen & Hyun (2012, p. 83), hypothesis is a prediction of the possible outcomes of a study. Hypothesis of this study are proposed as Null Hypothesis (Ho) and Alternative Hypothesis as follows:

(Ho)1:   There is no significant improvement on the tenth grade students "Narrative reading by using prediction strategy at SMA Muhamadiyah 6 Palembang before and after the treatment.

(Ha)1:   There is any significant improvement on the tenth grade students "Narrative reading by using prediction strategy at SMA Muhamadiyah 6 Palembang before and after the treatment.

(Ho)2:   There is no significant difference between the tenth grade students "Narrative reading by using prediction strategy at SMA Muhamadiyah 6 Palembang who are taught by using Prediction strategy and those who are not.

(Ha)2:   There is any significant difference between the tenth grade students "Narrative reading by using prediction strategy at SMA Muhamadiyah 6 Palembang who are taught by using Prediction Strategy and those who are not.

1.6 Criteria of Hypothesis Testing

      To prove the research problems, testing research hypotheses is formulated as follows:

1. (Ho)1: If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.045), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

   (Ha)1: If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.045), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

2. (Ho)2: If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.001), the alt ernative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

   (Ha)2: If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.001), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) the concept of teaching, (2) the concept of reading, (3) the concept of reading comprehension, (4) the concept of narrative text, (5) the concept of prediction strategy (6) the previous related study, and (7) research setting.

2.1 The Concept of Teaching

Teaching is an activity to guide students to acquire information. According to Brown (2007, p. 7) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. According to Balland Forzani (2009, p. 498) also state that teaching is helping others learn to do particular things, is an everyday activity in which many people engage regularly.

According to Gage (2009, p. 2) state that teaching is one pearson's influence aimd at improving the learning of other people. In addition, teaching can only happen when there is someone who learn. Teaching materials should be organized in order to make teaching process run well, so the teacher will know student's achievement by preparing learning objectives and lesson plan. Moreover the concept of teaching has ever been explained in the holy Qur'an as stated in surah Al-'Kahfi, Verse 66-67 below:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَن تُعَلِّمَنِ مِمَّا عُلِّمْتَ رُشْدًا

قَالَ إِنَّكَ لَن تَسْتَطِيعَ مَعِيَ صَبْرًا

"Mosee said to him (Khidr): Shall I follow you so that you teach me right conduct of what you have been taught? He said, "Inded, with me you will never be able to have patience". (Q.S Al-Kahfi: 66-67*)*

From above it can be interpreted that the aspect of education that a teacher must guide his/her students. In this case explain that a teacher is as facilitators, tutors, companion and others.

2.2 The Concept of Reading

Pang, Muaka, Bernhardt, and Kamil (2003, p. 6) state that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner to become a proficient reader.

Therefore, the researcher will concern with reading skill. According to Cline, F., Johnstone, C., and King T. (2006, p. 2) state that reading is decoding and understanding writing systems (including braille) into the spoken word they represent. Understanding is determained by the purpose for reading,the context, the nature of the text, and the readers' strategies and knowledge. To read successfully, the students need to constantly connect what you already know about the information to the words the author has written. Moreover the concept of reading has ever been explained in the holy Qur'an as stated in surah Al-'Alaq, Verse 1-5 below:

أَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ   خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ   أَقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ   ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ   عَلَّمَ ٱلْإِنسَٰنَ مَا

لَمْ يَعْلَمْ

"Read the name of God that creating. Creating humans are from clod- blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet". (Q.S Al-Alaq: 1-5)

Based on those verses, the words "read" are repeated in the imperative forms to emphasize that as people want to explore any knowledge they need to read, because reading is an essential tool for lifelong learning for all learners. In conclusion, reading is a long period of transferring experience and exploration to the reader so the students might reach good understanding of the world knowledge.

2.2.1 The Concept of Reading Comprehension

The purpose of reading is to comprehend the text. Comprehension is one of competence that must be mastered by the students. Reading is not just transferring the printed symbol from page to the brain but the readers have to comprehend the content of what the students read. Comprehension in reading becomes important because, it makes the students have meaning in their reading. According to Baha & Daud (2013, p. 335) comprehension is a strategy process by which readers construct meaning by involving in a text using prior knowledge and preceding experience, information in the text, and the reader's attitude about the text. Without comprehension, reading is frustrating, pointless exercise in word calling. Comprehending reading text is a process of constructing and extracting meaning. The RAND Reading Study Group (2002, p. 335) defines reading

comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." In English learning, one of course must learn the words as one aspect of reading parts.

This study will include the literal reading level and inferential reading level because according to the *SMA/MA Syllabus* (2013 Curriculum), the tenth-graders should be able to understand the main idea, detail information, specific information of the text and give response to the text based on their own experience accurately. Furthermore, students are expected to be able to answer the questions given related with the text.

2.2.2 Reading Components

According to Afni (2012, p. 9-13) state there are five reading components that may help students to read carefully. They are:

1. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea usually expresses as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

2. Factual of Information

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-questions (where, why, what, who, how, etc.).

3. Locating References

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers.the pronoun such as; it, them etc. You will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent.

4. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewppoints.

5. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports main idea in order that all contents of text can be understood easily.

2.2.3 Reading Levels

According to Al-Sagaby (2014, p. 102) state that there are three reading level they are:

1. Literal reading level: This is called "reading on the lines". It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.

2. Interpretative reading level: This is called "radeing between the lines". It includes interpreting the fiqurative meang of words, identifying the writer's main themes and point of view, drawing conclusions, outlining the central idea not stated in the text, interperating feelings, and analyzing characters.

3. Applied reading level: This is called "rading beyond the lines". It include the following skils: evaluating the writer's degree of accuracy in expressing ideas, distinguishing between fact and opinions, and finding solutions to problems.

2.3 The Concept of Narrative Text

A narrative text is an imaginative story to entertain the reader. According to Fetzer (2006, p. 26) state that narrative text is a story that entertains and/or informs the reader, while carrying a message resulting in a theme (a universal idea that crosses over time and culture), and/or a moral (a lesson learned from the story). According to Zohor and Janjua (2013, p. 606) also mention that studying narratives is significant as narrative form is an inherent tendency of human mind to construct meanings. Narrative is to amuse, entertain and to deal with an actual

or vicarious experience in different ways. Moreover Barwick (2006, p. 4), state that "A narrative relates a realistic, imigane or fictions story".

There are four generic structures of narrative text, According to Doddy, Sugeng, Efendy. (2008, p. 40-41) states that the steps for constructing a narrative they are:

a. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication

It resolved around conflicts or problem that affects the setting, time or characters. The hero can not reaching his or her goal. A problem or series of problem complicate the characters' live. Thus, complication is problems happened in the story.

c. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems or challenge. It gives the solution or how to solve the problems.

2.4 The Concept of Prediction Strategy

According to Afflerbach (1990, p. 132), prediction is *educated* guesses about what will happen in the text; competent readers monitor the appropriateness of making a prediction, a strategy which includes an on going assessment of applicable prior knowledge for the text and task at hand. It means that, predicting

has important roles to comprehend the text. Meanwhile, Collin and Smith (as cited in Afflerbach, 1990) define that prediction strategy is a verbalization stated in the future tense. Specific to the text being read, a prediction is a statement about what will occur relative to text content, text structure, author intention, plot, character, or setting. According to Brewster, Ellis and Girard (2002, p. 58) state students can be encouraged to use a variety of clues from the context to guess possible content. It is important that the teacher accepts all appropriate suggestions even if they do not correspond exactly with what is said or happens when encouraging anticipation. The main purpose is to encourage students to anticipate the general meaning, for example, what could happen or what could be said next and then to check whether their expectation match the reality or what they actually hear or read. It can develop students' self-confidence because students active in learning process.

This strategy makes the students easier to get information and also helps the students improving their concentration and motivation in reading comprehension. According to Lyutania (2011, p. 15) state that prediction strategy help the reader anticipate the meaning of the text. Once a prediction is made, the readers task is to monitor and check prediction again subsequent information from the text.

In line with it, Afflerbach (1990, p. 131) who says that interacting with narrative text; readers use their prior knowledge in concert with cues in the text to generate predictions. This helps the readers develop a proactive perspective, with which the meaning of a text maybe anticipated. An important aspect in the

prediction is comparing the prediction to the outcome in the actual text with the prediction. Without this aspect of the prediction process, it becomes meaningless to improving the student's comprehension (Duke and Pearson, 2005). Some approaches for teaching prediction throughout the text with partners, with a graphic organizer.

Duke and Pearson (2002, p. 208) state that Prediction strategy is one of teaching and learning strategies for monitoring the appropriateness of making prediction.

West (2003, p. 14) in applying this strategy, the students will work in small discussion group which consists five to six students. The teacher will guide all the group members to begin the prediction. Each group members can share their ideas with their own group. And then, all the group members confirm or reject their prior predictions. Next, the all the group members can use their prior prediction to predict what to come next.

2.4.1 The Advantages of Prediction Strategy

Block, Rodgers and Johnson (2004, p. 4) state that prediction as one of reading comprehension teaching strategies which have some benefits. By making predictions, readers are using the following processes; activate prior knowledge, thinking on a literal and inferential level, adding to their knowledge base, making connections, monitoring comprehension, filling the gaps in the author's writing. Prediction strategy on reading comprehension in narrative text makes the students easier to get information. One of the activities in prediction strategy is by making connections and monitoring comprehension, it will improve the students'

concentration. By making some expectations in prediction strategy, the students can develop their self-confidence.

Moreover, Van (2011, p. 6) mentions that prediction strategy has made a slight improvement in the students' reading comprehension. By followed the procedure in prediction strategy the students will significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and antipating the upcoming information from the textual structure. It is connect with narrative text becauseAccording to Anderson (1997, p. 12), narrative is a piece of text that tells a story, in doing so, entertains or informs the reader or listener. It means that the text should be interesting, Van (2011, p. 7) states that an interesting texts motivated the students by making them want to read, where as familiar topics and comprehensible inputs motivated the them believe in their ability including the ability to make the predictions about the text and comprehend.

2.4.2 The Procedures of Prediction Strategy

To support students to develop effective reading skills, there are various reading strategies that can be applied in teaching reading. Prediction Strategy developed by Duke and Pearson (2002, p. 205) is a very useful strategy to help reading comprehension. It help the reader to delve into a deeper understanding of the text by looking more closly at the fact that are know, to predict possible outcomes. "as they read, good readers frequently make prediction about what is to come".

In addition Duke and Pearson (2002, p. 212) state that prediction strategy as one of the teaching strategies. This strategy supports accountable participation in small group interaction. The strategy can motivate the student interest in reading, becauseit can help the student to find extracting the topics to know the information in order to comprehend the text easily. In implementing Prediction Strategy, Making prediction and then reading to see how they turned out, but it also entails activities that come with different labels, such as Pre-reading activities: activating prior knowledge, previewing and over viewing. While-reading: reading to make predictions what is to come.

The researcher follows the procedures proposed by Duke and Pearson (2002, p. 16) which consists of four columns. Each column is described as follows:

1. Event, students should choose specific events from the story.

2. What I think will happen, students read the first and the last paragraph to predict what will happen next.

3. Clues from the story, students look at the title, the pictures and the heading for each section as clues to what might happen.

4. What really happened, students read the actual text and confirm or reject their prior predictions together. This activity allows the student analyze the background information and active prior knowledge.

2.4.3 Teaching Procedure

In this study, there will be 12 meetings including pre-test, and post-test. Each meeting is 2 x 45 minutes. The teaching procedure is explained as follows:

- **Pre Activity**

  1. The Researcher greets students.

  2. The Researcher checks the attendance list.

  3. The Researcher explains the learning objectives for students.

- **Whilst Activity**

  1. The Researcher provides a certain story for the groups to be predicted.

  2. The Researcher divides the students into 8 groups.

  3. The Researcher opens predictions; true or false prediction and asks about something which is related to the story. In here, researcher activates the students' prior knowledge before coming up to the next steps in this strategy.

  4. The Researcher gives the incomplete text handout and predictsgraphic to the students. (See Figure 1)

Figure 1

Name:_____
Date:

Predictions
Choose specific event from the story and predict what you think will happen
Next use the words and pictures to give you clues as to what might happen.
Then, write what really happened in the story to see if you were correct.

Title:

Event	What I Think Will Happen	Clues From The Story	What Really Happened
Orientation Complication Resolution			

5. The Researcher asks students to choose specific events from the story. This information should be recorded in the "Event" column.

6. The Researcher asks the students to look at the title, the pictures and the heading for each section as clues to what might happen. This information should be recorded in the "Clues from the story" column.

7. The Researcher asks students read the first and the last paragraph to predict what will happen next. This information should be recorded in the "What I think will happen" column.

8. The Researcher gives the students chance to discuss the prediction within their group in 15 minutes.

9. The Researcher and students read the actual text and confirm or reject the students' prior predictions together. This information should be recorded in the "What really happened" column.

10. The researcher and students check the task together.

- **Post-Teaching Activities**

1. The researcher gives chance for the students to ask some questions related to the material.

2. The researcherasks the students about the conclusion from the material.

3. The researcher closes the teaching and learning process.

2.5 The Previous Related Studies

There were three previous related studies that are related to this study. First the researcher to take one of the study with the title "*Improving students' reading comprehension in descriptive text by applying prediction Strategy to the tenth gradesof SMA Negeri 1 Kisaran*" written by Hastati Perangin-Angin (2013). This study which used prediction strategy to see significantly improvement on students' reading comprehension in descriptive text. This study had similarity which was found from the aim of the study.

The second previous related study entitled *"The influence of prior knowledge and text genre on readers' prediction strategies : A comparative study"* by Afflerbach (1990). This study indicated that prediction is an important comprehension strategy which readers use to construct meaning for expository and story narrative genres.

Third previous related study with the title *"Improving students' reading comprehension through predicting strategy instruction: An action research study at Cao Ba Quat Upper Secondary school Thailand"* which was conducted by Van (2011). This study revealed that predicting strategy instruction has made a slight improvement in the students' reading comprehension. The students were significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and anticipating the upcoming information from the textual structure.

This study had some similarities and differences with the three previous related studies. The first previous related study had similarity from the aim of the

study. It was to find out the significant improvement after being given prediction strategy. And the differences of the two studies could be seen from the kind of the text and the sample of the study. The researcher of this study used narrative text and the previous related study used descriptive text. The second previous related had similarity which used prediction strategy to improve students' reading comprehension achievement and the difference was found from the text. The researcher only used narrative. However, the previous related study used expository and narrative text. The third previous related study had similarity with this study. It was to improve students 'reading comprehension achievement and the differences was the kind of the research. The previous related study used action research and this study used experimental study.

2.6 Research Setting

In this study, SMA Muhamadiyah 6 Palembang is located on Sudirman street KM 4,5 Balayudha Code Pos 30128 Palembang. The head master of this school is Mr. Muhamad Erlan, S.Pd. SMA Muhamadiyah 6 Palembang has thirty four teachers and eleventh administration staff.

SMA Muhamadiyah 6 Palembang educates 344 students that divided into their class and grades. four classes for tenth grade that consist of fifty two male students and seventy eight four female students, three classes for eleventh grade that consist of fourty nine male students and sixty nine female students, and three classes for twelfth grade that consist of thirty six male students and sixty female students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses: (1) method of research, (2) variables of research, (3) operational definitions, (4) population and sample, (5) data collection, (6) research instrument analysis, (7) research treatments analysis, (8) techniques for analyzing the data, and (9) research setting.

3.1 Method of the Study

Based on the problems and the objectives, the method of this research was an experimental method. Fraenkel, Wallen, and Hyun (2012, p. 275) state that a quasi-experimental design does not include the use of a random assignment, the research who employs is design relies instead on the other techniques for controlling or at least reducing threats to the internal validity.

The researcher will apply quasi-experimental design to conduct the study. The researcher will divide the sample into two groups. Those are the experimental group and the control group. The experimental group gets the treatment, while the control does not receive. This design is often used quasi experimental group is suggested by Cohen, Manion, & Morrison (2007, p. 283) shows below:

Treatment	O_1	X	O_2
Control	O_3		O_4

Where:

_____ : the dashed line indicates that the two groups being compared are already formed

O_1 : pre-test of experimental group

O_2 :post-test of experimental group

O_3 : pre-test of control group

O_4 : post-test of control group

X : treatment for experimental group

-                  : no treatment

3.2 Variables of the Study

In this study, there were two kinds of variables; independent variable (X) and dependent variable (Y). Creswell (2012, p. 115-116) state that Independent variable was an attribute or characteristic which influences the dependent variable, while dependent variable was an attribute which is influenced by independent variable. The independent variable (X) in this research was Prediction Strategy and the dependent variable (Y) was students' reading comprehension achievement.

3.3 Operational Definitions

The title of this researcher was "Using Prediction Strategyto improve narrative reading comprehension achievment of tenth graders of SMA Muhamadiyah 6 Palembang". To avoid misunderstanding of the terms between the researcher and the readers of this study. The following terms were defined as follows:

1. Reading Comprehension Achievement refers to the grade achieved by the students after doing the English reading comprehension test. The reading comprehension test use to measure the students' reading comprehension.

2. Reading narrative text is a reading activity of narrative text that tells and describes the story. The students read and comprehend the text related to narrative text and the students knew about all of parts the text like orientation, complication, and resolution.

3. Prediction Strategy is a strategy that helps the student to make appropriate guesses about what will happen in the text.that can be used by the students in order to ease them to comprehend the reading material.

3.4 Population and Sample

3.4.1 Population

Creswell (2012, p. 142) defines population as a group of individuals who have the same characteristics. In this study the population will be the tenth grade students of SMA Muhamadiyah 6 Palembang. (See Table 1)

Table 1

The Population of the Study

No	Class	Number of Students
1	X MIA 1	35
2	X MIA 2	30
3	X MIA 3	35
4	X MIA 4	30
	Total	**130**

(Source: Administration of SMA Muhamadiyah 6 Palembang, 2017)

3.4.2 Sample

Sample is a group of people drawn from the population. Creswell (2012, p. 142) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

To determine the sample, In this study the researcher uses convenience sampling technique. Convenience sampling technique is a non-probability sampling design used as it encompasses the people that are readily available and willing to take part in the study. This technique is chosen because the English teacher who selects the classes which are available to participate in this study. The classes chosen as the samples are determined by the English teacher of SMA Muhamadiyah 6 Palembang. The English teacher has chosen X MIA 2and X MIA 4. (See Table 2)

Table 2

The Sample of the Study

Class	Number of Students		Total
	Male	**Female**	
X MIA 2	14	16	30
X MIA 4	11	19	30
Grand Total			**60**

3.5 Data Collection

According to Singh (2006, p. 212), collection of data is very essential in any educational research to provide a solid foundation for it. He also states that the data may be obtained by administering questionnaires, testing, personal observations, interviews and many other techniques of collecting quantitative and qualitative evidence.

In this study, the test was used to collect the data and it will be used twice as an instrument: for pre-test and post-test. The form of the test is multiple choice test and the total of questions is eighty questions which consisted of four options (a,b,c,d). Before the test was given to the samples, the test was tried out firstly to the one class of tenth grade students of SMA Muhamadiyah 1 Palembang. After doing the test, the validity and realibility of test items are estimeted before being given to the samples. All of questions were about narrative text of reading comprehension. The purpose of this test was to know the progress of student's reading narrative text average score by using Prediction strategy. The test is explained as follows:

3.5.1 Test

According to Brown (2004, p. 3), test is the way to measure someone's ability with the concept emphases. The data of the study will be collected by using the reading test. In order to arrange a suitable reading test for the participants, firstly the researcher did an interview with the English teachers of tenth-graders of SMA Muhamadiyah 6 Palembang. From the interview, the researcher found that according to their English teacher, the average reading level of tenth-graders of

SMA Muhamadiyah 6 Palembang. There were narrative texts in the test. The purpose of the test was to find the result in teaching reading by using Prediction Strategy. The are two kinds of test to give the students, pretest and posttest.

1. Pretest

According to Neuman (2007, p. 205), pretest is the measurement of the dependent variable prior to introduction of the treatment. Pretest was given before the treatment. The purpose of giving pretest to the students was to know the students English reading comprehension scores before implementing Prediction Strategy. After the researcher get the students' score in pretest, the researcher can know who will be the control and experimental group.

2. Posttest

According to Neuman (2007, p. 205), posttest is the measurement of the dependent variable after the treatment has been introduced into the experimental situation. Posttest will be given after the treatment. The purpose of giving posttest to the students is to know the students English reading comprehension scores after implementing Prediction Strategy.The result of posttest will compare to the result of pretest between the experimental and control group in order to know the significant improvement and the significant difference of teaching reading comprehension by using Prediction Strategy.

3.6. Research Instrument Analysis

3.6.1 Validity Test

According to Gay and Diehl (1996, p. 156), validity is the degree to which a test measures what it is supposed to measure. In order to ensure each items of reading test is valid, the writer will use three kinds of validity, they are:

3.6.1.1 Construct Validity

Fraenkel, Wallen, and Hyun (2012, p. 148) state that the construct validity refers to the nature of psychological construct or characteristic being measured. The validators checked all instruments of this research whether they were all valid. In this part, the construct validity of the research instruments involved two types. They were question items for pretest and posttest activities, and lesson plans for experimental group.

The researcher will ask the lecturers of UIN Raden Fatah Palembang as validators. There are some characteristics for expert judgment's or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500. There will three validators to validate the research instruments and lesson plan. They will measure including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that must be measured by giving test or tryout to students later on.

3.6.1.2 Validity of Each Question Item

Validity of Each Question Item test is used to indicate whether the test items of each questions are valid or not. To know whether the instruments of each questions valid or not, the researcher will do a try out of the instrument firstly to the students of SMA Muhamadiyah 6 Palembang,especially to the tenth grade students. the score of significance (r-output) should be compared with the score of r-table product moment. According to Sugiyono (2010, p. 190) the instrument is valid if the result of score significancy (recount) is same or higher than r-table. Then, the result of the test will analyze using with the correct answer is labeled 1 and the wrong answer is labeled 0.

The result of the test will be analyzed by using Pearson Product Moment Correlation Coefficient in SPSS 22 (Statistical Package for the Social Science) program to know the instrument of test is valid or not.

3.6.1.3 Content validity

According to Sugiyono (2012, p. 353), to test the validity of the content can be done by comparing the contents of the instrument with the subject matter that has been taught. In order to judge the test has or has not the content validity, the researcher will check the curriculum and syllabus from school and then match them into test specification.

3.6.2 Reliability Test

Reliability refers to the consistency of the data collected. Reliability is the extent to which an instrument, scale, or other measure generates consistent result.

To find out the reliability of the instrument SPSS (Statistical Package for Social Science) version 22 the researcher using split-half method with spearman-brown formula in internal consistency reliability, because this method is suitable for multiple choice items.

The researcher will do the try out to 34 tenth grade students of SMA Muhamadiyah 1 Palembang who are not the sample of the study. According Frankel, Walen, and Hayun. (2012, p. 157) states that a useful rule of thumb is that reliability should be at least 0.70 and preferably higher if the test reliability all instrument is higher than 0.70, the test will be consider reliable.

3.6.3 Readability Test

Readability is a test to measure level of reading comprehension difficulty of a text for readers. According to Richardson, Morgan, and Fleener (2009, p.173), readability is the match between reader and text, it suggests that content is clear, well expressed, and suited to the reader. The Flesch Kincaid Reading Ease and the Flesch Kincaid Grade Level were used to check the readability and the level of the texts take for pre-test and post-test. The Flesch Kincaid Grade Level is based on USA education system which applied English language as the first language. Readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level for each reading text during research treatment, and it also done to manage for each reading text in research instrument. It starts from very easy one text to the harder one in order the students do not feel shocked with the text. Readability test is measured by using online readability test that can be accesed from *http://www.readabilityformulas.com*. There were two

readability tests in this study, they were readability test for research instrument and readability for research treatment text.

3.6.3.1 Readability Test for Research Instrument

There are some result got after checking readability test for research instrument texts in flesh kincaid reading ease score. All reading text are taken from English textbook Developing English Competence 2008, written by Achmad Doddy, Ahmad Sugeng, Effendi, and published by Pusat Perbukuan. the word statistics of the texts see the follow, . (See Table 3)

Table 3

Result for Readability Test for Researcher Instruments Texts

No.	Reading Text Title	Text Statistics			Ease score	Grade level	Text Category
		Character per word	Syllable per word	Words per sentence			
1.	Why cats and dogs always fiqht story	4.6	1.5	13.7	66.6	Eight grade	Standard
2.	The king of the mice and the woodcutter	4.7	1.5	11.3	66.5	Eight grade	Standard
3.	Orlando and Oliver	4.5	1.4	18.8	65.4	Eight grade	Standard
4.	The boy who cried wolf	4.4	1.5	13.4	64.2	Eight grade	Standard
5.	The rabbit's tail story	4.4	1.5	13.3	63,.2	Eight Grade	Standard
6.	Beloved Orlando and the magic flower	4.3	1.4	23.3	64	Eight grade	Standard
7.	Durna's trap	4.6	1.5	15.5	60.3	Eight grade	Standard

In this study, the researcher will use standard text categories for research instrument. Because this research instrument applied for the tenth grade students.

According Fielding (2006, p. 205) states that standard text categories suitable for tenth grade students.

3.6.3.2 Readability Test for Research Treatment

There are some result got after checking readability test for research treatment texts in flesh kincaid reading score, All reading text are taken from English textbook Developing English Competence 2008, written by Achmad Doddy, Ahmad Sugeng, Effendi, and published by Pusat Perbukuan. the word statistics of the texts see the follow the word statistics of the text can be seen on the follow. (See table 4)

`   **Table 4**

Result for Readability Test for Researcher Treatment Texts

No.	Reading Text Title	Text Statistics			Ease Score	Grade Level	Text Category
		Character per word	Syllable per word	Words per sentence			
1.	The cap seller and the monkey	4.1	1.4	12.2	69.9	Eight grade	Standard
2.	The three Sheiks and Queen of Arabia	4.2	1.4	22.2	69.6	Eight grade	Standard
3.	Layla and QaysMajnun	4.5	1.5	14.1	69.5	Eight grade	Standard
4.	The myth of Dewi Sri	4.3	1.5	12.6	69.4	Eight grade	Standard
5.	Icarus' Fall	4.3	1.5	13.5	63.9	Eight Grade	Standard
6.	The Singer and the Dolphin	4.4	1.4	21.2	63.2	Eight grade	Standard
7.	Gatot Kaca	4.4	1.5	13.6	62.6	Eight grade	Standard
8.	Putri Mandalika	4.6	1.5	19.1	62.3	Eight grade	Standard
9.	Ivan the Archer and the Princess	4.6	1.5	19.6	61.6	Eight grade	Standard

10.	Batarakala and senjata Cakra	4.2	1.5	20.4	60.7	Eight grade	Standard
11.	Nyi Roro Kidul	4.5	1.5	21.0	60.4	Eight grade	Standard
12.	Antony	4.1	1.5	21.1	60.0	Eight	Standard

3.7 Research Teaching Schedule

The researcher does the treatments to the experimental group students in academic years 2017. The study will be conducted in 12 meetings. There are two meetings for a pretest and posttest. So the total meetings is 14 meetings. Each meetings takes 90 minutes (2 x 45). (See Table 5)

Table 5

Research Teaching Schedule

No	Text's Title	Kind of Text	Meeting	Time Allocation
PRE-TEST				
1.	The three Sheiks and Queen of Arabia	Narrative Text	2nd	2 X 45'
2.	Layla and Qays Majnun		3rd	
3.	The myth of Dewi Sri		4th	
4.	Icarus'Fall		5th	
5.	The Singer and the Dolphin		6th	
6.	Gatot Kaca		7th	
7.	Putri Mandalika		8th	
8.	Ivan the Archer and the Princess		9th	
9.	Batara kala and senjata Cakra		10th	
10.	Nyi Roro Kidul		11th	
11.	Antony and Cleopatra		12th	
POST-TEST				

3.8 Data Analysis

In analyzing the data, data obtained from quasi experimental design and calculated by means of SPSS 22 software (Statistical Package for the Social Sciences). Moreover, the researcher has used and described some techniques, as follows :

3.8.1 Data Descriptions

In data description, there were two analysis to be done. They were ; (1) distribution of frequency data and (2) descriptive statistic.

3.8.1.1 Distribution of Frequency Data

In this section, the scores of the students were described by presenting a number of the students who got a certain score and the percentage. The distributions of frequency data are obtained from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data displayed in a table analysis.

3.8.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental group.

3.8.2   Prerequisite Analysis

A prerequisite analysis was done before testing hypothesis. It estimates whether or not the obtained data from students' pretest and posttest score in

experimental and control group are distributed normal and homogene. According to Flynn (2003, p. 15), the use of parametric statistics requires that the sample data, be normally distributed, have homogeneity of varians and be continous. The first choice for a researcher is using parametric statistics. It means that if the researchers wanted to know the statistics that used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The following is the procedures in pre-requisite analysis.

3.8.2.1 Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn (2003, p. 17). also states that the data that have normal distribution is the score of significancy higher than 0.05.

In measuring normality test, the researcher used One-Sample Kolmogorov-Smirnov test in SPSS 22 (Statistical Package for the Social and Science) software application.

3.8.2.2 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it was homogene or not. According to Flynn, (2003, p. 17). the data can be categorized homogene whenever it is higher than 0.05. In measuring homogeneity test, the researcher used Levene Statistics in SPSS software application.

3.8.3 Hypothesis testing

In mesuaring significant improvment and significant difference on student narrative reading achievment taught by using Prediction Strategy.the explanation as follows:

a. In meusuring a significant improvment paired sample t-test will be use for testing the students pretest to posttest scores using Prediction Strategy. in expiremental groups. A significant improvment is found when ever the p-output is lower than 0,05 and t-obtained is higher than t-table. df 29: (2,045) It means that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

b. In measuring a significant difference independent sample t-test will be use for testing student's posttest scores in control and experimental groups. A significant difference is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table. df 58: (2,002) It means that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents: (1) the findings of the research, (2) statistical

analyses, and (3) the interpretation of the research.

4.1 Finding

The findings of the study cover the results of pretest and posttest

of both experimental and control groups. The results of students' reading

comprehension achievement were distributed based on five categories: excellent,

good, fair, poor, and very poor. For the purpose of the analysis, the students'

reading score were ranged from 1-100. The distribution of scores in the

experimental and control groups is presented in Table 6.

Table 6
The Results of pre-test and post-test of the students' reading comprehension test
In experimental and control groups (N=30)

Score Interval	Category	Experimental				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		N	%	N	%	N	%	N	%
86-100	Excellent	-	-	8	26.7	-	-	-	-
71-85	Good	4	13.3	1	36.7	4	13.3%	7	23.3%
56-70	Fair	10	33.3	1	36.7	12	40%	9	30%
41-55	Poor	16	53.3	-	-	14	46.7%	14	46.7%
0-40	Very Poor	-	-	-	-	-	-	-	-
Total		**30**	**100**	**3**	**100**	**30**	**100%**	**30**	**100%**

Based on the result of pretest in the experimental group, there was no

student (0%) in Very Poor category, 16 students (53.23%) in Poor category, 10

students (33.3%) were   in   Fair category, 4 students (13.3%) were   in Good

category, and there was no student (0%) in Excellent category. After the students got the treatments for thirty meetings, there was any improvement from the students' scores. The researcher found that there was no student (0%) were in Very Poor and Poor categories, 11 students (36.7%) were in Fair category, 11 students (36.7%) were in Good category, and 8 students (26.7%) were in excellent category. In addition, the results of the pre-test in the control group showed that there was no student (0%) in Very Poor category, 14 students (46.7%) in Poor category, 12 students (40%) were in Fair category, 4 students (13.3%) were in Good category, and there was no student (0%) were in Excellent category. This group was not being exposed to the treatment. After doing the post-test, there was no student in Very Poor category, 14 students (46.7%) in Poor category, 9 students (30%) were in Fair category, 7 students (23.3%) were in Good category, and there was no student (0%) in Excellent category.

4.2   Statistical Analyses

In order to verify the hypotheses proposed, the statistical analyses were applied. The t-tests were used to analyze the results of the pre-test and posttest. The analyses consist of Paired sample t-test used to find out whether or not there was a significant improvement in reading comprehension achievement of the tenth graders of SMA Muhamadiyah 6 Palembang before and after they are taught by using Prediction Strategy. The second statistical analysis was independent sample t-test that was used to find out whether or not there was a significant improvement in reading comprehension achievement between the

tenth g r a d e r s of SMA Muhamadiyah 6 Palembang who were taught by using Prediction Strategy and those who were not. And raw scores of the students' reading comprehension achievement test were used. Before doing statistical analyses, the normality of the data distribution and the homogeneity test need to be checked.

4.2.1 Normality Tests

Normality test was conducted to determine whether the data were normally distributed or not. In determining the normality of the data, one sample of Kolmogorov-Smirnov Z test in SPSS version 22 was used. In one sample of Kolmogorov-Smirnov Z test, data are expressed normally distributed if the significance (2-tailed) > 0.05. Table 7 presents the results of normality test.

Table 7
The Results of Normality Test (N=60)

Group	Pretest				Posttest			
	Mean	Std.	**Sig.**	K-S Z	Mean	Std. Dev.	**Sig.**	K -S Z
Exp. Group	57.73	9.860	**.312**	963	76.63	8.495	**.383**	.907
Cont. Group	58.26	9.100	**.366**	920	61.13	10.398	**.234**	1.035

As shown the significance values (2-tailed) of pre-test and post-test of the experimental group were .312 and .383, and the significance values of pre-test and post-test of control group were .366 and .234. Since all the p-values (.312, .366, .383, and .234) were higher than 0.05, it was concluded that the data were normal.

4.2.2   Homogoneity Tests

Homogeneity tests were done to know whether the sample groups from the population had similar variances. The writer used Levine's test to know the homogeneity in groups (experimental and control groups). The data were homogeneous if significance > 0.05, the results of the significance of the pre-test and post-test in the experimental group was (.193>0.05) and the results of the significance of the pre-test and post-test in the control group was (.201 >0.05), the results of the significance of the pre-test in the experimental and control groups was (.391>0.05), and the results of the significance of the post test and post test in the experimental and control grou ps was (.104>0.05). It could be stated that data in experimental and control gro ups were homogeneous.

Table 8
The Results of Homogeneity Test

Group	Levine's Statistics	df1	df2	Sig
Pretest and posttest in Exp. Group	1.680	7	14	**.193**
Pretest and posttest in Cont. Group	1.588	8	17	**.201**
Pretest and pretest in Exp. And Cont. Groups	1.145	7	14	**.391**
Posttest and posttest in Exp. and Cont. Groups	2.014	8	18	**.104**

Homogeneity tests were done to know whether the sample groups from the population had similar variances. The researcher used Levine's test to know

the homogeneity in groups (experimental and control groups). The data were homogeneous if significance > 0.05, the results of the significance of the pre-test and post-test in the experimental group was (.193>0.05) and the results of the significance of the pre-test and post-test in the control group was (.201 >0.05), the results of the significance of the pre-test in the experimental and control groups was (.391>0.05), and the results of the significance of the post-test and post-test in the experimental and control groups was (.104>0.05). It could be stated that data in experimental and control groups were homogeneous.

4.2.3 Paired Sample t-test Analysis of Reading Comprehension Achievement of the Experimental and Control Groups

The paired sample t-test was applied to analyze the pre-test and post-test in the experimental group. The paired sample t-test was used to answer research question number 1 (Was there a significant difference in tenth graders' narrative reading comprehension achievement of the tenth graders of SMA Muhamadiyah 6 Palembang after they were taught by using Prediction Strategy). The summary of statistical analysis of the pre-test and post-test in experimental and control groups can be seen in Table 9.

Table 9

The Results of Paired Sample t-test for Students'
Reading Comprehension Achievement Score of the Experimental and
Control Groups

Group	Test	Mean	Mean Diff.	Std. Dev	Std. Error Mean	T	Df	Sig. (2-tailed)
Exp. Group	Pretest	57.73	18.900	9.861	1.800	27.780	29	**.000**
	Posttest	76.63		8.495	1.551			
Cont. Group	Pretest	58.27	2.867	9.101	1.662	1.674	29	**.105**
	Posttest	61.13		10.398	1.898			

In the experimental group, Table 9 revealed that the mean score of the posttest (76.63) was greater than the mean score of the pretest (57.73) and the mean difference was 18.900. The standard deviations of the posttest and pretest were 8.495 and 9.861. Since the p-value (sig. (2-tailed) was less than 0.05, the null hypothesis (H_O1) was rejected and the research hypothesis (H_11) was accepted. It could be said that there was a significant difference between the pretest and posttest result of the experimental group. Meanwhile, the result of paired sample t-test in the control group showed that the mean score of the posttest (61.13) was higher than the mean score of the pretest (58.27) and the mean difference was 2.867. The standard deviations of the posttest and pretest were 10.398 and 9.101. Since the p-value (sig. (2-tailed)) was higher than 0.05, the null hypothesis (H_O1) was accepted and the research hypothesis (H_11) was rejected. It could be said that there was no significant difference between the results of pretest and posttest in the control group.

4.2.4 Independent Sample T-Test of Experimental and Control Groups

To answer research question number 2 (Was there a significant difference in narrative reading comprehension achievement between the tenth graders who were taught by using Prediction Strategy and those who were not). Independent sample t-test analysis was applied. Table 13 presents the result of independent sample t-test of pretest of both groups.

Table 10

The Results of Independent Sample t-test Analysis (Pre-test and Post-test) for the Experimental and Control Groups

Pretest		Mean Diff.	Std. Dev.	T value	Sig. (2-tailed	Post- test		Mean Diff.	Std Dev.	T value	Sig. (2-tailed)
Exp.	Cont.					Exp	Cont				
57.73	58.27	18.90	9.861	27.78	**.828**	76.63	61.13	2.86	8.495	1.674	**.000**

Table 13 shows that the mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group (p-value< 0.05). The null hypothesis (H_O2) was rejected and research hypothesis (H_12) was accepted. It means that there was a significant difference in narrative reading comprehension achievement between the students who were taught by using Prediction Strategy and those who were not.

4.3   Interpretation

Based on the findings of this study, some interpretation showed that (1) there was a significant difference in students' narrative reading comprehension achievement of the experimental group after they were given treatment and (2)

there was a significant difference in students' narrative reading comprehension achievement of both experimental and control groups. First, after getting the treatment the results of the experimental group showed that the results of reading comprehension achievement in the post-test were better than the results of the pre-test. The result of paired sample t-test in experimental group showed the mean difference between pre-test and post-test was 18.900. The standard deviations of the posttest and pretest were 8.495 and 9.861. Since the p-value (sig. (2-tailed) was less than 0.05, the null hypothesis (H_O1) was rejected and the research hypothesis (H_11) was accepted. It can be concluded that there was significant difference in students' reading comprehension after they were taught by using Prediction Strategy. This might be caused by the implementation of Prediction Strategy to the students' reading comprehension achievement. Meanwhile, the results of paired sample t-test in the control group showed that the mean difference between pre-test and post-test was 2.867. The standard deviations of the posttest and pretest were 10.398 and 9.101. Since the p-value (sig. (2-tailed)) was higher than 0.05, the null hypothesis (H_O1) was accepted and the research hypothesis (H_11) was rejected. It could be said that there was no significant difference between the pretest and posttest results of the control group. This might be happen because the control group was not taught by using Prediction Strategy as researcher did in experimental group.

The second finding confirmed that there was a significant difference in narrative reading comprehension achievement between the experimental and control groups. It can be proven from the statistical analysis

done by using independent sample t-test. The result of the analysis showed that the mean score of the post-test in the experimental group was higher than the mean score of the post-test in the control group (p-value < 0.05). It can be concluded that the null hypothesis (H_O2) was rejected and research hypothesis (H_12) was accepted. It means that there was a significant difference in narrative reading comprehension achievement between the students who were taught by using Prediction Strategy and those who were not. It was because there was an improvement in experimental group's reading comprehension achievement. It happened because the students were given treatment. Meanwhile, the control group was not given any treatment, they only given pretest and posttest. Besides, the mean of pretest in the control group was higher than that of experimental group and there was significant difference in pretest between both groups. From the mean of the experimental group, it can be said that the level of reading comprehension in experimental group was lower than control group. Nevertheless, if the improvement of both groups were to compare, the improvement of experimental group was higher than the control group.

This can be seen from the mean of posttest from both groups. This was the reason why there was a significant improvement between postt est of the experimental and control groups. Apart from that, the use of Prediction Strategy still gave much contribution to the improvement of students' reading comprehension achievement in experimental group. Therefore, teaching reading through Prediction strategy is preferable because it was an effective strategy which consists of some activities of reading, writing, and speaking integrated in

writing activity, the students learned to write the predictions by their own words based on clues given by the text. Meanwhile, in speaking activity, the students discuss or perform the result of the predictions they have discussed. And during the treatment it was found that the students were able to understand the content of the text because they had already the general description of the text by understanding the each aspect of the text in every meeting, the students found it easier to answer the comprehension questions in order to improve their low achievement in reading comprehension.

Prediction strategy has made a slight improvement in the students' reading comprehension. The students were significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and anticipating the upcoming information from the textual structure. In addition, during the implementation of Prediction Strategy it was also found that the atmosphere of the class was not boring. The students seemed very enjoyable in following each activity of Prediction strategy because they were learning in a group work. Besides, Prediction Strategy could give some benefits in language learning, such as enhanced confidence and motivation to read. As Duke and Pearson (2002) develop Prediction Strategy as one of the teaching strategies. This strategy supports accountable participation in small group interaction. It encourages the students to be more confident in reading comprehension. This strategy also helps the students to improve their concentration since it is possible for the students to make connections and monitor comprehension.

Based on findings above, it could be concluded that Prediction strategy

could be used in teaching reading and was effective to improve the reading

comprehension   achievement   of   the   tenth   grade   students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) the conclusions of the study and (2) the suggestions based on the findings of the study.

5.1   Conclusions

The researcher concludes that the use of Prediction strategy was significantly effective to improve the students' reading comprehension achievement   in class X.2 (experimental group) at SMA Muhamadiyah 6 Palembang.   Most of the students in the experimental group showed better improvement that can be seen from the result of the students in the post-test. The result of the study showed that there was significance improvement between the tenth grade students at SMA Muhamadiyah 6 Palembang who were taught in the experimental group by using Prediction strategy and those who were not taught in the control group. The statistical analysis in paired sample t-test showed that there was a significance improvement in mean score between students' pretest and posttest both in the experimental and control group; however the experimental group showed much better improvement than the control group. It was also proved by the independent sample t-test that there was significance improvement between the mean score of posttest in the experimental group was higher than the mean score of the post-test in the control group. It means Prediction strategy was effective to improve students' reading comprehension achievement.

5.2   Suggestions

Referring to the conclusion above, the writer proposes some suggestions. First, for the English teachers, they should apply a strategy in teaching English. Prediction strategy is not only become an alternative strategy in teaching reading, but also as a strategy in teaching writing and speaking. In writing activity, the students learned to write the predictions by their group discussion based on the clues given by the text. Meanwhile, in speaking activity the students discuss or perform with the prediction result of the discussion they have discussed. By guiding the student's step by step Prediction activities, it will be easier to get the point of the text and they will be ready to be a good predictor. The point is the teacher should be able to manage the class, so the students will focus on activities of Prediction than talking each other because Prediction strategy usually used in a large classroom. Second, the students also have to be active and creative in the classroom. If the teachers' explanation is not clear enough, feel free to ask. Moreover, if you want to have better reading comprehension achievement, the effective way is by keep reading. Last, for those who want to do further writer, preparation is really important. It was not only covers the material and method of assessing the students, but also covers the strategy and approach to deal and manage the students. If the strategy is good but the students are not cooperative enough, then it will be a wasting time and the researcher hopes that the next writers can prepare everything as good as possible in doing study and can follow up this study.

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APPENDICES

APPENDIX A

<div align="center">

KUESIONER

</div>

Nama : _____ **Kelas :** _____

Petunjuk:

Berilah skor pada butir pertanyaan-pertanyaan berikut dengan memberi tanda
pada kolom skor (iya dan tidak) sesuai dengan kreteria sebagai berikut:

No	Indikator	Skor Penilaian	
		Iya	Tidak
1	Saya menyukai pembelajaran Bahasa Inggris		
2	Saya mengikuti kursus Bahasa Inggris diluar sekolah		
3	Saya suka membaca teks bahasa inggris		
4	Saya mengalami kesulitan dalam belajar bahasa Inggris		
5	Saya mengalami kesulitan dalam memahati teks bahasa Inggris		
6	Saya mengalami kesulitan dalam memahami teks naratif		
7	Saya perlu membaca berulang-ulang untuk memahami teks naratif		
8	Banyak kata-kata yang sulit dalam teks naratif		
9	Saya bertanya pada guru jika mengalami kesulitan dalam pembelajaran Bahasa Inggris		
10	saya lebih senang bertanya dengan teman jika mengalami kesulitan		

No	Indikator	Skor Penilaian	
		Iya	Tidak
11	Saya mempelajari kembali materi yang telah diajarkan di sekolah		
12	Saya mempelajari materi di rumah sebelum diajarkan di sekolah		
13	Saya mengerjakan tugas dan PR bahasa Inggris yang diberikan oleh guru.		
14	Saya senang belajar bahasa inggris dengan strategi baru		
15	Saya senang berdiskusi dengan teman jika ada yang tidak di pahami		
16	Saya senang belajar bahasa inggris dengan berkelompok		
17	Saya senang mempresentasikan hasil diskusi		
18	Saya senang jika bisa memahami teks bahasa Inggris dengan mudah		
19	Saya senang jika bisa memahami dan menjawab soal teks naratif dengan mudah		
20	Saya akan selalu aktif dalam pelajaran bahasa Inggris di kelas karena sangat penting dalam kehidupan, terlebih kaitannya dengan mencari pekerjaan di masa mendatang.		

APPENDIX A

The Result of the Analysis of Students' Perceptions of the Difficulty of Narrative Text

Item	Students' Response	
	Yes	**No**
1	85%	15%
2	20%	80%
3	25%	75%
4	80%	20%
5	90%	10%
6	80%	20%
7	80%	20%
8	85%	15%
9	30%	70%
10	65%	45%
11	25%	75%
12	15%	85%
13	100%	0
14	95%	5%
15	60%	40%
16	85%	15%
17	60%	40%
18	100%	0
19	100%	0
20	100%	0

APPENDIX B

The Result of Pretest Scores

Experimental

N0	Pre-test	Post-test
1	53	70
2	55	75
3	53	73
4	59	79
5	51	68
6	64	84
7	48	68
8	55	73
9	48	66
10	70	88
11	51	66
12	77	92
13	66	86
14	48	73
15	51	73
16	44	80
17	57	77
18	53	68
19	75	90
20	68	84
21	59	77
22	51	70
23	77	88
24	55	75
25	62	88
26	46	70
27	66	86
28	44	68
29	73	88
30	53	66

Control

N0	Pre-test	Post-test
1	51	59
2	55	53
3	59	48
4	57	73
5	53	70
6	59	75
7	51	64
8	48	46
9	48	55
10	75	73
11	51	57
12	70	62
13	66	53
14	55	48
15	57	46
16	46	55
17	57	53
18	53	59
19	75	80
20	68	70
21	59	55
22	57	55
23	75	70
24	53	75
25	62	55
26	46	62
27	55	55
28	73	80
29	46	53
30	68	75

STUDENT'S ATTENDANCE LIST POST-TEST
(EXPERIMENTAL GROUP)

No	Name											
1	Abdullah Arip S											
2	Aprilia											
3	Detta Eka Fadillah											
4	Dewinda											
5	Eka Fitriani											
6	Eki Noor MS											
7	Hazka Daffa Wenny											
8	Indah Permata Sari											
9	Iqbal Marliansyah											
10	Kesi Ernawati											
11	M. Imam Syafi'i											
12	Muhammad Daffa A											
13	Muhammad Faqih T											
14	Muhammad Risky											

No	Nama											
15	Mummad Rizki P.P											
16	M. Rizqillah Irfan. T											
17	Mutiara Bernika											
18	Nyayu Thassa Alelia Haya											
19	Rasyid Permana											
20	Redho Alfarabi											
21	Rizky Fhatiah Iriani											
22	Roro Galuh Pinasti											
23	Shinta Febriani											
24	Shinta Bela Ranis											
25	Sulastri Marini											
26	Syafaruddin											
27	Syanin Dita											
28	Tarischa Nur Isnaini											

29	Tiara Indah Putri											
30	Turi Wardani											

APPENDIX

SILABUS PEMBELAJARAN

SILABUS PEMBELAJARAN

Nama Sekolah   : **SMA Muhamadiyah 6 Palembang**
Mata Pelajaran   : **Bahasa Inggris**
Kelas / Semester   : **X / 2**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Membaca 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11. 1Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	• **Identify the structure of narrative texts**	• Mengidentifik asi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu	Tugas Tes Tertulis	1 x 45 1 x 45 2 x 45	Developing English Competencies for Grade XSenior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbehasa Inggris Majalah Internet

	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive,* dan *news item*	• **Identify meanings and information in narrative texts** • **Read and understand narrative texts.**	• Membaca nyaring bermakna teks berita/deskrip si/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	Quiz Tertulis (PG dan Uraian) Tugas Quiz	2 x45 4 x45 2 x45	Developing English Competencies for Grade XSenior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbehasa Inggris Majalah Internet

Lesson Plan

School : SMA Muhamadiyah 6 Palembang

Subject : English

Class/Semester : X/2

Topic : Fable: the cap seller and the monkey

Time : 2 x 45 minutes

A. Core Competence (KI)

KI 1: Comprehend and apply religion that the students believe.

KI 2: Comprehend and apply honesty, discipline, responsibility, care, politeness, and show good attitude as part of solution for various problems in interacting effectively in social environment not only nature but also the students as the reflection of the nation in association of the world.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on students' curiosity with knowledge, technology, art, culture, humanity, nationality, phenomenon, and event. Applying procedural knowledge in specific area based on talent and interest for solving problem.

KI 4: Process, think, and serve in concrete and abstract area related with development of what students learn in school and use some methods based on scientific rule.

B. Objectives

1. The students identify the generic structures of narrative text gained.
2. The students identify the clue of the narrative text gained.
3. The students create prediction using the clues gained.
4.

C. Indicator

1. The students identify the generic structures of narrative text correctly.
2. The students identify the clue of the narrative text correctly.
3. The students create prediction using the clues correctly.
4.

D. Material

1. Social Function: The students are able to comprehend the narrative text.
2. Language Skill: reading

E. Method

1. Prediction Strategy
2. Discussion
3.

F. Steps

Activities	Activities Description	Time
e-	Greeting. Giving Motivation. Material introduction.	minutes
ain	bserving: Students identify the clues of the narrative text • students read the first and the last paragraph to predict what will happen next. uestioning: • The students question about the clue they have found and discuss it together. **llecting Information:** • The students try to use the clues in making the prediction sociating: • The students read the actual text and confirm or reject their prior predictions together. **mmunicating:** The students discuss their predition.	minutes
st-	The writer gives chance for the students to ask some questions related to the material • The writer asks the students about the conclusion from the material The writer closes the teaching and learning process	minutes

G. Media

1. Narrative text
2. English Dictionary

3. Predict and infer grapic organizer

<u>Assessment</u>

Name:_____
Date:

Predicts

Choose specific event from the story and predict what you think will happen
Next use the words and pictures to give you clues as to what might happen.
Then, write what really happened in the story to see if you were correct.

Title:

Event	WhatI Think WillHappen	CluesFrom TheStory	WhatReally Happened

The Monkeys and the Cap
Seller
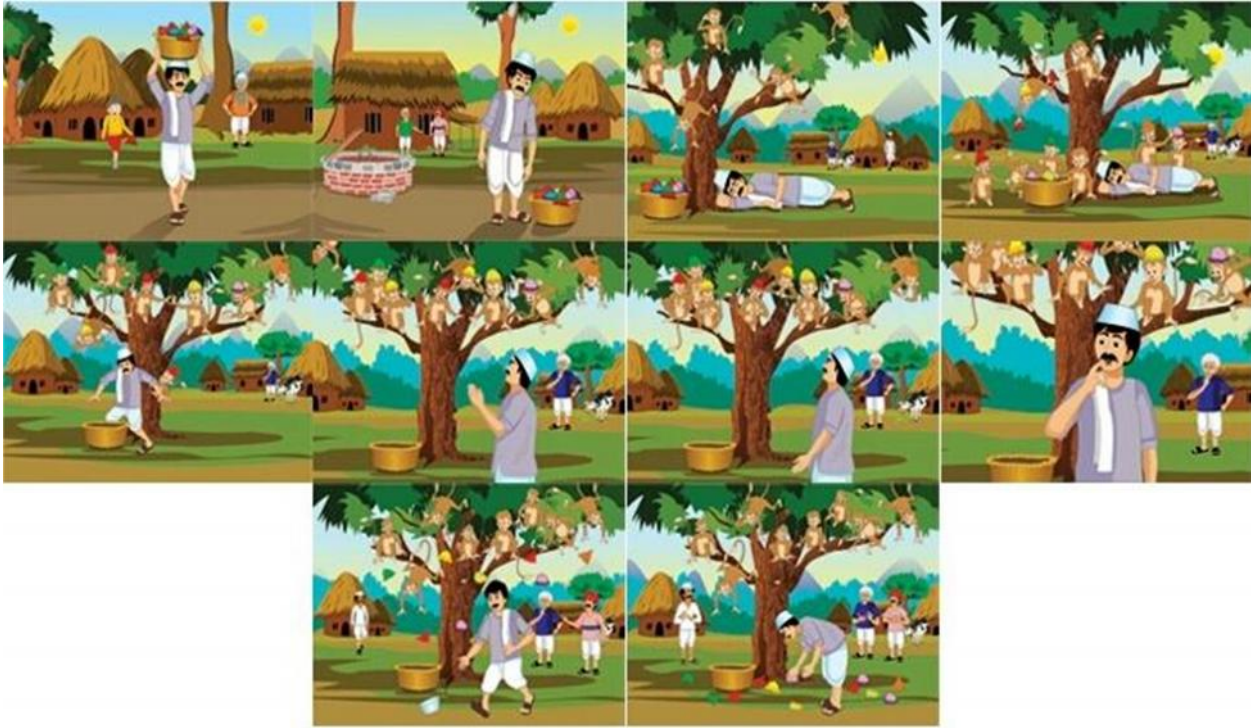
Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………..

Kelas / Semester   : ....
Mata Pelajaran   : ....
Materi   : ....

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	U r a i a n	Validasi			
		1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				
	b. Kriteria skor yang diberikan, dinyatakan jelas				
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris				
	b. Rumusan pernyataan komunikatif				
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV	**Penilaian Validasi Umum**	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik	a. dapat digunakan tanpa revisi
2. Cukup Baik	b. dapat digunakan dengan sedikit revisi
3. Baik	c. dapat digunakan dengan banyak revisi
4. Baik Sekali	d. belum dapat digunakan

Catatan:
....
....
....

Palembang,   April 2017
Validator I

Janeta Norena,M.Pd

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester   : ....

Mata Pelajaran   : ....

Materi   : ....

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.

2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	U r a i a n	Validasi			
		1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				
	b. Kriteria skor yang diberikan, dinyatakan jelas				
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris				
	b. Rumusan pernyataan komunikatif				
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV	**Penilaian Validasi Umum**	a	b	C	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

    1. Kurang Baik   a. dapat digunakan tanpa revisi

    2. Cukup Baik   b. dapat digunakan dengan sedikit revisi

    3. Baik   c. dapat digunakan dengan banyak revisi

    4. Baik Sekali   d. belum dapat digunakan

Catatan:

....

....

....

Palembang,   April 2017

Validator II

Nova Lingapitaloka,M.Pd

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester   : ....
Mata Pelajaran   : ....
Materi   : ....

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	U r a i a n	Validasi			
		1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				
	b. Kriteria skor yang diberikan, dinyatakan jelas				
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris				
	b. Rumusan pernyataan komunikatif				
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV	**Penilaian Validasi Umum**	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

<u>Keterangan :</u>

    1. Kurang Baik   a. dapat digunakan tanpa revisi
    2. Cukup Baik   b. dapat digunakan dengan sedikit revisi
    3. Baik   c. dapat digunakan dengan banyak revisi
    4. Baik Sekali   d. belum dapat digunakan

Catatan:
....
....
....

Palembang,   April 2017
Validator III

<u>Beny Wijaya,M.Pd</u>

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan				
	2. Kelengkapan cakupan rumusan indicator				
	3. Kesesuaian dengan kompetensi dasar				
	4. Kesesuaian dengan standar kompetensi				
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				
	2. Kesesuaian dengan karakteristik peserta didik				
	3. Keruntutan dan sistematika materi				
	4. Kesesuaian materi dengan alokasi waktu				
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai				
	2. Kejelasan prosedur penilaian				
	3. Kelengkapan instrumen (soal dan kunci jawaban)				

VI.	**Penggunaan Bahasa Tulis**					
	1. Ketepatan Ejaan					
	2. Ketepatan pilihan kata					
	3. Kebakuan struktur kalimat					
	4. Bentuk huruf dan angka baku					
VII	**Penilaian Validasi Umum**		a	b	c	d

Kesimpulan :

………………………………………………………………………………………….

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………………………………………………………………………………………….

Palembang, April 2017

Validator I

Janeta Norena,M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan				
	2. Kelengkapan cakupan rumusan indicator				
	3. Kesesuaian dengan kompetensi dasar				
	4. Kesesuaian dengan standar kompetensi				
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				
	2. Kesesuaian dengan karakteristik peserta didik				
	3. Keruntutan dan sistematika materi				
	4. Kesesuaian materi dengan alokasi waktu				
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai				
	2. Kejelasan prosedur penilaian				
	3. Kelengkapan instrumen (soal dan kunci jawaban)				

VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan				
	2. Ketepatan pilihan kata				
	3. Kebakuan struktur kalimat				
	4. Bentuk huruf dan angka baku				
VII	**Penilaian Validasi Umum**	a	b	c	d

Kesimpulan :

…………………………………………………………………………………….

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…………………………………………………………………………………….

…………………………………………………………………………………….

Palembang,   April 2017

Validator II

Nova Lingapitaloka,M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan				
	2. Kelengkapan cakupan rumusan indicator				
	3. Kesesuaian dengan kompetensi dasar				
	4. Kesesuaian dengan standar kompetensi				
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				
	2. Kesesuaian dengan karakteristik peserta didik				
	3. Keruntutan dan sistematika materi				
	4. Kesesuaian materi dengan alokasi waktu				
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai				

	2. Kejelasan prosedur penilaian				
	3. Kelengkapan instrumen (soal dan kunci jawaban)				
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan				
	2. Ketepatan pilihan kata				
	3. Kebakuan struktur kalimat				
	4. Bentuk huruf dan angka baku				
VII	**Penilaian Validasi Umum**	a	b	c	d

Kesimpulan :

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

Palembang,   April 2017

Validator III

Beny Wijaya,M.Pd

Predicts

Choose specific event from the story and predict what you think will happen
Next use the words and pictures to give you clues as to what might happen.
Then, write what really happened in the story to see if you were correct.

Title:

Event	What I Think Will Happen	Clues From The Story	What Really Happened
Orientation	A cap seller pssing through a jungle. He was very tired and needed to rest.	- Cap seller - Money monkey - Under the tree - Neighbour - Under the sun	When he got up, the first thing he did was to look into his bag.
Complication	One day he was talking to the monkey! Do you look my caps? Cap seller was be sad he looking for every where. But he dont get. He stream and neighboard come with him.		When he looked up the sky, h was very suprise to see monkey sitting on the branches of a tree. Each of the monkey are wearing a cap of the monkey are wearing a cap of on its head. They had evidently done it to imitate him, he have difficult thinks to get his caps back my making a humble request to the monkey in return, the monkey only made face of him. When he began to move gesture, the monkey also imitated him.
Resolution	He very suprised because monkey threw the caps under the tree, he was very sad with take the caps.		At last he found a cleve idea "monkey are a great imitator" he tought. So he took of his cap and threw it down on the ground. And as he had expected all the monkeys took off the caps and threw the cap down on the ground. But them back into tree and cap seller went away.

APPENDIX

TABLE 5
TEST SPECIFICATIONNARRATIVE TEXT OF READING COMPREHENSION

Basic Competencies	Test Material	Indicators	Number of Items	Answer Keys	Type of Questions	Total
11.2 Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of everyday life in the text form : **narrative**,descriptive and news item	Narrative text	• Identify main idea of the text.	2,8,21,26,38,40,47, 50,60,69.	d,a,b,b,a,a,b,d,d ,c.	**Multiple choice**	**80**
		• Identify word meaning in the text.	4,10,13,17,23,24,30 ,41,43,56,58,66,67, 68,77,79.	b,d,d,a,c,a,a,d,b ,b,c,b,d,a,d,b		
		• Identify meaning of sentence in the text.	25,29,49.	d,d,b.		
			1,15,27,36,59,61,71 .	d,b,c,c,c,c,c.		
		• Identify the variation of the text like, narrative, descriptive and news item.				
			16,20,28,34,37,48,6 4,65,73,74.	a,b,d,a,a,a,d,b,b ,d.		
		• Identify the character of the text.	3,5,6,9,11,44,53,55, 75	d,b,c,d,a,a,a,a,c .		
			18,31,62,72	b,a,a,d		
		• Identify some event in the text.				
		• Identify the generic structure of the text.	12,14,19,22,33,45,5 1,52,57,76 78,80.	d,c,b,d,c,d,c,b,d ,a,c,b.		
				b,c,d,c,c,b,c,c,a		

APPENDIX

		• Identify specific Information	7,32,35,39,42,46,54 ,63,70	.	
		• Identifay Communicative purpuse and conclusion			

TRY OUT SMA MUHAMADIYAH AISYAH 1 PALEMBANG

Read the following texts and answer the questions by giving a circle to a, b, c, or d as the right answer.

Text 1
Direction:Read the following text to answer questions number 1-10.

Why cats and dogs always fight story (Favorite stories from Taiwan)

Long, long ago, in northernTaiwan, there lived a farmer and his wife. They had a ring of gold. They did not know it was a lucky ring. Who ever owned it would have enough to eat. The farmer and his wife sold it to a jeweler. Soon afterwards, they grew poorer and poorer.They did not even have enough money to buy food.

The couple had a dog and a cat. They also did not have any food to eat. The animals wanted to help their
5 owners but they did know what to do.

"I am sure that must have been a magic ring," the dog said. "Perhaps," answered the cat. "But how can we get it back from the jeweler?" After many days, they thought of a plan. "You must catch a mouse," said the dog. "Then carry it to the jeweler's shop.The ring is locked up there in a box. The mouse must gnaw a hole in the box and fetch out the ring. If the mouse does not want to help, you must bite him to death."
10 Soon the cat caught a mouse. The dog followed behind while the cat carried it to the jeweler's shop. The mouse crept into the shop and gnawed a hole in the box and brought out the ring.

The cat put the ring in its mouth and ran home. The dog followed. The dog could only run on the ground. He had to go all the way around the houses and through the streets. But the cat was able to run over the house-tops. So the cat arrived home long before the dog. She brought the ring to the farmer and his wife.
15 "This is a magic ring," said the cat. "You must not part with it otherwise we shall be poor and have nothing to eat. I have brought it back. Please keep it carefully.You will find that we shall now be able to live comfortably again.shall look after you as if you were our own child.

" Just then the dog ran in. The farmer and his wife beat him for not helping the cat bring home the ring. The cat sat on the lap of the farmer's wife and purred. So the dog became very angry with the cat. Every time he saw her after that, he chased her and tried to bite her. This is why cats and dogs always fight.

*Source:(http://englishstory12.blogspot.co.id/2012/
06/narrative-text-why-cats-and-dogs- always.html).*

1. What is the type of the text?
a.recount text
b.hortatory text
c.news item
d.narrative text
2. What does paragraph one tell us about?
a. a lucky ring which was found by a farmer
 b.a ring of gold was found by a cat and a dog
c. a farmer and his wife who lived in Taiwan
d. a for farmer who bought a ring of gold
3. What happened to the farmer and his wife after they sold the ring to a jeweler?
a. they became rich
b. they grew poorer and poorer
c. thet had much money
       d. they becamre arrogant
4. What is the character of farmer ?
a. unlucky
b. good luck
c. unfortunate
d. fortunate

5. "They lived happily and ignored the agreement" (line 5). The word "they" refers to?
a. catch a mouse
b. a dog and a cat
c. rabbit
d. cow
6. Why did Raden Kusuma sacrifice himself?
a. bit
b. gnawed
c. fetched out
d. Stayed
7. It is implied in the text that if a mouse crept into the shop and gnawed a hole in the box and brought out the ring, then…..
a. the cat let the mouse go
b. the cat escaped from the dog
 c. thedog took it a way
d. the dog followed the cat e. the dog was lost
8. The main idea of paragraph 4 is…..
a. the cat arrived home long before the dog
b. the dog and the cat always together
c. the dog followed the cat every time

d. the cat could run over the house-tops e. the cat brought a ring of gold to the farmer's home

9. How could the cat arrive home before the dog?
a. the cat used magic ring
b. the dog were slow
c. the dog was in trouble
d. the cat was helped by someone

10. "The farmer and his wife beat him for not helping the cat bring….." (last paragraph). The italic word above has the same meaning with…..
a. caressed
b. bit
c. hit

d. threw

11. Why did the dog become very angry with the cat? It is…..
a. because the cat was lever
b. because the cat did not tell to the farmer and his wife if the dog also joined in escaping the ring of gold.
c. because the cat caught the dog
d. because the dog was not able to run over the house-tops

Text 2
Direction:Read the following text to answer questions number 12-25.

TheKingoftheMiceandtheWoodcutter

Onceupona time,therewasaking ofmice.Helivedinsidea banyantreeina forest. Helovedthetreeas his home. He livedthere happily.

Oneday,a poorman wantedtocut downthebanyantree.Thekingofthemice wasfrightenedso heaskedthewoodcutterto leavethetreestanding.Inresult,hewould givethewoodcuttergoldeveryday.The
5   woodcutteragreed.

Everyevening,thekingofthemice gavea pieceof goldtothewoodcutter.The goldwastakenoutfromtherootsofthe banyantree.The woodcutterwashappyand tookthe goldhome.

Aftera fewdays,thewoodcutter's wifeaskedhim,"Wheredoesthe goldcome from?"So hereplied,"Thekingofthemice givesmethegoldfromundertherootsof
10   thetree.""Oh,youarestupid!"his wife said andsuggested."Whydon'tyoucutdownthe treeandtakethegoldallaway?"The woodcutterwoulddoashis wifesaid.

The followingday,thewoodcuttercutdown thebanyantree.Unfortunately,hedidnot findanygoldthereinsteadthekingofthe micehadrunawayandcreptuptothe woodcutter'shouse.Thekingofthemice tookbackallthegold.

Source:(*http://englishstory12.blogspot.co.id/2012/05/woodcutter-and-king-of-mice.html king of the mice).*

12. Which statement is *TRUE* about the king of the mice?
a. the kingofthemicelivedina tree
b. the kingofthemicelived inbanyantree
c. the kingofthemicelivedina forest
d. the kingofthemicelivedina home

13. "He*lived*insidea banyantreeinaforest."(inparagraph1) Theitalicwordabovehasthe samemeaningwith…..
a. living
b. survived
c. breathed
d.stayed

14. Whydidthekingofthe micegivethe goldtothewoodcuttereveryday?Itis…..
a. becausethekingofthemicewas kind
b. becausethewoodcutterwas good
c. becausethewoodcutterandthe kingof themicewerefriend
d. becausethewoodcutterwouldnotcut downthebanyantree

15. What is the type of the text?

a. Recount text
b. Narrative text
c. Report text
d. Procedure text

16. What is the character of woodcutter ?
a. He is a stupid person
b. He is an ugly person
c. He is an honest person
d. He is a clever person

17. "Thekingofthemicewas*frightened*soheaskedthewo odcutter….."(inparagraph2)Theitalicwordaboveha sthe samemeaning with.....
a. peaceful
b. quiet
c. calm
d. upset

18. What is the generic structure of the text?
a. Orientation – events - evaluation
b. Orientation – complication – resolution
c. Orientation – events – resolution
d. Events – complication – reorientation

19. Whatdidthe kingof micegivetothe woodcutter?

a. somefruits
b. food
c. gold
d. money

20. How many characters are there in the story?
a.1
b.3
c.5
d.7

21. Whatdoesthethirdparagraphtalk about?
a. thewoodcutterwhowas veryhappy
b. the kingofthemicegaveapieceofgold tothewoodcuttercontinuously
c. thefarmer'swifewhoaskedtocutdown thetree
d. thefamerandhis wifewantedtotakethe goldallaway

22. According to the passage,whatdid the woodcutter's wife ask to him?
a. to escape from the mice
b. to save the banyan tree
c. to take away all the gold
d. to run away

23. "Oh, you are stupid!" his wife said and suggested "Why don't you…" .(paragraph 4 in line 16)
The synonym of the word suggested is…..
a. Recommended
b. Optional
c. Compulsory
d. Required
e. Counseled

24. "Unfortunately, he did not find any gold there instead…." (paragraph 5 in line 21) The synonym of the word find is…..
a. lose
 b. lost
c. bargain
d. discovery

25. Whatdidthe kingofthemicedoafter thewoodcuttercutdownthebanyantree?
a. the kingofthemicestayedinthebanyan tree
b.the king of the mice crept up to the wood cutter'shouseandtookbackallthe gold
c. the kingofthemicewasangry
d. the kingofthemiceescapedtoanother place

Text 3
Direction:Read the following text to answer questions number 26-35.

Orlando and Oliver

Once there lived a wealthy man. He had two sons, Oliver, the elder son, who was cruel and greedy, and Orlando, his kind and gentle younger brother. The brothers inherited their father's enormous wealth after his death. Oliver decided to kill Orlando by burning the chamber in which he slept so that he could enjoy the wealth all by himself. Orlando's faithful servant, however, learnt of Oliver's wicked plan and warned his young
5   master. Orlando escaped into the forest, where he lived hiding.

One day, as Orlando was going through the forest in search of food, he saw a man sleeping on the ground, with a large snake twisted around his neck. When he drew nearer to the sleeping man, the snake uncoiled and glided into the bushes. As Orlando walked closer to rouse the man, he discovered a second danger – a lioness crouching nearby, waiting to pounce on the sleeping man.
10   Since Orlando studied the man's features, he realized that the sleeping man who lay in such imminent peril was none other than his own brother, Oliver. For a moment Orlando was tempted to leave his brother a prey to the hungry lioness, but brotherly affection and a gentle nature soon overcame the momentary evil thought. Risking his life, Orlando drew his sword attacked the lioness and slew it.

While Orlando was fighting with the lioness, Oliver woke up and saw his brother, whom he treated so
15   cruelly, saving him from the fury of the wild beast at the risk of his own life. Oliver was filled with shame and remorse. He begged his brother for forgiveness for all the hurt he had inflicted upon him. They embraced each other and from that hour, Oliver loved Orlando with a true brotherly affection

Source:(LKS SIMPATI (Sarana Pasti Meraih Prestasi) untuk SMA/MA)

26. What is the topic of the text?
    a.   Orlando and Oliver are handsome men
    b.   The true brotherly affection
    c.   The journey of Oliver
    d.   The animal in the forest
27. What is the type of the text?
    a.   Descriptive text
    b.   Recount text
    c.   Narrative text
    d.   Expository text

28. What is the character of Orlando?
    a.   He is a clever man

b.   He is a polite man
c.   He is a diligent man
d.   He is a kind man

29. "He begged his brother for forgiveness.."(line 16)
The sentence most nearly means?
    a.   He forgave his brother
    b.   He with his brother
    c.   He frustrated with his brother
    d.   He asked his brother's forgiveness

30. "he discovered a second danger" (line 8)
The word "he"refers to?

a. Orlando
b. Oliver
c. The servant
d. The lion

b. Because their father dead
c. Because Orlando saved his life
d. Because he met him in the forest

31. What is the generic structure of the text?
   a. Orientation – complication – resolution
   b. Event – Resolution – Oeiwntation
   c. Orientation – events – resolution
   d. Events – complication – reorientation

34. Who is the main character of the text?
   a. Orlando
   b. Oliver
   c. Their father
   d. The servant

32. What is the communicative purpose of the text?
   a. To persuade the readers
   b. To inform about the text
   c. To entertainthe readers
   d. To explain about the two sons

35. What is the moral lesson of the text?
   a. Dont' be a rich man
   b. Don't go to the forest
   c. Don't sleep in the forest
   d. Don't be greedy man

33. Why did Oliver ask Orlando's forgiveness?
   a. Because he found his brother

Text 4
Direction: Read the following text to answer questions number 36-44

The Boy Who Cried Wolf

There was once a young shepherdboy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

5   One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!"
The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.
The boy enjoyed the company so much that a few days later he tried the same
prank again, and again the men ran to help

10   him.A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, andmore loudly than ever he cried, "Wolf! Wolf!"
But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

Source: (http://www.belajar bahasainggris.us/2014/01/5-contoh- narrative-text-fabel)

36. What kind of the text?
a.Spoof text
b.Descriptif text
c.Narrative text
d.Hortatory text

37. How many characters are there in the story?
a.1
b.2
c.3
d.4

39. Whatdoesparagraphonetellusabout?
a. a youngshepherdboywhotendedhis sheep
b. a lonelyshepherdboyatthefootofa mountain
c. a shepherdboythat watchedthe sheepall day
d. thethreefarmerswerenear withayoung shepherdboy

40. Therewasonceayoungshepherdboy   whotendedhissheepatthefootofa   mountainneara   darkforest.Itcanbe inferredthatthedarkforestwas…..
a. silent
b. crowded

c. full

d. busy

e. noisy

41. What is the main idea of paragraph 2?

a. a wolf that caught the pity boy

b. the boy planned to get a little company and had some fun

c. the boy that called the wolf

d. the boy ran down to the valley

e. the boy that cried the wolf

42. *"One day the boy thought of a **plan** that would help him get a little...."* (paragraph 2 in line 7)
The synonym of the word ***plan*** is .....

a. sketch

b. propose

c. preparation   d. improvise   e. design

43. It is implied that the boy joked to the
men because....

a. the men were bad

b. the boy wanted to get more attention

c. the boy was a funny boy

d. the men were tricky

e. the boy entertained the men

44. *"A few days later, a real wolf came from
the forest and began to **steal** the sheep."*
The synonym of the word ***steal*** is .....

a. thieve

b. bring

c. rip-off

d. bargain

e. giveaway

45. What happened to the boy's sheep?

a. it run away

b. it was thrown by the men

c. it was caught by a wolf

d. it escaped from the boy

e. it fell to the ground

46. did the men do not care with the boy who cried wolf anymore?

a. because the boy was naughty

b. because the boy was the men's enemy

c. because boy was tricky

d. because the men had been fooled by the boy twice

e. because the men were unbelievable

47. But the men, who had been fooled twice   before, thought that the boy was tricking
them again. It can be inferred that boy was...

a. clever

b. stupid

c. foolish

d. smart

e. untrustworthy

48. What does the text tell us about?

a. a young shepherd boy and a wolf

b. a young shepherd boy, a wolf, and three famers

c. the three farmers who did not want to help
the boy

d. a young shepherd boy that could not be trusted

e. thethreefarmersandayoungshepherd boywholivedatthemountain

Text 5
Direction:Read the following text to answer questions number 45-40.

TheRabbit'sTailStory

Manyyearsago,rabbitshadlong tails,notshortones,andcrocodileshad tongues.Onesuchlong-tailedrabbitlived neara pond.Hedrankwater fromthepond andatethe grassnearby.

Now,inthepondlivedacrocodile. Thecrocodilesawtherabbiteatinggrass anddrinkingwater,andhethoughthownice itwouldbetoeattherabbit.

5   Onedaythecrocodileswamvery   closetotheedgeofthepond.Helaystillin thewater,hopingthattherabbitwouldn't seehim.Whentherabbitcametodrink,the crocodileopenedhis mouthwide.Thenhe closeditwitha snap.Therabbitwascaught betweenthecrocodile'ssharp teeth.

Ofcourse,therabbitwas very frightened,buthedidnotwantthecrocodile to knowthis. "I'mnotafraidofyou,"said the
1   rabbit."I'monlyafraidofanimalsthat roar.Everyoneknowsthatcrocodilescan't roar,soyoucan't frightenme.
0   When thecrocodile heardthis,he becamevery angry. Hewanted toshowthe rabbit that he could roar as fiercelyas a tiger. And so, the crocodile   opened his mouthtoroar.Whenthecrocodileopened hismouth, theclever rabbit jumpedfree.As he jumped, the rabbit's sharp toe-nails caughtthecrocodile'stongueandtoreitout. Thecrocodiletriedtocatchthe   rabbitagain,buthisgreatteethonlysnapped   offtheendoftherabbit'stail.Againand againthecrocodiletriedtocatchtherabbit, buttherabbitwastooquick for him. Sometimesthecrocodilecaughta pieceof
1   the rabbit'stail,buthecouldnever roarat
5   therabbitbecausehehadlosthistongue.

(Source: http://englishstory12.blogspot.co.id/2012/05/rabbits-tail.html).

49. How many characters are there in the story?
a.1
b.2
c.3
d.4

50. Whichofthefollowingis***TRUE***about therabbit?
a. therabbitstayedintheriver
b. therabbitlived withcrocodile
c. therabbitlivedneara pond
d. therabbitwascaughtbyanimalsthatroar
e. therabbitandthecrocodilewerefriend

51. Themainideaofparagraph2 is….
a. therabbitthatate grassand drankwater
b. thecrocodilewhowantedtoeattherabbit
c. thecrocodilethatlivedinthepond
d. therabbitthat wastrappedbythe crocodile

52. Wheredidthe crocodilelive?
a. pool
b.forest
c. pond
d.jungle

53. Whydidthecrocodilewanttoeatthe rabbit?Itis…..
a. becausetherabbitwastricky
b. becausethecrocodilewasthirsty
c. becausethecrocodilethoughtitwouldbe nicetoeatit
d. becausethecrocodilewascunning e. becausetherabbitwereenemy

54. Whydidtherabbitpretendtobe brave towardsthecrocodile?
a. becausetherabbitwasstupid
b. becausetheroarwouldhelptherabbit
 c. becausethecrocodilewashelpful

d. becausetherabbitandtheroarwere friends

55. Itcanbeinferredthattheanimalthat roaris…..
a. tiger
b. turtle
c. snake
d. scorpio

56. Whywasthecrocodileangrytothe rabbit?
a. becausetherabbitwastricky
b. becausethecrocodilewastrapped
c. becausetherabbitwantedrunaway
d. becausetherabbitmockedthecrocodile

57. *"Whenthecrocodileheardthis,he becamevery**angry**."*(paragraph5 inline21)Whatisthe similarmeaningof"***angry***"?
a. mad
b. bad
c. calm
d. serious

58. Whycouldtherabbitrunaway?
a. becausetherabbitrunquickly
b. becausethecrocodilewastrickedbythe rabbit
c. becausethecrocodileopenedits mouth
d. becausetherabbitmockedthecrocodile

59. "Whenthecrocodileopenedhis mouth,the***clever***rabbitjumpedfree."italicwordabovehasthe samemeaningwith…..
a. stupid
b. smart
c. diligent
d. foolish

60. What kind of the text?
a.Spoof text
b.Descriptif text
c.Narrative text
d.Hortatory text

__Direction:Read the following text to answer questions number 41-50.__

Beloved Orlando and the Magic Flower

Orlando was engaged to be married to a young girl. One day, this girl discovered that her stepmother, an evil witch was planning to kill her. To save her live she fled with her beloved Orlando. Firstly, Orlando stole the witch's magic wand.

When the wicked stepmother learnt of their escape, she put on her seven league boots and caught up with the two young people in no time at all. They heard her coming and Orlando waved the magic wand, transforming
5   the girl into a flower, and himself into a violin.

But the witch realized that the beautiful flower was her stepdaughter and was about to pick it, when the violin began to play. Because it was a magic violin, the witch could not prevent herself from dancing faster and faster, until, at last she fell down from exhaustion.

Before she expired, she caused Orlando to lose his memory. So, when the effect of the magic wore off, and the
10   violin became Orlando again, he no longer remembered that the flower was his love and he went away, leaving it where it was.The red flower was later picked by a shepherd who took it home and put it in a vase, from that day on when the shepherd came home each evening from the pasture, he found the house in perfect order.

He soon realized that there was a magic at work and so, one day he pretended to leave as normal, but hid himself instead in the wardrobe. And so he discovered that it was the flower which was working the magic. Immediately the shepherd recited a spell which he himself had learnt from a magician and the flower changed
15   back into the beautiful young maiden again.

    Later, the young women in the country were invited to sing at celebration for the new prince, who was none other than the maiden's beloved brought back his memory, and Orlando recognized her at once and insisted on marrying her that very day with the good shepherd as the best man.

(Look Ahead An English Course for senior high school students years X)

55. What is the main idea of the second paragraph?
    a. Orlando was to be married to a young girl
    b. The witch realized a flower was her stepdaughter
    c. The red flower was later picked by a shepherd
    d. Orlando and a girl became a violin and a flower

56. What kind of the text?
    a. Spoof text
    b. Descriptif text
    c. Narrative text
    d. Hortatory text

57. What is the generic structure of the text?
    a. Orientation – complication – resolution
    b. Orientation – events - evaluation
    c. Orientation – events – resolution
    d. Events – complication – reorientation

58. What is the communicative purpose of the text?
    a. To persuade the readers
    b. To inform about smart fortune-teller
    c. To entertain the readers
    d. To explain about smart son

59. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4

61. What is the character of Orlando?
    a. He is a friendly man
    b. He is a smart man
    c. He is a diligent man
    d. He is a discipline man

62. "She put on her seven league boots" (line 3)
The word "her" refers to?
    a. The girl
    b. The Stepmother
    c. Orlando
    d. Shepherd

63. "Immediately the shepherd recited a spell.." (line 15)
The sentence most nearly means?
    a. Spontaneously he wrote a spell
    b. Spontaneously he found a spell
    c. Spontaneously he taught a spell
    d. Spontaneouslyhe read a spell

64. "Orlando recognized her at once" (line 17)
The sentence most nearly means?
    a. Orlando remembered the girl
    b. Orlando met the girl
    c. Orlando married the girl
    d. Orlando love the girl

65. What is the main idea of the last paragraph?
    a. A girl became a flower
    b. Shepherd met a magic flower
    c. Orlando married a beloved girl
    d. Orlando killed the girl's stepmother

Text 7
Direction:Read the following text to answer questions number 51-60.
Durna's trap
The story started with Durna who was teaching the art of archery to the children of Hastina Kingdom at the palace's yard. From far away, a young man watched the practice. He was Ekalaya, the crown prince of Parang Gelung Kingdom.

Ekalaya wanted to study with Durna but was rejected, since the man promised only to teach children of Pandawa and Kurawa. Still Ekalaya was neither angry nor revengeful. His strong will to study from Durna
5   influenced him go to the forest and create a statue of Durna as a symbol of Durna's presence. With this statue as his imaginative teacher, Ekalaya learned how to shoot arrows by himself. The result was astonishing; Ekalaya turned very skillfull in shooting arrows just like Arjuna, Durna's favourite student.

Ekalaya finally encountered Arjuna, who was hunting in the forest. Arjuna was surprised to find that an arrow struck the animal he was hunting. It turned out the arrow belonged to Ekalaya. Innocently, Ekalaya said he was Durna's student.
10 Durna was surprised when Arjuna told him about Ekalaya. When he met Ekalaya, Durna trapped him saying he would admit Ekalaya as his student if he cut off the thumb of his right hand as evidence of his loyalty to his master. Ekalaya followed the request but then realized he had been cheated. Angry and disappointed, he knew Durna did not want anybody to rival Arjuna. Ekalaya became angrier when he was told by his wife that Arjuna was in love with her and challenged Arjuna to a duel.

(Developing English Competencies For Senior High School (SMA/MA) Grade X. Setia Purna Invest)

66. What can you infer from the first paragraph?

a. Durna was the teacher of the art of archery in Hastiana kingdom

b. Hastiana kingdom had many children
c. The crown prince of Parang Gelung Kingdom was Ekalaya
d. Hastiana kingdom had a beautiful yard

67. What kind of the text?
    a. Spoof text
    b. Descriptif text
    c. Narrative text
    d. Hortatory text

68. What is the generic structure of the text?
    a. Events – complication – reorientation
    b. Orientation – events - evaluation
    c. Orientation – events – resolution
    d. Orientation – complication – resolution

69. What are the twomain characters of this text?
    a. Arjuna and Ekalaya
    b. Ekalaya andDurna
    c. Ekalaya's wife and Arjuna
    d. Durna and Arjuna

70. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4

71. Why did Durna refurse Ekalaya as his student?
    a. Because he did not want to add student
    b. Because he only wanted to teach Arjuna
    c. Because he has promised with Hastiana kingdom.
    d. Because he did not like Ekalaya

72. Why was Arjuna surprised when hunting in forest?
    a. Because Ekalaya's arrow struck the animal
    b. Because Arjuna fond a big prey
    c. Because Ekalaya became a good man
    d. Because Ekalaya became Durna's student

73. "Ekalaya became angrier when he was told by his wife" (line 13)
The word 'He' refers to?
    a. Ekalaya
    b. Ekalaya's wife
    c. Durna
    d. Arjuna

74. Why was Ekalaya angry and disappointed?
    a. Because Arjuna became his rival
    b. Because Arjuna became a professional archer
    c. Because Durna broke his promise
    d. Because Arjuna did not want duel with him

75. "Ekalaya wanted to study with Durna but was rejected." (line 3)
What is the synonym of "rejected"?
    a. Follow
    b. Refuse
    c. Call
    d. Unfollow

76. What is the main idea of the second paragraph…
    a. Ekalaya want to study with Durna
    b. Durna who was teaching the art of archery to the children of Hastina Kingdom
    c. Durna was surprised when Arjuna told him about Ekalaya.
    d. Ekalaya finally encountered Arjuna, who was hunting in the forest.

77. "Durna was surprised when Arjuna told him about Ekalaya" (line 10). The underlined word refers to…
    a. Ekalaya
    b. Arjuna
    c. Durna's favorite students
    d. Durna

78. "Ekalaya finally encountered Arjuna, who was hunting in the forest" (line 8). What is the synonym of the underlined word…
    a. Create
    b. Discover
    c. Produce
    d. Missed

79. Based on the text above, who is Arjuna…
    a. Ekalaya's wife
    b. Durna's favorite students
    c. the art of archery teacher
    d. Durna's friend

80. When Ekalaya wants to study with Durna, why he was rejected by Durna?
    a. Because Ekalaya was a naughty person
    b. Because Durna promised only to teach children of Pandawa and Kurawa
    c. Because Durna want to encounter Arjuna
    d. Because Ekalaya is not good enough in shooting an arrow

Answer Key :

1.b		24.d
	13.d	
2.d		25.a
	14.b	
3.b		26.a
	15.d	
4.a		27.c
	16.c	
5.c		28.c
	17.b	
6.a		29.a
	18.c	
7.a		30.d
	19.b	
8.c		31.a
	20.c	
9.b		32.b
	21.b	
10.d		33.c
	22.c	
11.c		34.d
	23.d	
12.b		

35.b	44.c	53.d
36.b	45.d	54.b
37.a	46.b	55.d
38.a	47.b	56.c
39.b	48.d	57.a
40.b	49.a	58.d
41.d	50.c	59.c
42.c	51.a	60.b
43.a	52.c	

76. a

77. d

78. b

79. b

80. b

Table of Validity and Reliability of Reading Comprehension Test

```
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	35

Normality of the Test (Experimental Group)

One-Sample Kolmogorov-Smirnov Test

		Posttest	Pretest
N		30	30
Normal Parameters[a,b]	Mean	76,6333	57,7333
	Std. Deviation	8,49537	9,86087
Most Extreme Differences	Absolute	,166	,176
	Positive	,166	,176
	Negative	-,140	-,082
Kolmogorov-Smirnov Z		,907	,963
Asymp. Sig. (2-tailed)		,383	,312

a. Test distribution is Normal.

b. Calculated from data.

Normality of the Test (Control Group)

One-Sample Kolmogorov-Smirnov Test

		Posttest	Pretest
N		30	30
Normal Parameters[a,b]	Mean	61,1333	58,2667
	Std. Deviation	10,39805	9,10071
Most Extreme Differences	Absolute	,189	,168
	Positive	,189	,168
	Negative	-,136	-,091
Kolmogorov-Smirnov Z		1,035	,920
Asymp. Sig. (2-tailed)		,234	,366

a. Test distribution is Normal.

b. Calculated from data.

Homogeneity Test of Pre-test and Post-test in Experimental Group

Test of Homogeneity of Variances

pretest_exp

Levene Statistic	df1	df2	Sig.
1.680	7	14	.193

ANOVA

pretest_exp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1998.800	15	133.253	19.811	.000
Within Groups	94.167	14	6.726		
Total	2092.967	29			

Homogeneity Test of Pre-test and Post-test in Control Group

Test of Homogeneity of Variances

pretest_cont

Levene Statistic	df1	df2	Sig.
1.588	8	17	.201

ANOVA

pretest_cont

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2009.717	12	167.476	2.529	.039
Within Groups	1125.750	17	66.221		
Total	3135.467	29			

Homogeneity Test of Pretest and Posttest in Experimental and Control Groups

Test of Homogeneity of Variances

pretest_exp

Levene Statistic	df1	df2	Sig.
1.145	7	14	.391

ANOVA

pretest_exp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1375.550	15	91.703	.729	.724
Within Groups	1759.917	14	125.708		
Total	3135.467	29			

Homogeneity Test of Posttest and Posttest in Experimental and Control Groups

Test of Homogeneity of Variances

posttest_exp

Levene Statistic	df1	df2	Sig.
2.014	8	18	.104

ANOVA

posttest_exp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1021.450	11	92.859	1.211	.347
Within Groups	1380.417	18	76.690		
Total	2401.867	29			

Paired Sample T-test of Experimental Group

Group Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttestex	76.63	30	8.495	1.551
	Pretestex	57.73	30	9.861	1.800

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttestex & Pretestex	30	.928	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	posttestex pretestex	18.900	3.726	.680	17.509	20.291	27.780	29	.000

Paired Sample T-test of Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttestcont	61.13	30	10.398	1.898
	Pretestcont	58.27	30	9.101	1.662

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttestcont & Pretestcont	30	.544	.002

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	posttestcont pretestcont	2.867	9.380	1.713	-.636	6.369	1.674	29	.105

Independent Sample t-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
result_of_posttest	experimental group 1	30	76.6333	8.49537	1.55103
	experimental group 2	30	61.1333	10.39805	1.89842

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
result_of_posttest	Equal variances assumed	1.796	.185	6.323	58	.000	15.50000	2.45147	10.59285	20.40715
	Equal variances not assumed			6.323	55.782	.000	15.50000	2.45147	10.58870	20.41130

APPENDIX

BANK
SUMSELBABEL

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BANK SUMSELBABEL
SYARIAH

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809 CABANG PEMBANTU SYARIAH UIN RADEN FATAH
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BTL809 19SRFTLADE


PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas    : 0009 IAIN R.FATAH
ID.Mahasiswa      : 11250029
Nama Mahasiswa    : JUBANGRI BHW
Keterangan Bayar  : SPP
Semester Bayar    : GANJIL
Tahun Angkatan    : 2017
Nama Fakultas     : ILMU TARBIYAH DAN KEGURUAN
Nama Jurusan      : PENDIDIKAN BAHASA IN
Nomor Induk Mhs   : 11250029
Detail Pembayaran :
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001  SPP                     600,000  00
Reference Code    :
Nilai transaksi   : Rp.       600,000.00
Biaya Bank        : Rp.            .00
Total Pembayaran  : Rp.       600,000.00

Terbilang :
ENAM RATUS RIBU RUPIAH
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TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
46	50	48	480

TOEFL PREDICTION TEST

FULL NAME
JUBANGRI BHW

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
F	09/04/1993	27/07/2017

27072017
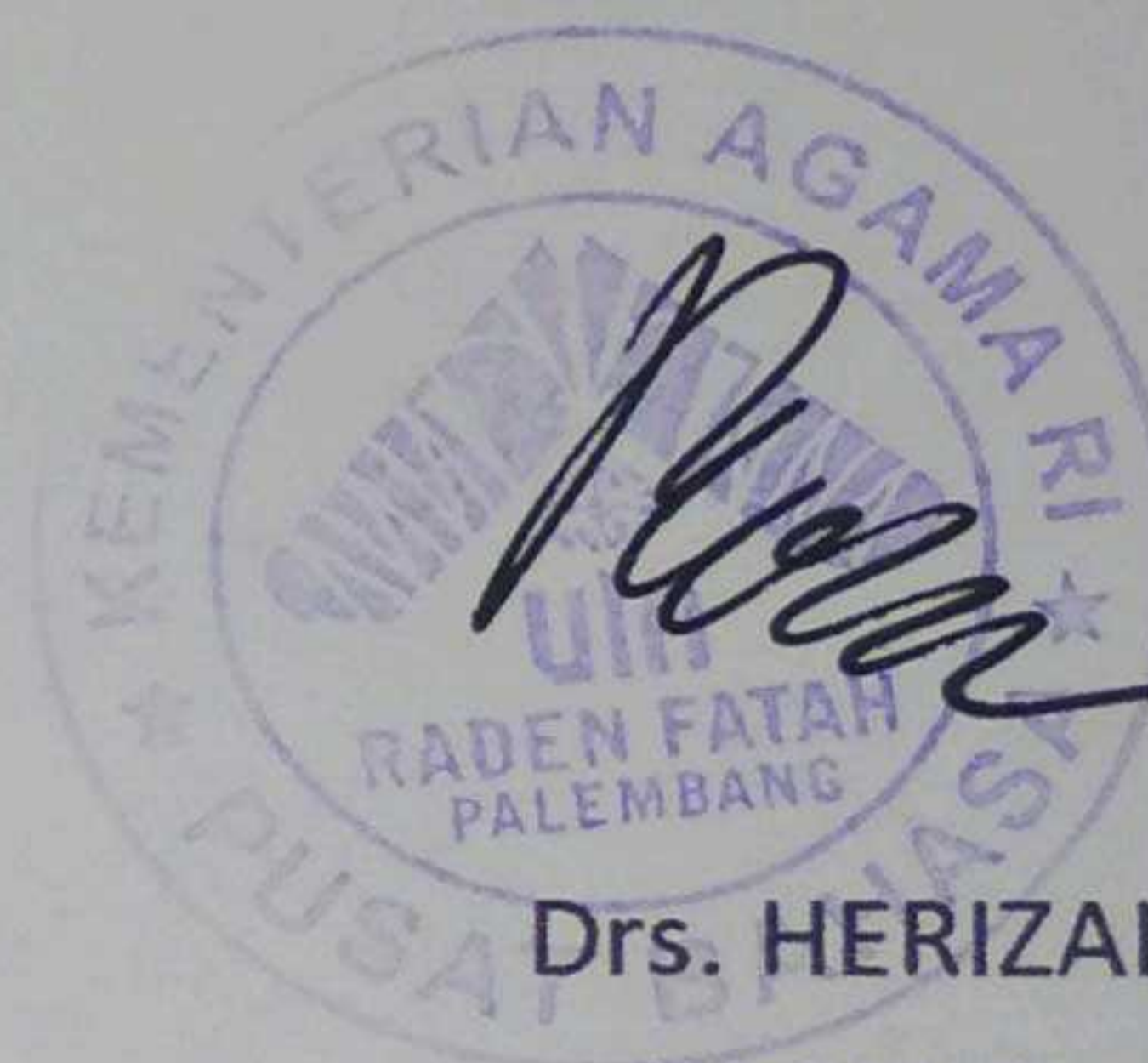
Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

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TRANSKRIP NILAI SEMENTARA
PROGRAM SARJANA S.1

NAMA : **JUBANGRI BHW**
TEMPAT, TANGGAL LAHIR : **, 09 APRIL 1993**
NIM : **11250029**
PROGRAM STUDI : **Pendidkan Bahasa Inggris**
FAKULTAS : **Fakultas Ilmu Tarbiyah dan Keguruan**
TANGGAL LULUS :
NOMOR IJAZAH :

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Angka Kredit
1	INS 101	Pancasila dan Kewarganegaraan	2	C	4
2	INS 102	Bahasa Indonesia	2	A	8
3	INS 104	Bahasa Arab I	2	C	4
4	INS 107	IAD/IBD/ISD	2	A	8
5	INS 110	Metodologi Studi Islam	2	A	8
6	INS 111	Teknologi Informasi dan Komunikasi	0	B	0
7	INS 113	Pendidikan Agama	2	C	4
8	INS 204	Bahasa Arab II	2	B	6
9	INS 208	Fiqh	2	B	6
10	INS 304	Bahasa Arab III	2	B	6
11	INS 701	Pembekalan KKN	2	A	8
12	INS 801	KULIAH KERJA NYATA (KKN) LAPANGAN	2	A	8
13	PBI 101	Listening I	2	B	6
14	PBI 102	Speaking I	4	C	8
15	PBI 1022	Structure I	2	C	4
16	PBI 103	Reading I	2	C	4
17	PBI 104	Writing I	2	B	6
18	PBI 106	Pronunciation Pratice	2	C	4
19	PBI 107	Vocabulary	2	B	6
20	PBI 201	Listening II	2	C	4
21	PBI 202	Speaking II	2	B	6
22	PBI 203	Reading II	2	C	4
23	PBI 204	Writing II	2	C	4
24	PBI 205	Structure II	2	B	6
25	PBI 206	Introduction To Linguistics	2	B	6
26	PBI 206a	Introduction To Literature	2	B	6
27	PBI 301	Listening III	2	C	4
28	PBI 302	Speaking III	2	B	6

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

29	PBI 303	Reading III	2	C	4
30	PBI 304	Writing III	2	B	6
31	PBI 305	Structure III	2	B	6
32	PBI 306	Morphology	2	C	4
33	PBI 307	Phonology	2	B	6
34	PBI 401	Listening IV	2	B	6
35	PBI 402	Speaking IV	2	B	6
36	PBI 403	Reading IV	2	B	6
37	PBI 404	Writing IV	2	C	4
38	PBI 405	Structure IV	2	B	6
39	PBI 406	Sociolinguistics	2	B	6
40	PBI 407	Cross Cultural Understanding	2	C	4
41	PBI 409	Pragmatics	2	C	4
42	PBI 410	Semantics	2	B	6
43	PBI 501	SPEECH	2	D	2
44	PBI 502	EXTENSIVE READING	2	B	6
45	PBI 503	Syntax	2	C	4
46	PBI 504	Instructional Design	2	B	6
47	PBI 506	TEFL Methodology I	2	B	6
48	PBI 507	Curriculum Development	2	C	4
49	PBI 508	Material Development	2	C	4
50	PBI 509	Teaching English to Young Learners	2	B	6
51	PBI 511	Applied Linguitics	2	B	6
52	PBI 519	Language Evaluation I	2	B	6
53	PBI 601	Statistics	2	B	6
54	PBI 602	Translation	2	C	4
55	PBI 603	Psycholinguistics	2	B	6
56	PBI 605	Seminar on Language Teaching	2	B	6
57	PBI 607	SEMINAR ON RESEARCH PROPOSAL	2	C	4
58	PBI 608	TEFL Methodology II	2	B	6
59	PBI 609	Metodologi Penelitian (Research in TEFL)	2	B	6
60	PBI 619	Language Evaluation II	2	B	6
61	TAR 101	Ilmu Pendidikan	2	C	4
62	TAR 201	Psikologi Pendidikan	2	B	6
63	TAR 301	Administrasi Pendidikan	2	B	6
64	TAR 302	Hadist Tarbawi	2	B	6
65	TAR 303	Tafsir Tarbawi	2	B	6
66	TAR 405	Sains Dan Islam	2	A	8
67	TAR 503	Filsafat Pendidikan	2	B	6

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68	TAR 601	Micro Teaching / PPLK I	2	B	6
69	TAR 701	PPLK II	4	B	12
		JUMLAH :	140		382
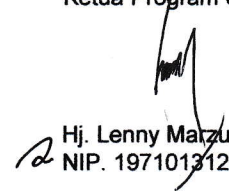
Indeks Prestasi Kumulatif (IPK)   : 2.73
Predikat Kelulusan   :

Acc V/ Kompre & Munaqosah.
25/09 2017

(Gtrip)

Palembang, 22 SEPTEMBER 2017
Ketua Program Studi PBI

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

PENUNJUKKAN DOSEN PEMBIMBING SKRIPSI

Nama   :   Jubangri Bhw

NIM   :   11250029

Prodi   :   Pendidikan bahasa Inggris

Semester :   XI

Judul   : Using prediction strategy to improve reading comprehension achievment in narrative text of tent graders of SMA Muhamadiyah 6 Palembang

Pembimbing I	Renny Kurniasari, M.Pd
NIP.	
Pembimbing II	Eka Santika, M.Pd
NIP.	

Mengetahui,
Wakil Dekan I,

Dr. DewiWarna, M.Pd.
NIP. 19740723 19903 2 002

Palembang, 29 Desember 2016
Ketua ProdiPendidikan Bahasa Inggris,

Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001

1. ArsipWakil Dekan I
2. Arsip Prodi
3. ArsipKemahasiswaan

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-141/Un.09/II.1/PP.009/1/2017
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

Mengingat : 1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengekatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014tentang Standar Biaya Masukan;
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honoranum dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara
1. Hj. Renny Kurnia Sari, M.Pd   NIP. 19790607 200801 2 015
2. Eka Sartika, M.Pd   NIK. 140201100982/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Jubangri Bhw
NIM : 11250029
Judul Skripsi : Using prediction strategy to improve reading comprehension achievement in narrative text of tent graders of SMA Muhammadiyah 6 Palembang.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 06 Januari 2017
Dekan,

Prof. Dr. H. Kasinyo Harto, M.Ag.

LEMBAR KONSULTASI SKRIPSI

Nama : Jubangri Bhw

Nim : 11250029

Fakultas : Tarbiyah

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Using prediction strategy to improve narrative reading comprehension achievement of tenth graders of Sma Muhamadiyah 6 Palembang

Pembimbing I : Hj.Renny Kurnia Sari,M.Pd

No	Hari / Tanggal	Catatan	Keterangan	Paraf
1	1/2-17	Chapter 1-3	Ou..	
2	31/8-17	Chapter 4	Ou paypur per comple.	
3	11/9-17	Chapter 5	Ou	
4.	28/9-17	Thesis Draft	Ou	
5	13/10-17	Thesis Draft	Ou. prepare for defense	

NO	Hari/Tangal	Catatan	Keterangan	Paraf

Palembang, Oktober 2017
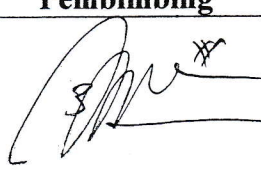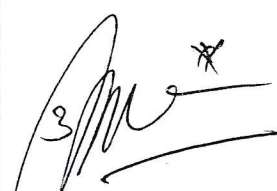
Pembimbing I

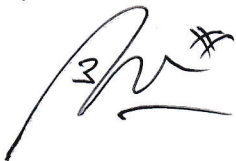Hj. Renny Kurnia Sari, M.Pd
NIP 19790607 200801 2 015

LEMBAR KONSULTASI SKRIPSI

Nama : Jubangri
Nim : 11 250029
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi : Using Prediction strategy to improve narrative reading comprehension achievment of tent graders of sma muhamadiyah 6 palembang
Pembimbing 2 : Eka Sartika, M.Pd

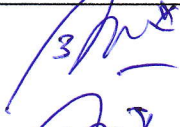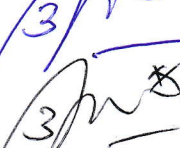| No.	Hari / Tanggal	Masalah yang dikonsultasikan	Paraf Pembimbing
01.	Tue/17-Jan '17	Chapter I: Background - Describe how are you going to answer to those questions of your re.prob? - Elaborate your background. - follow the system I've told you	
02.	Wed/18-Jan'17	- pay more attention to your punctuations and dictions - elaborate your sig. study - show me the teacher's scoring & the experts source	
03.	Thur/19-Jan'17	- chapter 1, ok bring me your chapter 2	
04.	Mon/23-Jan'17	- chapter 2, Revise as adviced	
05.	Tue/24-Jan'17	- chapter 2, Ok Prepare your chapter3	
06.	Wed/25-Jan'17	Chapter 3 - you need to practice on how to explain your method and sample - check your table of sample	

No	Hari/Tanggal	Permasalahan yang dikosultasikan	Paraf
07.	Thur/26-Jan'17	- show me the readability of your Instrument - check your punctuation chapter 3 - OK, how ever you need to edit the margin of your table. - You can have your Seminar proposal	
08.	wed/19/4/17	- make sure your research Instrument & test are Perfect. - see your validators	
09.	19/08/17	- chapter 4 reuse	
10.	31/08/17	- Chapter 4 - OK, you may proceed to have Comprehension test	

Palembang,   Januari 2017

Pembimbing II
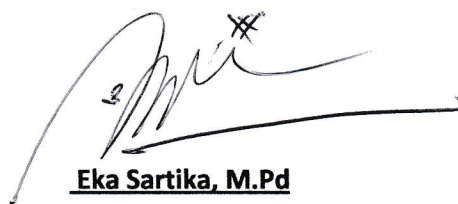
Eka Sartika, M.Pd

NIK.140201100982/BLU

NO	Konsultasi	Paraf
11.	15-09-17 chapter 4 finding — Show me the spss result	
12.	17-09-17 chapter 4 finding — ok, ~~she~~ bring me your Interpretation	
13.	21-09-17 chapter 4 — ok, Prepare chapter 5	
14.	25-09-17 Chapter 5 — reuse as advised	
15.	09-10-17 chapter 5 — ok, prepare all chapters	
16.	11-10-17 All chapters are ok	

Palembang , Oktober 2017

Pembimbinng II

Eka Sartika, M.Pd
NIK.140201100982/BLU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
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FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

LEMBAR KONSULTASI REVISI SEMINAR PROPOSAL

Name	: Jubangri Bhw
Nim	: 11250029
Fakultas	: Tarbiyah
Judul Skripsi	: Using Prediction Strategy to Improve Narrative Reading Comprehension Achievment of Tenth Graders of SMA Muhamadiyah 6 Palembang
Penguji	: Hj. Lenny Marzulina, M.Pd

No	Hari/Tangal	Konsultasi	Paraf
	6 April 2017	Revise !	
	13 April 2017	Acc!	

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

LEMBAR KONSULTASI SEMINAR PROPOSAL

Name   : Jubangri Bhw
Nim   : 11250029
Fakultas   : Tarbiyah
Judul Skripsi : Using Prediction Strategy to Improve Narrative Reading
                 Comprehension Achievment of Trenth Graders of SMA
                 Muhamadiyah 6 Palembang
Penguji   : M. Holandiyah, M. Pd

No	Hari/Tangal	Konsultasi	Paraf
	11/4 – 17	Revise many thing	
	4/4 – 17	– Revise in Readibility test – Reading level. – Add t-table.	
	3/4 – A	ok	

LEMBAR KONSULTASI SEMINAR PROPOSAL

Name   : Jubangri Bhw
Nim   : 11250029
Fakultas   : Tarbiyah/PBI
Judul Skripsi   : Using Prediction Strategy to Improve Narrative Reading
Comprehension Achievment of Trenth Graders of SMA
Muhamadiyah 6 Palembang
Penguji   : Janita Norena, M.Pd

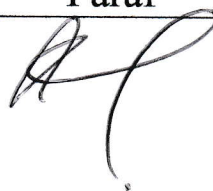| No	Hari/Tangal	Konsultasi	Paraf
1.	Wednesday/ 05.04.2017	Research Proposal - minor mistakes - Instrument	5/4 '17
2.	Thursday/06.04.2017	Ok	6/4 '17
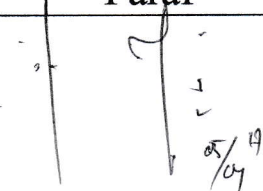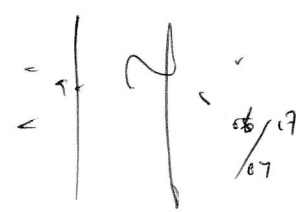
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

LEMBAR KONSULTASI SEMINAR PROPOSAL

Name : Jubangri Bhw

Nim :11250029

Fakultas : Tarbiyah

Judul Skripsi :Using Prediction Strategy to Improve Narrative Reading Comprehension Achievment of Trenth Graders of SMA Miuhamadiyah 6 Palembang

Penguji : Deta Desvitasari, M.Pd.

No	Hari/Tangal	Konsultasi	Paraf
1.	Wednesday / 05.04.2017	Research Proposal : » Preliminary Study » Previous Related Studies » Significance of the study	
2.	Thursday / 06.04.2017	OK	

LEMBAR KONSULTASI SEMINAR PROPOSAL

Name   : Jubangri Bhw
Nim   :11250029
Fakultas   : Tarbiyah
Judul Skripsi   :Using Prediction Strategy to Improve Narrative Reading Comprehension Achievment of Trenth Graders of SMA Muhamadiyah 6 Palembang
Penguji   : Nova Lingga Pitaloka, M.Pd.

No	Hari/Tangal	Konsultasi	Paraf
1.	6 April 2017	Ok! You may go to next step.	

Nomor   : In. 03/1.1/PP.00.9/ /2017
Lampiran : -
Perihal   : Mohon Izin Soal Mahasiswa
             Fakultas tarbiyah UIN Raden Fatah
             Palembang

Kepada Yth,
Kepala Sekolah SMA Muhamadiyah 1 Palembang
Di
         Tempat

Assalamu'alaikum Wr, Wb.

      Kami yang bertanda tangan di bawah ini, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang memberitahukan bahwa salah satu mahasiswa kami:

Nama	:Jubangri Bhw
Nima	:11250029
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Tahun Akademik	: 2016/2017
Judul Skripsi	: Using Prediction Strategy to Improve Narrative Reading Comprehension Achievment of Tenth Graders of SMA Muhamadiyah 6 Palembang.

      Sehubungan dengan kegiatan akhir studi mahasiswa yang akan mengadakan penelitian skripsi, dengan ini mengajkan permohonan izin pengujian soal pelajaran bahasa inggris yang di pimpin Ibu/Bapak di SMA Muhamadiyah 1 Palembang. Adapun rincian tersebut sebagai berikut:

Kelas	: X
Materi	: Narrative Text
Jenis Soal	: Multiple Choice
Jumlah Soal	: 80

      Demikian surat keterangan ini di buat dengan sesunguhnya dan dapat dipergunakan Sebagaimana mestinya tanpa merugikan pihak mana pun. Atas perhatian dan bantuanya kami ucapkan Terima kasih.

Wassalamu'alaiikum Wr. Wb.

Palembang/ April 2017
Ketua ProdiPendidikan Bahasa Inggris
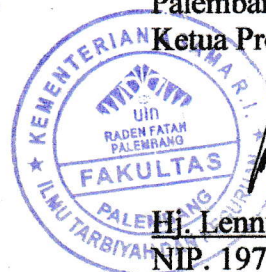
Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001

48. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4
49. Which of the following is *TRUE* about the rabbit?
    a. the rabbit stayed in the river
    b. the rabbit lived with crocodile
    c. the rabbit lived near a pond
    d. the rabbit was caught by animals that roar
    e. the rabbit and the crocodile were friend
50. The main idea of paragraph 2 is….
    a. the rabbit that ate grass and drank water
    b. the crocodile who wanted to eat the rabbit
    c. the crocodile that lived in the pond
    d. the rabbit that was trapped by the crocodile
51. Where did the crocodile live?
    a. pool
    b. forest
    c. pond
    d. jungle
52. Why did the crocodile want to eat the rabbit? It is…..
    a. because the rabbit was tricky
    b. because the crocodile was thirsty
    c. because the crocodile thought it would be nice to eat it
    d. because the crocodile was cunning
53. Why did the rabbit pretend to be brave towards the crocodile?
    a. because the rabbit was stupid
    b. because the roar would help the rabbit
    c. because the crocodile was helpful
    d. because the rabbit and the roar were friends

54. It can be inferred that the animal that roar is…..
    a. tiger
    b. turtle
    c. snake
    d. scorpio
55. Why was the crocodile angry to the rabbit?
    a. because the rabbit was tricky
    b. because the crocodile was trapped
    c. because the rabbit wanted run away
    d. because the rabbit mocked the crocodile
56. *"When the crocodile heard this, he became very **angry**."* (paragraph 5 in line 21) What is the similar meaning of "***angry***"?
    a. mad
    b. bad
    c. calm
    d. serious
57. Why could the rabbit run away?
    a. because the rabbit run quickly
    b. because the crocodile was tricked by the rabbit
    c. because the crocodile opened its mouth
    d. because the crocodile was afraid with the roar
58. "When the crocodile opened his mouth, the ***clever*** rabbit jumped free."italic word above has the same meaning with…..
    a. stupid
    b. smart
    c. diligent
    d. foolish
59. What kind of the text?
    a. spoof text
    b. descriptif text
    c. narrative text
    d. hortatory text

Text 6
Direction: Read the following text to answer questions number 60-69.
Beloved Orlando and the Magic Flower

Orlando was engaged to be married to a young girl. One day, this girl discovered that her stepmother, an evil witch was planning to kill her. To save her live she fled with her beloved Orlando. Firstly, Orlando stole the witch's magic wand.When the wicked stepmother learnt of their escape, she put on her seven league boots and caught up with the two young people in no time at all. They heard her coming and Orlando waved
5 the magic wand, transforming the girl into a flower, and himself into a violin.

But the witch realized that the beautiful flower was her stepdaughter and was about to pick it, when the violin began to play. Because it was a magic violin, the witch could not prevent herself from dancing faster and faster, until, at last she fell down from exhaustion.

Before she expired, she caused Orlando to lose his memory. So, when the effect of the magic wore off,
10 and the violin became Orlando again, he no longer remembered that the flower was his love and he went away, leaving it where it was. The red flower was later picked by a shepherd who took it home and put it in a vase, from that day on when the shepherd came home each evening from the pasture, he found the house in perfect order.

15 He soon realized that there was a magic at work and so, one day he pretended to leave as normal, but hid himself instead in the wardrobe. And so he discovered that it was the flower which was working the magic. Immediately the shepherd recited a spell which he himself had learnt from a magician and the flower changed back into the beautiful young maiden again.

Later, the young women in the country were invited to sing at celebration for the new prince, who was none other than the maiden's beloved brought back his memory, and Orlando recognized her at once and insisted on marrying her that very day with the good shepherd as the best man.

Source:(Look Ahead An English Course for senior high school students years X)

TRY OUT SMA AISYAH 1 PALEMBANG

Read the following texts and answer the questions by giving a circle to a, b, c, or d
as the right answer.

Text 1
Direction: Read the following text to answer questions number 1-11.

Why cats and dogs always fight story (Favorite stories from Taiwan)

Long, long ago, in northern Taiwan, there lived a farmer and his wife. They had a ring of gold. They did not know it was a lucky ring. Who ever owned it would have enough to eat. The farmer and his wife sold it to a jeweler. Soon afterwards, they grew poorer and poorer.They did not even have enough money to buy food.

5 The couple had a dog and a cat. They also did not have any food to eat. The animals wanted to help their owners but they did know what to do.

"I am sure that must have been a magic ring," the dog said. "Perhaps," answered the cat. "But how can we get it back from the jeweler?" After many days, they thought of a plan. "You must catch a mouse," said the dog. "Then carry it to the jeweler's shop.The ring is locked up there in a box. The

10 mouse must gnaw a hole in the box and fetch out the ring. If the mouse does not want to help, you must bite him to death."

Soon the cat caught a mouse. The dog followed behind while the cat carried it to the jeweler's shop. The mouse crept into the shop and gnawed a hole in the box and brought out the ring.

The cat put the ring in its mouth and ran home. The dog followed. The dog could only run on

15 the ground. He had to go all the way around the houses and through the streets. But the cat was able to run over the house-tops. So the cat arrived home long before the dog. She brought the ring to the farmer and his wife.

"This is a magic ring," said the cat. "You must not part with it otherwise we shall be poor and have nothing to eat. I have brought it back. Please keep it carefully.You will find that we shall now be able to live comfortably again.shall look after you as if you were our own child.

" Just then the dog ran in. The farmer and his wife beat him for not helping the cat bring home the ring. The cat sat on the lap of the farmer's wife and purred. So the dog became very angry with the cat. Every time he saw her after that, he chased her and tried to bite her. This is why cats and dogs always fight.

Source:(http://englishstory12.blogspot.co.id/2012/ 06/narrative-text-why-cats-and-dogs- always.html).

1. What is the type of the text?
   a. recount text
   b. hortatory text
   c. news item
   d. narrative text
2. What does paragraph one tell us about?
   a. a lucky ring which was found by a farmer
   b. a ring of gold was found by a cat and a dog
   c. a farmer and his wife who lived in Taiwan
   d. a jeweler who bought a ring of gold
3. What happened to the farmer and his wife after they sold the ring to a jeweler?
   a. they became rich
   b. they grew poorer and poorer
   c. thet had much money
   d. they became arrogant

4. Thry did not know it was a **lucky** ring (in paragraph 1) the italic word meaning with...?
   a. unlucky
   b. bad luck
   c. unfortunate
   d. fortunate
5. What did the dog ask to the cat?
   a. catch a mouse
   b. crept into the shop
   c. gnawed a hole in the box
   d. brought out the ring
6. Which of the following is probably the mouse did not do?
   a. bit
   b. gnawed
   c. fetched out
   d. stayed

7. It is implied in the text that if a mouse crept into the shop and gnawed a hole in the box and brought out the ring, then.....
   a. the cat let the mouse go
   b. the cat escaped from the dog
   c. thedog took it a way
   d. the dog followed the cat

8. The main idea of paragraph 4 is.....
   a. the cat arrived home long before the dog
   b. the dog and the cat always together
   c. the dog followed the cat every time
   d. the cat could run over the house-tops e. the cat brought a ring of gold to the farmer's home

9. How could the cat arrive home before the dog?
   a. the cat used magic ring
   b. the dog were slow
   c. the dog was in trouble
   d. the cat was helped by someone

10. "The farmer and his wife beat him for not helping the cat bring....." (last paragraph). The italic word above has the same meaning with.....
    a. caressed
    b. bit
    c. hit
    d.threw

11. Why did the dog become very angry with the cat? It is.....
    a. because the cat was lever
    b. because the cat did not tell to the farmer and his wife if the dog also joined in escaping the ring of gold.
    c. because the cat caught the dog
    d. because the dog was not able to run over the house-tops

Text 2
Direction: Read the following text to answer questions number 12-25.

The King of the Mice and the Woodcutter

Once upon a time, there was a king of mice. He lived inside a banyan tree in a forest. He loved the tree as his home. He lived there happily.

One day, a poor man wanted to cut down the banyan tree. The king of the mice was frightened so he asked the woodcutter to leave the tree standing. In result, he would give the
5 woodcutter gold every day. The woodcutter agreed.

Every evening, the king of the mice gave a piece of gold to the woodcutter. The gold was taken out from the roots of the banyan tree. The woodcutter was happy and took the gold home.

After a few days, the woodcutter's wife asked him, "Where does the gold come from?" So he replied, "The king of the mice gives me the gold from under the roots of
10 the tree." "Oh, you are stupid!" his wife said and suggested. "Why don't you cut down the tree and take the gold all away?" The woodcutter would do as his wife said.

The following day, the woodcutter cut down the banyan tree. Unfortunately, he did not find any gold there instead the king of the mice had run away and crept up to the woodcutter's house. The king of the mice took back all the gold.

Source:(http://englishstory12.blogspot.co.id/2012/
05/woodcutter-and-king-of-mice.html king of the mice).

12. Which statement is **TRUE** about the king of the mice?
    a. the king of the mice lived in a tree
    b. the king of the mice lived in banyan tree
    c. the king of the mice lived in a forest
    d. the king of the mice lived in a bayan tree in a forest

13. "He **lived** inside a banyan tree in aforest." (in paragraph 1) The italic word above has the same meaning with.....
    a. living
    b. survived
    c. breathed
    d. alive

14. Why did the king of the mice give the gold to the woodcutter every day? It is.....
    a. because the king of the mice was kind
    b. because the woodcutter was good
    c. because the woodcutter and the king of the mice were friend
    d. because the woodcutter would not cut down the banyan tree

15. What is the type of the text?
    a. recount text
    b. narrative text
    c. report text
    d. procedure text

16. What is the character of woodcutter ?
    a. he is a stupid person
    b. he is an ugly person
    c. he is an honest person
    d. he is a clever person
17. "The king of the mice was *frightened* so he asked the woodcutter....." (in paragraph2)The italic word above has the same meaning with.....
    a. scared
    b. quiet
    c. calm
    d. upset
18. What is the generic structure of the text?
    a. orientation – events - evaluation
    b. orientation – complication – resolution
    c. orientation – events – resolution
    d. events – complication – reorientation
19. What did the king of mice give to the woodcutter?
    a. some fruits
    b. food
    c. gold
    d. money
20. How many characters are there in the story?
    a. 1
    b. 3
    c. 5
    d. 7

21. What does the third paragraph talk about?
    a. the woodcutter who was very happy
    b. the king of the mice gave a piece of gold to the woodcutter continuously
    c. the farmer's wife who asked to cut down the tree
    d. the famer and his wife wanted to take the gold all away
22. According to the passage, what did the woodcutter's wife ask to him?
    a. to escape from the mice
    b. to save the banyan tree
    c. to take away all the gold
    d. to run away
23. "Oh, you are stupid!" his wife said and suggested "Why don't you..." .(paragraph 4 in line 16) The synonym of the word suggested is.....
    a. Recommended
    b. Optional
    c. Compulsory
    d. Required
24. "Unfortunately, he did not find any gold there instead...." (paragraph 5 in line 21) The synonym of the word find is.....
    a. lose
    b. lost
    c. bargain
    d. discovery
25. What did the king of the mice do after the woodcutter cut down the banyan tree?
    a. the king of the mice stayed in the banyan tree
    b. the king of the mice crept up to the wood cutter's house and took back all the gold
    c. the king of the mice was angry
    d. the king of the mice escaped to another place

Text 3
Direction: Read the following text to answer questions number 26-35.

Orlando and Oliver

Once there lived a wealthy man. He had two sons, Oliver, the elder son, who was cruel and greedy, and Orlando, his kind and gentle younger brother. The brothers inherited their father's enormous wealth after his death. Oliver decided to kill Orlando by burning the chamber in which he slept so that he could enjoy the wealth all by himself. Orlando's faithful servant, however, learnt of Oliver's wicked plan and warned his young
5   master. Orlando escaped into the forest, where he lived hiding.

One day, as Orlando was going through the forest in search of food, he saw a man sleeping on the ground, with a large snake twisted around his neck. When he drew nearer to the sleeping man, the snake uncoiled and glided into the bushes. As Orlando walked closer to rouse the man, he discovered a second danger – a lioness crouching nearby, waiting to pounce on the sleeping man.
10   Since Orlando studied the man's features, he realized that the sleeping man who lay in such imminent peril was none other than his own brother, Oliver. For a moment Orlando was tempted to leave his brother a prey to the hungry lioness, but brotherly affection and a gentle nature soon overcame the momentary evil thought. Risking his life, Orlando drew his sword attacked the lioness and slew it.

While Orlando was fighting with the lioness, Oliver woke up and saw his brother, whom he treated
15   so cruelly, saving him from the fury of the wild beast at the risk of his own life. Oliver was filled with shame and remorse. He begged his brother for forgiveness for all the hurt he had inflicted upon him. They embraced each other and from that hour, Oliver loved Orlando with a true brotherly affection

Source:(LKS SIMPATI (Sarana Pasti Meraih Prestasi) untuk SMA/MA)

26. What is the topic of the text?
   a. orlando and oliver are handsome men
   b. the true brotherly affection
   c. *the journey of oliver*
   d. the animal in the forest
27. What is the type of the text?
   a. descriptive text
   b. recount text
   c. narrative text
   d. expository text
28. What is the character of Orlando?
   a. he is a clever man
   b. he is a polite man
   c. he is a diligent man
   d. he is a kind man
29. "He begged his brother for forgiveness.."(line 16)
   The sentence most nearly means?
   a.he forgave his brother
   b.he with his brother
   c.he frustrated with his brother
   d.he asked his brother's forgiveness
30. "**he** discovered a second danger" (line 8)
   The word "he"refers to?
   a. *orlando*
   b. oliver
   c. the servant
   d. the lion

31. What is the generic structure of the text?
   a. orientation – complication – resolution
   b. event – resolution – oriewntation
   c. *orientation – events – resolution*
   d. events – complication – reorientation
32. What is tshe communicative purpose of the text?
   a. to persuade the readers
   b. to inform about the text
   c. to entertain the readers
   d. to explain about the two sons
33. Why did Oliver ask Orlando's forgiveness?
   a. because he found his brother
   b. because their father dead
   c. because Orlando saved his life
   d. because he met him in the forest
34. Who is the main character of the text?
   a. orlando
   b. oliver
   c. their father
   d. he servant
35. What is the moral lesson of the text?
   a. dont' be a rich man
   b. don't go to the forest
   c. *don't sleep in the forest*
   d. don't be greedy man

Text 4
Direction: Read the following text to answer questions number 36–47

The Boy Who Cried Wolf

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!"

5   The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.

The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran

10   toward the valley, and more loudly than ever he cried, "Wolf! Wolf!"
But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

Source: (http://www.belajar bahasainggris.us/2014/01/5-contoh- narrative-text-fabel)

36. What kind of the text?
   a. spoof text
   b. descriptif text
   c. narrative text
   d. hortatory text

37. How many characters are there in the story?
   a. 1
   b. 2
   c. 3
   d. 4

38. What does paragraph one tell us about?
   a. a young shepherd boy who tended his sheep
   b. a lonely shepherd boy at the foot of a mountain
   c. a shepherd boy that watched the sheep all day
   d. the three farmers were near with a young shepherd boy

39. There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It can be inferred that the dark forest was.....
   a. silent
   b. crowded
   c. full
   d. busy

40. What is the main idea of paragraph 2?
   a. a wolf that caught the pity boy
   b. the boy planned to get a little company and had some fun
   c. the boy that called the wolf
   d. the boy ran down to the valley

41. "One day the boy thought of a **plan** that would help him get a little...." (paragraph 2 in line 7)
   The synonym of the word **plan** is.....
   a. sketch
   b. propose
   c. preparation
   d. improvise

42. It is implied that the boy joked to the men because....
   a. the men were bad
   b. the boy wanted to get more attention
   c. the boy was a funny boy
   d. the men were tricky

43. "A few days later, a real wolf came from the forest and began to **steal** the sheep."
   The synonym of the word **steal** is.....
   a. thieve
   b. bring
   c. rip-off
   d. bargain

44. What happened to the boy's sheep?
   a. it run away
   b. it was thrown by the men
   c. it was caught by a wolf
   d. it escaped from the boy

45. Why did the men do not care with the boy who cried wolf anymore?
   a. because the boy was naughty
   b. because the boy was the men's enemy
   c. because boy was tricky
   d. because the men were unbelievable

46. But the men, who had been fooled twice before, though that the boy was tricking them again. It can be inferred that boy was...
   a. clever
   b. stupid
   c. foolish
   d. smart

47. What does the text tell us about?
   a. a young shepherd boy and a wolf
   b. a young shepherd boy, a wolf, and three famers
   c. the three farmers who did not want to help the boy
   d. a young shepherd boy that could not be trusted

Text 5
Direction: Read the following text to answer questions number 48-59.

The Rabbit's Tail Story

Many years ago, rabbits had long tails, not short ones, and crocodiles had tongues. One such long-tailed rabbit lived near a pond. He drank water from the pond and ate the grass nearby.

Now, in the pond lived a crocodile. The crocodile saw the rabbit eating grass and drinking water, and he thought how nice it would be to eat the rabbit.

5   One day the crocodile swam very close to the edge of the pond. He lay still in the water, hoping that the rabbit wouldn't see him. When the rabbit came to drink, the crocodile opened his mouth wide. Then he closed it with a snap. The rabbit was caught between the crocodile's sharp teeth.

Of course, the rabbit was very frightened, but he did not want the crocodile to know this. "I'm not afraid of you," said the rabbit. "I'm only afraid of animals that roar. Everyone knows that crocodiles
10   can't roar, so you can't frighten me.

When the crocodile heard this, he became very angry. He wanted to show the rabbit that he could roar as fiercely as a tiger. And so, the crocodile opened his mouth to roar. When the crocodile opened his mouth, the clever rabbit jumped free. As he jumped, the rabbit's sharp toe-nails caught the crocodile's tongue and tore it out.

15   The crocodile tried to catch the rabbit again, but his great teeth only snapped off the end of the rabbit's tail. Again and again the crocodile tried to catch the rabbit, but the rabbit was too quick for him. Sometimes the crocodile caught a piece of the rabbit's tail, but he could never roar at the rabbit because he had lost his tongue.

Source:(http://englishstory12.blogspot.co.id/2012/05/rabbits-tail.html).

60. What is the main idea of the second paragraph?
   a. orlando was to be married to a young girl
   b. the witch realized a flower was her
      stepdaughter
   c. the red flower was later picked by a shepherd
   d. orlando and a girl became a violin and a flower
61. What kind of the text?
   a. spoof text
   b. descriptif text
   c. narrative text
   d. hortatory text
62. What is the generic structure of the text?
   a. orientation – complication – resolution
   b. orientation – events - evaluation
   c. orientation – events – resolution
   e. events – complication – reorientation
63. What is the communicative purpose of the text?
   a. to persuade the readers
   b. to inform about smart fortune-teller
   c. to entertain the readers
   d. to explain about smart son
64. How many characters are there in the story?
   a. 1
   b. 2
   c. 3
   d. 4

65. What is the character of Orlando?
   a. he is a friendly man
   b. he is a smart man
   c. he is a diligent man
   d. he is a discipline man
66. "She put on **her** seven league boots" (line 3)
   The word "her" refers to?
   a. the girl
   b. the Stepmother
   c. orlando
   d. shepherd
67. "**Immediately the shepherd recited a spell..**"
   (line 15)
   The sentence most nearly means?
   a. spontaneously he wrote a spell
   b. spontaneously he found a spell
   c. spontaneously he taught a spell
   d. spontaneously he read a spell
68. "**Orlando recognized her at once**" (line 17)
   The sentence most nearly means?
   a. orlando remembered the girl
   b. orlando met the girl
   c. orlando married the girl
   d. orlando love the girl
69. What is the main idea of the last paragraph?
   a. agirl became a flower
   b. shepherd met a magic flower
   c. orlando married a beloved girl
   d. orlando killed the girl's stepmother

Text 7
Direction:Read the following text to answer questions number 70-80.

Durna's trap

The story started with Durna who was teaching the art of archery to the children of Hastina Kingdom at the palace's yard. From far away, a young man watched the practice. He was Ekalaya, the crown prince of Parang Gelung Kingdom.

Ekalaya wanted to study with Durna but was rejected, since the man promised only to teach children of Pandawa and Kurawa. Still Ekalaya was neither angry nor revengeful. His strong will to study from Durna
5 influenced him go to the forest and create a statue of Durna as a symbol of Durna's presence. With this statue as his imaginative teacher, Ekalaya learned how to shoot arrows by himself. The result was astonishing; Ekalaya turned very skillfull in shooting arrows just like Arjuna, Durna's favourite student.

Ekalaya finally encountered Arjuna, who was hunting in the forest. Arjuna was surprised to find that an arrow struck the animal he was hunting. It turned out the arrow belonged to Ekalaya. Innocently, Ekalaya said he was Durna's student.
10 Durna was surprised when Arjuna told him about Ekalaya. When he met Ekalaya, Durna trapped him saying he would admit Ekalaya as his student if he cut off the thumb of his right hand as evidence of his loyalty to his master. Ekalaya followed the request but then realized he had been cheated. Angry and disappointed, he knew Durna did not want anybody to rival Arjuna. Ekalaya became angrier when he was told by his wife that Arjuna was in love with her and challenged Arjuna to a duel.

Source:(Developing English Competencies For Senior High School (SMA/MA)
Grade X. Setia Purna Invest)

70. What can you infer from the first paragraph?
   a. durna was the teacher of the art of archery in
      hastiana kingdom
   b. hastiana kingdom had many children
   c. the crown prince of Parang Gelung Kingdom
      was ekalaya
   d. hastiana kingdom had a beautiful yard

71. What kind of the text?
   a. spoof text
   b. descriptif text
   c. narrative text
   d. hortatory text

72. What is the generic structure of the text?
    a. events – complication – reorientation
    b. orienstation – events - evaluation
    c. orientation – events – resolution
    d. orientation – complication – resolution
73. What are the two main characters of this text?
    a. arjuna and ekalaya
    b.ekalaya and durna
    c.ekalaya's wife and arjuna
    d.durna and arjuna
74. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4
75. Why did Durna refurse Ekalaya as his student?
    a. because he did not want to add student
    b. because he only wanted to teach arjuna
    c. because he has promised with hastiana kingdom.
    d. because he did not like ekalaya
76. Why was Arjuna surprised when hunting in forest?
    a. because ekalaya's arrow struck the animal
    b. because arjuna fond a big prey
    c. because ekalaya became a good man
    d. because ekalaya became durna's student

77. "Ekalaya became angrier when **he** was told by his wife" (line 13)
    The word 'He' refers to?
    a. ekalaya
    b. ekalaya's wife
    c. eurna
    d. arjuna
78. Why was Ekalaya angry and disappointed?
    a. because arjuna became his rival
    b. because arjuna became a professional archer
    c. because arjurna broke his promise
    d. because arjuna did not want duel with him
79. "Ekalaya wanted to study with durna but was rejected." (line 3)
    What is the synonym of "rejected"?
    a. follow
    b. refuse
    c. call
    d. unfollow
80. When Ekalaya wants to study with Durna, why he was rejected by Durna?
    a. because ekalaya was a naughty person
    b. because durna promised only to teach children of Pandawa and Kurawa
    c. because durna want to encounter arjuna
    d. because ekalaya is not good enough in shooting an arrow

Answer Key

1.d	41.d
2.d	42.c
3.d	43.b
4.b	44.a
5.b	45.d
6.c	46.b
7.b	47.b
8.a	48.a
9.d	49.b
10.d	50.d
11.a	51.c
12.d	52.b
13.d	53.a
14.c	54.c
15.b	55.a
16.a	56.b
17.a	57.d
18.b	58.c
19.b	59.c
20.b	60.d
21.b	61.c
22.d	62.a
23.c	63.c
24.a	64.d
25.d.	65.b
26.b	66.b
27.c	67.d
28.d	68.a
29.d	69.c
30.a	70.a
31.a	71.c
32.c	72.d
33.c	73.b
34.a	74.d
35.d	75.c
36.c	76.a
37.a	77.d
38.a	78.c
39.c	79.b
40.a	80.b

Name : Dea Ananda Saputri
Class : X MIPA OLIMPIADE
Date : 26 - April - 2017

ANSWER SHEET

No.	A	B	C	D
1.				X
2.	X		X	
3.		X		
4.			X	
5.	X			
6.	X			
7.				X
8.	X			
9.	X			
10.			X	
11.		X		
12.				X
13.	X			
14.			X	
15.		X		
16.	X			
17.	X			
18.		X		
19.			X	
20.		X		

No.	A	B	C	D
21.	X			
22.			X	
23.	X			
24.				X
25.		X		
26.		X		
27.		X		
28.				X
29.	X			
30.	X			
31.				
32.			X	
33.			X	
34.	X			
35.				X
36.			X	
37.				X
38.	X			
39.	X			
40.			X	

No.	A	B	C	D
41.				X
42.		X		
43.			X	
44.			X	
45.			X	
46.			X	
47.				X
48.		X		
49.			X	
50.				X
51.			X	
52.			X	
53.	X			
54.	X			
55.				X
56.	X			
57.			X	
58.		X		
59.			X	

No.	A	B	C	D
61.			X	
62.	X			
63.	X			
64.				X
65.		X		
66.		X		
67.	X			
68.	X			
69.			X	
70.	X			
71.			X	
72.				X
73.	X			
74.				X
75.			X	
76.	X			
77.	X			
78.		X		
79.		X		

48,8.

37:80

Name : Bagus Dzulhi S

Class : X IPA Olimpiade

Date : 26 April 2017

ANSWER SHEET

No.	A	B	C	D
1.				X
2.	X			
3.		X		
4.			X	
5.	X			
6.	X			
7.				X
8.	X			
9.	X			
10.			X	
11.		X		
12.				X
13.	X			
14.				X
15.		X		
16.	X			
17.	X			
18.		X		
19.			X	
20.		X		

No.	A	B	C	D
21.	X			
22.			X	
23.	X			
24.				X
25.		X		
26.		X		
27.	X			
28.				X
29.	X			
30.	X			
31.	X			
32.			X	
33.			X	
34.	X			
35.				X
36.			X	
37.				X
38.		X		
39.	X			
40.			X	

No.	A	B	C	D
41.				X
42.		X		
43.			X	
44.			X	
45.			X	
46.			X	
47.				X
48.		X		
49.			X	
50.				X
51.			X	
52.			X	
53.		X		
54.	X			
55.				X
56.	X			
57.			X	
58.		X		
59.			X	

No.	A	B	C	D
61.			X	
62.	X			
63.			X	
64.				X
65.		X		
66.		X		
67.				X
68.	X			
69.			X	
70.	X			
71.			X	
72.				X
73.	X			
74.				X
75.			X	
76.	X			
77.	X			
78.		X		
79.		X		

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester   : X₂ / 2
Mata Pelajaran   : Bahasa Inggris
Materi   : Narrative text

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi 1	2	3	4
I	**Aspek Petunjuk**				√
	a. Petunjuk tes dinyatakan jelas				√
	b. Kriteria skor yang diberikan, dinyatakan jelas				√
II	**Aspek cakupan tes prestasi kognitif**				√
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			√	
III	**Aspek Bahasa**				√
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris				√
	b. Rumusan pernyataan komunikatif				√
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				√
IV	**Penilaian Validasi Umum**	(a)	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik
2. Cukup Baik
3. Baik
4. Baik Sekali

a. dapat digunakan tanpa revisi
b. dapat digunakan dengan sedikit revisi
c. dapat digunakan dengan banyak revisi
d. belum dapat digunakan

Catatan:
....
....
....

Palembang, 19 April 2017
Validator III

Beny Wijaya, M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan				√
	2. Kelengkapan cakupan rumusan indicator				√
	3. Kesesuaian dengan kompetensi dasar				√
	4. Kesesuaian dengan standar kompetensi				√
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			√	
	2. Kesesuaian dengan karakteristik peserta didik				√
	3. Keruntutan dan sistematika materi				√
	4. Kesesuaian materi dengan alokasi waktu				√
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				√
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				√
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				√
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				√
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				√
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			√	
	2. Kejelasan prosedur penilaian				√
	3. Kelengkapan instrumen (soal dan kunci jawaban)				√

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan				✓
	2. Ketepatan pilihan kata				✓
	3. Kebakuan struktur kalimat				✓
	4. Bentuk huruf dan angka baku				✓
VII	**Penilaian Validasi Umum**	(a)	b	c	d

Kesimpulan :

....

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Palembang, 19 April 2017
Validator III

Beny Wijayaya. M.Pd

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PALEMBANG
SMA MUHAMMADIYAH 1 TERAKREDITASI A
Jln. Balayudha No. 21 A   Telepon 411316   Palembang Kode Pos 30128

Piagam Pendiri
No. 692/II-008/SM.S-56/1978

SURAT KETERANGAN
Nomor : 353/KET/III.4.AU/F/2017

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 1 Kota Palembang, Atas dasar surat dari Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Nomor : In.03/1.1/PP.009/2017 Tanggal 13 April 2017, perihal Izin Penelitian, atas nama :

Nama	:	**Jubangri Bhw**
N I M	:	11250029
Program Studi	:	Pendidikan Bahasa Inggris

Benar nama tersebut diatas telah melaksanakan pengujian soal pelajaran Bahasa Inggris di SMA Muhammadiyah 1 Kota Palembang dalam rangka penyusunan Skripsi dengan judul :

"Using Prediction Strategy to Improve Narrative Reading Comprehension Achievment of Tenth Graders of SMA Muhammadiyah 6 Palembang".

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Palembang, 26 April 2017
Kepala Sekolah,

H. Rosyidi, M.Pd.
NBM 06036190712591

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester   : X / 2

Mata Pelajaran   : Bahasa Inggris

Materi   : Narrative Text

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				√
	b. Kriteria skor yang diberikan, dinyatakan jelas				√
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris			√	
	b. Rumusan pernyataan komunikatif			√	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			√	
IV	**Penilaian Validasi Umum**	a	(b)	C	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik
2. Cukup Baik
3. Baik (dilingkari)
4. Baik Sekali

a. dapat digunakan tanpa revisi
(b) dapat digunakan dengan sedikit revisi
c. dapat digunakan dengan banyak revisi
d. belum dapat digunakan

Catatan: Revise as suggested

Palembang,   April 2017

Validator II

Nova Lingga Pitaloka, M.Pd

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester   : X. 2 / 2

Mata Pelajaran   : Bahasa inggris

Materi   : Narrative text

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.

2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi 1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				√
	b. Kriteria skor yang diberikan, dinyatakan jelas			√	
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris				√
	b. Rumusan pernyataan komunikatif			√	√
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				√
IV	**Penilaian Validasi Umum**	a	(b)	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik   a. dapat digunakan tanpa revisi

2. Cukup Baik   b. dapat digunakan dengan sedikit revisi

3. Baik   c. dapat digunakan dengan banyak revisi

4. Baik Sekali   d. belum dapat digunakan

Catatan: Please tense as suggested

Palembang,   April 2017

Validator I

Janeta Norena, M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"   a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"   b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"   c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"   d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan			√	
	2. Kelengkapan cakupan rumusan indicator				√
	3. Kesesuaian dengan kompetensi dasar				√
	4. Kesesuaian dengan standar kompetensi				√
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				√
	2. Kesesuaian dengan karakteristik peserta didik				√
	3. Keruntutan dan sistematika materi			√	
	4. Kesesuaian materi dengan alokasi waktu				√
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				√
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				√
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				√
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				√
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				√
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			√	
	2. Kejelasan prosedur penilaian			√	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			√	

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan				√
	2. Ketepatan pilihan kata				√
	3. Kebakuan struktur kalimat			√	
	4. Bentuk huruf dan angka baku			√	
VII	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

...Please revise as suggested...

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<div align="right">

Palembang,   April 2017
Validator I

Janeta Norena, M.Pd

</div>

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan			√	
	2. Kelengkapan cakupan rumusan indicator		√		
	3. Kesesuaian dengan kompetensi dasar			√	
	4. Kesesuaian dengan standar kompetensi			√	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			√	
	2. Kesesuaian dengan karakteristik peserta didik			√	
	3. Keruntutan dan sistematika materi			√	
	4. Kesesuaian materi dengan alokasi waktu			√	
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			√	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			√	
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			√	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			√	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			√	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			√	
	2. Kejelasan prosedur penilaian			√	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			√	

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	(b)	c	d

Kesimpulan :

....

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Palembang,   April 2017
Validator II

Nova Lingga Pitaloka, M.Pd

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor   : B-2218/Un.09/II.I/PP.00.9/5/2017   Palembang, 2 Mei 2017

Lampiran :

Perihal   : Mohon Izin Penelitian Mahasiswa /i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala Dinas Pendidikan Kota Palembang
di

     Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama   : Jubangri Bhw

NIM   : 11250029

Prodi   : Pendidikan Bahasa Inggris

Alamat   : Rawajaya I

Judul Skripsi : Using Prediction Strategy to Improve Reading Ccomprehension Achievement in Narrative Text of Tent Graders of SMA Muhammadiyah 6 Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dekan
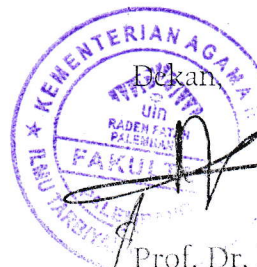
Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Palembang, 12 Mei 2017

Nomor : 420/5084/SMA.1/Disdik.SS/2017
Lamp : -
Prihal : Izin Penelitian
a.n. **JUBANGRI BHW**

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah
Universitas Islam Negeri Raden Fatah Palembang
di
　　Palembang

　　Menindaklanjuti Surat Dekan Fakultas Tarbiyah Universitas Islam Negeri raden Fatah Palembang Nomor: B-2218/Un.09/II.I/PP.00.9/5/2017 tanggal 2 Mei 2017 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama : **JUBANGRI BHW**
NIM : 342013142
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **"Using Prediction Strategy to Improve Reading Comprehension Achievement in Narrative Text of Tent Graders of SMA Muhammadiyah 6 Palembang".**

　　Untuk melakukan penelitian di SMA Muhammadiyah 6 Palembang tanggal 12 Mei s.d. 12 Juni 2017 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala Sekolah SMA Muhammadiyah 6 Palembang

　　Demikian atas perhatian Saudara, terima kasih

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN
Kepala Bidang SMA,

H. Bonny Syafrian, SE., MM
Pembina Tk. I
NIP 196502201990101001

Tembusan Yth :
1. Kepala SMA Muhammadiyah 6 Palembang

BADAN KESATUAN BANGSA DAN POLITIK

Jln. Kapten F. **Tendean No. 1059** Telp/Fax.(0711) 354715 – 370030

Palembang 31129

REKOMENDASI PENELITIAN/SURVEI

NOMOR : 070/834 /Ban.KBP/2017

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Sumatera Selatan memperhatikan :

a. Dasar   : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

3. Peraturan Gubernur Sumatera Selatan Nomor 56 Tahun 2014 tentang Pedoman Penerbitan Rekomendasi Penelitian/Survei.

b. Menimbang   : Surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Raden Fatah Palembang, Nomor : B-2218/Un.09/II.I/PP.00.9/5/2017, Tanggal : 2 Mei 2017, Hal : Izin Penelitian.

Memberikan rekomendasi penelitian/survey kepada :

a. Nama/Obyek   : **JUBANGRI BHW.**

b. Jabatan/Tempat/Identitas : Pelajar/Mahasiswa/ Desa Lebak Budi Kec. Merapi Barat Kab. Lahat Provinsi Sumatera Selatan/ 1604260904930001.

c. Lokasi Penelitian   : **SMA Muhammadiyah 6 Palembang.**

d. Lama Penelitian   : 3 (tiga) Bulan.

e. Anggota Tim Penelitian   : -

f. Bidang Penelitian   : Pendidikan Bahasa Inggris.

g. Status Penelitian   : Baru.

h. Judul Proposal   : *Using Prediction Strategy to Improve Reading Comprehension Achievement in Narrative Text of Tent Graders of SMA Muhammadiyah 6 Palembang.*

PEMERINTAH PROVINSI SUMATERA SELATAN
BADAN KESATUAN BANGSA DAN POLITIK
Jln. Kapten F. **Tendean No. 1059** Telp/Fax.(0711) 354715 – 370030

Palembang 31129

Palembang, 9 Mei 2017

Kepada Yth,

Kepala Dinas Pendidikan
Provinsi Sumatera Selatan

di-

Palembang

SURAT PENGANTAR
Nomor : 070/ 834 /Ban.KBP/2017

NO	JENIS YANG DIKIRIM	BANYAKNYA	KETERANGAN
1.	Penyampaian Izin Rekomendasi Penelitian Mahasiswa atas nama : **JUBANGRI BHW;**	1 (satu) Berkas	Disampaikan dengan hormat, atas perhatian Saudara diucapkan terima kasih

KEPALA BADAN KESATUAN BANGSA DAN POLITIK
PROVINSI SUMATERA SELATAN

H. RICHARD CHAHYADI, AP, M. Si
PEMBINA UTAMA MUDA/ IV/ c
NIP 197604161994121001

Tembusan :

Rekomendasi ini diberikan dengan ketentuan sebagai berikut :

1. Rekomendasi ini hanya bagi kegiatan mencari data atau bahan penelitian/survei.

2. Mentaati ketentuan yang berlaku.

3. Memperhatikan keamanan dan ketertiban umum selama kegiatan berlangsung.

4. Memperhatikan adat istiadat setempat.

5. Rekomendasi berlaku selama 3 (tiga) Bulan.

6. Peneliti wajib memberikan laporan hasil penelitian kepada Kepala Badan Kesatuan Bangsa dan Politik Provinsi Sumatera Selatan selambat-lambatnya 6 (enam) Bulan setelah penelitian dilaksanakan.

7. Perpanjangan rekomendasi peneliltian dilaksanakan dengan mangajukan surat perpanjangan dengan menyerahkan laporan hasil kegiatan penelitian yang sudah dilakukan sebelumnya.

8. Penelitian yang memakai waktu lebih dari 6 (enam) Bulan, Peneliti wajib mengajukan perpanjangan rekomendasi.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

DIKELUARKAN DI : PALEMBANG
PADA TANGGAL : 9 MEI 2017
KEPALA BADAN KESATUAN BANGSA DAN POLITIK
PROVINSI SUMATERA SELATAN
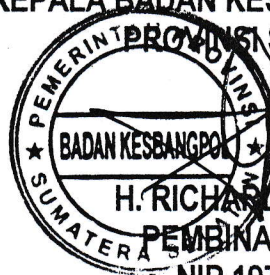
H. RICHARD CHAHYADI, AP, M. Si
PEMBINA UTAMA MUDA/ IV/ c
NIP 197604161994121001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor	: B-1863/Un.09/II.I/PP.00.9/4/2017	Palembang, 17April 2017
Lampiran	:	
Perihal	: Mohon Izin Penelitian Mahasiswa /i	

Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Kepada Yth,
Kepala SMA Muhammadiyah 6 Palembang
di

Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama	:	Jubangri Bhw
NIM	:	11250029
Prodi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Rawa jaya I
Judul Skripsi	:	Using prediction strategy to improve reading comprehension achievement in narrative text of tent graders of SMA Muhammadiyah 6 Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag,
NIP. 19710911 199703 1 004

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PALEMBANG
SMA MUHAMMADIYAH 6
STATUS TERAKREDITASI " A " NO. 11.00 Ma. 026878
Tanggal : 16 Oktober 2015
Jalan Jenderal Sudirman Km. 4,5 Komplek Perguruan Muhammadiyah Balayudha Palembang 30128 Telp. 0711-411883
Website : www.smamuh6plg.blogspot.com   **Email : smamuh6plg@yahoo.co.id**

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN PENELITIAN
Nomor : 140 / KET. / III.4 AU / F.7 / 2017

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 6 Palembang Kecamatan Kemuning Kota Palembang, menerangkan bahwa :

Nama	:	**JUBANGRI BHW**
NIM	:	342013142
Program Studi	:	Pendidikan Bahasa Inggris (PBI)
		Fakultas Tarbiyah dan Keguruan UIN Raden Fatah
Tempat Penelitian	:	SMA Muhammadiyah 6 PALEMBANG

Telah melaksanakan Penelitian / Riset di SMA Muhammadiyah 6 Palembang sejak tanggal 12 Mei s.d. 12 Juni 2017 dalam rangka penyusunan skripsi dengan judul " **USING PREDICTION STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT OF TENT GRADERS OF SMA MUHAMMADIYAH 6 PALEMBANG".**

Demikianlah Surat keterangan Penelitian / Riset ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 15 Juni 2017
Kepala Sekolah,

M. Erian, S. Pd.
NBM. 857.225

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS KOMPREHENSIF	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG
		Kode:GPMPFT.SUKET.01/R0

Yang bertanda tangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Jubangri Bhw

NIM : 11250029

Fakultas/Jurusan/ Prodi : Tarbiyah/Pendidikan Bahasa Inggris/PBI

Judul Skripsi : Using Prediction Strategy to Improve Reading Comprehension Achievment in Narrative Text of Tenth Graders of SMA Muhamadiyah 6 Palembang

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah di nyatakan LULUS Dalam ujian komprehensif yang dilaksanakan pada hari Jum'at, tangal 6 Oktober 2017, dengan memperoleh nilai **C.**

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, Oktober 2017
Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Jum'at/ 6 Oktober 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	13250066	Reva Anjeng Sari	88	75	90	78	82.75	A
2	13250090	Witria Windika	71	78	90	75	78.5	B
3	13250074	Riza Oktari Putri	88	85	75	76	81	A
4	11250029	Jubangri Bhw	60	65	75	70	67.5	C
5	12250112	Reni Ramadona	71	78	80	78	76.75	B
6	13250083	Siti Solehah	71	70	85	73	74.75	B
7	13250007	Angun Ria Larasati	71	70	85	75	75.25	B
8	13250006	Anggi Musa	88	70	75	76	77.25	B
9	13250024	Eka Rustiawati	71	65	90	76	75.5	B

Mata Uji

I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Dosen Penguji
Dr. Annisa Astrid, S.T., M.Pd
M. Holandyah, M.Pd
Dr. Dewi Warna, M.Pd
Hj. Lenny Marzulina, M.Pd

Interval Nilai

80 -100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 12 Oktober 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,

M. Holandyah, M.Pd
NIP. 197405072011011001

Hal   : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Ilmu Tarbiyah

dan Keguruan UIN Raden Fatah

Palembang

di

Palembang

Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"USING PREDICTION STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVMENT IN NARRATIVE TEXT OF TENT GRADERS OF SMA MUHAMADIYAH 6 PALEMBANG"**, ditulis oleh saudara **Jubangri bhw (11250029)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I

Hj. Renny Kurnia Sari, M.Pd.
NIP. 197906072008012015

Palembang, 10 September 2017
Pembimbing II

Eka Sartika, M.Pd.
NIK. 14020100982/BLU

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG
		Kode:GPMPFT.SUKET.01/R0

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama   : Jubangri Bhw

NIM   : 11250029

Fakultas/Jurusan/ Prodi   : Tarbiyah/Pendidikan Bahasa Inggris/PBI

Judul Skripsi   : Using Prediction Strategy to Improve Reading Comprehension Achievment in Narrative Text of Tenth Graders of SMA Muhamadiyah 6 Palembang

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang,   Oktober 2017
Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd
NIP. 19710101 201101 2 001

UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

HASIL UJIAN SKRIPSI/MAKALAH

Hari   : Jum'at
Tanggal   : 27 Oktober 2017
Nama   : Jubangri Bhw
NIM   : 11250029
Jurusan   : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *Using Prediction strategy to improve realing comprehension achiermentin narrative text of tenth graders of SMA Muhammadiyah 6 Palembang*

Ketua Penguji   : Dr. Annisa Astrid, S.T., M.Pd.   (..................)

Sekretaris Penguji   : Drs. Herizal, M.A.   (..................)

Pembimbing I   : Hj. Renny Kurniasari, M.Pd   (..................)

Pembimbing II   : Eka Sartika, M.Pd   (..................)

Penguji I/Penilai I   : Hj. Lenny Marzulina, M.Pd   (..................)
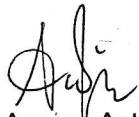
Penguji II/Penilai II : Dalilan, M.hum   (..................)

Nilai Ujian : 77, 25   IPK : 2. 73

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :
(.........) dapat diterima tanpa perbaikan
(.........) dapat diterima dengan tanpa perbaikan kecil
(.........) dapat diterima dengan tanpa perbaikan besar
(.........) belum dapat diterima

Ketua,
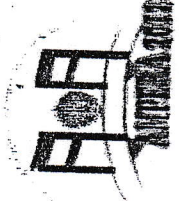
Dr. Annisa Astrid, S.T., M.Pd.
NIP. 19801123 200801 2 013

Palembang, 27 Oktober 2017
Sekretaris,

Drs. Herizal, M.A.
NIP. 19651021 199407 1 001

Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)

Sertifikat

Diberikan Kepada:

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

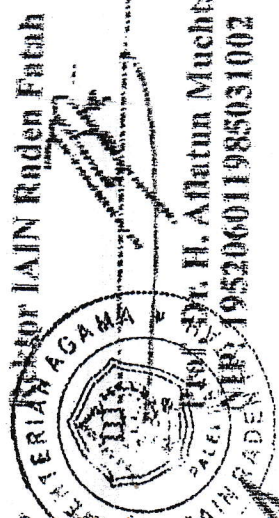### SUBANGKI BHW

SEBAGAI PESERTA DALAM KEGIATAN

ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)

INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

"Mewujudkan Kepemimpinan Mahasiswa yang Transendensi dan Humanisasi Menuju Indonesia yang lebih baik"

04-06 September 2012

Mengetahui,

Rektor IAIN Raden Fatah

Prof. Dr. H. Aflatun Muchtar, MA
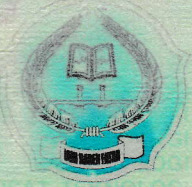NIP. 19520601198503 1002

Presiden Mahasiswa

M. Ali Alatas
NIM: 08522007

Ketua Pelaksana

Mukarrom
NIM: 09290049

Sekretaris Pelaksana

Hardono Ciputra
NIM: 10140008

PUSAT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH

JL.PROF.K.H.ZAINAL ABIDIN FIKRY KM.3.5 PALEMBANG 30126.☎ 0711 - 354668 FAX. 0711 - 356209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 005 / 2013

Diberikan kepada :

NAMA	:	**JUBANGRI BHW**
NIM	:	**11250029**
FAKULTAS	:	**TARBIYAH**
JURUSAN	:	**PENDIDIKAN BAHASA INGGRIS**

Atas partisipasinya dalam mengikuti **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2011 - 2012 dengan nilai sebagai berikut :

Program Aplikasi	Nilai	Akumulasi Nilai
Microsoft Office Word 2003	B	**B**
Microsoft Office Excel 2003	B	

Palembang, 06 Nopember 2013
Kepala PUSTIPD,

Sholeh Khudin, S.Ag
NIP. 197410252003121003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3830 /2012

Diberikan kepada

Nama : Jubangri Bhw

NIM : 11250029

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh **Lembaga Pengabdian Masyarakat (LPM)**

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan **SK Rektor No.: In.03/1.1/Kp.07.6/266/2012**

Palembang, 07 Februari 2014

Ketua LPM,

Dr. Muhajirin, MA
NIP. 19730125 199903 1 002

Mengetahui,

Rektor IAIN Raden Fatah Palembang,

Prof. Dr. H. Aflatun Muchtar, MA
NIP. 19520601 198503 1 002

LP2M

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Sertifikat

Nomor : In.03/8.0/PP.00/400/2015

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) UIN RADEN FATAH MENERANGKAN :

Nama : Jubangri BHW

Tempat/Tgl lahir : Tanjung Menang, 9 April 1993

Fak/Jur/NIM : Tarbiyah/PBI/11250029

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 65 TEMATIK POSDAYA DARI TANGGAL 10 FEBRUARI S/D 26 MARET 2015 DI :

Desa : Suka Nanti

Kecamatan : Jarai

Kabupaten : Lahat

Lulus dengan nilai : A (Amat Baik)

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 01 Juni 2015

Ketua,

Prof. Dr. Ris'an Rusli, MA

NIP. 1965051 9 199203 1 003

Prof. KH. Zainal Abidin Fikry Km. 3.5 Palembang Telp./Fax. : (0711) 362244

Penelitian

Penelitian

Penelitian

Penelitian