

**TEACHING DESCRIPTIVE READING BY USING TPRC (THINK,
PREDICT, READ, CONNECT) STRATEGY TO THE SEVENTH
GRADE STUDENTS OF SMPN 7 PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one as of the requirements to get the
tittle of Sarjana Pendidikan (S.Pd)**

By

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Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"TEACHING DESCRIPTIVE READING BY USING TPRC (THINK, PREDICT, READ, CONNECT) STRATEGY TO THE SEVENTH GRADE STUDENTS OF SMPN 7 PALEMBANG"**, ditulis oleh saudari **Risma Anjelita** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikian terimakasih.

Wassalamu'alaikum Wr. Wb.

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Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to The Seventh Grade Students of SMPN 7 Palembang

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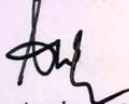
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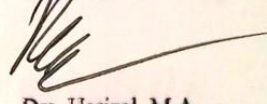
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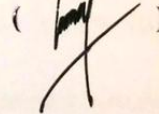
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DEDICATION AND MOTTO

This thesis is dedicated for :

- ❖ *My Wonderful God Allah SWT for blessing me to finish this thesis and The prophet Muhammad SAW who has inspired and guided us to do the best.*
- ❖ *My advisors : Hj. Renny Kurniasari, M.Pd, and Roma Nur Asnita, M.Pd who have given me help, inspiration, suport, motivation, and guidance.*
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- ❖ *All of you who has given me support and prayer, thank you so much.*

Motto :

There is always expectation for those who often pray, and

There is the way for those who often try...

STATEMENT PAGE

I hereby,

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State that:

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang or other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, 2 November 2017

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Finally this thesis is far from perfect. Therefore, criticism and suggestion is needed. Hopefully, this thesis will be beneficial for the reader and researcher who want to conduct a research.

Palembang, 30 Oktober 2017

The researcher,



Risna

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ABSTRACT

The objectives of the study were to find out whether or not there was a significant improvement on the seventh grade students' descriptive reading achievement who were taught by using TPRC strategy at SMPN 7 Palembang before and after the treatment and to find out whether or not there was a significant difference on the seventh grade students' descriptive reading achievement between the students who were taught by using TPRC strategy and those who are not at SMPN 7 Palembang. In this study, the researcher used Quasi Experimental design using pretest - posttest nonequivalent group design. There were 64 students taken as the sample. In collecting the data, the test was used. The test was multiple choice test that consisted of 40 items. The test was given twice to both control and experimental groups as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using paired sample t-test and independent sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 9.440 was higher than t-table with $df=31$ (2.0395). The result of p-output from independent sample t-test was 0.029 which was lower than 0.05 level and t-value 2.240 was higher than t-table with $df=62$ (1.9990). Therefore, It means that teaching descriptive reading by using TPRC strategy had significant improvement and showed significant difference on the students' reading comprehension score.

Keywords: *Improving, Descriptive Reading comprehension, TPRC Strategy.*

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19. Transkrip Nilai

CHAPTER I

INTRODUCTION

This chapter presents: (a) background, (b) problems of the study, (c) objectives of the study, (d) significance of the study.

1.1 Background

In this world, language plays important rules. It is used as communication tool and as symbol of social life. People learn languages in order to be able to communicate and interact in different linguistics context. By using language, people can express their ideas, their feeling and share information through communication. Without language, we can not communicate well and also we can not understand each other. Learning another language is one of the most important and valuable parts of any person's education.

English becomes an important language in Indonesia since it is considered as the foreign language that has to be mastered. English is one of languages that is usually used by people in many countries. Khamkhien (2010, p. 184) states that teaching and learning English as a foreign language is important for communicative purposes in order to face the global economics, growing local, national and international demands for English skill.

Teaching English means teaching the four language skills which are speaking, listening, reading, and writing that should be mastered by the students. In other word, teacher should teach those four language skills to the students in order to master the four language skills and use it as a means of communication.

Speaking and writing are the productive skills, while reading and listening are the receptive skills in learning a language.

Among those four skills, reading is one of the most important skills in language learning. According to Patel and Jane (2008, p. 113), reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Patel and Jane (2008, p. 113-114) add that reading is the most important activity in any language class, reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

Reading is the process of deriving meaning from the text. Based on Burt, Peyton, and Adams (2003, p. 33), reading is essentially the process of getting important and meaningful information from written language. By reading people can understand, get many information and increase their knowledge, as states by Zare (2013, p. 1567), reading is a cognitive activity in which the reader takes a part in a conversation with the author through the text.

Furthermore, Cline, Johnston, and King (2006, p. 2) state that reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive process to make text meaningful, which is the end goal. For the majority of readers, this process involves decoding written text. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. From the explanation above, it can be conclude that reading is

generally defined as the process of constructing meaning from written texts. By reading, people can get information and knowledge from the text.

In fact, most of students in Indonesia still have difficulties in comprehending the text. According to the OECD (2016), Indonesia got the 62nd rank out of 70 countries in reading achievement in national language that participated in Program for International Student Assessment (PISA) 2015. It shows that, Indonesian students have low achievement and poor reading comprehension skill.

In curriculum 2006, the students of Junior High School are expected to understand or comprehend a text or a passage such as descriptive text, procedure text, narrative text, recount text and report text (BSNP, 2006).

Descriptive text is a text which describes something. According to Oshima and Hogue (2007, p. 61) state that descriptive text tells about the senses how something looks, feels, smells, tastes, and sound. It shows how the reader can feel and imagine the description of the text. Faisal & Suwandita, (2013, p. 242) argue that descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. In summary, descriptive text is a text which describe something in details. It means that how the reader can feel and imagine the description of the text.

According to Behroozizad (2012, p. 28), reading difficulties might be caused by several factors, such as the students are unable to understand texts and can not interpret them in spite of having rich vocabulary and enough skill in deriving the meanings of individual words and expressions.

Based on interview with the English teacher of SMP N 7 Palembang. The teacher said that many problems came from the students during teaching learning process especially in descriptive text. First, the students could not determine the main idea of the text. Second, the lack of students' motivation in reading the text. Third, low vocabulary mastery made the students spend much time to check the meaning of words in the dictionary. The last, some students tried to translate the text into Indonesian language in order to understand the meaning of the text. But, most of the words in dictionary did not match with the context of the text. Furthermore, the students also explained that, the problems in learning reading were most of students could not get some information from the text, the length of the text made students lazy and feel bored to read. So that why it was so difficult for students in understand and comprehend the text.

Considering those problems in reading, Fan (2010, p. 19) states that, reading strategy instruction can provide an efficient method for teachers to motivate students' participation in learning, teach them how to read effectively and help students become strategic reader. Therefore, the teacher should have a specific strategy then could be applied to the students to improve their reading comprehension. A good teaching reading strategy is needed by teacher by considering the effectiveness of reading instruction.

To overcome these problems, the researcher suggest TPRC strategy that can be used in teaching reading. TPRC stands for Think, Predict, Read, Connect. TPRC is a strategy that makes people think and predict before they read a passage. According to Sethna (2011 p. 7) TPRC is a strategy used to develop

their general knowledge before, during, and after reading. TPRC strategy helps readers learn to think, and to make prediction before they read and verify those predictions as they read, and connect their reading text after they read.

TPRC can be useful in reading comprehension. Based on Narguizian (2005 p. 66), TPRC is a strategy enables students to brainstorm various ideas that are related to a particular topic. TPRC strategy will help readers have a better way to comprehend a passage, so the result of reading will be more effective. Brunner (2011, p. 92) mention that target reading levels appropriate for grade 4-12 and one of the appropriate text for this strategy is descriptive text.

The previous research related to this study was done by Ersanda (2015). The result of the study showed that TPRC was effective for teaching reading comprehension of descriptive text for tenth graders of senior high school and there was a significant difference between students who taught using TPRC and those who taught without using TPRC. Students in the experimental group had a better score than students in the control group.

The second research was done by Jastriana (2014). She found that there was a significant difference between students' reading comprehension taught by using Think Predict Read and Connect strategy at The Second Year of SMAN 2 Bangko Bagansiapiapi.

Another research was conducted by Rahmawati (2013). The result of the study showed that there was significant effect of using TPRC strategy for teaching reading at the seventh grade students of SMP N 1 Sentolo.

Therefore, the researcher would like to know whether or not TPRC strategy can increase the students' reading comprehension achievement of the seventh grade students of SMP N 7 Palembang. The material that researcher focus on descriptive text. In conclusion, the researcher would like to conduct a research study entitled: "Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to The Seventh Grade Students of SMP N 7 Palembang".

1.2 Problems of The Study

Based on the background above, the researcher formulates the problem in the following question:

1. Is there any significant improvement on the seventh grade students' descriptive reading who are taught by using TPRC strategy at SMPN 7 Palembang before and after treatment?
2. Is there any significant difference on the seventh grade students' descriptive reading who are taught by using TPRC strategy and those are not at SMP N 7 Palembang?

1.3 Objectives of The Study

The objectives of this study are to find out:

1. Whether or not there is any significant improvement on the seventh grade students' descriptive reading who are taught by using TPRC strategy before and after treatment at SMPN 7 Palembang.
2. Whether or not there is any significant difference on the seventh grade students' descriptive reading who are taught by using TPRC strategy and those are not at SMP N 7 Palembang.

1.4 Significance of The Study

The researcher expect that this research will be useful for students at SMP N 7 Palembang to make the students are motivated and interested in learning activities, improve their ability in understanding a reading text and also help students to remember and comrehend the text easier. It will also help the teachers find the best way to apply TPRC strategy in teaching reading comprehension. For the researcher, it is expect to give contribution to enlarge the researcher's experience of conducting an educational research and gives a valuable experience that can be references for whoever wants to study the same case and help them as the guide in developing their research in the future.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (a) theoretical descriptions; (b) previous related study; (c) hypotheses testing; (d) criteria of hypotheses testing; and (e) research setting.

2.1 The Concept of Reading

Reading is one of the receptive skills that functions as communication way between writer and reader. According to Zare and Othman (2013, p. 188), reading is a cognitive activity in which the reader takes part in a conversation with the author through the text.

Reading is a process where the readers constructing meaning from the text. Based on Cardona and Maya (2011, p. 12), reading is a complex process that requires the active participation of the reader with the purpose of making meaning out of text. Teaching reading comprehension strategies to English foreign language (EFL) learners is important because it gives EFL learners tools to reach comprehension of text in their least known language.

Meanwhile, Yildirim and Ates (2012, 79) said that, reading involves the understanding of a complex and difficult concept by interpreting written language and making sense of it. It means that reading is the process where the students read the books or article to get the meaning or information from what they read.

In summary, it can be concluded that reading is an interactive process between the readers and the text, where the readers not only can read and know

the meaning of each word but also they can comprehend the whole meaning of the text.

2.2 The Process of Reading

According to Harmer (2001, p. 201), there are two process of understanding the content of reading in English. They are bottom-up and top-down. Bottom-up process is a way of reading, that the reader focused on individual words and phrases, and achieves understanding by stringing theses detailed elements together to build up a whole. Meanwhile, Top-down process is a process of reading, which is focused on an overview of the text content in general or as a whole.

Based on Grabe and Stoller (2002, p. 6), the purposes for reading are as follows :

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from the texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Moreover, Grabe and Stoller (2002, p. 9) add that reading process refers to cognitive activity involving skills, strategies, attentinal recourses, knowledge recourses, and integration. The term abilities are used as a general term that covers comprehension skills, strategies, and knowledge recourses available to the

reader. Furthermore, according to Wendling and Marther (2008, p. 98) there are ten characteristics of good readers :

1. Reads actively (thinks about what is being read)
2. Reads for a purpose
3. Previews text (structure, relevant sections)
4. Predict while reading
5. Reads selectively (focusing on what is important)
6. Constructs, revise, and questions meanings while reading
7. Determines meaning of unfamiliar words and concepts
8. Uses prior knowledge to help understand the text
9. Monitors understanding
10. Adjusts reading rate and approach based on genre

Therefore, a good reader should have a strategy for reach the purpose of reading.

2.3 The Procedures of Teaching Reading

Veigh (2013, p. 2) explains that there are three procedures of teaching reading, they are :

1. Pre-reading Activities

Develop pre-reading activities to prepare your students for the reading process. This sounds like a basic idea but, in fact this is the step that is most commonly skipped by the teachers even though research has shown that it has the most positive effect on comprehension. Before your students begin reading, introduce schema-building activities. Schema means the

framework context of knowledge that a person brings to a new idea or experience. Some pre-reading tasks include :

- a. Discussion questions : you can also raise students' awareness of what they are about to read by posing questions for them to discuss before reading.
- b. Vocabulary : depending on your views about vocabulary learning, you might want to preteach unfamiliar vocabulary words to students before beginning the reading.
- c. Skimming : ask students to preview the reading by skimming the text quickly, just reading headlines or the topic sentences of paragraphs. You can discuss with students when this type of previewing is especially useful.

2. During-reading activities

While students are reading, you can also ask them to take part in during-reading activities. These might include keeping an important question in mind as they read. They can also ask students to re-read the text to find specific details or to underline or take notes as they read. The idea is get students to read actively and to engage the text. Select a task that will require them to think as they read. Not just skim over the words.

3. Post-reading activities

After students have read the passage, you can engage them in post-reading activities. Many reading textbooks make use of comprehension questions at this point. Although basic comprehension is important, in the post-

reading activities you should move students into critical thinking tasks.

For example:

- a. Ask students to analyze a text critically and evaluate it
- b. Ask students to consider in which lines of the text the author gives factual information, as opposed to just giving his or her own opinion.
- c. Call on students to point out any particular signal words that indicate fact or opinion.

2.4 The Concept of Reading Comprehension

Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words (Silfia, Ansyar, and Zaim, 2013, p. 102).

According to Grellet (1981, p. 3), reading comprehension is an activity to understand a written text. It means extracting the required information from it as efficient as possible to do. By comprehending the text, the readers can get the points, messages, or information from what the author wrote. Any information that the readers can absorb from the text should be connected to their experience or prior knowledge that they have.

The main purpose of reading is to comprehend the meaning of the text. Based on Wolley (2011, p. 15) reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

According to Ignacio and Alacbay (2011, p. 2), comprehension occurs at three different level :

1. Literal level. This level is knowing what is actually stated which includes facts and details, rote learning and memorization.
2. Interpretative level. The reader gleants what is implied or meant, rather than what is actually stated.
3. Applied level. This level involves taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.

Reading comprehension is the process of understanding of what is described in the text in order to obtain meaning from the text. In short, the purpose of reading is to comprehend meaning from written language. In reading, comprehension is really needed to understand and get the information from the text as the goal of reading.

2.5 The Concept of Principles in Teaching Reading

There are some principles in teaching reading to achieve the purpose of teaching in teaching process. Harmer (2003, p. 70) states that teaching reading consists of three principles. Firstly, reading is not a passive skill. Secondly, students need to be engaged with what they are reading. Lastly, students should be encouraged to respond to the content of a reading text, not just to the language. It means that the teacher and students have strong relationship in teaching reading process.

In addition, Brown (2000, p. 306) states that there are some principles of strategies for reading comprehension :

1. Identify your purpose in reading text
2. Use graphemes rules and pattern to aid in bottom up decoding
3. Use efficient silent reading technique for relatively rapid comprehension.
4. Skim the text for main idea
5. Scan the text for specific information (names, dates, keywords)
6. Use semantic mapping or clustering
7. Guess when you are not certain
8. Analyze vocabulary; recognize the word to analyze the term
9. Distinguish literal and implied meaning
10. Capitalized on discourse makers to process relationship

Based on the explanation above, it can be concluded that in teaching reading, appropriate and possible principle strategies should be applied based on the purpose of reading in order to get the comprehension.

2.6 Aspects of Reading Comprehension

According to Mc Whorter (2012, p. 36), there are five aspects which help the students to comprehend the English text. It is clarifying to concern with reading comprehension, they are :

1. Main idea

Main idea is called topic sentence. It tells the content of paragraph. In other words, the main idea is the important ideas that are developed y the

writer throughout the paragraph and sometimes are available key words and explicit or implicit message.

2. Specific information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as example, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

Reference is the words or phrases that are used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in text or sometimes is called pronoun.

4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making inference. In other words, the reader can make conclusion after reading the text.

5. Vocabulary

Stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.7 The Concept of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. According to Mursyid (1994, p. 4), descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.

Furthermore, Siburian (2013, p. 35) said that, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

Regarding the explanation above, it can be concluded that descriptive text is a text which describes something and includes of the characteristic and qualification of something or someone. It tells the readers with detail information that can help them to imagine and to describe in their mind about what the content of the text.

There are two generic structure of descriptive text.

- a. **Identification**, it is about the phenomenon to be describe.
- b. **Description**, the function of description is to describes the parts, the qualities, and the characteristics.

The example of descriptive text :

My Toy	
Identification	<i>I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.</i>
Description	<i>The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much</i>

Language Features of Descriptive Text

1. Focus on spesific participants (My English teacher, Andini's cat, My favourite place).
2. Use of Simple Present Tense (if things/person described still alive).
3. Use of Simple Past Tense (if things/person described do not exist anymore).
4. Use adjectives (beautiful, strong legs).
5. Use of detailed Noun Phrase to give information about the subject.(a very beautiful scenery, a sweet young lady, very thick fur).
6. Use action verbs (It eats grass, It runs fast).
7. Use of adverb to give additional information about behaviour (fast, in the classroom).

2.8 The Concept of TPRC strategy

Think, Predict, Read, and Connect (TPRC) is a reading comprehension strategy that is used in each of the three stages of reading (before, during, and

after reading). According to Brunner(2011, p. 92), the purpose of TPRC is to help students develop general knowledge before, during, and after reading.

In the process before reading, the teacher asks the students to think about the topic, and then make a prediction based on the topic. In the process during reading, the students read the text in order to know the content of the text and to see their prediction in the text. In the process after reading, the teacher asks the students to connect the information from the text that they read and the information that they get before they read the text.

According to Narguizian (2005, p. 66), TPRC is pre-reading strategy enables students to brainstorm various ideas that are related to a particular topic. Students use their background knowledge to strengthen their comprehension of a topic. Narguizian (2005, p. 66) added that, the objectives of TPRC Strategy. First, to encourage students to use background knowledge to identify and sense a particular. Second, to improve student comprehension ability through active reading. Third, to strengthen students critical thinking skills through analysis and class discussion.

The teachers use TPRC to identify student knowledge and areas teachers may need to focus lesson to encourage and strengthen student learning. TPRC is useful strategy to introduce a new topic or concept in any subject area (Ontario Education Book, 2006, p. 151).

2.8.1 The Benefit of TPRC Strategy

According to Brunner (2011, p. 93), these are the benefits of TPRC strategy :

- a. Provides structure for reading.
- b. Activates background knowledge.
- c. Provides critical information for the teacher about students' preconceived knowledge.
- d. Straightforward, easy to explain and understand.
- e. Helpful tool for students to use when reading independently.
- f. Can be done individually or with small groups.

2.9 Teaching procedure by using TPRC Strategy

According to Brunner (2011, p. 92) these are the procedures of TPRC strategy:

1. Explain to the students the topic for the lesson while activating their background knowledge.
2. Divide the students into groups of three to four.
3. Using notebook or larger sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to divide the paper into three equal sections.
4. At the top of the left column, ask students to write word "Think." At the top of the middle column, ask them to write the word "Predict." At the top of the right column, have them write the word "Connect."
5. Ask students to think about what they already know about the topic. This information should be recorded in the "Think" column.
6. After explaining to students that they will be reading information on this topic, ask them to review what was written in the "Think" column and

place a checkmark in the “Predict” column beside the information they believe will be included in the text.

7. Ask students to read the selection and mark with a sticky note or highlight the text, if it includes information they predicted would be included.
8. Have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the “Connect” column.

2.10 Previous Related Study

There are two previous studies which are related to the present study. The first study was done by Ersanda (2015) entitled “The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Texts”. The purpose of this study was to find out whether or not Think, Predict, Read, Connect (TPRC) strategy effective in teaching descriptive reading. The result of the study showed that TPRC was effective for teaching reading comprehension of descriptive text for tenth graders of senior high school and there was a significant difference between students who taught using TPRC and those who taught without using TPRC. Students in the experimental group had a better score than students in the control group. The similarities between his research and the researcher present study are in dependent and independent variables that is TPRC strategy in teaching descriptive reading. However, the difference was in the population of the study. The population in this study was the seventh grade students of SMPN 7 Palembang, while the population of his study was the tenth grade students of SMAN 1 Ungaran.

The second study was done by Jastriana (2014) entitled “The Effect of Using Think, Predict, Read, and Connect Strategy Towards Students’ Reading Comprehension at The Second Year of SMAN 2 Bangko Bagansiapi”. The purpose of this study were to know the students’ reading comprehension taught by using Think, Predict, Read and Connect strategy and without using Think, Predict, Read and Connect strategy, and to know whether there is a significant effect of using Think, Predict, Read, and Connect strategy towards students’ reading comprehension at the second year of SMAN 2 BANGKO-Bagansiapi. The result of the study found that there was a significant difference between students’ reading comprehension taught by using Think Predict Read and Connect strategy at the second year of SMAN 2 Bangko Bagansiapi. The similarities between her research and the researcher present study were in dependent and independent variables that is TPRC strategy in teaching descriptive reading. However, the difference was in the population of the study. The population in this study was the seventh grade students of SMPN 7 Palembang, while the population of his study was the second year of SMAN 2 Bangko Bagansiapi.

2.11 Hypotheses of The Study

The hypotheses of the study is formulated in the following question :

1. (H_0) : There is no significant improvement on the seventh grade students’ descriptive reading who are taught by using TPRC strategy before and after treatment at SMP N 7 Palembang.

(H_a) : There is significant improvement on the seventh grade students' descriptive reading who are taught by using TPRC strategy before and after treatment at SMP N 7 Palembang.

2. (H_o) : There is no significant difference on the seventh grade students' descriptive reading who are taught by using TPRC strategy and those are not at SMP N 7 Palembang.

(H_a) : There is significant difference on the seventh grade students' descriptive reading who are taught by using TPRC strategy and those are not at SMP N 7 Palembang.

2.12 Criteria of Hypotheses Testing

To prove the research problems, the testing of research hypotheses is below:

1. In measuring improvement, paired sample t-test is used.
 - a. If the p-output (Sig.2 tailed) is lower than 0.05 and t-obtained is higher than t-table (2.0395), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.
 - b. If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (2.0395), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.
2. In measuring a significant difference, an independent sample t-test is used.
 - a. If the p-output (Sig.2 tailed) is lower than 0.05 and t-obtained is higher than t-table (1.9990), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

- b. If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (1.9990), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

2.13 Research Setting

The research was conducted at SMP Negeri 7 Palembang. SMP Negeri 7 Palembang is located on jalan jendral ahmad yani, kelurahan 8 ulu Silaberanti Plaju. SMPN 7 Palembang was established in December 1st 1963, it has width 41117,5 m². The leader is Hj. Dewi Subadra, S.Pd, MM.

There are some data about headmaster, teacher, students and facilities of the school. The first table shows about the condition of the teacher of SMP Negeri 7 Palembang.

Table 1.
The Condition of The Teacher

No.	Name	M/F	Information
1	Hj. Dewi Subadra, S.Pd. MM	F	PNS
2	Dra. Hj. Luspina	F	PNS
3	Hj. Tuti Gustini, S.Pd	F	PNS
4	Hj. Nirwana, S.Pd	F	PNS
5	Dra. Munarsih	F	PNS
6	Dra. Rosmaili	F	PNS
7	Hj. Jamilah	F	PNS
8	Asriyani, S.Pd	F	PNS
9	Agussalim, S.Pd	M	PNS
10	Marlinda S.Pd	F	PNS
11	Warsiti, S.Pd	F	PNS
12	Hj. Lisbety, S.Pd	F	PNS
13	Hj. Cholijah, S.Pd	F	PNS
14	Hj. Nellya Herawati, S.Pd	F	PNS
15	Inten, S.Pd	F	PNS
16	Sri Sutriyati, S.Pd	F	PNS
17	Asna Niswiti, S.Pd	F	PNS

18	Sawalid, S.Pd	M	PNS
19	Nelly, S.Pd, M.Si	F	PNS
20	Aisyah, S.Pd	F	PNS
21	Dra. Sri Restuti	F	PNS
22	Edy Suryadi, S.Pd, MM	M	PNS
23	M.Teguh, S.Pd	M	PNS
24	H. Muhammad Isa, S.Pd, M.Si	M	PNS
25	Robi'ah, M.Pd I	F	PNS
26	Herlina Jaya, S.Pd, M.Si	F	PNS
27	Dorsinta, S.Pd, M.Si	F	PNS
28	Farida, S.Pd	F	PNS
29	Nurlihayati, S.Pd	F	PNS
30	Dra. Milasa Pitri, MM	F	PNS
31	Sugiharti, S.Pd	F	PNS
32	Yuhana, S. Sos, M.Pd	F	PNS
33	Yuliasni, S.Pd	F	PNS
34	Zainal Abidin	M	PNS
35	Zulfadillah, S.Pd	F	PNS
36	Rahma Danniarti, S.Pd	F	PNS
37	Muhammad Syukri, S.Pd	M	PNS
38	Drs. Herry	M	PNS
39	Etik Yuniah, S.Pd	F	PNS
40	Drs. A Kadir	M	PNS
41	Emmi Yuliani, S.Pd	F	PNS
42	Amrina Jaya, S.Pd	F	PNS
43	Francisca, S.Pd	F	PNS
44	Nurhemda Meliana, S.Pd	F	PNS
45	Kasad, S.Pd	M	PNS
46	Desti Andriyani, S.Pd	F	NON PNSD
47	M. Tohir, S.Pd	M	GTT
48	Riska Nurawliah, S.Pd	F	GTT
49	Ira Nofiza, S.Pd	F	GTT
50	Eviun Syahid, S.Pd	M	GTT
51	Yuliandi Saputra, S.Pd	M	GTT
52	Siti Zaleha, S.Pd I	F	GTT
53	Dety Anggraini, S.Pd	F	GTT
54	Umi Uzma, S.Pd I	F	GTT
55	Redho Bayu Maulinda	M	GTT

The second table shows about the condition of the students of SMP Negeri 7 Palembang that consist of 28 classes which are divided into three grades. The seventh grade is divided into 9 classes, the eight grade is divided into ten classes, and the ninth grade divided into nine classes.

Table 2.
The Condition of The Students

Class	Male	Female	Total	Room
VII	128	161	289	9
VIII	186	198	384	10
IX	166	187	353	9
Total	530	549	1.079	28

The third table shows the data of the rooms at SMP Negeri 7 Palembang. There are 44 rooms which consist of several rooms, which are shown on the table 3 below.

Table 3.
The Data of Facilities

No	Type Of Rooms	Total
1	Classroom	28
2	Teachers Room	1
3	Headmaster Room	1
4	TU	1
5	Computer Laboratory	1
6	Science Laboratory	1
7	Language Laboratory	1
8	Library	1
9	UKS	1
10	BK	1
11	Mushalla	1
12	Student's Toilet	8
13	Teacher's Toilet	3
14	Headmaster Toilet	1
Total		50

CHAPTER III

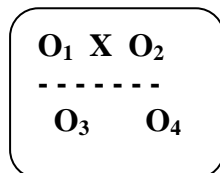
METHOD AND PROCEDURES

This chapter presents: (a) method of research; (b) variables of the study; (c) operational definitions; (d) population and samples; (e) data collection; (f) research instrument analysis; and (g) data analysis; (h) hypothesis testing.

3.1 Method of Research

In this study, the researcher used quasi experimental design. Quasi experimental designs do not include the use of random assignment in selecting sample of research (Fraenkel, Wallen, & Hyun, 2012, p. 275).

One of the quasi-experimental design is pretest-posttest non equivalent group design which is used in this study. There are two groups, the first group is experimental group who are taught by using TPRC strategy, and the second group is control group. In the experimental group, the students were given pretest, treatment, and posttest. While in the control group the students were given pretest and posttest without treatment (Cohen, Manion & Marison, 2007, p. 283). The design is as follows :



Where :

O_1 : pre-test of the experimental group

X : treatment in experimental group using TPRC strategy

O_2 : post-test of the experimental group

O_3 : pre-test of control group

O₄ : post-test of control group

- - - : dashed line indicates non-random assignment to comparison groups

3.2 Research Variables

In this study, there are two kinds of variables, they were independent and dependent variable. Fraenkel. et. al. (2012, p. 87) state that, an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable, and dependent variable depends on what the independent variable does to it, how it affects it. In this study, the independent variable was TPRC strategy and the dependent variable was the students' descriptive reading comprehension.

3.3 Operational Definitions

In order to avoid misunderstanding, some terms will be used in this study is necessary to define.

3.3.1 Teaching

Teaching is a process of activity to inform knowledge from someone to another. On the other hand, teaching is showing or helping someone to learn how to do something, giving instruction, guiding something, providing with knowledge causing to know or understanding.

3.3.2 ReadingComprehension

Reading can be define as the process of the reader and the txt. Reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension means that students' reading ability to get information from the text, to find detail and fuctual information, to identify main idea, reference word, synonym and antonym in the text, and the

purpose of the text. It also can be described as the ability of readers to understand deeper what has been read from the text. Reading instrument test will be used to measure students' reading comprehension. So, the readers can understand its meaning from the text and can get the information.

3.3.3 Descriptive Text

Descriptive text tells about the senses how something looks, feels, smells, tastes, and sound. It shows how the reader can feel and imagine the description of the text. The purpose of descriptive text is to describe something in detail. The generic structure of descriptive text are identification and description.

3.3.4 TPRC Strategy

Think, Predict, Read, and Connect is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading).

3.4 Population and Sample

3.4.1 Population

Fraenkel, et. al. (2012, p. 92) state that, the population is the group of interest to the researcher, the group to whom the researcher generalize the results of the study. The population of this study is the seventh grade students of SMP N 7 Palembang, consist of 289 students. The distribution of the whole population can be seen in Table 4.

Table 4.
The Detailed Information about Population

No	Class	Number of Students
1.	VII. 1	34
2.	VII. 2	33
3.	VII.. 3	34
4.	VII. 4	32
5.	VII. 5	31
6.	VII. 6	30
7.	VII. 7	32
8.	VII. 8	32
9.	VII. 9	31
TOTAL		289

3.4.2 Sample

Creswell (2012, p. 142) state that, sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study the researcher used the sample by using purposivesampling technique.

Acording to Fraenkel, Wallen, & Hyun (2012, p. 107), purposive sampling consist of individual who have special qualification of some sort or are deemed representative on the basis of prior evidence. Based to Cohen, Manion, and Morrison (2007, p. 113), purposive sampling is the sample has been chosen for a specific purpose. Purposive sampling had been chosen because of some reasons. First, the English teacher was the same. Second, the total of the students were also similar. The last, these classess recommended by the teacher of English because they had similar ability.

The number of the sample is 64 students. The sample of this study can be seen in Table 5.

Table 5.
The Detailed Information about Sample

No	Group	Class	Number of students
1.	Control group	VII. 7	32
2.	Experimental group	VII. 8	32
TOTAL			64

3.5 Data Collection

In collecting the data, the researcher were given a test to the students. According to Fraenkel, et. al. (2012, p. 127), a test measure an individual's knowledge or skill in a given area or subject. The test was a multiple choice reading comprehension test. The students were given some descriptive reading passage, consist of 40 multiple choice questions. Each question has four options (a, b, c, or d). The researcher asked the students to read the text and find the answers of the questions based on the topic.

There were two parts of test in this study, they were pretest and posttest in the form of multiple choice test. The test items in pretest and posttest were the same, because the purpose is to know the progress of students reading comprehension before and after the treatment.

a. Pretest

A pretest provides a measure on some attributes or characteristic that is assessed for participants in experiment before a treatment (Cresswell, 2012, p. 297). Pretest were given before the treatment in experimental group and control group. The pretest was administrated to assess student's reading comprehension before treatment in experimental group and control group without treatment.

b. Posttest

A posttest is a measure on some attributes or characteristic that is assessed for participants in an experiment after treatment (Creswell, 2012, p. 297). Posttest were given after the treatment in experimental group and control group. It is done to know the effect after some treatments were given in control and experimental groups.

3.6 Research Instrument Analysis

3.6.1 Validity

Validity test is carried out to measure whether the instruments for pretest and posttest activities are valid or not. Cohen, et. al. (2007, p. 133) said that, validity is an important key to effective research. According to Creswell (2012, p. 159), validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.

There are three kinds of validity test to be administered for research instrument. They are :

3.6.1.1 Construct Validity

Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument (Fraenkel, et. al. 2012, p. 148). According to Kimberlin and Winterstein (2008, p. 2279), construct validity is a judgement based on the accumulation of evidence from numerous studies using a specific measuring instrument. The researcher asks the lecturers as validators to estimate the instruments. There are some

characteristics for expert judgements or validators, such as : (1) English education background, (2) English lecturer (3) minimum score TOEFL 550.

Construct validity of the instrument is consulted with some experts to evaluate whether the components of the instrument are valid or not to be applied in research activities. In this part, the construct validity of the research instruments involves two types. They are lesson plans and question items for pretest and posttest activities.

3.6.1.2 Validity of Each Question

Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To know the validity of each question items, the tryout was done. To know whether it is valid or not, the score of significance (r-output) is higher than “r-table” product moment.

In this study, the tryout of the test was done on Saturday, July 29th 2017. The research instruments of the test were tested to 31 students (VII.9) to the seventh grade students of SMP N 7 Palembang.

The result of the test was analyzed by using SPSS (Statistical Package for Social Science) version 16. To know whether it was valid or not, the score of significance (r-output) was compared with the score of “r-table” product moment. If the result of the test showed that r-output was higher than r-table (0.355) with the sample (N) was 31 students, it means that the item was valid.

In this part, there were 70 multiple choice items were given to 31 students of SMP N 7 Palembang. It can be seen in (appendixE). It was found that there were 29 items were considered invalid. It means that 29 items test could not be used as the instrument since the scores of significance were lower than 0.355. then, 41 items were considered valid. It means that 41 items could be used as the instrument since the scores of significance were higher than 0.355. There were 40 valid items could be the instruments of pretest and posttest.

3.6.1.3 Content Validity

A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has the content validity, a specification of the skills or structures was made based on the curriculum and syllabus.

Table 6.
Table of Test Specification

Objectives	Test Material	Indicators	Number Of Items	Total	Types Of Test	Answer Key
To measure the students comprehension in descriptive text	Borobudur Temple	The students are able :				
		1. To find the reference words in the text	20	1	Multiple choices	c
		2. To find the synonym and antonym in the text	21,24	2		a,b
		3. To find the detail and factual information	22,23	2		c,d
	Suramadu Bridge	The students are able :			Multiple choices	
		1. To identify the main idea of the text	15	1		d
	Jakarta	The students are able : 1. To find the detail and factual information	16,17,18, 19	4	Multiple choices	d,c,d,c
			35,36	2		a,d

	Octopus	The students are able : 1. To find the detail and factual information 2. To find the reference words in the text	37,38,40 39	3 1	Multiple choices	d,c,a d
	The Bird Park	The students are able : 1. To find the detail and factual information	25,26,27, 28	4	Multiple choices	c,b,b,a
	Tulips	The students are able : 1. To find the detail and factual information 2. To find the synonym in the text	1,2 3	2 1	Multiple choices	d,d a
	Wingo Island	The students are able : 1. To find the detail and factual information 2. To find the reference words in the text	4,5,6,7 8	4 1	Multiple choices	c,d,d,c b
	My Garden	The students are able : 1. To find the detail and factual information 2. To find the reference words in the text	9,11,12,13,14 10	5 1	Multiple choices	d,c,a,d,c a
	My School	The students are able : 1. To find the detail and factual information	29,30,31, 32,33,34		Multiple choices	c,a,db,c, b

3.6.2 Reliability

Based on Fraenkel, et. al. (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether or not research instrument used for activities of pretest and posttest are reliable. After doing try out, to measure the test, the researcher calculate the students' score by using split

half that analyze in the SPSS version 16. The score is considered reliable if the score of significance is at least or preferably higher than 0.70. The following is the result analysis in measuring the reliability using split half.

Table 7.
The Result of Reliability Analysis Using Split Half

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.498
		N of Items	20 ^a
	Part 2	Value	.312
		N of Items	20 ^b
	Total N of Items		40
Correlation Between Forms			.698
Spearman-Brown Coefficient	Equal Length		.822
	Unequal Length		.822
Guttman Split-Half Coefficient			.810

From the result of reliability analysis, it was found that the score of Guttman Split-Half Coefficient is 0.810. From the score, it can be stated that the test was considered reliable since the score of Guttman Split-Half Coefficient was higher than 0.70.

3.6.3 Readability Test

Readability test is used to know the appropriate level of reading texts for student's class level in comprehending the reading text. It means that, readability test is use to put the reading texts in an appropriate class meeting based on the difficulty level of each reading text during research treatments. The name of application is Readability Formula. Readability formula test can

be measured by using online readability test which can be accessed from <http://www.readabilityformula.com>.

There are some categories in reading text level. They are (1) very easy level whenever the result of flesh reading ease score is within 90-100, (2) easy text level whenever the result of flesh reading ease score is within 80-98, (3) fairly easy text level whenever the result of flesh reading ease score is within 70-79, (4) standard text level whenever the result of flesh reading ease score is within 60-69, (5) fairly difficult text level whenever the result of flesh reading ease score is within 50-59, (6) difficult text level whenever the result of flesh reading ease score is within 30-49, and (7) very confusing text level whenever the result of flesh reading ease score is within 0-29. There were two kinds of readability that will be used, they were readability test for instrument and readability for treatment.

3.6.3.1 Readability Test for Research Instrument

There were ten texts that the researcher used in this study. The ten texts were taken from some books, such as Practice your English competence written by Zaida (2009), English in focus written by Wardiman (2008), and Scaffolding English for junior high school written by Priyana (2008).

The result of the readability for the research instrument were acquired after checking readability test for research instrument texts in flesch kincaid reading ease score, the word statistics of the texts can be seen on the following table 8.

Table 8.
Result of Readability Test for Research Instrument

No	Text title	Text type	Test statistics			Flesh reading ease score	Text category	Reading Grade Level
			Number of sentence	Word per sentence	Character per word			
1.	Borobudur Temple	Descriptive Text	12	12	4.7	61.4	Standard	8th
2	Suramadu		15	16	4.3	62.7	Standard	9th
3.	Jakarta		12	12	4.7	63.8	Standard	8th
4	The Octopus		14	12	4.2	74.1	Fairly easy	7th
5.	The Bird Park		9	18	4	76.2	Fairly easy	7th
6.	Tulips		19	9	4.4	79.1	Fairly Easy	7th
7.	Wingo Island		22	11	3.9	85.5	Easy	7th
8.	My Gaden		8	18	4.3	86.8	Easy	6th
9.	My School		15	7	4.3	87.9	Easy	7th

3.6.3.2 Readability Test for Research Treatment

There were twelfth texts that the researcher used in this study. The texts were taken from some books, such as Learning descriptive text by Murysid (2012), *Bahasa Inggris : Sekolah Menengah Pertama* written by Widiawati (2008), *Modul pengayaan Bahasa Inggris* by Hurustiyati (2012), Scaffolding English for junior high school written by Priyana (2008), Practice your English competence written by Zaida (2009), and English in focus written by Wardiman (2008). The result of the readability for the research treatment is provided in the following table.

Table 9.
Result of Readability Test for Research Treatment Text

No	Text Title	Type Text	Word Per sentence	Character Per word	Flesch Reading Ease Score	Text Level
1.	Rafflesia Arnoldi	Descriptive Text	10	4.7	67	Standard
2.	Taman Safari II		11	4.5	66	Standard
3.	Elephants, The Amazing Animals		11	4.5	80.7	Easy
4.	Gunung Tujuh Lake		8	4.3	79.1	Easy
5.	Krakatau		12	4.5	76.2	Easy
6.	Mr. Kartolo, The Farmer		8	4.4	72.6	Fairly Easy
7.	My House		10	4.4	86.3	Fairly Easy
8.	Singapore		10	4.7	67	Standard
9.	Egypt's Capital		19	4.5	62.8	Standard
10.	The learning Tower of Pisa		18	4.9	62.8	Standard
11.	Long Beach		19	4.9	61.7	Standard
12.	Ondel-Ondel		10	4.5	64.6	Standard

3.6.3.3 Research Teaching Schedule

The researcher did the treatments to the experimental group suitable with the teacher of English schedule for the eighth grade students of SMPN 7 Palembang. The study was conducted in 12 meetings. There were two meetings for a pretest and posttest. So the total meetings were 14 meetings.

Table 10.
Research Teaching Schedule

No	Teaching Schedule	Text Title	Kinds of Text	Meeting	Time Allocation
1.	31-7-2017 (9.00-10.40)	Pre-test	Descriptive	1 st	2 x 40
2.	2-8-2017 (10.40-12.00)	Rafflesia Arnoldi	Descriptive	2 nd	2 x 40
3.	7-8-2017 (9.00-10.40)	Taman Safari II	Descriptive	3 rd	2 x 40
4.	9-8-2017 (10.40-12.00)	Elephants, The Amazing Animals	Descriptive	4 th	2 x 40
5.	14-8-2017 (9.00-10.40)	Gunung Tujuh Lake	Descriptive	5 th	2 x 40
6.	16-8-2017 (10.40-12.00)	Krakatau	Descriptive	6 th	2 x 40
7.	21-8-2017 (9.00-10.40)	Mr. Kartolo, The Farmer	Descriptive	7 th	2 x 40
8.	23-8-2017 (10.40-12.00)	My House	Descriptive	8 th	2 x 40
9.	28-8-2017 (9.00-10.40)	Singapore	Descriptive	9 th	2 x 40
10.	30-8-2017 (10.40-12.00)	Egypt's Capital	Descriptive	10 th	2 x 40
11.	4-9-2017 (9.00-10.40)	The leaning Tower of Pisa	Descriptive	11 th	2 x 40
12.	6-9-2017 (10.40-12.00)	Long Beach	Descriptive	12 th	2 x 40
13.	11-9-2017 (9.00-10.40)	Ondel-Ondel	Descriptive	13 th	2 x 40
14.	13-9-2017 (10.40-12.00)	Post-test	Descriptive	14 th	2 x 40

3.7 Scoring

Scoring is a result, usually expressed numerically a test or examination. Thissen and Wainer (2001, p. 1) state that a test score is summary of evidence contained in an examiner's responses to the items of a test that are related to the construct being measured.

$$\text{Final Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Item}}$$

The score categorized as presented in table 11.

Table 11.
The classification of students' score

The Range of Score	Category Score	
85-100	A	Excellent
75-84	B	Good
56-74	C	Fair
<55	D	Poor

(Source: SMP N 7 Palembang in Academic year 2016/2017)

After obtaining the data from both groups experimental and control groups, the researcher was analyze the data from the test (pretest and posttest) between two groups (experimental and control groups). The data was analyze by using t-test. That was run in SPSS version 16. There were two types of t-test, paired and independent sample t-test to answer the research problems. Paired sample t-test measure whether or not there is significant improvement on the seventh grade students' descriptive reading before and after treatment. Meanwhile, independent sample t-test measure whether or not there is significant difference on the seventh grade students' descriptive reading who are taught by using TPRC and those who are not.

3.8 Data Analysis

In analyzing the data, some techniques were used and described in this study, as follows :

3.8.1 Data Description

In data descriptions, distribution of frequency data and descriptive statistics are illustrated from the obtained data of students' pretest and posttest scores in control and experimental groups.

3.8.1.1 Distribution of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data obtained from students' pretest-posttest scores in experimental and control group. Then, the distribution of frequency data is displayed in a table analysis.

3.8.1.2 Descriptive Statistic

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

3.8.2 Pre-requisite Analysis

Before analyzing the obtained data, pre-requisite analysis should be done to see whether or not the data is normal and homogenous. The following is the procedures in pre-requisite analysis.

3.8.2.1 Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05. In measuring normality test, *1-sample Kolmogorov Smirnov*

used. The normality test is used to measure students' pretest and posstest scores in control and experimental groups.

3.8.2.2 Homogeneity Test

Homogeneity test is used to measure the obtained scores whether it is homogen or not. The scores is categorized homogen when the p-output was higher than mean significant differences at 0.05 levels. In measuring homogeneity test, *levene statistics* in SPSS is used. The homogeneity test is used to measure students' pretest scores and posttest scores in control and experimental groups.

3.9 Hypothesis testing

In measuring the significant improvement and significant difference on students' descriptive reading by using TPRC strategy, as follows:

- a. In measuring significant improvement, paired sample t-test was used for testing the students' pretest and posttest scores in descriptive reading comprehension by using TPRC strategy in experimental groups. Significant improvement is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2.0395.
- b. In measuring significant difference, independent sample t-test was used for testing the students' posttest scores in descriptive reading comprehension by using TPRC strategy in experimental groups and control groups. Significant improvement is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 1.9990.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter, the researcher presents and explains: (1) findings, and (2) the interpretation of the study.

4.1 FINDINGS

The findings of this research were to analyze: (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, there were two analyses was done. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distributions of Frequency Data

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were acquired from: (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest scores in experimental group, (4) posttest scores in experimental group.

(1) Students' Pretest Scores in Control Group

In distribution of frequency data the result of the pretest score in control group is described in Table 12.

Table 12
Distribution of Frequency Data on Students' Pretest Score in Control Group

pretest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	32.5	1	3.1	3.1	6.2

35	1	3.1	3.1	9.4
37.5	4	12.5	12.5	21.9
40	3	9.4	9.4	31.2
42.5	4	12.5	12.5	43.8
45	2	6.2	6.2	50.0
47.5	2	6.2	6.2	56.2
50	3	9.4	9.4	65.6
52.5	4	12.5	12.5	78.1
55	1	3.1	3.1	81.2
57.5	1	3.1	3.1	84.4
60	2	6.2	6.2	90.6
65	2	6.2	6.2	96.9
75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there was one student got 30 (3.1%), one student got 32,5 (3.1%), one student got 35 (3.1%), four students got 37,5 (12.5%), three students got 40 (9.4%), four students got 42,5 (12.5%), two students got 45 (6.2%), two students got 47,5 (6.2%), three students got 50 (9.4%), one student got 57,5 (3.1%), two students got 60 (6.2%), two students got 65 (6.2%), and one student got 75 (3.1%).

Furthermore, the interval score, category, frequency and percentage from the result of the pretest scores in control group is described in table 13.

Table 13.
The Percentage of Students' Pretest Scores in Control Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	-	-
75-84	Good	1	3 %
56-74	Fair	5	16 %
<55	Poor	26	81 %
Total		32	100 %

Based on the result analysis of students' pretest scores in control group, it showed that there were 26 students (81%) got the score <55 in good category, 5 students (16%) got the score between 56-74, and 1 student (3%) got the score between 75-84 in good category.

(2) Students' Posttest Scores in Control Group

In distribution of frequency data the result of the pretest score in control group is described in Table 14.

Table 14.
Distribution of Frequency Data on Students' Posttest Score in ControlGroup

posttest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	35	2	6.2	6.2	9.4
	37.5	1	3.1	3.1	12.5
	40	2	6.2	6.2	18.8
	42.5	3	9.4	9.4	28.1
	45	6	18.8	18.8	46.9
	47.5	1	3.1	3.1	50.0
	50	2	6.2	6.2	56.2
	52.5	2	6.2	6.2	62.5
	55	2	6.2	6.2	68.8

57.5	1	3.1	3.1	71.9
60	3	9.4	9.4	81.2
62.5	3	9.4	9.4	90.6
70	2	6.2	6.2	96.9
85	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there was one student got 30 (3.1%), two students got 35 (6.2%), one student got 37,5 (3.1%), two students got 40 (6.2%), three students got 42,5 (9.4%), six students got 45 (18.8%), one student got 47,5 (3.1%), two students got 50 (6.2%), two students got 52,5 (6.2%), two students got 55 (6.2%), one student got 57.5 (3.1%), three students got 60 (9.4%), three students got 62,5 (9.4%), two students got 70 (6.2%), and one student got 85 (3.1%).

Furthermore, the interval score, category, frequency and percentage from the result of the posttest scores in control group is described at the following table 15.

Table 15
The Percentage of Students' Posttest Scores in Control Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	1	3
75-84	Good	-	-
56-74	Fair	9	28
<55	Poor	22	69
Total		32	100 %

Based on the result analysis of students' posttest scores in control group, it showed that there were 22 students (69%) got the score <55 in good category,

9students (28%) got the score between 56-74, and 1 student (3%) got the score between 85-100 in excellent category.

(3) Students' Pretest Scores in Experimental Group

In distribution of frequency data the result of the pretest score in control group is described in Table 16.

Table 16.
Distribution of Frequency Data on Students' Pretest Score in Experimental Group

pretest_exp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.2	6.2	6.2
	32.5	3	9.4	9.4	15.6
	35	3	9.4	9.4	25.0
	37.5	1	3.1	3.1	28.1
	40	8	25.0	25.0	53.1
	42.5	2	6.2	6.2	59.4
	45	1	3.1	3.1	62.5
	50	1	3.1	3.1	65.6
	52.5	1	3.1	3.1	68.8
	55	4	12.5	12.5	81.2
	60	5	15.6	15.6	96.9
	75	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there was two students got 30 (6.2%), three students got 32,5 (9.4%), three students got 35 (9.4%), one student got 37,5 (3.1%), eight students got 40 (25.0%), two students got 42,5 (6.2%), one student got 45 (3.1%), one student got

50 (3.1%), one student got 52,5 (3.1%), four students got 55 (12.5%), five students got 60 (15.6%), and one student got 75 (3.1%).

Furthermore, the interval score, category, frequency and percentage from the result of the pretest scores in control group is described at the following table below :

Table 17.
The Percentage of Students' Pretest Scores in Experimental Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	-	-
75-84	Good	1	3 %
56-74	Fair	5	16 %
<55	Poor	26	81 %
Total		32	100 %

Based on the result analysis of students' pretest scores in experimental group, it showed that there were 26 students (81%) got the score <55 in good category, 5 students (16%) got the score between 56-74, and 1 student (3%) got the score between 75-84 in good category.

(4) Students' Posttest Scores in Experimental Group

In distribution of frequency data the result of the pretest score in control group is described in Table 18.

Table 18.
Distribution of Frequency Data on Students' Posttest Score in Experimental Group

posttest_exp				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	1	3.1	3.1	3.1
40	1	3.1	3.1	6.2

45	6	18.8	18.8	25.0
47.5	4	12.5	12.5	37.5
50	3	9.4	9.4	46.9
55	4	12.5	12.5	59.4
57.5	1	3.1	3.1	62.5
65	2	6.2	6.2	68.8
67.5	1	3.1	3.1	71.9
70	1	3.1	3.1	75.0
75	4	12.5	12.5	87.5
85	4	12.5	12.5	100.0
Total	32	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there was one student got 35 (3.1%), one student got 40 (3.1%), six students got 45 (18.8%), four students got 47,5 (12.5%), three students got 50 (9.4%), four students got 55 (12.5%), one student got 57,5 (3.1%), two students got 65 (6.2%), one student got 67,5 (3.1%), one student got 70 (3.1%), four students got 75 (12.5%), and four students got 85 (12.5%).

Furthermore, the interval score, category, frequency and percentage from the result of the pretest scores in control group is described at the following table below :

Table 19.
The Percentage of Students' Posttest Scores in Experimental Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	4	12.5 %
75-84	Good	4	12.5 %
56-74	Fair	5	16 %
<55	Poor	19	59 %
Total		32	100%

Based on the result analysis of students' posttest scores in experimental group, it showed that there were 19 students (59%) got the score <55 in poor category, 5 students (16%) got the score between 56-74, 4 students (12.5%) got the score between 75-84 in good category and 4 student (12.5%) got the score between 85-100 in excellent category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from ; (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest scores in experimental group, (4) posttest scores in experimental group.

(1) Students' Pretest and Posttest Scores in Control Group

The result analysis of descriptive statistic of students' pretest and posttest in control group is described in table 20.

Table 20.
Descriptive Statistics of Pretest and Posttest Score in Control Group

Students' Score	N	Min	Max	Mean	Std. Deviation
Pretest Score	32	30.00	75.00	47.5000	10.35655
Posttest Score		30.00	85.00	50.8594	11.94087

In descriptive statistics of students' pretest scores in control group, it was found that the minimum score was 30.00, the maximum 75.00, the mean score was 47.5000, and the score of standard deviation was 10.35655. In descriptive statistics of students' posttest scores in control group, it was found that the minimum score was 30.00, the maximum 85.00, the mean score was 50.8594, and the score of standard deviation was 11.94087.

(2) Students' Pretest and Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest and posttest in experimental group is described in table 21.

Table 21.
Descriptive Statistic of Pretest and Posttest Scores in Experimental Group

Students' Score	N	Min	Max	Mean	Std. Deviation
Pretest Score	32	30.00	75.00	45.2344	11.34786
Posttest Score		35.00	85.00	58.4375	14.95625

In descriptive statistics of students' pretest scores in experimental group, it was found that the minimum score was 30.00, the maximum 75.00, the mean score was 45.2344, and the score of standard deviation was 11.34786. In descriptive statistics of students' posttest scores in experimental group, it was found that the minimum score was 35.00, the maximum 85.00, the mean score was 58.4375, and the score of standard deviation was 14.95625.

4.1.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses that should be done. They were normality test and homogeneity test.

4.1.2.1 Normality Test

In measuring normality test, *I Sample Kolmogorov-Smirnov* was used. *I Sample Kolmogorov-Smirnov* is a test for goodness of fit of data to a distribution. The normality test was used to measure students' pretest and posttest in control and experimental groups.

(1) Students' Pretest Score in Control Group and Experimental Group

The computations of normality was used the computation in SPSS 16. The result of analysis is figured out in table 22 below.

Table 22
The Result of Normality Test of Students' Pretest in Control and Experimental Groups

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control group	32	0.695	0.719	Normal
2	Experimental group	32	1.182	0.122	Normal

Based on the table above, the result showed that the significance value of students' pretest in control group was 0.719, while the experimental group was 0.122. From the score, it could be stated that the students' pretest score in control and experimental groups were considered normal since the result of the I-Sample Kolmogronov Smirnov were higher than 0.05.

(2) Students' Posttest Scores in Control and Experimental Groups

The computations of normality was used the computation in SPSS 16. The result of analysis is figured out in table 23 below.

Table 23.
The Result of Normality Test of Students' Posttest in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control group	32	0.888	0.410	Normal
2	Experimental group	32	1.044	0.225	Normal

Based on the table above, the result showed that the significance value of students' posttest in control group was 0.888, while the experimental group was 0.410. From the score, it could be stated that the students' posttest score in control and experimental groups were considered normal since the result of the I-Sample Kolmogronov Smirnov were higher than 0.05.

4.1.2.2 Homogeneity Test

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula used to analyze the homogeneity data.

The homogeneity test was used to measure students' pretest scores in control group and experimental groups, and students' posttest scores in control group and experimental groups.

(1) Students' Pretest Score in Control and Experimental Groups

The result of homogeneity test of students' pretest score is figured out in table 24 below.

Table 24.
Homogeneity Test of Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control group	32	0.895	0.348	Homogenous
2	Experimental group	32			

Based on the table above, it was found that the p-output was 0.348. It could be stated that the obtained score from students' pretest in control and experimental groups were homogenous since the p-output was higher than 0.05.

(2) Students' Posttest Scores in Control and Experimental Groups

The result of homogeneity test of students' posttest score is figured out in table 25 below.

Table 25.
Homogeneity Test of Students' Posttest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control group	32	3.535	0.065	Homogenous
2	Experimental group	32			

Based on the table above, it was found that the p-output was 0.065. It could be stated that the obtained score from students' posttest in control and experimental groups were homogenous since the p-output was higher than 0.05.

4.1.3 Result of Hypothesis Testing

In this study, paired sample t-test was used to measure significant improvement on students' descriptive reading comprehension score taught by using TPRC Strategy at SMPN 7 Palembang before and after treatment. Independent sample t-test was used to measure a significant difference on students' descriptive reading comprehension score taught by using TPRC Strategy and those were not at SMPN 7 Palembang.

4.1.3.1 Measuring Significant Improvement on Students' Descriptive Reading Comprehension in Experimental Group

In this study, paired sample t-test was used to measure a significant improvement on the seventh grade students' descriptive reading comprehension scores taught by using TPRC Strategy. The result analysis of paired sample t-test is described in table 26.

Table 26.
Result Analysis in Measuring Significant Improvement on Students' Pretest To Posttest Scores in Experimental Group.

TPRC Strategy	Paired Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	9.440	31	0.000	Rejected	Accepted

Based on the table analysis above, it was found that the p-output was 0.000 with $df=30$ (2.0395), and $t_{\text{obtained}}=9.440$. It could be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Therefore, the research question number one had been answered that there was significant improvement from students' pretest to posttest scores in experimental group taught by using TPRC Strategy since the p-output was lower than 0.05 and t-obtained (9.440) was higher than t-table (2.0395).

4.1.3.2 Measuring Significant Difference on Students' Descriptive Reading Comprehension in Control and Experimental Groups

In this study, independent sample t-test was used to measure a significant difference on students' descriptive reading comprehension scores taught by using TPRC Strategy and those who were not at SMPN 7 Palembang. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was a significant difference on students' descriptive reading who are taught by using TPRC and those who were not at SMPN 7 Palembang. The result of independent t-test is described in table 27.

Table 27.
Result Analysis in Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Groups.

TPRC Strategy and Strategy That is Usually Used by Teacher of English at SMPN 7 Palembang	Independent Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	2.240	62	0.029	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.029 with df=62 (1.9990), and t-obtained was 2.240. It could be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Since the p-output was lower than 0.05 and the t-obtained (2.240) was higher than t-table (1.9990). It can be stated that the research problem number two had been answered that there

was significant difference on students' descriptive reading score taught by using TPRC Strategy and those who are not at SMPN 7 Palembang.

4.2 Interpretations

Based on the findings which have been described in the previous section, it was found that there were two conclusions. First, there was significant improvement from students' descriptive reading achievement who are taught by using TPRC strategy. Second, there was significant difference between students' descriptive reading achievement between the students who are taught by using TPRC strategy and those who are not at SMPN 7 Palembang.

At the beginning, pretest was conducted in control and experimental groups. The result of pretest between VII.7 and VII.8 showed that the students' score in VII.8 was lower than VII.7. It was proved by the mean score of pretest in VII.7 was higher than VII.8. Related to the mean score in pretest, it could be assumed that VII.8 needed the treatment as the experimental group. Meanwhile, VII.7 got higher score so this class was marked as control group.

The researcher found that the students faced difficulties before the treatment in experimental group. Such as, low vocabulary mastery, lack of students' motivation in reading the text, and the students could not get some information from the text.

To solve the problems, the researcher conducted TPRC strategy to help students in teaching and learning of descriptive reading comprehension. In experimental group, the students were given the treatment by using TPRC strategy. During the treatment, there were 12 meetings excluding pretest and

posttest in experimental group. In the first and the second meetings, the students were confused about learning descriptive reading because it was the first time. In the third meetings, the researcher explain about TPRC strategy but they were confused about the steps of TPRC strategy, because they could not follow the steps of TPRC strategy well. The researcher had to explain again to make them understand about TPRC strategy. In the fourth meeting, the students' comprehension in learning descriptive was still lower. It can be seen when the researcher asked them about the text, most of them could not answer the question and they could not understand the text. They were still confused in understanding the material. They could not find the main idea. They did not have enough vocabulary to comprehend the text. Between fifth and eighth meeting, the students became motivated in learning and understand the steps of TPRC strategy. They became interested in predict the text and connect what have they predict and what have they read the text. Finally, on the ninth to twelfth meeting, the researcher found that the students were interested. They were really enthusiasm in learning process. They could understand the material of descriptive text well by applying TPRC strategy. Therefore, this strategy can be as an alternative strategy for students in understanding text.

After conducting the treatment, both control and experimental groups were given posttest. The data from both of groups in pretest and posttest were analyzed by using SPSS. From the result of paired sample t-test, it was found that there was significant improvement from students' pretest and posttest scores in control and experimental groups.

In other words, the students' descriptive reading achievement in experimental group was improved after they were being taught by using TPRC strategy. This condition happened because of some reasons. By using TPRC, the students were motivated in learning reading, the students were interested in predict and connect process, and also the students could comprehend the text easily. Brunner (2011, p. 92) mentions that TPRC strategy will help readers have better way to comprehend a passage, so the result of reading will be more effective. The students also more effective in learning process. It is also stated by Sethna (20011, p. 7), TPRC strategy helps readers learn to think, and make prediction before they read and verify those predictions as they read, and connect their reading text after they read.

Moreover, based on the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of control and experimental groups who were taught by using TPRC Strategy and those who were not at SMPN 7 Palembang.

At the same time, these research findings are not contrary to other previous related studies. It can be seen from Ersanda (2015) supported that TPRC was effective for teaching reading comprehension of descriptive text for tenth graders of senior high school and there was a significant difference between students who taught by using TPRC and those who are not. Then, Jastiana (2014) found that there was a significant difference between students' reading comprehension taught by using TPRC strategy at the second year of SMAN 2 Bangko Bagansiapiapi.

Finally, based on the result in the research, there was significant improvement and difference on students' descriptive reading comprehension taught by using TPRC strategy. TPRC strategy was successfully applied to the seventh grade students of SMPN 7 Palembang. TPRC Strategy could help the students in comprehend the text. Therefore, it could be assumed that TPRC Strategy is effective in teaching reading comprehension to the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (a) conclusion; (b) suggestions.

5.1 Conclusions

Based on data analysis of the research findings, some conclusions can be drawn. First, there was significant improvement on the seventh grade students' descriptive reading comprehension achievement who were taught by using TPRC strategy. It can be seen from the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 9.440 was higher than $df=32$ (2.0395). It could be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Second, there was significant difference on the seventh grade students' descriptive reading comprehension achievement between the students who are taught by using TPRC strategy and those who are not at SMPN 7 Palembang. It can be seen from the students' posttest scores in control and experimental groups that p-output (0.029) was lower than 0.05 level and t-value 2.240 was higher than $df=62$ (1.9990). It could be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

5.2 Suggestions

Based on the conclusion above, there are some suggestions are offered in order to develop the teaching and learning in English Foreign Language classroom. Firstly, the teachers of English especially teacher of English at SMPN 7 Palembang can use TPRC strategy as an alternative strategy to improve students' reading comprehension. This strategy can be useful to improve their teaching and learning process in reading comprehension.

Secondly, the students can use TPRC strategy to help them to comprehend their descriptive reading text so that the students can be motivated in learning reading and comprehend the text easier. Beside that, the students should also practice more and not be lazy to read the text.

Finally, TPRC strategy can be used in different grade level. It can be used for grade elementary school to senior high school. Then, this strategy can be used in teaching reading for other nonfiction text. Hopefully, this research can be useful for theoretical references for other researcher who want to conduct the research in teaching reading comprehension.

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Appendix A

Informal Interview with one of English Teacher of SMP N 7 Palembang

- Writer : Selamat Pagi Pak, maaf mengganggu waktunya.
- Teacher : Selamat Pagi. Yaa tidak apa-apa
- Writer : Kami selaku mahasiswa UIN Raden Fatah Palembang ingin mengadakan penelitian di sekolah ini pada mata pelajaran bahasa Inggris. Kami ingin bertanya mengenai kesulitan siswa dalam belajar bahasa Inggris.
- Teacher : Ya silakan. Apa yang ingin di tanyakan?
- Writer : Apa pendapat ibu tentang kemampuan siswa dalam belajar bahasa Inggris pada kelas 7 dan 8 di sekolah ini?
- Teacher : Menurut saya, kemampuan bahasa Inggris siswa di kelas 7 dan 8 masih kurang baik.
- Writer : kurang baik bagaimana, Pak?
- Teacher : Seperti yang kita ketahui, rata-rata siswa tidak tertarik atau malah menanggapi bahasa inggris adalah pelajaran yang menakutkan. Tetapi, di balik itu ada juga sebagian siswa yang suka pelajaran bahasa Inggris dan nilainya bagus.
- Writer : Menakutkan bagaimana maksudnya, Pak?
- Teacher : Ya menakutkan karena kan bahasa Inggris itu bahasa asing. Siswa-siswi kebanyakan tidak mengerti kosakata-kosakata dalam bahasa Inggris.
- Writer : dalam skill apa mereka kurang menguasai Pak?
- Teacher : sebenarnya, baik kelas 7 maupun kelas 8 mereka kurang memahami semua skill, tetapi mereka kurang tertarik pada saat membaca.
- Writer : kenapa mereka kurang tertarik Pak? Apakah ada faktor yang memengaruhinya?
- Teacher : mungkin ada beberapa alasan mengapa mereka kurang tertarik pada saat membaca. Pertama, siswa malas membaca karena teks terlalu

panjang. Kedua, siswa tidak bisa menentukan ide pokok dan detail informasi dari teks. Ketiga, siswa tidak memahami isi bacaan.

Writer : jenis teks apa yang kurang di pahami mereka Pak?

Teacher : untuk kelas 7 mereka belajar teks descriptive dan procedure. Tetapi diantara keduanya teks tersebut, mereka mengalami kesulitan pada teks descriptive. Pertama, mereka tidak semangat dalam belajar. Kedua, mereka masih sangat kurang mengerti menentukan ide utama dalam bacaan. Ketiga, kurangnya kosakata membuat siswa menghabiskan banyak waktu untuk mencari arti di kamus. Dan juga siswa mencoba untuk mentranslit ke dalam bahasa indonesia tetapi banyak kata di kamus tidak cocok dengan teks.

Sedangkan untuk kelas 8, siswa belajar teks narrative and recount tetapi siswa lebih mengalami kesulitan pada teks narrative karena kurangnya kosakata membuat siswa sulit untuk memahami teks, dan mereka mungkin tidak mempunyai motivasi dalam belajar sehingga nilai mereka rata-rata kurang dari KKM.

Writer : apakah seluruh siswa kelas 7 mengalami kesulitan yang sama Pak?

Selanjutnya, disekolah ini menggunakan kurikulum apa Pak?

Teacher : Yang jelas khususnya di kelas VII.7 dan VII.8. Mereka masih kurang dalam memahami isi bacaan dan juga semangat mereka kurang dalam belajar. Di sekolah ini kami masih menggunakan KTSP 2006.

Writer : Baik Pak, terimakasih banyak atas waktu dan informasinya, Pak.

Teacher : Iya Sama-sama.

Appendix B

Reading Instrument Test

School : SMP N 7 Palembang
Class : VII (tujuh)
Skill : Reading

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer by crossing (X) from four option (a),(b),(c),(d) given in the following questions.

Read the text carefully and answer the questions correctly!

Text 1. Question 1-3

Tulips

Tulips are among the beautiful flowers in the world, especially when they are blooming.

Tulips are monocots. They produces one large, bell-shaped bloom at the end of each stem. They come in most colors but blue. Reds and yellows are common, but they vary from white to deep purple.

There are over 4.000 garden varieties all over the world. And there are about 100 species of wild tulips, growing right across Asia to Tiongkok. Huge numbers of tulips are now grown in the field in Holland. Nowadays Holland is still the center of tulips growing. Tulips are familiar for their blooming. They bloom in the spring from bulbs.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

1. What color do the tulips have in varied?
 - a. Blue.
 - b. Red.
 - c. Red and Yellow.
 - d. White and deep purple.
2. How many tulip garden varieties are there in the world?
 - a. 1.000.
 - b. 2.000.
 - c. 3.000.
 - d. 4.000.
3. They produces one large... (paragraph 2). What is the synonym of large?

- a. Big.
- b. Small.
- c. Tall.
- d. Fat.

Text 2. Read the text and answer the questions 4-6

Wingo Island

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

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

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

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

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

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

4. What is the story talk about?
 - a. A lake.
 - b. A river.
 - c. An island.
 - d. A continent.
5. Where do the people of the island live in?
 - a. In the houses.
 - b. In the forest.
 - c. In the tree holes.
 - d. In the big-gloo.
6. What are the chairs and tables in that island made of?
 - a. Iron.
 - b. Moss.
 - c. Trees.
 - d. Fruji Trees.

Text 3. Read the text and answer the questions 7-14

My Garden

My garden was terrible mess. The gardener had left nearly ythree months ago. Nobody had done anything to do it. The grass had overgrown. Some parts of it were bending over. They were nearly touching the ground. The rose bush had only branches with thorns and no leaves at all. This was before my dad and I decided to do something about it.

Three months later, the garden become a beautiful place. The lawn was now short and green. You could roll a ball from one end to the other. The bushes were trimmed and were now looking like a neat hedge. They were beginning to flower too. The best of all were the rose bushes. They were trimmed, watered and fertilized. There were flowers of all kinds. Some red, some pink and lots of yellow ones. The garden itself was beautiful.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

7. According to the passage, which of the following is not true?
- Many sharks are in Wingo Island.
 - Rain always fall in Wingo Island.
 - Wingo Island has no sand but it has green moss.
 - The weather in Wingo Island is tropic all the time.
8. "People can only get to Wingo Island by boat." (Paragraph 1). What does the word "boat" mean?
- A rocket.
 - A small ship.
 - An island.
 - A helicopter.
9. Makes a soft sound. Who made the garden beautiful?
- The gardener.
 - The writer.
 - The writer and the reader.
 - The writer and the writer's dad.
10. They were beginning to flower too. (Second paragraph). The underlined word refers to...
- The bushes.
 - The flower.
 - The lawns.
 - The garden.
11. How was the lawn then?
- It was long and green.
 - It was long and red.
 - It was short and green.
 - It was short and red.
12. Why was the garden terrible?
- Because there was no gardener.

- b. Because there was no father and mother.
- c. Because the garden was so large.
- d. Because of the storm.

13. When did the bushes look like a neat hedge?

- a. Three months later.
- b. Two months later.
- c. Nearly three months ago.
- d. Now.

14. When had the gardener left the garden?

- a. Three months later.
- b. Two months later.
- c. Nearly three months ago.
- d. Two months ago.

Text 4. Read the text and answer the questions 15-19

Suramadu Bridge

The Suramadu Bridge (Indonesian : Jembatan Suramadu), also known as the Surabaya-Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura strait.

The cable-stayed portion has three spans with length 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp and China Harbor Engineering Co. Ltd. The total cost of the project, including connection roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

Taken from : Juwita, D. 2015. Unpublished Thesis. PGRI University Palembang

15. What is the main idea of the text?

- a. The total cost of the project has been estimated at 4.5 trillion rupiah.
- b. The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp and China Harbor Engineering Co. Ltd.

- c. Constrcution was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others.
 - d. Suramadu Bridge is the longest bridge in Indonesia and the first bridge to cross the Madura strait.
16. The following statement is true, except..
- a. Suramadu's bridge is also known as Surabaya-Madura bridge.
 - b. The long of Suramadu's bridge is 5400 km.
 - c. Suramadu's bridge connects the island of Java And Madura.
 - d. Bridge was opened on March 30, 2009.
17. Suramadu's bridge also known as...
- a. Longest bridge.
 - b. Sura and madu.
 - c. Surabaya-Madura bridge.
 - d. Toll bridge.
18. Suramadu's bridge connects the island...
- a. Java and Sumatra.
 - b. Java and Bali.
 - c. Sumatera and Kalimantan
 - d. Java and Madura
19. When the bridge was built?
- a. June 10, 2009.
 - b. March 31, 2009.
 - c. August 20, 2003.
 - d. July 2004.

Text 5. Read the text and answer the questions 20-24

Borobudeur Temple

Borobudur is Hindu- Budhist temple, it was build in the nineth century under Sailendra dynasty of Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The Borobudur temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terraces are suare and surrounded by walls adorned with Buddist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structer is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobur symbolizes the structure of universe influence temples at Angkor, Kambodia.

Taken from : Maysari, F. 2013. Unpublished Thesis. PGRI University Palembang

20. Each of them is with circle of bell shape-stupa. What does word "them" refer to ...?

- a. Architecture.
 - b. Treasure.
 - c. The upper three circular.
 - d. Moument.
21. What is the synonym of “*influenced*”...
- a. Effect.
 - b. Consist.
 - c. Content.
 - d. Summit.
22. What the text talk about?
- a. Mataram Kingdom.
 - b. Hindu-Budist Temple.
 - c. Borobudur Temple.
 - d. Magelang Town.
23. The design of Borobudur which *symbolizes* (paragraph 2) the last line...
 “*Symbolizes*” has the same meaning as ...
- a. Local.
 - b. Center.
 - c. Shape.
 - d. Sign.
24. What is the antonym of “large” ?
- a. Big.
 - b. Small.
 - c. Tall.
 - d. Thin.

Text 6. Read the text and answer the questions 25-28

The Bird Park

One of the most interesting places to visit in Singapore is the bird park. It is located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park, with a restaurant beside it, and there is also a very large cage which you can walk inside to get closer looking at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

Taken from : Yurfina, D. 2016. English VII UN Preparation.

25. How far is the park from the city center?
- a. 2 km.
 - b. 10 km.
 - c. 12 km.
 - d. 100 km.
26. Why do many people like to visit the bird park late in the afternoon?

- a. They are busy working in the morning.
 - b. The weather is not hot in the afternoon.
 - c. The birds in the park are caged in the morning
 - d. They live in many different parts of the world.
27. How long do you take to see all the birds?
- a. One hour.
 - b. Two hours.
 - c. Three hours.
 - d. Four hours.
28. Where is the Bird Park located?
- a. In Singapore.
 - b. In the center of city.
 - c. In Jurong.
 - d. It's about 8 miles from the industrial area.

Text 7. Read the text and answer the questions 29-34

My School

My school is big. It has many rooms with modern facility. There are twenty seven classess. Each grade consist of nine classess. The classroom is big and clean. The floor are tiled. And there are is an LCD screen in each of the class. There are average 40 students in each classrom.

The school building is old because my school has existed since many years ago. Mr.Hatta who officially opens this school to the public. The school yard is in the middle of the building. It is very large, clean, and cool. There are basketball court, futsall courts, and also vollyball courts in the yard. I love my school.

Wati, E. 2013. *Unpublished Thesis. PGRI University Palembang*

29. How many classroom does the school have?
- a. Twenty five.
 - b. Twenty six.
 - c. Twenty seven.
 - d. Twenty eight.
30. How is the writer's school?
- a. Big.
 - b. Small.
 - c. Medium.
 - d. Large.
31. How many classess are there of each grades?
- a. Six classess.
 - c. Eight classess.

- b. Seven classess.
 - d. Nine classess.
32. How many students are there in every class?
- a. 30 students.
 - c. 50 students.
 - b. 40 students.
 - d. 60 students.
33. The school building is old, because...
- a. The school has existed since six years ago.
 - b. The school has existed since two years ago.
 - c. The school has existed since many years ago.
 - d. The school has existed since four years ago.
34. Who was the officially opens this school to the public?
- a. Mr. Soekarno.
 - c. Mr. Sudirman.
 - b. Mr. Hatta.
 - d. Mr. Teguh.

Text 8. Read the text and answer the questions 35-36

Jakarta

Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia. It is located on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia. The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall.

Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundreds and fifty migrants arrived daily. At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population was 9,341,400. These figures do not include seasonal residents who may number more than 1 million.

Adapted from : Mursyid, M. 2011. Learning Descriptive Text.

35. Which one of the following statements is the identification of the text?
- a. Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia.
 - b. Jakarta is located on the northwest coast of Java Island.
 - c. Jakarta lies on a flat and low plain.
 - d. Jakarta is a magnet for migrants from other areas of Indonesia.
36. Flood often happens in Jakarta, because
- a. Jakarta is located on the northwest coast of Java Island.

- b. Jakarta is the capital city.
- c. Jakarta is high populated.
- d. Jakarta lies on a flat low plain.

Text 9. Read the text and answer the questions 37-40

The Octopus

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word “Octopus” comes from two greek words that mean “eight feet”.

The octopus, the squid and the cuttle fish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 metres from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark squid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.

Adapted from : Wardiman, A., Juhur, M., Djusma, M. 2008. English in focus for grade viii junior high school (smp/mts)

37. Which group of sea creatures belongs to the same family ?
- a. fish, octopus and crab.
 - b. squid, crab and octopus.
 - c. Crab, cuttle fish and squid.
 - d. Cuttle fish, octopus, and squid.
38. How does the octopus hunt for food?
- a. It uses colours.
 - b. It uses its teeth.
 - c. It uses magic colour.
 - d. It uses its tentacles.
39. What does the word “octopus” mean in Greek?
- a. Monster.
 - b. Dark water.
 - c. Fish.
 - d. Eight feet.
40. What is Octopus?
- a. Sea animals
 - b. Sea food
 - c. Lobster.
 - d. Shrimp.

Lesson Plan in Experimental Group

Name of School : SMP N 7 Palembang
Subject : English
Class : VII
Time allocation : 2 x 40 minutes

I. STANDARD COMPETENCE

Reading

Understanding the meaning of functional text and short essay in the form of descriptive and procedure text to immediate environment.

II. BASIC COMPETENCE

Responding the meaning of the simple functional text accurately, fluency, and acceptability that related to immediate environment.

III. INDICATOR

The students are able to :

- Identify the main idea of the text
- Identify detail information of the text
- Identify reference in of the text
- Identify antonym and synonym of words

IV. LEARNING OBJECTIVES

At the end of study, students are able to :

- Identify the main idea of the text
- Identify detail information of the text
- Identify reference of the text
- Identify antonym and synonym of words

V. LEARNING MATERIAL

a. Descriptive Text

- Social function : To describe a particular person, place, or thing.
- Generic structure : a) Identification
b) Description
- Language feature : using present tense

b. Example of Descriptive Text

Taman Safari Indonesia II

This tourism object is located at Jatiarjo village Prigen district. This natural preserve is the branch of Cisarua-Bogor natural preserve. As the natural wild life, Taman Safari Indonesia collects various wild animals. This wildlife preserve is 295 hectares. The wild animals such as: lion, tiger, wild buffalo, komodo, rhinoceros, and bison live in open area. It lies at the slope of Mt. Arjuno 800-1500 meter sea level and covers 340 ha and divided in three zones. Wild life zone is the place for visitor observe a natural wild life.

In Taman Safari also any orang utans, Sumatran tiger, African lion, Chimpanzee, Proboscis monkeys and more as they swing from branch to branch in their unique cultural setting as well as Cheetah, the fastest land animal in the world. There is also any reptile house and all kinds of snakes, lizards and nocturnal creatures from all over Indonesia.

Widiawati, U., Sulistiyo, G., Suryati, N., Setiawan, S., & Ratnaningsih, P. (2008). Bahasa Inggris : Sekolah Menengah Pertama. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

VI. Learning Strategy

Think, Predict, Read, Connect (TPRC) Strategy

VII. Learning Activities

No	Activity	Time (minute)									
1.	PRE ACTIVITIES <ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher checks the students' attendance. 	5 minutes									
2.	WHILST ACTIVITIES <ol style="list-style-type: none"> 1. The teacher asks the students to make the groups, consist of three or four students. 2. The teacher explains about the generic structure and language feature of descriptive text. 3. The teacher explains about TPRC strategy. 4. The teacher tells the students about the topic what will they learn. 5. The teacher ask the students to make a table that divided into three column. The first column is "Think". The second coulumn is "Predict". The third column is "Connect". <table border="1"> <thead> <tr> <th colspan="3">TOPIC</th></tr> <tr> <th>Think</th><th>Predict</th><th>Connect</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> 6. The teacher guides the students to apply TPRC Strategy 	TOPIC			Think	Predict	Connect				55 Minutes
TOPIC											
Think	Predict	Connect									

	<p>Step 1 : Think</p> <p>The teacher ask the students to think about the topic and write what they already know about the topic in the “Think” column.</p> <p>Step 2 : Predict</p> <p>The teacher ask the students to review what was they write in the “Think” column and place a checkmark in the “Predict” column, that they believe the information will be included in the text.</p> <p>7. The teacher gives a text to the students</p> <p>Step 3: Read</p> <p>The teacher ask the students to read the text. Then, ask the students to mark the information what have they predict that included in the text with a with a sticky note or highlight the text.</p> <p>Step 4 : Connect</p> <p>The teacher and the students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the “Connect” column.</p>	
3.	<p>POST ACTIVITIES</p> <ol style="list-style-type: none"> 1. Evaluating each students by asking question and giving them a test to asses them in comprehending the descriptive reading by using TPRC Strategy. 2. The teacher and the students make a summary related to the topic 3. The teacher closes the meeting 	<p>20 Minutes</p>

VIII. Media/Source :

- a. Sources : Widiawati, U., Sulistiyo, G., Suryati, N., Setiawan, S., & Ratnaningsih, P. (2008). *Bahasa Inggris : Sekolah Menengah Pertama*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Media : Student's worksheet

IX. Scoring

Reading test essay consist of five questions.

No	Questions	Score
1.	Where Taman Safari Indonesia is located?	10
2.	How many zones that Mt. Arjuno has ?	10
3.	What kinds of animal that lives in open area?	10
4.	Where does the visitors observe natural wildlife?	10
5.	What is the fastest land animal in the world?	10

True answer x 2 = Total score

Teacher

Palembang, Agustus 2017
Researcher

Aisyah, S.Pd
NIP. 196807231995122001

Risna Anjelita
NIM. 12250118

Appendix D
Critical Value r-table of Product Moment

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1 %		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,874	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,396	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0, 088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,276	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix E

Analysis of Each Question Item on Reading Comprehension Test

Validity of Each Question Items	Sig.(2-tailed) of Pearson Correlation (r-output)	r-table score	Result
Item1	0	0.355	Invalid
Item2	0.020	0.355	Invalid
Item3	0.495	0.355	Valid
Item4	0.086	0.355	Invalid
Item5	0.825	0.355	Valid
Item6	0.582	0.355	Valid
Item7	0.406	0.355	Valid
Item8	0.191	0.355	Invalid
Item9	0.778	0.355	Valid
Item10	0.488	0.355	Valid
Item11	0.894	0.355	Valid
Item12	0.670	0.355	Valid
Item13	0.294	0.355	Invalid
Item14	0.878	0.355	Valid
Item15	0.453	0.355	Valid
Item16	0.468	0.355	Valid
Item17	0.778	0.355	Valid
Item18	0.340	0.355	Invalid
Item19	0.937	0.355	Valid
Item20	0.446	0.355	Valid
Item21	0.652	0.355	Valid
Item22	0.446	0.355	Valid
Item23	0.670	0.355	Valid
Item24	0.446	0.355	Valid
Item25	0.337	0.355	Invalid
Item26	0.453	0.355	Valid
Item27	0.067	0.355	Invalid
Item28	0.307	0.355	Invalid
Item29	0.120	0.355	Invalid
Item30	0.878	0.355	Valid
Item31	0.937	0.355	Valid
Item32	0.778	0.355	Valid
Item33	0.670	0.355	Valid
Item34	0.120	0.355	Invalid
Item35	0.185	0.355	Invalid
Item36	0.182	0.355	Invalid

Item37	0.937	0.355	Valid
Item38	0.425	0.355	Valid
Item39	0.937	0.355	Valid
Item40	0.816	0.355	Valid
Item41	0.188	0.355	Invalid
Item42	0.294	0.355	Invalid
Item43	0.670	0.355	Valid
Item44	0.249	0.355	Invalid
Item45	0.446	0.355	Valid
Item46	0.981	0.355	Valid
Item47	0.446	0.355	Valid
Item48	0.652	0.355	Valid
Item49	0.825	0.355	Valid
Item50	0.937	0.355	Valid
Item51	0.080	0.355	Invalid
Item52	0.221	0.355	Invalid
Item53	0.234	0.355	Invalid
Item54	0.299	0.355	Invalid
Item55	0.770	0.355	Valid
Item56	0.195	0.355	Invalid
Item57	0.122	0.355	Invalid
Item58	0.670	0.355	Valid
Item59	0.906	0.355	Valid
Item60	0.227	0.355	Invalid
Item61	0.672	0.355	Valid
Item62	0.191	0.355	Invalid
Item63	0.654	0.355	Valid
Item64	0.294	0.355	Invalid
Item65	0.120	0.355	Invalid
Item66	0.728	0.355	Valid
Item67	0.145	0.355	Invalid
Item68	0.349	0.355	Invalid
Item69	0.074	0.355	Invalid
Item70	0.532	0.355	Valid

Appendix F

Distribution of Frequencies of Pretest and Posttest in Control and Experimental Group

1. Distribution of Frequencies of Pretest in Control Group

```
FREQUENCIES VARIABLES=pretest_control  
  
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1]

Statistics

pretest_control

N	Valid	32
	Missing	0

pretest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	32.5	1	3.1	3.1	6.2
	35	1	3.1	3.1	9.4
	37.5	4	12.5	12.5	21.9
	40	3	9.4	9.4	31.2
	42.5	4	12.5	12.5	43.8
	45	2	6.2	6.2	50.0
	47.5	2	6.2	6.2	56.2
	50	3	9.4	9.4	65.6
	52.5	4	12.5	12.5	78.1
	55	1	3.1	3.1	81.2
	57.5	1	3.1	3.1	84.4
	60	2	6.2	6.2	90.6
	65	2	6.2	6.2	96.9

75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

2. Distribution of Frequencies of Posttest in Control Group

```
FREQUENCIES VARIABLES=posttest_control
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1]

Statistics

posttest_control

N	Valid	32
	Missing	0

posttest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	35	2	6.2	6.2	9.4
	37.5	1	3.1	3.1	12.5
	40	2	6.2	6.2	18.8
	42.5	3	9.4	9.4	28.1
	45	6	18.8	18.8	46.9
	47.5	1	3.1	3.1	50.0
	50	2	6.2	6.2	56.2
	52.5	2	6.2	6.2	62.5
	55	2	6.2	6.2	68.8
	57.5	1	3.1	3.1	71.9
	60	3	9.4	9.4	81.2
	62.5	3	9.4	9.4	90.6

70	2	6.2	6.2	96.9
85	1	3.1	3.1	100.0
Total	32	100.0	100.0	

3. Distribution of Frequencies of Pretest in Experimental Group

```
FREQUENCIES VARIABLES=pretest_exp
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1]

Statistics

pretest_exp

N	Valid	32
	Missing	0

		pretest_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.2	6.2	6.2
	32.5	3	9.4	9.4	15.6
	35	3	9.4	9.4	25.0
	37.5	1	3.1	3.1	28.1
	40	8	25.0	25.0	53.1
	42.5	2	6.2	6.2	59.4
	45	1	3.1	3.1	62.5
	50	1	3.1	3.1	65.6
	52.5	1	3.1	3.1	68.8
	55	4	12.5	12.5	81.2
	60	5	15.6	15.6	96.9

75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

4. Distribution of Frequencies of Posttest in Experimental Group

```
FREQUENCIES VARIABLES=posttest_exp
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1]

Statistics

posttest_exp

N	Valid	32
	Missing	0

posttest_exp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.1	3.1	3.1
	40	1	3.1	3.1	6.2
	45	6	18.8	18.8	25.0
	47.5	4	12.5	12.5	37.5
	50	3	9.4	9.4	46.9
	55	4	12.5	12.5	59.4
	57.5	1	3.1	3.1	62.5
	65	2	6.2	6.2	68.8
	67.5	1	3.1	3.1	71.9
	70	1	3.1	3.1	75.0
	75	4	12.5	12.5	87.5
	85	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

Appendix G

Descriptive statistics of Pretest and Posttest in Control and Experimental Groups

1. Descriptive Statistics of Pretest in Control Group

```
DESCRIPTIVES VARIABLES=pretest_control  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	32	30.00	75.00	47.5000	10.35655
Valid N (listwise)	32				

2. Descriptive Statistics of Posttest in Control Group

```
DESCRIPTIVES VARIABLES=posttest_control  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	32	30.00	85.00	50.8594	11.94087
Valid N (listwise)	32				

3. Descriptive Statistics of Pretest in Experimental Group

```
DESCRIPTIVES VARIABLES=pretest_exp  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1]

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest_exp	32	30.00	75.00	45.2344	11.34786
Valid N (listwise)	32				

4. Descriptive Statistics of Posttestt in Experimental Group

```
DESCRIPTIVES VARIABLES=posttest_exp  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1]

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest_exp	32	35.00	85.00	58.4375	14.95625
Valid N (listwise)	32				

Appendix H

Normality of Pretest and Posttest in Control and Experimental Groups

1. Normality of Pretest in Control Group

```
NPAR TESTS  
/K-S(NORMAL)=pretest_control  
  
/MISSING ANALYSIS.
```

NPar Tests

[DataSet1]

One-Sample Kolmogorov-Smirnov Test

		pretest_control
N		32
Normal Parameters ^a	Mean	47.5000
	Std. Deviation	10.35655
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.073
Kolmogorov-Smirnov Z		.695
Asymp. Sig. (2-tailed)		.719

a. Test distribution is Normal.

2. Normality of Posttest in Control Group

```
NPAR TESTS  
/K-S(NORMAL)=posttest_control  
  
/MISSING ANALYSIS.
```

NPar Tests

[DataSet1]

One-Sample Kolmogorov-Smirnov Test

		posttest_control
N		32
Normal Parameters ^a	Mean	50.8594
	Std. Deviation	11.94087
Most Extreme Differences	Absolute	.157
	Positive	.157
	Negative	-.061
Kolmogorov-Smirnov Z		.888
Asymp. Sig. (2-tailed)		.410

a. Test distribution is Normal.

3. Normality of Pretest in Experimental Group

```
NPAR TESTS  
/K-S (NORMAL)=pretest_exp  
  
/MISSING ANALYSIS.
```

NPar Tests

[DataSet1]

One-Sample Kolmogorov-Smirnov Test

		pretest_exp
N		32
Normal Parameters ^a	Mean	45.2344
	Std. Deviation	11.34786
Most Extreme Differences	Absolute	.209
	Positive	.209
	Negative	-.118
Kolmogorov-Smirnov Z		1.182

Asymp. Sig. (2-tailed)	.122
------------------------	------

a. Test distribution is Normal.

4. Normality of Posttestt in Experimental Group

```

NPAR TESTS
/K-S (NORMAL) =posttest_exp

/MISSING ANALYSIS.

```

NPar Tests

[DataSet1]

One-Sample Kolmogorov-Smirnov Test

		posttest_exp
N		32
Normal Parameters ^a	Mean	58.4375
	Std. Deviation	14.95625
Most Extreme Differences	Absolute	.185
	Positive	.185
	Negative	-.122
Kolmogorov-Smirnov Z		1.044
Asymp. Sig. (2-tailed)		.225

a. Test distribution is Normal.

Appendix I

Homogeneity of Pretest and Posttest in Control and Experimental Groups

1. Homogeneity of Pretest in Control and Experimental Groups

```
ONEWAY ss_score BY categories  
/STATISTICS HOMOGENEITY  
/MISSING ANALYSIS.
```

Oneway

[DataSet1]

Test of Homogeneity of Variances

ss_score

Levene Statistic	df1	df2	Sig.
.895	1	62	.348

ANOVA

ss_score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82.129	1	82.129	.696	.407
Within Groups	7316.992	62	118.016		
Total	7399.121	63			

2. Homogeneity of Posttest in Control and Experimental Groups

```
ONEWAY ss_score BY categories  
/STATISTICS HOMOGENEITY  
/MISSING ANALYSIS.
```

Oneway

[DataSet1]

Test of Homogeneity of Variances

ss_score

Levene Statistic	df1	df2	Sig.
3.535	1	62	.065

ANOVA

ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	918.848	1	918.848	5.017	.029
Within Groups	11354.492	62	183.137		
Total	12273.340	63			

Appendix M

Students' Score Pretest-Posttest in Control and Experimental Groups

1. Students' Score Pretest-Posttest in Control Group

NO.	NAME	SCORE	
		PRETEST	POSTTEST
1.	Student 1	40	45
2.	Student 2	40	42.5
3.	Student 3	32.5	35
4.	Student 4	50	42.5
5.	Student 5	45	45
6.	Student 6	60	62.5
7.	Student 7	47.5	52.5
8.	Student 8	55	60
9.	Student 9	57.5	50
10.	Student 10	37.5	42.5
11.	Student 11	50	60
12.	Student 12	47.5	55
13.	Student 13	42.5	40
14.	Student 14	35	37.5
15.	Student 15	52.5	35
16.	Student 16	65	62.5
17.	Student 17	30	30
18.	Student 18	37.5	47.5
19.	Student 19	37.5	45
20.	Student 20	42.5	40
21.	Student 21	42.5	45
22.	Student 22	40	50
23.	Student 23	52.5	57.5
24.	Student 24	50	52.5
25.	Student 25	45	60
26.	Student 26	52.5	55
27.	Student 27	52.5	70
28.	Student 28	75	85
29.	Student 29	37.5	45
30.	Student 30	42.5	45
31.	Student 31	65	70
32.	Student 32	60	62.5

2. Students' Score Pretest-Posttest in Experimental Group

NO.	NAME	SCORE	
		PRETEST	POSTTEST
1.	Student 1	52.5	67.5
2.	Student 2	40	50
3.	Student 3	40	45
4.	Student 4	37.5	47.5
5.	Student 5	60	75
6.	Student 6	60	85
7.	Student 7	30	45
8.	Student 8	35	55
9.	Student 9	42.5	47.5
10.	Student 10	40	50
11.	Student 11	55	75
12.	Student 12	30	45
13.	Student 13	40	35
14.	Student 14	40	55
15.	Student 15	55	45
16.	Student 16	40	55
17.	Student 17	35	50
18.	Student 18	32.5	45
19.	Student 19	42.5	65
20.	Student 20	55	75
21.	Student 21	40	40
22.	Student 22	40	57.5
23.	Student 23	32.5	47.5
24.	Student 24	55	70
25.	Student 25	45	55
26.	Student 26	32.5	47.5
27.	Student 27	75	85
28.	Student 28	60	75
29.	Student 29	60	85
30.	Student 30	50	65
31.	Student 31	60	85
32.	Student 32	35	45

Appendix N

Students' Improvement from Pretest to Posttest in Control and Experimental Groups

1. Students' Improvement from Pretest to Posttest in Control Group

NO.	NAME	SCORE		IMPROVEMENT
		PRETEST	POSTTEST	
1.	Student 1	40	45	15%
2.	Student 2	40	42.5	2.5%
3.	Student 3	32.5	35	2.5%
4.	Student 4	50	42.5	-7.5%
5.	Student 5	45	45	0%
6.	Student 6	60	62.5	2.5%
7.	Student 7	47.5	52.5	5%
8.	Student 8	55	60	5%
9.	Student 9	57.5	50	-7.5%
10.	Student 10	37.5	42.5	5%
11.	Student 11	50	60	10%
12.	Student 12	47.5	55	7.5%
13.	Student 13	42.5	40	-2.5%
14.	Student 14	35	37.5	2.5%
15.	Student 15	52.5	35	-17.5%
16.	Student 16	65	62.5	-2.5%
17.	Student 17	30	30	0%
18.	Student 18	37.5	47.5	10%
19.	Student 19	37.5	45	7.5%
20.	Student 20	42.5	40	-2.5%
21.	Student 21	42.5	45	2.5%
22.	Student 22	40	50	10%
23.	Student 23	52.5	57.5	5%
24.	Student 24	50	52.5	2.5%
25.	Student 25	45	60	15%
26.	Student 26	52.5	55	2.5%
27.	Student 27	52.5	70	17.5%
28.	Student 28	75	85	10%
29.	Student 29	37.5	45	7.5%
30.	Student 30	42.5	45	2.5%
31.	Student 31	65	70	5%
32.	Student 32	60	62.5	2.5%

2. Students' Improvement from Pretest to Posttest in Experimental Group

NO.	NAME	SCORE		IMPROVEMENT
		PRETEST	POSTTEST	
1.	Student 1	52.5	67.5	15%
2.	Student 2	40	50	10%
3.	Student 3	40	45	5%
4.	Student 4	37.5	47.5	10%
5.	Student 5	60	75	15%
6.	Student 6	60	85	25%
7.	Student 7	30	45	15%
8.	Student 8	35	55	20%
9.	Student 9	42.5	47.5	5%
10.	Student 10	40	50	10%
11.	Student 11	55	75	20%
12.	Student 12	30	45	15%
13.	Student 13	40	35	-5%
14.	Student 14	40	55	15%
15.	Student 15	55	45	-10%
16.	Student 16	40	55	15%
17.	Student 17	35	50	15%
18.	Student 18	32.5	45	12.5%
19.	Student 19	42.5	65	22.5%
20.	Student 20	55	75	20%
21.	Student 21	40	40	0%
22.	Student 22	40	57.5	17.5%
23.	Student 23	32.5	47.5	15%
24.	Student 24	55	70	15%
25.	Student 25	45	55	10%
26.	Student 26	32.5	47.5	15%
27.	Student 27	75	85	10%
28.	Student 28	60	75	15%
29.	Student 29	60	85	25%
30.	Student 30	50	65	15%
31.	Student 31	60	85	25%
32.	Student 32	35	45	10%

Appendix O

Critical Value of T-Table

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981
43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800

50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329
89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

Appendix Q

Research Photo Gallery

1. Preliminary Study



2. Try out at SMPN 7 Palembang



3. Pretest in Control Group



4. Pretest in Experimental Group



5. Treatment in Experimental Group



6. Posttest in Control Group



6. Posttest in Experimental



**KEMENTERIAN AGAMA
REPUBLIK INDONESIA**

**SURAT KETERANGAN
HASIL UJIAN AKHIR MADRASAH BERSTANDAR NASIONAL**

**MADRASAH ALIYAH
PROGRAM : ILMU PENGETAHUAN ALAM
TAHUN PELAJARAN 2011/2012**

Nomor : 06 / 12 / 2012

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Al Ittifaqiah
Indralaya menerangkan bahwa :

nama : RISNA ANJELITA
tempat dan tanggal lahir : Palembang, 19 Mei 1994
nama orang tua : IRWAN
madrasah asal : MA Al Ittifaqiah
nomor induk : 073674

telah mengikuti Ujian Akhir Madrasah Berstandar Nasional berdasarkan Surat Keputusan
Direktur Jenderal Pendidikan Islam Nomor 02 Tahun 2012 dengan hasil sebagai berikut :

No.	Mata Pelajaran	Nilai	
		Angka	Huruf
1	Al Qur'an Hadis	9,00	Sembilan Komma Nol Nol
2	Akidah-Akhlak	8,30	Delapan Komma Tiga Nol
3	Fiqih	8,00	Delapan Komma Nol Nol
4	Sejarah Kebudayaan Islam	7,90	Tujuh Komma Sembilan Nol
5	Bahasa Arab	7,30	Tujuh Komma Tiga Nol
Jumlah		40,50	Empat Nol Komma Lima Nol

Ogan Ilir, 26 Mei 2012

Kepala Madrasah,

Emi Rosidah, MA

NIP. 19710801 200501 2 003

MA060001092

Ampera 2012
(Acara Mahasiswa Perkenalan Akademik 2012)



Certifikat

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

Diberikan Kepada:

RISNA ANJELITA

SEBAGAI PESERTA DALAM KEGIATAN
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
*"Menjadikan Kepemimpinan Muda Yang Transendensi dan Humanis
Untuk Indonesia yang lebih baik"*

04-06 September 2012

Rektor IAIN Raden Fatah

Presiden Mahasiswa

Mengetahui,

Ketua Pelaksana

Sekretaris Pelaksana

Prof. Dr. H. Anstun Muchtar, MA
NIP. 395206011985031002

M. Ali Alatas
NIM. 68522007

Mukarroni
NIM: 09290049

Hardono Ciputra
NIM: 10140008



بسم الله الرحمن الرحيم

الرقم: ٥٥٩/٢٠١٣/٥٥٩

برنامج تعلم اللغة العربية / شارك فيها. وذلك في الفترة من : ١ نوفمبر ٢٠١٢ إلى ١٠ ديسمبر ٢٠١٢

تسليم المضاد
RASHA AMARA

قد شارك / شاركت فيها. وذلك في الفترة من : ١ نوفمبر ٢٠١٢ إلى ١٠ ديسمبر ٢٠١٢
ونحن إذ نمجدها /ها هذه الشهادة. مع أطيب التمنيات بالتوفيق والسداد في خدمة الدعوة الإسلامية



فالبانج : ٢٠١٣ مارس

رئيس اللجنة

مؤمن تقي العارفين



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAHI PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

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

SERTIFIKAT

Nomor : In.03/8.0/PP.00/2930/2014

Diberikan kepada

Nama : Risna Anjelita
NIM : 12250118
Jurusan : Pendidikan Bahasa Inggris

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)

yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah

Berdasarkan SK Rektor No. : In.03/1.1/K.p.07.6/266/2014

Palembang, 18 Juni 2014

Mengetahui,

Dekan Fakultas Tarbiyah

Dr. H. Kasinyo Harto, M.Ag



NIP. 197109111997031004

Ketua Program BTA,

H. Mukmin, Lc. M. Pd. I
NIP. 19780623200321001



KULIAH KERJA NYATA (KKN) TEMATIK POSDAYA BERBASIS MASJID
- ANGKATAN KE 66 TAHUN 2016 UIN RADEN FATAH PALEMBANG

Sertifikat

Nomor : Un.09/8.0/PP.00/226/2016

Diberikan Kepada:

Nama : Risma Anjelita

Tempat / Tgl. lahir : Palembang, 19 Mei 1994

NIM / Jurusan / Fak : 12250118 / PBI/ Tarbiyah dan Keguruan

Telah Melaksanakan Program Kuliah Kerja Nyata Angkatan 66 Tematik Posdaya Berbasis Masjid

Dari Tanggal 02 Februari s/d 17 Maret 2016 di :

Desa : Bunga Mas

Kecamatan : Kikim Timur

Kabupaten : Lahat

Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku

di Palembang, 30 Mei 2016

Ketua



Prof. Dr. H. Risan Rusli, MA

19199203 1 003



Pusat Teknologi Informasi dan Pangkalan Data
UNIVERSITAS ISLAM NEGERI RADEN FATAH
PALEMBANG



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 020 / 2015

Diberikan kepada :

RISMA ANIELITA

NIM : 12250118

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2012 - 2013

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2003	A	B
Microsoft Excel 2003	B	

Palembang, 16 Maret 2015
Kepala UPT,
Kot. Bhukdin, M.Kom
NIP. 19750522 201101 1 001



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE			
SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE

TOEFL PREDICTION TEST

FULL NAME
RISNA ANJELITA

SEX M / F	DATE OF BIRTH DD / MM / YY	TEST DATE DD / MM / YY
F	19 / 05 / 1994	16 / 10 / 2017

Drs. HERIZAL MA
TOEFL Tester

16102017

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.



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

USUL JUDUL SKRIPSI

Nama : Risa Anjelita
NIM : 12250118
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi :

1. Teaching Descriptive Reading by Using Think, Predict, Read, Connect (TPRC) Strategy to the Seventh Grade Students of SMP N 7 Palembang.
2. Teaching Descriptive Writing by Using Four Square Method to the Seventh Grade Students of SMP N 7 Palembang.
3. Teaching Reading Comprehension by Using Schema Activation Strategy to the Seventh Grade Students of SMP N 7 Palembang.

Judul yang disetujui : (

Nomor Index :

Palembang, 27 Desember 2016
Pembina Skripsi

Beni Wijaya, M.Pd./

Nova Lingga Pitaloka, M.Pd.

**Judul yang disetujui dan nomor index ditulis oleh Pembina Skripsi*



KEMENTERIAN AGAMA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN)RADEN FATAH
Jl. Prof. Dr. ZainalAbidinFikryPalembang
Telp. 0711-354668

PENUNJUKAN PEMBIMBING SKRIPSI

Nama : Risna Anjelita
NIM : 12250118
Judul Skripsi : TeachingDescriptive Reading by Using Think, Predict, Read,
Connect (TPRC) Strategy to the Seventh Grade Students of SMP N 7
Palembang.

Pembimbing I : Renny Kuniasari, M.Pd
Pembimbing II : Roma Nur Azrta, M.Pd

Wakil Dekan I.

Dr. Dewi Warna, M.Pd
NIP. 19740723 199903 2002

Palembang, 27 Desember 2016
Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd
(9710131 201101 2 001)



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

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UIN RADEN FATAH PALEMBANG

Nomor : 3-473/Un.C9/IL.FP.009/1/2017

Tentang

PENUNJUKAN PEMERINTAH SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Mengingat**
1. Bahwa untuk mengikuti Program Sarjana bagi seorang mahasiswa perlu ditunjuk oleh sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa 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 3 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil
 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan
 6. Keputusan Menteri Agama 41 Nomor 53 Tahun 2015 tentang ORLAKER UIN Raden Fatah
 7. Peraturan Menteri Keuangan Nomor 5/PMK/2010 tentang Standar Biaya Maslahat
 8. DUA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016
 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 6683 Tahun 2014 tentang Standar Biaya Honorarium dilengankan Universitas Islam Negeri Raden Fatah Palembang
 10. Peraturan Presiden Nomor 122 Tahun 2014 tentang Aka Status IAIN menjadi Universitas Islam Negeri

MEMUTUSKAN

**Menetapkan
PERTAMA**

- Menunjuk Sebagai**
- | | |
|--------------------------------|----------------------------|
| 1. Hj. Renny Kurnia Sari, M.Pd | NIP. 19790607 200801 2 013 |
| 2. Renna Nur Asyifa, M.Pd | NIP. 19751231 200710 2 006 |

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 era tahun akademik

Nama : Rissa Arjelina
NIM : 1725018
Judul Skripsi : Teaching descriptive reading by using Think, Predict, Read, Connect (TPRC) strategy to the Seventh grade students of SMP Negeri 17 Palembang

- KEDUA** : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk mengisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA** : Kepadaanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi dibayarkan minimal 6 (enam) bulan.
- KEEMPAT** : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Tembusan



Palembang, 27 Juli 2017

[Signature]
Dekan, Dr. H. Kasimyo Harjo, M.Ag.
NIP. 19710911 199703 1 004

1. Rektor UIN Raden Fatah Palembang
Jl. Prof. H. H. Sahal Abidin, No. 1, P.O. Box 100, Palembang 30132
Telp. (071) 453276 website : www.uinradenfatah.ac.id





**PEMERINTAH KOTA PALEMBANG
DINAS PENDIDIKAN
SMP NEGERI 7 PALEMBANG**

Jalan Jenderal A. Yani Kel. Silaberanti Telp. 511149 Palembang 30252

SURAT KETERANGAN TRY OUT

Nomor : 421.3 / 070. ~~779~~ / DISDIK / SMP 07 / 2017

Kepala Sekolah Menengah Pertama (SMP) Negeri 7 Palembang dengan ini menerangkan bahwa :

Nama : RISNA ANJELITA
NTM : 12250118
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian dengan judul **"TEACHING DESCRIPTIVE READING BY TPRC (THINK, PREDICT, READ, CONNECT STRATEGY TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG"**.

Pada Tanggal 29 Juli 2017.

Demikianlah surat keterangan penelitian ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 07 Oktober 2017





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

Nomor
Lampiran
Perihal

B-4736/Un.D9/1122.00.947/2017

Palembang, 27 Juli 2017

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

Kepada Yth,
Kepala SMP Negeri 7 Palembang
di

Palembang

Assalamualaikum W/ W/

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	Risa Anjelita
NIM	12230118
Prodi	Pendidikan Bahasa Inggris
Alamat	Jl. Gubernur H.A. Basri RT/RW 11/04 Kec. Seberang Ulu
Judul Skripsi	Teaching descriptive reading by using Think, Predict, Read, Connect (TPRC) strategy to the Seventh grade students SMP Negeri 7 Palembang

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

Wassalamualaikum W/ W/



Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 197109111997031004

Lampiran :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan

Jl. Prof. H. H. Zuhri Abidin No. 1 Km. 3,5 Palembang 30136
Telp. (0711) 353276 website : www.uinradenfatah.ac.id





PEMERINTAH KOTA PALEMBANG
DINAS PENDIDIKAN KOTA PALEMBANG

Jl. Srijaya Km.5,5 Kel. Srijaya Kec. Alang-alang Lebar
Telp / Fax : 0711 - 5614060. Web : www.disdik.palembang.go.id
PALEMBANG

Palembang, 7 Agustus 2017

Nomor : 070/1655/26.8/PN/2017
Lampiran : -
Perihal : Izin Penelitian

Kepada, Yth.
Dekan Fakultas Ilmu Tarbiyah
dan Keguruan UIN Raden Patah
di -
Palembang

Sehubungan dengan surat Saudara Nomor : B-4736/Un.09/II.1/PP.00.9/7/2017 tanggal 27 Juli 2017 perihal tersebut diatas, dengan ini kami sampaikan pada prinsipnya kami tidak berkeberatan memberikan Izin Penelitian yang dimaksud kepada :

Nama : RISNA ANJELITA
N I M : 12250118
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan Penelitian/Kiset di SMP Negeri 7 Palembang dalam rangka penyusunan Skripsi dengan judul "TEACHING DESCRIPTIVE READING BY USING THINK, PREDICT, READ, CONNECT (TPRC) STRATEGY TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG".

Dengan Catatan :

1. Sebelum melakukan penelitian terlebih dahulu melapor kepada Kepala UPT Disdik Kec. Seberang Ulu I Palembang dan Kepala SMP Negeri 7 Palembang
2. Penelitian tidak diizinkan menanyakan soal politik dan melakukan penelitian yang sifatnya tidak ada hubungannya dengan judul yang telah ditentukan
3. Dalam melakukan penelitian, peneliti harus mentaati Peraturan dan Perundang-Undangan yang berlaku
4. Apabila izin penelitian telah habis masa berlakunya, sedangkan tugas penelitian belum selesai maka harus ada perpanjangan izin
5. Surat izin berlaku 3 (tiga) bulan terhitung tanggal dikeluarkan
6. Setelah selesai mengadakan penelitian harus menyampaikan laporan tertulis kepada Kepala Dinas Pendidikan Kota Palembang melalui Kasubbag Umum dan Kepegawaian

Demikianlah surat izin ini dibuat untuk dapat digunakan sebagaimana mestinya.

a.n. Kepala Dinas
Sekretaris,



Dr. H. Karim Kasim, SH., MM
Penjabat Tingkat I
NIP. 196208011985101001

Terbaca :

1. Kepala UPT Disdik Kec. Seberang Ulu I Palembang
2. Kabid SMP
3. Kepala SMP Negeri 7 Palembang
4. Arsip



**PEMERINTAH KOTA PALEMBANG
DINAS PENDIDIKAN
SMP NEGERI 7 PALEMBANG**

Jalan Jenderal A. Yani Kel. Silaberanti Telp. 611149 Palembang 30252

SURAT KETERANGAN PENELITIAN

Nomor : 421.3 / 070. 779 / DISDIK / SMP 07 / 2017

Kepala Sekolah Menengah Pertama (SMP) Negeri 7 Palembang dengan ini menerangkan bahwa :

Nama : RISNA ANJELITA
NIM : 12250118
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian dengan judul "TEACHING DESCRIPTIVE READING BY USING THINK, PREDICT, READ, CONNECT (TPRC) STRATEGY TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG".

Pada Tanggal 31 Juli s.d. 13 September 2017.

Demikianlah surat keterangan penelitian ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 07 Oktober 2017



Siti Zubaidah, S.Pd. M.Si
NIP. 196206221983022001

TANDA TERIMA

Nama : Risna Angelita
NIM : 0150118
Jurusan : PBI

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, monevqsyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang)

Palembang, 3 April 2017



Rp300.000,00

Terbilang: tiga ratus ribu rupiah

19690607 200312 2001



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

Jl. Prof. K. H. Zainal Abidin 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
PUKUL
PROGRAM STUDI

: Rabu/ 5 April 2017
: 08.00 - selesai
: Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250023	Desma Yulisa	70	82	80	73	76,25	B
2	12250147	Uswanun Khasanah	75	79	85	80	79,75	B
3	09250009	Chonar Ariadi	70	81	68	72	72,75	B
4	11250114	Ria Oktaviani	70	76	82	82	77,5	B
5	12250118	Risma Anjelita	70	79	85	75	77,25	B
6	11250007	Darmawan	70	76	78	74	74,5	B
7	12250010	Arwindu Rahma W.	70	87	76	72	76,25	B
8	12250036	Eka Sriwarsiti	73	82	85	75	78,75	B
9	12250019	Delta Nartea	70	82	80	80	78	B
10	10250013	Dian Perreadi	70	79	65	74	72	B
11	12250152	Yoja Firia Mahmuda	75	81	78	80	78,5	B

Mata Uji

- I : Language Evaluation
- II : TBE Methodology
- III : Curriculum Development
- IV : Material Development

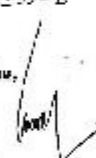
Dosen Penguji

Keva Lingga Pitaloka, M.Pd.
M. Holandynh, M.Pd.
Dr. Dian Erlina, S.Pd., M.Hum.
Hj. Lenny Marzulina, M.Pd.

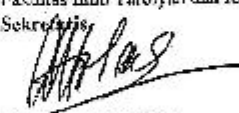
Interval Nilai


- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 50 - 59 = D
- ≤ 55 = E

Kelua,


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

Palembang, 10 April 2017
Pusat Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris


M. Holandynh, M.Pd
NIP. 197405072011011001

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS UJIAN KOMPREHENSIF	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS TARBIYAH TARBIYAH DAN KEJURUAN UIN RADEN FATAH PALEMBANG Kode: CPMPT/SUKEL/BLND
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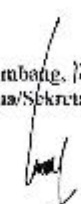
Yang bertanda tangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah IAIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : Risma Anjelita
 NIM : 12250148
 Fakultas/Jurusan/ Prodi : Tarbiyah/Pendidikan Bahasa Inggris
 Judul Skripsi : Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to The Seventh Grade Students of SMPN 7 Palembang

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari Rabu tanggal 5 April 2017, dengan memperoleh nilai 77,25

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

Palembang, 12 Oktober 2017
 Ketua/Sekretaris


 Hj. Leny Marlina, M.Pd
 NIP. 19710131 201101 2 001



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

Alamat: Jl. Prof. K.H. Zainal Abidin Fikri Kode Pos: 30126 Telp: (0711) 353276 Palembang

THESIS CONSULTATION CARD

Name : Risna Anjelita
Student's Number : 12250118
Faculty : Tarbiyah
Department : English Education Study Program
Advisor I : Hj. Renny Kurnia Sari, M. Pd
Thesis Title : Teaching Descriptive Reading by Using TPRC Strategy
to The Seventh Grade Students of SMP N 7 Palembang

No	Date	Aspect Consulted	Comment	Signature
1	27/3-17	Chapter 1-3	OK, revised the writing style and find the nearest place about PISA.	
2	28/3-17	Chapter 4 & 5	Done contract agreement for research	
3	29/3-17	Chapter 5	praise for anyone	



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

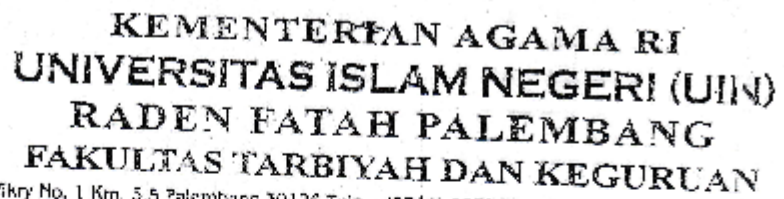
Alamat: Jl. Prof. K.H. ZainalAbidinFikriKodePos: 30126 Telp: (0711) 353276Palembang

THESIS CONSULTATION CARD

Name : Risna Anjelita
Student's Number : 12250118
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Roma Nur Asnita, M. Pd
Thesis Title : Teaching Descriptive Reading by Using TPRC Strategy
to The Seventh Grade Students of SMP N 7 Palembang

No	Date	Aspect Consulted	Comment	Signature
1.	20/1/17	Chapter 1	Revised as suggested	
2.	9/2/17	Chapter 1	Revised	
3.	16/2/17	Chapter 1 & II	Chapter I ok Chapter II Revised	
4.	6/3/17	Chapter II & III	Chapter II ok Chapter III Revised	
5.	15/3/17	Chapter III	ok	
6.	29/7/17	Chapter 1.	Revised revised	
7.	28/7/17	Chapter I		
8.	18/9/17	Chapter I & II	Chapter I ok Chapter II Revised	

9	22/9	Chapter II & III	Chapter II oh Chapter III Revised	f.
10.	2/10	Chapter III & IV	Chapter III Revised. Chapter IV Revised	f.
11.	6/10	Chapter III & IV	Chapter III oh Chapter IV Revised.	f.
12.	9/10	Chapter IV & V	Chapter IV Revised. Chapter V Revised	f.
13.	11/10	Chapter IV & V	oh go to newspaper	f.



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

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Risma Anglika
NIM : 12250168
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : Teaching Descriptive Reading by using TPRC (Think, Predict, Read, Connect) strategy to the Seventh Grade Students of SMPN 9 Palembang
Penguji : Hj. Lenny Margalita, M.Pd

[illegible]

Palembang, 1 November 2019
Dosen Pengul

Hy. Lenny Maraulina, M. Pd.)
NIP : 1991031 2001





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

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Rizna Angelika
NIM : 121501118
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : Teaching Descriptive Reading by using TPRC (Think, Predict, Read, Connect) strategy in the seventh grade students of SMPN 7 Palembang
Pengji : Nova Lingga Pitaloka, N. Faj

[illegible]

Palembang 3 November 2017
Dosen Pengul

1 Nova Lingga Pituloka, M. Pd)






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

Alamat : JL. Prof K.H. Zainal Abidin Fikri Kode Pos : 30126 Telp: (0711) 353276 Palembang

PROPOSAL CONSULTATION CARD

Name : Risna Anjelita
Students' Number : 12250118
Faculty : Tarbiyah
Department : English Education Study Program
Examiner : Lenny Marzulina, M.Pd
Thesis Title : Teaching Descriptive Reading by Using IPRC (Think, Predict, Read, Connect) Strategy to The Seventh Grade Students of SMPN 7 Palembang

No	Date	Aspect Consulted	Signature
	24/8/17	Acc!	

Palembang, 24 Agustus 2017

Examiner


Lenny Marzulina, M.Pd

NIP.197101312011012001



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Name : Risna Angelita
Students' Number : 12250118
Faculty : English Education Study Program
Department : Tarbiyah
Examiner : M. Hollandyah, M. Pd
Judul Skripsi : Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to the Seventh Grade Students of SMPN 7 Palembang

No	Date	Aspect Consulted	Signature
	23/8-17	revise as suggested	
	24/8-17	Andi Prasetya Setiawan etc	

Palembang, 24 Agustus 2017

Examiner

M. Hollandyah, M. Pd
NIP.197405072011011001




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

Alamat: Jl. Prof. K.H. Zainal Abidin Fikri Kode Pos: 30126 Telp: (0711) 353276 Palembang

PROPOSAL CONSULTATION CARD

Name : Risna Anjelita
Students' Number : 12250118
Faculty : Tarbiyah
Department : English Education Study Program
Examiner : Nova Lingga Pitaloka, M.Pd
Thesis Title : Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to the Seventh Grade Students of SMPN 7 Palembang

No	Date	Aspect Consulted	Signature
	26/7 2017	Acc	

Palembang, 26 Juli 2017

Examiner



Nova Lingga Pitaloka, M.Pd



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

Alamat: Jl. Prof. K.H. Zainal Abidin Fikri Kode Pos: 30126 Telp: (0711) 353276 Palembang

PROPOSAL CONSULTATION CARD


Name : Risna Atjelita
Students' Number : 12250118
Faculty : Tarbiyah
Department : English Education Study Program
Examiner : Janeta Norena, M.Pd
Thesis Title : Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, Connect) Strategy to the Seventh Grade Students of SMPN 7 Palembang

No	Date	Aspect Consulted	Signature
1.	20/7 2017	Chapter 3. Please revise as suggested. ok!	

Palembang, 25 Juli 2017

Examiner

Janeta Norena, M.Pd

	<p align="center">FORMULIR KONSULTASI REVISI SKRIPSI</p>	<p align="center">GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS TARBIYAH UIN RADEN FATAH PALEMBANG</p>
		<p align="center">KODE: GPMPFT.SUKET.01/R0</p>

Setelah melalui proses koreksi dan bimbingan, maka terhadap skripsi mahasiswa

NIM : 1215018

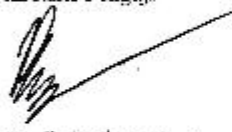
Nama : Risma Angelita

Jurusan : Pendidikan Bahasa Inggris

Judul skripsi : Teaching Descriptive Reading by Using TPRC (Think, Predict, Read, correct) strategy to the seventh grade students of SMPN 9 Palembang

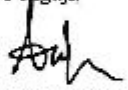
Maka skripsi mahasiswa tersebut disetujui untuk dijilid hardcover dan diperbanyak sesuai kebutuhan. Demikian surat keterangan ini dibuat dengan sebenarnya, atas perhatian nya diucapkan terima kasih.

Sekretaris Penguji


(Dr. Herizal, M. A.)
NIP: 196510211994031001

Palembang, 20 - 11 - 2017

Ketua Penguji


(Dr. Annisa Astrid, ST, M. Pd.)
NIP: 198011232008012013

