



**THE EFFECTIVENESS OF PREP (PRE – READING PLAN)
STRATEGY TO IMPROVE STUDENTS' READING
COMPREHENSION**

THESIS

**Submitted as Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)**

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**ENGLISH EDUCATION STUDY PROGRAM
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**THE EFFECTIVENESS OF PREP (PRE-READING PLAN) STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION**

xvii + 59 pages, 7 tables, 2 diagrams, 10 appendices

ABSTRACT

The objective of this study is to know the effectiveness of Pre-Reading Plan (PREP) to Improve Students' Reading Comprehension at the tenth grade students of SMAN 12 South Tangerang. This study used quantitative method with quasi-experimental design by implementing the design of pre-test and post-test. In this study, the writer used one class as the sample with total number of 37 students. The data was collected by giving pre-test and post-test as the instruments. Then, it was analyzed by using t-test. The findings showed that the students' post-test scores (74,86) was higher than their pre-test scores (55.14). By using t-test, the result of t_0 15.02 and t_{table} with degrees of freedom (df) 36. From the result of calculation that students average scores in the post-test was higher than the pre-test. Then, statistical calculation showed that the results using Pre-Reading Plan strategy was greater than those before Pre-Reading Strategy used. This finding reveals that Pre-Reading Plan is effective strategy to improve students' reading comprehension.

Keywords : Pre-Reading Plan (PREP) Strategy, Reading Comprehension, Effectiveness

References 20 (2000 – 2016)

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**EFEKTIFITAS PREP STRATEGI UNTUK MENINGKATKAN
KEMAMPUAN PEMAHAMAN MEMBACA SISWA**

xvii + 59 halaman, 10 tabel, 2 diagram, 10 lampiran

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas PREP strategi untuk Meningkatkan Kemampuan Pemahaman Membaca Siswa di kelas sepuluh SMA Negeri 12 Tangerang Selatan. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-experimental dengan menerapkan desain pre-test dan posttest. Dalam penelitian ini, penulis memakai 1 kelas sebagai sample dengan total siswa adalah 37 siswa. Pengumpulan data dilakukan dengan memberikan pre-test dan post-test sebagai instrumen. Hasil dari penelitian ini sudah dihitung menggunakan t-test. Temuannya menunjukkan bahwa hasil post-test siswa (74,86) lebih tinggi dari hasil pre-test (55,14). Dengan menggunakan t-test, hasil dari t_0 (15,02) dengan degrees of freedom (df) 36. Dari hasil perhitungan nilai rata-rata siswa pada pos-test lebih tinggi dari pada pre-test. Maka perhitungan statistik menunjukkan hasil menggunakan PREP strategy lebih besar dari pada sebelum digunakan PREP strategy. Temuan ini mengungkap bahwa Pre-Reading Plan (PREP) strategi yang efektif untuk meningkatkan kemampuan pemahaman membaca siswa.

Kata kunci : Pre-Reading Plan (PREP) Strategy, Pemahaman Membaca, Efektifitas

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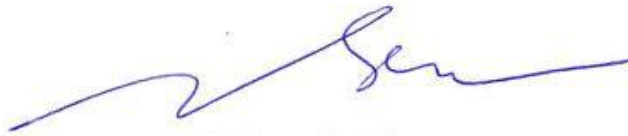


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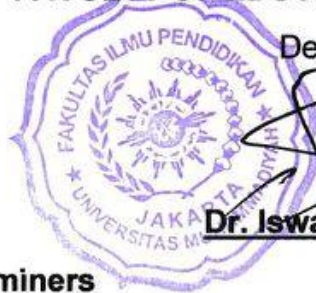
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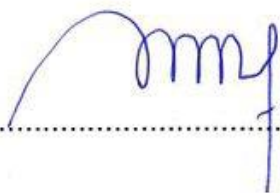
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DEDICATION

*I dedicated my thesis to
My beloved father and mother
My beloved family
My beloved friends
Thank you so much for your love and
support.*

MOTTO

***“Allah + Dreams + Hard
Work + Dedication =
Success”***

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Jakarta, 11 Agustus 2018

The writer

IRAWATI YULIASARI
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CHAPTER I INTRODUCTION

A. Background of the Study

Language is a system for expressing meaning. Its primary function is for interaction and communication. Language is used by human for knowing and understanding each other. As we know that God created human in different condition and character, so they need to interact among people. Allah has explained this instruction in the Quran at Surah Al-Hujarat [10] :

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوِيكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

“O mankind, We have created you from male and female; and We have divided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honored among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is All Knowing, All Aware.” [QS; Al- Hujurat : 10].

From the verse above, it shows that people have been instructed by Allah to build a friendship between each other, in various differences: sex, tribe, country, and language. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world.

English is an important consideration for companies in the employs recruitment. Since it is important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

Indonesian students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities.

Considering those language skills, reading is one of the important skill that influence the students' success in learning English. By reading, students are enable to increase their vocabulary and to use English for communication, mainly as goals of teaching English in Indonesia. Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life.

Reading is an active process of identifying important ideas, comparing, evaluating, and applying them. Reading becomes the main aim of language teaching which is a skill and a part of the

teaching program. Its purposes are to enable students to read and understand the text materials correctly. Therefore, in reading paragraph, we have to try to comprehend the main idea of the reading material, without comprehending the paragraph; it will be difficult to understand what we have read or what the writer means or what reading material.

For the students who want to develop and extend their knowledge, reading comprehension skill is a fundamental skill in obtaining progress. The students can extend their knowledge by reading books. Through reading, the students can get a lot of information, enjoyment and even improve their knowledge in many fields and sciences.

Reading comprehension is a part of reading subject, which is emphasized in reading comprehension of the contents. In other words, reading comprehension is meant as the act of grasping the reading the content with the mind. Comprehension includes recognizing and understanding main ideas and related details.

According to Snow as cited in Liana (2016:2) reading comprehension defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In teaching and learning English reading process, the comprehension toward the material is the main goals, but the

fact show that the majority of the students encounter the problem in comprehending the English texts.

By looking at this fact, students often have lack of vocabulary or do not have enough vocabulary in their schemata to read the text. It makes them confused and they do not understand. English teachers are expected to always make some effort to help the students to improve their reading comprehension. If the students are only taught to read and memorize the grammatical pattern, they will get bored. So variations are really needed to overcome boredom. The students seem to learn better when they are engaged.

In teaching reading the teachers find some problems. The fact that the students who study English may be fluent readers in their native language, but they cannot transfer the skills in reading English. When they read an English text, they tend to know or focus to the words rather than on the entire text and they are laid to their dictionary.

They read slowly word by word and have lack of understanding the text. In addition, they lack of interest and unattractive teaching strategy. Therefore, the students need variation in learning English. By changing the learning strategy, the students are expected to be more interested in reading activity.

One of the effective ways to solve this problem is by applying Pre-Reading Plan (PREP). During the activity, students are trained to free associate on key vocabulary words, reflect on these associations, discuss their associations as a group, and then reformulate their knowledge based on the discussion. It concerns about an effort to integrate instructional assessment with pre reading instruction.

The Pre-Reading Plan (PREP) strategy begins with the teacher introducing a key word, concept or picture to stimulate a discussion. By asking the students questions, such as, “What made you think of...?” they become aware of their network of associations. The students also have the opportunity to listen to other explanations and interact with other students. This interactive process also provides students with the opportunity to accept, reject or alter their own initial associations and to integrate them into more accurate pictures of the target concept.

Besides, Pre-Reading plan (PREP) strategy is also possible to the teacher to make good decisions about how to increase students' knowledge. The activating knowledge consists of building students' awareness of what they already know and elaborating and refining what they know. This activating prior knowledge about the topic will help the students to gain the message or the content of the reading text, and the motivation of the student will also increase,

because they have preceding information, what the reading text will talk about.

Pre-reading plan strategy also could be a way to students to comprehend English text easily. By brainstorming their mind related to the topic, they will activate their background knowledge to comprehend the text better. Hudson (2007:142) stated that prior knowledge may have some effects in students' understanding because a reader who already has an elaborate schema can more easily fit incoming textual information into those schema. This assumption is related to how students comprehend the text.

Based on the explanation above, the writer is interested in finding out the effectiveness of Pre-Reading Plan (PREP) Strategy To Improve Students' Reading Comprehension at 10th grade of SMAN 12 South Tangerang.

B. Identification of the problems

Based on the background above some problems:

- a. Students were less active in reading lessons.
- b. Students were lack of understanding toward an English reading text.
- c. Students did not interested in reading a text.
- d. Students are not able to get the main idea of they have read.
- e. English teacher are still lack of creativity to give the strategy in teaching reading comprehension. They just give explanation and

exercise in reading comprehension without applying the appropriate strategy.

C. Limitation of the problems

Limitation of the problem is intended to make this study be more focused. Thus the writer limits her discussion to measure the effectiveness of Pre-Reading Plan (PREP) to improve students' reading comprehension at the tenth grade of SMAN 12 South Tangerang.

D. Problems of the Study

Based on in the identification and limitation of the problem above, the question of this research was formulated as: "Is Pre-Reading Plan (PREP) strategy effective to improve students' reading comprehension?"

E. Objective of the Study

Based on the problems that have been formulated, the objective of the study is to find out whether or not Pre-Reading Plan (PREP) strategy is effective to improve students' reading comprehension.

F. Significance of the study

The results of this research are expected to give significant contribution to;

1. For the Teacher

- a. to help teachers' problem in choosing appropriate teaching technique for students reading comprehension;
- b. to contribute some important informations about the effectiveness of Pre-Reading Plan strategy;
- c. to upgrade the students achievement in learning English.
They may adopt it individually into their learning reading comprehension strategies;

2. For the Student

The result of the research is expected to be useful for students to get the opportunities in improving their readings, specify in comprehending, developing, and explaining the main idea of the text.

3. For Further Researcher

This research may be used by other researcher as a tool to make a comparison of other similar research. It is particularly to compare some methods which are used to improve the students' understanding on the English texts especially their reading comprehension skill. Hopefully, this study enable is introducing another possible way of learning reading. Hopefully to other researcher who are interested in developing teaching techniques, this study can be useful to provide scientific reference for further research in contributing the improvement of teaching English strategy.

CHAPTER II LITERATURE REVIEW

A. The Description of the Theories

1. Reading

a. Definition of Reading

Reading is an activity to obtain information. It is very important to everyone. As one of English skills, reading is ability to draw the meaning from the text or printed materials. It requires the process of getting and interpreting the message sent by the authors appropriately through the printed materials, such as books, magazines, newspapers, text, and so on. In fact, many institution around the world may argue that reading is the most important foreign language skills, particularly in cases where the reader have to read English materials in order to help them develop their knowledge at various subjects either in school or daily life.

Patel and Jain (2008: 113 – 114) states as follows: “Reading is an important activity in life with which one can update his/her knowledge. Reading is an important tool for academic success. 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 very necessary to widen the mind, again and understanding of the foreign culture”.

According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Based on Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Many people be able to read and pronounce the words correctly, but they do not understand the text or material. Generally, reading only spell a word without knowing the meaning of the word. Then students level of knowledge on understanding the word meaning to comprehend the text.

According to flynn and Stainthrop (2006:42), “accessing meaning is the rationale for reading.

Reading results from an ability to decode the print and to comprehend the language that is thus unlocked.” It means reading is not simply done by pronouncing the words, but it also involves transmission process of ideas the author’s mind to the reader’s mind. What the author means should be understood well by the readers.

To be successful in reading, the students have to build their reading skill and understand the text. Birch (2002:4) says that there are 3 ways to build an interactive reading:

- 1.) The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- 2.) The reader's mind interacts with the written text so that the reader can understand the message.
- 3.) The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating information to the reader, but it is the reader who must grasp the information from the writer.

In short, reading is not just an active process but also interactive process. Students are suggested to think as interactive as possible. In addition, Brown (2001:186) states that the good reader can identify what the text talks about, make conclusion and take information from the text. There are four basic types of reading performance, they are:

1.) Perceptive

Perceptive reading task involving to attend the components of larger stretches of discourse such as; letter, word, punctuation, and other graphemic symbols or bottom up processing is implied.

2.) Selective

This category, the students can give brief response from the text that is intended as well, in other words, a combination of bottom-up and top-down processing in teaching reading.

3.) Interactive

This is type of reading that stretches language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.

4.) Extensive

In this type, the reader reads more than one page of text. The text can be articles, essays, journals, technical reports, short stories and also books. Commonly, extensive reading is done outside the classroom.

In conclusion, reading is an achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it includes message which is communicated and used to understand text that is not found from oral communication.

b. The Purpose of Reading

Wallace (2006:6-7) proposed three purposes of reading as follows:

1.) Reading for survival

The reader might call some kinds of reading in response to their environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death-for example a 'stop' signs for a motorist. Survival reading serves immediate needs or wishes.

2.) Reading for learning

One might expect reading for learning to be exclusively school related. In fact, while a good deal of

reading to support learning clearly takes place in academic contexts.

3.) Reading for pleasure.

Reading for pleasure is done for its own sake. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examinations. An important by-product of reading for pleasure in any language is fluency.

c. Reading Strategies

Wenden and Rubin cited in Sutarsyah (2015:16) identify seven readings strategies that are used by good readers. The summary of these strategies is presented below:

- 1.) Flow-charts and hierarchical summaries. When reading, a learner makes a summary by making a chart that can explain the structure of ideas in the text with its components.
- 2.) Titles. Before reading a learner is given the title of the text and thinks about the title as a means of building schemata.
- 3.) Embedded headings. The role of embedded heading is used to build advance organizer which

is helpful for a learner before he starts reading. It can also improve a delayed recall.

- 4.) Pre-reading questions. This effective strategy is very common and mostly recommended. This strategy can focus a learner's attention towards the topic of the text. The learner makes some question related to the topic of the text and he tries to find the answers to the questions while reading.
- 5.) Story specific schema from general schema. In this strategy, a learner brainstorms general problem solving schema for a short story and sets general questions derived from this schema.
- 6.) Imagery. The ability to use image is needed in reading. A learner with high imagery is able to recall and recognize more items of information from a text than low imagery.
- 7.) Perspective. A learner reads a story from a particular perspective which is important to that perspective. This can also build related schemata that can help him read a text.

d. Parts of Reading

Misdaliza (2005:3-4) states that in contemporary practice, a reading lesson is usually divided into three

parts, the pre-reading, while reading, and post reading stages, each of which has its own particular aims and procedure.

- 1.) Pre-reading is used to mobilize existing knowledge. Teacher can do various things in pre-reading stage, such as picture, discussion or word-association activities.
- 2.) While-reading stage is done to help students to understand the specific content and to perceive the rhetorical structure of the text.
- 3.) The last stage is post-reading. Post-reading stage has done to review the content of the text. The means of post-reading stage is usually a writing assignment, but other techniques are available, including discussions, debates, or project work.

e. Types of Reading

The categorization of reading types aims for readers to know what the purpose of reading is. The reading types make it easier for students to apply certain background information and cultural experience which assist them in getting the meaning.

Grellet (2016:13) suggested the main text-types one usually comes across:

- 1) Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- 2) Plays
- 3) Poems, limericks, nursery rhymes.
- 4) Letters, postcards, telegrams, notes.
- 5) Newspapers and magazines (headlines, articles, editorials, letters to the editors, stop press, classified ads, weather forecast, radio/ TV / theatre programmes)
- 6) Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)
- 7) Handbooks, textbooks, guidebooks.
- 8) Recipes.
- 9) Advertisements, travel brochures, and catalogues.
- 10) Puzzles, problems, rule for games.
- 11) Instructions (e.g. warnings), directions (e.g. How to use...), notices, rules and regulations, posters, signs, (e.g. road signs), forms (e.g. application

forms, landing cards), graffiti, menus, price lists, tickets.

12) Comic strips, cartoons and caricatures, legends (of maps, pictures)

13) Statistics, diagrams, flow/pie charts, time-tables, maps.

14) Telephone directories, dictionaries, phrasebooks.

2. Reading Comprehension

a. Definition of Reading Comprehension

According to Whorter as cited in Rahemi (2013:32), comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text. Similarly, reading comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. Without all of these skills, one cannot comprehend properly and, therefore, not read properly (Prado and Plourde as cited in Harvey, 2013:42). Besides, according to Nation (2004:105)

comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up mental representation of text, a process that requires integration across a range of sources 13 information, from lexical features through to knowledge concerning events in the world.

In summary, reading comprehension is the main goal of reading in which readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text.

This is a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world.

b. Teaching Reading Comprehension

In teaching reading, the teacher should be able to control the class activities in order to make the students can master the material. It is line with

Alyousef (2005:114) who says that in reading, there are three-phases procedures. They are pre-, while-, and last-reading process.

- 1) The pre-reading stage helps in activating the relevant schema. For example, the teacher asked the questions while previewing the text.
- 2) While-reading stage (or interactive process) aims to develop students' ability in tackling text by developing their linguistics and schematic knowledge.
- 3) Post-reading stage includes activities, which enhance learning comprehension using exercise, close exercises, out-up sentences, and comprehension question.

The aim of teaching reading comprehension is to develop students' comprehension of English texts effectively. To develop students' reading comprehension, the students should have specific purpose in their mind before they read the text. Appropriate technique in teaching reading can attract the students' interest to interact with various types of texts, i. e. functional and monologues text. In short, in teaching reading the teacher should use appropriate

technique. Therefore, technique in teaching reading should be matched to reading purpose to read efficiently and effectively.

Additionally, reading comprehension is the main goal of reading where the students could comprehend the text that is being read. The success in teaching reading can be seen when the learners finally have understood the text. In achieving this, those three phases should be applied and also use appropriate technique that would help the teaching process.

From the explanation above, the researcher concludes that teaching reading comprehension is kind of activity that has purpose to engage students in comprehending text. The researcher also assumes that using of appropriate strategy in teaching reading would increase students' reading comprehension achievement.

3. Pre-Reading Plan (PREP)

a. Definition of Pre-Reading Plan

Langer in Lapp Dianne (2004:311) said PREP is a three step demonstration for teachers to use before assigning textbook reading to their students. PREP (Pre- Reading Plan) is a model for eliciting prior knowledge. This strategy can be used to help students to activate their prior knowledge that is very crucial in reading comprehension. The more prior knowledge can be activates the easier for students to comprehend a text will be. The use of pre-reading plan in reading classes reflects course designers' attempts to activate schemata and make use of students' prior knowledge to facilitate comprehension. Pre-reading means that the teachers performs activities such as relating passage contents to the students' worlds, presenting key vocabulary prior to encountering it in texts, and noting the organization of a passage so students can use it as a tool for understanding.

Pre-reading plan introduces learners to some of vocabulary and the topics in the text and perhaps

motivates them to want to read further. In pre-reading stage teacher is a guide and a facilitator.

Langer also demonstrates that prior knowledge is a better predictor of learning than IQ, which suggests that if teachers elicit, clarify and organize prior knowledge, and thereby increase provisional understanding, processing and recall for all students that will be increased. The explanation of why the pre-reading plan strategies are so effective is when the knowledge of the student is shared in the discussion class, it would give another students advantages, they would know their friend's ideas which could promote another students to share their own idea too, because each student has same opportunity before the new knowledge, vocabulary and concepts are encountered.

b. Goals of Pre-Reading Plan (PREP) Strategy

Murcia (2000:104) as stated that The goals of pre-Reading stage are to activate or build the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and to motivate the learners to want to read the text.

There are several points that describe the main goals of pre-reading plan (PREP):

- 1.) Assess students' background knowledge of the topic and linguistic content of the text.
- 2.) Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- 3.) Clarify any cultural information which may be necessary to comprehend the passage.
- 4.) Make students aware of the type of text they will be reading and the purpose(s) for reading.
- 5.) Provide opportunities for group or collaborative work and for class discussion activities.

The main goal of the pre-reading stage is founded upon the notion that the students' previous knowledge and experience affect their comprehension of the material. Teacher is helped to help students to understand the text using pre-reading strategy.

c. Kinds of Pre-Reading Plan (PREP) Strategy

In pre-reading, there are kinds of activities. The strategy allows teacher to create some activities in

order to attract students to read. From this activity, students are expected to comprehend the text easily.

Silberstein (2000:44 - 45) stated that Pre-reading plan (PREP) can be these following activities which are designed to do before the students read:

1. Class discussion anticipating content
2. Previewing: Students complete the following activities in pairs, working back and forth between the text and paired discussion.

Those activities involve students to cooperate each other in anticipating the text. It will give advantages to low achievement students. They will be helped by conditioning them in pair or in groups. From this explanation, it will give us information that pre-reading could be a way for students to comprehend the text.

Poeter (2013:5) stated that PREP strategies help the students to prepare their minds to be ready in reading the text. The students are invited to recall their previous knowledge related to the text.

Here the additional Pre-Reading Strategies:

1) Overviews: The activities in overviews are class discussions, printed previews, photograph, outlines or films.

2) Vocabulary Previews: Giving the students some vocabulary related to the reading topic before reading activities.

3) Structural Organizers: Previewing the structural organization of the text before reading, to improve student's comprehension related to the form of the text that they will be faced.

4) A Purpose for Reading: Setting the purpose of reading to guess what the text is which the question could be come from teacher.

5) Author Consideration: This strategy is considering what the author tries to convey in his work through understanding his field on his certain work.

6) KWL: This strategy involves three metacognitive steps in reading expository text.

In conclusion, there are several kinds of pre-reading. Pre-reading involves teachers' preparation in holding the activities before the reading class. The use of kinds of pre-reading activities is based on the purposes of

reading. It also adjusted to the students' needs and also teachers' ability to conduct pre-reading activity.

d. The phases of PREP Strategy

Based on Diane, et.al (2004:301) stated that teaching reading by using PREP Strategy will used three phases as follows:

1) The first phase, initial associations with the concept, It requires that teachers review the section of text to be read by students, decide on a key concept, and select a word, phrase, or picture that can be presented to the group to start a discussion on the topic. For example, when introducing a text on the reasons underlying a "civil war," the discussion could begin with a question by the teacher such as, "What do you think of when you hear the words civil wars?" During this phase, the goal is to have students brainstorm as many free associations with the chosen concept as possible.

2) The second phase, reflections on initial associations, The students are asked to explain their free associations. The teachers asks questions such as, "Where did that idea come from?" and "Why does the term 'civil wars' make you think of the North and South

fighting battles?", Langer considered the social aspects of PREP important. By listening to the associations and explanations of others, the students are extending their background knowledge. This sharing may also help to correct accessing of potentially misleading background knowledge (e.g., responding with "fighting over slaves"), providing students an opportunity to correct misconceptions (e.g., generalizing from one issue over which the American Civil War was fought to all civil wars).

3) The Third phase provides the reformulation of knowledge The basis for students' understanding of how text and background knowledge interrelate. In the final phase of Pre- Reading Plan (PREP) strategy, reformulation of knowledge, students again make free associations with the original concept, prompted by the question, "Do you have any new ideas about civil wars?" often, the students responses in this phase reflect a higher level of understanding than responses in the first phase, that is, the use of super ordinate concepts, analogies, and characteristics versus remotely related first hand experiences or phonetic word associations.

e. The Steps of Pre-Reading Strategy

Based on Diane, et.al (2004:301) also there are procedure of pre-reading strategy.

- 1) The teacher gives a key concept of the text then asks students brainstorm as many free associations with the chosen concept as possible based on the key concept given.
- 2) The teacher asks students to explain their free associations.
- 3) The teacher asks students again make free associations with the original concept, prompted by the question.
- 4) The teacher asks students to read the assigned text and review associations made.

f. The Advantages of Pre-Reading Plan (PREP) Strategy

In step of pre reading plan (PREP) strategy, the teacher usually brainstorms or arouses student's

prediction about the text. Brainstorming has many advantages as classroom procedure.

- 1) It require little teacher preparation;
- 2) It lows learners considerable freedom to bring their own prior knowledge and opinion to bear on particular issues; and
- 3) It can involve the whole class;
- 4) Pre-reading activity involves many participants, such as the teacher, students as the object of the technique itself.
- 5) The teacher should attract the students to recall the students' prior knowledge and their interest about the text.
- 6) This activity also gives a chance to the teacher and students even a whole class to interact each other.

B. Theoretical Framework

Reading is one of the skills that should be mastered by the students in learning English. Reading is also defined as the skill or ability of getting information from books. It has great advantages in people's life such as gaining success in school for students. It is not a passive skill, when readers read; they think and search for meaning. In reading, getting meaning depends on

the readers' prior knowledge about the written message. It is also defined as the skill or activity of getting information from books. When readers read, they need comprehension to understand the meaning and information from the texts.

Reading comprehension is one of the most important things to learn because when students involve in reading they will understand step by step the English material through reading. As one of strategy in reading, Pre-Reading Plan is considered meaningful to improving the students' reading comprehension. Pre-reading Plan, in general, improve students' comprehension of texts because pre-reading strategies activate students' prior knowledge. In addition, it asserted the employment of pre-reading activities in reading lessons not only for facilitating reading comprehension by activating prior knowledge, but also as an effective activity to stimulate students' motivation in reading classes. Motivation plays an important role in foreign language learning.

To solve this problem, the writer thinks that Pre-Reading Plan can be a good strategy to help students in reading a text. Pre-reading Plan is an activity or a phase before the students read the text. This activity could be a way, to stimulate the students to read the text. When they are attracted to read the

text, they will pay attention to the reading text and they will comprehend the text easily.

C. Hypothesis of the Study

Fraenkel et al., (2012:83) stated that “a hypothesis is a prediction of the possible outcomes of a study”. To know the effectiveness of Pre-reading activities to improve reading comprehension, the writer formulates two hypothesis that will be tested by using $t_{\text{-test}}$. They are:

1. Null Hypothesis (H_0)

There is no effectiveness of Pre-Reading Plan to improve students' reading comprehension at tenth grade students of SMAN 12 South Tangerang.

2. Alternative Hypothesis (H_1)

There is an effectiveness of Pre-Reading Plan to improve students' reading comprehension at tenth grade students of SMAN 12 South Tangerang.

CHAPTER III METHODS AND PROCEDURES

This chapter discussed about sources of data, place and time of research, method of the research, variable and operational variable, population and sample, technique for collecting the data, and technique for analyzing the data.

A. Time and Place of the Study

1. Place

The researcher conducted the study on 10th grade students of SMAN 12 South Tangerang. The school is located on Jl. Cilenggang I, Cilenggang, Serpong, South Tangerang, Banten 15310. The research was applied in eight meetings including the conduction of pre test, treatment and posttest.

2. Time

The research was conducted in the second semester of 2017/2018 academic year starting from Feb 2018 to April 2018, and the timing refers to academic calendar of SMAN 12 South Tangerang.

B. Method of the Study

In this study the writer used a quantitative research. It applied a quasi-experimental design to prove the effectiveness of

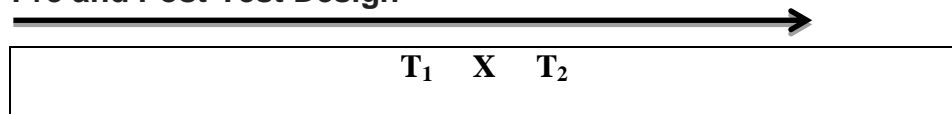
Pre-Reading Plan (PREP) strategies to improve students' reading comprehension. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. Creswell (2014: 4) stated that The quantitative research is an approach for testing objective theories by examining the relationship among variable. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

In this research, the students as the participant was chosen. According to Creswell (2012: 296) stated that the most rigorous approach of experimental design is to randomly assign individuals to the treatments. Further, the random assignment deals with random selection. Besides, Creswell (2012: 297) adds that "Quantitative researchers randomly select a sample from a population". Martella, Nelson, et al. (2013:160) explained that true experimental designs are the only experimental designs that can result in relatively definitive statements about causal relationships between variables.

Table 3.1

Quasi-Experimental Design

Pre and Post-Test Design



Note:

T₁: Pre-test

X: Treatment

T₂: Post Test

Based on the design above, it can be seen that the experiment consisted of three phases; pre test, treatment, and post test in order to investigate the learners' improvements in terms of their vocabulary knowledge.

C. Operational Definitions of Variables

There are two variables in this study, independent variable (Variable X) and dependent variable (variable Y). The independent variable (X) is Pre-Reading Plan strategy and the dependent variable (Y) is students' reading comprehension. As an independent variable, using Pre-Reading Plan can help the teacher to teach reading comprehension.

D. Population and Sample

1. Population

Muijs (2011:13) defined population as the group of people the writer wants to generalize to. In educational research, the population of interest usually a group of person who possess certain characteristics. Creswell (2012:142) also explained that a population is a group of individuals who have the same characteristics. In some cases, however, the population may be

defined as a group of classroom, schools, even facilities. That means that population is not only a group of person but also another things.

The population in this research is at tenth grade students in the 2017/2018 academic year of school SMAN 12 South Tangsel. There are three classes of tenth graders: They are 37 with total of population was 370 students.

2. Sample

According to Creswell (2012:142), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. It means sample is group that the researcher chooses from population to collect the data. The writer used cluster random sampling to choose the sample. After the population was being randomized, class X Social 3 was chosen as experimental class.

Table 3.2

Sample of the Study

NO	CLASS	NUMBERS OF THE STUDENTS	REMARKS
1.	X Social 3	37	EXPERIMENTAL CLASS

E. Technique of Collecting the Data

In order to collect the data, the procedure of the study consists of some steps, they are pre-test and post-test. The data of this study were students' results of reading text. In this study, both pre-test and post-test were used to collect the data. Before the test administered, the validity of the research in pre-test and post-test was analyzed is valid.

Pre-test was given before treatment in the first meeting and post-test was given after treatment. For second until seven meetings, the writer gave pre-reading plan strategies to the students of the experimental class in conducting treatment.

1. Pre-test

The topic of pre-test is about 10 questions. Pre-test was given to analyze students' reading comprehension. The writer gave scores for every student based on matrix of assessment. It is given to the experimental class to collect the data whether those groups had the same ability or not before they got the treatment.

2. Treatment

In this meeting, treatment was conducted before the post-test performed. The treatment was conducted by using pre-reading plan (PREP) as strategies of teaching to experimental class. In this step, because of the reading strategies was used pre-

reading plan strategy, the main equipment of the lessons was viewing pictures and questioning. As for the procedures that used those are:

- 1) At the beginning of the lesson the pictures were used in order to trigger the students' prior knowledge toward the topic.
- 2) The pictures were varied in each meeting due to the different topic related the text.
- 3) The teacher read aloud the text for students. The students notice on the picture.
- 4) The teacher asks one students to come forward in front of class to read the text. It is purposed to give a pause students while they also review the content of whole text.
- 5) The teacher corrects their pronunciation. The wrong pronunciation of words will be written on the whiteboard and the writer will give them the right one.
- 6) The writer let the students read individually. Then, the students answer reading comprehension test.

3. Post-test

In the last meeting, the writer gave post-test to experimental class. It is used to determine whether there was a significant progress on students' reading comprehension. The writer gives

10 questions. The question formulated in the post-test were similar to those in pre-test.

In this study, the writer used tests as instruments. The instrument of the study is a tool or facility used by the writer in collecting the data in order to get the accurate data. In order to know the effectiveness of students' reading comprehension by using pre-reading plan strategies, the writer gave written test to the students. The written test was divided into two parts: pretest and post-test. The form of written test was a text and 10 questions. The writer used scoring rubric as follows:

Description	Score
Correct Answer	1
Wrong Answer	0

There were 10 questions in the test, so the maximum score was 10. The number of students value scores was taken from the total score (correct answer) multiplied by a hundred then divided by the total number of questions (10), hence, the maximum score achieved by students is 100.

$$\Sigma = \frac{\text{Right answer}}{10} \times 100 =$$

10

Table 3.3
Criteria of Students' Score Reading Comprehension

CRITERIA	SCORE
Excellent	5 (90-100)
Good	4 (76-89)
Enough	3 (66-75)
Poor	2 (40-65)
Very Poor	1 (00-39)

F. Technique of Analyzing the Data

After collecting the data by using those tests stated above, the researcher analyzed the result of the tests by using t-test. It was purposed to find out the difference score of students' improvement in reading comprehension between those who were taught and were not through Pre-Reading Plan (PREP) strategy. The variables were compared to recognize whether the differences were significant or not. The researcher used t-test formula. Before using T- test, the writer examined the data using Normality test and Homogeneity of Variances.

a. Normality Test

Normality Test is a test performed with the aim to assess the distribution of the data on a group of data or variable, whether the distribution of the data is normally distributed or not. The writer used Shapiro-Wilk normality test. Shapiro-Wilk test is a method or formula for calculating the distribution of data created by Shapiro and Wilk.

Thus, normality met if the test results are not significant for a significance level (α) = 0.05. Conversely, if the test results significantly, the normality of the data is not met. In order to know whether the results of normality tests significant or not, the numbers in the column of significance (Sig.) can be checked to establish the normality, the applicable criteria are as follows:

- Setting the significance level of the test, for example $\alpha = 0.05$
- Comparing with a significance level of p obtained.
- If the significance obtained $> \alpha$, then the sample is from a normal distributed population.
- If the significance obtained $< \alpha$, then the sample is not from a normal distributed population.

b. Homogeneity of Variances

Homogeneity test is the test applied on the equal variances of at least two or more distributions. Homogeneity test is performed to determine whether or not the data in the variables X and Y are homogeneous. The writer used Bartlett Test of Homogeneity of

Variances. The calculation of homogeneity test applied SPSS software by Levene's test statistics. This Levene test can be interpreted by analyzing, if Levene statistic score > 0.05 then it can be said that the variation of the data is homogeneous.

After collecting the data, the next step was analyzing the output. The output of the data were analyzed by using dependent (paired sample) t-test to determine whether there is a significant difference between means of the sample before and after the treatments.

c. Normal Distribution Test

As stated by Hatch and Farhady (1982), dependent (paired sample) t-test is used to analyze pre and post test scores and to investigate whether or not the difference of pre-test and post-test means are significant.

In this study, dependent test was calculated by using SPSS 19 for windows program. After getting t value (t_{obtained}), then it was compared with the t_{critical} . If $t_{\text{obtained}} \geq t_{\text{critical}}$ at the level of significance (p) = 0.05, the the null hypothesis (H_0) is rejected and accepts the alternatives hypothesis (H_1). However, if $t_{\text{obtained}} \leq t_{\text{critical}}$ then the null hypothesis is accepted.

The data were analyzed by using statistical computerization Repeated measures t-test of SPSS 19 for windows i.e $t = \frac{X_1 - X_2}{S_D}$ to

test whether the difference between pre-test and post – test is significance or not , in which the significance is determined by $P < 0,05$ (Hatch and Farhady, 1982:114).

According to Hatch and Farhady, 1982:116 the formula was as follows:

$$t = \frac{X_1 - X_2}{S_D}$$

$$SD = \frac{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n-1}}}{n-1}$$

Where: $\overline{S_D}$: Standard error of differences between two means

SD : Standard deviation

n : Number of students

X_1 : Mean score Pre Test

X_2 : Mean score Post Test

CHAPTER IV FINDINGS AND INTERPRETATION

A. Findings

1. The Description of the Data

As the previous chapter, the researcher use a test to collect the data from the students which is given to the samples of the research. The researcher used pre-test

before doing the treatment and post-test after given the treatment. The test was reading comprehension test. The students were asked to do the Reading Comprehension test individually by using PREP (Pre-Reading Plan) as the strategy.

The researcher held this research by teaching at one class of 10th grade students of SMAN 12 South Tangerang. A total number of 37 students participated in this study. Thus, the researcher took 37 students in SMAN 12 South Tangerang. The samples consisted of 37 students at one class of X Social 3.

In this study, before calculating t-test, the data of the students' pre-test and pos-ttest scores were described in table 4.1 below:

Table 4.1

The score of pre-test and post-test of the Experimental Class

No	Student Name	Pre Test	Post Test
1	Student 1	70	90

2	Student 2	60	80
3	Student 3	70	80
4	Student 4	50	70
5	Student 5	70	80
6	Student 6	40	70
7	Student 7	50	70
8	Student 8	40	60
9	Student 9	60	70
10	Student 10	50	70
11	Student 11	40	70
12	Student 12	30	70
13	Student 13	40	60
14	Student 14	40	70
15	Student 15	50	70
16	Student 16	30	60
17	Student 17	30	60

18	Student 18	70	80
19	Student 19	60	90
20	Student 20	60	80
21	Student 21	70	70
22	Student 22	50	70
23	Student 23	50	70
24	Student 24	70	90
25	Student 25	80	90
26	Student 26	50	70
27	Student 27	40	60
28	Student 28	60	80
29	Student 29	70	90
30	Student 30	60	80
31	Student 31	70	80
32	Student 32	50	80
33	Student 33	70	90

34	Student 34	60	70
35	Student 35	70	90
36	Student 36	50	60
37	Student 37	60	80
	TOTAL	2040	2770
	MEAN	55.14	74.86

It could be seen from the table above that the scores of students' pre-test and post-test were different. The mean score of the students' in the pre-test was 55.14 with the lowest score of 30 and the highest score of 80, while the mean score of students' in the post-test was 74.86 with the lowest score of 60 and the highest score of 90.

a. Pre-test Result of Students' Reading Comprehension

Based on Reading Comprehension criteria, the performance of students' Reading Comprehension could be classified to the following criteria:

Table 4.2

Criteria of Students' Pre-test Reading Comprehension

CRITERIA	SCORE
-----------------	--------------

Excellent	5 (90-100)
Good	4 (76-89)
Enough	3 (66-75)
Poor	2 (40-65)
Very Poor	1 (00-39)

Table 4.3

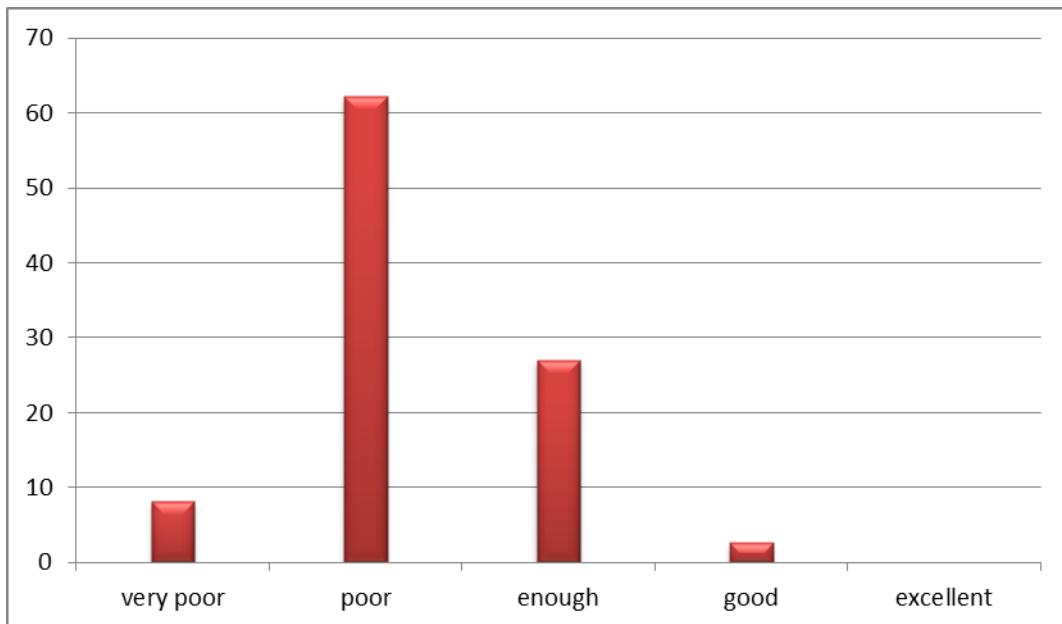
Experiment Class Students' Pre-test Reading Comprehension Result

Students' Reading Comprehension Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	0	0%
Good	1	2.70%
Enough	10	27.02%
Poor	23	62.16%
Very Poor	3	8.10%

From the table above, it can be described that in the Experimental Class for Pre-test Reading Comprehension Result, 3 Students were very poor (8.10%), 23 students were poor (62.16%), 10 students were enough (27.02%), 1 student was good (2.70%). There were no Students got excellent (0%).

Figure 4.1

Experimental Class Pre-test Reading Comprehension Result Chart



b. Post-test Result of Students' Reading Comprehension

Post-test result of students' Reading Comprehension assessments

The following table 4.5 presents students' post-test results:

Table 4.4

Experiment class students' posttest result

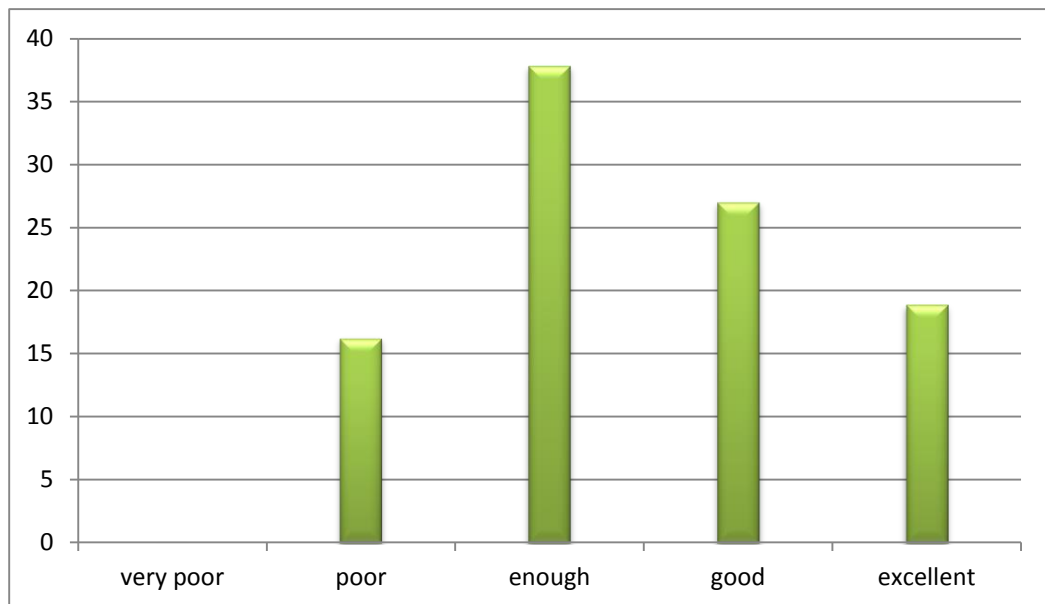
Students' Reading Comprehension Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	7	18.91%
Good	10	27.02%

Enough	14	37.83%
Poor	6	16.21%
Very Poor	0	0%

Table 4.5 above, described that 6 students were poor (16.21%), 14 students were enough (37.83%), 10 students were good (27.02%), 7 students were excellent (18.91%) and no one off all students get very poor.

figure 4.2

Experimental Class Post-test Reading Comprehension Chart



2. The Analysis of Data

After comparing the scores of pre and post-test scores, the writer made an analysis of the data from the results, as follows:

a). Normality Test

		Unstandardized Residual
N		37
Normal Parameters	Mean	.0000000
	Std. Deviation	5.82627695
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.082
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the calculation table data normality, the pre-test and post-test scores showed significant (2-tailed) results of $0.200 > \alpha (0.05)$ where the significance score was higher than $\alpha = 0.05$. It means the data of pre and post-test in experimental group is normal. Therefore the used data in this study is normal so that the data can be preceded to the next statistical test.

b). Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.14	37	13.462	2.213
	Posttest	74.86	37	9.894	1.627

From the second output, paired samples statistic, table showed average's score in pre-test was 55.14 while in the post test was 74.86, N referred to total amount of the sample, i.e. 37. Standard deviation showed the heterogeneous that occurred in the data before and after using Pre-Reading Plan (PREP) strategy were 9.894 and 13.462 and standard error of mean before and after using Pre-Reading Plan (PREP) strategy were 1.627 and 2.213.

c). Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	37	.808	.000

In the second output of paired samples, it can be seen that the significance score (0.00) < α (0.05), and can be concluded that there are significance correlation using Pre-Reading Plan (PREP) strategy and without using Pre-Reading Plan (PREP) strategy in the test.

d). Paired Samples Test

		Paired Differences			t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			

Pair 1	Pretest - Posttest	-19.730	7.988	1.313	-22.393	-17.066	-15.023	36	.000
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Based on the calculation above of t-test, this research data showed the significant results, it can be seen from the mean result of 19.73, in which standard deviation was 7.988, std. error mean was 1.313, lower interval was 22.39 and upper interval was 17.06, degree of freedom was 36, result of t-test was 15.02 and Significant (2-tailed) was $0.00 < \alpha (0.05)$. If the significance score is lower than $\alpha = 0.05$, it can be concluded that the different is significant and it was proven that H_0 was rejected and H_1 was accepted which means that there is an effectiveness of Pre-Reading Plan (PREP) Strategy To Improve Students' Reading Comprehension.

B. Interpretation

As the Researcher mentioned on Chapter II, the Researcher proposed the hypothesis as follows:

1. H_1 : There is an effectiveness of Pre-Reading Plan (PREP) strategy to improve students' reading comprehension.
2. H_0 : There is no effectiveness of Pre-Reading Plan (PREP) strategy to improve students' reading comprehension.

From the result presented above pre-test and post have significant difference score and it was proven by getting 2040 for

pre-test and 2770 for post-test. The average's pre-test score was 55.14 and average's post-test score was 74.86. It means that the variances of pre-test and post-test are dissimilar. Additionally, based on the statistical calculation above, it can be seen that there is obvious difference between the average score from the result of teaching reading comprehension using Pre-Reading Plan (PREP) strategy and without using it.

Based on paired Sample t-test table, t-score was 15.02, meanwhile pre-test and post-test score of the experimental class obtained the probability score or its significant (2-tailed) and it is equal 0.00 with significance level $\alpha = 0.05$ (2-tailed). Since the score is $0.00 < \alpha = 0.05$ the H1 was accepted and Ho was rejected.

From these results, the alternative hypothesis (H1) was accepted. In other words, it can be said that teaching vocabulary enrichment using Pre-Reading Plan (PREP) strategy to improve reading comprehension of 10th Social 3 at SMAN 12 South Tangerang was effective.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMAN 12 South Tangerang, the researcher concluded that through the implementation of Pre-Reading Plan (PREP) to the students, students' Reading Comprehension significantly showed improvement. It was proven by the dependent t-test result in pre-test and post-test. The result showed that the value of t_{obtained} was 15.024 and the value of t_{critical} was 0.05. It can be concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Therefore, it can be concluded that the use of Pre-Reading Plan (PREP) strategy improves students' Reading Comprehension. It gives significant effect on students' Reading Comprehension of ten grade students of SMAN 12 South Tangerang.

B. Suggestion

From the conclusion above, the researcher would like to give some suggestion for English Teacher, Students and other Researcher. The suggestions are as mentioned below:

1. For the students

- a. Students should be active to join the learning process held by the teacher regardless any method applied by the teacher.
 - b. Students should be cooperative enough to participate in class by learning Pre-Reading Plan (PREP) strategy in order to reach the intended goals.
2. For the English teachers
- a. Teacher should improve their strategy in teaching English especially in teaching listening.
 - b. Teacher should apply Pre-Reading Plan (PREP) strategy as one of alternative strategy to make teaching reading comprehension easier
 - c. Teacher should be active to accommodate students' difficulties in teaching learning process especially in reading comprehension
3. For the other researcher.

It is suggested for other researchers to do further research related to the application of Pre-Reading Plan (PREP) strategy with various subjects and variables. Thus it is hoped that the effectiveness of this strategy can be maximized.

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Appendix 1

The Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 12 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 45 menit (2 x Pertemuan)

A. Standar Kompetensi

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Indikator

- Mengidentifikasi gagasan utama dalam text.
- Mengidentifikasi gagasan pendukung dalam text.
- Mengidentifikasi informasi faktual dalam text.
- Menentukan makna dalam text.

D. Tujuan pembelajaran:

Pertemuan 1

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text, Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

Pertemuan 2

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text,

Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

E. Materi Pembelajaran

Text

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: "it will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

F. Metode Pembelajaran

Metode pembelajaran yang akan digunakan: PREP (Pre Reading Plan) strategy.

G. Langkah-langkah Pembelajaran

Pertemuan 1

a. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

b. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'Prambanan' pada siswa.
- Guru menanyakan tentang Prambanan pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

c. Penutup

- Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat.
- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

Pertemuan 2

d. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

e. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'Prambanan' pada siswa.
- Guru menanyakan tentang prambanan pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

f. Penutup

- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

H. Media dan Alat:

1. Alat : Spidol, papan tulis, kamus, kertas, buku.

I. Sumber Belajar

- a. Reading Text

J. Evaluasi

- Siswa dinilai dan kerepatan menjawab pertanyaan yang diajukan secara langsung.
- Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, 2 April 2018

Guru Mata Pelajaran,

Mahasiswa Penelitian,

Yosi Destira, S.Pd

Irawati Yuliasari

The Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 12 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 45 menit (2 x Pertemuan)

A. Standar Kompetensi

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Indikator

- Mengidentifikasi gagasan utama dalam text.
- Mengidentifikasi gagasan pendukung dalam text.
- Mengidentifikasi informasi faktual dalam text.
- Menentukan makna dalam text.

D. Tujuan pembelajaran:

Pertemuan 3

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text, Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

Pertemuan 4

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text, Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

E. Materi Pembelajaran
Text

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Answer the following questions based on the text above.

1. Who is being describe in the text?
2. How long have the writer and Dinda been friends?
3. What does Dinda look like?
4. What are her favourite clothes?
5. What kind of t-shirts does she likes?
6. Describe Dinda's personality briefly.

7. Why do many friends enjoy Dinda's company?
8. What is Dinda's bad habit?
9. What is Dinda's hobby?
10. How does the writer feel about Dinda?

F. Metode Pembelajaran

Metode pembelajaran yang akan digunakan: PREP (Pre Reading Plan) strategy.

G. Langkah-langkah Pembelajaran

Pertemuan 3

a. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

b. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'My best friend' pada siswa.
- Guru menanyakan tentang Prambanan pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

c. Penutup

- Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat.

- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

Pertemuan 4

d. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

e. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'My best friend' pada siswa.
- Guru menanyakan tentang prambanan pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

f. Penutup

- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

H. Media dan Alat:

2. Alat : Spidol, papan tulis, kamus, kertas, buku.

I. Sumber Belajar

- Reading Text

J. Evaluasi

- Siswa dinilai dan kerepatan menjawab pertanyaan yang diajukan secara langsung.

- Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, 2 April 2018

Guru Mata Pelajaran,

Mahasiswa Penelitian,

Yosi Destira, S.Pd

Irawati Yuliasari

The Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 12 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 45 menit (2 x Pertemuan)

A. Standar Kompetensi

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Indikator

- Mengidentifikasi gagasan utama dalam text.
- Mengidentifikasi gagasan pendukung dalam text.
- Mengidentifikasi informasi faktual dalam text.
- Menentukan makna dalam text.

D. Tujuan pembelajaran:

Pertemuan 5

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text, Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

Pertemuan 6

Setelah mempelajari materi ini, diharapkan siswa mampu: Menentukan gagasan utama dalam text, menentukan gagasan pendukung dalam text, menemukan informasi faktual dalam text, Memahami makna dalam text, berpartisipasi aktif selama proses kegiatan belajar berlangsung.

E. Materi Pembelajaran
Text

Visiting Niagara Falls

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are describe here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a ranbow of color is really amazing.

The second charm is **Maid of the Mist Boat Tour**. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here., too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend May until October 31st.

The Niagara Falls are renowned both for their beauty and as valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

Metode Pembelajaran

Metode pembelajaran yang akan digunakan: PREP (Pre Reading Plan) strategy.

F. Langkah-langkah Pembelajaran

Pertemuan 5

a. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

b. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'Niagara Falls' pada siswa.

- Guru menanyakan tentang Niagara Falls pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

G. Penutup

- Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat.
- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

Pertemuan 6

a. Kegiatan Pendahuluan

- Guru memberi salam
- Guru mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi.

b. Kegiatan inti

- Guru menanyakan judul mengenai teks yang akan dibaca.
- Guru memperlihatkan gambar dari cerita yang berkaitan dengan teks 'Niagara Falls' pada siswa.
- Guru menanyakan tentang Niagara Falls pada siswa yang mereka ketahui dan menulis kata-kata tersebut di papan tulis.
- Guru menceritakan dengan keras cerita kepada siswa (read aloud) dalam bahasa Inggris.
- Guru menginstruksikan kepada salah seorang siswa maju kedepan untuk membaca teks.
- Guru menulis kata-kata yang salah diucapkan oleh siswa.
- Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.

- Guru menanyakan pada siswa tentang kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.
- Siswa menjawab pertanyaan mengenai teks.

c. Penutup

- Guru menanyakan kesulitan materi yang diberikan
- Guru berdiskusi kesulitan materi dengan siswa
- Guru membuat dan memberikan kesimpulan kepada siswa.

H. Media dan Alat:

3. Alat : Spidol, papan tulis, kamus, kertas, buku.

I. Sumber Belajar

- a. Reading Text

J. Evaluasi

- Siswa dinilai dan kerepatan menjawab pertanyaan yang diajukan secara langsung.
- Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, 2 April 2018

Guru Mata Pelajaran,

Mahasiswa Penelitian,

Yosi Destira, S.Pd

Irawati Yuliasarl

Appendix 2

Pre Test Reading Comprehension

TANJUNG PUTING NATIONAL PARK

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers

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

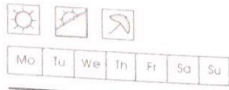
To see orang utans we should go to Camp Leakey . Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation sit. This camp was established by Birute Galdikas, an important scientist who has studied orang utans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

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

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

Answer the following questions based on the text above.

1. Where is Tanjung Puting National Park located?
2. Mention the incredible animals in Tanjung Puting National Park?



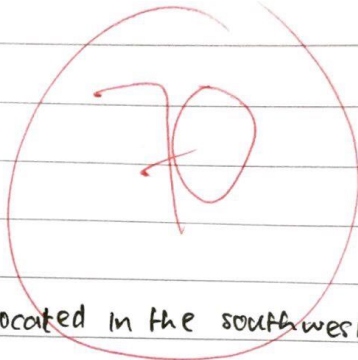
Memo No. _____

Date / /

Name : Sulisthan Denanty

class : X IPS 3

English



Answer

1. Tanjung Puting National is located in the southwest of central Kalimantan Peninsula.
2. There are Orang Utans and proboscis monkeys.
3. Tanjung Puting National Park offers impressive experience to its visitors.
4. Because camp Leaky in Tanjung Puting National
5. To reach the camp Leaky, we should take a boat down Sekonyer river.
6. The travelling in the boat offers another unforgettable experience. we sleep, cook, and eat in the flotok.
7. ex-captive is
8. It's very interesting, because in daylight, on the way to camp Leaky, we can see trees filled with proboscis monkeys. at the night, we can enjoy the clear sky and the amazingly bright stars as the only light for the night
9. The boat that offers another unforgettable experience. It feels like a journey to search for the orang utans.
10. forest

Appendix 3 Post Test Reading Comprehension

Visiting Niagara Falls

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are describe here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a ranbow of color is really amazing.

The second charm is **Maid of the Mist Boat Tour**. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here., too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend May until October 31st.

The Niagara Falls are renowned both for their beauty and as valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

Answer the following questions based on the text above.

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?



Memo No. _____

Date / /

Name : sulistian Denanty

Class : x IPS 3

English

90

Answer

1. between the canadian province of ontario and the USA'S state of new york.
2. Horseshoe fall , American falls and Bridal veil Falls.
3. get closer to the falls and go face-to-face with pounding water falls . they can get soaked on the Hurricane deck where they are just feet from the thundering waters.
4. NO they can't cause the boat operates mid . may until late october .
5. at niagara adventure theater .
6. Yes they can
7. a sanctuary for the preservation and appreciation of old science instrument and philosophical apparatus
8. life size wax figures portraying dramatic history of niagara falls are presented to guests .
9. at niagara's way museum of history .
10. maybe , if the weathe permits .

Appendix 4 Letter of University



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email: fip@umj.ac.id

Nomor : 071/F.8-UMJ/III/2018
Lamp : -
Perihal : Permohonan Penelitian

21 Maret 2018

Kepada Yth.,
Bapak/Ibu Kepala Sekolah
SMAN 12 Tangerang Selatan
di
Tempat
Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Irawati Yuliasari
Nomor Pokok : 2014850031
Program Studi : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul "The Effectiveness Of PREP (Pre-Reading Plan Strategy To Improve Reading Comprehension)."

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

*Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.*




Dekan,

Dr. Iswan, M.Si

Tembusan:

1. Sekolah ybs
2. Arsip untuk lampiran skripsi

Appendix 5
Letter of School

 **PEMERINTAH PROVINSI BANTEN**
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
SMAN 12 KOTA TANGERANG SELATAN
Jl. Cilenggang 1, Cilenggang, Serpong, Tangerang Selatan – Banten 15310
Telp. (021) 53161212 Fax (021) 53162011
Website: <http://www.sman12tangsel.sch.id>, email: sman12tangsel@yahoo.co.id


SURAT KETERANGAN
Nomor: 423.6/317/Kurikulum

Yang bertanda tangan di bawah ini Kepala SMA Negeri 12 Kota Tangerang Selatan, Menerangkan bahwa:


Nama : Irawati Yuliasari
NIM : 2014850031
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melakukan Penelitian di SMA Negeri 12 Kota Tangerang Selatan dengan judul "*The Effectiveness of PREP (Pre-Reading Plan) To Improve Reading Comprehension*".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

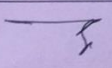
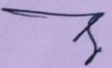
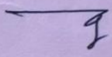
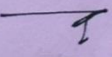
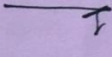
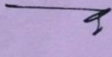

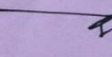
Tangerang Selatan, 3 April 2018
Kepala Sekolah

HM. Syamsudin, ITS., M.Pd
Pembina IV (a)
NIP. 19820502 198602 1 002

Appendix 6
Guidance Consultant Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Irawati Yuliasari / 2014850031
Masa Bimbingan : 30 NOVEMBER 2017- 30 MEI 2018
Program Studi : PBI
Judul Skripsi : *Using Three Steps Interview Strategy to Improve Speaking Skill*
Pembimbing : Lidiyatul Izzah, M.Pd.

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	7 Dec 2017	Discussing title and chapter & revise	
2.	8 Jan 2018	revise and change the research title	
3.	16 Jan 2018	chapter 2 : revise problem of the study	
4.	1 Feb 2018	chapter 1 : see chapter ii : revise theoretical framework	
5.	3 feb 2018	chapter ii : see	
6	5 feb 2018	chapter iii : revise research instrument	
7	7 february 2018	chapter iii : see allowed to ask for revision and conducting the research with the title  21/18	

* THE EFFECTIVENESS OF PREP (PRE-READING PLAN) STRATEGY TO IMPROVE READING COMPREHENSION (VIEWING PICTURES AND QUESTIONING)

No	Tanggal	Uraian	Paraf Pembimbing
8.	Feb. 10, 2018	Consulting → research instrument	
9.	Feb 14, 2018	chapter 10 : collecting data of pre-test	
10.	Feb 17, 2018	chapter 10 : Analyzing data of pre-test.	
11.	Feb 19, 2018	chapter 10 : Interpretation revise	
12.	March 7, 2018	chapter 10 : see chapter 0 : Rewrite	
13.	March 14, 2018	chapter 0 : see	
14.	April 4, 2018	chapter 1-0 : see appendix : revise reference	
15.	April 7, 2018	appendix : see.	
16.	April 18, 2018	see, allowed to register her final defense	


Mengetahui :
Ketua Program Studi

Zaitun, M.Pd.

Pembimbing

Lidiyatul Izzah, M.Pd.

Appendix 7
Witnessed Thesis Examination

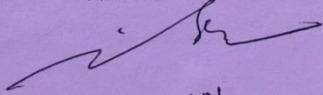


UNIVERSITAS MUHAMMADIYAH JAKARTA
 FAKULTAS ILMU PENDIDIKAN
 Jl. KH. Ahmad Dahlan Cipinang - Ciputat, 15419. Telp. 7442028 Fax. 7442330
 Website: <http://www.fipumj.ac.id> Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Irawan Yuliasari
 NIM : 2014850031
 Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Sabtu, 6 Januari 2018	Hanny Muazizah	Enriching Students' Vocabulary Through Diagram Implementation	<i>[Signature]</i>
2	Sabtu, 6 Januari 2018	Dianita Martapurpita	Using English Teens Magazine Towards Students's Reading Comprehension	<i>[Signature]</i>
3	Sabtu, 6 Januari 2018	Ameerah Make	The Effectiveness of Using Instagram Photo Caption in Teaching writing Descriptive Text.	<i>[Signature]</i>
4	Sabtu 6 Januari 2018	Nevi Anggraeni	The Effectiveness of Homophone games to improve student's pronunciation.	<i>[Signature]</i>
5	Sabtu 6 Januari 2018	Rahamee Che Lek	The effectiveness of using Instagram students' Vocabulary Pronunciation Ability through phonics poster material.	<i>[Signature]</i>
6	Sabtu 6 Januari 2018	Padeela Kaso	The Correlation Between students' Motivation in Learning Their english speaking skill	<i>[Signature]</i>
7	Senin 12 Februari 2018	Ulfiah Zeins	Using Tic Tac Toe Game to Improve students Grammar understanding on simple Past tense at The Eight of JHS	<i>[Signature]</i>
8	Senin 12 Februari 2018	Maulana Nur Hidayat	The Effectiveness Raft Technique in Teaching Writing recount Text at Eight Grade of Junior High school.	<i>[Signature]</i>
9	Senin 12 Februari 2018	Solihin Hagy Hakim	Improving The students' reading Comprehension Through Listen - read - Discuss (LRD) strategy	<i>[Signature]</i>
10	Senin 12 Februari 2018	Linda Lestari	Enhancing students' speaking Skill through Werewolf Game	<i>[Signature]</i>

Mengetahui,
 Ka. Prodi,

 Zaitun, M.Pd

Appendix 8 Letter of Validation

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Yosi Destira, S.Pd
Instansi : SMAN 12 Kota Tangerang Selatan
Jabatan : Guru Bahasa Inggris

Telah membaca instrument penelitian berupa soal uji untuk kerja pre-test dan post-test yang akan digunakam dalam penelitian skripsi dengan judul "**The Effectiveness Pre-Reading Plan (PREP) Strategy To Improve Students' Reading Comprehension**" oleh penulis :

Nama : Irawati Yuliasari
NIM : 2014850031

Instrumen penelitian ini telah diuji kelayakannya serta dapat digunakan dalam pengumpulan data lapangan.

Tanggal, 28 maret 2018

Validator



Yosi Destira, S.Pd

Appendix 9
Documentation Photo







Appendix 10
Curriculum Vitae

CURICULUM VITAE

Curriculum Vitae (CV)

PERSONAL DATA

Name : Irawati Yuliasari
Time and Place of Birth : Tangerang, 07 July 1996
Gender : Female
Religion : Islam
Height : 160 cm
Weight : 52 kg
Address : Jl. Raya Puspiptek Gg. H. Saikem RT.
001/002 No. 40 Kademangan, Setu –
Tangerang Selatan

Marital Status : Not Married
Phone Number : 0896-0293-9346
Email : irawatiyuliasari1@gmail.com

EDUCATIONAL BACKGROUND

2002-2008	SD Negri Kademangan 1	-
2008-2011	MTs. Serpong	-
2011-2014	SMA Negri 12 Tangerang Selatan	Science
2014-Now	Muhammadiyah Jakarta University	English Education

WORK EXPERIENCE

2013-2014	Employees	Nayla's counter
2016-2018	Teacher	Homeschooling Primagama

