SKRIPSI

IMPROVING THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 7 PINRANG THROUGH READ, EXAMINE, DECIDE, WRITE (REDW) STRATEGY

By

INTAN PRATIWI
Reg Num. 14.1300.114

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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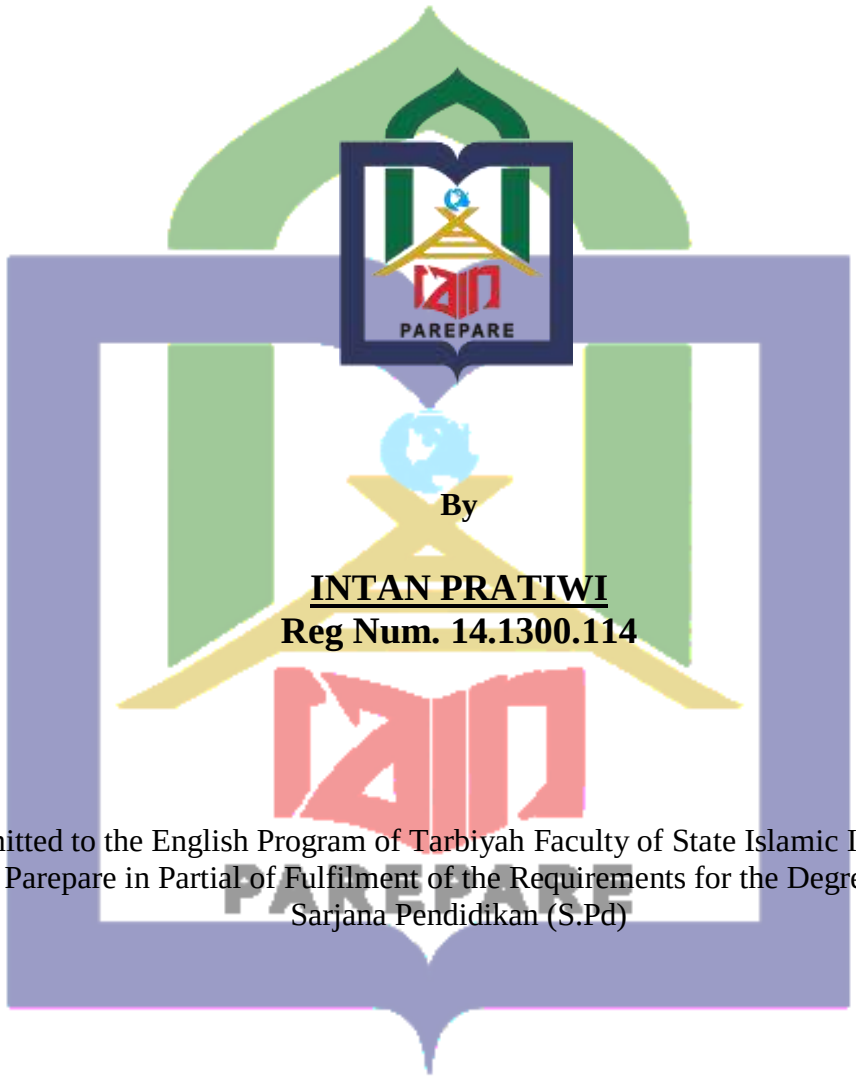

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INTAN PRATIWI
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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SKRIPSI

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

INTAN PRATIWI
Reg Num. 14.1300.114

to

ENGLISH PROGRAM
TARBIYAH FACULTY
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2019

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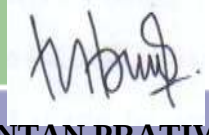
this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, February 14th 2019

The Researcher



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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Tittle of Skripsi : Improving the Students' Reading Comprehension at the Tenth Grade of SMKN 7 Pinrang Through Read, Examine, Decide, Write (REDW) Strategy.

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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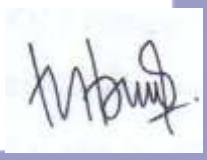

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ABSTRACT

Intan Pratiwi. *Improving the Students' Reading Comprehension at the Tenth Grade of SMKN 7 Pinrang Through Read, Examine, Decide, Write (REDW) Strategy, English Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Hj. Nanning and Ismail Latief)

Reading is very important comprehension in learning English. There are many strategy that can be used by teachers to improve the students' reading comprehension, but there are many obstacles they have in using learning strategy. The problem arise when many students got bored in reading. They have limited vocabularies which make them have low motivation to read the text. To solve this problem, the researcher used Read, Examine, Decide, Write (REDW) Strategy as a strategy to improve the students' reading comprehension. This strategy was chosen to find out main idea in each paragraph reading assignment and also make students were active in the class. The purpose of this study was to find students' reading comprehension before and after the learning process using Read, Examine, Decide, Write (REDW) Strategy.

The design in this research was pre-experimental with pre-test and post-test design. The population of this research was the tenth grade students of SMKN 7 Pinrang. There are 169 students and they were divided into six classes. The sample was taken by using purposive sampling. The researcher took the class X Perikanan.1 which was consists of 30 students as the sample in this researcher.

The result in this research was indicated that there was improvement of the students' reading comprehension. It was indicated by the students' mean score of post-test (75.47) was greater than pre-test (34.83). Even, for the level significant (p) 5% and df = 29, and the value of table is 1.699, while the value of t-test is 16.31. It means that the t-test value was greater than t-table ($16.31 \geq 1.699$). Thus, it can be conclude that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Keywords: Reading comprehension, and read, examine, decide, write (REDW) strategy.

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CHAPTER I
INTRODUCTION

1.1 Background

English is general knowledge widely used in the world. Realizing the importance of english mastery in improving the quality of human resource, the government of indonesia has decided that english is one of the compulsory subjects especially for junior, senior high school and even in elemantary school.

In Indonesia, teaching english as a foreign language give priority to the four skills namely; listening, speaking, reading, and writing. The four skills mentioned are diveded into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge , especially in comprehending reading text.[1] That is why the researcher focuses her attention on one of these skills that is reding.

As we know that most of book, mass media and article us english. Reading is very important to anybody who wants progress. Everyone should have the comprehension to read expecially in english because most of the scientific books are written in english. The people should be active to read in english to make them costantly receive thoughts or ideas from what they have read. Through reading, people can also obtain information which can help them understand and solve various problems which come constantly in their lives. It is therefore important that students who want to develop their knowledge should have ability in reading and comprehending some books, magazine, newspaper and other reading materials in which they can enlarge their knowledge in many fields of science.

[1]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991), p.16.

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Based on the observation and interview that had been done by the researcher at SMKN 7 Pinrang, the researcher found that the students reading comprehension was poor and the students have low motivation in learning English based on the statement of the teacher. Many students got bored in reading. They have limited vocabularies which make them have low motivation to read the text. From the teacher, the teacher do not provide appropriate teaching strategy. The teacher just uses monotonous strategy to teach all the texts. As we know, different materials have different difficulties. Therefore, the teacher needs a certain strategy to make the students able to comprehend a text and enjoy their learning process.

Responding to the students' problem in reading comprehension above, Read,Examine,Decide,Write (REDW) Strategy was proposed to be implemented. Gupta stated that REDW is a good strategy to use finding the main idea in each paragraphf reading assignment.[2] Using this strategy will help the students comprehend the information contained in their assignment. It forces the students to interact with the text. It provides students opportunity to be active in the class, students are motivated to improve their ideas or opinion through asking some questions and answering to find out main ideas that a paragraph points out in reading task.

Based on the reason above the researcher was carried out a study entitled *"Improving the Students' Reading Comprehension at the Tenth Grade of SMKN 7 Pinrang Through Read, Examine, Decide, Write (REDW) Strategy."*

1.2 The Problem Statement

[2]Sadhana Gupta, *Communication Skills And Functional Grammar,* (New Delhi: University Science Press, 2008), p.80.

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Based on the background of the research, the problem statement of this research was formulated as the following:

"Can the use of Read, Examine, Decide, Write (REDW) Strategy improve the students' reading comprehension at the tenth grade of SMKN 7 Pinrang?"

1.3 Objective of the Research

Based on the problem statement of the research, the objective of the research was to find out whether or not the using of Read, Examine, Decide, Write (REDW) Strategy could improve the students' reading comprehension at the tenth grade of SMKN 7 Pinrang"

1.4 Significance of the Research

The following of this research are expected to provide more information for the readers.

1.4.1 For the students

Students who want to solve their problems in reading descriptive and recount texts.

1.4.2 For the teachers

The teachers who want to develop their students' ability in reading comprehension especially in reading descriptive and recount text.

1.4.3 For the researcher

This research is expected to be useful information to the next researcher in improving the reading comprehension.

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CHAPTER II
REVIEW AND RELATED LITERATURE

This section presents the theories that are related to the study. This section was divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

2.1 Some Pertinent Idea

2.1.1 The Concept of Reading

2.1.1.1 Definition of Reading

Most linguists had made definition of reading base on their point of view. There a lot of definitions of reading, some of them was presented as follows:

According to Parel and Jain"reading is an important activity for expanding knowledge ofa language. By reading, students can increase their knowledge of certain subjects."[3]

Albert J. Harris and Edward J. Sipay state that "Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer."[4]

Albert J. Harris and Edward J. Sipay state that "Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers'

[3]Dr. M. F. Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools & Technique).*(Jaipur : Sunrise Publisher, 2008), p. 113-114.

[4]Albert J. Harris and Edward J. Sipay, *How to Increase ReadingAbility* (New York : Longman Inc, 1975). p.8.

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perceptual skills, decoding skills,experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read., The total process is a Gestalt, or whole; a serious flaw in any major function or part may pevent adequate performance."[5]

Nunan states that "reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation."[6]

According to William Grabe, "Reading is a processwhen reader learn something from what they read and involve it in an academic context as a part of education."[7]

Based on the explanation above, the researcher conclude that reading is a process to identify main idea from each paragraph to get information on the text reading which it involves a complex activity: perception, word recognition and comprehension.

2.1.1.2 Kinds of Reading

In English language teaching, there are three kinds of reading, namely: reading aloud, silent reading, and speed reading.

2.1.1.2.1 Reading Aloud

According to Tinker, reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the words and having good information about every sentence in the passage.[8]

[5]Albert J. Harris and Edward J. Sipay, *How to Increase ReadingAbility* (New York : Longman Inc, 1975). p.10.

[6]David Nunan, *Language Teaching Methodology.* (New York : Prentice Hall, 1991), p.72.

[7]William Grabe, *Reading in a Second Language:Moving from Theory to Practice*, (New York : Cambridge University Press, 2009), p.5.

[8]Tinker. A. Miles and cullogh, M, Mc, Constances, *Teaching Vocabulary Elementary Reading*. (New Jersey: Printice-Hall Inc. Englewood Cliffs: 1975), p.5.

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2.1.1.2.2 Silent Reading

Silent reading is far more frequently measured than is oral reading, primarily because silent reading test are less time-consuming and require less expertise. Because they are employed so often, it is important to understand what silent reading tests really measure, as well as their limitations.[9]

2.1.1.2.3 Speed Reading

Kustaryo said that the kind of this reading is use to improve speed and comprehension in reading. This skill is very important for students. The skill of speed reading must run the side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading a story or narrator will be different from the reading scientific materials.[10]

2.1.1.3 Technique of Teaching Reading

Smith and Jonhson states that in English language, there are three kinds for reading technique, they are:[11]

2.1.1.3.1 Survey Reading

In survey reading, a reader surveys some information that they want to get. Thus, before reading process, a reader must set what kind of information the reader needs.

2.1.1.3.2 Skimming

Skimming is technique used to need for the gist of what the outhor is saying without

[9]Albert J. Harris and Edward J. Sipay, *How to Increase ReadingAbility* (New York : Longman Inc, 1975). p.189.

[10]Kustaryo, Suherah, *Reading Technique for College Student* (Departement Pendidikan dan Kebudayaan: 1988), p.5.

[11]Smith, J, Richard & Johnson, D, Dale, *Reading Instruction for Today's Children*, United States of America: Printice Hall, Inc. 1980. P.402.

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a lot of detail. This is used if the reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique for getting information to satisfy certain reading purpose rapidly.

2.1.1.3.3 Scanning

Scanning also technique to finding also information without reading the entire selection, Smith Johnson, 1980: 402. When a reading need a locate a specific information, he might read carefully to find information that they read.

2.1.1.4 The Importance of Reading

There are five reasons that why reading become importance to the students in new language, they are:

2.1.1.4.1 Reading helps you learn to think in the new language

2.1.1.4.2 Reading helps you build better vocabulary

2.1.1.4.3 Reading makes you more comfortable with written English, you can write better English if you feel comfortable with the language.

2.1.1.4.4 Reading may be the only way for you to use English if you live in a non-English speaking country.

2.1.1.4.5 Reading can help if you plant to study in English-speaking country.

2.1.1.5 The Purpose of Reading

Grabe and Stoller state the purpose of reading as follow:[12]

2.1.1.5.1 Reading to search for simple information.

In reading to research, we typicallyscan the text for a specific piece of information or a specific word.

[12]William Grabe, Fredricka L. Stoller, *Teaching and Researching Reading* (London: Pearson Education Longman, 2002), p.13.

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2.1.1.5.2 Reading to skim quickly.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and than using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.1.1.5.3 Reading to learn from texts.

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

2.1.1.5.4 Reading to integrate information, write and critiques texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

2.1.1.5.5 Reading for general comprehension.

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reason. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

2.1.2 The Concept of Reading Comprehension

In this research, we must know about Reading Comprehension first like the

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definition, and types of Classroom Reading perfomance.

2.1.2.1 Definition of reading Comprehension

Reading with comprehension is variously defined both practice and theory. Reading comrehension is something defined by comprehension tests. If a test says it measures comprehension, whatever that test happen to measure became what comprehension is supposed to entail.[13] Reading comprehension as composed of a multiple number of skills and abilities those are interrelated and interdependent.[14]

Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedely distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.[15]

2.1.2.2 Skill of Reading Comprehension

The following model adapted from Nila Banton Smith divides the comprehension skills into four categories. Ecah categoriy is cumulative in that each builds on the others. The four comprehension categories are literal comprehension, interpretation, critical reading, and creative reading.

2.1.2.2.1 Literal Comprehension (Reading the lines)

[13]Alexander, dkk, *Teaching Reading*, (USA: Little, Brown, and company, 1977), p. 133.

[14]Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981), p.238.

[15]Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981), p.242.

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Literal comprehension represent the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skill than the other three levels. Answer to literal questions simply demand that the pupil recall what the book says.[16]

2.1.2.2.2 Interpretation (Reading between the lines)

Interpretation is the text step in the hierarchy. This categories demands a higher level of thinking because the questions are concerned with answer not directly stated in the text but suggested or implied. To answer question at the interpretive level , readers must have problem solving ability and be able to work at various levels of obstraction. The interpretive level is the one at which the most confusion exists when it comes to categorizing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or other. However, by grouping all the interpretive reading skills under infrence, "some of the most distinctive and desirable skills would become smothered and obscured."[17]

2.1.2.2.3 Critical Reading (Reading beyond the lines)

Critical reading is at a higher level that the other two categories because it involves evalution, the making of a personal judgment on the accuracy, value, truthfulness of what is read. To able to make judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skill as the ability to differentiate between fact and opinion, the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques. Critical reading is related to critical

[16]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.208.

[17]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

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listening because they both require critical thinking.[18]

2.1.2.2.3 Creative Reading

Creative reading use divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternate solutions to those presented by the writer.[19]

2.1.3 The Concept of Read, Examine, Decide, Write (REDW) Strategy

In this part, the researcher construct in her research about the definition about Read, Examine, Decide, Write (REDW) Strategy, the steps of Read, Examine, Decide, Write (REDW) Strategy.

2.1.3.1 Definition of Read, Examine, Decide, Write (REDW) Strategy

Read, Examine, Decide, Write (REDW) Strategy was effective in teaching reading comprehension because it help guide the students while finding main idea in each paragraph of reading assignment and this strategy helps in comprehending the information contained in the reading text and also could encourage the students' interest, enthusiasm and motivate the students to be more active in reading activity.[20] Teaching reading comprehension through Read, Examine, Decide, Write (REDW) Strategy can improve students' achievement in reading comprehension.[21]

The implementation of Read, Examine, Decide, Write (REDW) Strategy can help the

[18]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

[19]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.209.

[20]Rosmelia Purba, Teaching Reading Comprehension by Using REDW (Read, Examine, Decide, Write) to the Tenth Grade Students of SMA Kader Pembangunan Baturaja, (Sumatera Selatan: Teacher Training and Education Faculty Unbara University, 2010)

[21]Hutagaol, Novinta Nurti. "Improving Students' Achievement in Reading Comprehension Through Read-Examine-Decide-Write (REDW) Strategy". (A Thesis) (unpublished Thesis; English Department, Faculty of Languages And Arts, State University of Medan, 2012)

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students to be active in teaching-learning process. The student gets motivation to improve their ideas through asking some questions and answering to find out main ideas. The students find it easier in interpreting and deriving the meaning of a text that they read.

Read, Examine, Decide, Write (REDW) is primarily intended for reading materials that the individual is having difficulty understanding. The using of Redw Strategy is to help students understand the information in reading comprehension.[22] As a result, Redw is usually used for textbooks or other material that the individual cannot understand even though the indvidual has attempted to understand the information by reading the material very slowly and carefully.

Read, Examine, Decide, Write (REDW) is a good strategy to use finding the main idea in each paragraphf reading assignment.[23] Using this strategy will help the students comprehend the information contained in their assignment. It forces the students to interact with the text. It provides students opportunity to be active in the class, students are motivated to improve their ideas or opinion through asking some questions and answering to find out main ideas that a paragraph points out in reading task. So Read, Examine, Decide, Write (REDW) Strategy is a reading stratgy that is used specially to find the main idea in the text by following the steps that are provided.

Based on previous definition above can be concluded that Read, Examine, Decide, Write (REDW) Strategy is a good strategy to use by the students to comprehend the information contained in reading materials.

2.1.3.2 Steps of Read, Examine, Decide, Write (REDW) Strategy

[22]http://studyskills6.wikispaces.com/REDW. Retrieved on June, 6, 2010. 10:25

[23]Shadana Gupta, *Communication Skills And Functional Grammar*, (New Delhi: University Science Press, 2008), p.80.

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Each of the letters in REDW Strategy stands for a step in the strategy. It means that there are four steps in this strategy. Those are:

2.1.3.2.1 Read

Read is the first process when the reader to comprehend the text. Reading purpose is to get information or knowledge. When the reader wants to get a something in the text, the reader should read. The students read the entire paragraph to get an idea of what the paragraph is about. Purpose of reading is search the meaning. After the students read and get the general idea of what the paragraph is about, after they go to examine.

2.1.3.2.2 Examine

Examine is second process when the reader comprehend the text. The purpose of examine is to identify the word in the text. The students examine each sentence in the paragraph to identify the important words. Ignore the words that are not needed to tell what the sentence is about. If they are allowed to, draw a line through the words to be ignored. For each sentence, write on a sheet of paper the words that tell what the sentence is about.

2.1.3.2.2 Decide

Decide is the process to make sure the reader what they need in the next. The students reread the words for each sentence in the paragraph. Decide which sentence contains the words student writes that best describe the main idea of the paragraph. The other words student wrote are the supporting details for the main idea. Even answer the questions that have been prepared by teacher.

2.1.3.2.3 Write

The last is writing. The student writes the main idea for each paragraph in their

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notebook. This will provide the student with a written record of the most important ideas you learned. This written record will be helpful if the student has to take a test that covers the reading assignment.

Practicing the steps of Read, Examine, Decide, Write (REDW) strategy really helped the students to find the main idea of paragraph in easily and comprehend the information contained in their assignment. It can facilitate the students to share their information and understanding of the reading text. So, they could find the right information and comprehend the writer's meaning better. They could discover the right meaning of the text. It is like what it should be in reading comprehension. Successful comprehension involves the reader who can discover the meaning.[24]

Read, Examine, Decide, Write (REDW) strategy helped the students to find a particular piece of information, solve a problem through reading, work to understand an idea or follow a set of direction. Read, Examine, Decide, Write (REDW) strategy facilitated them to formulate their reading comprehension processes maximally. This strategy could be used to assess deep understanding of students through questioning and also analyze the problem to get the main idea about the problem.

2.2 The Previous Releated Research Findings

There were some researcher who have conducted reading comprehension. They are as in the following:

Ake Andriani in her research entiteld "A Comparative Study on Reading Comprehension Between The Students Taught by Using Read, Examine, Decide and Write (REDW) Strategy and Those Taught by Using Conventional Technique at The Grade Eleven

[24]Ananda Mega Ayu Lore "The Effect of Using Read-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension" (Unpublished Skripsi; University of Muhammadiyah Sumatera Utara: Medan, 2017).

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Students of SMA N 1 ENOK". According to the result of the hypothesis testing, there is significant difference between teaching by using Read, Examine, Decide, Write (REDW) Strategy and conventional technique. Teaching reading by using Read, Examine, Decide, Write (REDW) Strategy is effective to improve students' reading comprehension achievement at grade eleven of SMA N Enok.[25]

Masagus Firdaus in his research entiteld "Pengajaran Pemahaman Membaca Menggunakan Strategi REDW (read-examine-decide-write)". This researcher used a Pre-Experiment method. The mean score of post-test is higher in pre-test. This can mean that Read, Examine, Decide, Write (REDW) strategy is very appropriate when applied to students.[26]

Susiana in her research entiteld "Improving Students' Reading Comprehension by Using REDW (Read, Examine, Decide, Write) Strategy to The Tenth Grade Students of MA Al-Muawwanah Gunung Megang Muara Enim Sumatera Selatan". This researcher used a quasi experimental method.Based on the result of pre-test to post-test, Read, Examine, Decide, Write (REDW) strategy significantly improves students' reading comprehension achievement to the tenth grade students. It is provide by the mean score of post-test is higher in pre-test. It means that Null hypotesis(H_0) was accepted and the altenative hypotesis(H_a) was rejected.[27]

[25]Ake Andriani "A Comparative Study on Reading Comprehension Between The Students Taught by Using Read, Examine, Decide and Write (REDW) Strategy and Those Taught by Using Conventional Technique at The Grade Eleven Students of SMA N 1 ENOK" (Unpublished Thesis; UIN Sultan Syarif Kasim Riau: PekanBaru, 2012).

[26]Masagus Firdaus "Pengajaran Pemahaman Membaca Menggunakan Strategi REDW (read-examine-decide-write)" (Unpublished; Yayasan-FKIP Universitas PGRI: Palembang, 2013)

[27]Susiana "Improving Students' Reading Comprehension by Using REDW (Read, Examine, Decide, Write) Strategy to The Tenth Grade Students of MA Al-Muawwanah Gunung Megang Muara Enim Sumatera Selatan" (Unpublished; UIN Raden Fatah: Palembang, 2014)

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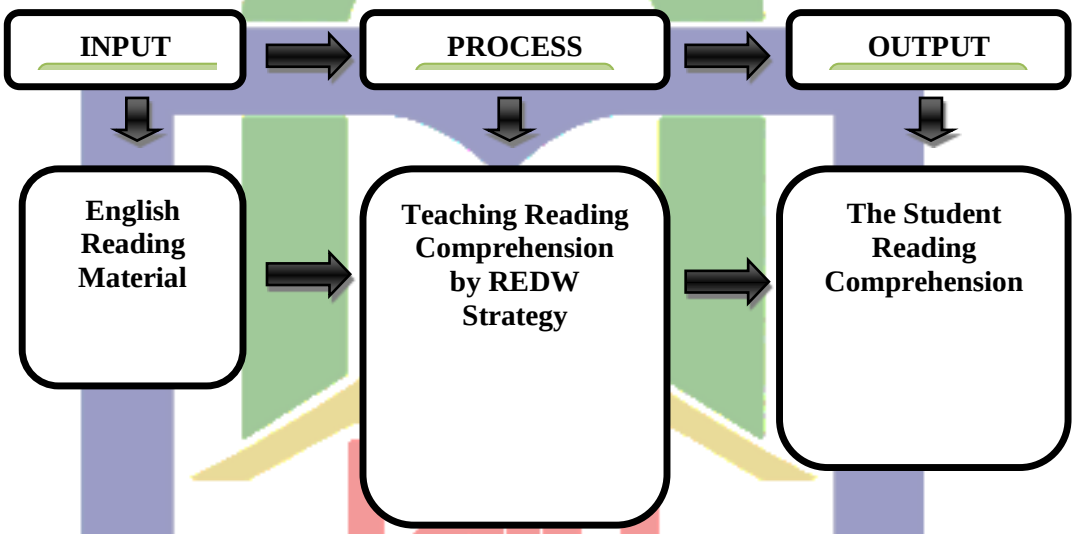
Based on the previous related findings, the researcher concluded that in teaching reading, the teachers were expected to use various strategies in order to improve students' reading comprehension. But in this research, the researcher justfocused on the use making Read, Examine, Decide, Write (REDW) Strategy to improve students' reading comprehension.

2.3 Conceptual Framework

The conceptual framework underlying this research was given the following diagram:



In the diagram above, there were three elements as following :

Input : It refers to the materialthat is applied.

Process : It refers to the teaching and learningof reading materialby using read, examine, decide, write (REDW) strategy.

- Read: The students read the entire paragraph to get an idea of what the paragraph is about.
- Examine:The students examine each sentence in the paragraph to identify the important words.

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- Decide:in decide, the students are asked to determine meaning words, main ideas, even answer questions that have been prepared by teacher.
- Write: The student writes the main idea for each paragraph in their notebook. This written record will be helpful if the student has to take a test that covers the reading assignment.

Output : it refers to the students' reading comprehension.

2.4 Hypothesis

Based on the conceptual framework, then formulated the hypothesis that:

2.4.1 Null Hypothesis (H_0): The use of Read, Examine, Decide, Write (REDW) Strategy is not able to improve the students' reading comprehension.

2.4.2 Alternative Hypotesis (H_a): The use of Read, Examine, Decide, Write (REDW) Strategy is able to improve the students' reading comprehension.

2.5 Variable and Operational Definition

2.5.1 Variable

There were two variable in this research, they areindependent variable and dependent variable. Independent variable was Read, Examine, Decide, Write (REDW) Strategy and dependent variable was reading comprehension.

2.5.2 Operational Definition

2.5.2.1 Reading comprehension is the students understanding to the contents of the reading that is intended to retell and then answer according of the reading.

2.5.2.2 REDW Strategy is a good strategy to use while finding the main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text. The letters in REDW stand for Read, Examine,

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Decide and Write.

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CHAPTER III
RESEARCH METHOD

3.1 The Research Design

In this part, this research used *pre-experimental* with pre-test and post-test design. The researcher done in the class and met with students directly in the class through learning process. The design was presented as follow :

$$E = O_1 \; X \; O_2$$

Where:

E : Experimental

O_1: Pre-test

X : Treatment

O_2: Post-test[28]

3.2 Location and Duration of the Research

The location and duration of the research are described as the location and the time of the research. The research took place at SMKN 7 Pinrang. The writer done the research more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population is "the whole of the object of research which can be human, animal,

[28]Sugiyono, *Metode Penelitian Pendidikan*: pendekatan Kuantitatif, Kualitatif,R&D, (Bandung: Alfabeta, 2014) , p.111

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plant, air, symptom, value, events, attitude of life, etc. So this object can be the source of research data.[29]

The population of this research was the tenth grade students of SMKN 7 Pinrang in academic year 2018/2019. There are 169 students and they were divided into six classes.

Table 3.1 The total students of the tenth grade at SMKN 7 Pinrang

No.	Class	Sex		Total
		Male	Female	
1	X Multimedi.1	14	20	34
2	X Multimedia.2	11	25	36
3	X Perikanan.1	16	14	30
4	X Perikanan.2	14	15	29
5	X Perikanan.3	15	15	30
6	X Nautika Kapal Niaga	10	-	10
Total		**80**	**89**	**169**

(Source: Administration of SMKN 7 PINRANG)

3.3.2 Sample

Sample as defined as a number of member selected from the population.[30] ,Based on the population above. The researcher used purposive sampling technique. The researcher took the class X Perikanan.1 which was consists of 30 students as the sample in this research. The class was chosen because it suits the research need. The research would be easily done if the students had English basic comprehension, and X Perikanan.1 could fulfill it.

[29] Burhan Bungin, *Metodologi Penelitian Kuantitatif. : Komunikasi, Ekonomi, dan Kebijakan, Publik serta Ilmu-ilmu Sosial lainnya* (Jakarta: Kencana, 2008), p. 99

[30] Juliansyah Noor, Metodologi Penelitian Skripsi, Tesis, Disertai & Karya Ilmiah (Prenada Media)

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3.4 Instrument of the Research

The researcher used reading test as the instrument of the researcher to measure the reading comprehension of the students. The reading test had two kinds, they were true-false and essay test. The true-false test consists of 5 numbers, the score of the correct answer was get 1 and the incorrect was get 0. The essay test consists of 5 numbers, the score which was given was different each number based on the difficulty level. It was start from 10 until 30.

3.5 Procedure of the Collecting Data

The researcher used more procedures to collect data to determine the result of the research. The procedures of collecting data in this research were:

3.5.1 Pre-test

The researcher gave pre-test to the students before giving treatment to define the reading comprehension of student. The allocation time of the pre-test was 80 minutes and monitored by the writer.

3.5.2 Post-test

The post-test gave after the students getting the treatment. It was to know significant difference between the students' comprehension before and after applying Read, Examine, Decide, Write (REDW) Strategy in learning. The allocation time of the pre-test was 80 minutes and monitored by the writer.

3.6 Treatment

After giving the pre-test, the writer gave a treatment to the students. The researcher would be implementing Read, Examine, Decide, Write (REDW) Strategy to improve students' reading comprehension. The treatment process would be conducted for fourth meetings. Each meeting would different topic.

In the first treatment, the researcher opened the class by greeting and pray before

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study. The researcher checked the students' attendance list. The researcher gave motivation to the students before teaching the materials. The researcher introduced and explained Read, Examine, Decide, Write (REDW) Strategy. Read: The students read the entire paragraph to get an idea of what the paragraph was about. Examine: The students examined each sentence in the paragraph to identify the important words. Decide: in decide, the students were asked to determine meaning words, main ideas, even answer questions that had been prepared by teacher. Write: The student wrote the main idea for each paragraph in their notebook. This written record would be helpful if the student had to take a test that covers the reading assignment. The researcher gave explanation the material that will be taught by topic was Visiting Niagara Falls. The researcher applied Read, Examine, Decide, Write (REDW) Strategy to the student in understanding of the material. The researcher gave chance to students to answer the questions based on the text. The researcher closed the meeting.

In the second treatment the steps are same with the first meeting. The researcher gave theme of the reading text with the topic "Meeting My Idol". The students answer the questions based on the text.

In the third treatment the steps are same with the previous meeting. The researcher gave theme of the reading text with the topic "Heroes Day". The researcher asked for one volunteer from each group to stand and read the text continously. Then, the students answer the questions based on the text.

In the fourth treatment the steps are same with the third meeting. The researcher gave theme of the reading text with the topic "B.J. Habibie". The researcher asked for one volunteer from each group to stand and read the text continously. Then, the students answer the questions based on the text.

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3.7 Technique of Data Analysis

The data collected through pre-test and post-test, the following procedure was used :

3.7.1 Scoring the students' answer

$$Score = \frac{\text{Students Correct Answer}}{\text{Maximum Score}} \text{ X } 100\%$$

3.7.2 Classified the score into five level classification was a follow :

3.2 Table classification score

No	Score	Classificaton
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor
5.	≤39	Very Poor[31]

3.7.3 Calculating the rate percentage of the students score:

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

Where :

P = Percentage

F = Frequency

N = Total number of Sample[32]

3.7.4 Finding out the mean score used the following formula:

[31]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2009), p.245.

[32]L.R.Gay, *Education Research (Competencies for Analysis and Application)*, (Second edition; Columbus: A Bell & Howell Company, 1981), p.298.

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

Where:

X = Mean

$\sum X$ = Total Score

N = Total number of Sample[33]

3.7.5 Finding out the Standar Deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{Where} \quad SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where:

SD = Standar Deviation

$\sum X_1^{\,2}$ = The sum of score

$(\sum X_1)^2$ = The Square of the sum of the score

N = The total number of the object[34]

3.7.6 Finding the significance between the mean score and pre-test and post-test by calculating the value of the test :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where :

[33]L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 298.

[34]L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 298.

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t = Test of significance

D = The mean score of difference (X1-X2)

$\sum D$ = The sum of the total score

$(\sum D)^2$ = The squer of the sum score of difference

N = Total the sample.[35]

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two sections. The first section is the finding of the research and the second section is the discussion. The findings of the research cover the description of the result of data collected through test that can be discussed in section below.

4.1 Findings

The findings of this research were in the form of data. The data were collected from the tenth grade students of SMKN 7 Pinrang in academic year 2018-2019. The data were collected by administering pre-test and post-test.

4.1.1 Finding through test

The pre-test was administered to the sample under study in order to measure their pre-test ability in reading comprehension. In post-test, the present of study was administered or once. The purpose of giving post-test at the end was to know the progress of the sample under study after being taught reading comprehension by using Read, Examine, Decide, Write (REDW) Strategy. Therefore, there were two sets of raw scores showing the improvement of the reading comprehension ability of the

[35]L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 331.

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sample. They were pre-test score, and post-test scores.

4.1.1.1 Score of the pre-test

The pre-test had done before implementation Read, Examine, Decide, Write (REDW) Strategy. The researcher found out the result of the students' pre-test based on the scoring of their reading comprehension before giving treatment that using Read, Examine, Decide, Write (REDW) Strategy which was analyzed and resulted in the information as shown in the following table:

Table 4.1 Students' Score in Reading Comprehension before being taught through REDW Strategy

No	Code	Correct item		The Result	
		True-false	Essay	Score	Classification
1	A	2	15	17	Very Poor
2	AY	3	20	23	Very Poor
3	AW	4	25	29	Very Poor
4	AR	3	15	18	Very Poor
5	AK	3	30	33	Very Poor
6	AS	4	20	24	Very Poor
7	AW	4	30	34	Very Poor
8	FD	3	15	18	Very Poor
9	FT	2	20	22	Very Poor
10	HS	3	25	28	Very Poor
11	HA	4	65	69	Good
12	KN	2	20	22	Very Poor
13	MY	2	25	27	Very Poor

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14	SR	3	25	28	Very Poor
15	SY	3	35	38	Very Poor
16	TF	2	35	37	Very Poor
17	DK	2	40	42	Poor
18	EV	4	40	44	Poor
19	HD	2	30	32	Very Poor
20	RI	1	15	16	Very Poor
21	MM	3	25	28	Very Poor
22	NB	3	40	43	Poor
23	NM	3	40	43	Poor
24	NF	4	35	39	Fair
25	NA	3	35	38	Very Poor
26	RT	1	20	21	Very Poor
27	SP	3	45	48	Poor
28	SN	3	55	58	Fair
29	SS	3	25	28	Very Poor
30	UM	3	45	48	Poor

Based on scoring of reading test above, the pre test result showed that there are 21 students who got very poor classification, 6 students got poor classification, 2 students got fair classification, 1 student got good classification and nobody got very good classification score in pre-test. It indicated that the students initial ability of reading comprehension are low and they could not understand the topic and answer the question well.

4.1.1.2 Score of the post-test

Table 4.2 Students' Score in Reading Comprehension after being taught through REDW Strategy

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No	Code	Correct Item		The Result	
		True-false	Essay	Score	Classification
1	A	3	60	63	Fair
2	AY	4	65	69	Good
3	AW	4	75	79	Good
4	AR	3	75	78	Good
5	AK	4	60	64	Fair
6	AS	5	85	90	Very Good
7	AW	5	85	90	Very Good
8	FD	3	75	78	Good
9	FT	4	65	69	Good
10	HS	4	80	84	Very Good
11	HA	5	95	100	Very Good
12	KN	3	60	63	Fair
13	MY	4	75	79	Good
14	SR	5	55	80	Very Good
15	SY	5	70	75	Good
16	TF	4	55	59	Fair
17	DK	4	70	74	Good
18	EV	4	65	69	Good
19	HD	3	60	63	Fair
20	RI	3	60	63	Fair
21	MM	4	55	59	Fair
22	NB	5	85	90	Very Good
23	NM	4	70	74	Good
24	NF	5	70	75	Good

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25	NA	5	65	70	Good
26	RT	4	65	69	Good
27	SP	4	75	79	Good
28	SN	5	85	90	Very Good
29	SS	4	75	79	Good
30	UM	5	85	90	Very Good

Based on scoring of reading test above, the post-test result showed that there are 7 students who got very good classification, 15 students got good classification, 8 students got fair classification, nobody got poor and very poor classification score in post-test. It indicated that the students'reading comprension improved significantly. They could understand the topic and answer the question well.

4.1.1.3 Mean Score of Pre-Test and Post-test

In this pre-test was conducted before the researcher taught reading comprehension through read, examine, decide, write (REDW) strategy to the sample under study. It was administered in order to measure the result of sample's pre-test reading comprehension ability before the writer conducted the study about read, examine, decide, write (REDW) strategy. Therefore the writer could plan the teaching session by using read, examine, decide, write (REDW) strategy after knowing the result of the students' pre-test score. In pre-test, the mean scores of pre-test which collected in this study could be formulated as follows:

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

$$\bar{X} = \frac{995}{30}$$

$$\bar{X} = 33.17$$

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The data above showed that the mean score of pre-test was 33.17 point. It meant the most of the students in class X of SMK Negeri 7 Pinrang still had "very poor" ability in reading comprehension. Then, the scores of post-test which collected in this present study could be formulated as follows:

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

$$\bar{X} = \frac{2244}{30}$$

$$\bar{X} = 74.8$$

This data showed that the mean score of post-test was 74.8 point. It meant the main findings of the present research showed the increasing of comparative mean score of post-tests score than the mean score of pre-test 33.17 point. So, the students in class X of SMK Negeri 7 Pinrang had good improvement in reading comprehension. The significant improvement of the students' reading comprehension can be seen in the charts as follows:

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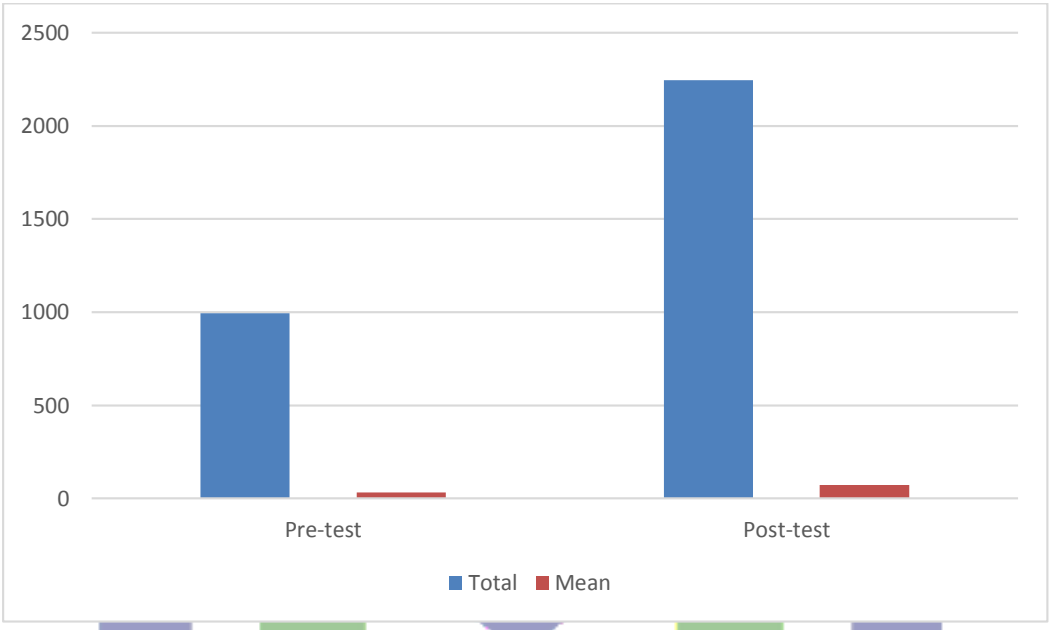

Figure 4.1Chart of the Total and Mean of Pretest and Posttest Score

4.1.1.4 Standard deviation of Pre-Test and Post-test

The writer determined the formula of standard deviation based on the data: The standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{37596 - \frac{(995)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{37596 - \frac{990025}{30}}{29}}$$

$$SD = \sqrt{\frac{37596 - 33000.83}{29}}$$

$$SD = \sqrt{\frac{4595.17}{29}}$$

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$$SD = \sqrt{158.45}$$

$$SD = 12.59$$

Thus, the standard deviation of the pre-test is 12.59

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{171368 - \frac{(2244)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{171368 - \frac{5035536}{30}}{29}}$$

$$SD = \sqrt{\frac{171368 - 167851.2}{29}}$$

$$SD = \sqrt{\frac{3516.79}{29}}$$

$$SD = \sqrt{121.27}$$

$$SD = 11.01$$

Thus, the standard deviation (SD) of the post-test is 11.01

4.1.1.5 The result of the pre-test and post-test were presented in the following:

Table 4.3 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	33.17	12.59
Post-test	74.8	11.01

(Data source: the mean score and standard deviation of pre-test and post test)

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The data in table 4.3 showed that the mean score of the pre-test was 33.17 (X_1) while the mean score of the post-test increased 74.8 (X_2). The standard deviation of pre-test was 12.59 while the standard deviation of post test was 11.01.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improved after doing the learning process that used Read, Examine, Decide, Write (REDW) Strategy.

4.1.1.6 The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post test.

Table 4.4 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Scale	Pre-test		Post-test	
			F	P	F	P
1	Very Good	80 – 100	-	-	7	23.33%
2	Good	66 – 79	1	3.33%	15	50%
3	Fair	56 – 65	2	6.67%	8	26.67%
4	Poor	40 – 55	6	20%	-	-
5	Very Poor	<39	21	70%	-	-
	Total		**30**	**100%**	**30**	**100%**

The data above shows that the students' scores increase. The improvement of the students' score in "very good" classification from nobody students got it in pre-test and became 7 students in post test. In "good" classification, only 1 students in pre-test got it and became 15 students in post-test. In "fair" classification, only 2 students in pre-test got it and became 8 students in post-test. 6 students got "poor" classification

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and in pre-test and nobody got it in post-test. Then, 21 students got "very poor" classification and in pre-test and nobody got it in post-test. The improvement of the students' reading comprehension can be seen in the charts below:

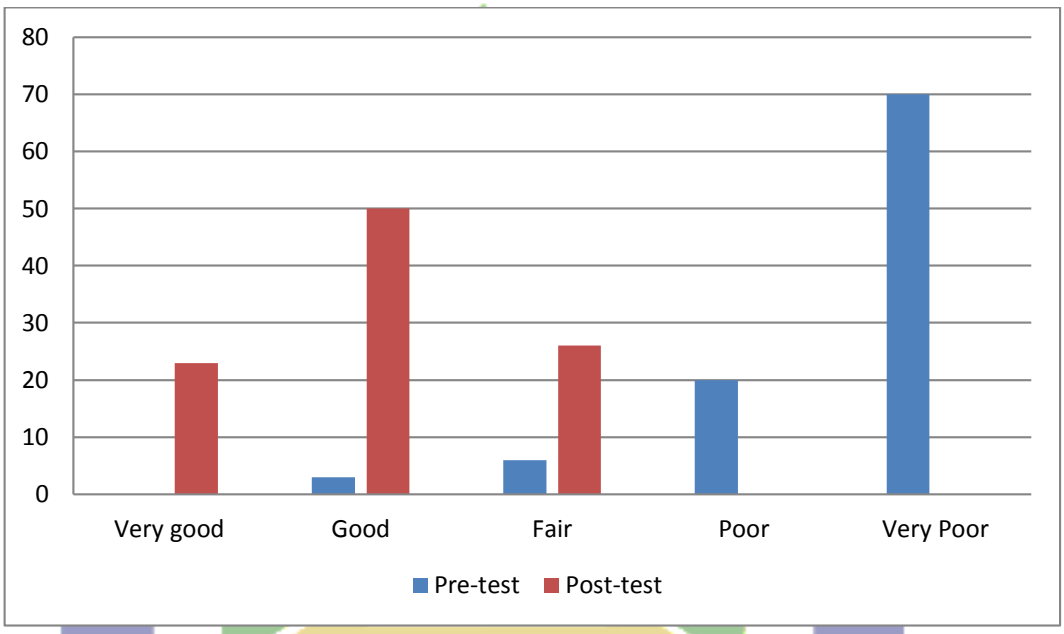

Figure 2. Chart of Percentage of Reading classification Scores

4.1.1.7 The implementation of Read, Examine, Decide, Write (REDW) strategy to improve the students' reading comprehension at the tenth grade of SMKN 7 Pinrang.

This part presented the result of data analysis about implementation of Read, Examine, Decide, Write (REDW) strategy to improve students' reading comprehension at SMKN 7 Pinrang.

4.1.2 T-Test value

Table 4.5 Worksheet of the calculation of the score on pre-test and post-test on the reading comprehension.

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No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	17	63	289	3969	46	2116
2	23	69	529	4761	46	2116
3	29	79	841	6241	50	2500
4	18	78	324	6084	60	3600
5	33	64	1089	4096	31	961
6	24	90	576	8100	66	4356
7	34	90	1156	8100	56	3136
8	18	78	324	6084	60	3600
9	22	69	484	4761	47	2209
10	28	84	784	7056	56	3136
11	69	100	4761	10000	31	961
12	22	63	484	3969	41	1681
13	27	79	729	6241	52	2704
14	28	60	784	3600	32	1024
15	38	75	1444	5625	37	1369
16	37	59	1369	3481	22	484
17	42	74	1769	5476	32	1024
18	44	69	1936	4761	25	625
19	32	63	1024	3969	31	961
20	16	63	256	3969	47	2209
21	28	59	784	3481	31	961
22	43	90	1849	8100	47	2209
23	43	74	1849	5476	31	961
24	39	75	1521	5625	36	1296
25	38	70	1444	4900	32	1024
26	21	69	441	4761	48	2304

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27	48	79	2304	6241	31	961
28	58	90	3364	8100	32	1024
29	28	79	784	6241	51	2601
30	48	90	2304	8100	42	1764
Total	**995**	**2244**	**37596**	**171368**	**1249**	**55877**

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1249}{30} = 41.63$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{41.63}{\sqrt{\frac{55877 - \frac{(1269)^2}{30}}{30(30-1)}}}$$

$$t = \frac{41.63}{\sqrt{\frac{55877 - \frac{1560001}{30}}{30(29)}}}$$

$$t = \frac{41.63}{\sqrt{\frac{55877 - 52000.03}{870}}}$$

$$t = \frac{41.63}{\sqrt{\frac{3876.97}{870}}}$$

$$t = \frac{41.63}{\sqrt{4.45}}$$

$$t = \frac{41.63}{2.10}$$

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$t = 19.82$

Thus, the t-test value is 19.82.

This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicated there was a significant difference between the result students' pre-test and post test.

Table 4.6 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	19.82	1.699

(Data source: Primary data processing)

4.1.3 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test.

Table 4.7 The normality test

Interval	f_o	f_h	f_o-f_h	$(f_o-f_h)^2$	$\frac{(fo - fh)2}{fh}$
13 – 21	1	0.81	0.19	0.03	0.03
22 – 30	2	3.99	-1.99	3.96	0.99
31 – 39	11	10.19	0.81	0.66	0.06
40 – 48	8	10.19	-2.19	4.79	0.47
49 – 57	6	3.99	2.01	4.04	1.01
58 – 66	3	0.81	2.19	4.79	5.91
	30	29.98	1.02	18.27	8.47

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(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Kuadrat hitung = 8.47. And then, the value is equalized with value of Chi Kuadrat Table (Appendix 9) with degree of freedom (df) 6-1 = 5. If df 5 and (α) 5%, so value of Chi Kuadrat Table = 11.070. Because Chi Kuadrat hitung ≤ Chi Kuadrat Table (8.47 ≤ 11.070). Thus, the sample is normally distributed.

4.1.4 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 30-1

=29

For the level, significant (α) 5% and df= 29, and the value of the table is 1.699 , while the value of t-test 19.82. It means that the t-test value is greater than t-table (19.82 ≥ 1.699). Thus, it can be concluded the students' reading comprehension through implementing Read, Examine, Decide, Write (REDW) strategy is significant better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

4.2 Discussion

4.2.1 The Improvement of Students' reading comprehension through Read, Examine, Decide, Write (REDW) Strategy.

From the previous result, it showed that the improvement of students' reading comprehension through Read, Examine, Decide, Write (REDW) Strategy because the mean score of the pretest was 34.83 and the mean score of post-test was 74.8. The researcher conclude that the mean score of students' before giving the treatment is

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lower than the mean score of students' of students' after giving the treatment can supported by the result of the pre-test and post-test, the data showed than the student reading comprehension in pre-test was low because most of the students got fair, poor and very poor score than the result of the post test could be seen that almost of the students' reading comprehension was good and fair score.

By looking at the test finding, from the data provided in classification table based on the reading. There was an improvement comprehension after giving the treatment because the students score in the pre-test was 33.17 and it was very low score then the score of the post-test was 74.8 and it was very high score. In the pre-test, one (3.33%) student got good score, two (6.67) students got fair score, six (20%) students got poor score, twenty-one (70%) students got very poor score. While, seven (23.33%) students got very good, fifteen (50%) students got good score and eight (26.67%) students got fair score in the post-test. From the result the researcher concluded that the students' reading comprehension improve.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 19.82 was greater than t-table value 1.699 table ($19.82 \geq 1.699$) with degree of freedom (df) 29. It means alternative hypothesis (H_a) was concluded that Read, Examine, Decide, Write (REDW) Strategy was able to improve the students' reading comprehension at the tenth grade of SMKN 7 Pinrang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that there was an improving through Read, Examine, Decide, Write (REDW) strategy in reading of SMKN 7 Pinrang.

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4.2.2 The Ways of Implementation of Read, Examine, Decide, Write (REDW) Strategy to Improve The Students' reading.

After finishing the research, the writer conclude that the students felt enjoy and active in learning English by Read, Examine, Decide, Write (REDW) Strategy. It forces them to interact with the text. It provides students opportunity to be active in the class. Students are motivated to improve their ideas or opinion through asking and answering some questions.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test. It purposed to know students' ability in reading comprehension before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction. Before giving the treatment, pre-test was administrate the students by giving them some reading text. After giving the pre-test the next time the researcher gave the students treatment through Read, Examine, Decide, Write (REDW) Strategy.

In the first meeting on Wednesday, December19th, 2018, the researcher divided students into several groups. The researcher then explained about Read, Examine, Decide, Write (REDW) strategy. Next, the researcher gave text to each student entitled "Visiting Niagara Falls". The students had to done the text based on Read, Examine, Decide, Write (REDW) strategy. Read was the first process, students read the entire paragraph to get an idea of what the paragraph is about. Then, students examined each sentence in the paragraph to identify the important words. Ignored the words that were not needed to tell what the sentence is about, wrote on a sheet of paper the words that tell what the sentence is about. Next, students decided the sentence that contained the

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words student had wrote before that best describe the main idea of the paragraph. Students even answered the questions that had been prepared by teacher. Next, students wrote the main idea for each paragraph in their notebook. This written record would be helpful if the student has to take a test that covers the reading assignment. After that, the researcher and the students corrected the answers together. Last, the researcher closed the meeting.

On Thursday, December20th, 2018 was the second meeting, the researcher divided students into several groups again. The researcher asked students about their comprehension toward Read, Examine, Decide, Write (REDW) strategy. The treatment was same to the first meeting with different text entitled "Meeting My Idol". Students' responses was good it showed by their attitude to follow the instructions.

Third meeting was on Tuesday, January8th, 2019, the researcher divided students into several groups. The research used 5-10 minutes to refresh students' memory about Read, Examine, Decide, Write (REDW) Strategy. Then the researcher done the same treatment as the first and the second meeting with different text entitled "Heroes day". After that the researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. It made the students more active and enthusiastic.

The last meeting was on Wednesday, January 9th, 2019, the researcher asked to students explained about Read, Examine, Decide, Write (REDW) strategy to find out while students rights understand that strategy. The students were very active and explain correctly. The treatment was same as the previous meeting. For this meeting the text was "B.J. Habibie". researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. Then, the student and the

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researcher corrected the answer together. The students looked enthusiast to follow all the steps and instructions.

In the last, the writer gave post-test on Thursday, January 10th, 2019. It purposed to know students' ability in reading comprehension after getting the treatment. The researcher gave a text entitled "Taj Mahal" and asked the students to answer the questions.

From the first meeting until the last meeting, the implementation of Read, Examine, Decide, Write (REDW) strategy made the students more motivated and enthusiast to find the main idea of the paragraph. They are motivated to improve their ideas or opinion through asking and answering some question. As conclusion, the Read, Examine, Decide, Write (REDW) strategy had impact students' reading comprehension.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' reading comprehension. This study is categorized pre-experiment research design, the objective in this study is to find out whether Read, Examine, Decide, Write Strategy was able or not to improve the students' reading comprehension. It can be proved by looking at the mean score of the students' reading test in pre-test and post-test. The mean score of pre-test (33.17) is lower than the mean score of post-test (74.8). Then, the t-test (19.82) was greater than t-table (1.699). It means that the null hypothesis (H_0) was rejected and

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the alternative hypothesis (H_a) was accepted.

5.2 Suggestions

Based on the result of the study, the writer would like to give suggestion to the teachers and students of SMK Negeri 7 Pinrang for the further researchers. The suggestions are presented as follows.

5.2.1 For the students

The students of SMK Negeri 7 Pinrang are suggested to motivate themselves in learning English more seriously not only during following the lesson in the classroom but also outside classroom. They are recommended to have more practice in reading texts and understanding its content because more practice will certainly increase their achievement in reading comprehension; besides, improving their vocabulary.

5.2.2 For the teacher

It is suggested to English teachers of the tenth grade students in SMK Negeri 7 Pinrangto teach reading comprehension with many kinds of strategies to make the students interested to learn. Read, examine, decide, write (REDW) strategy is one of many ways to make the lesson interesting and challenging. Therefore, choosing an interesting topic to discuss in the classroom during the teaching and learning process is also important for the teacher; besides, the reading material should be based on the students' level. Inappropriate topic would bring the students into good mod. Providing teaching aids such us pictures, and another media would be an interesting tool for exploring the students' interested and knowledge. The English teachers are also suggested to keep on motivating their students to improve their ability in reading comprehension. Giving a positive feedback about the students' progress also become good motivation for the students in order to make them more interested in following

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the lesson.

5.2.3 For another researchers

For further researchers are suggested to use this study as reference in completing their findings. The researcher hopes that another researchers would do better researches related through read, examine, decide, write (REDW) strategy, which can be applied not only for teaching reading comprehension but also for teaching another skills and teaching another genre of texts.

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Appendix 1

Instrument of pre-test and post-test

THE INSTRUMENT PRE-TEST

Name :

Class :

Read and answer the questions below !

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. 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 interesting animal in the world: orangutans.

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Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

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Questions

True or false

1. Orangutan has long arms.
2. Tanjung puting is a home of many animals.
3. We should walk to Camp Leakey to see orangutan.
4. Many visitors come to see orangutan.
5. Sekonyer river is located in West Kalimantan.

Answer the following questions briefly.

1. How is the park different from the parks in cities?
2. How is Camp Leakey related to Tanjung Puting National Park?
3. How can people reach Camp Leakey?
4. What is special about the means of transportation to Camp Leakey?
5. What can tourists enjoy during their trip to Camp Leakey?

THE INSTRUMENT POST-TEST

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Name :

Class :

Read and answer the questions below !

TAJ MAHAL

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual

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remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

Questions

True or False

1. Taj Mahal looks milky white at down.
2. Taj Mahal is dedicated to the king.
3. Taj Mahal means love and romance.
4. Taj Mahal Constructed of Pure White marble.
5. Taj Mahal was constructed by the Emperor of Shah Jahan.

Answer the following questions briefly.

1. What is Taj Mahal actually?
2. Why did the king construct Taj Mahal?
3. How are the materials and architectural design of Taj Mahal?
4. Where was the queen actually buried?
5. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?

Appendix 2

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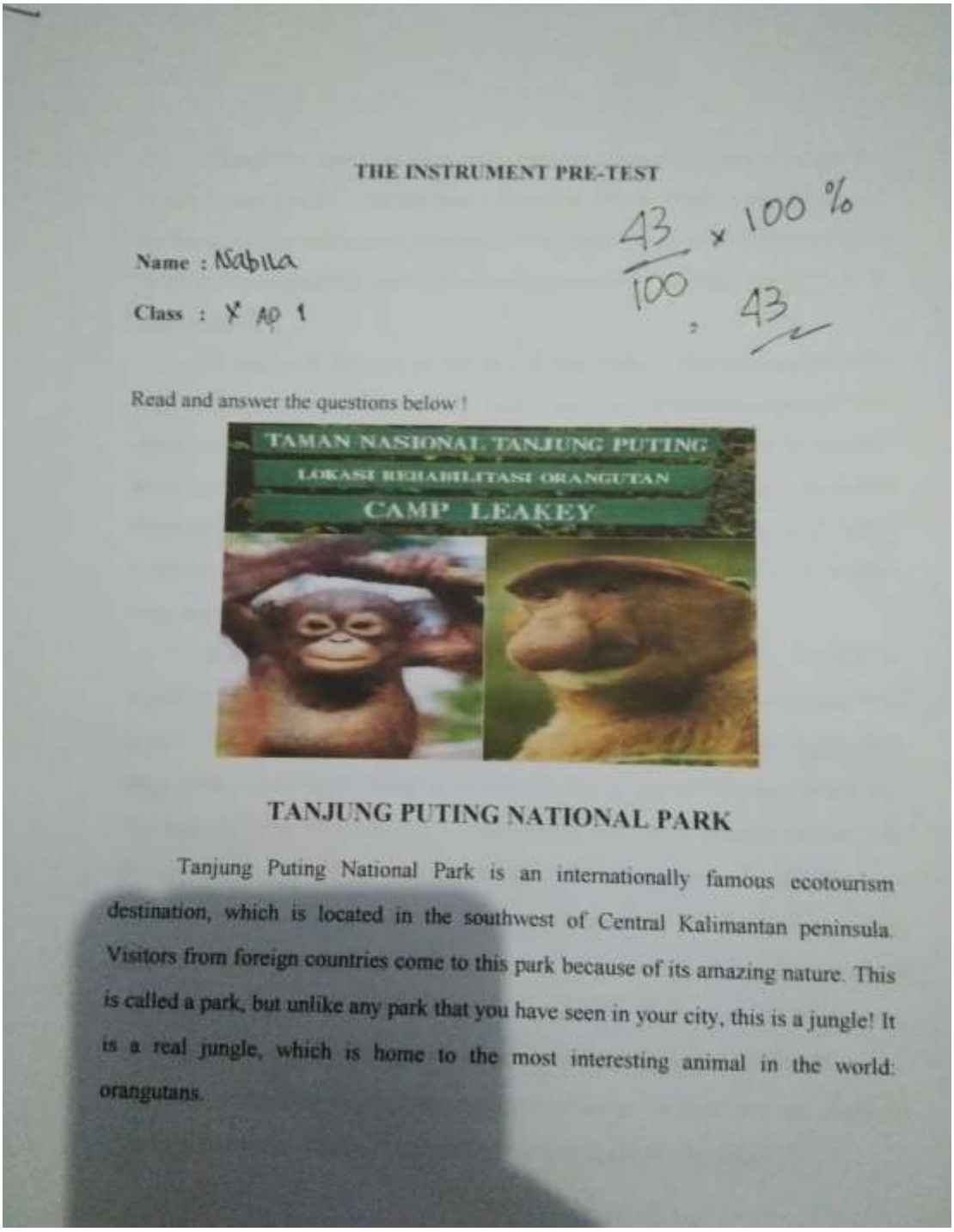
Students' reading comprehension of pre-test



THE INSTRUMENT PRE-TEST

43/100 × 100 % = 43

Name : Nabila

Class : X AP 1

Read and answer the questions below !

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. 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 interesting animal in the world: orangutans.

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Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

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Questions

True or false

1. Orangutan has long arms. T ✓ 1
2. Tanjung puting is a home of many animals. T ✓ 1
3. We should walk to Camp Leakey to see orangutan. T ✗
4. Many visitors come to see orangutan. F ✗
5. Sekonyer river is located in West Kalimantan. F ✓ 1

Answer the following questions briefly

1. How is the park different from the parks in cities?
2. How is Camp Leakey related to Tanjung Puting National Park?
3. How can people reach Camp Leakey?
4. What is special about the means of transportation to Camp Leakey?
5. What can tourists enjoy during their trip to Camp Leakey?

1. Because unlike any parks in the cities. It's a real jugle ✓ 20
2. Because camp leakey is located in the heart of Tanjung puting nsarional park. and if we wont to see the orangutans, we have to go to camp leakey. ✓ 20
3. You sleep. cook. and eat in that klotok, night and day during your journey into the jugle ✗
4. A troop of 30 bight-brown Mongkeys my plunge from branches to Meter of highor into the river and cross directly in Front of the boat ✗
5. The trip by the boat to camp Leakey takes there days and two nights ✗

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THE INSTRUMENT PRE-TEST

$\frac{23}{100} \times 100\ \% = 23$

Name : Ahmad Yasing

Class : X AP 1

Read and answer the questions below !

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. 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 interesting animal in the world: orangutans.

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Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Questions

True or false

1. Orangutan has long arms. → True ✓ 1
2. Tanjung puting is a home of many animals. → True ✓ 1
3. We should walk to Camp Leakey to see orangutan. → True ✗
4. Many visitors come to see orangutan. → True ✓ 1
5. Sekonyer river is located in West Kalimantan. → True ✗

Answer the following questions briefly.

1. How is the park different from the parks in cities?
2. How is Camp Leakey related to Tanjung Puting National Park?
3. How can people reach Camp Leakey?
4. What is special about the means of transportation to Camp Leakey?
5. What can tourists enjoy during their trip to Camp Leakey?

Jawaban

1. Which is located in the heart of tanjung puting National Park ✗
2. Which literally mean the man of the forest, are the largest arboreal animal on the planet. ✗
3. you sleep cook, and eat in that ~~clock~~ klotok, night and day during your journy into the jungle. ✗
4. A troop of 30 Night. brown monkeys may piung from branches 10 meters or highrer in to the river and cross directly in front of the boat ✗
5. At Night. you can engay the clear sky and the amazingly bright stars as the only light for the night. ✓ 20

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Appendix 3

Students' reading comprehension of Post-test

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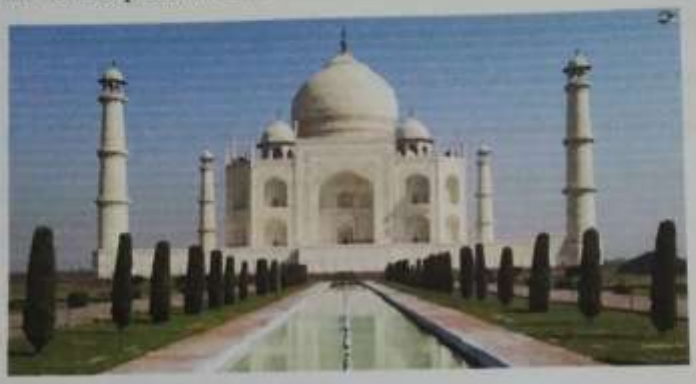
THE INSTRUMENT POST-TEST

$\frac{90}{100} \times 100\% = 90$

Name : Nabila

Class : X Ap 1

Read and answer the questions below !



TAJ MAHAL

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber

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adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

Questions

True or False

1. Taj Mahal looks milky white at down.
2. Taj Mahal is dedicated to the king.
3. Taj Mahal means love and romance.
4. Taj Mahal Constructed of Pure White marble.
5. Taj Mahal was constructed by the Emperor of Shah Jahan.

Answer the following questions briefly.

1. What is Taj Mahal actually?
2. Why did the king construct Taj Mahal?
3. How are the materials and architectural design of Taj Mahal?
4. Where was the queen actually buried?
5. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?

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=> 1. False ✓ 1
2. False ✓ 1
3. True ✓ 1
4. True ✓ 1
5. True ✓

1. Taj Mahal an epitome of love, is actually a mauseleum. standing majestically on the banks of river yamuna the taj Mahal is synonymous on to love and romance. ✓ 15

2. Taj Mahal was constructed by Mugal Emperor Shan Jaban in the Memory of his beloved wife and quen. ✓ 30

3. Taj Mahal represent the Finest architecturant and artistic achievement. ✗

4. Her actual remains lie below, at garden level. ✓ 20

5. With such beauty no wonder that taj Mahal becomes on of the seven wonders of the world. ✓ 20

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

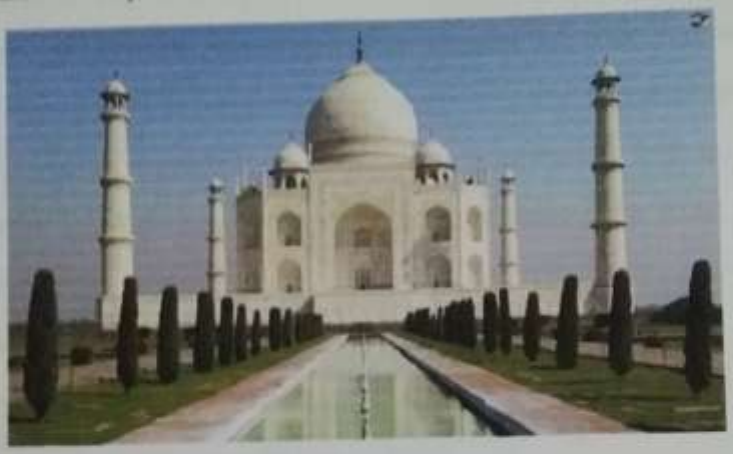
THE INSTRUMENT POST-TEST

$\frac{69}{100} \times 100\ \% = 69$

Name : Ahmad Yasing

Class : X AP 1

Read and answer the questions below !



TAJ MAHAL

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber

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adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

Questions

True or False

1. Taj Mahal looks milky white at down. False ✓ 1
2. Taj Mahal is dedicated to the king. false ✓ 1
3. Taj Mahal means love and romance. True ✓ 1
4. Taj Mahal Constructed of Pure White marble. false ✗
5. Taj Mahal was constructed by the Emperor of Shah Jahan. True ✓ 1

Answer the following questions briefly.

1. What is Taj Mahal actually?
2. Why did the king construct Taj Mahal?
3. How are the materials and architectural design of Taj Mahal?
4. Where was the queen actually buried?
5. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?

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* Jawaban *

1. Taj Mahal. an epitome of love, is detually a Mausoleum. standing Majestically on the banks of rifer yamuna the Taj Mahal is synonmous ~~th~~ to love and romance. ✓ 15

2. Taj Mahal was construeted by mugal Emperor shan Jahan in the momory of his betoved wife and quen ✓ 30

3. Taj Mahal represents the finest arehiteeturat and artistic achievement ✗

4. Mumtaz Mahal ✗

5. With such beauty no wonder that Taj Mahal be comes one of the seven wonders of the word ✓ 20

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Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK NEGERI 7 PINRANG

Mata pelajaran : Bahasa Inggris

Kelas / Semester : X/1

Materi Pokok : Fungsi sosial Membaca dan mengidentifikasi teks bacaan yang telah tersedia

Alokasi Waktu : 2 X 45 Menit (pertemuan 1)

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu

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menggunakan metoda sesuai kaidah keilmuan

A. Kompetensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks descriprive sederhana tentang tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

4.13. Menangkap makna dalam teks descriprive lisan dan tulis, sederhana, tentang tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

3.9.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks descriprive sederhana tentang tempat wisata dan bangunan bersejarah sesuai dengan kontek spenggunaannya dengan penuh percaya diri dan bertanggung jawab.

3.9.2 Mengurai gambaran umum dan informasi tertentu dari teks descriprive sederhana tentang tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya dengan penuh percaya diri dan bertanggung jawab.

C. Tujuan Pembelajaran

Pada akhir pebelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan Read, Examine, Decide, Write (REDW) Strategy.
2. Siswa mampu menemukan main idea dalam teks descriptive.
3. Siswa mengetahui berbagai informasi dalam teks descriptive.

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D. Materi Pembelajaran

Teks descriprive lisan dan tulis, sederhana, tentang tempat wisata dan bangunan bersejarah .

- Fungsi sosial

  Membaca dan mengidentifikasi teks bacaan yang telah disediakan

- Struktur teks

  Pendahuluan/pengenalan, urutan kejadian dan penutup.

- Unsur kebahasaan

  Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan

  Menjawab pertanyaan yang terkait teks bacaan yang telah disediakan

  Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Read, Examine, Decide, Write (REDW) Strategy

F. Media dan Alat

Media : Worksheet atau lembar kerja siswa.
Alat : Papan tulis, spidol dan penghapus.

G. Sumber Belajar

Buku Siswa Bahasa Inggris SMA/MA/SMK Kelas X

H. KEGIATAN PEMBELAJARAN

Pertemuan ke 1

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	- Salam dan tegur sapah. - Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. - Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai.	Menit

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Kegiatan Inti	**engamati** - Siswa membagi kelas dalam beberapa kelompok. - Peserta didik mengamati guru dalam menjelaskan apa yang dimaksud dengan Read, Examine, Decide, Write (REDW) strategy. **Menanya** - Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dengan teks bacaan. **Mengumpulkan Informasi** - Siswa membacakan teks dengan tema Visiting Niagara Falls dengan memperhatikan metode REDW strategy. - Mengolah informasi yang didapat dari membaca teks. **Mengasosiasi** - Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca **Mengkomunikasikan** - Guru dan siswa bersama-sama menkoreksi jawaban siswa.	Menit
Kegiatan Penutup	- Membahas manfaat pembelajaran yang baru diselesaikan, - Membahas kesulitan dalam melakukan aktivitas pembelajaran, - Menyimpulkan hasil pembelajaran, - Menutup kelas	menit

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Read and answer the questions below !

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 described 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 rainbow 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. Then 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 privy ledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language head sets are made available.

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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 in May until October31st.

The Niagara Falls are renowned both for their beauty and as a 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.

Questions

True or False

1. There are less than six various attraction tourism can enjoy in Niagara Falls.
2. Niagara is the name of waterfalls located in USA .
3. The Horseshoe is the largest waterfall.
4. The smallest waterfalls is located in Canada.
5. The tourist can come Mid-May until late November to enjoy the boat.

Answer the following questions briefly.

1. Where is Niagara Falls located?

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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?

I. Instrumen penilaian untuk tes tertulis

1. Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Isi	Sangat sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		

b) Rubrik penilaian keterampilan (Praktik/ UnjukKerja)

KTIVITAS	KRITERIA		
	RBATAS	EMUASKAN	AHIR
ading text	embaca dengan terbata-bata (tidak lancar)	embaca dengan lancar tetapi penyebutan kurang pas	ncar mencapai fungsi sosial, lancar dalam membaca dan penyebutannya baik.
terangan : **ahir** mendapat skor 3 **emuaskan** mendapat skor 2 **rbatas** mendapat skor 1			

Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK NEGERI 7 PINRANG

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : Fungsi sosial Membaca dan mengidentifikasi teks bacaan yang telah tersedia

Alokasi Waktu : 6 X 45 Menit (pertemuan 2 - 4)

B. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

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D. Kompetensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.

E. Indikator Pencapaian Kompetensi

3.9.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/ peristiwa dengan penuh percaya diri dan bertanggung jawab.

3.9.2 Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

F. Tujuan Pembelajaran

Pada akhir pebelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan Read, Examine, Decide, Write (REDW) Strategy.
2. Siswa mampu menemukan main idea dalam teks recount.
3. Siswa mengetahui berbagai informasi dalam teks recount.

D. Materi Pembelajaran

Teks recount lisan dan tulis, sederhana, tentang pengalaman / kegiatan / kejadian / peristiwa.

- Fungsi sosial

  Membaca dan mengidentifikasi teks bacaan yang telah disediakan

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- Struktur teks

  Pendahuluan/pengenalan, urutan kejadian dan penutup.

- Unsur kebahasaan

  Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan

  Menjawab pertanyaan yang terkaitteks bacaan yang telah disediakan

  Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

J. Metode Pembelajaran

Read, Examine, Decide, Write (REDW) Strategy

K. Media/ Alat dan Bahan

Media : Worksheet atau lembar kerja siswa.
Alat : Papan tulis, spidol dan penghapus.

L. Sumber Belajar

Buku Siswa Bahasa Inggris SMA/MA/SMK Kelas X

M. KEGIATAN PEMBELAJARAN

Pertemuan ke 2

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	- Salam dan tegur sapah. - Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. - Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai.	Menit
Kegiatan Inti	**engamati** - Siswa membagi kelas dalam beberapa kelompok. - Peserta didik mengamati guru dalam menjelaskan apa yang dimaksud dengan Read, Examine, Decide, Write (REDW) strategy. **Menanya**	Menit

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	- Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dengan teks bacaan. **Mengumpulkan Informasi** - Siswa membacakan teks dengan tema Meeting My Idol dengan memperhatikan metode REDW strategy. - Mengolah informasi yang didapat dari membaca teks. **Mengasosiasi** - Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca **Mengkomunikasikan** - Guru dan siswa bersama-sama menkoreksi jawaban siswa.	
Kegiatan Penutup	- Membahas manfaat pembelajaran yang baru diselesaikan, - Membahas kesulitan dalam melakukan aktivitas pembelajaran, - Menyimpulkan hasil pembelajaran, - Menutup kelas	menit

Read and answer the questions below !

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MEETING MY IDOL

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name. Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really. cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days

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in my personal life history.

Questions

True of False

1. Afganism is one of Afgan Album.
2. The writers meet Afgan in the concert then taking a picture together.
3. The writer's name is Mia.
4. Most of the fan sang along with Afgan in radio station.
5. The writer has more than one Afgan CD'S.

Answer the following questions briefly.

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?
4. What is Afganism?
5. What did Afgan do when he showed up in the lobby?

Pertemuan ke 3

Langkah Pembelajaran	**Deskripsi**	**Alokasi Waktu**
Kegiatan Pendahuluan	- Salam dan tegur sapah. - Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. - Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai.	Menit
Kegiatan Inti	**engamati** - Siswa membagi kelas dalam beberapa kelompok. - Peserta didik mengamati guru dalam menjelaskan apa yang dimaksud dengan Read, Examine, Decide, Write (REDW)	Menit

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	strategy. **Menanya** - Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dengan teks bacaan. **Mengumpulkan Informasi** - Siswa membacakan teks dengan tema Heroes Day dengan memperhatikan metode REDW strategy. - Mengolah informasi yang didapat dari membaca teks. **Mengasosiasi** - Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca **Mengkomunikasikan** - Guru dan siswa bersama-sama menkoreksi jawaban siswa.	
Kegiatan Penutup	- Membahas manfaat pembelajaran yang baru diselesaikan, - Membahas kesulitan dalam melakukan aktivitas pembelajaran, - Menyimpulkan hasil pembelajaran, - Menutup kelas	menit

Read and answer the questions below !

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On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

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Battle of Surabaya caused Indonesia to lose **weaponry** which **hampered** the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Questions

True or False

1. Heroes day is rememberance of the battle of Surabaya.
2. Bung Tomo is a revolutionary.
3. The Battle started because of misunderstanding.
4. Plane of british form Surabaya dropped leaflets to do propaganda.
5. Brigadier mallaby was killed by the british militia.

Answer the following questions briefly.

1. When did the battle take place?
2. Where did it happen?
3. What caused the battle?
4. What made the Indonesians dare to face the British army military aggression?
5. Describe in one word the Indonesians who defended their city at that time?

Pertemuan ke 4

Langkah Pembelajaran	**Deskripsi**	**Alokasi Waktu**
Kegiatan Pendahuluan	- Salam dan tegur sapah. - Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. - Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai.	Menit
Kegiatan Inti	**engamati** - Siswa membagi kelas dalam beberapa kelompok.	Menit

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	- Peserta didik mengamati guru dalam menjelaskan apa yang dimaksud dengan Read, Examine, Decide, Write (REDW) strategy. **Menanya** - Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dengan teks bacaan. **Mengumpulkan Informasi** - Siswa membacakan teks dengan tema B.J. Habibie dengan memperhatikan metode REDW strategy. - Mengolah informasi yang didapat dari membaca teks. **Mengasosiasi** - Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca **Mengkomunikasikan** - Guru dan siswa bersama-sama menkoreksi jawaban siswa.	
Kegiatan Penutup	- Membahas manfaat pembelajaran yang baru diselesaikan, - Membahas kesulitan dalam melakukan aktivitas pembelajaran, - Menyimpulkan hasil pembelajaran, - Menutup kelas	menit

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Read and answer the questions below !

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibien continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In

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May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called

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Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

Questions

True or False

1. Habibie is Javanese.
2. Habibie took part time job as advisor.
3. In Hamburg, Habibie worked on two projects funded by funded from Deustche Bundesbahn.
4. Habibie become a president in May 1998.
5. Habibie is presidential Adviser for Susilo Bambang Yudhono.

Answer the following questions briefly.

1. When did Habibie's father die?
2. Why did Habibie move to Germany?
3. When did Habibie receive a degree in engineering in Germany?
4. What was Habibie's first position when he returned to Indonesia?
5. What had happened before Habibie was sworn in as a president?

N. Instrumen penilaian untuk tes tertulis

2. Rubrik Penilaian dan Pedoman Penskoran

c) Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Isi	Sangat sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan tepat	3		

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	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		

d) Rubrik penilaian keterampilan (Praktik/ UnjukKerja)

KTIVITAS	KRITERIA		
	RBATAS	EMUASKAN	AHIR
ading text	embaca dengan terbata-bata (tidak lancar)	embaca dengan lancar tetapi penyebutan kurang pas	ncar mencapai fungsi sosial, lancar dalam membaca dan penyebutannya baik.
terangan : **ahir** mendapat skor 3 **emuaskan** mendapat skor 2 **rbatas** mendapat skor 1			

Peneliti

INTAN PRATIWI
14.1300.114

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APPENDIX 5

The Students' Score of Pre-test

No	Name	Code	Correct item		The Result	
			True-false	Essay	Score	Classification
1	Adam	A	2	15	17	Very Poor
2	Ahmad yasing	AY	3	20	23	Very Poor
3	Aldi wiranata	AW	4	25	29	Very Poor
4	Alfa risi	AR	3	15	18	Very Poor
5	Andi khaedir	AK	3	30	33	Very Poor
6	Asman saparuddin	AS	4	20	24	Very Poor
7	Auwaluddin	AW	4	30	34	Very Poor
8	Fadly	FD	3	15	18	Very Poor
9	Fatriady	FT	2	20	22	Very Poor
10	Hasrul	HS	3	25	28	Very Poor
11	Herul. A	HA	4	65	69	Good
12	Kurniawan	KN	2	20	22	Very Poor
13	Muliyadi	MY	2	25	27	Very Poor
14	Suracman	SR	3	25	28	Very Poor
15	Syahrul	SY	3	35	38	Very Poor
16	Tofiq	TF	2	35	37	Very Poor
17	Disna karnila	DK	2	40	42	Poor
18	Elvina	EV	4	40	44	Poor
19	Hadijah	HD	2	30	32	Very Poor
20	Rahma ibrahim	RI	1	15	16	Very Poor
21	Mutmainnah	MM	3	25	28	Very Poor
22	Nabila	NB	3	40	43	Poor
23	Nurmaliah	NM	3	40	43	Poor

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24	Nurfadilah	NF	4	35	39	Fair
25	Nurmadina	NA	3	35	38	Very Poor
26	Ratna	RT	1	20	21	Very Poor
27	Selpiana	SP	3	45	48	Poor
28	Selpina	SN	3	55	58	Fair
29	St. Sernida	SS	3	25	28	Very Poor
30	Umra	UM	3	45	48	Poor
Total			**85**	**910**	**995**	
Mean					**33.17**	**Very Poor**

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APPENDIX 6

The Students' Score of Post Test

No	Name	Code	Correct item		The Result	
			True-false	Essay	Score	Classification
1	Adam	A	3	60	63	Fair
2	Ahmad yasing	AY	4	65	69	Good
3	Aldi wiranata	AW	4	75	79	Good
4	Alfa risi	AR	3	75	78	Good
5	Andi khaedir	AK	4	60	64	Fair
6	Asman saparuddin	AS	5	85	90	Very Good
7	Auwaluddin	AW	5	85	90	Very Good
8	Fadly	FD	3	75	78	Good
9	Fatriady	FT	4	65	69	Good
10	Hasrul	HS	4	80	84	Very Good
11	Herul. A	HA	5	95	100	Very Good
12	Kurniawan	KN	3	60	63	Fair
13	Muliyadi	MY	4	75	79	Good
14	Suracman	SR	5	55	60	Fair
15	Syahrul	SY	5	70	75	Good
16	Tofiq	TF	4	55	59	Fair
17	Disna karnila	DK	4	70	74	Good
18	Elvina	EV	4	65	69	Good
19	Hadijah	HD	3	60	63	Fair
20	Rahma ibrahim	RI	3	60	63	Fair
21	Mutmainnah	MM	4	55	59	Fair
22	Nabila	NB	5	85	90	Very Good

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23	Nurmaliah	NM	4	70	74	Good
24	Nurfadilah	NF	5	70	75	Good
25	Nurmadina	NA	5	65	70	Good
26	Ratna	RT	4	65	69	Good
27	Selpiana	SP	4	75	79	Good
28	Selpina	SN	5	85	90	Very Good
29	St. Sernida	SS	4	75	79	Good
30	Umra	UM	5	85	90	Very Good
Total			**124**	**2120**	**2244**	
Mean					**74.8**	**Good**

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APPENDIX 7

The T-test Value

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	17	63	289	3969	46	2116
2	23	69	529	4761	46	2116
3	29	79	841	6241	50	2500
4	18	78	324	6084	60	3600
5	33	64	1089	4096	31	961
6	24	90	576	8100	66	4356
7	34	90	1156	8100	56	3136
8	18	78	324	6084	60	3600
9	22	69	484	4761	47	2209
10	28	84	784	7056	56	3136
11	69	100	4761	10000	31	961
12	22	63	484	3969	41	1681
13	27	79	729	6241	52	2704
14	28	60	784	3600	32	1024
15	38	75	1444	5625	37	1369
16	37	59	1369	3481	22	484
17	42	74	1769	5476	32	1024
18	44	69	1936	4761	25	625
19	32	63	1024	3969	31	961
20	16	63	256	3969	47	2209
21	28	59	784	3481	31	961
22	43	90	1849	8100	47	2209
23	43	74	1849	5476	31	961
24	39	75	1521	5625	36	1296

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25	38	70	1444	4900	32	1024
26	21	69	441	4761	48	2304
27	48	79	2304	6241	31	961
28	58	90	3364	8100	32	1024
29	28	79	784	6241	51	2601
30	48	90	2304	8100	42	1764
Total	**995**	**2244**	**37596**	**171368**	**1249**	**55877**

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APPENDIX 8

Distribution of T-Table

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

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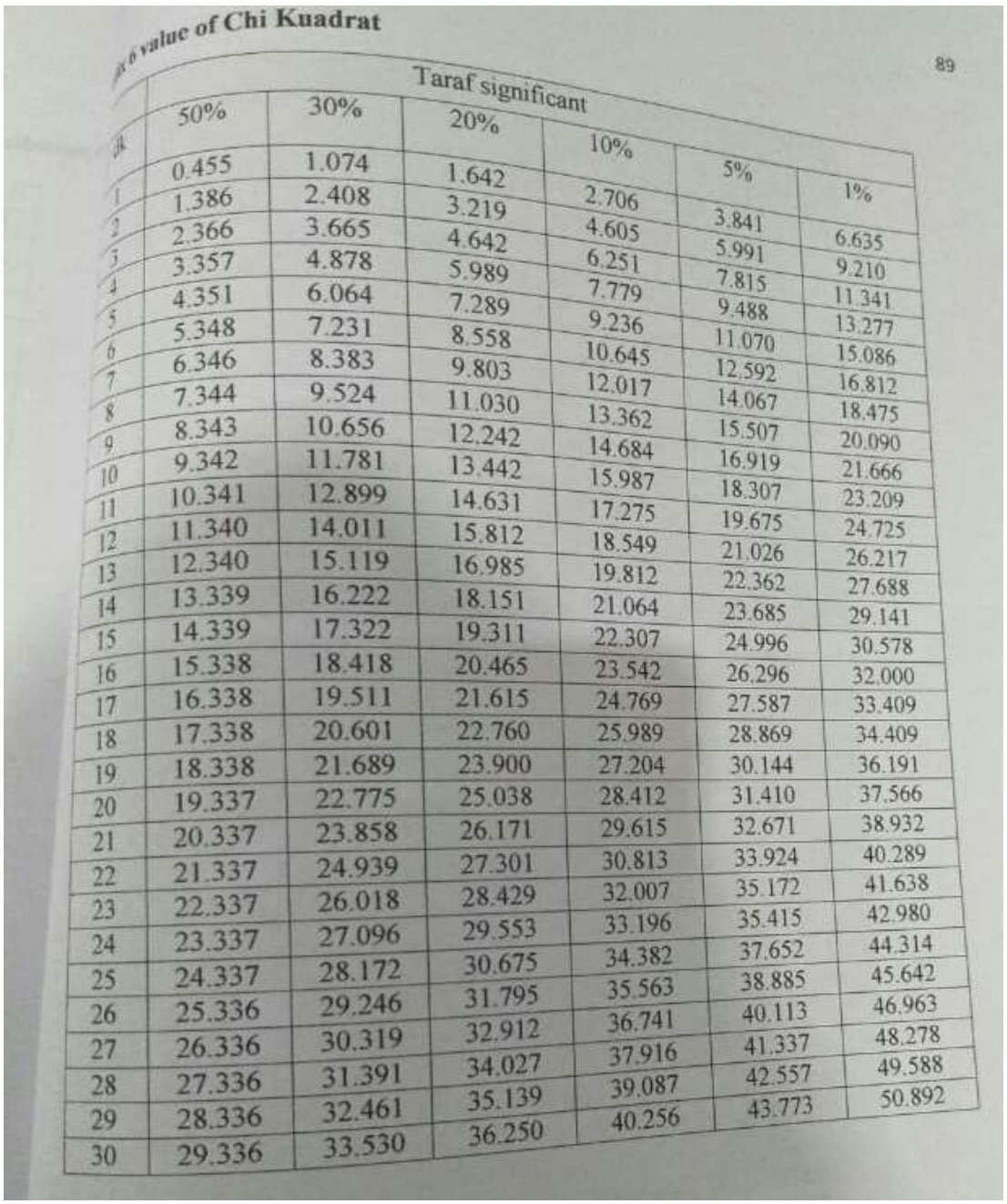
APPENDIX 9

Value of Chi Kuadrat



Titik value of Chi Kuadrat

dk	Taraf significant					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.409
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

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Appendix 10

Documentation

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Nurfadillah

Taj Mahal, an epitome of love
The taj mahal is synonymous to love and romance.
her beloved wife and queen.
Which means crown of Palaces.

The finest architectural and artistic achievem
of pure white marble
Semi-precious stones
240 feet (73 meters)
by four smaller domes.
four slender towers
at garden level.

at different time during the day
it radiates like a heavenly pink ish place
when the sky is bright and clear
glistening white marble
Taj mahal becames on of the seven
wonders of the world.

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main idea : which means crown of places.
• Kalimat Sebelumnya Kalimat Penjelas

main idea paragraf 2 : the finest architectural and artistic achievement.
• Kalimat Setelahnya Kalimat Penjelas

main idea paragraf 3 : Taj mahal Shows Shades of magnificent beauty at different time during the day
• Kalimat Setelahnya Kalimat Penjelas

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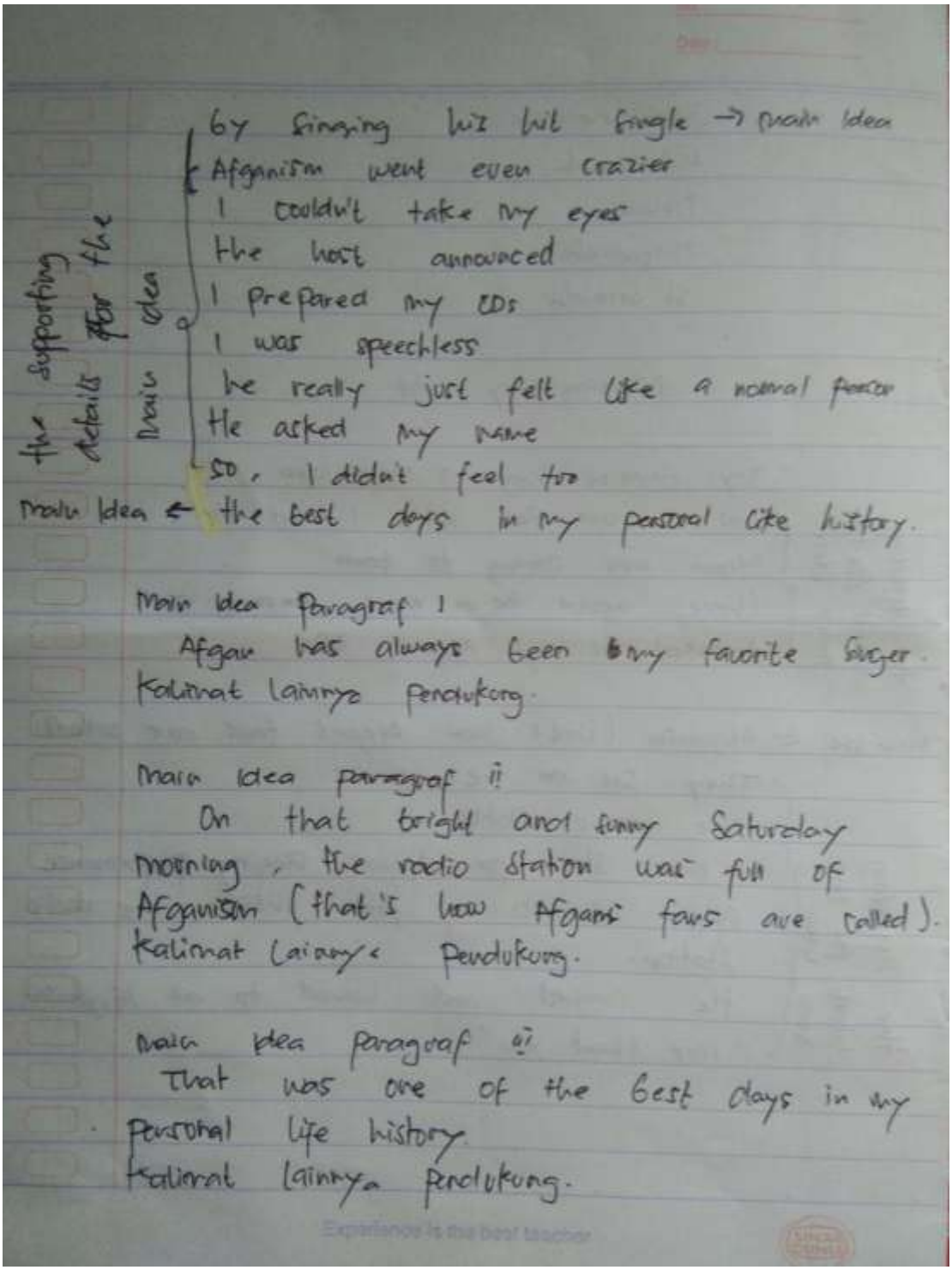

Main idea paragraf I
Afgan has always been my favorite singer.
Kalimat lainnya pendukung.

Main idea paragraf ii
On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgani fans are called).
Kalimat lainnya pendukung.

Main idea paragraf iii
That was one of the best days in my personal life history.
Kalimat lainnya pendukung.

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Nama : Disna Karmila
Mutmainnah
Nabila
Nurfadillah
St. Sernida

Meeting my Idol

my favorite singer → main Idea

the supporting details for the main Idea
- how I would feel when I meet him
- Afgan was coming to town
- there would be a meet ~~ab~~ and greet
- I packed all my Afgan's CDs

main Ide ← Afganism (that's how Afgan's fans are called).

the supporting details for the main Idea
- They sat on the chairs
- the radio station
- a mini stage for Afgan's singing performance
- Afgan showed up from inside the radio station.
- He smiled and waved to all Afganism
- "fine. thank you".

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3707 /In.39/PP.00.9/12/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: INTAN PRATIWI
Tempat/Tgl. Lahir	: PAREPARE, 02 Oktober 1996
NIM	: 14.1300.114
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: DESA UJUNG LERO, KEC. SUPPA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. PINRANG*** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 7 PINRANG THROUGH READ, EXAMINE, DECIDE, WRITE (REDW) STRATEGY"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

17 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Dirnaidin

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp.(0421) 923058 - 922914
PINRANG 91212

Pinrang, 17 Desember 2018

Nomor : 070/ 735 /Kesra
Lampiran : -
Perihal : Rekomendasi Penelitian.

Kepada
Yth. **Kepala SMKN 7 PINRANG**
di-
Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:3707/In.39/PP.00.9/12/2018 tanggal 17 Desember 2018 Perihal Izin Melaksanakan Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	:	**INTAN PRATIWI**
NIM	:	14.1300.114
Jurusan/Prog.Studi	:	Tarbiyah dan Adab/Pend.Bahasa Inggris
Alamat	:	Desa Ujung Lero, Kec.Suppa,Kab.Pinrang
Telepon	:	082 292 682 017

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "***IMPROVING THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 7 PINRANG THROUGH READ, EXAMINE, DECIDE, WRITE (REDW) STRATEGY***" yang pelaksanaannya pada tanggal 18 Desember 2018 s/d 18 Januari 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini.

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra
Up. Kabag Kemasyarakatan

JABIR, S.IP
Pangkat : Pembina Tk.I
Nip : 19701011 199202 1 001

Tembusan.

1. Bupati Pinrang Sebagai Laporan di Pinrang.
2. Dandim 1404 Pinrang di Pinrang.
3. Kapolres Pinrang di Pinrang.
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang.
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang.
6. Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare.
7. Camat Suppa di Majennang
8. Yang bersangkutan untuk diketahui,
9. Arsip.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 7 PINRANG
Alamat : Jln. Poros Ujung Lero, Desa Lero, Kecamatan Suppa, Kabupaten Pinrang
Email : smkn7pinrang@yahoo.com Kode Pos : 91272

SURAT KETERANGAN
Nomor: 26 /880-UPT SMKN.7/PINRANG/DISDIK/2019

Yang bertanda tangan di bawah ini, kepala UPT SMK Negeri 7 Pinrang Menerangkan Bahwa :

Nama	: INTAN PRATIWI
NIM	: 14.1300.114
Pekerjaan/Prog Study	: Mahasiswa (S1), Tarbiyah dan adab/ Pendidikan Bahasa Inggris
Alamat	: Ujung Lero

Yang tersebut namanya diatas telah melaksanakan penelitian di SMK Negeri 7 Pinrang Kab.Pinrang dengan Judul "IMPROVING THE STUDENTS "READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 7 PINRANG THROUGH READ, EXAMINE, DECIDE,WRITE (REDW) STRATEGY" yang pelaksanaannya dimulai dari tanggal 17 Desember 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya .

Pinrang, 11 Januari 2019
Kepala UPT SMK Negeri 7 Pinrang

PEMERINTAH PROVINSI SULAWESI SELATAN
UPT
SEKOLAH MENENGAH KEJURUAN NEGERI 7 PINRANG
KABUPATEN PINRANG
DINAS PENDIDIKAN

ABDUL KADIR, S.Pd. M.Pd.
NIP. 19700830 199703 1 008

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

INTAN PRATIWI, the researcher was born on October 2nd, 1996 in Parepare, South Sulawesi. She is the fifth child of five siblings in her family. Her father's name is Achmad Rudani and her mother's name is Hj.Nastmaen. She started his elementary school at SDN 96 Suppa in 2002 in Pinrang and finished in 2008. In the same year, she continued her study to junior high school of SMPN 3 Suppa in Pinrang and finished in 2011. In the same year, she continued her study to senior high school of SMAN 4 Parepare and finished in 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2019. With the title of her skripsi "Improving the Students' Reading Comprehension at the Tenth Grade of SMKN 7 Pinrang Through Read, Examine, Decide, Write (REDW) Strategy".

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