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**THE IMPLEMENTATION OF LITERATURE CIRCLES ON  
STUDENTS' READING COMPREHENSION OF ANALYTICAL  
EXPOSITION TEXTS AT MAN 3 KOTA PEKANBARU**



UIN SUSKA RIAU

By

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**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd)

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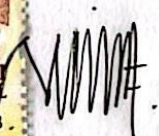
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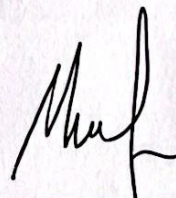
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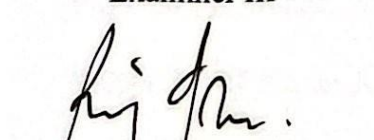
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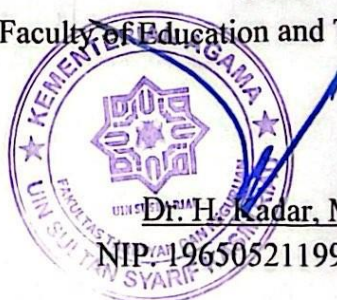
  
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**ABSTRACT**

**Nurul Fitria, (2024):**

**The Implementation of Literature Circles on Students Reading Comprehension of Analytical Exposition Texts at MAN 3 Kota Pekanbaru.**

This research about the implementation of Literature Circles on students' reading comprehension of analytical exposition texts at MAN 3 Kota Pekanbaru. The purpose of this research was to examine whether or not there is a significant difference on reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru. The research design used in this research was a quasi-experimental design, with data analyzed using SPSS.24. The researcher used a two-group pre-test and post-test design. The population of this research were the eleventh grade of students at MAN 3 Kota Pekanbaru. The researcher used experimental and control classes as samples for the research by using purposive sampling in which the total sample was 37 students. In collecting the data, the researcher used a multiple-choice reading test. While analyzing the data, the researcher used an independent sample T-test and effect size. It can be seen from the effect size calculation that was calculated by using the eta squared formula with a result of 0.26, which is categorized as a large effect.

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**ABSTRAK**

**Nurul Fitria, (2024): Penerapan Lingkaran Sastra Pada Pemahaman Membaca Teks Analitikal Eksposisi Siswa Di MAN 3 Kota Pekanbaru.**

Penelitian ini tentang penerapan Lingkaran Sastra pada pemahaman membaca teks analitikal eksposisi siswa di MAN 3 Kota Pekanbaru. Tujuan dari penelitian ini adalah untuk menguji apakah ada perbedaan yang signifikan pada pemahaman membaca teks analitikal eksposisi siswa yang diajar dengan dan tanpa menggunakan Lingkaran Sastra di MAN 3 Kota Pekanbaru. Desain penelitian yang digunakan dalam penelitian ini adalah (quasi experimental design), dengan analisis data menggunakan SPSS.24. Peneliti menggunakan dua kelompok pre-test dan post-test desain. Populasi penelitian ini adalah siswa kelas XI di MAN 3 Kota Pekanbaru. Peneliti menggunakan kelas eksperimen dan kelas kontrol sebagai sampel untuk penelitian dengan menggunakan purposive sampling dimana total sampel adalah 37 siswa. Dalam mengumpulkan data, peneliti menggunakan tes membaca pilihan ganda. Sedangkan dalam menganalisis data, peneliti menggunakan independent sample T-test dan effect size. Hal ini dapat dilihat dari perhitungan effect size yang dihitung dengan menggunakan rumus eta squared dengan hasil 0,26% yang dikategorikan sebagai efek yang besar.

## ملخص

نور الفطرية، (٢٠٢٤): تنفيذ الحلقات الأدبية على الفهم القرائي للطلاب  
لنصوص العرض التحليلي في المدرسة الثانوية  
الإسلامية الحكومية ٣ بكنبارو

يتناول هذا البحث تنفيذ الحلقات الأدبية على الفهم القرائي للطلاب  
لنصوص العرض التحليلي في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.  
كان الغرض من هذا البحث هو دراسة ما إذا كان هناك فرق كبير في الفهم  
القرائي لنصوص العرض التحليلي للطلاب الذين يتم تدريسهم بواسطة أو بدون  
استخدام الحلقات الأدبية في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.  
تصميم البحث المستخدم في هذا البحث عبارة عن تصميم شبه تجريبي، مع تحليل  
البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٤. واستخدمت  
الباحثة تصميم المجموعتين للاختبار القبلي والاختبار البعدي. مجتمع هذا البحث  
طلاب الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.  
واستخدمت الباحثة الصف التجريبي والضابط كعينة البحث باستخدام العينة  
القصدية والتي بلغ مجموع العينة ٣٧ طالبا. ولجمع البيانات استخدمت الباحثة  
اختبار القراءة متعدد الاختيارات. أثناء تحليل البيانات، استخدمت الباحثة اختبار  
ت للعينة المستقلة وحجم التأثير. ويمكن ملاحظة ذلك من حساب حجم التأثير  
الذي تم حسابه باستخدام صيغة مربع إيتا بنتيجة ٠.٢٦، والتي تصنف على أنها  
تأثير كبير.

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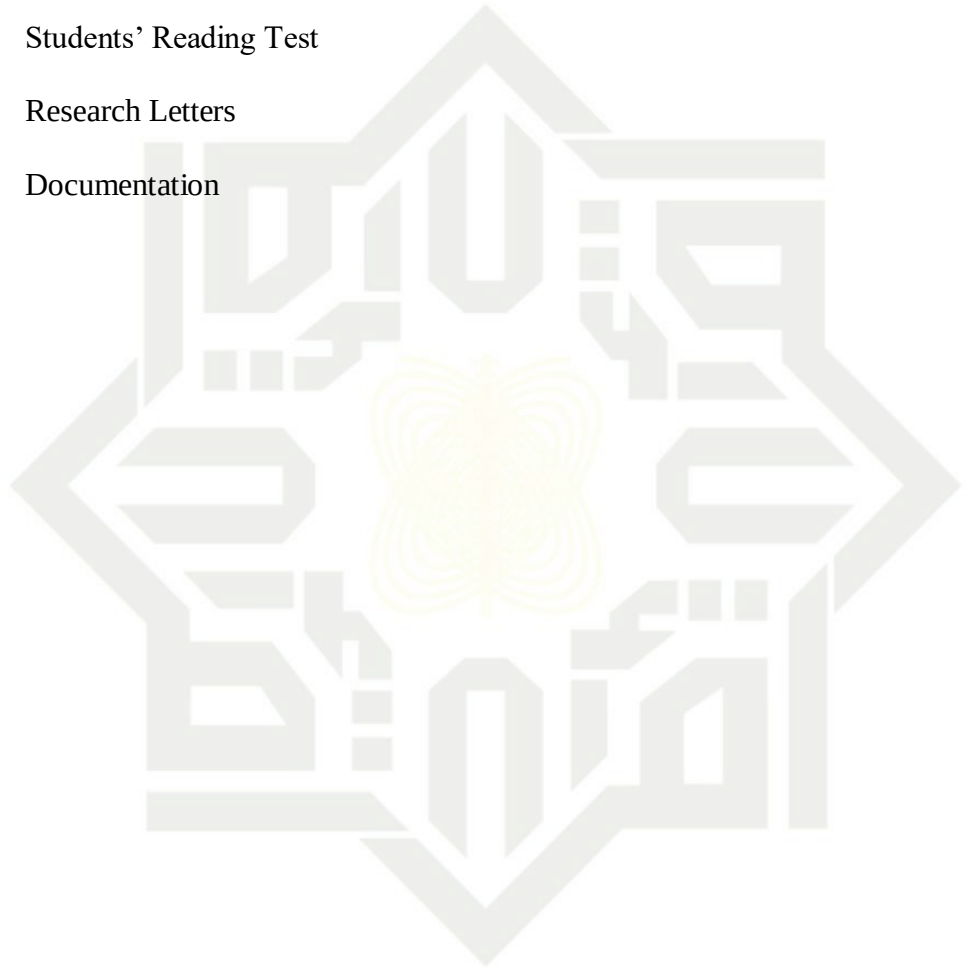
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## CHAPTER 1 INTRODUCTION

### A. Background of the Problem

For students studying English as a foreign language, reading comprehension is one of the most crucial academic language abilities. Reading is regarded as the best way to acquire a variety of knowledge sources, laying the groundwork for critical thinking and synthesis abilities Celce-Murcia (2001). According to Lehr (2013), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This means that reading comprehension is an active process, being able to read many different materials and being able to understand them.

Kim & Pae (2021) also define reading comprehension is making sense of words, sentences, and connected texts. A reader typically uses background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text. However, now there are still some critical problems that the students face in learning reading. They might not have prior knowledge about the text given. They have a poor interpretation of the text, poor vocabulary, and poor grammatical competence.

One of the most critical factors influencing the learning outcome is reading comprehension. According to Astri, Wahab (2018) & Saiful et al (2019), through reading, the students can get a lot of knowledge or ideas

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to improve their grade point average change their behavior, and complete for a good place in any aspect of life in the world. Therefore, reading is a course offered at schools and universities that plays an essential role in improving human development.

MAN 3 Kota Pekanbaru is one of the senior high school that applies 2013 curriculum as its guidance in teaching and learning process. English is one of the subjects that is the compulsory subject which is taught once a week in 120 minutes or 3 hours for each meeting. The basic competence in the syllabus of this school for the eleventh students will be able to express the information of genre text, such as descriptive, narrative, analytical, hortatory, report, etc. Then, the researcher chooses analytical exposition text to be the topic of this research. In the 2013 curriculum reference, there are several basic competencies that must be achieved by students; analyzing the social function, text structure, and linguistic elements of analytical exposition text on hot topics, according to the context of use and capture the meaning in analytical exposition texts on hot topics.

Based on the preliminary observation which was conducted by the researcher on October, 2023 by interviewing the English teacher at MAN 3 Kota Pekanbaru, the researcher found that literature circles has never been applied to students at MAN 3 Kota Pekanbaru. The teacher only used sustained silent reading while they read the text. Furthermore, the researcher found some students' problems on reading comprehension. The

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general problems that students faced such as: they lacked of the vocabulary while they were reading the text by using sustained silent reading and they were not able to compile written analytical exposition text by using sustained silent reading.

The reason why the researcher chose this strategy because it has never been applied in this school. Based on previous research the literature circles is good and successful to develop for reading comprehension. So, the researcher wants to prove it. The strategy here is literature circles. Literature Circles is one of the teaching strategies that can be used in teaching reading to develop students' reading comprehension skill.

There have been some studies that investigated about literature circles: Adawiyah (2018), Huljanah (2022), Julianti et al (2019), Khumairok (2020), and others. Those researchers examined whether or not the literature circles can improve students reading comprehension. So those research used Quasi Experiment Research and Classroom Action Research as research design while this research use Quasi-Experimental Research. Furthermore, then the previous research was addressed to vocational high school (SMK) students, and senior high school students (SMA). The researcher has not found the research yet conducted in Madrasah Aliyah Negeri (MAN). In this research, the researcher examines about literature circles on students' reading comprehension of Madrasah Aliyah Negeri (MAN).

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Based on the statements above, the researcher needs to do a research with the title "**The Implementation of Literature Circles on Students' Reading Comprehension of Analytical Exposition Texts at MAN 3 Kota Pekanbaru**".

**B. Problem**

**1. Identification of the Problem**

Based on the background of the problem, there were some problems as follows:

- a. The students still lacked of the vocabulary while they reading the text by using sustained silent reading.
- b. The students were not able to compile written analytical exposition text by using sustained silent reading.

**2. Limitation of the Problem**

Based on the identification problem above, the researcher needs to limit the problem into the implementation of literature circles on students reading comprehension of analytical exposition texts at the eleventh grade of students at MAN 3 Kota Pekanbaru.

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### **3. Formulation of the Problem**

Based on the limitation of the problem above, the problems are formulated in the following question:

- a. Is there any significant difference of reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru?
- b. How is the effect of literature circles on reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru?

### **C. Objective of the Research and Significance of the Research**

#### **1. Objective of the Research**

Based on the formulations above, the objective of the research were:

- a. To examine there is a significant difference of reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru.
- b. To describe the effect of literature circles on reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru.

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## **2. Significances of the Research**

For the following reasons, the researcher expects that the findings of this study will be put to use by other researchers, teachers, students, and educational institutions.

For the researcher's knowledge of teaching techniques that can be utilized to encourage students to read and to expand their understanding of discourse analysis, particularly with regard to this research. So, the researcher can also benefit from strategies that encourage individuals nearby to read.

For students, it helped students to increase reading comprehension, who first reading interest was low, their interest to be more active in teaching learning process, and make students more courageous is issuing their arguments about what they have read.

For the teacher, the result of the study can be used as an alternative teaching technique, because the teacher can learn to use this strategy to help students to improve their reading comprehension.

For the next researcher, the result of this research can be used as an example to conduct research, and can be used to help interest in reading people around.

### **D. Definition of the Terms**

Related to the title of this research, there are many terms involved. Thus, each term is necessary to be defined in purpose to avoid misunderstanding and misperception toward the terms. The definition are as follows:

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## **1. Reading Comprehension**

Guthrie (2004) states that reading comprehension consists of the process building conceptual knowledge of a text through cognitive interaction and motivational involvement with the text. Every word and phrase in a statement has a weight He believes that the development of understanding consists in the ability to build up higher levels of knowledge as a result of interaction with texts. According to Catherine (2002), reading comprehension is a process of extracting and constructing meaning simultaneously through interaction and involvement with written language.

In this research, reading comprehension refers to process to know and understand information of the text. In reading comprehension, the readers need to relate the information from the text with prior experience and their knowledge.

## **2. Literature Circles**

Daniels (2006) Literature circles are small, peer-led discussion groups who have chosen to read the same story, poem, article, or book. Then, Furr (2004) states Literature Circles is fun, focused classroom based student reading and group discussion. In short, the teacher can present an interesting reading for students and choose material that can increase their motivation to learn. Cameron et.al (2012) explain that literature circles are led mostly by students, while the teacher remains in the background and performs only basic controlled function. Thus, literature circle is a student-centered teaching.

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In this research, literature circles refers to complete activities that include all the skills but the center of these activities mostly to improve students' reading skill. Literature circles method lets the students talk freely about their reading and exchange their understanding about the same readings. It is a fun way that students get to work with other people, they get to read the books and then they get to write about them comprehend the text.

### **3. Analytical Exposition Text**

Refnaldi (2010) states, "Analytical exposition essay is the essay which argues that something is the case". Moreover, Priyana et al (2008) states, "Analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both". The topic that will be discussed should be an event that happens recently. Untoro (2016) supports this statement, he states "The topic should be related to the recent and important problems happen and need to be explored".

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. Definition of Reading Comprehension

Reading comprehension is a reading activity that can build understanding to find out the meaning of the text being read. According to Woolley (2011), reading comprehension is the process of interpreting the text. The aim is to gain a thorough understanding of what is described in the text.

In addition, reading comprehension is a process of extracting and constructing meaning simultaneously through interaction and involvement with written language Catherine (2002). This means that the use of words that extract and construct to emphasize both the importance and inadequacy of the text as a determinant of reading comprehension, in other words reading comprehension is how to understand a written text. The process of understanding a word, a set of words, a statement, a paragraph and then unifying it in one sense of purpose and meaning.

Furthermore, Guthrie (2004) states that reading comprehension consists of the process of building conceptual knowledge of a text through cognitive interaction and motivational involvement with the text. Every word and phrase in a statement

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has a weight; He believes that the development of understanding consists in the ability to build up higher levels of knowledge as a result of interaction with texts. The definition contains the interaction of the phrase with text. It mainly refers to cognitive strategies that are central to the reading comprehension process.

According to Elizabeth, et al. (2003) reading comprehension is related to initial knowledge with new knowledge contained in written texts, previous knowledge, in turn depending on life experiences. And have more prior knowledge will have more understanding.

Based on definition above, we can concluded that reading comprehension is a complex process involving the interaction of many components. These components are the reader, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of the type of text.

### **b. The Components of Reading Comprehension**

Stanley M. and King (1999) in Ningsih (2015) explain reading comprehension has five components that may help students to read the text carefully, they are:

#### **1) Finding Main Ideas**

It is the main topic can be discuss in a paragraph in which help the readers to guess what paragraph is about.

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Main idea can be able to find in the first, middle, or in the last sentence of the paragraph.

## 2) Finding Specific Information

Finding specific information requires the readers to scan specific details of the text. It usually appears with guessing question word. Finding factual information can be able to find detail information such as person, place, event and time.

## 3) Finding the Meaning of Vocabulary

The reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they have read.

## 4) Identifying Reference

The same words or phrases find in several times in the paragraph. They are usually short and very frequently pronouns, such as they, she, he, it, her, him, and others. This component can be able to identify the word which they refer to help the reader understand the reading passage.

## 5) Making Inference

The readers are expected to make accurate prediction. The prediction can make by correctly interpreting the

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indicators researcher's gives.

**c. Kinds of Reading**

According to Doff in Hikmawati (2008), that reading is classified into four kinds, they are:

**1. Reading Aloud**

Reading aloud is a planned oral reading of a book or printed excerpt, usually related to the theme or topic of study. Reading aloud can be used to engage student listeners while developing background knowledge, enhancing comprehension skills, and cultivating critical thinking.

**2. Silent Reading**

Silent reading is sometimes seen as recreational reading or independent reading because in silent reading something is read in a relaxed mood and only one person is paying attention to it.

**3. Guided Reading**

Guided reading is an instructional approach that involves a teacher working with a small group of readers. During lessons, the teacher provides student-readable text with support, guiding students as they use problem-solving strategies to read the text. Its main goal is independent reading.

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**4. Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join or share reading books or other texts while being guided and supported by a teacher.

**d. Assessing Reading**

Assessing reading is very important to be administered to know what extent the students achieve comprehension as the true essence of reading ability. The good assessment needs to be reliable, valid, and practical. To test reading comprehension, it must be figured out in how to tap the skill of comprehension, so the goal of the assessment can be achieve.

Brown (2003) mentioned some possible tasks in assessing students reading comprehension base on selective reading level as follows:

**1) Multiple-choice**

Multiple-choice is the most common method used to assess reading knowledge of vocabulary and grammar, in which it is easy to administer and can be scored quickly.

**2) Matching task**

In this type, the test-taker needs to simply match the appropriate forms. The criteria usually appeared in this

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matching procedure is vocabulary.

3) Editing task

This task is commonly used to assess the linguistic competence in reading comprehension, in which this format requires the test-taker to edit and detected the errors in written passages.

4) Picture-cued task

This task uses pictures and photograph which may be equally well utilized for examining ability at the selective level. In choosing the answer, the test-takers need to read a sentence and choose the picture described.

5) Gap-filling tasks (fill in the blank)

This task is sentence completion items. The test is required to read and fill the blank by word or phrase appropriately.

**2. Literature Circles**

**a. Definition of Literature Circles**

Literature Circles provide an opportunity for students to engage with their peers about a selected text, Daniels (2002). According to Rogers and Leochko (2002), literature circles is a forum that provides opportunities for students to interact with reading material at various levels. Students explore the literal

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aspects of books, make connections with their own lives and look for important story elements and activities that help build positive reading behavior in students by demonstrating collaboration and communication in groups. Literature circles invite students to become part of the reading community. Students discuss with other readers with various reading backgrounds and experiences. It is structured as a collaborative small group, and is guided by the principles of reader response.

According to Greef (2002), literature circles is used in the classroom in small groups based on students' literature interests. Prepare students to select their first and second choices from the text. Group students according to their choice into groups of four or five members. That is, the Literature Circle Strategy can be seen as a cooperative learning tool to improve students' reading comprehension.

According to DaLie (2001), literature circles is a students' equivalent in the classroom of an adult book club. The aim is to encourage student-choice and a love of reading in young people. The true intent of literature circles is to allow students to practice and develop the skills and strategies of good readers.

Literature circles are small groups of students who gather to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. Straits (2007) further

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explains that, students may hear talks about events and characters in the book, the author's craft, or personal experiences related to the story. On the English Foreign Language (EFL) side of the picture, Furr (2004), defines literature circles in EFL are magic in that they have the power to transform 'Foreign Language Learners' from passive, rather shy, reticent students into students who eagerly point at their texts in order to support their arguments while sharing their opinions in English.

From explanation above, we can be concluded Literature Circles is a strategy to control class activity that the student are enable to become critical thinkers as they read, share thoughts, ask questions, and respond to reading selections.

**b. Teaching Principles In Literature Circles****1) Structure sessions**

To ensure that all students know what is expected of them, clarify their roles and responsibilities.

**2) Provide guidance**

When students are unsure, pose open-ended questions and be available to offer guidance when necessary.

**3) Offer feedback**

Throughout the process, give students continual feedback.

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4) Use scaffolds as temporary supports

The purpose of scaffolds is to encourage discussions around readings; however, they should only be used temporarily so that, as students gain more experience, the talks can become more naturally flowing.

5) Consider student choice

Let students select the books they want to read, and ask them to think about how the texts relate to their interests and backgrounds.

6) Teach routines

So that pupils know what to do, spend some time at the beginning explaining the routines, rules, and expectations.

**c. Teaching Procedures of Literature Circles In Reading Comprehension**

According to Daniels (2002), how to teach by using literature circles includes:

1) Students choose their own reading materials based on analytical exposition text.

Students select reading materials based on analytical exposition texts, increasing their motivation. According to McGee and Richardson (2009), student involvement in selecting reading material encourages a sense of responsibility and interest.

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- 2) The teacher divides students into several groups consisting of 5-6 students and each group has one student who acts as a tutor.

The teacher divides students into groups of 5-6 people, with one student as tutor. Johnson and Johnson (2009) stated that dividing roles in groups can increase collaboration and student involvement.

- 3) Different groups read different title.

Each group read a different title, allowing for diverse perspectives and themes. Cohen (1994) shows that a variety of reading titles enriches student discussion and understanding.

- 4) Groups meet on a regular and predictable schedule to discuss reading.

The group meets regularly and on a scheduled basis to discuss the readings. Marzano (2007) emphasizes the importance of a consistent time structure in increasing learning effectiveness.

- 5) Children use written or drawn notes to guide reading and discussion.

Students use written notes or pictures to guide reading and discussion, which aids comprehension. Hattie (2009) emphasized that notes can improve student retention and reflection.

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- 6) The topic of discussion comes from students.

Discussion topics come from the students, giving them the opportunity to express their thoughts. Dewey (1938) argued that autonomy in learning increases student engagement and creativity.

- 7) Group meetings aim to be open and natural conversations about text; Personal connections, deviations and open-ended questions are welcome.

Meetings are aimed at open, natural conversations, where personal connections and open-ended questions come first. Duffy and Roehler (1986) stated that open discussions can deepen students' understanding.

- 8) The teacher acts as a facilitator, not as a group member or instructor.

The teacher functions as a facilitator, not an instructor, so that students are freer to express ideas. According to Vygotsky (1978), the teacher's role as a mediator allows students to construct their own knowledge.

Evaluation is carried out by teacher observation and student self-evaluation.

- 9) Spirit of playfulness and fun.

A fun, upbeat environment encourages student engagement. Csikszentmihalyi (1990) shows that enjoyable experiences can

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increase motivation and learning.

- 10) After the text is finished, readers share it with their classmates, and a new group is formed.

Once the text is complete, students share their understanding with classmates, and new groups are formed. Johnson and Johnson (1994) stated that collaboration in learning improves social skills and shared understanding.

**d. The Advantages of Literature Circles**

Lin (2004) said the advantages of literature circles which some studies have identified include:

- 1) Produce a stronger reader-text relationship.
- 2) Improve classroom climates.
- 3) Increase the degree of equality and understanding of gender.
- 4) Create learning environment that is more conducive to the needs and abilities of English learners.

**e. The Disadvantages of Literature Circles**

- 1) Literature circles may be too much fun, as students often chat about things not related to the book, or even digress to surfing on the internet together.
- 2) Literature circles that give the students too much choice take away some of the choice of the material from the educator.

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**f. The Goals of Literature Circles**

- 1) The student can learn new words, syntax and discourse functions and they learn correct sentence patterns.
- 2) It can extend students' comprehension of various genres and text selections.
- 3) It gives students the opportunity to talk about books with their peers.
- 4) The student can develop their writing skills.

**3. Analytical Exposition Text**

**a. Definition of Analytical Exposition Text**

Analytical exposition text is a type of text that aims to explain an opinion or argument about something in a logical way. Analytical exposition text is a text which discuss about something that happen in society. The purpose of an analytical exposition text is to persuade the speaker/listener to look at an issue with your perspective.

Refnaldi (2010) states that “analytical exposition text is the essay which argues that something is the case”. Moreover, Priyana et al (2008) states that “analytical exposition text proposes or suggests a certain topic which may only be pro or contra, or both”. The topic that will be discussed should be an event that happens recently. Untoro (2016) supports this statement, he states that “the topic should be related to the recent and important problems

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happen and need to be explored”. Furthermore, Kartini and Farikah (2015) states that analytical exposition text presents information, ideas or issues to inform and to persuade the reader or listener.

It can be concluded that analytical exposition text provides the writer’s opinion about something that happens in the society.

**b. Generic Structure of Analytical Exposition Text**

Generic structure is a piece of the text. Every type of text has a distinct generic structure. Based on Septiana (2016) stated analytical exposition consists of three parts:

- 1) Thesis: It introduces the topic and shows speakers or writer positions or outlines of the arguments presented.
- 2) Arguments: It means by which we engage in discussion about our present and our future. Arguments consist of points and elaboration. Point states the main arguments. While elaboration develops and supports each points of arguments.
- 3) Reiteration: It restates speaker or writer’s position. Reiteration commonly call as the conclusion.

Example of analytical exposition text:

**Dogs Make The Best Pets**

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete

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with a dog. **(Thesis)**

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens. Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can. Thirdly, dogs are very active. This means that you can always keep fit and healthy. taking your dog for walks and playing games together. **(Arguments)**

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all. **(Reiteration)**

#### c. Language Features of Analytical Exposition Text

According to Elita (2017), the language features of analytical exposition text are:

- 1) Focus on generic human participant (car, pollution).
- 2) The use of mental verb are used when expressing opinions (like, believe, happy).
- 3) The use of words that link to argument (firstly, however, therefore).
- 4) The use of simple present tense.
- 5) The use of modal and adverb (can, may certainly).
- 6) The uses of emotive and evaluative word (alarmed, worried)

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## B. Relevant Research

There are some previous researchers which have relevancy to this research:

The first research is a research conducted by Adawiyah, (2020) entitles, “The Use of Literacy Circle To Improve Reading Comprehension at the Second Grade of SMP Negeri 1 Pinrang”. The result of this research indicates that the literacy circle was able to improve the students’ reading comprehension. The research was experimental design with pre-experimental. The Instrument used were reading text and literacy worksheet. It was proved by the data analysis by using t-test showed the value of t-test = 18,75 was higher than t-table = 1,695, in significant degree of 0.05 (5%).

The second research is research conducted by Aningra, (2021) entitles, “The Use of Literature Circles Strategy to Improve Students’ Reading Comprehension (A pre-Experimental Research at the Eleventh Grade of SMA Negeri 10 Jenepono)”. The research findings indicated that eleventh grade students of SMA Negeri 10 Jenepono were still low in reading. But after treatment, their reading comprehension significant improved. The research was experimental research with pre-experimental design. The instrument used were pre-test and post-test. It was proven by the result of the main score obtained by the students through pre-test was 51.03% and the mean score of the students in post-test was 69.52%.

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The third research is research conducted by Irawati, (2016) entitles, “Effectiveness of Literature Circles on Students’ Reading Comprehension”. The research was experimental research with quasi-experimental design. The instrument used were nonrandomized control group pre-test and post-test design. The finding yielded a t-value of 3.11. The t-value (3.11) is higher than the critical table 1.678 at  $p=.05$  and  $df=44$  (one-tailed). The result evidently shows that literature circles contribute a significant effect to improve students’ reading comprehension.

Based on all of the previous research that has been mentioned, it can be concluded the same topic focused on the effects of literature circles on students' reading comprehension, and the similarity of this research with previous research aims to whether examine or not them is a significant effect of using literature circles on students’ reading comprehension, and all the researcher used experimental design.

But the focus points are different. The first journal focused on the junior high school level, the researcher used a reading test in accordance with the literacy circles in the pre-test and post-test. The second journal focused on the senior high school level with narrative text. The third journal focused on the student level with expository text. Meanwhile, this research focused on the senior high school level (MAN) with expository text. The data collected and data analyzed also different.

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## C. Operational Concept

The theoretical framework is a concept in this thesis that describes how theorists can be linked to the factors that have been identified as significant problems. There are two variables in this study, both self-sufficient and dependent. The symbols X and Y are used to distinguish between two variables: X stands for independent and Y stands for dependent, as follow in:

### 1. Variable X

In this research, variable X is the implementation of literature circles. Referring to Daniels (2002), the following are several procedures of using literature circles modified to improve students reading comprehension:

- a. Students choose their own reading materials based on analytical exposition text.
- b. The teacher divides students into several groups consisting of 5-6 students and each group has one student who acts as a tutor.
- c. Different groups read different title.
- d. Groups meet on a regular and predictable schedule to discuss reading.
- e. Students use written or drawn notes to guide reading and discussion.
- f. The topic of discussion comes from students.
- g. Group meetings aim to be open and natural conversations about

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text; Personal connections, deviations and open-ended questions are welcome.

- h. The teacher acts as a facilitator, not as a group member or instructor.

Evaluation is carried out by teacher observation and student self-evaluation.

- i. Spirit of playfulness and fun.
- j. After the text is finished, students share it with their classmates, and a new group is formed.

2. Variable Y

In this research, variable Y is students' comprehension of reading analytical exposition text. It can be seen through the following indicators based on Stanley (1999), there are five components of reading comprehension, are as follows:

- a. The students' ability to find main ideas.
- b. The students' ability to find factual information.
- c. The students' ability to find the meaning in the context.
- d. The students' ability to identify references.
- e. The students' ability to make inferences.

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**D. Assumption and Hypothesis****1. Assumption**

In this research, the researcher assumes that students who are taught by using the strategy of Literature Circles have better reading comprehension.

**2. Hypothesis**

Based on the assumption above, there are hypothesis proposed:

Ho: There is no significant difference of reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru.

Ha: There is a significant difference of reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru.

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## CHAPTER III RESEARCH METHOD

### A. Research Design

This research employed a quantitative research. According to Arikunto (2006), quantitative research is research that uses numbers starting from data collection, interpretation of the data, and appearance of the results. In addition to data in the form of numbers, in quantitative research there is also data in the form of qualitative personal information.

Quantitative research is a type of research that produces discoveries that can be achieved (obtained) using statistical procedures or other means of quantification (measurement), Sujarweni Wiratna V, (2014). While, according to Sugiyono, (2017) quantitative research is a research that is based on the philosophy of positivism, used to research on certain populations or samples, data collection using instruments or certain samples, data analysis is quantitative or statistical, with the aim of testing the hypothesis set.

In this research, the researcher used quantitative approach by using a quasi-experimental design. According to Creswell (2015), quasi-experimental is an experimental design that is conducted without randomization, but involves assigning participants to groups. According to Sugiyono (2017), quasi-experimental is a method that has a control group, but can not function fully to control outside variables that affect the implementation of the experiment.

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This research design was to examine whether or not there is a significant difference of reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru. In this research, literature circles is the independent variable that may cause or influence students' reading comprehension of analytical exposition text as the dependent variable. This research used two classes with different treatments between experimental and control classes. In the experimental class, the researcher applied the treatment of literature circles. Another class was the control class which was taught without using literature circles.

**Tabel III.1**  
**Research Design**

|                    |          |                        |           |
|--------------------|----------|------------------------|-----------|
| Control Group      | Pre-test | No treatment           | Post-test |
| Experimental group | Pre-test | Experimental treatment | Post test |

## **B. Time and Location of the Research**

This research was conducted from January until March 2024, at MAN 3 Kota Pekanbaru which is located at Jln. Hr. Soebrantas, Gg. Karya Guru, Kec. Tampan, Kota Pekanbaru, Prov. Riau.

## **C. Subject and Object of the Research**

### **1. Subject of the Research**

The subject of this research was the eleventh grade of students at MAN 3 Kota Pekanbaru.

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## 2. Object of the Research

The object of this research was to the implementation of literature circles on students' reading comprehension of analytical exposition text.

## D. Population and Sample of the Research

### 1. Population

According to Creswell (2012) population is a group of individuals who had the same characteristic. Another expert on Sugiyono (2019), population is a generalization area consisting of object or subject that have certain quality and characteristic that is determined by the researcher to be studied and then draw a conclusion.

The population of this research was the eleventh students at MAN 3 Kota Pekanbaru. There were 291 students and it consists 8 classes for the eleventh students as described at the following table:

**Tabel III.2**  
**Population of the Eleventh Students at MAN 3 Kota Pekanbaru**

| No                         | Classes                | Total of Students |
|----------------------------|------------------------|-------------------|
| 1                          | XI Mia 1 Olimpiade     | 35                |
| 2                          | XI Mia 2 Riset         | 37                |
| 3                          | XI Mia 3 Robotik       | 37                |
| 4                          | XI Mia 4 Programmer    | 36                |
| 5                          | XI Mia 5 International | 37                |
| 6                          | XI Agama               | 37                |
| 7                          | XI Ips 1 Multimedia    | 37                |
| 8                          | XI Ips 2 Entrepreneur  | 35                |
| <b>Total of population</b> |                        | <b>291</b>        |

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## 2. Sample

Sample is a subgroup of a target population that the researcher planned to study for generalizing about the target population, Creswell (2012). According Caputi, P., & Balnaves, M. (2001), the sample is part of estimates of population parameters. The researcher took the sample by using purposive sampling. The sampling technique used in this research was a purposive sampling. Purposive sampling is one kind of sampling procedure that will use in this research.

According to Sugiyono (2018), purposive sampling is sampling using certain considerations in accordance with the desired criteria to be able to determine the number of samples to be studied. The samples consisted of 37 students. The researcher chose this sample for the research because the sample had learned English under the same teacher and with the same strategies, the population was taken into consideration as a whole when the researcher selected it for the research. In this research, a class is considered a unit of a group. So, the sample of the research were students of XI Mia 2 Riset class and XI Mia 5 International class. The distribution of the sample can be seen as follows:

## Technique of Collecting Data

### 1. Test

Sugiyono (2011) said that test is a measurement technique in which there is various questions, or a series of tasks that must be done or answered by respondents. In this research, the researcher used 2 types of test; they were

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pre-test and post-test. The pre-test was carried out before the researcher gave treatment, while the post-test is carried out after the researcher gave treatment. In the experimental class, the researcher applied the treatment of literature circles and the control class which was taught without using literature circles.

In this research, the researcher gave a test for the eleventh grade of students at MAN 3 Kota Pekanbaru in order to investigate the effect of using literature circles on students' reading comprehension of analytical exposition texts. The text was design in English language. The researcher used multiple choice tests that consists of 20 items. The length of time to do the test was 30 minutes. The blueprint of the test was described on the following table:

**Table III. 3**  
**The Blueprint of the Test Reading Comprehension**

| No | Indicators                                       | Items | Number of items | Score | Total Score |
|----|--------------------------------------------------|-------|-----------------|-------|-------------|
| 1  | Students are able to find the main idea          | 4     | 5,14,17,19      | 4     | 20          |
|    | Students are able to find factual information    | 4     | 2,4,8,16        | 4     | 20          |
|    | Students are able to find the meaning in context | 4     | 3,6,10,18       | 4     | 20          |
|    | Students are able to identify references         | 4     | 9,11,13,20      | 4     | 20          |
|    | Students are able to make inferences             | 4     | 1,7,12,15       | 4     | 20          |
|    | Total                                            | 20    |                 | 4     | 100         |

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## **F. Validity and Reliability**

### **1. Validity of Test**

According to Creswell (2012), validity is the individual's score from an instrument that make sense, meaningful, enable you as the researcher to draw conclusion from the sample you are studying to the population. It means that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment. In order to find out the validity of reading comprehension test, the researcher used content validity. According to Azwar (2012), content validity is a validation carried out through testing the feasibility or relevance of test content to competent or expert judgment. This content validation is subjective from the expert who assesses, therefore, the extent to which the agreement of the assessment of the expert can support the objectives of the measurement on the instrument that functions validly measurement on instruments that function validly. To find out the validity of the items of questions, was based on corrected item-total correlation (correlation between  $r$  table and  $r$  obtained) in table Item-Total Statistics.

To know the test is valid or not, the value of observed must be compared with  $r$  table. The number of students was 36. Degrees of freedom were  $36-2=34$   $r$  table on  $df=34$  was 0.3.

If the value of  $r$  obtained  $> r$  table = valid

If the value of  $r$  obtained  $< r$  table = invalid

The result of calculation of validity can be seen in the table below:

**Table III.4**  
**Validity of the Test**

| No | Item    | r table | Corrected Item-<br>Total Correlation | Result |
|----|---------|---------|--------------------------------------|--------|
| 1  | Item 1  | 0.3     | 0,469                                | Valid  |
| 2  | Item 2  | 0.3     | 0,575                                | Valid  |
| 3  | Item 3  | 0.3     | 0,559                                | Valid  |
| 4  | Item 4  | 0.3     | 0,306                                | Valid  |
| 5  | Item 5  | 0.3     | 0,626                                | Valid  |
| 6  | Item 6  | 0.3     | 0,518                                | Valid  |
| 7  | Item 7  | 0.3     | 0,712                                | Valid  |
| 8  | Item 8  | 0.3     | 0,693                                | Valid  |
| 9  | Item 9  | 0.3     | 0,475                                | Valid  |
| 10 | Item 10 | 0.3     | 0,586                                | Valid  |
| 11 | Item 11 | 0.3     | 0,379                                | Valid  |
| 12 | Item 12 | 0.3     | 0,593                                | Valid  |
| 13 | Item 13 | 0.3     | 0,786                                | Valid  |
| 14 | Item 14 | 0.3     | 0,486                                | Valid  |
| 15 | Item 15 | 0.3     | 0,610                                | Valid  |
| 16 | Item 16 | 0.3     | 0,420                                | Valid  |
| 17 | Item 17 | 0.3     | 0,486                                | Valid  |
| 18 | Item 18 | 0.3     | 0,622                                | Valid  |
| 19 | Item 19 | 0.3     | 0,464                                | Valid  |
| 20 | Item 20 | 0.3     | 0,392                                | Valid  |

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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According to Sugiyono, (2011), the minimum requirement to be considered eligible for item analysis is that if the correlation coefficient is equal to 0.3 or more (at least 0.3), then the instrument item is valid. However, if the total score is less than 0.3, then the item in the instrument is invalid. From the results of calculation by using SPSS 24, it was found that 20 items were valid.

## 2. Reliability of Test

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). This research used internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered once using one version of the instrument. Internal consistency reliability assesses the correlation between multiple items in a test that are intended to measure the same construct. To determine whether the test is reliable or not, the value of  $r$  observed must be compared with  $r$  table. The number of students was 36. Degrees of freedom were  $36-2=34$   $r$  table on  $df=34$  was 0.3.

If the value of  $r$  obtained  $> r$  table = reliable

If the value of  $r$  obtained  $< r$  table = not reliable

The result of calculation of reliability can be seen in the table below:

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**Table III.5**  
**Reliability of the Test**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| 0.904                         | 20         |

From the result of calculation by using SPSS, it can be seen that the value of Cronbach's Alpha ( $r$  observed) was 0.904,  $r$  observed  $>$   $r$  table (0.904  $>$  0.3). It means that the instrument of the test is reliable.

**B. Technique of Data Analysis**

In order to find whether there is a significant difference of using literature circles on students' reading comprehension of analytical exposition texts of students who are taught by and without using literature circles at MAN 3 Kota Pekanbaru. The data were analyzed statistically. In analyzing the data, the researcher used pre-test in the control and experimental class and post-test in the control and experimental classes. These values were analyzed by statistical analysis.

To analyze the data, the researcher used an independent sample T-test and used eta squared. The independent sample T-test is use to compare the mean score on some continuous variable for two different groups of subject. To describe the effect of literature circles on students reading comprehension between the experimental class and control class, it is necessary to calculate it by using the eta squared formula. The two classes were compared. The formula of eta squared is expressed as follows:

$$\text{Eta Squared } (\eta^2) = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

The guidelines (proposed by Cohen 2007) for interpreting this value are:

0.01 = Small Effect

0.06 = Moderate Effect

0.14 = Large Effect

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was done in order to investigate the implementation of literature circles on students' reading comprehension of analytical exposition texts at MAN 3 Kota Pekanbaru. Based on the research findings in the previous chapter. It was found that:

1. There is a significant difference of reading comprehension of analytical exposition texts of students taught by and without using literature circles at MAN 3 Kota Pekanbaru with sig (2-tailed) 0.000.
2. There is an effect of literature circles on reading comprehension of analytical exposition texts of students taught by and without using literature circles at MAN 3 Kota Pekanbaru with the percentage of effect size was 26% or large effect of literature circles on students reading comprehension of analytical exposition texts.

So, based on the finding it can be concluded that literature circles can increase students' reading comprehension analytical exposition texts.

#### B. Suggestion

Based on the findings of the research and the impact implementation of Literature Circles on students' reading comprehension of analytical exposition material, the researcher would like to provide the following recommendations to teacher and students:

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The teachers are recommended to use this method in the teaching and learning, particularly in the subject of reading. Because the researcher discovered that after implementing the students Literature Circles to the students, the students' reading comprehension of analytical exposition text improved. The students enjoyed group learning and it is suitable to study with their friends. The students were also gained the terms of their reading analytical exposition text with team working.

The teachers should encourage their students to use their strategy by rewarding them in a fun way.

For the students, they are suggested to be interested in studying English, especially in reading comprehension. Literature Circle learning model in English stories can improve reading culture that gives freedom in reading English stories that students choose according to their reading level. This learning model can improve students' critical thinking in assessing the books they have read.

For the readers, they are encouraged to use this thesis as one of their resources for learning more about the Literature Circles and analytical exposition text reading comprehension.

The results of this research might be helpful in guiding future investigations into various cooperative learning models as teaching tools for learning processes. Lastly, the researcher thinks that in order to assess the effectiveness of the reading strategy, the Literature Circles approach might be implemented in various schools.

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UIN SUSKA RIAU

# APPENDICES

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## SYLLABUS

### Bahasa Inggris Umum

Satuan Pendidikan : MAN 3 Kota Pekanbaru

Kelas : XI (Sebelas)

TP : 2023/2024

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian,serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindaksecara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.



- Hak Cipta
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Penelitian yang diterbitkan di media massa
    - b. Penelitian yang tidak diterbitkan
  2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>Fungsi Sosial                     <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> </ul> </li> <li>Struktur Teks                     <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur Kebahasaan                     <ul style="list-style-type: none"> <li>Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik                     <ul style="list-style-type: none"> <li>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>Diberikan beberapa situasi, membuat beberapa sarandan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |



| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>3.1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>                          | <p>termuat di KI</p> <ul style="list-style-type: none"> <li>Fungsi Sosial<br/>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>Struktur Teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik<br/>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul> |
| <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3.1 Teks undangan resmi</p> <p>4.3.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.3 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi</p> | <ul style="list-style-type: none"> <li>Fungsi Sosial<br/>Menjaga hubungan interpersonal dalam konteks resmi</li> <li>Struktur Teks<br/>Dapat mencakup: <ul style="list-style-type: none"> <li>Sapaan</li> <li>Isi</li> <li>Penutup</li> </ul> </li> <li>Unsur Kebahasaan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> <li>Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata</li> </ul>                                                                                                                                                                                                                                                                                  |



2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                            | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumber:<br/>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p</p> <p>1. sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>                                                                                             | <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik<br/>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia<br/>Layout yang membuat tampilan teks lebih menarik.</li> </ul> | <p>dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>                                                                                                                                                                                                                                                                                        |
| <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Fungsi Sosial<br/>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> <li>• Struktur Teks<br/>Dapat mencakup</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> <li>• Unsur Kebahasaan</li> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbial <i>first, second, third</i></li> <li>...</li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>- Nomina singular dan plural</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang</li> </ul> |



| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p</p> <p>3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> | <p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik<br/>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>membacanya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>4. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Fungsi Sosial<br/>Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi</li> <li>- Nomina singular dan plural</li> </ul> </li> </ul> <p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik<br/>Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
| <p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>1. Dianggap sebagai bagian atau seluruh karya tulis ini tanpa mencantumkan nama penulis, dan hanya untuk kepentingan pendidikan, penelitian, dan penulisan karya ilmiah, penyusunan laporan, dan penyusunan sumber.</p> <p>2. Dianggap sebagai bagian atau seluruh karya tulis ini tanpa mencantumkan nama penulis, dan hanya untuk kepentingan pendidikan, penelitian, dan penulisan karya ilmiah, penyusunan laporan, dan penyusunan sumber.</p> <p>3. Dianggap sebagai bagian atau seluruh karya tulis ini tanpa mencantumkan nama penulis, dan hanya untuk kepentingan pendidikan, penelitian, dan penulisan karya ilmiah, penyusunan laporan, dan penyusunan sumber.</p> <p>4. Dianggap sebagai bagian atau seluruh karya tulis ini tanpa mencantumkan nama penulis, dan hanya untuk kepentingan pendidikan, penelitian, dan penulisan karya ilmiah, penyusunan laporan, dan penyusunan sumber.</p> | <p>Menjalin kedekatan hubungan antar pribadi</p> <ul style="list-style-type: none"> <li>Struktur Teks           <ul style="list-style-type: none"> <li>Dapat mencakup               <ul style="list-style-type: none"> <li>Tempat dan tanggal</li> <li>Penerima</li> <li>Sapaan</li> <li>Isi surat</li> <li>Penutup</li> </ul> </li> <li>Unsur Kebahasaan               <ul style="list-style-type: none"> <li>Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul> </li></ul> | <p>contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> <li>Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul> |
| <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Fungsi Sosial           <ul style="list-style-type: none"> <li>Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> </ul> </li> <li>Struktur Teks           <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur Kebahasaan           <ul style="list-style-type: none"> <li>Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ...,</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</li> </ul>                                                                                                                                                                                                                                                                              |



| Kompetensi Dasar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Diarangi mengutip sebagian atau seluruh karya a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p</p> <p>3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p> | <p>thanks to ...</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik<br/>Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> <li>• Fungsi Sosial<br/>Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks<br/>Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if – then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang present</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> | <ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |



Hak Cipta

1. Dilarang

a. Pe

b. Pengutipan

2. Dilarang

menyebarkan atau menyalin seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
dan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerbitan

| Kompetensi Dasar                                                                                                                      | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.6. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK                                | Benda-benda non manusia, seperti air, penguapan, hujandengan paparan yang menumbuhkan perilaku yang termuat dalam KI                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4.6. Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | <ul style="list-style-type: none"> <li>Fungsi sosial<br/>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>Unsur kebahasaan                             <ul style="list-style-type: none"> <li>Kosa kata dan tata bahasa dalam lirik lagu</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik<br/>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |

## LESSON PLAN

|                |                              |
|----------------|------------------------------|
| School         | : MAN 3 Kota Pekanbaru       |
| Subject        | : English                    |
| Lesson         | : Analytical Exposition Text |
| Class/Semester | : XI/I (Ganjil)              |
| Time Allocated | : 3 x 60 Minutes             |

### A. Standard Competence

1. Respecting and practicing the teachings of the religion he adheres to.
2. Respecting and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active, and show an attitude as part of the solution to various problems and show attitude as part of the solution to various problems in interacting effectively with the social and in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in placing oneself as a reflection of the nation in the world.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities, arts, culture, and humanities with insights into humanity, nationality, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field of study apply procedural knowledge in specific fields of study in accordance with their talents and interests to solve problems with his talents and interests to solve problems.
4. Processing, reasoning, and presenting in the concrete realm and the abstract realm related to the development of what he learned at school independently, and is able to use methods according to his independently, and able to use methods according to scientific principles.

### Hak Cipta Ditanggung Undang-Undang

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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**B. Basic Competence**

- 1.1 Grateful for the opportunity to learn English as a language of international communication which is manifested in the spirit of learning.
- 2.3 Demonstrate responsible, caring, cooperative, and peace-loving behavior, in carrying out functional communication.
- 3.10 Analyze the social function, text structure, and linguistic elements of analytical exposition texts on hot topics in general, according to the context of use.
- 4.14 Capture the meaning in an analytical exposition text on a hot topic of public discussion.

**C. Indicators**

- 3.3.1 Identify the expression of analytical exposition text.
- 3.3.2 Identify the social function, text structure, and linguistic form as well as the format of delivery or writing.
- 3.3.3. Imitate listening, reading, and reciting the analytical exposition text used.
- 4.4.1 Make a report on the results of reading analytical exposition text.
- 4.4.2 Make a report on the results of reading analytical exposition text.

**D. Learning Objectives**

- 3.3.1. Students are able to identify the expression of analytical exposition text.
- 3.3.2. Students are able to identify the social function, text structure, and linguistic form as well as the format of delivery or writing.
- 3.3.3. Students are able to imitate listening, reading, and reciting analytical exposition text used.
- 4.4.1. Students are able to make a report on the results of reading analytical exposition texts.
- 4.4.2. Students are able to present the results of the report on reading analytical exposition texts.

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## E. Learning Materials

### Dogs Make The Best Pets

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens. Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can. Thirdly, dogs are very active. This means that you can always keep fit and healthy. taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.

## F. Learning Method: Literature Circles

## G. Media, Tools, and Learning Resources

1. Media : Picture, Power point, Students book
2. Tools : Laptop, Projector, White board, Marker, Eraser
3. Learning Resources :
  - TH. M. Sudarwati, Eudia Grace. Pathway to English for SMA/MA Grade XI Kelompok Wajib. PT Gelora Aksara Pratama
  - English dictionary

## H. Teaching and Learning Activities

1. Pre-Activities
  - a. The teacher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their



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appearance, invites students to initiate activities with prayer, and checks students' attendance list.

- b. The teacher asks a question about the English material that the students have learnt or known previously.
- c. The teacher conveys the learning objectives or basic competence to be achieved.

**2. Main Activities**

**a. Observing**

- The teacher conditioned students to be ready for the lesson by giving a grid in the form of one sentence and a picture and asking the students what type of text it was
- The teacher asks students to guess with the grid that has been given
- Students observe the picture and students try to guess
- Students observe pictures and sentences while answering questions.

**b. Questioning**

- The teacher provides an opportunity for students to ask about the linguistic structure contained in the analytical exposition text.

**c. Exploring**

- The teacher divides students into several groups consisting of 5-6 students and each group has one student who acts as a tutor.
- The teacher explains how to complete the task through group study with the literature circles method and the role of each group member
- The teacher explains the subject matter to all students and gives the opportunity to ask questions if there is material that is not clear.



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#### d. Associating

- The teacher gives each group an analytical exposition text
- The students identify and analyze the social function, generic structure and language features of analytical exposition text with their groups
- The teacher asks the tutor to guide the students who is having difficulty
- The teacher monitors and helps groups or tutors who have difficulty in guiding.

#### e. Communicating

- The teacher asks students to present the result of their discussion in front of the class
- Other students provide feedback on the results of the discussion
- The teacher observes learning activities and gives competency values
- The teacher provides an evaluation of the teaching and learning process.

#### 3. Closing

- a. The teacher concludes the material and asks one of the students to provide conclusions as well
- b. The teacher conveys the lesson plan at the next meeting
- c. The teacher ends the learning activity and asks one of the students to lead a closing prayer.

Pekanbaru, February 2024

Approved

English Teacher

The Researcher

Dra. Hj. Sarpani, M.Pd  
NIP. 196708062003122002

Nurul Fitria  
NIM. 12010421359

## LESSON PLAN

School : MAN 3 Kota Pekanbaru  
Subject : English  
Lesson : Analytical Exposition Text  
Class/Semester : XI/I (Ganjil)  
Time Allocated : 3 x 60 Minutes

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## E. Learning Materials

### Learn To Swim

I strongly believe that all kids should learn to swim? It's necessary for life. Learning to swim is great exercise and lots of fun, and helps children stay safe. It's just common sense that every child must learn to swim!

Firstly, learning to swim helps growing bodies stay fit and strong. Most children spend hours on their devices numbing their brains. They just sit, sit and sit! In Australia, 1/4 of kids are overweight! This is alarming! Wouldn't you agree? Regular swimming is a great form of exercise!

Secondly, swimming is a so much fun! Kids enjoy racing their friends at the pool, snorkeling in the ocean, surfing the waves, and diving off boards. A child who can swim feels confident!

Thirdly, all kids need to be safe in the water. There is no question, 'Should kids learn to swim? They simply must! It's absolutely vital. In the last ten years, over 100 children have drowned in Australia. What a disaster! Learning to swim saves lives!

In conclusion, kids that learn to swim are safer, happier and healthier. Let's say NO to drownings, kids being overweight and being stuck behind devices for hours on end. Learning to swim is the solution to these massive problems! There's no time to waste!

## F. Learning Method: Literature Circles

## G. Media, Tools, and Learning Resources

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Grade XI Kelompok Wajib. PT

Gelora Aksara Pratama

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## H. Teaching and Learning Activities

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c. Exploring

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3. Closing

- a. The teacher concludes the material and asks one of the students to provide conclusions as well
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Pekanbaru, February 2024

Approved

English Teacher

The Researcher

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NIP. 196708062003122002

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UIN SUSKA RIAU



## LESSON PLAN

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- 3.10 Analyze the social function, text structure, and linguistic elements of analytical exposition texts on hot topics in general, according to the context of use.
- 4.14 Capture the meaning in an analytical exposition text on a hot topic of public discussion.

**C. Indicators**

- 3.3.1 Identify the expression of analytical exposition text.
- 3.3.2 Identify the social function, text structure, and linguistic form as well as the format of delivery or writing.
- 3.3.3. Imitate listening, reading, and reciting the analytical exposition text used.
- 4.4.1 Make a report on the results of reading analytical exposition text.
- 4.4.2 Make a report on the results of reading analytical exposition text.

**D. Learning Objectives**

- 3.3.1. Students are able to identify the expression of analytical exposition text.
- 3.3.2. Students are able to identify the social function, text structure, and linguistic form as well as the format of delivery or writing.
- 3.3.3. Students are able to imitate listening, reading, and reciting analytical exposition text used.
- 4.4.1. Students are able to make a report on the results of reading analytical exposition texts.
- 4.4.2. Students are able to present the results of the report on reading analytical exposition texts.



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## E. Learning Materials

### Homework should be banned

Most little kids get far too much homework. Our class believes homework should be banned in primary school.

Firstly, it's well known that kids are not as fit as they should be. Sitting around for hours doing homework is dreadfully unhealthy.

Secondly, kids work hard at school all day so they need time to relax and refresh their brains. Worrying about homework causes stress for kids and frustration for parents.

Thirdly, homework is hideously difficult to complete for many kids. Therefore, they need help from the teacher and lots of resources which they can't get at home.

In conclusion, we believe homework (which is really just more schoolwork) should be done at school or banned entirely.

## F. Learning Method : Literature Circles

## G. Media, Tools, and Learning Resources

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## H. Teaching and Learning Activities

1. Pre-Activities
  - a. The teacher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their



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appearance, invites students to initiate activities with prayer, and checks students' attendance list.

- b. The teacher asks a question about the English material that the students have learnt or known previously.
- c. The teacher conveys the learning objectives or basic competence to be achieved.

## 2. Main Activities

### 1. Observing

- The teacher conditioned students to be ready for the lesson by giving a grid in the form of one sentence and a picture and asking the students what type of text it was.
- The teacher asking students to guess with the grid that has been given.
- Students observe the picture and students try to guess.
- Students observe pictures and sentences while answering questions.

### 2. Questioning

- The teacher provides an opportunity for students to ask about the linguistic structure contained in the analytical exposition text.

### 3. Exploring

- The teacher divides students into several groups consisting of 5-6 students and each group has one student who acts as a tutor.
- The teacher explains how to complete the task through group study with the literature circles method and the role of each group member
- The teacher explains the subject matter to all students and gives the opportunity to ask questions if there is material that is not clear.



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4. Associating

- The teacher gives each group an analytical exposition text.
- The students identify and analyze the social function, generic structure and language features of analytical exposition text with their groups.
- The teacher asks the tutor to guide the students who is having difficulty.
- The teacher monitors and helps groups or tutors who have difficulty in guiding.

5. Communicating

- The teacher asks students to present the result of their discussion in front of the class.
- Other students provide feedback on the results of the discussion.
- The teacher observes learning activities and gives competency values.
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3. Closing

- a. The teacher concludes the material and asks one of the students to provide conclusions as well.
- b. The teacher conveys the lesson plan at the next meeting.
- c. The teacher ends the learning activity and asks one of the students to lead a closing prayer.

Pekanbaru, February 2024

Approved

The Researcher

English Teacher

Dra. Hj.Sarpani, M.Pd  
NIP. 196708062003122002

Nurul Fitria  
NIM. 12010421359



UIN SUSKA RIAU

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## LESSON PLAN

School : MAN 3 Kota Pekanbaru  
Subject : English  
Lesson : Analytical Exposition Text  
Class/Semester : XI/I (Ganjil)  
Time Allocated : 3 x 60 Minutes

### A. Standard Competence

1. Respecting and practicing the teachings of the religion he adheres to.
2. Respecting and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active, and show an attitude as part of the solution to various problems and show attitude as part of the solution to various problems in interacting effectively with the social and in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in placing oneself as a reflection of the nation in the world.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities, arts, culture, and humanities with insights into humanity, nationality, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field of study apply procedural knowledge in specific fields of study in accordance with their talents and interests to solve problems with his talents and interests to solve problems.
4. Processing, reasoning, and presenting in the concrete realm and the abstract realm related to the development of what he learned at school independently, and is able to use methods according to his independently, and able to use methods according to scientific principles.

### Hak Cipta Ditanggung Undang-Undang

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## E. Learning Materials

### The Importance Of Getting Used To Breakfast For The

Body Often we ignore breakfast because the morning activity is very busy. Such habits are not good for us. Getting used to breakfast can have a good impact on the body.

Firstly, breakfast can improve our focus, because it has provided energy for the brain. Our brain requires glucose, where glucose is sourced from the intake we eat.

Secondly, being able to prevent ulcer disease. The intake of food that we consume every morning can neutralize stomach acid, because condition of the stomach is maintained.

In conclusion, getting used to breakfast is very important, because it is useful to keep the focus awake and prevent ulcer disease.

## F. Learning Method: Literature Circles

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Pekanbaru, February 2024

Approved

English Teacher

The Researcher

Dra. Hj. Sarpani, M.Pd  
NIP. 196708062003122002

Nurul Fitria  
NIM. 12010421359



## READING INSTRUMENTS

### INSTRUMENT OF READING COMPREHENSION

**Respondent: The Eleventh Grade of Students' at MAN 3 Kota Pekanbaru**

#### PRE-TEST

##### Instruction:

1. Write your name and class on this sheet.
2. Read the text carefully and answer the questions for 30 minutes!
3. Choose the correct answer (a,b,c, or d) on the sheet!
4. Do the test individually!
5. Re-check your answer before collect the sheet!

##### Directions:

**Read the text and answer the following question based on your own.**

#### Read the following text to answer questions number 1 to 5!

Most people get around by car. This might be convenient, but having too many cars on the road can cause problems. Heavy traffic is a safety hazard. Moreover, it pollutes the air. Should more cities ban cars?

Cars are used every day, but most of us tend to ignore their disadvantages. They burn fossil fuels, which creates air pollution. Their lights create light pollution, too, which can affect the health of animals, plants, and people.

People's reliance on cars prevents them from exercising. They become lazier and depend on cars too much. Rather than walking to places nearby, they drive or take car services. It is very unhealthy habit.

In short, cities should be car-free because pollution needs to be stopped and people need to exercise.

1. What is the main idea of the third paragraph?
  - a. Burning fossils
  - b. The dependence of people on cars
  - c. The car contribute to the formation of traffic congestion
  - d. The car prohibited from using this road
2. One of the drawbacks of cars is that ...
  - a. They pollute air and environment
  - b. The cities become dirty



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- c. They creates bad odor
- d. All living things die

3. ... people need to **exercise**.

The word “**exercise**” is closest in meaning with ...

- a. Practice things
- b. Have healthy activity
- c. Enjoy sport
- d. Have spare time activity

4. “They burn fossils fuels.” (paragraph 2)

What does the underlined word refer to?

- a. People
- b. Animal
- c. Plant
- d. Paper

5. From the texts above can we get that...

- a. Cars should be allowed in cities
- b. Cars should not be allowed in cities inference
- c. Cities should overcome traffic problem
- d. Cars should be banned in countries

**Read the following text to answer questions number 6 to 7 !**

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an



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automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

6. What is the main idea of the passage?

- The warning of texting and driving
- The debatable issue of texting and driving
- The involvement of mobile devices while driving
- The risks of texting while driving

7. **They** were sending or receiving texts when they crashed, ... (last paragraph).

What does the word “**they**” refer to?

- The National Highway Traffic Safety Administration
- The Virginia Tech Transportation Institute
- The drivers aged 18 to 20
- 3,092 people killed and crashes resulting in an injury 416,000 people wounded

**Read the following text to answer questions number 8 to 10!**

Students’ cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many kinds of cheating that students do during the test or examination, such as looking other students’ work, put some notes under their clothes, write notes or formulas on their desks make hand signals or go to rest rooms to get the answers from their friends.

In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to overcome this matter. Honesty must be put in school’s vision. Harsh punishment must be applied to students who commit this crime.

8. What is mainly discussed in the text?



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- Harsh punishment
- Cheating as a crime
- Mental deterioration
- Different ways of cheating

9. “Students who always cheat deteriorate their mental capacity.” (Paragraph 2).

The underlined word means...

- Support
- Worsen
- Cause
- Increase

10. “They weaken their self confidence.” (Paragraph 2)

What does the underlined word refer to?

- Tests
- Results
- Students
- Cheatings

**Read the following text to answer questions number 11 to 12!**

#### Topeng Monyet

Thousands of macaques are bred or captured from the wild to be used as street performers, or known as “Topeng Monyet”. The macaques are used to perform street shows; wearing funny masks, riding bicycles, performing acrobatic moves and doing amusing things. However, such shows should be banned for few reasons.

First, topeng monyet is a kind of exploitation of monkeys for money. The monkeys are hung from chains for long periods to train them to walk on their hind legs like humans. Their teeth are extracted so they can’t bite and they are tortured to remain obedient. The monkeys are often outfitted in dresses and cowboy hats and forced to carry parasols or ride tiny bikes. This animal abuse will definitely hurt the monkeys. Second, the ban of masked monkey show can help improve public order. Topeng monyet is often performed when traffic is backed up at notoriously congested intersections. This will disturb the sight and create traffic jams for many motorists or pedestrians will slow down to watch the shows. Third,



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banning the dancing monkeys is a necessary public health measure. It is important to rescue the monkeys from street performances and help prevent diseases carried by the monkeys.

The monkeys used in topeng monyet may not be healthy and may have potential to some diseases such as tuberculosis and hepatitis.

Considering the reasons stated above, topeng monyet should be banned for it exploits the monkeys, causes traffic jams and spreads illnesses such as tuberculosis and hepatitis.

11. What is the main idea of the last paragraph?

- Training macaques for acrobatic shows
- Efforts to stop masked monkeys performances
- Reasons why it is necessary to ban topeng monyet
- Rescuing monkeys from extinction and exploitation

12. How are the monkeys mistreated?

- They are tortured to be obedient
- They are placed in old cages
- They are left hanging on trees
- They are forced to eat much

**Read the following text to answer questions number 13 to 14!**

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed. Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock. 18. Which of the following is not directly affected by pesticides used?

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

13. Secondly, pests can gradually become **resistant** to pesticides. (paragraph 3)
- The word **resistant** in the sentence above means ...
- Weak
  - Damage
  - Unaffected
  - Unbalanced
14. From the texts above can we get that...
- Integrated of many pests
  - Integrated pest management
  - Integrated mosquito pest control
  - Integrated birds pest control

**Read the following text to answer questions number 15 to 16!**

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'. Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

15. “As such it promotes discipline and help to drive up academic standards...” (paragraph 2). What does the underlined word refer to?



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- Community
- School ethos
- Research finding
- Uniform

16. From the text above can we get that ...

- The school rules
- The school identify
- What we should wear at school
- The important of school uniform

**Read the following text to answer questions number 17 to 18!**

**Uses formalin and other additives in foods**

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

17. Why is formalin dangerous for human's body?

- It is not food preservatives
- It is a disinfectant
- It is used to preserve biological specimens
- It is 10% solution of formaldehyde in water



18. What is main idea in the second paragraph?

- The human's bodies will be harmful after consuming the formalin
- The government has not controlled the used formalin firmly
- The weak control of using formalin is not threatening the human
- The human's bodies will be harmful after consuming the formalin

**Read the following text to answer questions number 19 to 20!**

Everybody should change their way of life to reduce global warming. There are several things that we can do.

One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from another region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones is healthier for us. Furthermore, fresh food or groceries means no requirements for it to be frozen up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

19. From the texts above can we get that...

- The ways to minimize global warming
- The ways to increase global warming
- The effects of global warming
- The importance of consuming local groceries

20. We are helping **reduce** the amount of global warming (Paragraph 3).

The bold word can be replaced by ...

- Increase
- Decrease
- Improve
- Add

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## INSTRUMENT OF READING COMPREHENSION

**Respondent: The Eleventh Grade of Students' at MAN 3 Kota Pekanbaru**

### POST-TEST

#### Instructions:

1. Write your name and class on this sheet.
2. Read the text carefully and answer the questions for 30 minutes!
3. Choose the correct answer (a,b,c, or d) on the sheet!
4. Re-check your answer before collect the sheet!

#### Directions:

**Read the text and answer the following questions based on your own.**

**Read the following text to answer questions number 1 to 3!**

#### Violence on TV

Nowadays, many programmes on TV contain violence, such as shooting, killing and fighting that can influence many people especially children, so it is important for to choose TV programs wisely.

Children usually want to imitate thing that they see and they generally do not the difference between good and bad things For example, a little boy suddenly says vole things after he has watched TV. He doesn't know whether this word is good or not.

There are a few ways to avoid watching violence on TV. You need to spend more time doing other things. You can communicate with your family, go out with your friends, take exercise, enjoy your hobbies, think about or imagine something, and so on. For parents who have children, they should restrict and control their children's viewing of violent TV shows. Parents must control the TV programmes that their children watch.

From the explanation above, it can be concluded that TV is one aspect of our enjoyment of life. But we must choose programmes carefully.

1. What can we infer from the text?
  - a. Children's interest in TV programmes containing violence
  - b. Avoiding watching TV programmes containing violence
  - c. Watching TV for pleasure
  - d. Bad impacts of TV
2. Why can children be affected by watching violence on TV?
  - a. Because they do not know the difference between bad and good things



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- Because they know that it is bad for them to watch
- Because they don't like watching violence on TV
- Because they like to watch TV every day

3. "... they should restrict and control their children's viewing. ." (Paragraph 3).

What is the synonym of the underlined word?

- Receive
- Allow
- Offer
- Limit

**Read the following text to answer questions number 4 to 6!**

For many youngsters, smoking might seem a cool thing to do. They might pick up the habit due to peer pressure and the need to fit in. As they become addicted, they might feel that it is their only way to unwind and overcome their problems.

However, smoking is a bad and even dangerous habit. It may cause a variety of diseases, not only respiratory but also pulmonary. It also increases the risk of other diseases such as cancers of the throat, mouth, nasal cavity, oesophagus, stomach, pancreas, kidney, bladder, and cervix, as well as acute myeloid leukaemia and erectile dysfunction.

Smoking not only affects physical health but also mental health. When a smoker feels anxious, he or she might smoke to get rid of the anxiety, which may increase the risk of anxiety symptoms in the long run. Although people have claimed that nicotine in cigarettes can improve attention and concentration, it is short-lived and cannot justify the habit.

From the reasons above, we can conclude that smoking is a bad habit that should be avoided.

- According to the text above, why do young people decide to start smoking?
  - Because they think that it is the only way to overcome their problems
  - Because they want to lose their concentration
  - Because they want to try it, even just once
  - Because they become addicted to smoking
- What is the main idea of the second paragraph?
  - Smoking may harm our physical health



- b. Smoking may harm our mental health
- c. Smoking causes many diseases
- d. Smoking helps relieve anxiety

6. "... smoking is a bad habit that should be avoided." (Last paragraph). What is the synonym of the underlined word?

- a. Faced
- b. Admitted
- c. Prevented
- d. Promoted

**Read the following text to answer questions number 7 to 9!**

### **Five Drinks to Help You Lose Weight**

There are many ways to lose weight. You can do sports regularly and eat nutritious food and drinks. One thing you should not forget is to make sure to consume healthy drinks. Soft drinks, fruit juices, and energy drinks that you often consume contain added sugars and carbohydrates that jeopardise your weight-loss strategy. Here are five drinks that won't add to your weight.

First, water is the best weight loss drink. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, and cucumber, to add flavour but not calories.

Second, vegetable juice provides you with the fibre and nutrients that your body needs to promote weight loss, as well as keep you full longer. Find vegetables that have low sodium levels.

Third, unsweetened tea. Green tea improves metabolism and accelerates weight loss. Black and oolong teas contain a lot of antioxidants, which can help clear your body of toxins.

Fourth, black coffee helps stimulate your weight loss as caffeine suppresses hunger when you drink it in the morning and afternoon. It also heats up the body and boosts metabolism.

Last, skimmed milk provides lean protein, vitamin D, and calcium that help you build muscles and keep your bones strong.

By choosing the right drinks, such as the five drinks mentioned, you can lose your weight and maintain your health.

7. What can we infer from the text?

- a. Milk is not a good drink for losing weight
- b. Black coffee helps to suppress your hunger

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- You have to drink unsweetened tea for your diet program
- Five drinks that can maintain your healthy life

8. Which of the following drinks is NOT mentioned in the text?

- Vegetable juice
- Skimmed milk
- Mochachino
- Oolong tea

9. "It also heats up the body and boosts metabolisme." (Paragraph 5).

What does the underlined word refer to?

- Water
- Green tea
- Carrot juice
- Black coffee

**Read the following text to answer questions number 10 to 11!**

**Tattoo and Piercings**

Tattoos and body-piercing are very popular all over the world. Celebrities often get tattoos and piercings to look different and exceptional. However, tattoos and piercings should be banned, especially in younger generations, because they can affect health and skin.

Although tattoos and body-piercing are highly popular, they still have negative connotations, as members of criminal groups like gangsters usually have special, group- related tattoos. Tattoos and body-piercing are also seen as a sign of rebellion. This has led many countries to urge that underage youngsters should not be allowed to get piercings and tattoos. Tattoos can also cause skin complications such as allergy, infection, and keloids. They may even lead to MRI complications in the form of burning and swelling of the skin.

From the facts above, it can be concluded that young people should not get piercings and tattoos, at least not without parental consent.

10. "... they still have negative connotations, as members of criminal groups...." (Paragraph 2). What is the synonym of the underlined word?

- Consequences
- Meanings



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- Impacts
- Effects
- Images

14. "They may even lead to MRI complications...." (Paragraph 2) What does the underlined word refer to?

- Tattoos and body-piercing.
- Underage youngsters
- Criminal groups
- Tattoos

**Read the following text to answer questions number 12 to 14!**

**Consequences of Cheating**

Cheating is a bad habit that must be avoided by students. There are no benefits that students get by cheating. It only makes them lazy.

Cheating has a few consequences in both short and long terms. In the short term, it means that the learning process, is useless. Maybe you will feel safe because you do not get caught by your teacher. Then you will feel amazing when you get good grades without studying. But it is not such a good method. Actually, you are wasting your time and your money trying to "learn" by cheating. If you get caught, you will be in trouble because you can be expelled from school or university. In addition, you will get a zero on your test and a bad reputation with the teachers and the other students. In the long term, you may graduate from school or university by cheating, but when you are asked to use your knowledge at work, you cannot solve your problems, give ideas, or be useful in a meeting because you did not learn much at university.

From the consequences above, it is obvious that cheating is a bad habit that has many disadvantages for students.

12: What can we infer from the text?

- Cheating is a bad habit that has short and long term consequences
- You cannot work in any company because you are a cheat
- Cheating can get you expelled from school
- Cheating makes students lazy

13. "It only makes them lazy." (Paragraph 1).

What does the underlined word refer to?

- a. A bad habit
- b. Cheating
- c. Studying
- d. Student

14. What is the main idea of the second paragraph?

- a. The consequences of cheating in the short and long term
- b. The consequences of cheating in the short term
- c. The consequences of cheating in the long term
- d. The consequences of cheating in the time

**Read the following text to answer questions number 15 to 16!**

### **Online Etiquette on Social Media**

Social media such as Facebook, Twitter, and Path play an important role in our daily lives. They make real-time communication possible even over vast geographical distances. While the benefits are undeniable, there are drawbacks such as misunderstanding, disputes, harassment, and crime. Therefore, online etiquette is needed to minimise those problems.

Firstly, add only people that you know in person. While having many online friends might seem like a nice idea, it may have dangerous consequences. For example, sex predators have been known to pose as younger people to communicate with their targets and lure them into meeting face-to-face. Secondly, do not post yourself doing things that might have negative repercussions in the future. Thirdly, you don't need to broadcast your entire life on a public site. However, you can take pictures and keep them privately. Fourthly, do not post inappropriate things or photos of people doing such things. They might look funny to you, but they might be disturbing to others.

Social media is a good place to start a discussion. However, you should be aware of the negative sides and follow online etiquette, just to be safe.

15. What can we infer from the text?

- a. The pros and cons of social media
- b. A few rules of using social media
- c. The drawbacks of social media



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d. Discussion on social media

16. According to text above, which of the following sentences is NOT true?

- Online etiquettes are needed to prevent something terrible happening when you use social media
- You have to be careful when you want to post something on your friends' walls
- You cannot post photos of other people doing nonsensical activities
- You do not have to add someone that you know in real life

**Read the following text to answer questions number 17 to 18!**

Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones.

Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants.

Regarding to the bad impacts, smoking must not be allowed in any restaurants.

17. What is the main idea of the second paragraph?

- Smoking in a restaurant is rude to do
- Passive smoking is made by a smoker
- Cigarettes cause heart and lung disease
- Smoking in restaurants must not be allowed

18. Smoking in a restaurant is impolite. (paragraph 2).

The synonym of the underlined word is...

- Sensitive
- Polite
- Rude
- Delicate



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#### Read the following text to answer questions number 19 to 20!

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the Argest flesh-cating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them.

Despite their formidable presence, bears are important inhabitants of north American native forests, woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

19. What is the main idea of the second paragraph?

- a. Bears are appalling aggressive predators
- b. Bears are terrible and docile predators
- c. Bears are terrible and huge predators
- d. Bears are terrible and small predators

20. **Their** interesting and often surprising.... (paragraph 2).

What does the word "their" refer to?

- a. Mammals
- b. Bears
- c. Humans
- d. Predators

## Answer key of Pre-Test and Post-Test

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### PRE-TEST

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

### POST-TEST

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

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

# STUDENTS' READING TEST

Spekta

XI MIA 2

## INSTRUMENT OF READING COMPREHENSION Respondent: The Eleventh Students' at MAN 3 Kota Pekanbaru

### PRE-TEST

#### Instructions:

1. Write your name and class on this sheet.
2. Read the text carefully and answer the questions for 30 minutes!
3. Choose the correct answer (a,b,c, or d) on the sheet!
4. Do the test individually!
5. Re-check your answer before collect the sheet!

B: 14

70

#### Directions:

Read the text and answer the following question based on your own.

Read the following text to answer questions number 1 to 5!

Most people get around by car. This might be convenient, but having too many cars on the road can cause problems. Heavy traffic is a safety hazard. Moreover, it pollutes the air. Should more cities ban cars?

Cars are used every day, but most of us tend to ignore their disadvantages. They burn fossil fuels, which creates air pollution. Their lights create light pollution, too, which can affect the health of animals, plants, and people.

People's reliance on cars prevents them from exercising. They become lazier and depend on cars too much. Rather than walking to places nearby, they drive or take car services. It is very unhealthy habit.

In short, cities should be car-free because pollution needs to be stopped and people need to exercise.

1. What is the main idea of the third paragraph?

- a. Burning fossils
- b. The dependence of people on cars
- c. The car contribute to the formation of traffic congestion
- d. The car prohibited from using this road

2. One of the drawbacks of cars is that ...

- a. They pollute air and environment
- b. The cities become dirty
- c. They creates bad odor
- d. All living things die

3. ... people need to exercise.

The word "exercise" is closest in meaning with ...

- a. Practice things
- b. Have healthy activity
- c. Enjoy sport
- d. Have spare time activity

4. "They burn fossils fuels." (paragraph 2)

What does the underlined word refer to?

- a. People
- b. Animal
- c. Plant
- d. Paper

5. From the texts above can we get that...

- a. Cars should be allowed in cities
- b. Cars should not be allowed in cities inference
- c. Cities should overcome traffic problem
- d. Cars should be banned in countries

Read the following text to answer questions number 6 to 7!

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

6. What is the main idea of the passage?

- a. The warning of texting and driving
- b. The debatable issue of texting and driving
- c. The involvement of mobile devices while driving
- d. The risks of texting while driving

7. They were sending or receiving texts when they crashed, ... (last paragraph).  
What does the word "they" refer to?

- a. The National Highway Traffic Safety Administration
- b. The Virginia Tech Transportation Institute
- c. The drivers aged 18 to 20
- d. 3,092 people killed and crashes resulting in an injury 416,000 people wounded

Read the following text to answer questions number 8 to 10!

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many kinds of cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks make hand signals or go to rest rooms to get the answers from their friends.

In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to overcome this matter. Honesty must be put in school's vision. Harsh punishment must be applied to students who commit this crime.

8. What is mainly discussed in the text?

- a. Harsh punishment
- b. Cheating as a crime
- c. Mental deterioration
- d. Different ways of cheating

9. "Students who always cheat deteriorate their mental capacity." (Paragraph 2).  
The underlined word means...

- a. Support
- b. Worsen
- c. Cause
- d. Increase

10. "They weaken their self confidence." (Paragraph 2)

What does the underlined word refer to?

- a. Tests
- b. Results
- c. Students
- d. Cheatings

Read the following text to answer questions number 11 to 12!

#### Topeng Monyet

Thousands of macaques are bred or captured from the wild to be used as street performers, or known as "Topeng Monkey". The macaques are used to perform street shows: wearing funny masks, riding bicycles, performing acrobatic moves and doing amusing things. However, such shows should be banned for few reasons.

First, topeng monyet is a kind of exploitation of monkeys for money. The monkeys are hung from chains for long periods to train them to walk on their hind legs like humans. Their teeth are extracted so they can't bite and they are tortured to remain obedient. The monkeys are often outfitted in dresses and cowboy hats and forced to carry parasols or ride tiny bikes. This animal abuse will definitely hurt the monkeys. Second, the ban of masked monkey show can help improve

public order. Topeng monkey is often performed when traffic is backed up at notoriously congested intersections. This will disturb the sight and create traffic jams for many motorists or pedestrians will slow down to watch the shows. Third, banning the dancing monkeys is a necessary public health measure. It is important to rescue the monkeys from street performances and help prevent diseases carried by the monkeys.

The monkeys used in topeng monkey may not be healthy and may have potential to some diseases such as tuberculosis and hepatitis.

Considering the reasons stated above, topeng monkey should be banned for it exploits the monkeys, causes traffic jams and spreads illnesses such as tuberculosis and hepatitis.

11. What is the main idea of the last paragraph?

- a. Training macaques for acrobatic shows
- b. Efforts to stop masked monkeys performances
- c. Reasons why it is necessary to ban topeng monkey
- d. Rescuing monkeys from extinction and exploitation

12. How are the monkeys mistreated?

- a. They are tortured to be obedient
- b. They are placed in old cages
- c. They are left hanging on trees
- d. They are forced to eat much

Read the following text to answer questions number 13 to 14!

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed. Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a

safe and more effective option to fight pest in agriculture and livestock. 18. Which of the following is not directly affected by pesticides used?

19. Secondly, pests can gradually become resistant to pesticides. (paragraph 3) The word **resistant** in the sentence above means ...

- a. Weak
- b. Damage
- c. Unaffected
- d. Unbalanced

20. From the texts above can we get that...

- a. Integrated of many pests
- b. Integrated pest management
- c. Integrated mosquito pest control
- d. Integrated birds pest control

Read the following text to answer questions number 15 to 16!

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'. Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools

should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

15. As such it promotes discipline and help to drive up academic standards... (paragraph 2). What does the underlined word refer to?

- a. Community
- b. School ethos
- c. Research finding
- d. Uniform

16. From the text above can we get that ...

- a. The school rules
- b. The school identity
- c. What we should wear at school
- d. The important of school uniform

Read the following text to answer questions number 17 to 18!

#### Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

17. Why is formalin dangerous for human's body?

- a. It is not food preservatives
- b. It is a disinfectant
- c. It is used to preserve biological specimens
- d. It is 10% solution of formaldehyde in water

18. What is main idea in the second paragraph?

- a. The human's bodies will be harmful after consuming the formalin
- b. The government has not controlled the used formalin firmly
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be harmful after consuming the formalin

Read the following text to answer questions number 19 to 20!

Everybody should change their way of life to reduce global warming. There are several things that we can do.

One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from another region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones is healthier for us. Furthermore, fresh food or groceries means no requirements for it to be frozen up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

19. From the texts above can we get that...

- a. The ways to minimize global warming
- b. The ways to increase global warming
- c. The effects of global warming
- d. The importance of consuming local groceries

20. ~~We are helping reduce~~ the amount of global warming (Paragraph 3).  
The bold word can be replaced by ...

- a. Increase
- ☒ b. Decrease
- c. Improve
- d. Add

Nama: Airmah Ryosa T.

XI MIA 5

INSTRUMENT OF READING COMPREHENSION  
Respondent: The Eleventh Students' at MAN 3 Kota Pekanbaru

POST-TEST

Instructions:

1. Write your name and class on this sheet.
2. Read the text carefully and answer the questions for 30 minutes!
3. Choose the correct answer (a, b, c, or d) on the sheet!
4. Re-check your answer before collect the sheet!

B = 19

95

Directions:

Read the text and answer the following questions based on your own.

Read the following text to answer questions number 1 to 3!

Violence on TV

Nowadays, many programmes on TV contain violence, such as shooting, killing and fighting that can influence many people especially children, so it is important for to choose TV programs wisely.

Children usually want to imitate thing that they see and they generally do not the difference between good and bad things. For example, a little boy suddenly says vole things after he has watched TV. He doesn't know whether this word is good or not.

There are a few ways to avoid watching violence on TV. You need to spend more time doing other things. You can communicate with your family, go out with your friends, take exercise, enjoy your hobbies, think about or imagine something, and so on. For parents who have children, they should restrict and control their children's viewing of violent TV shows. Parents must control the TV programmes that their children watch.

From the explanation above, it can be concluded that TV is one aspect of our enjoyment of life. But we must choose programmes carefully.

1. What can we infer from the text?  
a. Children's interest in TV programmes containing violence  
b. ☒ Avoiding watching TV programmes containing violence  
c. Watching TV for pleasure  
d. Bad impacts of TV

2. Why can children be affected by watching violence on TV?

- a. Because they do not know the difference between bad and good things
- b. Because they know that it is bad for them to watch
- c. Because they don't like watching violence on TV
- d. Because they like to watch TV every day

3. ... they should restrict and control their children's viewing. " (Paragraph 3).  
What is the synonym of the underlined word?

- a. Receive
- b. Allow
- c. Offer
- d. Limit

Read the following text to answer questions number 4 to 6!

For many youngsters, smoking might seem a cool thing to do. They might pick up the habit due to peer pressure and the need to fit in. As they become addicted, they might feel that it is their only way to unwind and overcome their problems.

However, smoking is a bad and even dangerous habit. It may cause a variety of diseases, not only respiratory but also pulmonary. It also increases the risk of other diseases such as cancers of the throat, mouth, nasal cavity, oesophagus, stomach, pancreas, kidney, bladder, and cervix, as well as acute myeloid leukaemia and erectile dysfunction.

Smoking not only affects physical health but also mental health. When a smoker feels anxious, he or she might smoke to get rid of the anxiety, which may increase the risk of anxiety symptoms in the long run. Although people have claimed that nicotine in cigarettes can improve attention and concentration, it is short-lived and cannot justify the habit.

From the reasons above, we can conclude that smoking is a bad habit that should be avoided.

- a. According to the text above, why do young people decide to start smoking?  
b. ☒ Because they think that it is the only way to overcome their problems  
c. Because they want to lose their concentration  
d. Because they want to try it, even just once
- d. Because they become addicted to smoking

5. What is the main idea of the second paragraph?

- a. Smoking may harm our physical health
- b. Smoking may harm our mental health
- ~~c. Smoking causes many diseases~~
- d. Smoking helps relieve anxiety

6. "... smoking is a bad habit that should be avoided." (Last paragraph). What is the synonym of the underlined word?

- a. Faced
- b. Admitted
- ~~c. Prevented~~
- d. Promoted

Read the following text to answer questions number 7 to 9!

#### Five Drinks to Help You Lose Weight

There are many ways to lose weight. You can do sports regularly and eat nutritious food and drinks. One thing you should not forget is to make sure to consume healthy drinks. Soft drinks, fruit juices, and energy drinks that you often consume contain added sugars and carbohydrates that jeopardise your weight-loss strategy. Here are five drinks that won't add to your weight.

First, water is the best weight loss drink. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, and cucumber, to add flavour but not calories.

Second, vegetable juice provides you with the fibre and nutrients that your body needs to promote weight loss, as well as keep you full longer. Find vegetables that have low sodium levels.

Third, unsweetened tea. Green tea improves metabolism and accelerates weight loss. Black and oolong teas contain a lot of antioxidants, which can help clear your body of toxins.

Fourth, black coffee helps stimulate your weight loss as caffeine suppresses hunger when you drink it in the morning and afternoon. It also heats up the body and boosts metabolism.

Last, skimmed milk provides lean protein, vitamin D, and calcium that help you build muscles and keep your bones strong.

By choosing the right drinks, such as the five drinks mentioned, you can lose your weight and maintain your health.

7. What can we infer from the text?

- a. Milk is not a good drink for losing weight
- b. Black coffee helps to suppress your hunger
- c. You have to drink unsweetened tea for your diet program
- ~~d. Five drinks that can maintain your healthy life~~

8. Which of the following drinks is NOT mentioned in the text?

- a. Vegetable juice
- b. Skimmed milk
- ~~c. Mochachino~~
- d. Oolong tea

9. "It also heats up the body and boosts metabolism." (Paragraph 5).

What does the underlined word refer to?

- a. Water
- b. Green tea
- c. Carrot juice
- ~~d. Black coffee~~

Read the following text to answer questions number 10 to 11!

#### Tattoo and Piercings

Tattoos and body-piercing are very popular all over the world. Celebrities often get tattoos and piercings to look different and exceptional. However, tattoos and piercings should be banned, especially in younger generations, because they can affect health and skin.

Although tattoos and body-piercing are highly popular, they still have negative connotations, as members of criminal groups like gangsters usually have special, group-related tattoos. Tattoos and body-piercing are also seen as a sign of rebellion. This has led many countries to urge that underage youngsters should not be allowed to get piercings and tattoos. Tattoos can also cause skin complications such as allergy, infection, and keloids. They may even lead to MRI complications in the form of burning and swelling of the skin.

From the facts above, it can be concluded that young people should not get piercings and tattoos, at least not without parental consent.

10. "... they still have negative connotations, as members of criminal groups..." (Paragraph 2). What is the synonym of the underlined word?

- a. Consequences
- b. Meanings
- c. Impacts
- d. Effects
- ☒ e. Images

11. "They may even lead to MRI complications..." (Paragraph 2) What does the underlined word refer to?

- a. Tattoos and body-piercing.
- b. Underage youngsters
- c. Criminal groups
- ☒ d. Tattoos

Read the following text to answer questions number 12 to 14:

#### Consequences of Cheating

Cheating is a bad habit that must be avoided by students. There are no benefits that students get by cheating. It only makes them lazy.

Cheating has a few consequences in both short and long terms. In the short term, it means that the learning process is useless. Maybe you will feel safe because you do not get caught by your teacher. Then you will feel amazing when you get good grades without studying. But it is not such a good method. Actually, you are wasting your time and your money trying to "learn" by cheating. If you get caught, you will be in trouble because you can be expelled from school or university. In addition, you will get a zero on your test and a bad reputation with the teachers and the other students. In the long term, you may graduate from school or university by cheating, but when you are asked to use your knowledge at work, you cannot solve your problems, give ideas, or be useful in a meeting because you did not learn much at university.

From the consequences above, it is obvious that cheating is a bad habit that has many disadvantages for students.

12. What can we infer from the text?

- ☒ a. Cheating is a bad habit that has short and long term consequences
- b. You cannot work in any company because you are a cheat

- c. Cheating can get you expelled from school
- d. Cheating makes students lazy

13. "It only makes them lazy." (Paragraph 1).

What does the underlined word refer to?

- a. A bad habit
- ☒ b. Cheating
- c. Studying
- d. Student

14. What is the main idea of the second paragraph?

- ☒ a. The consequences of cheating in the short and long term
- b. The consequences of cheating in the short term
- c. The consequences of cheating in the long term
- d. The consequences of cheating in the time

Read the following text to answer questions number 15 to 16:

#### Online Etiquette on Social Media

Social media such as Facebook, Twitter, and Path play an important role in our daily lives. They make real-time communication possible even over vast geographical distances. While the benefits are undeniable, there are drawbacks such as misunderstanding, disputes, harassment, and crime. Therefore, online etiquette is needed to minimise those problems.

Firstly, add only people that you know in person. While having many online friends might seem like a nice idea, it may have dangerous consequences. For example, sex predators have been known to pose as younger people to communicate with their targets and lure them into meeting face-to-face. Secondly, do not post yourself doing things that might have negative repercussions in the future. Thirdly, you don't need to broadcast your entire life on a public site. However, you can take pictures and keep them privately. Fourthly, do not post inappropriate things or photos of people doing such things. They might look funny to you, but they might be disturbing to others.

Social media is a good place to start a discussion. However, you should be aware of the negative sides and follow online etiquette, just to be safe.

15. What can we infer from the text?

- a. The pros and cons of social media
- ☒ b. A few rules of using social media
- c. The drawbacks of social media
- d. Discussion on social media

16. According to text above, which of the following sentences is NOT true?

- a. Online etiquettes are needed to prevent something terrible happening when you use social media
- b. You have to be careful when you want to post something on your friends' walls
- c. You cannot post photos of other people doing nonsensical activities
- ☒ d. You do not have to add someone that you know in real life

Read the following text to answer questions number 17 to 18:

Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones.

Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants.

Regarding to the bad impacts, smoking must not be allowed in any restaurants.

17. What is the main idea of the second paragraph?

- ☒ a. Smoking in a restaurant is rude to do
- b. Passive smoking is made by a smoker
- c. Cigarettes cause heart and lung disease
- d. Smoking in restaurants must not be allowed

18. Smoking in a restaurant is impolite. (paragraph 2).

The synonym of the underlined word is...

- a. Sensitive
- b. Polite
- ☒ c. Rude
- d. Delicate

Read the following text to answer questions number 19 to 20:

The three species of bears in North America are in the scientific order, carnivore, and the scientific family, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the Argest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them.

Despite their formidable presence, bears are important inhabitants of north American native forests, woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

19. What is the main idea of the second paragraph?

- ☒ a. Bears are appalling aggressive predators
- b. Bears are terrible and docile predators
- c. Bears are terrible and huge predators
- d. Bears are terrible and small predators

20. Their interesting and often surprising... (paragraph 2).

What does the word "their" refer to?

- a. Mammals
- ☒ b. Bears
- c. Humans
- d. Predators

## RESEARCH LETTERS

Pekanbaru, 24 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini:

Namaa: Nurul Fitria

NIM / HP: 12010421359 / 085213857087

Tempat / Tanggal lahir: Simpang Empat / 01 Agustus 2002

Semester / Tahun: VI / 2023

Jurusan: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak / ibu permohonan SK pembimbing dengan judul **"THE IMPLEMENTATION OF LITERATURE CIRCLES TO IMPROVE STUDENTS' READING COMPREHENSION AT SENIOR HIGH SCHOOL"**. Adapun pembimbing yang direkomendasikan oleh Ketua Jurusan yaitu Mainar Fitri, M. Pd.

Dengan ini saya melampirkan sebagai persyaratan:

1. Foto copy Kartu Tanda Mahasiswa
2. Foto copy Kartu Rencana Study
3. Foto copy Kartu Hasil Study
4. Foto copy Sinopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak / ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Mengetahui

Hormat Saya,

Ketua Jurusan



Dr. Faurina Anastasia, S.S., M. Hum.

NIP.198106112008012017



Nurul Fitria

NIM.12010421359

Pekanbaru, 16 Oktober 2023

Hal : Permohonan Pengajuan Perpanjangan SK Pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan hormat,

Saya yang bertanda tangan di bawah ini :

Nama : Nurul Fitria  
NIM : 12010421359  
Tempat/Tanggal Lahir : Simpang Empat, 01 Agustus 2002  
Jurusan/Semester : Pendidikan Bahasa Inggris / VII (Tujuh)

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul:

**"THE IMPLEMENTATION OF LITERATURE CIRCLES ON STUDENTS'  
READING COMPREHENSION AT SMAN 12 PEKANBARU"**

Adapun pembimbing yang direkomendasi oleh ketua jurusan adalah Mainar Fitri, M.Pd.

Sebagai bahan pertimbangan saya lampirkan :

1. Foto Copy KTM (Kartu Tanda Mahasiswa)
2. Surat Permohonan Pembuatan SK Pembimbing
3. Foto Copy KRS (Kartu Rencana Studi) Terbaru
4. KHS Yang Sudah Ditanda tangani WD.1
5. SK Pembimbing Sebelumnya
6. ACC Sinopsis/Proposal/Skripsi (Cover)

Demikian permohonan ini saya sampaikan, atas bantuan dan perhatiannya saya ucapkan terimakasih.

*Wassalamualaikum Wr. Wb*

Mengetahui,  
KAJUR Pendidikan Bahasa Inggris

  
Dr. Faurina Anastasia, S.S., M.Hum  
NIP: 198106112008012017

Hormat Saya,

  
Nurul Fitria  
NIM : 12010421359



**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama : Nurul Fitria  
Nomor Induk Mahasiswa : 12010421359  
Hari/ Tanggal : Senin / 25 Maret 2024  
Judul Proposal Penelitian : The Implementation of Literature Circles on Students' Reading Comprehension at MIAN 3 Pekanbaru

| NO | URAIAN PERBAIKAN                                         |
|----|----------------------------------------------------------|
| 1. | find more theories and literatures related to the topics |
| 2. | Revise relevant research!                                |
| 3. | Revise sampling technique!                               |
| 5. | Revise grammatical mistakes                              |
| 6. | Revise references!                                       |

Penguji I

Nuarini, M.Ed.

Pekanbaru, 25 Maret 2024  
Penguji II

Mainar Fitri, M.Pd.

**Note:**

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Nurul Fitria  
Nomor Induk Mahasiswa : 12010421359  
Hari/Tanggal Ujian : Senin, 25 Maret 2024  
Judul Proposal Ujian : The Implementation of literature circles on students' Reading comprehension at MAN 3 Kota Pekanbaru  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

| No | NAMA               | JABATAN    | TANDA TANGAN                                                                         |                                                                                       |
|----|--------------------|------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |                    |            | PENGUJI I                                                                            | PENGUJI II                                                                            |
| 1. | Nuardi, M.Ed       | PENGUJI I  |  |                                                                                       |
| 2. | Mainar Fitri, M.Pd | PENGUJI II |                                                                                      |  |

Mengetahui  
a.n. Dekan  
Wakil Dekan I  
  
Dr. Zulkasli, M.Ag.  
NIM. 9721017 199703 1 004

Pekanbaru, Kamis, 02 Mei 2024  
Peserta Ujian Proposal

  
Nurul Fitria  
NIM. 12010421359



**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Mainar Fitri, M.Pd
  - a. Nomor Induk Pegawai (NIP) : 198105192014112001
3. Nama Mahasiswa : Nurul Fitria
4. Nomor Induk Mahasiswa : 12010421359
5. Kegiatan :

| No | Tanggal Konsultasi | Materi Bimbingan     | Tanda Tangan | Keterangan |
|----|--------------------|----------------------|--------------|------------|
| 1. | 17 May 2024        | Bimbingan Instrument |              | Revised    |
| 2  | 21 May 2024        | Revisi Instrument    |              | Revised    |
| 3. | 22 May 2024        | Acc Instrument       |              | Revised    |
| 4. | 4 July 2024        | Bimbingan Bab 4 & 5  |              | Revised    |
| 5. | 9 July 2024        | Revisi Bab 4 & 5     |              | Revised    |
| 6. | 10 July 2024       | Revisi Bab 4 & 5     |              | Revised    |
| 7. | 12 July 2024       | Acc for Munqasyah    |              | Acc        |

Pekanbaru, 12 July 2024  
Dosen Pembimbing

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UIN SUSKA RIAU

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Nomor : Un.04/F.II.4/PP.00.9/8115/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 07 Mei 2024

Kepada  
Yth. Kepala Sekolah  
MAN 3 Kota Pekanbaru  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

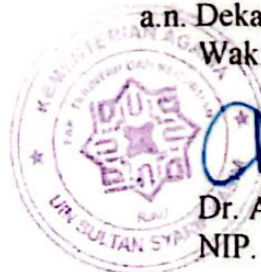
Nama : Nurul Fitria  
NIM : 12010421359  
Semester/Tahun : VIII (Delapan)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam  
a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**  
**MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU**  
**AKREDITASI : A**

( NSM : 13.1.1.14.71.0003 NPSN.69995182 )

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3pekanbaru.sch.id> E-mail : [man3qemilang@gmail.com](mailto:man3qemilang@gmail.com)



Nomor : 307/Ma.04.3/TL.00/05/2024  
Sifat : Biasa  
Lampiran : -  
Perihal : Balasan Pra Riset

08 Mei 2024

Yth;  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau  
di  
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan No :  
Un.04/F.II.4/PP.00.9/8115/2024 tanggal 07 Mei 2024 perihal permohonan izin Pra  
Riset atas nama:

Nama : Nurul Fitria  
NIM : 12010421359  
Semester/Tahun : VIII (Delapan)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas disetujui untuk  
melakukan Pra Riset di MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan  
sebagaimana mestinya.



**Tembusan:**

1. Yth. Kakan. Kemenang Kota Pekanbaru di Pekanbaru;
2. Yang bersangkutan.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak\_uinsuska@yahoo.co.id

Nomor : B-8339/Un.04/F.II/PP.00.9/05/2024  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 13 Mei 2024 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

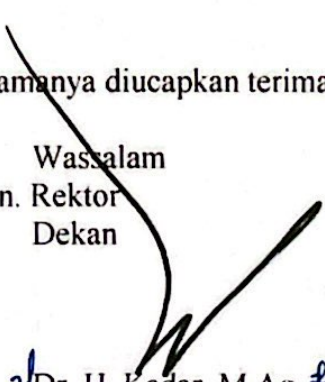
Nama : Nurul Fitria  
NIM : 12010421359  
Semester/Tahun : VIII (Delapan)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Implementation Of Literature Circles On Students' Reading Comprehension At MAN 3 Kota Pekanbaru  
Lokasi Penelitian : MAN 3 Kota Pekanbaru  
Waktu Penelitian : 3 Bulan (13 Mei 2024 s.d 13 Agustus 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam  
a.n. Rektor  
Dekan

  
Dr. H. Kadar, M.Ag.  
NIP.19650521 199402 1 001

Tembusan :  
Rektor UIN Suska Riau



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/65513  
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-8339/Un.04/F.II/PP.00.9/05/2024 Tanggal 13 Mei 2024**, dengan ini memberikan rekomendasi kepada:

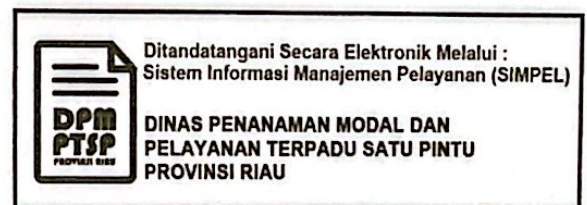
- |                      |   |                                                                                                            |
|----------------------|---|------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : | <b>NURUL FITRIA</b>                                                                                        |
| 2. NIM / KTP         | : | 120104213590                                                                                               |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS                                                                                  |
| 4. Jenjang           | : | S1                                                                                                         |
| 5. Alamat            | : | PEKANBARU                                                                                                  |
| 6. Judul Penelitian  | : | <b>THE IMPLEMENTATION OF LITERATURE CIRCLES ON STUDENTS' READING COMPREHENSION AT MAN 3 KOTA PEKANBARU</b> |
| 7. Lokasi Penelitian | : | MAN 3 KOTA PEKANBARU                                                                                       |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 15 Mei 2024



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru  
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**PEMERINTAH KOTA PEKANBARU**  
**BADAN KESATUAN BANGSA DAN POLITIK**

GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU  
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



**SURAT KETERANGAN PENELITIAN**

Nomor : BL.04.00/Kesbangpol/1484/2024



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.  
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.  
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.  
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.  
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/65513 tanggal 15 Mei 2024, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

**MEMBERITAHUKAN BAHWA :**

1. Nama : NURUL FITRIA  
2. NIM : 120104213590  
3. Universitas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU  
4. Jurusan : PENDIDIKAN BAHASA INGGRIS  
5. Jenjang : S1  
6. Alamat : DUSUN SUKA DAMAI DESA BANGKO SEMPURNA KEC. BANGKO PUSAKO-ROKAN HILIR  
7. Judul Penelitian : THE IMPLEMENTATION OF LITERATURE CIRCLES ON STUDENTS' READING COMPREHENSION AT MAN 3 KOTA PEKANBARU  
8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 15 Mei 2024

a.n. KEPALA BADAN KESATUAN BANGSA  
DAN POLITIK KOTA PEKANBARU  
Kepala Bidang Politik Dalam Negeri

**TENGKU FIRDAUS SE, M.Si**  
PEMBINA  
NIP. 197604091998031001

**Tembusan**

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.  
2. Yang Bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU  
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU  
AKREDITASI : A**

( NSM : 13.1.1.14.71.0003 NPSN.69995182 )

Jl. HR. Soebrantas KM. 14 Kecamatan Tampan – Pekanbaru

Website: <http://www.man3kotapekanbaru.sch.id> E-mail : [man3gemilang@gmail.com](mailto:man3gemilang@gmail.com)



Nomor : 410/Ma.04.3/TL.00/07/2024  
Sifat : Biasa  
Lampiran : -  
Perihal : Selesai Melakukan Riset

15 Juli 2024

Yth;  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
di  
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Kepala Kantor Agama Kota Pekanbaru No: B-2274/Kk.04.5/TL.00/05/2024 tanggal 17 Mei 2024 dan Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau No: B-8340/Un.04/F.II/PP.00.9/05/2024 tanggal 13 Mei 2024 serta Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: BL.04.00/Kesbangpol/1484/2024 tanggal 13 Mei 2024 perihal permohonan rekomendasi penelitian atas nama :

Nama : Nurul Fitria  
NIM : 12010421359  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1  
Alamat : Dusun Suka Damai Desa Banko Sempurna.  
Kec. Bangko Pusako, Rokan Hilir

Dengan ini disampaikan bahwa nama yang tersebut diatas adalah benar telah melakukan Riset di MAN 3 Kota Pekanbaru dengan judul :

**“ The Implementation Of Literature Circles On Students Reading Comprehension At Man 3 Kota Pekanbaru “.**

Diharapkan kepada saudara/i mohon melaporkan hasil penelitian nya untuk menambah koleksi referensi perpustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Riau di Pekanbaru;
2. Yang bersangkutan.

## NOTA PERBAIKAN SKRIPSI

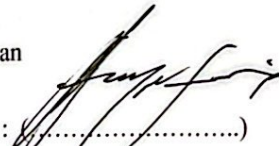
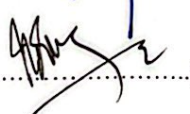
Hari/Tanggal : Senin, 9 September 2024  
Dewan Penguji :  
Penguji I : Drs. H. M. Syafi'i S.M.Pd  
Penguji II : Riri Fauzana, S.Pd, M.Sc  
Penguji III : Rizky Gushendra, M.Ed  
Penguji IV : Idham Syahputra, M. Ed  
Nama Kandidat : Nurul Fitria  
Perbaikan :

Pukul : 13.00 sd Selesai

Nim : 12010421359

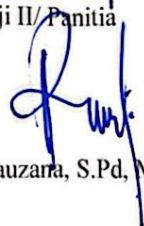
- ①. Revise Chapter II
- ②. Revise Chapter III
- ③. Elaborate Chapter II
- ④. Check and Revise the examiners notes.

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian  
Catatan untuk pemeriksaan setelah diperbaiki :

|                                           |   |                                                                                       |         |
|-------------------------------------------|---|---------------------------------------------------------------------------------------|---------|
| Telah diperiksa dan disetujui Penguji I   | : |   | (.....) |
| Telah diperiksa dan disetujui Penguji II  | : |  | (.....) |
| Telah diperiksa dan disetujui Penguji III | : |    | (.....) |
| Telah diperiksa dan disetujui Penguji IV  | : |  | (.....) |

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 24 September 2024  
Penguji II/ Panitia

  
Riri Fauzana, S.Pd, M.Sc

## DOCUMENTATION

### Hak Cipta Diinadungi Undang-Undang

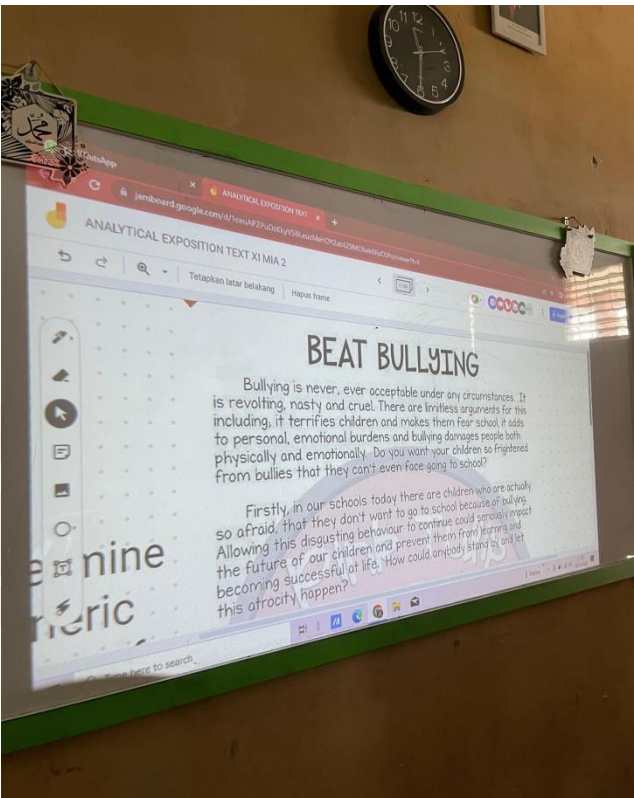
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



ntumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan penelaahan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CURRICULUM VITAE



Nurul Fitria, was born on August, 1<sup>st</sup> 2002 in Simpang Empat. She is the youngest daughter from Mr. Rudiono and Mrs. Winarni, S.Pd.I. She has one sister her name is Suci Purwita, S.Pd. In 2014, she was graduated from State Elementary 015 Karya Sempurna and she continued her study SMP Negeri 6 Bangko Pusako in 2017. Moreover, in 2020 the researcher graduated from SMA Negeri 4 Bangko Pusako.

In 2020, she was accepted become one of the students in Department of English Education Faculty of Tarbiyah and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. In 2020, she was followed final examination and her thesis entitled: "The Implementation of Literature Circles on Students' Reading Comprehension of Analytical Exposition Texts at MAN 3 Kota Pekanbaru.

UIN SUSKA RIAU