IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH SELF-QUESTIONING STRATEGY AT YAYASAN PERGURUAN BUDISATRYA MEDAN TEMBUNG

A SKRIPSI

Submitted in Partial Satisfaction of the Requirement for the Degree of Scholar of English Education

By

PUTRI FHADILA NST

NIM : 34.15.4.183

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019

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2019

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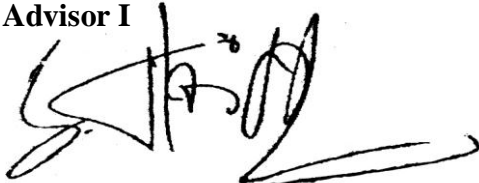Jurusan/Prodi : Pendidikan Bahasa Inggris

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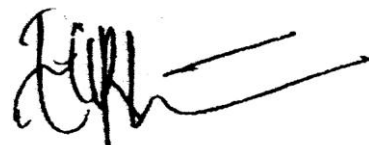
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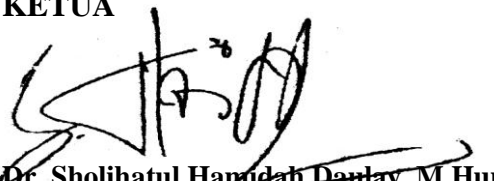
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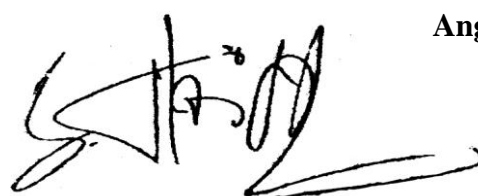**Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**

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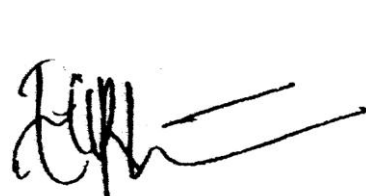
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri kecuali kutipan-kutipan dari ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan 05 Agustus 2020

Yang Membuat Pernyataan

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ABSTRACT

**PUTRI FHADILA NASUTION. 34154183. IMPROVING STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION THROUGH SELF-
QUESTIONING STRATEGY AT YAYASAN PERGURUAN
BUDISATRYA MEDAN TEMBUNG.**
A Skripsi

**Departement of English Education, Faculty Tarbiyah Science and Teacher
Training, The State Islamic University of North Sumatera 2020.**

Reading a text requires certain strategies that can help facilitate the understanding of the content of the reading. There are various strategies that teachers or lecturers can apply to help students or students understand a text. One strategy is Self-Questioning Strategy (SQ Strategy). Many studies show the effectiveness of using this strategy in reading. This paper outlines the positive impacts of the implementation of SQ strategy in helping students or students to understand the content of the text more comprehensively, especially those who attend Reading courses. In general, the writing is divided into two parts. The first section discusses the theories associated with sq strategy and the second section presents the results of research related to the effectiveness of the use of this strategy in the process of understanding the text, especially in terms of improving metacognitive reading skills and reading awareness.

Quantitatively, the data were obtained from students' test scores. The results of the pre-test showed that the student's average score was 46.6, of which only 10.9% or 4 of the 38 students passed the minimum passing score (MPG). Qualitatively, the data were taken from interviews and researchers 'notes, the conditions and situations of the researchers' observations before and after the research was carried out. Based on the results of the data analysis, there was an increase in students' reading skills in each cycle with observations and interviews which showed the conditions or classroom situations whether students were motivated, interested and enthusiastic during the learning process in the classroom.

Keywords : Reading skill, Self-question Strategy, Metacognitive Reading

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Alhamdulillah, praise be to Allah, the cherisher and sustainer of the world, the beneficient and merciful, giving the deepest sense of gratitude to Allah SWT for all the happiness, because of his generosity the writer completed this thesis and as long as my study always guide me. For the last prophet Muhammad SAW the great teacher in this world.

Then this thesis will be submitted to the Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, the last assignment for the Bachelor of Education. I hereby express my gratitude to:

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Overal, the writer hope this skripsi can give a bit contributions to the language Education. May Allah guides the always and give them all happiness in this world, Aamiin.

Medan, On August,27st 2020

Putri Fhadila Nasution

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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is an essential sill for all students' at all levels. By reading, the students are required to be able to read and understand the content of the text well. According to Grabe and Stoller, reading can be discribed as the ability to draw meaning from the printed page and interpret the information appropriately.[1]

Reading is the process of looking at series of written symbols and getting meaning of them. When we read, we use our eyes to receive written symbols (letter, punctuation marks and spaces) and we use our brain to Reading is a complex process, so that, people faced some difficulties when they went to get information trough reading. Similary, the students' also find som difficulties while reading a text. For example, students' get a number of obstraction in find detecting the main ideas or meaning and exclucidate the information of the text. In which they could not grasp ideas and interpret the information given by the text nor they could not catch the informations and answer the questions based on the texts. Which we can interprate that as they can not comprehend the text.

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[1] Grab and Stoller. 2002. *Teaching and Researching Reading.* England: Pearson Education. P. 9

Reading comprehension is a process of constructing meaning from the text. The readers are expected to be able to recreate the meaning intended by the writer and interpret the information well. As Grabe and Stoller state that reading comprehension is the ability to understand information in a text and interpret it appropriately. [2] Reading comprehension requires very rapid and automatic processing of words, strong skills in forming a general meaning, and representation of main ideas.

Comprehension is the main goal of reading skill is very important, the reader attempts to help the students' to able to read and comprehend text. The learners have to able to discover the meaning which is a the purpose of the text. The learner read to construct the meaning of the text by analizing, learning and organization the information that is logic to the learners.

Reading comprehension is a process of buildinging or creating meaning from the text, is defined as the level of understanding of a text message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. The readers are expected to be able to recreate the meaning intended by the writer and interpret the information well.

Reading comprehension is the ability to read text, process it, and understand its meaning. A person's ability to understand texts is influenced by the nature and skills, one of which is making conclusions. If word recognition is difficult, students will use too much of their capacity to read individual words, which interferes with their ability to understand what is being read. There are a number

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[2] Ibid. P. 9

of approaches to improving reading comprehension, namely improving vocabulary and reading strategies.

Good achievement in reading is important for the students'. Students will get information and ideas which can enrich their vocabulary and ideas. In order to produce good reading ability, students' need to use appropriate strategy in learning reading. Teaching reading in senior high school can be done in many ways. The teacher can use self questioning strategy in learning process. This strategy will make students' more active in the classroom and students' can understand the content of the text. The various activities will make enjoyable for students' in the classroom. It is very useful for increasing students' prior knowledge in learning English, especially in reading comprehension.

lf questioning strategy is a skill that is classified as a self-management strategy and is often times utilized to change behaviors, complete tasks, guide instruction, gain understanding, and much more. Self questioning strategy is conducted when students' use questions to check their own knowledge as they are learning appropriately.[3]

Practically at class X, teacher usually serves students' with movies the visuality of film makes it an invaluable language teaching tool, which enabling Learners to understand more by interpreting the language in a full visual context.

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[3]Hammond and Martin. 2003. *Thinking about Thinking: Metacognition..*t Standford University . P. 69

1.2   The Identification of Study

Depend to the circumstances of the studies as above, the issue that could be identified are as follow:

1.   The disciple's are deficit for reading and low for get knew information.

2.   The teacher doesn't utilization the suitable method in educate reading to student.

3.   The disciple's are lack knowledge of vocabulary.

1.3   The Limitation of Study

Depend to circumstances identification of study as above, writer restricts this research to the disciple's reading activities at class X.

1.4 The Formulation of Study

Depending on the condition of the problem above, the formulation of this research is as follow: How to improve student achievement in reading comprehension by using self-questioning strategies in class X?

1.5   The Objective of Study

Based to the statement above, the objectives of the research as is to investigate Improvement of the students' achievement who are taught reading comprehension by using self questioning strategy at class ten ?

1.6   The Significant of Study

Outcome of this research is expected to provide some benefits theoritically and practically : Theoritically, this research contemplated to increase the written works such a literature and gave more information about other ways of how to teach reading comprehension by using self questioning strategy.

In practical, This literature wish to be able to give contribution to the efficacy of reading comprehension, both whether the disciple's and English teacher who teach at Yayasan Perguruan Budisatrya Medan Tembung by way of an input to teaching reading, a) for students' use this as method independently in helping them to reading. b) Teacher can also utiize the metho of self questioning strategy simultaneusly of alternative ways in resove reading problem among their students. c) This also wish to be able to help other researcher who wish to use and improve the same subj

CHAPTER II

REVIEW LITERATURE

2.1   Teoretical Framework

This chapter provides some important terms use in this research. This term should be elaborate in details for the readers so that both reader and writer have same perception. Theoretical elaboration of the term or concept will be shown as below:

2.1.1 Students' Achievement in Reading Comprehension

a. Students Achievement

Brown states "That an achievement is a process of developing skills or knowldge and the most comon type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction."[4]

The word 'achievement' obtain from a verb 'achieve' which means : (1) The act of accomplishing or finishing, (2) Something accomplished successfully, especially by means skills, practice or perseverance. It also means as a thing done succesfully, typically by effort, courage or, skill.

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[4] H.D.Brown. 2004. *Language Assessment : Principle and Classroom Practices.* New York : Longman, Pearson Education. P. 47

According to the explanationgiven as above, students attaintment in reading comprehension is the students's graps of proficiency in perusal a text. Thegraps is a score that students achieve when they accomplish a reading text. According to

Govinda, the students' attainment in reading comprehension is the students' graps because they are able to understand the text successfully.[5] Which they are able to read words, understand concepts, react the print critically, and evaluate ideas from problem solving successfully. So, the achievement of the students' that they achieve is depends on their effort to comprehend a reading text.

b. Reading Comprehension

Reading is a connection between our eyes and the text to obtain the information inthe written sources. Furthermore, Rumelhart states that reading is an interaction which involves the reader, the text, and the interaction between the reader and the text. It can be said that between reader and text is a significant relationship which happens in reading.[6] When readers understand a message in a text, there will be an interaction between the reader and the text. However reading activity does not only to involve between eyes and text, but also how the readers can comprehend the written meaning in book or text. Furthermore, the necessary activity of reading is, the readers should be able to interpret what happens in a text.

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[5] Govinda, V. 2008. *Achievement of Primary School Pre-Service Teacher.* New Delhi:

Discovery Publishing House. P. 37

[6] Rumelhart, D. E. 1980. Schemata: The Building Blocks of Cognition. Hillsdale: New Jersey. Satria,I Nyoman. 2015. The Corre

The vocables in conversation are often used to describe both what the beginners do when they engage in to a fluent reading. Throughout reading, reader could acquire a lot of meaning full information or some other things. Allah SWT reveals in Surah Al- 'Alaq verse 1-5 Holy Qur'an:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Meaning: (1) *Read in the name of lord who has created* (2)*He has created man from a clot of blood* (3) *Read! and your lord is the most gracious* (4) *Who teaches (human) with the delivery of kalam* (5) *He thaught humans what he did not know*[7].

The verse above means, through reading we can find knowledge. if we wish to know some thing we have to read. Information or knowledge can easily be found through reading.with reading, it can help us to increase our knowledge and we also will able to increse or change our condition by ourselves. Not only reading through books or text is important, the ability to read situation and condition in this world is as important as well. Reading is the key to gaining knowledge and expanding one's understanding of God and His creation. and it is also no coincidence that the word "Quran" comes from the same root meaning to read, repeat or recite. and the act of reading is itself an act of worship in the correct understanding of Islam.

There are at least two aspects that are owned in teaching reading. First, it can refer to teaching learners who are learning to read for the very first time. A

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[7] Abdullah Y. A. 2008. *The Holy Qur'an: The Original Arabic Text with English Translation and Selected Commentaries*. Malaysia: Saba Islamic Media

second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.[8]

An author ability to transfer meaning using words and the reader's ability to understand the meaning shows that reading is an active process. To successfully understand, you need to constantly connect what you already know about the information to the words the author has written.[9]

Prophet Muhammad S.A.W was also said in hadits about our duty as humans is thinking about and understanding the meaning of reading, the hadits will be as below:

عَنِ أَبْنِ عَبَّاسٍ قَالَ : قَالَ رَ سو ل اللهِ صَلَّىَ الله   عليْهِ ﻪ وَسَلَّمْ تفلَكَّ ﴿ روا فيهُ الْخَلْقِ وَلَ   تتفكّ ر وا فى الخَالِقِ

فَإِنَهُ لَ

ي ذُرَ ك إلِ بِتصنُ دِيْقِهِ (روه إبن عباس)

With meaning : " *Ibn Abbas reported: The Messenger of Allah, peace and blessings be upon him said, Think about Allah's creation and don't think about the essence of Allah. Verily, his essence cannot be known other than to believe in it* ". (Narrated by Ibn Abbas).

Through all of the explanation about reading as above, reading is a procedure of constructing meaning in a text. By reading means that someone attempts to know and understand what the text about and collect the main information of it. So, reading can be said as step of comprehending the text of the

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[8] Anderson. David, Nunan (ed). (2003). Practical English Language Teaching. New York: McGraw-Hill, p. 66

[9] Deborah Paick. 2004. *Critical Reading for College and Beyond.* New York: McGraw Hill. P. 5

book or message and finding the meaning through them. Reading can be silent (in our head) or aloud (so other people can hear).The complex process of reading also requires the skill of speaking, so that we can read. In this sense, As we are also receiving both information and transmitting it (even if only to ourselves), shows that reading is also a productive skill.

Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible. Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgments, and then make evaluating of it.

2.1.2 Definition of Self Questioning Strategy

Self-questioning is defined as an ongoing process in which readers produce questions related to the information in a passage they read. Readers generate questions on the basis of clues found in the passage. As students pose questions for themselves, they develop interest in the topic, which guides their thinking while reading.[10] Self questioning strategy is usualy used in inquiry based method to learning learning process.[11]

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[10] Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. Review of Educational Research, 66(2), P. 181– 221.

[11] Caram, C. A., & Davis, P. B. (2005). Inviting student engagement with questioning.

Usng selfquestioning strategy once teachingis an effctive way to improve and increase students's ability of reading comprehension, remembering and knowing of the information written, and incidental vocabulary accession and recalling past experience such as retention. [12]Thus also help students to increasing the potential for self-directed learning, fosters cognitive development, and also allowing students to be more independent and be critical as readers.

According to Iwuk that comprehension involves the ability of understanding the intended message of text. Reading comprehension is based on using the appropriate meaning-making process from the print message. Reading comprehension involves the passage, the reader, and the the context. The teacher can be use self questioning strategy in learning process. this strategy wil make students more active in the classroom and students' can understand the context of text. The various activities will make enjoyable for students' in the classroom. It is very useful for increasing students' prior knowledge in learning English, especially in reading comprehension . it will make the learning process run better and faster.[13]

Based on Hammod and Martin self questioning strategy is conducted when students' use questions to check their own knowledge as they are learning. In line with the statement , the students' many improve their reading comprehension if

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Kappa Delta Pi Record, 42(1), P. 18

[12] Taboada, A., Bianco, S., & Bowerman, V. (2012). Text-based questioning: A comprehension strategy to build English language learners' content knowledge. Literacy Research and Instruction, P. 51

[13] Iwuk. 2007. *A Guide for Reading Comprehension.* Yogyakarta: PT. Citra Aji Pratama. P. 96

they know about self questioning and it is very important to understand about self questioning strategy.[14]

Based through the explaination above, we can also know tht study is most needed for us, because by study through reading and other ways, we can find knowledge about anything. Self questioning is and continuing process which questions given before, during, and after reading that are usualy usedd by reader in this case students understand the text. The question's posed are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding and connecting to the text. A self questioning strategy is a set of steps that a student follows to generate, think about, predict, investigate and answer question s that satisfy curiosity about what is being read.

2.1.3 Factors Affecting Reading Comprehension

As far academic reading comprehension is concerned, a network of linguistic skills and strategies operates in a complects and integrated matter.
Since it is impossible to exsamine all the factors affecting reading comprehension all at once , it is more reasonable to compare and construct the predictive effects of specific variable against each order and elicit the rule of each of them in determining academic performance. For this reason, the present study aims to investigate whether spesifically the depth of vocabulary knowledge, syntetic awareness or metacognitive awareness was a more powerfull predictor of academic reading comprehension.

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[14] Ibid. P. 69

Reading comprehension affect by many aspect or factors that consist of both internal and factors from external side as well . Factors from internal side contain of linguistic and non linguistic factors. "The linguistic factors consist of abilities to understand the text (Semantic abilities that connected to the knowledge of word meaning.), and miscue analysis or can be said as analysis of unexpected responses in children learning to read native language or errors of reading errors. In miscue of oral reading, inaccurate is analyzed to the readers' use of syntactic and semantic information. Meanwhile, the non linguistic factors include intellectual, educational background, prior experiences with the literacy, readers' motivation and schemata (their knowledge of and beliefs about situations, and actions based on their experience)."[15]

Influence the reading comprehension cold be happend because of exernal factors as well, which we can found it whether at home, classroom, the community that cn increase the volition and able to motivating students to read more. Theexternal fctors are oportunities once practicing reading in various motives, Through reading we can find different kinds of topics to read, features of the texts being read, the suitability of topic to individual reders' interest, and socio-cultural context where reading take place.

2.1.4 Teaching Reading Comprehension in Senior High School

The most important job of any educator who teaches reading is to get student thingking about what they are reading. The step after that is to get student thinking about their talks and the talks that order students have about the text.

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[15] Marianne Celce-Muria. 2001. *Teaching English as a Second or Foreign language.*

Boston : Heinle Thomson Learning. P. 56

Curriculum is use as based to teaching English language in senior High school. In Indonesia, School-Based Curriculum 2006 has been applied, this curriculum gives guidelines to teach reading English for teacher especially in SMA. The aim of the teaching English in Senior High according From SchoolBased Curriculum 2006 will be as below:

"Competence to communicate in spoken and written form to achieve functional literacy levels, develop awareness of the truth and importance of English subjects to increase the nation's competitiveness in the global community, and develop students' understanding of connections between language and culture."[16]

2.1.5 Techniques in Teaching Reading Comprehension in SeniorHigh School

Technique cites to e very wide kindof activities, exercises, or devices that use in classroom for increasing and achieve the lesson's objective. Teaching is knows as activity once the teacher facilitates learning, guides and gave a chances for students to learn, and the set of conditions for them to learn. Brown offers some methods for teacher that can be used once teach the student of how to read from the beginning to the end and make sure the students able to understnd them.

The objective of teaching reading in high school is to develop the students's reading skills in order to read text effectively and efficiently. Ariwiyati asserts that the specific objectives of reading are: (a) to enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature, (b) to use reading to increase their general knowledge, (c) to

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[16] Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP),* Jakarta: BP Dharma Bakti

decide about reading purpose, (d) to adapt their strategies of reading, and (e) to develop their ability to read critically. Based on these, a teacher has to have a good technique to build the motivation of students to learn and memorize vocabulary.[17]

According to Brown, there are some strategies of reading comprehension: (1) the teacher needs to identify the purpose of the reading. It is important that she have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapter(s) and section(s).

Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information and (2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).[18]

The teacher must use her knowledge to plan effective reading lessons and to select and use instructional materials purposefully, thoughtfully, and reflectively, to monitor the progress of each student, to take advantage of opportune moments to reinforce concepts or introduce new concepts and to make decisions about appropriate interventions needed. Thus reading lessons require teachers to prepare well as their role involves education that will positively influence the lives of

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[17] Ariwiyati. 1997. *Course Outline Senior High School Textbooks. Penataran Guru Inti MAN Model Bidang Studi Bahasa Inggris Se Indoinesia*. Malang: UUM Malang.

[18] Brown, H. D. 2004. *Teaching by Principles*. New York: Longman. P. 229

children and adolescents. Education involves more than just training teachers to use particular approaches, methods, and materials.

2.2   Related Study

In doing this study, writer foundsome former research that can be used as deliberation to the author's research. Therefore, the author tries to explain and take some of the points discussed by previous researchers about their research, and also show their studies related to the author's research.

1.   First of the study which has relevance with this researches is cunducted by Elisah, Sada, Wardah(2015), "The evectiveness of self questioning strategy in teaching reading narrative text". A journal of English learning program, TanjungpuraUniversity. This research involves pre-test and posttest to measure the effectiveness of the treatment. The tecnic of collecting data is measurement technique.

2.   Ali Fuad Hendra (2011), "The Effects of Pre-Questioning on the Reading Comprehension Achievement". Department of English education faculty of Tarbiyah and Teacher's training "Syarif Hidayatulla" State islamic university Jakarta. A quasi experimental method is applied in this researc with pre-test post-test Equivalent Group Design. This research has been executed at Madrasah Aliyah Manaratul Islam Jakarta. The multiple choice was the instrument test to get the result of the study. Analysis of the data used the t-test.

3.   RetnoWulandari (2013), "The Effect of Using the Self Questioning Bloom's Taxonomy Strategy Toward Reading Comprehension of the

Second Year Student at Junior High School Budi Dharma Dumai". Sultan Kasim II State Islamic University. The type of the research was quasiexperimental research. The design based on pretest and posttest and use of control group was employed in this research. The sample was chosen through cluster sampling.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1   Research Design

Teachers often conduct Classroom Action Research (CAR) as method to do the research after teaching in class. According to Hopskin, "translating a concept into a more practical reality, action research is a usable research design.[19]Participant groups consist of educators, students, parents, lecturers, and other community members. Which every members masters numerous abilities."[20]

In Indonesia, CAR has been very well-known at any levels of education. Many teachers have been trained on that even though very few of them conduct the research in their classroom. Some of them have been trained for more than one time because various institutions have done the training with teachers as participants. It is also found that some teachers are very happy to take part in the training. Unfortunately, it is very difficult to encourage them to do the research even though they understand the benefit of conducting it in their class.

To improving the quality fo teaching and learning process, CAR has been believed to be very effective. Therefore, some policy makers in education have done their best to train teachers and lecturers with the expectation that they will do the research at the schools or universities they

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[19]Hopskin, David. 2008. *A Teacher's Guide to Classroom Research.* USA: McGraw Hill-Open University Press. P. 48

[20]WinaSanjaya. 2009. *PenelitianTindakanKelas.* Jakarta: Prenadamedia Group. P.24

go to. Lots of budgets have been allocated for trainers and trainees as well as for supporting the implementation of the research. Since they were assigned to conduct the research as the requirement of the training, most of them conducted it because they had to do it not because they wanted to do it. As the result, when the project was over, almost none of them conducted it.

There are four stages in class action, namely:

a. Planning

Through classroom observations, researchers and collaborators work together to plan activities that can be and are useful for application in the field. We also studied the plan to be used and created depend on the analysis of the problems found in the classroom through the above observations. To be directed at solving the cause of the problem at classrom, action plas are used to look ahead, and be pliable to accept unpredictable outcomes. The researcher will take the teacher's place and together with them to work together to plan everything related to the learning process.

b. Action

Second stage is action or implementation of planning, namely process of what the researcher will do, the researcher must pliable and ready to change according to circumstances that occur.

c. Observation

Observation is intended to collect data determined in the planning session. For this third phase, reshearcher will use observation during the implementation of the action or the second phase. To observe behavior, skills and action implementation, this data is also used.

d. Reflection

"Reflection activities intend to find powers and weaknesses of the acivity taken, to found and generated also analyzes the impact that is influenced by the actions taken. Reflection is carried out after the researcher analyzes, synthesizes, assesses and explains and draws conclusions based on the data."[21]

Hopskin said, That this research model is carried out by forming a spiral down ward that sees from the beginning of the problem, about planning, about how to carry out actions, about making observations, reflecting and making plans again in the future.

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[21]Ridwan Abdullah SaniSudirman. 2012. *PenelitianTindakanKelas.* Bandung: Citapustaka Media Perintis. P. 16-19

Action

Planning

Observation

Reflection

Action

CYCLE I

Observation

CYCLE II

Reflection

And On
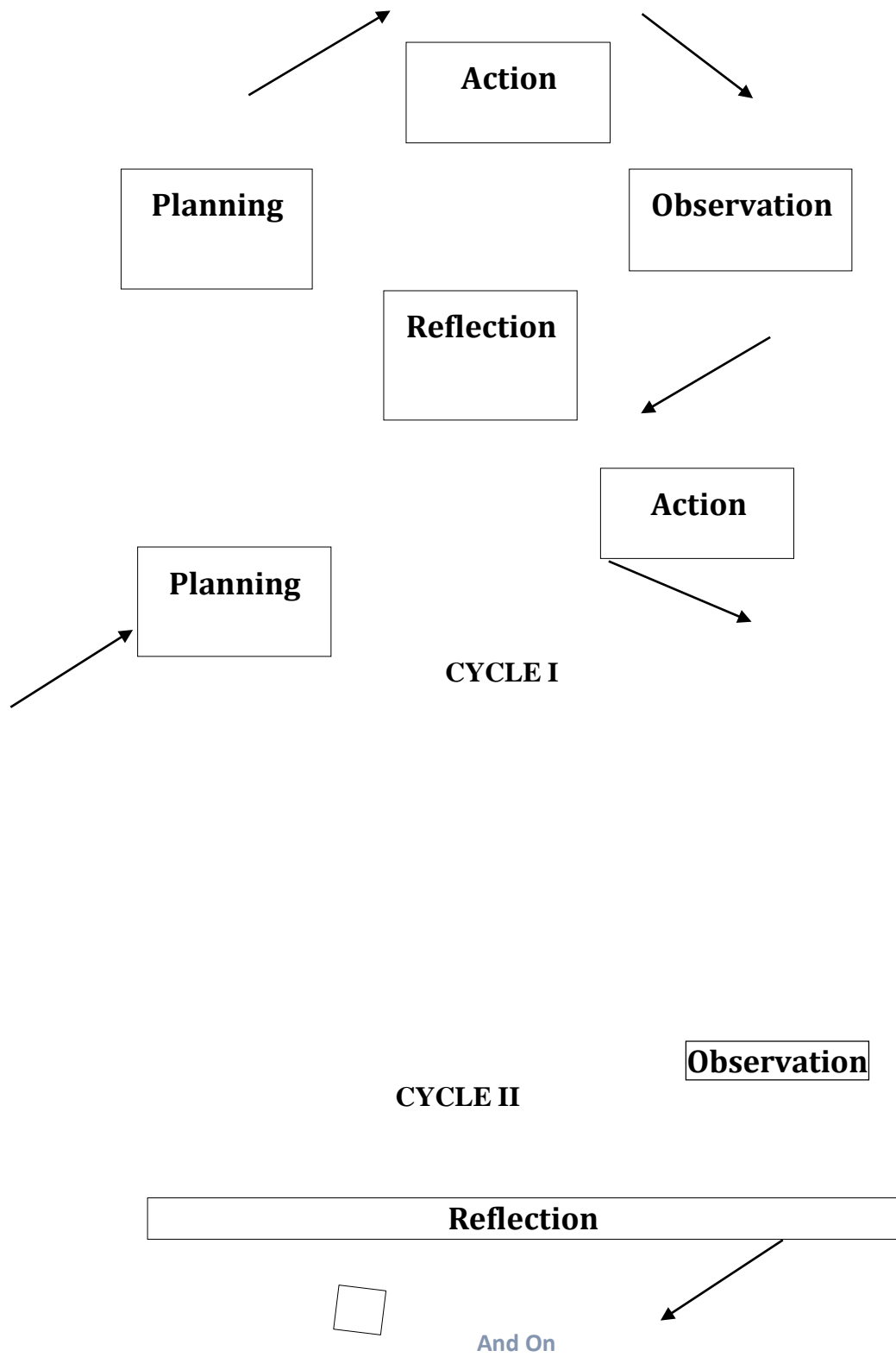
Figure 3.1: Action Research

3.2   Time and Place of the Study

Research will conduct at Yayasan Perguruan Budisatrya Medan Tembung 2019 / 2020 academic year. The author chose a location at the Budisatrya Medan Tembung Education Foundation because of the school's welcome which led to an increase in the quality of teaching and learning and this place of learning was also close to the author's house, making it easier for the author to do research.

3.3   The Subject of the Reseach

3.3.1 Population

Population of the research is the ten grade IPA students of class X, which consist of one classes, each class has 38 students. So the number of population in this research was 38 students. AS sample was not always taken from all population, if the population was too many, the population can be done by analyzing part of the population. So the sample of study will be the achievement of 28 respondent from total number of this population randomly.

3.4   The Instrument of Data Collection

As a "data collection instrument, the study uses tests. Which functions as a procedure or tool used to measure and determine something in the atmosphere, in a predetermined manners and rules."[22]

Through this study, the test that was done through this researc is in a form of essay test to measure student's achievement at the Ten grade of class X. The reading test is constructed and applied by the researches is about self questioning.

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[22] Suharsimi Arikunto. 1987. *Dasar-Dasar Evaluasi Pendidikan.* Jakarta: PT. Bumi Aksara. P. 51

Other than that, to determine the process of learning reading comprehension with self questioning observation will be used as well.

3.1.1   Test

In this tudy, the text will be given to students after the action is given. To calculate students' vocabulary skills and also to collect quantitative data are the objectives of this test. The results of the test aim to measure and find out about the lexicon of students after taking action in learning using selfquestioning. Through this research, the test will be applied in a multiple choice form consisting 33 choices.

a.   Interview

Through this research, the researcher will reflect on all the answers to the questions that will be given by several students. In addition, this phase is expected to be used as additional datas about students' difficulties in English vocabulary and to find out the effect that students have after and before using self-questioning in vocabulary learning.

b.   Researcher's Notes

Through this stage it is used for all students to write activities during the teaching and learning process in the classroom. The research record should consist of some personal assessment of events that occurred in the classroom, whether there has been progress or not and whether any new discoveries were made during the study. Any data that the researchers conducted in the meeting would be written down.

3.5 **Procedure of Data Collection**

The Researcher will use administrating two cycles procedures of the research. Each cycle will consist of four steps which are planning, action, observation, and reflection. Before the first cycle begun, The orientation test was conducted to determine the students' basic knowledge of vocabulary mastery.

3.1.2 Cycle I

a. Planning

In planning there are points as below:

a) Cycle is maintained at least three meetings.

b) Manage the vocabulary learning process according to the lessons in planning activity.

c) Manage test to determine students' basic vocabulary skills.

d) Preparing for substantial vocabulary skills.

e) Manage vocabulary Ability tests through a game at the end of the meeting.

f) Prepare instruments for collecting data, such as diary notes, observation sheets, and interview sheets.

b. Action

Through these steps, students will be taught how to master vocabulary through an English dictionary.

c. Observation

Through observation, the researcher will manage and carry out every stage of the vocabulary mastery process and the learning process. Researchers want to be able to find every condition that occurs during learning

d.   Reflection

For this stage, researchers will also try to collect results such as the response to this mastery vocabulary and the learning process from the results of previous daily stages in each meeting, what problems they encounter, and their causes. If the research results do not reach the specified objectives, the researcher will make the necessary decisions to continue the research to cycle II.

3.1.3 Cycle II

Cyclica is a Classroom Action research. After the previous stage through cycle I was completed, the researcher continued the process in cycle II just like the first cycle. Planning preparations that can be used in cycle 2 are the datas that hasbeen collectd in cycle 1, and then continue with the vocabulary mastery test that will be given to students by the end of each meeting during the research, students conduct tests by answering several questions that have been given by the researcher.

3.6   Technique of Analyzing Data

In these two cycles the researcher will use quantitative data analysis, in collecting all the data that will be obtained from the results of the multiple choice test. What they will give students by the end of each cycle. In analyzing numerical data, the first researcher tries to get the average score of the students who took the test in each cycle.

The researcher will use Formula which is designed by Purwanto[23] as follows will be used by researcher to find out how well the students score is:

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[23]Purwanto, M.V. 1991. *Prinsip-Prinsip danTeknik Evaluasi Pengajaran.* Bandung: Remaja Posdakarya

$$s = \frac{R}{N} x\ 100$$

s   =   Score

R   =   The number of the correct answer

N   =   The number of the test items

Arithmetic Mean formula by Arikunto,[24] as follows will be use by author to find the mean of the students's score from every cycle:

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

X   =   The mean of students' score

$\sum x$ =   The total score

N   =   The number of students

Researchers will get the percentage of classes that achieve the minimum level of mastery (KKM) criteria considering the acquisition value of English subjects is 75 (Seventy-five). Categorizing the number of students who are competent in mastering vocabulary the following formula is:

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

P   =   The percentage of students who get the point >75

F   =   The number of students who get the point <75

N   =   The total number of students who do the test

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[24] Arikunto, S. 2006. *Prosedur Penelitian.* Jakarta: Binarupa Aksara. P. 272

Then, the analist will continue with statistical analysis technique to prove the hyphothesis, that will find the difference between the students's outcomes in cycle 1 and in cycle II. The statistical analysis which will apply is t-test. The researcher will apply Arithmetic Coefficient formula by Arikunto,[25] as follows:

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

t   = Arithmetic coefficient of t test

D   = Difference between cycle I and cycle II

N = The number of subject of research

Data were obtained from interviews and researchers' notes during the teaching and learning process, before and after the classroom action research. Qualitative data analysis will be used in this research research. Qualitative data will be analyzed by interpreting the data. Researchers will use qualitative explanations to describe how the learning process uses self-questioning

Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit". Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010;283)

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[25]Ibid. P. 306

states that the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. [26]

Those can be explained as follows:

a.   Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding or provisional coding. The most coomon approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

b.   Data Reduction

 The second step of data analysis is data reduction it is process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form". In this stage, the researcher get the data from interview with the teacher. the result interview shows how the teacher used

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[26]Ary, Donald. 2010. *Introduction to Research in Education*. Canada: Thomson Wordswort. P.283

the strategies in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is include.

c.   Data Display

 After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more understandable. Miles and Huberman as cited in sugiono points out "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding". In this researcher, the researcher will use essay in displaying the data because it is most common data display used in qualitative researcher.

d.   Conclusion

In this last step data analysis that is conclusion. Here, the researcher begin to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Analysis

Quantitative data and qualitative data used to analyze data. Quantitative data were taken from students' scores in reading comprehension learning through a question and answer strategy. The qualitative data were taken form through interview, researcher notesthrough phases in cycle 1 and photograpy. This research was conducted in one of the classes of the Medan Budisatrya College Foundation, namely class X IPA with 38 students. The first cycle was carried out in four meetings including a pre-test. And the second cycle is carried out inside a meeting.

4.1.1 The Quantitative Data

Quantitative data were taken from the results of competency tests during the study in three meetings. The first test given to students is relevant to the topic through discussions that occur in class in each cycle. Reading skills through question and answer to all students starting from pre-test and post-test in cycle II.

Tabel 4.2 The Result of Pre- Test

No.	Name	Score	Information	
			Passed	**Failed**
1.	Abdul	50		Failed
2.	Ade	60		Failed
3.	Adinda	49		Failed
4.	Aditia	75	**Passed**	
5.	Ahmad	59		Failed
6.	Ari	43		Failed
7.	Balqis	37		Failed
8.	Cindi	56		Failed
9.	Disti	75	**Passed**	
10	Dwi	18		Failed
11.	Eka	25		Failed
12.	Febby	50		Failed
13.	Ferry	50		Failed
14.	Hamka	75	**Passed**	
15.	Jeni	62		Failed
16.	Khairani	43		Failed
17.	Muh. Niky	62		Failed
18.	Muh. Rahmad	18		Failed
19.	Muh. Ali	50		Failed
20.	Muh. Richo	50		Failed
21.	M. Ryad	68		Failed
22.	M. Septri	25		Failed

No.	Name	Score	Result	
23.	Nur Maya	37		Failed
24.	Parel	31		Failed
25.	Rahmalia	50		Failed
26.	Ramdy	43		Failed
27.	Rendi	37		Failed
28.	Rika	25		Failed
29.	Rizki	50		Failed
30.	Sakinah	75	Passed	
31.	Salsabila	62		Failed
32.	Sindy	18		Failed
33.	Sucih	43		Failed
34.	Sukbir	56		Failed
35.	Windy	37		Failed
36.	Zefri	25		Failed
37.	Nisya	37		Failed
38.	Sopian	30		Failed
	Total	**1.756**		**34**

Sumber : Data Primer

Student scores on the pre test can be seen in table 4.2. In the table above, only 4 students successfully answered the first test well, and students who did not succeed totaled 34 students, plus a total test score of 1,756 and the number of students who took the test were 38 students. Below formula can be used to find the average in the test:

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

Where :

X: Average student grade

$\sum x$:   Total Score

N: The number of the students

So, the mean of students' score was $X = \dfrac{1.756}{38} = 46.6$

From result as above, we can see that the students' selfcomprehension questions were very low. The student's score was 46.6. The percentage of students who successfully read comprehension through question and answer is calculated by the following formula

$P = \dfrac{R \times 100\%}{T}$

Where:

P = the precentage of students whom get the point > 75

R = the number of students whom get the point < 75

T = total of students who do the test

$P1 = \dfrac{4 \times 100\,\%}{38} = 10.9\%$

$P2 = \dfrac{34 \times 100\,\%}{38} = 89.4\,\%$

Through the analysis as above, students' reading comprehension through question and answer is low. Students who get high scores are 4 students by 10.9% while other students who do not succeed in the test are 89.4%, it can be concluded that students' reading comprehension through question and answer is very low.

Tabel 4.3 The Result of Post Test

No.	Name	Score	Information	
			Passed	Failed
1.	Abdul	80	Passed	
2.	Ade	80	Passed	
3.	Adinda	90	Passed	
4.	Aditia	90	Passed	
5.	Ahmad	90	Passed	
6.	Ari	80	Passed	
7.	Balqis	80	Passed	
8.	Cindi	75	Passed	
9.	Disti	90	Passed	
10	Dwi	60		Failed
11.	Eka	60		Failed
12.	Febby	80	Passed	
13.	Ferry	75	Passed	
14.	Hamka	80	Passed	
15.	Jeni	80	Passed	
16.	Khairani	60		Failed
17.	M. Niky	75	Passed	
18.	M. Rahmad	60		Failed
19.	M. Ali	80	Passed	
20.	M. Richo	60		Failed
21.	M. Ryad	75	Passed	
22.	M. Septri	60		Failed
23.	Nur Maya	75	Passed	
24.	Parel	75	Passed	

25.	Rahmalia	76	**Passed**	
26.	Ramdy	90	**Passed**	
27.	Rendi	80	**Passed**	
28.	Rika	75	**Passed**	
29.	Rizki	60		Failed
30.	Sakinah	90	**Passed**	
31.	Salsabila	90	**Passed**	
32.	Sindy	60		Failed
33.	Sucih	60		Failed
34.	Sukbir	77	**Passed**	
35.	Windy	60		Failed
36.	Zefri	78	**Passed**	
37.	Nisya	80	**Passed**	
38.	Sopian	78	**Passed**	
	Total	**2.864**	**28**	**10**

Sumber : Data Primer

Student scores can be seen in table 4.3. From the post-test table, the score was 2,864 and the number of students who took the test was 28 students. The students' average scores in the posttest cycle were:

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

So average student grade was $X = \frac{2864}{} = 75$

From te analysis, the students' reading comprehension through selfquestion got increase. The precentage of students who get successful in reading comprehension can be calcualted by formula :

P =$\underline{R \times 100\%}$

$\qquad$ T

P1 = $\underline{28 \times 100\%}$ = 76%

$\qquad$ 38

P2 = $\underline{10 \times 100\%}$ = 26.3%

$\qquad$ 38

From the analysis has showed that the students' reading comprehension throuhg self-quetion got increase. The mean off thhe students' score 75. Much students got the high score was 28 students and get low score from the test was 11 or it was 26.3%. it concluded that te students' reading comprehension trhough self-question better than pre-test. Students reading comprehension trhough selfquestion was see succesful. Because the precentage has showed that post-test score very high.

The results above show that the students' scores on the pre-test were very low and only 4 students got high scores on the test. And in the post test cycle students who get a score of 75 and above are 28 students out of 38 students (76%).

4.1.2 The Qualitative Data

The qualitative data were analyzed through interviews and researcher notes as well as photography.

a. Interview

The researcher asked the teacher to find out the difficulties of students learning English reading comprehension while in class. The researcher

interviewed the English teacher and several students to find out the extent of the students' understanding of these subjects. Interviews were also conducted after applying the technique

Through interviews with students and teachers, there are differences in understanding before and after the application of these techniques. The subject teacher argues that the learning process is more active, and students also appreciate being active when teaching by reading comprehension through a question and answer strategy.

    b. Researcher notes

By writing about the classroom situation, teaching methods, and students' attitudes in the classroom, the researcher noted that students felt excited and enthusiastic about getting reading comprehension through question and answer strategies. However, the researcher noted that the classroom was very noisy during the learning process.

4.1.3 The Activities in Cycle I

The research was conducted in two cycles. Each cycle consists of four stages of action research (planning, implementing the action, observing, and reflecting). The first cycle including the pre-test was conducted in three meetings.

    1. Planning

Planning is made before the researcher conducts research Researchers prepare material to be used for teaching. The topic discussed was reading comprehension through a question and answer strategy.

    2. Action

Researchers of action learning activities based on lesson plans that have been made to improve learning outcomes in reading comprehension through question and answer strategies. The implementation of the action in the first cycle consisted of two meetings with a meeting time of 2 x 45 minutes. The teaching process begins with greetings and appreciation to get students' motivation and attention and continues with the delivery of the material for the test.

3. Observation

Researchers observe situations and conditions that occur during the learning process and student performance when receiving material and to find out students' attitudes during class.

Based on cycle I, it can be seen that only 4 students passed while 34 other students were declared unsuccessful.

4. Reflection

Based on the results of cycle I tests and interviews, further action is needed to increase the score, this can be seen from what has been successful and what has not been successful in these activities, from the test sheets given to students.

4.1.4 The Activities In Cycle II

This second cycle research. This activity consists of four steps of action (palnning, action, observation, and reflection), expected from the problem and be better than the first cycle. The material explanation is given clearly with the following design:

a. Planning

Researchers have compiled lesson plans and presented the explanations needed by students in the class during the teaching and learning process. In this section, the material provided is more intractive.

b. Action

The researcher explained aboout the english subject. For example, before o the test, we must explained how do the test for get high score in english subject and where the students' must understanding meaning from the teks.

c. Obervation

Student activity during learning English subjects which all students have started to increase. To see the observation sheet can be seen in the attachment.

d. Reflection

After checking the test results and observations, it was found that the students 'scores had greatly improved, based on the researchers' observations concluded that the students could improve their reading skills.

4.2.1. Researche Finding

The results of both qualitative and quantitative data show that students who improve to understand reading comprehension make them into essays to understand reading texts. The average cycle I was 46.6 which is classified as low. The average value of the second cycle test was 75. This indicates that the results of the second cycle test were better than cycle I.

The percentage of students graduating with a grade of 75 and increasing greatly. In the pre-test, students who get a score of 75 and above are 4 out of 34

students (10.9%). In the post test cycle students who obtained a value of 75 and above were 28 out of 38 students (76%).

Qualitative data were taken by interview and research notes and documentation. Based on these data, the researcher can conclude that students enjoy learning English subjects. Changes in response and behavior indicate an increase in the teaching and learning process. From the documentation, it is known that students are active and responsive when taking tests from researchers.

4.2.2 Discussion

This was done by researchers to determine the increase in students' reading comprehension skills. The personal journal technique encourages students to be involved and brainstorm in studying English subjects.

Based on the qualitative data that the researchers took from the results of the interview sheets, it was known that after understanding about reading, they felt happy and excited during the teaching and learning process. From these conditions students can work on questions with good scores for each cycle.

The results of the qualitative data showed that in the pre-test the average total score of the students was 46.6 (10.9%), the percentage of students 'scores was 89.4% and there were only 4 students who scored 75. This means that students' reading comprehension is still low. . In the posttest cycle II the average total score of students was 75 (76%) and many students got high scores, and the percentage of students' scores was 28 who got 75.

Based on the description above, it can be concluded that the application of personal journal techniques can help student achievement. This is evidenced by quantitative data which shows that the students' scores on the post-test got b better than the pre-test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1.   Based upon observations and interviews that I conducted during my research I saw that students are interested in learning English subjects, making them feel they can enjoy English subjects in the classroom.

2.   Based upon the results of theresearch and in-class discussion, it can be conclude that students' reading achievement has increased. This can be seen from the average pre-test score of students was 46.6%, and the average score of students who increased was 75%, an increase from before.

B.Suggestion

 Self-Questioning is a procedure for asking questions before, during, and after reading that are used by readers to understand the text. The questions posed are based on clues found in the text and are generated for curiosity that focuses the reader's attention to investigate, understand, and relate into the text. This strategy is a series of steps that students follow to think, predict, investigate, answer and generate a satisfactory question about what is being read.

The results of this study indicate that learning achievement in students' reading comprehension increases in class X-IPA of the Budi Satrya Medan Tembung Education Foundation. Therefore, the supervising teacher provided good suggestions for me in working on my thesis.

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APPENDIXES RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : Yayasan Perguruan Budisatrya

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X (SEPULUH) / II

Jenis Teks   : Vocabulary

Skill   : Reading

Alokasi Waktu   : 2x45 Menit (1 Pertemuan)

1. Standar Kompetensi
- Membaca : Memahami makna teks tulis fungsional pendek dan esai sederhana berbentuk teks dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Menulis   : Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk pertanyaan dalam kehidupan sehari-hari.

2. Kompetensi Dasar
- Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks.
- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks.

3. Indikator Pencapaian Kompetensi
- Mengidentifikasi makna dalam teks.
- Mengidentifikasi langkah-langkah retorika dalam teks.
- Membaca nyaring teks.
- Menulis teks dalam bentuk tanya jawab.

4. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan teks monolog sederhana.
- Siswa dapat melakukan teks monolog lisan dalam teks.
- Siswa dalam menguasai vocabulary dalam teks.

5. Materi Pokok

Kosakata (Vocabulary) adalah himpunan kata yang diketahui oleh seseorang atau entitas lain atau merupakan bagian dari suatu bahasa tertentu. Kosakata seseorang didefinisikan sebagai himpunan semua kata-kata yang dimengerti oleh orang tersebut atau semua kata-kata yang kemungkinan akan digunakan oleh orang tersebut untuk menyusun kalimat baru

6.Metode Pembelajaran / Teknik
- Tanya Jawab, Penguasaanan Vocabulary
- Media Teks

7.Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal (10 Menit) ● Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.

    ● Mengecek kehadiran siswa/i.

    ● Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter. ● Menyampaikan butir karakter yang hendak dikembangkan dengan merujuk pada RPP.

    ● Siswa berdiskusi mengenai pertanyaan yang tertera di teks.

2. Kengiatan inti (25 Menit)

    a.Eksplorasi ● Memberikan stimulus berupa pemberian materi pertanyaan teks monoloh sederhana berbentuk questioner ● Mendiskusikan materi bersama peserta didik.

    ● Memberikan kesempatan pada peserta didik menkomunikasikan secara lisan atau mempersentasikan mengenai pertanyaan teks monolog sederhana berbentuk questioner.

    b.Elaborasi

    ● Membiasakan siswa membuat kalimat pertanyaan yang sederhana. ● Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal.

    c.Konfirmasi ● Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada peserta didik yang telah menyelesaikan tugasnya.

    ● Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh peserta didik.

    ● Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalama yang sudah dilakukan.

    ● Memberikan motivasi kepada peserta didik yang kurang dan belum biasa mengikuti materi mengenai pertanyaan pada teks .

3. Kegiatan Akhir (10 Menit) ● Siswa diminta untuk membuat rangkuman dan mengingat vocabulary dari teks.

    ● Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

    ● Siswa diberikan pekerjaan rumah (PR) berkaitan dengan dengan vocabulary.

    ● Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

8. Sumber/Media Pembelajaran

- **Sumber :**Lembar kerja siswa (Questioner), Kamus Bahasa InggrisIndonesia.

- **Media** **:** Laptop, Whiteboard, Boardmarker.

9. Penilaian

● Teknik : Tes Lisan dan Tulisan

● Bentuk : -Menghapal vocabulary

-Menjawab Pertanyaan

● Instrumen : Make wriring by completing the following questioner text.

10. Pedoman Penilaian

No	Aspect of Scoring	Low (4559)	Average (6075)	Good (76100)
1	Pronounciation			
2	Intonation			
3	Stress			
4	Gesture			
5	Answer			
	Total			
	Total Score			

The Formula to assess the test is :

S = Score   Scoring Rubic :

R = Right   Low   = 45-59

                    Average = 60-75

                    Good   = 76-100

        Medan, 29 Oktober 2019

Approved by,

English Teacher   Praktikan

FARIDA HANIM.SS.   PUTRI FHADILA NST
APPENDIX 1

Name :

Class :

PRETEST

Choose the correct answer by crossing (x) a,b,c,d !

BELOW TEXT USED FOR QUESTION NO 1-5

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

1. The phrase "taken to heart" in line 1 is closest in meaning to which of the following? (A) Taken seriously

(B) Criticized

(C) Memorized

(D) Taken offence

Answer : A

2. In what way did Wright's public buildings differ from most of those built by earlier architects?

(A) They were built on a larger scale

(B) Their materials came from the southern United States

(C) They looked more like private homes

(D) Their designs were based on how they would be used

Answer : D

3. The author mentions the Unity Temple because, it

(A) was Wright's first building

(B) influenced the architecture of subsequent churches

(C) demonstrated traditional ecclesiastical architecture

(D) was the largest church Wright ever designed

Answer : C

4. The passage mentions that all of the following structures were built by Wright EXCEPT

(A) factories

(B) public buildings

(C) offices

(D) southern plantations

Answer : D

5. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?

(A) Beautiful design is more important than utility.

(B) Ecclesiastical architecture should be derived from traditional designs.

(C) A building should fit into its surroundings.

(D) The architecture of public buildings does not need to be revolutionary

Answer : C

BELOW TEXT USED FOR QUESTION NO 6-16

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path. The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica. Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a

number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell. St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

6. What does the passage mainly discuss?

(A) Where major glaciers are located

(B) How glaciers shape the land

(C) How glaciers are formed

(D) The different kinds of glaciers

Answer : D

7. The word "massive" in line 3 is closest in meaning to

(A) huge

(B) strange

(C) cold

(D) recent

Answer : A

8. It can be inferred that ice sheets are so named for which of the following reasons?

(A) They are confined to mountain valleys

(B) They cover large areas of land

(C) They are thicker in some areas than in others
(D) They have a characteristic circular shape

Answer : B

9. According to the passage, ice shelves can be found

(A) covering an entire continent

(B) buried within the mountains(C) spreading into the ocean

(D) filling deep valleys

Answer : C

10. According to the passage, where was the Cordilleran Ice Sheet thickest?

(A) Alaska

(B) Greenland

(C) Alberta

(D) Antarctica

Answer : C

11. The word "rare" in line 12 is closest in meaning to

(A) small

(B) unusual

(C) valuable

(D) widespread

Answer : B

12. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?

(A) Their shape

(B) Their flow(C) Their texture

(D) Their location

Answer : B

13. The word "it" in line 16 refers to

(A) glacier

(B) cap

(C) difference

(D) terrain
Answer : A

14. The word "subtle" in line 17 is closest in meaning to

(A) slight

(B) common

(C) important

(D) measurable

Answer : A

15. All of the following are alpine glaciers EXCEPT

(A) cirque glaciers

(B) ice caps

(C) valley glaciers

(D) ice fields

Answer : B

16. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?

(A) Ice fields and cirques

(B) Cirques and alpine glaciers

(C) Ice sheets and ice shelves

(D) Ice sheets and mountain glaciers

Answer : D

Name :

Class :

POST TEST

Choose the correct answer by crossing (x) a,b,c,d !

BELOW TEXT USED FOR QUESTION NO 1-3

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one … two … three … four … until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. The story mainly tells us about……..

A. twenty crocodiles
B. the boss of the crocodile
C. a rabbit and twenty crocodiles
D. a rabbit and the boss of crocodile
E. the boss of the crocodile and all his friends

Answer : C

2. We know from the first paragraph that the rabbit actually wanted ……..

A. to cross the river
B. to swim across the river
C. to meet the boss of crocodile
D. to know where the crocodiles are
E. to know the number of crocodiles there

Answer : A

3. All of you are good, nice <u>gentle</u>, and kind ….(Paragraph 2) The underlined word is synonymous with ……..

A. Wild
B. diligent
C. cheerful
D. easygoing
E. Honorable

Answer : D

BELOW TEXT USED FOR QUESTION NO 4-7

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well." The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

4.The text tells the story of ………..

a.a fox

b.a goat

c.a fox and a goat

d.the goat and an old man

Answer : C

5.What do we learn from the text?

a.The fox's idea of how to get out of the well

b.How the fox helped the goat

c.How both the goat and the fox got out of the well

d.Why the fox got into the well

Answer : A

6."The goat did as he was asked ………" (Paragraph 3) What does the above sentence mean?

a.The goat drank enough and looked around

b.The goat came down to the well and drank

c.The goat called out loudly after the fox got out

d.The goat waited someone who might help him

Answer : B

7."Come down and try it yourself." (Paragraph 1). The underlined word refers to
……..
a.a well

b.a fox

c. Life

d.water

Answer : D **Name :**

Class :

Choose the correct answer by crossing (x) a,b,c,d !

BELOW TEXT USED FOR QUESTION NO 1 - 10

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as Australopithecus robustus may have made and used primitive tools long before the species became extinct I million Line years ago. It may even have made and used primitive tools long before humanity's direct ancestor, Homo habilis, or "handy man," began

doing so. Homo habilis and its successor, Homo erectus, coexisted with Australopithecus robustus on the plains of South Africa for more than a million years. The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of Australopithecus robustus, the first time such bones have been found.

The most important feature of the Australopithecus robustus hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave Australopithecus robustutJ an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

Australopithecus robustus were more heavily built- more "robust" in anthropological terms-than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that Homo habilis were able to supplant Australopithecus robustus because the former's ability to use tools gave them an innate superiority. The discovery that Australopithecus robustus also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps Homo habilis, with their bigger brains, were simply able tomake more sophisticated tools.

1. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.
(A) Australopithecus robustus
(B) Homo erectus
(C) Homo habilis
(D) Australopithecus robustus' ancestors

Answer : D

2. The word "extensive" in line 9 is closest in meaning to
(A) numerous
(B) exposed
(C) ancient
(D) valuable

Answer : A

3. Which of the following does the author mention as the most important recent discovery made in the Swartkrans cave?
(A) Tools
(B) Teeth
(C) Plant fossils
(D) Hand bones

Answer : D

4. What does the third paragraph 'mainly discuss?
(A) Features of Australopithecus robustus' hand
(B) Purposes for which hominids used tools
(C) Methods used to determine the age of fossils
(D) Significant plant fossils found in layers of sediment

Answer : A

5. It can be inferred from the description in the last paragraph that Australopithecus robustus was so named because of the species'
(A) ancestors
(B) thumb
(C) build (D) diet

Answer : B

6. The word "supplant" in line 22 is closest in meaning to
(A) exploit
(B) displace
(C) understand (D) imitate

Answer : B

7. The word "them" in line 23 refers to
(A) tools
(B) Homo habilis
(C) Australopithecus robustus
(D) experts

Answer : B

8. What does the author suggest is unclear about Australopithecus robustus?
(A) Whether they used tools
(B) What they most likely ate
(C) Whether they are closely related to humans

(D) Why they became extinct

Answer : D

9. The phrase "reliance on" in line 24 is closest in meaning to
(A) impact on
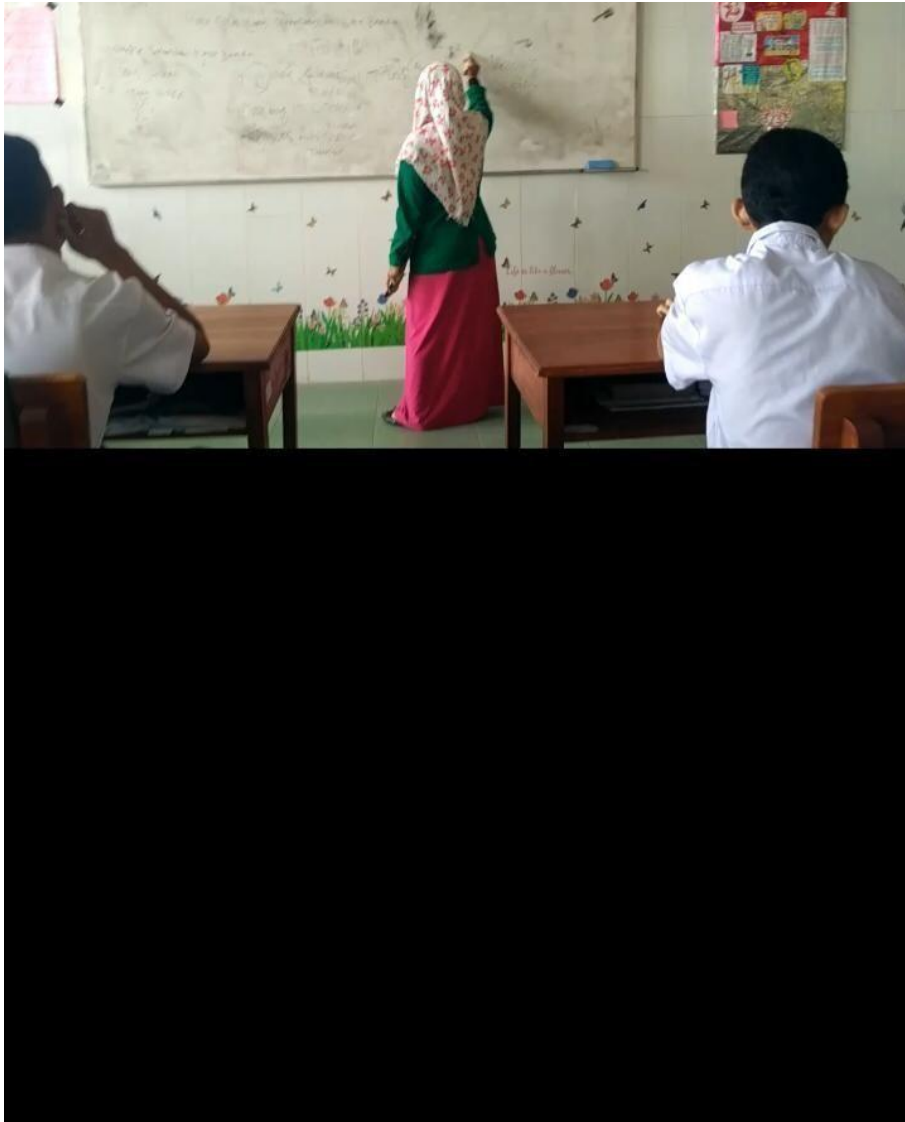(B) dependence on
(C) tolerance of
(D) discovery of

Answer : B

10. Where in the passage does the author mention the materials from which tools were made?
(A) Lines 7-9
(B) Lines 12-13
(C) Lines 15-17 (D) Lines 21-23

Answer :
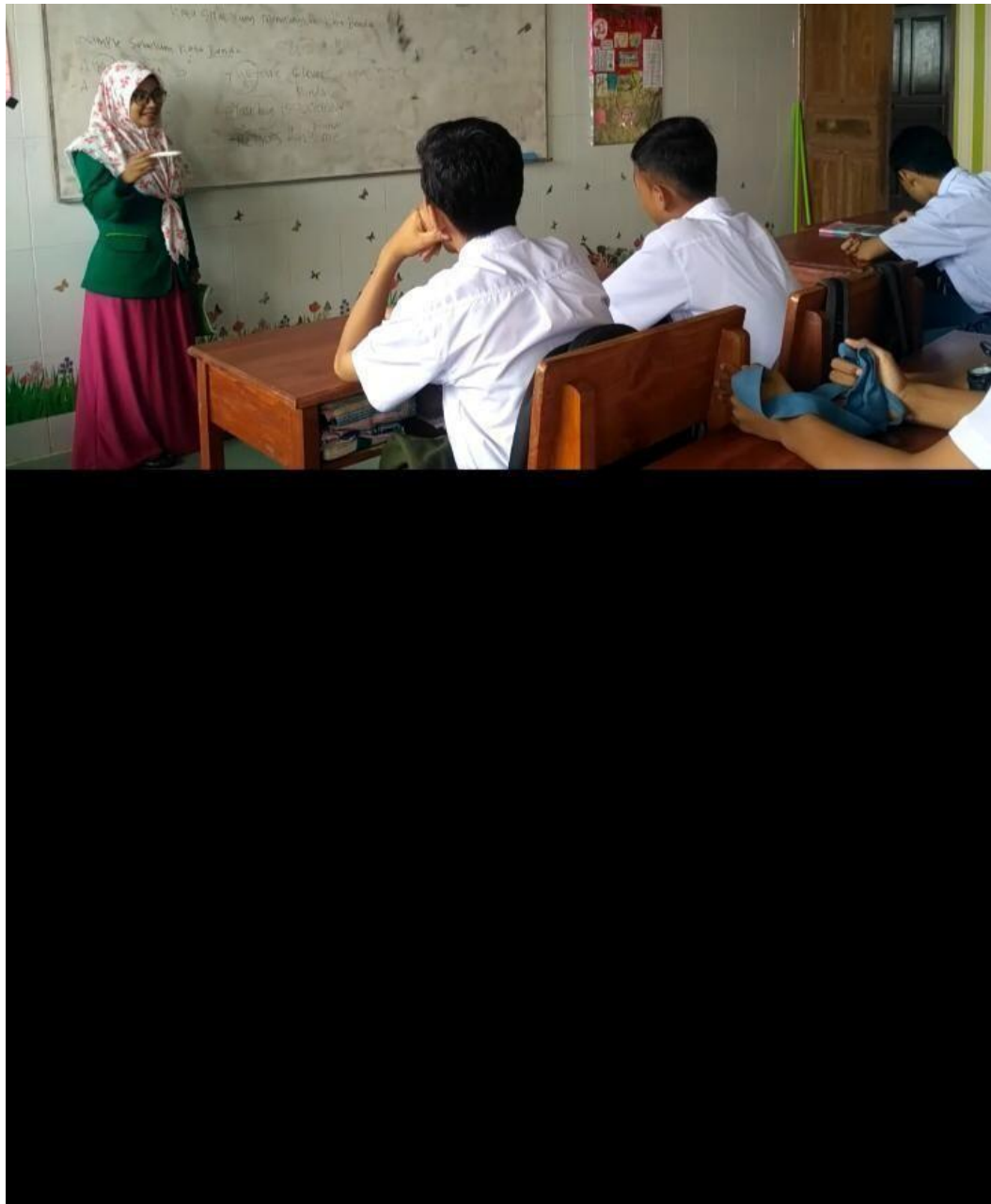
DOCUMENTATION

1. DO PRE-TEST

2. DO POST-TEST

Pre-Test

Name : Adilia ayu wulandari

Class : X-IPS 2

(75)

PRETEST

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1-5

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

1. The phrase "taken to heart" in line 1 is closest in meaning to which of the following?
(A) Taken seriously
(B) Criticized
(C) Memorized
(D) Taken offence

2. In what way did Wright's public buildings differ from most of those built by earlier architects?
(A) They were built on a larger scale
(B) Their materials came from the southern United States
(C) They looked more like private homes
(D) Their designs were based on how they would be used

3. The author mentions the Unity Temple because, it
(A) was Wright's first building
(B) influenced the architecture of subsequent churches
(C) demonstrated traditional ecclesiastical architecture
(D) was the largest church Wright ever designed

4. The passage mentions that all of the following structures were built by Wright EXCEPT
(A) factories
(B) public buildings
(C) offices
(D) southern plantations

5. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?
(A) Beautiful design is more important than utility.
(B) Ecclesiastical architecture should be derived from traditional designs.

Class : X - IP² ·²

PRETEST

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1-5

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

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(A) factories
(B) public buildings
(C) offices
(D) southern plantations

5. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?
(A) Beautiful design is more important than utility.
(B) Ecclesiastical architecture should be derived from traditional designs.

Post test I

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1-3

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. The story mainly tells us about........

A. twenty crocodiles
B. the boss of the crocodile
C. a rabbit and twenty crocodiles
D. a rabbit and the boss of crocodile
E. the boss of the crocodile and all his friends

2. We know from the first paragraph that the rabbit actually wanted ____

A. to cross the river
B. to swim across the river
C. to meet the boss of crocodile
D. to know where the crocodiles are
E. to know the number of crocodiles there

3. All of you are good, nice gentle, and kind ....(Paragraph 2) The underlined word is synonymous with ____

A. Wild
B. diligent
C. cheerful
D. easygoing
E. Honorable

Below teXT used for Question no 4-7

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea.

POST TEST I

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1-3

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one … two … three … four … until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. The story mainly tells us about………

A.twenty crocodiles
B.the boss of the crocodile
X.a rabbit and twenty crocodiles
D.a rabbit and the boss of crocodile
E.the boss of the crocodile and all his friends

2. We know from the first paragraph that the rabbit actually wanted ……..

X.to cross the river
B.to swim across the river
C.to meet the boss of crocodile
D.to know where the crocodiles are
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3. All of you are good, nice gentle, and kind ….(Paragraph 2) The underlined word is synonymous with ………

A.Wild
B.diligent
C.cheerful
D.easygoing
X Honorable

Below teXT used for Question no 4-7

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea.

Post-Test II

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1 - 10

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as Australopithecus robustus may have made and used primitive tools long before the species became extinct I million Line years ago. It may even have made and used primitive tools long before humanity's direct ancestor, Homo habilis, or "handy man," began doing so. Homo habilis and its successor, Homo erectus, coexisted with Australopithecus robustus on the plains of South Africa for more than a million years.

The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of Australopithecus robustus, the first time such bones have been found.

The most important feature of the Australopithecus robustus hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave Australopithecus robustuU an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

Australopithecus robustus were more heavily built- more "robust" in anthropological terms-than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that Homo habilis were able to supplant Australopithecus robustus because the former's ability to use tools gave them an innate superiority. The discovery that Australopithecus robustus also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps Homo habilis, with their bigger brains, were simply able tomake more sophisticated tools.

1. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.

(A) Australopithecus robustus
(B) Homo erectus
(C) Homo habilis
(D) Australopithecus robustus' ancestors

Class : X-IPS2

Post Test II

Choose the correct answer by crossing (x) a,b,c,d !

Below teXT used for Question no 1 - 10

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as Australopithecus robustus may have made and used primitive tools long before the species became extinct I million Line years ago. It may even have made and used primitive tools long before humanity's direct ancestor, Homo habilis, or "handy man," began doing so. Homo habilis and its successor, Homo erectus, coexisted with Australopithecus robustus on the plains of South Africa for more than a million years.
The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of Australopithecus robustus, the first time such bones have been found.
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(D) Australopithecus robustus' ancestors

2. The word "extensive" in line 9 is closest in meaning to
(A) numerous

KEMENT̶̶̶̶̶ ̶̶̶̶̶ÁMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Wilhem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
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Nomor   : B-14480/ITK/ITK.V.3/PP.00.9/ 12/2019   Medan, 03 Desember 2019
Lampiran : -
Hal   : Izin Riset

Yth. Ka. Yayasan Perguruan Budisatrya Medan
Assalamu'alaikum Wr Wb

        Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1)
bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah
menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama   :   PUTRI FHADILA NST
Tempat/Tanggal Lahir   :   Medan, 08 April 1998
NIM   :   38154183
Semester/Jurusan   :   VII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset
di Yayasan Perguruan Budisatrya Medan, guna memperoleh informasi/keterangan dan data-
data yang berhubungan dengan Skripsi yang berjudul:

**IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION
THROUGH SELF QUESTIONING STRATEGY AT YAYASAN PERGURUAN
BUDISATRYA MEDAN**

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

                                        Wassalam
                                        a.n. Dekan
                                        Ketua Jurusan PBI

                                        Dr. Sholihatul Hamidah Dly, M.Hum.
                                        NIP:19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

SMA BUDISATRYA

AKREDITASI : A

SURAT KETERANGAN PENELITIAN

Nomor : 830/421.3-SMABS/2020

Yang bertanda tangan di bawah ini Kepala SMA Swasta Budisatrya Medan, menerangkan bahwa :

Nama	:	PUTRI FHADILA NST
Tempat/Tangggal Lahir	:	Medan, 08 April 1998
N I M	:	38154183
Semester/Jurusan	:	VII/Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan Penelitian di SMA Swasta Budisatrya Medan, sesuai dengan surat pengantar dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara (UINSU) Nomor : B-14480/ITK//ITK.V.3/PP.00.9/12/2019 pada tanggal 03 Desember 2019, tentang Permohonan Izin Penelitian dalam rangka memenuhi persyaratan penulisan Skripsi dengan Judul : **"Improving Students' Achievement In Reading Comprehension Through Self Questioning Strategy At Yayasan Perguruan Budisatrya Medan".** Pelaksanaan penelitian terhitung sejak tanggal 4 sampai dengan 18 Juni 2020.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dapat digunakan dengan sebaik-baiknya dan bertanggung jawab.

Medan, 26 Juni 2020
Kepala SMA Budisatrya

SUCIATI, S.Pd

Jalan Letda Sujono No. 166 Medan - 20223 ☎ (061) 736 6899 Fax. (061) 732 6899
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BIOGRAPHY

My name is Putri Fhadila Nst. I was born on April 8, 1998 in Medan I am 22 years old. I am Indonesian and Muslim, and people around me usually call my name Putri, I am the fifth child of the Alm. Zulkifli Nst and Aisyah Pulungan. I have four brothers, namely Andry Azhari Nst, Hendra Febry Nst, Dicky Ferdiansyah Nst, Ahmad Irfan Nst and have two younger brothers named Rafli Ramadhan Nst and Abdul Haris Nst.

My formal education started from 2003-2009 at SDN 106808 elementary school Medan Estate, then from 2009-2012 continued his education at MTS Al-Wasliyah Tembung, and finished high school at SMAS BUDISATRYA Medan in 2012-2015, and graduated from the Department of English Education, State Islamic University of North Sumatra in 2020.

CURRICULUM VITAE

PUTRI FHADILA NST

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PERSONAL INFORMATION

Date of birth : Medan, April 8th 1998

Adress : Jl. Kapten M Jamil Lubis No.10 Medan

Gender : Female

Religion : Islam

Status : Single

EDUCATION BACKGROUND

SD Negri 106808 Medan Estate 2003-2009

Mts Al-Wasliyah Tembung 2009-2012

SMA Swasta Budisatrya Medan 2012-2015

Universitas Islam Negri Sumatera Utara 2015-2020