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Appendix I

Question for Teacher

1. As an English teacher, what strategies are commonly used in teaching Reading Comprehension?
2. Why did you use this strategy?
3. What is the process when teaching reading comprehension using explicit strategies?
4. Are there any difficulties when teaching reading comprehension with explicit strategies?
5. What difficulties do you often find in students when learning reading comprehension?
6. What are the advantages of this explicit strategy?
7. Is there any media used in the learning process?
8. How do you make students interested in learning English?
9. What will you do, if students do not understand the material being taught?
10. Did the explicit strategies you teach in reading comprehension work smoothly?
11. Do you think explicit strategies are effective in teaching reading comprehension?
12. Is it easy for students to understand Reading comprehension with the explicit strategy?
13. Do you think that explicit strategies can improve student learning in learning reading comprehension?
14. What is the evidence that the explicit strategy can improve students' reading comprehension in class?
15. Is it possible to use explicit strategy for other materials?

Appendix II

Question for Students

1. Do you like English lessons?
2. Do you like reading English text?
3. Have you ever read English text?
4. Have you ever studied reading comprehension before?
5. How has your English learning process been so far?
6. How do you feel when reading English text, easy or difficult?
7. What difficulties do you have when reading English texts?
8. Are you happy if the teacher teach you to read English text?
9. Can you understand with English text that you read if the teacher doesn't translate the text?
10. What do you do if you don't understand the English text?
11. What strategies do you usually read using?
12. Do you understand what an explicit strategy is?
13. With an explicit strategy, do you understand your reading comprehension better?
14. What explicit strategy as do in narrative text make you know the mean of the text?
15. Do you think this explicit strategy is really effective for reading comprehension?

Appendix III

Student's interview transcript

Participant 1: PF

1. Saya tidak suka
2. Saya tidak suka, namun kadang-kadang saya suka membacanya ketika sendiri.
3. Iya, saya pernah.
4. Iya, pernah
5. Guru menerangkan pembelajarannya lalu memberikan tugas.
6. Sangat sulit.
7. Pengucapannya sangat sulit. Cara baca dan tulisannya sangat berbeda, sehingga sangat sulit untuk membaca teks bahasa Inggris.
8. Iya, sangat menyenangkan
9. Tidak dapat
10. Saya hanya diam, namun kadang mencari artinya di kamus
11. Saya tidak tau strategi apa, namun saya membaca teks bahasa Inggris dengan pelan-pelan.
12. Tidak terlalu mengerti, hanya pernah mendengar guru membahas sedikit.
13. Iya, saya jadi bisa memahami bacaan.
14. Iya, saya jadi bisa menjawab soal
15. Menurut saya efektif karena saya jadi mengerti teks.

Participant 2: ID

1. Tidak suka.
2. Tidak suka
3. Pernah di kelas
4. Sepertinya tidak
5. Biasanya guru hanya menyerang tentang pelajaran hari itu dan kemudian langsung memberikan tugas.
6. Sulit jika tidak ada yang mengajarkan cara membacanya.
7. Tidak tau harus mengatakan apa, karena tulisan bahasa Inggris sangat sulit untuk dibaca.
8. Iya sangat menyenangkan
9. Tidak dapat. Kemarin diterjemahkan dahulu oleh guru sehingga saya dapat menjawab soalnya.
10. Saya biasanya mencari artinya di kamus
11. Tidak tau
12. Sudah dijelaskan ibu guru pertama kali yaitu srategi yang diajarkan secara bertahap.
13. Iya memahami, saya jadi bisa menjawab soal
14. Iya, dapat.
15. Sangat efektif karena bisa membuat kami membaca teks bahasa Inggris dan menjawab soalnya.

Participant 3: FNA

1. Tidak terlalu suka
2. Kadang saya membacanya, tapi tidak banyak
3. Iya, pernah
4. Sayang pernah membaca bahasa Inggris, tapi tidak tahu pernah atau tidak belajar reading comprehension.
5. Biasanya bu guru menjelaskan sedikit lalu memberikan tugas,
6. Sulit
7. Cara membacanya sulit
8. Sangat menyenangkan
9. Tidak dapat
10. Hanya bisa diam (tertawa)
11. Hanya membacanya saja
12. Strategi secara perlahan. Sudah dijelaskan ibu sebelumnya
13. Iya
14. Iya, karena ibu guru mengajarkan membaca dan membantu menerjemahkan
15. Iya, sangat efektif.

Appendix IV
Documentation



MTs S Robi'ul Islam Pasar Latong



Activity in the Classroom



Interview with English teacher



Interview with student



All of the students



Yth. Bapak/Ibu Kepala Sekolah MTs S Robi'ul Islam Pasar Latong

Assalamualaikum Wr. Wb.

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

Nama : Siska Ayu Ningsih Sitorus
NIM : 0304183208
Tempat/Tanggal Lahir : Seipaham, 31 Januari 2000
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Seipaham DSN VII Kelurahan Seipaham Kecamatan Seikepayang

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Lintas Gunung Tua KM. 5, Desa Pasar Latong, Kec. Lubuk Barumun, Aek Lancat, Lubuk Barumun, Kab. Padang Lawas, Sumatera Utara 22763, Indonesia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

THE IMPLEMENTATION OF STRATEGY EXPLICIT IN READING COMPREHENSION AT VII GRADE MTS S ROBI'UL ISLAM PASAR LATONG

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

Medan, 25 April 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN HAJI MUHAMMAD ABDUL JALIL SYAH
MADRASAH TSANAWIYAH ROBI'UL ISLAM

NPSN : 69728074 NSM : 121212190025
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JL. LINTAS GUNUNG TUA KM. 5 PASAR LATONG KODE POS 22763

Pasar Latong, 21 Mei 2022

Nomor : 468 /MTS.R.I/X/2022
Perihal : Pemberian Izin Penelitian

Kepada Yth,
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara
Di
Tempat

Dengan Hormat,
Sesuai dengan Surat Bapak dengan nomor :
B-6203/ITK.IV.5/PP.00.9/04/2022 pada tanggal 25 April 2022 perihal Izin
Penelitian. Atas nama :

Nama : SISKAYU NINGSIH SITORUS
NIM : 0304183208
Program Studi : Tadris Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Kami Memberikan izin kepada nama tersebut untuk melaksanakan Riset guna mendapatkan data yang berhubungan dengan Judul Skripsi " *The Implementation Of Strategy Explicit in Reading Comprehension at VIII Grade MTS S Robiul Islam Pasar Latong*".

Demikian disampaikan, dan terima kasih.

Kepala MTS Robiul Islam
Pasar Latong


H. SANGKOT HASIBUAN, S.Ag
NIR. 99720214 199303 1 003

Appendix V

CURRICULUM VITAE

A. Identity

- 01. Name : Siska Ayu Ningsih Sitorus
- 02. NIM/Prodi : 0304183208/Tadris Bahasa Inggris
- 03. Place and Date Birth : Seipaham, 31 Januari 2000
- 04. email/No.HP : siskapane31@gmail.com/082318931993
- 05. Address : Seipaham, Asahan.

B. Education

- 01. Primary school : Mis Nurul Huda/2012/Seipaham
- 02. Junior High School : SMP N 1 Seikepayang/2015/Seipaham
- 03. Senior High School : SMA N 1Seikepayang/2018/Seikepayang
- 04. University : UIN Sumatera Utara Medan



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