THE USE OF CONTENT-BASED INSTRUCTION IN TEACHING READING FOR SECOND GRADE OF SENIOR HIGH SCHOOL (Study of SMA Negeri 1 Donorojo in The Academic Year 2021-2022)

Final Project

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By
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2022

APPROVAL

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DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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MOTTO

"*You'll never know unless you walk in my shoes,*

You'll never know my tangled strings"

DEDICATION

This final project is dedicated to:

1. My beloved parents for their pray, support, advice, and hard work. I finished this final project for you both.
2. My beloved sister who always be my support system.
3. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting, I wanna thank me for always being a giver and tryna give more than I receive. I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times.

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The researcher admits that this final project is imperfect without your valuable comments so that any kinds of suggestions and critiques are welcome in order to make the perfectness of this final project.

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ABSTRACT

Wafiroh, Azizatul. 2022. The Use of Content-Based Instruction in Teaching Reading for Second Grade of Senior High School (Study of SMA Negeri 1 Donorojo in the Academic Year 2021-2022). Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor 1: Dr. Sukma Nur Ardini, S.S., M.Pd., Advisor 2: Fitri Yulianti, S.Pd., M.Pd.

Keywords: Content-Based Instruction, teaching reading, reading comprehension.

The aims of this study were to find out the effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara and to find out the reading comprehension ability of the second grade of SMAN 1 Donorojo Jepara. The investigation of population of this study was all second grade MIPA at SMA Negeri 1 Donorojo Jepara in the academic year 2021/2022, which consist of 143 students coming from four classes. The sample of this study were class XI MIPA 2 consisting of 36 students was treated as control group and class XI MIPA 4 consisting of 36 students was treated as experimental group. The samples were selected by a simple random sampling. The instrument used in this study consisted of reading pre-test and post-test. The methods of data collection were observation and reading comprehension test. The data were analyzed statistically in the form of t-test, arithmetic mean and standard deviation. In finding a significant improvement of students' reading comprehension average score from pretest to posttest taught using Content-Based Instruction (CBI) method, the researcher conducted t-test using Paired Sample t-test, it showed that the sig. (2-tailed) of experiment is 0.00 and control group is 0.02. $0.000 < 0.05$ and $0.02 < 0.05$. If the significance < 0.05 (H0) is rejected and (Ha) is accepted, it means that there is a significance difference in the result of students' learning scores between the experiment and control group. The students' ability in reading comprehension in second grade of senior high school in SMA Negeri 1 Donorojo Jepara in comprehending English text is poor, after taught using Content-Based Instruction method, the frequency of post-test increased from poor to very good. Based on the research results of this study, CBI method is effective and innovative teaching method that can improve students' reading comprehension, but it would be better if CBI method is combined with other teaching methods, so that the achievement in learning will be more maximal.

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CHAPTER I

INTRODUCTION

This chapter consists background of the study, statements of the problem, objectives of the study, significances of the study, definition of the key term.

A. Background of The Study

Reading is one of the important skills in English; it gives many benefits for us. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, *first*, reading is an indispensable communication tool in a civilized society. *Second* that the reading materials produced in any period time in history are most influenced by social background. *Third*, developments in the recorded history of reading have led to two very different poles (Grey in Tarigan, 1957:1099).

Reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo in Tarigan, 1973:119). Through the reading activity, the students can enlarge their knowledge. In the teaching reading activities, a good method, media, and strategy are needed in this research. A good method can be an effort the students' reading ability better. There are four skills in learning process; listening, reading, speaking, and writing. In this research, the researcher focused on reading skill. There are many problems of reading skills, so the students

will have an opinion that English learning is difficult in particular the reading skill. The students know from their test results that they always failed in the reading text. This matter will out from the goal of teaching-learning. The solution to thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching-learning more effective.

Based on the explanation above, the researcher uses a Content-Based Instruction method. The advantage is that using this method can make the class more active, the learning process is more interesting and students gain broader knowledge. Next CBI can increase students' motivation in learning English because the topics used are in accordance with the interests of students, also CBI creates an atmosphere student-centered class. Finally, the researcher hopes that this research will be useful for students in teaching reading.

Content-Based Instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001).

Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It is important to note that English ends

up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills. CBI requires better language teachers. Language teachers must be knowledgeable in content areas and be able to elicit knowledge from students. In addition, language teachers have such responsibilities as to keep context and comprehensibility foremost in their instruction, to select and adapt authentic materials for use in class, to provide scaffolding for students' linguistic content learning, and to create learner-centered classrooms (Stryker & Leaver, 1993).

The researcher observed the teaching and learning activity. The researcher discovered many aspects within the teaching and learning method. From the observation above, this research is motivated by the low ability of English reading in Senior High School students. This is caused by three things: Students have low motivation, Students still using Indonesian in the classroom and the approach used by teachers in teaching reading is less effective. Based on the problems above, the author introduces an approach in teaching reading. Content-Based Instruction (CBI) is an approach to language learning as a second language or foreign language where learning is structured more based on the topic rather than based on linguistic elements. More on this research the researcher discusses about using the CBI approach for Senior High School's students which is integrated with a competency-based curriculum. Therefore, the researcher carries out research entitled "The Use of Content-Based

Instruction in Teaching Reading for Second Grade of Senior High School."

B. Statement of The Problems

Based on background study above, the statement of the problems of this research:

1. To what extent is the effectiveness of Content-Based Instruction method in teaching reading for the second grade of SMAN 1 Donorojo Jepara?
2. How is the reading comprehension ability of the second grade of SMAN 1 Donorojo Jepara?

C. Objective of The Study

Based on the research problem above, the objectives of the study of this research:

1. To find out the effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara.
2. To find out the reading comprehension ability of the second grade of SMAN 1 Donorojo Jepara.

D. The Significant of The Study

The result of this research is expected to be useful for:

1. Theoretically

   This research result gives a positive contribution to develop a new theory or more of how to teach reading comprehension by considering the strength in conducting this research.

2. Practically

   It is functioned to motivate the researcher to use CBI Method in teaching reading and expected to be useful for:

   a. The Students

      This method expects to motivate and make enthusiasm the students in the learning process especially in teaching reading and helpful for students will be able to create more enjoyable and meaningful learning.

   b. The Teacher

      This method expects to make the teacher easy in teaching reading and this expect to give useful contributions in teaching reading and give another way for the teacher to develop student's reading.

   c. The Next Researcher

      The Next researcher will improve his knowledge in teaching reading method and have experience in observation and apply with classroom action research at school.

E. Definition of Key-Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

1. Reading

   Tarin (1985) states that, reading is a process undertaken and used by readers to obtain the message, a method used to communicate with yourself and sometimes others, which communicates the meaning contained or implied in the written symbols.

2. Teaching Reading

   Harmer (2007) states that, teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

3. Content-Based Instruction (CBI)

   Content-Based Instruction (CBI) is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus" (Richards & Rodgers, 2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of related literature that provides knowledge about the use of Content-Based Instruction in teaching reading, previous studies, and hypotheses.

A. Review of Related Theories

In this part, presents three sub heading. The first discusses about Reading. The second discusses about teaching reading. And the third discusses about Content-Based Instruction.

1. Reading

In acquiring English, the students have to be able to master the four basic skills of English which consist of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. It has received more attention than any other aspect of education.

a. Definition of reading

Reading has different definitions based on different people. According to Sutari (2000), "Reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language that is defined as the process of grasping full linguistics meaning in the new language through the symbol used to represent it."

According to Urquhart and weirt in William Grabe (2009:14), stated the reading is the process of receiving interpreting information in languange from via the medium of print. From these definitions, it can be said that reading is one of the important skills in English and it gives many benefits for us. Reading must develop, so the reader can undesrtand the meaning of passage and also catch the meaning of the text.

b. The Importance of Reading

Reading skills have become very important in the world of education. According to (Rumelhart, 1985), "reading is a process of understanding written language Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the researcher. Thus, reading is the combination of perceptual process and cognitive process."

According to Luthfi Ariyanto (2011), "Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read".

It means reading skills are very crucial to be mastered by language learners, especially for the senior high school students because it will be useful for them when they decide to continue their studies.

c. Understanding Reading Text

According to Westwood (2008), readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring, and predicting. Therefore, understanding the text is not an easy thing, so that is why there are many students who find difficulties in understanding the text.

Moreover, Kuswidyastutik (2013), states that someone's understanding of a thing can be measured by whether or not he was answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions.

1. Extracting main ideas (skimming)

According to Vener (2013), identifying the main idea is important because it is included in the overall idea of the paragraph. Furthermore, she argued that the author should locate the main idea in different places within a paragraph. The main idea is usually a sentence, it is usually the first sentence, but it can be in the middle or the last sentence.

2. Reading for specific information (scanning)

Brown (2001) states that scanning is quickly searching for some particular piece or pieces of information in a text. Furthermore, Kahayanto argues that when scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is the name of the place, a kind of food, the specific word, or specific information. However, He thinks that to enable the student to scan effectively is not easy, he or she should know what kinds of information he or she needs; also, he or she should have a strong belief where he or she will find such information needed from the text.

3. Detailed Reading

Detailed reading allows you to critically consider aspects of the text. This may involve close reading of the entire text, or important sections of the text.

4. Revision reading

This involves reading rapidly through the material with you are already familiar, in order to confirm knowledge and understanding.

Based on the statement above, the researcher concludes that, reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education.

Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

2. Teaching Reading

In the classroom, teaching can be described as a method to transfer knowledge from teacher to students by employing a bound technique of strategy and an explicit material so as to master reading itself. Teaching is a complicated method it doesn't solely offer the data from the teacher to the scholars. Reading is one in all ways in which to form the scholars understanding in teaching – learning method. According to Brown (2007), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Arends (2009), states that the ultimate of teaching is to assist students to become independent and self-regulated learners. In line with this, Teaching has been recognized as a profession because it is an occupation that requires advanced education and special training. Comprehending reading text is a process of constructing and extracting meaning.

The RAND Reading Study Group (2002), states that reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". It can be concluded that teaching reading is the process of helping, facilitating, guiding students to comprehend the

text and providing students to make them can acquire the meaning and information from the author of the text.

From the text above, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

3. Content-Based Instruction (CBI)

Content-Based Instruction is language teaching approach through the study of science or a particular topic, not just learn the language itself. Davies (2003), states that CBI is a teaching method that emphasizes learning about something rather than learning about language. Brewster (2004), states that Content-based language teaching is a version of bilingual education and subject-teaching which simultaneously teaches the language required for school learning and promotes thinking skills.

a. Definition of Content-Based Instruction

Content-Based instruction (CBI) is a teaching approach that focuses on learning *language* through learning *about something.* Content-Based Instruction (CBI) is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than

around a linguistic or other type of syllabus" (Richards & Rodgers, 2001).

Content-Based language teaching belongs to communicative approach in which the students interpret, express, and negotiate to mean using the target language (Savignon, 1991 and Richards, 2006).

Content-Based Instruction (CBI) is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus" (Richards and Rodgers, 2001).

CBI requires better learners as well. Students are hypothesized to become autonomous and independent in CBI, so that they are conscious of their learning process and can take charge of their learning. Furthermore, students are expected to support each other in collaborative modes of learning. Finally, students need to commit to this new approach to language learning (Stryker and Leaver, 1993).

According to those definitions indicate that CBI can be applied to both the context of second language learning and foreign language learning.

b. Types of Content-Based Instruction:

There are three types of Content-Based Instruction:

1. Theme-Based language Instruction Model

Theme-based CBI has been widely accepted and is that the most well-liked CBI teaching model in foreign business language learning (Satilmis, Yakup, Selim, & Aybarsha, 2015). The course is made by choosing fascinating topics that square measure involved with students' wants, necessities and, interests, particularly a few big selections of social heated problems. More importantly, it will permit the implementation of assorted varieties of language tasks and also the selection of some case studies around the subject. When rigorously paying attention to students' wants and their previous work or study experiences, lecturers will choose some topics that may satisfy their tastes and language proficiency. Apart from this, student-oriented categories necessitate students to be actively concerned in each phrase, autonomously exploring knowledge.

2. Adjunct Language Instruction Model

Adjunct primarily based instruction is really 2 coordinated courses. It contains each a language subject and a content course (Kiziltan & Ersanh, 2007). The intention of adjunct courses is specially to assist students United Nations agencies lack necessary language competency to success communicate in business. It, hence, will be a helper to understand business information and to enhance language expression at the identical

times. Beneath this model, far more stress for learners is on the language proficiency, students are assigned an excellent number of tasks to achieve teaching objectives.

3. Secure Content Instruction Model

Sheltered CBI is Associate the Nursing approach requiring students to understand subject information rather than language skills through speaking, listening, writing, translating and reading coaching courses, that abandons single specific talent training methodology (Echevarria & Short, 2010).

In specific, secure content instruction needs lecturers to regulate their teaching materials to the learners' proficiency level (Hung & Hai, 2016). By selecting the acceptable materials, combined with comprehensive coaching around the theme, students' language skills are promoted and exercised.

c. Content-Based Lesson:

There are many ways to approach the CBI lesson:

1. Preparation

A subject of interest is chosen.

2. Finding suitable sources that deal with different aspects of the subject.

These could be websites, reference books, audio or video of lectures or even real people.

3. The lesson

    a) Using small groups

    b) Assigning each group, a small research task and a source of information in the target language to use to help them fulfill the task.

    c) Groups sharing and comparing information.

    d) A result in the form of an end product such as a report or presentation of some kind.

d. Advantages of Content-Based Instruction

There are the advantages of Content-Based Instruction:

1) Language learning becomes more interesting and motivating.
2) CBI offers a wide educational knowledge to learners in the form of the different topics instructed.
3) It helps students develop valuable study skills such as note taking, summarizing and extracting key information on text.
4) Developing collaborative skills, especially when using group work, which can have great social value.

e. Disadvantages of Content-Based Instruction

There are disadvantages of Content-Based Instruction:

1) CBI implicit language instruction can confuse learners and may give them the impression that they are not learning the language.
2) Over use of native language can be a problem in some parts of the lesson.
3) Finding information sources and texts that lower levels can understand can be difficult.
4) In a nutshell, although CBI is a challenging approach for both teachers and students, the outcome of its implementation can be rewarding and motivating.

From the statement above, the purpose of CBI is to prepare the student to acquire the language. In this case the teacher before gives certain subject firstly he/she has to give motivated and interest to the students in order they can concentrate to the lesson. Regarding the statements above, the researcher concluded that CBI is one of methods that can be used to improve reading comprehension.

B. Previous Studies

The use of Content-Based Instruction in teaching reading has been carried out by several researchers. In this section, the researcher analyses some previous studies related to the research to be studied. With this, the researcher can increase knowledge and information about the previous studies.

The first previous study was conducted by Farah Maulida Sari. In her research entitled "The Students' Perception on The Influence of Content-Based Instruction on Their Understanding of The English Reading Text (A Case Study at International Accounting Programme Unsyiah) Banda Aceh." This research was conducted on January, 1st 2018. The main problem that the student face in their learning process is that the students' reading ability still in the average level because of some obstacle such as lacking of vocabulary of the material, less reading habit out of their learning time and no chance for student to comprehend more the text in the classroom. Therefore, the teacher plays an important role to make the students more effective and communicative in using English to find relevant method to provide support for learners with various kinds of learning styles so that they can learn in the ways which suitable them best.

According to the reason above, the researcher wants to explore how the students' perception on the Content-Based Instruction method influences students' understanding of the English reading text at third

semester students at International Accounting Programme student of Economics faculty of Unsyiah. The researcher uses qualitative research. While gathering the data, the researcher did not find any difficulties. The students were very helpful and approved to be interviewed. Then the researcher elaborated some important points as parts of the research findings in order to answer the research questions. The first research question was asking about how the students perceived the influence of Content-Based Instruction on their understanding of English reading text. The result of the research showed that all the students have positive perception of content-based instruction. All participants stated that their reading skill was improved in International Accounting Programme which used content-based instruction as their method in teaching-learning. They also perceived that after this class they able to communicate the content of subject matter in English. The second research question was asking about the way Content-Based Instruction helped them in understanding English reading text.

The result of the data collected showed that all participants showed that Content-Based Instruction is used in all part of teaching-learning process in classroom. It can be seen on the materials being implemented in the classroom and also the lecturer's way of teaching which included the process of teaching from opening class until closing, it uses all the characteristics of Content-Based Instruction. All participants stated that by implementing those characteristics of Content-Based Instruction helped

them in understanding English reading text. From the observation, the researcher found that all the class in International Accounting Programme used English in all teaching-learning process which means that this International class implemented Content-Based Instruction and also from the interview the researcher found that all students had a positive perception about the Content-Based Instruction method capable to increase their understanding in English reading text. It similar with Richards and Rodgers statement (2001) that people learn a second language more successfully when they use the target language as a means of acquiring information, which International Accounting Programme used English as the medium tool of communication.

The second previous study was conducted by Hedyan Putra and Lenny Marzulina. This study entitled "Teaching Reading Comprehension By Using Content-Based Instruction (CBI) Method to The Second Years Learners At Mts Al-Furqon Prabumulih."

The aims of this study were to find out; (1) Whether or not the implementation of Content-Based Instruction (CBI) method significantly improves reading comprehension to the second years learners at MTs. Al-Furqon Prabumulih, (2) The students' opinions are toward the implementation of Content-Based Instruction (CBI) method in reading comprehension to the second years learners at MTs.

In this study, a quasi-experimental design is applied in order to assess the influence the independent variable (Content-Based Instruction

(CBI) method) on the dependent variable (teaching reading comprehension).

The investigation of population of this research was all the second years learners at MTs. Al-Furqon Prabumulih in the academic year 2013/2014. The total numbers of the students were 63 comprising 2 classes. There were 36 males in class II Pa and 27 females in the class II Pi. In this study, convenience sampling technique is used. The researcher takes two classes of second years learners at MTs. Al-Furqon Prabumulih that has been chosen by teacher of English. Before being taught reading comprehension using Content-Based Instruction (CBI) method given treatments, the researcher used matched participants design to get real sample, the researcher would like to find some pairs that have the same scores from pretest. From the result of pretest scores of paired matching variables, the researcher got 20 pairs including 40 students from 63 samples who have the same scores between two groups. Then the samples are divided into two groups II Pa as control group and II Pi as experimental group.

Based on the findings, it can be drawn some conclusion. First, based on the result of pretest to posttest, Content-Based Instruction (CBI) method significantly improves students' reading comprehension achievement average score of second years learners at MTs. Al-Furqon Prabumulih. Second, students gave positive response toward the implementation of Content-Based Instruction (CBI) method in reading

comprehension. Therefore, it can be inferred that teaching reading comprehension through Content-Based Instruction (CBI) method can be considered as one alternative method to be used in teaching English reading comprehension, especially to the EFL students.

Another previous study was conducted by Panida Khruawan and Nutprapha K. Dennis, Ph.D. This study entitled "A Study of English Reading Comprehension Using Content-Based Instruction Approach."

The purposes of this study were to investigate students' achievement in reading comprehension taught by Content-Based Instruction (CBI) Approach and to study the attitude of students through the approach. The samples of this study were fifty of grade ten students who enrolled English course at Khowangwittayakhom School, Yasothorn. The samples were selected by a simple random sampling.

The instrument used in this study consisted of ten content-based instruction lesson plans, reading pre-test and post-test, and questionnaire. The data were analyzed statistically in the form of t-test, arithmetic mean and standard deviation. The research findings as the effectiveness of English reading after using Content-Based Instruction Approach in teaching was significantly higher than before teaching at critical level 0.05 and the students' attitude toward using Content-Based Instruction Approach was at a good level.

The purposes of this study were to investigate the students' achievement in reading taught by Content-Based Instruction (CBI)

approach and to study the attitude of students through the approach. The samples of the study were 50 of grade ten students who enrolled English course at Khowangwittayakhom School, Yasothorn province. The samples are selected by a simple random sampling.

The instrument used in this study consisted of ten content-based instruction lesson plans, reading test, and questionnaire. To achieve the first purpose the samples group took pretest, then learned through ten content-based instruction lesson plans. They studied 10 contents that consist of Checking out second-hand city, The Education system of the UK and the USA, Internet shopping, Candle festival in Ubon Ratchathani, New year cheer, Songkran, Mountain mummies, Fingerprints, Chiang Mai Night Bazaar and the Golden Triangle. After that, students took the post-test. The data analysis showed that all of the students got the scores in the post-test higher than the pre-test. To achieve the second purpose, students checked their positive attitude in reading English through CBI approach by using questionnaire.

The data analysis showed that CBI approach had made the positive attitude towards English reading. As a result, the finding of the study indicated that CBI approach could help the 50 students in Khowangwittayakhom School to improve their reading comprehension in reading and made positive attitude towards English reading skill.

From several previous studies above, the researcher summarizes as follows:

1. The research designs of the research can be both qualitative and quantitative research.
2. The instruments used from the research above were test, observation, documentation.
3. The method used from the research above was Classroom Action Research and Experiment.
4. The research results were mostly successful.

C. Hypothesis

Null hypo (H_0): Content-Based Instruction cannot improve reading comprehension for second grade of senior high school in SMA Negeri 1 Donorojo jepara.

Alternative hypothesis (H_A): Content-Based Instruction can improve reading comprehension for second grade of senior high school in SMA Negeri 1 Donorojo Jepara.

Ho : $\mu = \mu o$

HA : $\mu = \mu > \mu o$

Sugiyono (2017)

CHAPTER III

METHODOLOGY OF THE RESEARCH

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

A. Design of the research

In this research, the researcher used Quantitative Research with Quasi-experiment type to determine the effect of CBI method. Researcher uses a Quasi-experiment to analyze the use of CBI teaching method in teaching reading.

The characteristic of quasi-experiment has both pretest and posttests. There are two kinds of groups, experimental and control groups, but no random assignment of subjects.

This teaching and learning activity are designed to teach reading comprehension to the students by using CBI as method towards an experimental group. Then the last result will be analyzed and compared using statistical calculation.

The design of the research is presented as follows:

Table 3.1

The Experimental Research

Name of Group	Pre-test	Treatment	Post-Test
Experimental group	(01)	X	(02)
Control group	(03)		(04)

Explanation:

(1): The pre-test mean of the experimental group

(2): The post-test mean of the control group

(3): The pre-test mean of the experimental group

(4): The post-test of the control group

Y: Treatment of the experimental group

B. Subject of the research

Research subject means an individual legally resident within the geographical limits of India, whether a patient or not, who participates in a Clinical Trial either as a recipient of an investigational Medicinal Product or some other treatment or product, or without receiving any treatment or product, as a control.

1. Population

In quantitative research, Creswell (2012), states that population may be a cluster of individuals who have a similar characteristic.

In this research, the population was taken from the class XI IPA 1 – XI IPA 4. Each class consists of 35-36 students, so the population is about 143 students.

Table 3.2

The population of SMA Negeri 1 Donorojo 2021/2022

No	Class	Total
1.	XI IPA 1	36
2.	XI IPA 2	36
3.	XI IPA 3	35
4.	XI IPA 4	36
Total		143

2. Sample

The researcher took samples because the population is too large to be studied. The sample was representative of the population. According to Sugiyono (2017), the sample is part of the number and characteristics of the population. This study involved two classes of second grade students of SMA N 1 Donorojo, Jepara as a sample. Each class consist of 36 students, so the sample is about 72 students. While one as a control group and one as an experimental group.

Table 3.3

The students' number of each group

No.	Group	Students
1.	XI IPA 4 (Experimental group)	36
2.	XI IPA 2 (Control group)	36
Total		72

3. Instrument of the research

Sugiyono (2017), states that a tool used to measure the phenomena studied by researchers. In this research, the instrument will use to obtain data is a reading test. Tests will be use to analyze the effect of CBI method in teaching reading and to know does the CBI method improve students' reading skill or not. Students do the reading test to find out how good the students are in reading. Researcher use the form of reading test instruments to measure the achievement of students' reading skills.

For collecting the data, the researcher uses test (pre-test and post-test).

a. Pre-test

Before applying the CBI method in teaching reading, the researcher conducts the pre-test both experimental and control

classes. This step is conducted to know the students' reading skill before conducting the research and as measurement between two classes. The researcher gives students equal text related to subject matter based on the syllabus and lesson plan for the student of eleventh-grade. The researcher has instructed them to do the exercises on the given paper which is related in improving students' reading skills.

b. Post-test

Both experimental and control classes face the post test. The aim of conducting the post test is to know the students' reading skill between experimental and control classes with different treatment. During the research, the control class only receives the traditional teaching reading while the experimental class receives treatment of CBI method in learning reading. The test instruction was same with the pretest but has different content. After scoring the test both two classes will be analyzed and calculated.

4. Method of data collection

This analysis used quantitative information assortment technique. In order to achieve the information, the researcher use many information assortment techniques, namely:

a. Observation

During the teaching and learning method within the schoolroom, the researcher observed the teaching and learning activity. The researcher discovered many aspects within the teaching and learning method. The aspects enclosed however the teacher teaches reading, the students' behaviors, and also the learning materials. This system was to induce the knowledge concerning teaching and learning activity within the schoolroom. The results of the observation were within the kind of field notes.

b. Reading comprehension tests

There are 2 styles of reading comprehension tests during this analysis, pre-test (Test A) and post-test (Test B). A pre-test was administered within the reconnaissance step, whereas a post-test was administered upon the completion of the action. These tests helped the researcher to seek out the students' reading comprehension ability before. The researcher compares the results of those 2 tests. The results of those two tests show whether or not the CBI improve the reading comprehension ability.

5. Technique of data analysis

To analyze data, the researcher used T-test. Utsman (2015) states that "The T-test is one of the comparative analysis techniques will use to test the truth, whether there is a difference between two or more variables under investigation".

From the statements above the analyzed data is acquired from the test and observation. The researcher has analyzed the data based on the collected score data of pre test and post test of experimental class and control class. In the other hand, the researcher also analyzes the score of students learning activity which written on the sheet of students' observation.

Table 3.4

Criteria Aspects of Reading

No	Criteria	Score
1	The meaning and structure are correct	4
2	The meaning is correct and some errors of structure	3
3	Some errors of meaning and structure	2
4	The meaning and structure are incorrect	1
5	No answer	0

Kemendikbud (2005:27)

In processing the data, the researcher took several steps as follows:

1. Getting the result of pre-test and post-test of the experimental group and the control group
   a) Calculating the mean of pre-test and post-test of the experimental group and control group
   b) Calculating the N-Gain Gain score is the difference between the post-test and pre-test scores. To calculate N-Gain value the following formula:

$$N - Gain = \frac{\text{Score Posttest} - \text{Score PreTest}}{\text{Score Ideal (100)} - \text{Score Pretest}}$$

The N-Gain categories are presented as follows:

Table 3.5

N-Gain Score

N-Gain	Category
G > 0.7	High
0.3 ≤ G ≤ 0.7	Medium
G < 0.3	Low

2. After that, the researcher calculating the T-test

   a) Calculating the Normality Test

   Normality test was used to determine whether the sample was normally distributed or not. In this research used Kolmogorov Smirnov by using SPSS version 26. The criteria to determine the statistical hypothesis as follow:

   1) The significance > 0.05, it means that H0 was accepted. The sample was distributed normally.

   2) The significance < 0.05, it means that H0 was rejected. The sample was not distributed normally.

b) Calculating the T-Test

T-test was used to find out the significance difference between two means that come from two distribution of sample data. The criteria as follows:

1) The significance > 0.05 (H0) is accepted and (Ha) is rejected, it means that there is no significance difference in the result of students' learning score between experiment and control group.
2) The significance < 0.05 (H0) is rejected and (Ha) is accepted, it means that there is significance difference in the result of students' learning score between experiment and control group.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussions, which contains the results of research data. The data is analyzed to determine the students' reading comprehension.

A. Research Findings

The research finding presents the data that the researcher found during learning process. The research was conducted at the SMA Negeri 1 Donorojo on 13 October to 23 November 2021. To collect the data, the research conducted several meetings.

The first meeting, the researcher introduced their self to the students. Then, the researcher checked the attendance list. After that, the researcher asked about the student's condition. All the students gave good responses to the researcher questions. The researcher gave a worksheet in the form of a pre-test instrument to the students. Before the students started working, the researcher explained the instructions more clearly and gave students the opportunity to ask questions. The researcher guided students during the learning process.

The second meeting, the researcher checked the students' attendance list and asked about the condition. At this meeting, the researcher explained the meaning, purpose, generic structures, language features, and examples of descriptive text. The researcher provided opportunities for students to ask and discuss questions together. The researcher told the

students to study again at home and prepared the material for the next meeting.

The third meeting, only held in XI IPA 4 as an experimental class. The researcher checked the students' attendance list and asked about condition. The researcher was reminded about the material discussed at the third meeting. The researcher introduced the students about CBI method that can make it easier for them to start reading. After that, the researcher gave several examples of descriptive text using the Content-Based Instruction method. The researcher provided opportunities to ask questions.

The fourth meeting, the last meeting of the research. As usual, the researcher checked the attendance list and asked the condition. The researcher gave a worksheet to the students as a post-test instrument.

1. The effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara.

   a. The result of pre-test and post-test in the Experimental group

      The pre-test and post-test scores of the Experimental group are as follows:

Table 4.1

The Result of Pre-test and Post-test in The Experiment Group

No	Name	Experimental Group	
		Pre Test	Posttest
1	ABS	50	80
2	ADP	60	85
3	ATF	50	70
4	ARA	72	80
5	AFN	72	96
6	AASDT	44	75
7	DS	72	85
8	DL	50	75
9	DAT	60	80
10	EE	86	96
11	ETW	72	90
12	MES	50	96
13	MSP	80	85
14	MRA	80	85
15	MHMS	72	80
16	MFS	60	85
17	MRF	60	80
18	NS	80	96
19	NDA	72	96
20	NE	50	80
21	OGC	60	90
22	PA	60	75
23	QUH	70	90
24	RWD	72	96
25	RDF	60	85
26	SA	72	85
27	SR	50	75
28	SDPA	72	85
29	SI	50	72

30	TSNA	56	80
31	TZS	80	96
32	VAP	50	80
33	VNS	50	72
34	YWAP	72	96
35	ZAR	72	85
36	ZAO	50	72

1) After obtaining a score, the researcher calculated the mean of the Experimental group with the results in the table 4.2

Table 4.2

Descriptive Statistics of Experiment Group

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experimental	36	44	86	2288	63,56	11,683
Post-Test Experimental	36	70	96	3029	84,14	8,191
Valid N (listwise)	36					

Based on the result of the experimental group, the researcher can find out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 44 obtained by one student. The highest score was 86 obtained by one student. The mean of the pre-test was 63.56. Standard deviation was 11.683. In the post-test, the lowest score was 70 obtained by one student. The highest score was 96 obtained by six students. The mean was 84.14. Standard deviation was 8.191.

2) Calculating N-Gain score

To find out the improvement of students' reading comprehension using Content-Based Instruction can use the N-Gain score test. N-Gain score is the difference between the post-test and pre-test scores. To calculate N-Gain value the following formula:

$$N - Gain = \frac{\text{Score Posttest} - \text{Score PreTest}}{\text{Score Ideal (100)} - \text{Score Pretest}}$$

The N-Gain of the experimental group is described in the table below:

Table 4.3

Description of N-Gain Data Values of Experiment Group

No	Name	Experimental Group		N-Gain
		Pre Test	Post Test	
1	ABS	50	80	0,60
2	ADP	60	85	0,63
3	ATF	50	70	0,40
4	ARA	72	80	0,29
5	AFN	72	96	0,86
6	AASDT	44	75	0,55
7	DS	72	85	0,46
8	DL	50	75	0,50

9	DAT	60	80	0,50
10	EE	86	96	0,71
11	ETW	72	90	0,64
12	MES	50	96	0,70
13	MSP	80	85	0,80
14	MRA	80	85	0,25
15	MHMS	72	80	0,29
16	MFS	60	85	0,63
17	MRF	60	80	0,50
18	NS	80	96	0,80
19	NDA	72	96	0,86
20	NE	50	80	0,60
21	OGC	60	90	0,75
22	PA	60	75	0,38
23	QUH	70	90	0,67
24	RWD	72	96	0,86
25	RDF	60	85	0,63
26	SA	72	85	0,46
27	SR	50	75	0,50
28	SDPA	72	85	0,46
29	SI	50	72	0,44
30	TSNA	56	80	0,55
31	TZS	80	96	0,80
32	VAP	50	80	0,60
33	VNS	50	72	0,44
34	YWAP	72	96	0,86

35	ZAR	72	85	0,46
36	ZAO	50	72	0,44
Amount				21
Average		62	82	1

Table 4.3 showed that the average N-Gain value of the experimental group was 1. The average of 1 is >0.7. So, improving students' reading comprehension ability taught using Content-Based Instruction method is included in the high classification.

3) The result of pre-test and post-test in the Control group

The pre-test and post-test scores of the Control group are as follows:

Table 4.4

The Result of Pre-test and Post-test in Control Group

No	Name	Control Group	
		Pre-Test	Post-Test
1	AHA	40	50
2	AS	50	50
3	AAS	72	80
4	AWA	72	75
5	BAP	50	60
6	BP	64	72
7	DA	80	72
8	DD	72	72
9	DPW	72	75
10	FAN	50	60
11	GAW	72	76
12	IKP	72	72
13	IRA	72	75
14	JS	80	80
15	KR	80	72
16	MNB	60	65

17	MRCM	50	70
18	MNL	60	72
19	MAA	76	80
20	MAAY	44	50
21	NZE	72	72
22	NF	60	70
23	NA	72	72
24	NA	76	72
25	NEAN	60	50
26	RAN	50	60
27	RKKS	80	72
28	SMS	80	72
29	SN	72	80
30	SR	72	72
31	SFIV	50	65
32	VN	68	70
33	YIZ	50	70
34	ZAQU	60	72
35	ZFS	50	55
36	BRRT	64	72

4) After obtaining a score, the researcher calculated the mean of the Control group with the results in the table 4.5

Table 4.5

Descriptive Statistics of Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	36	40	80	64,56	11,833
Post-Test Control	36	50	80	68,72	8,756
Valid N (listwise)	36				

Based on the result of the control group, the researcher can be found out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 40 obtained by one student. The highest score was 80 obtained by five students. The mean of the pre-test was 64.56. Standard deviation was 11.833. In the post-test, the lowest score was 50 obtained by four students.

The highest score was 80 obtained by four students. The mean was 68.72. Standard deviation was 8.756.

5) Calculating N-Gain score

To find out the improvement of students' reading comprehension using Content-Based Instruction method can use the N-Gain score test. N-Gain score is the difference between the post-test and pre-test scores. To calculate N-Gain value the following formula:

$$N - Gain = \frac{\text{Score Posttest} - \text{Score PreTest}}{\text{Score Ideal (100)} - \text{Score Pretest}}$$

The N-Gain of the Control group is described in the table below:

Table 4.6

Description of N-Gain Data values of Control Group

No	Name	Control Group		N-Gain
		Pre-Test	Posttest	
1	AHA	40	50	0,17
2	AS	50	50	0,00
3	AAS	72	80	0,29
4	AWA	72	75	0,11
5	BAP	50	60	0,20
6	BP	64	72	0,22
7	DA	80	72	-0,40
8	DD	72	72	0,00
9	DPW	72	75	0,11
10	FAN	50	60	0,20
11	GAW	72	76	0,14
12	IKP	72	72	0,00
13	IRA	72	75	0,11
14	JS	80	80	0,00
15	KR	80	72	-0,40
16	MNB	60	65	0,13
17	MRCM	50	70	0,40

18	MNL	60	72	0,30
19	MAA	76	80	0,17
20	MAAY	44	50	0,11
21	NZE	72	72	0,00
22	NF	60	70	0,25
23	NA	72	72	0,00
24	NA	76	72	-0,17
25	NEAN	60	50	-0,25
26	RAN	50	60	0,20
27	RKKS	80	72	0,40
28	SMS	80	72	-0,40
29	SN	72	80	0,29
30	SR	72	72	0,00
31	SFIV	50	65	0,30
32	VN	68	70	0,06
33	YIZ	50	70	0,40
34	ZAQU	60	72	0,30
35	ZFS	50	55	0,10
36	BRRT	64	72	0,22
Amount				3
Average		63	66,86	0

Table 4.6 showed that the average N-Gain value of the control class is 0. The average of 0 is < 0.3. So, improving students' reading comprehension ability without Content-Based Instruction method is included in the low classification.

b. After that, the researcher calculated the T-test

1) Normality Test

Normality test is presented as follows:

Table 4.7

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,02738209
Most Extreme Differences	Absolute	,125
	Positive	,109
	Negative	-,125
Kolmogorov-Smirnov Z		,750
Asymp. Sig. (2-tailed)		,627

a. Test distribution is Normal.

b. Calculated from data.

The results of the output above showed a significance value of 0.627 > 0.05. So, it can be concluded that the residual value is normally distributed.

2) Then, the researcher calculated T-test Paired Sample

Based on the normality test above, it is concluded that the research data is paired and normally distributed. So, to find out the significant difference in the reading ability of the second grade students at SMA Negeri 1 Donorojo between those who taught using Content-Based Instruction method and without using Content-Based Instruction method can use the paired sample t-test.

The table show the result of T-Test Paired Sample:

Table 4.8

T-Test Paired Sample

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental - Post-Test Experimental	-20,583	7,244	1,207	-23,034	-18,132	-17,048	35	,000
Pair 2	Pre-Test Control - Post-Test Control	-4,167	7,493	1,249	-6,702	-1,631	-3,337	35	,002

Based on the output above, the sig. (2-tailed) of experiment is 0.00 and control group is 0.02. 0.000 < 0.05 and 0.02 < 0.05. If the significance < 0.05 (H0) is rejected and (Ha) is accepted, it means that there is a significance difference in the result of students' learning scores between the experiment and control group.

Table 4.9

T-test Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	63,56	36	11,683	1,947
	Post Test	84,14	36	8,191	1,365

Based on the Paired Samples Statistics above, the mean of pre test and post test has increased from 63.56 to 84.14. From the data above, it can be concluded that the post-test result is higher than the pre-test result.

2. Students' reading comprehension ability for second grade of SMAN 1 Donorojo Jepara.

Table 4.10

Distribution Frequency of Pre-Test

No.	Class Interval	Category	Frequency	%
1	81-100	Very Good	1	2.8%
2	61-80	Good	16	44.4%
3	41-60	Poor	19	52.8%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			36	100%

From the data above it can be seen that the highest score of students reading comprehension is 86, and the lowest score is 44. From the criteria above, the category of students' reading pre test can be described, there are 1 student got very good score. There are 16 students got the good score. There are 19 students got the poor score.

Table 4.11

Distribution Frequency of Post-Test

No.	Class Interval	Category	Frequency	%
1	81-100	Very Good	20	55.6%
2	61-80	Good	16	44.4%
3	41-60	Poor	0	0.00%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			36	100%

From the data above it can be seen that the highest score of students reading comprehension is 96, and the lowest score is 70. From the criteria above, the category of students' reading pre test can be described, there are 20 students got very good score and there are 16 students got the good score.

B. Discussion

In this section, the researcher presents the results of the research findings above as follows:

1. The effectiveness of Content-Based Instruction method in teaching reading for second grade of senior high school of SMA Negeri 1 Donorojo jepara.

   Teaching reading using Content-Based Instruction method showed a significant increase, it can be seen in pre-test score and post-test score from experimental group. There is a significance difference between Class XI MIPA 4 (experimental group) and Class XI MIPA 2 (control group) after the researcher conducted a quasi-experimental research. The statistical calculation showed that the pre-test average in experimental group was 63.56, with the lowest score was 44 and the higher score was 86. The pre-test average in control group was 64.56, with the lowest score was 40 and the higher score was 80. The Post-

test average in experimental group was 84.14 with the lowest score was 70 and the Higher score was 96. The post-test average in control group was 68.72, with the lowest score was 50 and the higher score was 80. The average of post test score in both experimental group and control group are different. The average of the post test score in the experimental group was higher than control group. Aside from the average, the result of content based instruction can be seen from statistical analysis. The sig. (2-tailed) of experiment is 0.000 < 0.05 and control group is and 0.02 < 0.05. In conclusion, the Alternative Hypothesis (Ha) is accepted while Null Hypothesis (Ho) is rejected. Content Based Instruction method is effective not only in term of students' reading skill score improvement but also enrichment of content, organization, vocabulary, language use and mechanics toward students' reading skill at the second grade of SMAN 1 Donorojo Jepara. These results indicated that the use of Content-Based Instruction was effective to improve students' reading ability. Therefore, Content-based Instruction method can make the students easier to organize ideas, develop ideas, and help to understand the content of the text.

2. Students' reading comprehension ability for second grade of SMAN 1 Donorojo Jepara.

Based on the result of the data analysis on pre-test, it can be said that students' ability in comprehending English text was categorized as

low (poor). It is shown by the data that most of the students (52.8%) got scores lower than 60. Then, 44.4% of the students got scores 61-80 (good). There was only 1 student (2.8%) who had very good reading ability (scores ranging from 81-100).

Regarding the analysis of the data gathered from post-test, it can be seen that the students' use of Content-Based Instruction was categorized in high frequency (84.14). There were 16 students (44.4%) got good frequency (score ranging from 61-80), and 20 students (55.6%) got very good frequency (score ranging from 81-100). This research supported by Zare (2013) revealed that those language learners who have employed reading strategies more frequently got better results in reading comprehension test.

From the percentage of the results of pre-test and post-test, the researcher could find the increasing of students' reading ability in reading comprehension. Therefore, the researcher took conclusion that Content-Based Instruction method can increase the students' reading comprehension ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher presents the suggestions and conclusions about the research.

A. Conclusion

Based on the result of reading test, there are two conclusions as follow:

1. Teaching reading using Content-Based Instruction method gets higher score than teaching reading without using Content-Based Instruction method. It can be seen in the average value of the pre-test was 62 while the average value of the post-test was 82. N-Gain score was 1. So, Content-Based Instruction method effective in teaching reading for second grade of SMAN 1 Donorojo Jepara.

2. The students' ability in reading comprehension in second grade of senior high school in SMA Negeri 1 Donorojo Jepara in comprehending English text is poor, after taught using Content-Based Instruction method, the frequency of post-test increased from poor to very good. The students' reading ability may be affected by several factors. One of the factors is the students' ineffective use of reading strategy as they just used reading strategy in medium frequency. However, reading strategy is essential to help students understand the text better. Therefore, an explicit instruction on strategy use is required. Teachers need to tell and train the students to deliberately use reading strategies in the reading class. Teachers should design a lesson

which asks the students to actively use reading strategies. It will increase students' reading motivation and their responsibility on their own reading progress. By being a strategic reader with high motivation reading, their reading ability will improve.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions, which are essential for the teacher, students, and the next researcher.

1. For the teacher

   Teachers may use the CBI method as an effective and innovative teaching method to improve their students' reading comprehension. But it would be better if CBI method is combined with other teaching methods, so that the achievement in learning will be more maximal.

2. For the students

   Students must be confident in their reading skill. Students should be more eager in studying, not just in the school but wherever they are. Students do not get stuck with the lessons they get in the class, but students also have to be more creative looking for various sources of learning, such as in the school library, on the internet etc.

3. The next researcher

The next researchers can use Content-Based Instruction method that has been formulated in this paper as a reference for conducting and developing further research. Researchers can use other classes with different levels of students and also different English materials to improve learning.

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APPENDICES

Appendix 1: *Kartu Bimbingan*

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Azizatul Wafiroh
NPM : 17420137
FAK/PRODI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Dr. Sukma Nur Ardini, S.S., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1	Senin, 22 Februari 2021	Bimbingan Judul	
2	Jumat, 12 Maret 2021	Revisi Judul	
3	Selasa, 18 Mei 2021	Proposal	
4	Senin, 12 Juli 2021	Revisi Proposal	
5	Senin, 20 Sept 2021	Revisi Proposal 1-3	

6	Rabu, 22 Sept 2021	ACC Proposal	
7	Senin, 11 Okt 2021	ACC instrument	
8	Senin, 29 November 2021	Revisi findings dari RQ no 2	
9	Rabu, 1 Desember 2021	Content OK. Cek Grammarly. Prepare article.	
10	Rabu, 22 Desember 2021	ACC 1-5 + references. Next bimb beserta kelengkapan. Article disesuaikan ELT Forum.	
11	Senin, 10 Januari 2022	ACC final project siap ujian Revisi artikel	

KARTU BIMBINGAN FINAL PROJECT

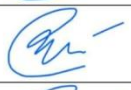
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Azizatul Wafiroh

NPM : 17420137

FAK/PRODI : FPBS/PEND. BAHASA INGGRIS

DOSEN PEMBIMBING II : Fitri Yulianti, S.Pd., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1	Kamis, 3 Februari 2021	Acc judul	
2	Kamis, 3 Februari 2021	Revisi Judul + Proposal	
3	Senin, 16 Agustus 2021	Revisi Proposal	
4	Rabu,1 September 2021	Revisi Proposal	
5	Selasa, 14 September 2021	Revisi Proposal	
6	Senin, 27 September 2021	Acc Proposal	
7	Senin, 3 Januari 2022	Acc Final Project	
8	Senin, 10 Januari 2022	Article	
9	Senin, 17 Januari 2022	Revisi Article	
10	Senin, 24 Januari 2022	ACC Article	

Appendix 2: *Approval Proposal*

APPROVAL

This Proposal Final Project entitled "The Use of Content-Based Instruction in Teaching Reading for Second Grade of senior High School: Study of SMA Negeri 1 Donorojo in The Academic Year 2021-2022" written by:

Name : Azizatul Wafiroh

NPM : 17420137

Study Program : English Education Study Program

Faculty : Faculty of Language and Arts Education

Was approved by the advisors of the English Education Study Program of the Faculty of Language and Arts Education of University of PGRI Semarang on:

Day :

Date :

Advisor I

Sukma Nur Ardini, S.S., M.Pd.

NPP 108201277

Advisor II

Fitri Yulianti, S.Pd., M.Pd.

NPP 108301312

Appendix 3: *Surat Ijin Penelitian TU*

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
Program Studi
- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 139/IP/FPBS/IX/2021
Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Semarang, 29 September 2021

Yth. Kepala SMA Negeri 1 Donorojo
di Donorojo

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Azizatul Wafiroh
N P M : 17420137
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Content Based Instructiuon in Teaching Reading For Second Grade Of Senior High School (Study Of SMA Negeri 1 Donorojo In The Academic Year 2021-2022)

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

Appendix 4: *Lesson Plan*

RENCANA PELAKSANAAN PEMBELAJARAN DARING

Nama Satuan Pendidikan : SMA NEGERI 1 DONOROJO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/ Ganjil

Materi Pokok : *Descriptive Text*

Alokasi Waktu : 2 Pertemuan @ (2 x 45 menit)

A. TUJUAN PEMBELAJARAN

Melalui diskusi, penugasan dan analisis, peserta didik dapat menyusun short functional deskriptif teks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, sehingga peserta didik dapat meneladani, membanggakan, bertindak teratur, teliti, disiplin, kerjasama, dan bertanggung jawab dalam komunikasi dengan orang lain, serta dapat mengembangkan kemampuan **berpikir kritis, komunikasi, kolaborasi, kreativitas (4C).**

B. KEGIATAN PEMBELAJARAN PERTEMUAN PERTAMA

PENDAHULUAN		➢ Melakukan pembukaan dengan salam pembuka ➢ Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ Peserta didik diminta untuk mengerjakan Pre-Test. ➢ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari ➢ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
kEGIATAN INTI	**Kegiatan Literasi**	Peserta didik diminta mengamati contoh teks pada slide show Power Point tentang deskriptif dan menganalisis contoh teks tersebut terkait pengertian deskriptif dan Konteks Penggunaannya dalam teks deskriptif. guru meminta siswa untuk membaca contoh deskriptif teks yang diberikan oleh guru.
	Critical Thinking	Peserta didik mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan contoh deskriptif yang disajikan mengenai Pengertian dan Konteks Penggunaannya dalam deskriptif teks.

	Collaboration	Peserta didik diminta mengumpulkan informasi dan mendiskusikan melalui aplikasi Zoom mempresentasikan ulang, dan saling bertukar informasi mengenai Pengertian dan Konteks penggunaannya dalam teks deskriptif.
	Communication	Peserta didik menyampaikan hasil diskusi, dan mempresentasikan hasil diskusi kelompok secara klasikal ke aplikasi Zoom mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi siswa yang lain.
	Creativity	Peserta didik dan guru membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi Pengertian dan Konteks penggunaannya dalam teks deskriptif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami Melalui via whatsApps maupun saat Zoom meet berlangsung.
PENUTUP		➢ Peserta didik mengerjakan evaluasi untuk diambil penilaiannya kemudian mengumpulkan evaluasi yang telah dikerjakan melalui via link google form. ➢ Guru bersama peserta didik merefleksikan pengalaman belajar ➢ Peserta didik melakukan analisis kelebihan dan kekurangan terkait kegiatan pembelajaran. ➢ Guru menyampaikan rencana pembelajaran yang akan dilaksanakan pada pertemuan berikutnya dan ➢

PERTEMUAN KEDUA

PENDAHULUAN		➢ Melakukan pembukaan dengan salam pembuka ➢ Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari ➢ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
	Kegiatan Literasi	Peserta didik diminta melihat dan mengamati contoh tentang teks deskriptif dan menganalisis teks terkait Struktur Teks dan Unsur Kebahasaan dalam deskriptif teks.
	Critical Thinking	Peserta didik mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan contoh yang disajikan mengenai Struktur Teks dan Unsur Kebahasaan dalam deskriptif teks.
	Collaboration	Peserta didik diminta mendiskusikan melalui aplikasi Whatsapp, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Struktur Teks dan Unsur Kebahasaan dalam teks deskriptif

	Communication	Peserta didik menyampaikan hasil diskusi terkait Struktur Teks dan Unsur Kebahasaan dalam teks deskriptif dan mempresentasikan hasil diskusi ke Zoom dan mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi Struktur Teks dan Unsur Kebahasaan Dalam teks deskriptif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami Via WhatsApp
PENUTUP		➢ Peserta didik mengerjakan Post Test untuk diambil penilaiannya kemudian mengirimkan via link google form. ➢ Guru bersama peserta didik merefleksikan pengalaman belajar ➢ Peserta didik melakukan analisis kelebihan dan kekurangan terkait kegiatan pembelajaran.

A. PENILAIAN

1. Penilaian sikap spiritual dan social : observasi, penilaian diri, penilaian antar teman.
2. Penilaian pengetahuan : Pengerjaan soal yang berkaitan dengan materi teks deskriptif.

Jepara, Oktober 2021

Mengetahui

Kepala sekolah

Drs, Hariyanto, M.Si.

NIP. 19630512 199003 1011

Guru Mapel

Azizatul Wafiroh

NPM: 17420137

Appendix 5: *Instrument of Pre-Test*

Part A

Read the passage and answer the question!

My Hank

This is my robot. His name is Hank. Hank has two arms, three round eyes, two ears and an antenna on his head. He is tall and handsome and made of metal. Hank wears a black tuxedo. He walks fast, though he has only one leg. Hank is a helpful robot. He plays with me and helps mum serve meals.

1. Who is Hank?

2. What are his characteristics?

3. What does he wear?

4. Why does Firman say that Hank is a helpful robot?

5. Does the writer like Hank or not? How do you know?

Part B

Read the text carefully. Then, fill in the blanks.

My Cat

Baffi ____ (1)my beautiful gray Persian cat. He _____ (2)with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, _____ (3) not extend to his appearance, for he _____ (4) most of his time indoors watching television and growing fat.

He _____ (5) TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials _____ (6) led him to reject generic brands of cat food in favor of only the most expensive brands.

Baffi is as finicky about visitors as he _____ (7) about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Baffi _____ (8) not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.After my guests _____ (9) fled, I _____ (10) at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Does	Enjoys	Spends	Is	Have	Are
Walks	Does	Look	Has	Is	Walked

Part C

Read the text first, choose the following statements True or False!

The Battle of Bannockburn

Robert the Bruce, King of Scotland, is one of the great heroes of Scottish history. At that time the English king Edward II wanted to rule the whole country, but Robert the Bruce helped the Scots to resist and to form a large army which attacked Stirling castle. King Edward's army came to help the soldiers in the castle, and the two armies met at the small town of Bannockburn on June 24, 1314.

At that time the strongest part of the English army was bowmen. These bowmen, with their long bows had won many victories for the English in France. The Scots did not have many bowmen, so when the English archers attacked they could not defend themselves or fight back. However, Robert the Bruce was ready for this, and he called for his cavalry, (his soldiers on horseback). The horses were too quick for the bowmen, and the Scots knights chased them from the battlefield.

As the English knights advanced, Robert the Bruce ordered the Scots to put sharp sticks in front of their soldiers, and to dig holes in the ground for the English cavalry to fall into. As a result, the English were discouraged by what happened and they did not fight very well.

Many people in the area knew that a great battle was being fought, and when they heard that the Scots army was winning, they came to watch the battle. The English soldiers saw them appear on the top of a nearby hill, and they thought that they were another Scottish army arriving. The English were terrified that they would be caught between two Scots armies and they ran away. Now the Scots cavalry returned to the battle and the horsemen killed many English soldiers as they ran away. After this, the English army never really succeeded in conquering Scotland, also because they had to fight wars in other countries, such as France and Holland.

1. The battle of Bannockburn was in the 14th Century.

2. The English bowmen were the weakest part of the English army.

3. The English horsemen chased the Scots horsemen away.

4. It was very difficult for the English to attack the Scots army.

5. Scotland was also fighting with the French.

Appendix 6: *Instrument of Post-Test*

Part A

Read the passage and answer the question!

Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

1. Where is Losari beach located?
2. What attraction does Losari beach offer?
3. Based on the text, how long is Losari beach?
4. What is the name of the place where the children can play and run?
5. According to the text, we may conclude that Losari beach is suitable for whom?

Part B

Read the text carefully. Then, fill in the blanks.

Dalgom

I ____ a pet. It is a dog and I call it Dalgom. Dalgom ____a Chinese breed. It is small, fluffy, and cute. It ____ got thick black fur. When I cuddle it, the fur ____soft. Dalgom does not like bones. Every day it eats soft food like ____ rice, fish, or bread. Every morning I ____ him milk and bread. When I ____ at school, Dalgom plays with my rabbit. They get along well, and never fight maybe because Dalgom ____ not bark a lot. It ____ the other animals in our house gently, and it never eats shoes. Dalgom is really ____ and friendly animal.

Has	Have	Sweet	Treats	Does	Am
Gave	Give	Feels	Steamed	Is	Felt

Part C

Read the text first, choose the following statements True or False!

The Terrifying Headmaster

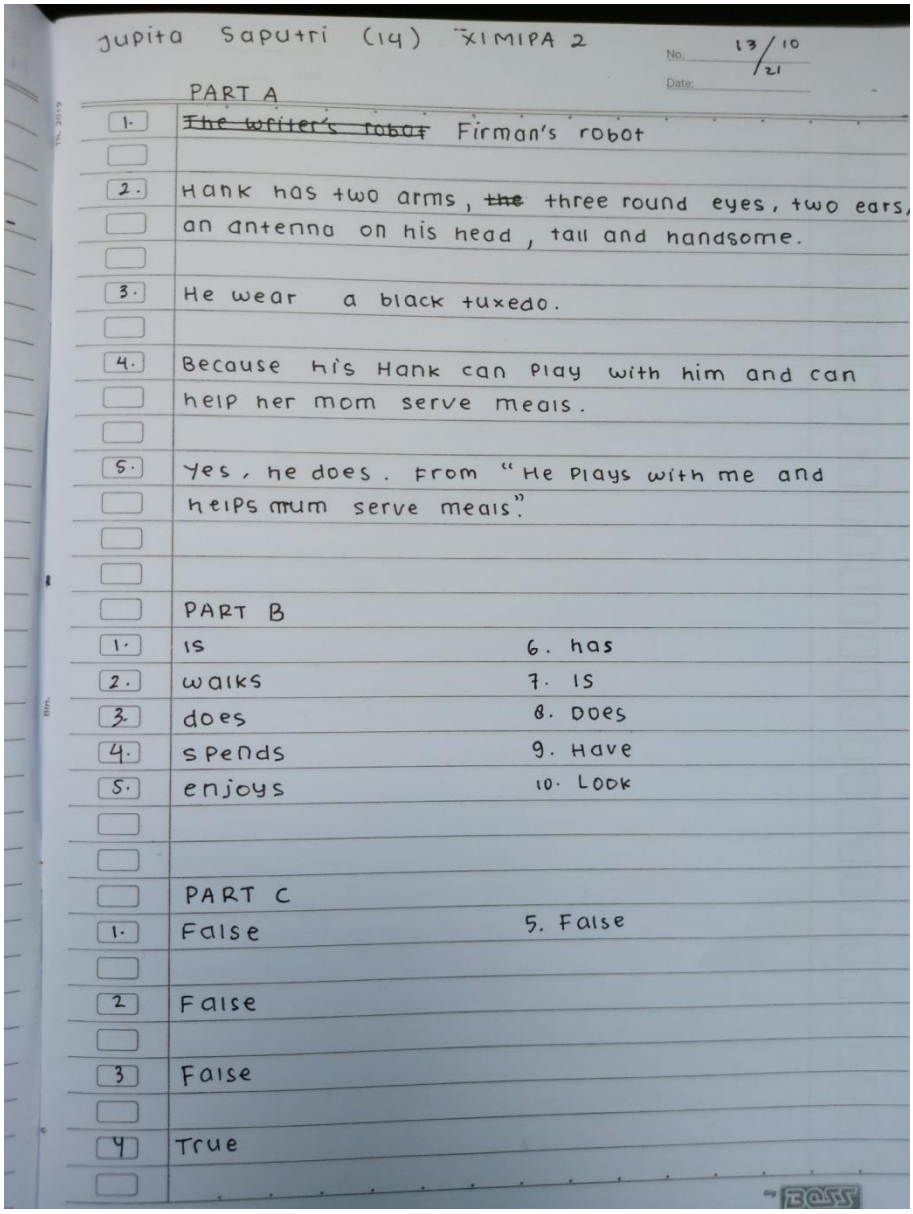
Mrs. Manggar is the headmaster of my school. She does not wear glasses. Her eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and she uses them like a whip.

She always washes her hands in an enamel basin in the corner of the room. After she has washed them, she will walk over to her desk and stand behind is looking at the pupils while she dries her hands on a small, white towel. She dries each finger separetely, beginning with the first finger. Her fingers are long and white. She rubs them briskly without losing the effect of deliberation and as she rubs them, she looks at us with his eyes.

No one moves while she dries his hands, no one speaks. When she finishes, she will fold the towel and put it in the desk drawer. Then, she will awkwardly smile at us. She really terrifies me.

1. Mrs. Manggar is wear glasses.
2. Mrs. Manggar's eyes are sharp, hard, and cold.
3. Mrs. Manggar always washes his hands in an enamel basin in the corner of the room.
4. Mrs. Manggar rubs her finger slowly.
5. Mrs. Manggar makes the writer affraid.

Appendix 7: *Students' Worksheet*



Jupita Saputri (14) XI MIPA 2

No. 13/10/21

Date:

PART A

1. ~~The writer's robot~~ Firman's robot

2. Hank has two arms, ~~the~~ three round eyes, two ears, an antenna on his head, tall and handsome.

3. He wear a black tuxedo.

4. Because his Hank can play with him and can help her mom serve meals.

5. Yes, he does. From "He plays with me and helps mum serve meals".

PART B

1. is
2. walks
3. does
4. spends
5. enjoys
6. has
7. is
8. Does
9. Have
10. Look

PART C

1. False
2. False
3. False
4. True
5. False

Nama : Ema Elyana
Kelas : XI MIPA 4
Absen : 10

Part A

1. located on the edge city of Makassar.
2. many cafes stand in along the beach, when the sunset stands out.
3. The lengthy of the beach is approximately one kilometer
4. This place is a plaza
5. all people, starting from children, parents and teenagers

Part B

I have a Pet. It is a dog and I call it dalgom. Dalgom is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dalgom does not like bones. Everyday it eats soft food like streamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dalgom plays with my rabbit. They get along well, and never fight maybe because Dalgom does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dalgom is really sweet and friendly animal.

Part C

1. False
2. True
3. True
4. False
5. True

Jangan mencontek !
@PaperStar

Nama : Ema Elyana
Kelas : XI MIPA 4
Absen : 10

Inggris wajib
13 oktober 2021

Part 1

1. Hank is a robot
2. Hank has two arms, three round eyes, two ears and an antenna on his head. He is tall and handsom and made of metal.
3. Hank wears a black tuxedo.
4. because hank helps his mother serve food.
5. The writer likes hank because, Hank is a helpful robot.

Part B

1. is
2. walks
3. does
4. spends
5. enjoys
6. has
7. is
8. does
9. have
10. look

Part C

1. True
2. False
3. False
4. True
5. False

14 OKTOBER 2021

No.

Date :

Nama : Deni Ardiansah

No absen : 07

Kelas : XI MIPA 2

PART A

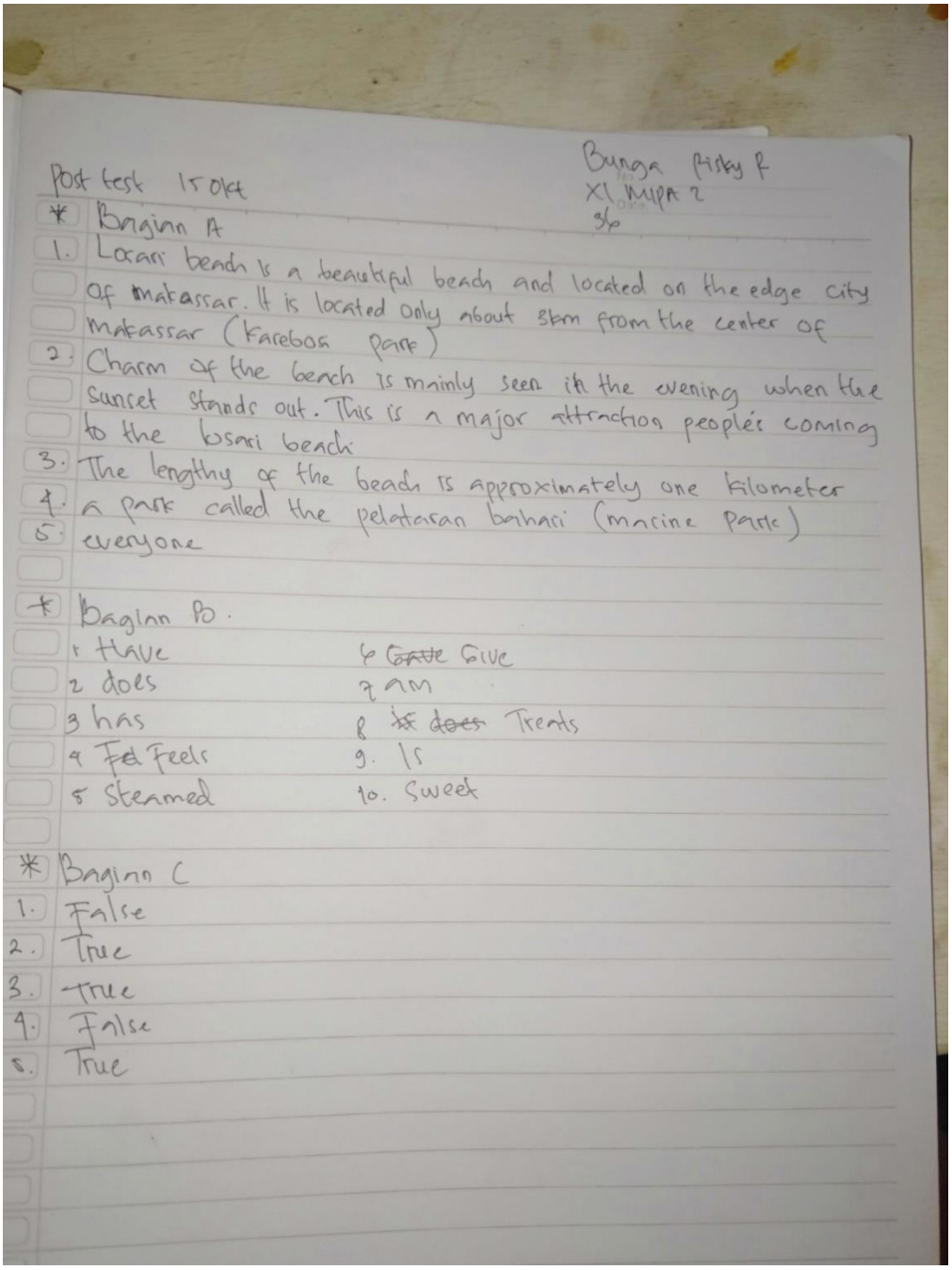
1. Hank is the Author's robot. Hank is the writer's robot.
2. Hank has two arms, there round eyes, two ears and an antenna on his head. He is tall and Handsome and made of metal. He walks fast, though he has only one leg.
3. [redacted] Hank wears a black tuxedo.
4. Because Hank helps the writer's mother to serve meals.
5. Yes, Because the writer's said that Hank plays with him.

PART B

(1). Is	(6.). Does
(2). [redacted]. Walks	(7). [redacted] Is
(3). [redacted] Are	(8). Does
(4). Spends	(9). Walked
(5). Enjoys	(10). Look

PART C

1. The battle of Bannockburn was in the 14th Century, is True.
2. The English bowmen were the weakest part of the English away, is False.
3. The English horsemen chased the scots horsemen away, is false.
4. It was very difficult for the English to attack the scots army, is True.
5. Scotland was also fighting with the french, is True



Post test 15 Okt

Bunga Risky R
XI MIPA 2
36

* Bagian A

1. Losari beach is a beautiful beach and located on the edge city of makassar. It is located only about 3km from the center of makassar (Karebosi park)
2. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction people's coming to the losari beach
3. The lengthy of the beach is approximately one kilometer
4. a park called the pelataran bahari (marine park)
5. everyone

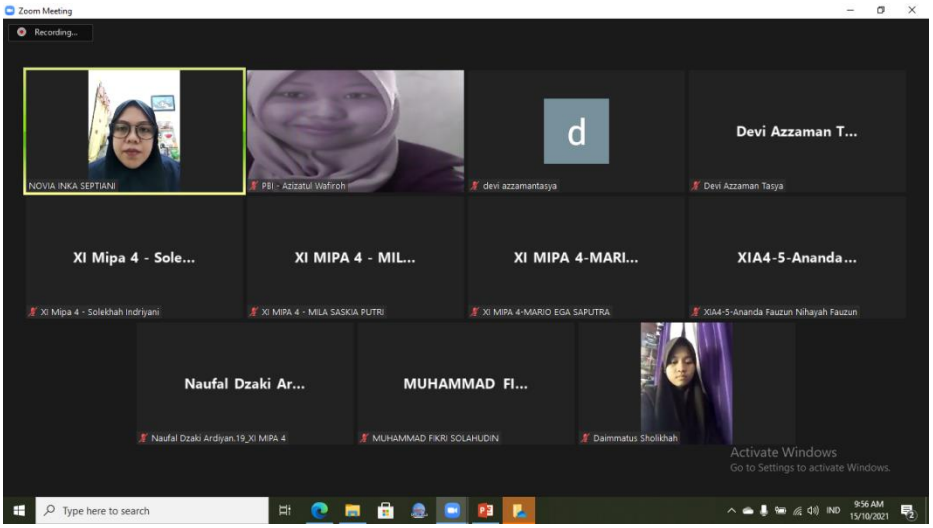
* Bagian B.

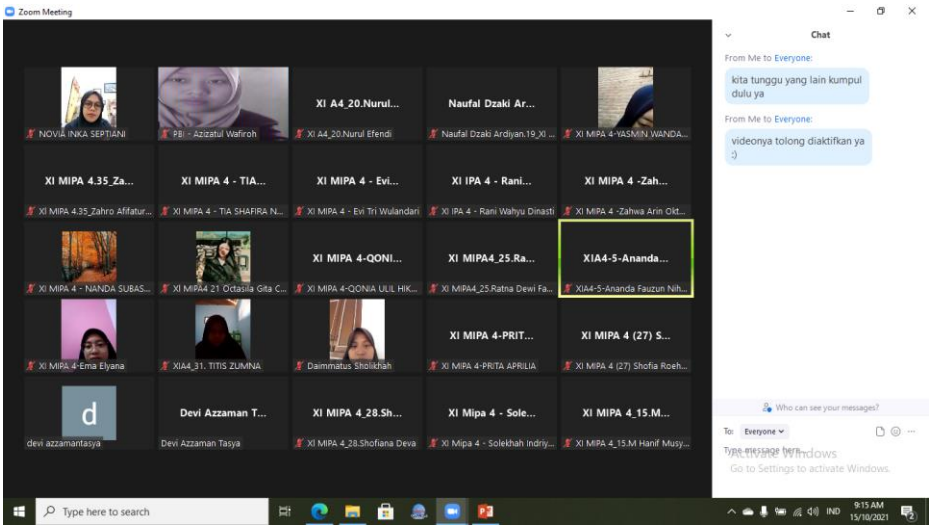
1 Have	6 ~~Gave~~ Give
2 does	7 am
3 has	8 ~~is does~~ Treats
4 ~~Fel~~ Feels	9. Is
5 Steamed	10. Sweet

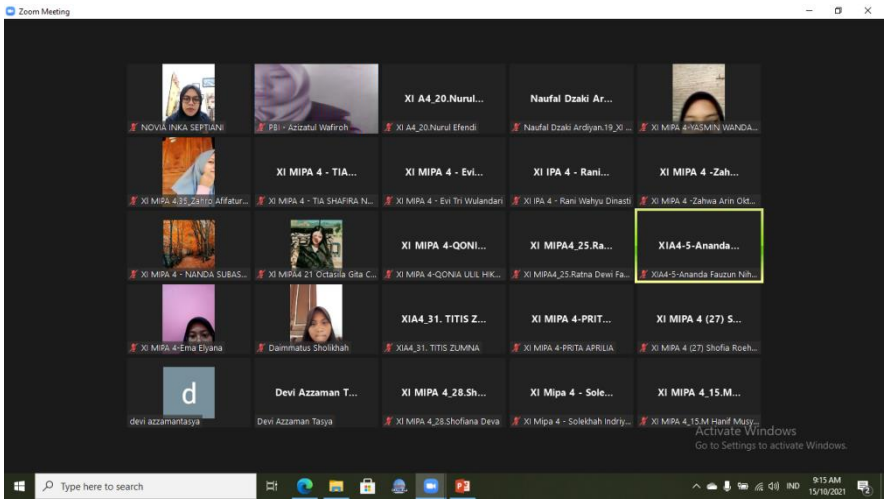
* Bagian C

1. False
2. True
3. True
4. False
5. True

Appendix 8: *Documentation*






Zoom Meeting
NOVIA INKA SEPTIANI
PBI - Azizatul Wafiroh
XI A4_20.Nurul...
XI A4_20.Nurul Efendi
Naufal Dzaki Ar...
Naufal Dzaki Ardiyan.19_XI ...
XI MIPA 4-YASMIN WANDA...
XI MIPA 4_35_Zahro Afifatur...
XI MIPA 4 - TIA...
XI MIPA 4 - TIA SHAFIRA N...
XI MIPA 4 - Evi...
XI MIPA 4 - Evi Tri Wulandari
XI IPA 4 - Rani...
XI IPA 4 - Rani Wahyu Dinasti
XI MIPA 4 -Zah...
XI MIPA 4 -Zahwa Arin Okt...
XI MIPA 4 - NANDA SUBAS...
XI MIPA4 21 Octasila Gita C...
XI MIPA 4-QONI...
XI MIPA 4-QONIA ULIL HIK...
XI MIPA4_25.Ra...
XI MIPA4_25.Ratna Dewi Fa...
XIA4-5-Ananda...
XIA4-5-Ananda Fauzun Nih...
XI MIPA 4-Ema Elyana
Daimmatus Sholikhah
XIA4_31. TITIS Z...
XIA4_31. TITIS ZUMNA
XI MIPA 4-PRIT...
XI MIPA 4-PRITA APRILIA
XI MIPA 4 (27) S...
XI MIPA 4 (27) Shofia Roeh...
devi azzamantasya
Devi Azzaman T...
Devi Azzaman Tasya
XI MIPA 4_28.Sh...
XI MIPA 4_28.Shofiana Deva
XI Mipa 4 - Sole...
XI Mipa 4 - Solekhah Indriy...
XI MIPA 4_15.M...
XI MIPA 4_15.M Hanif Musy...
Activate Windows
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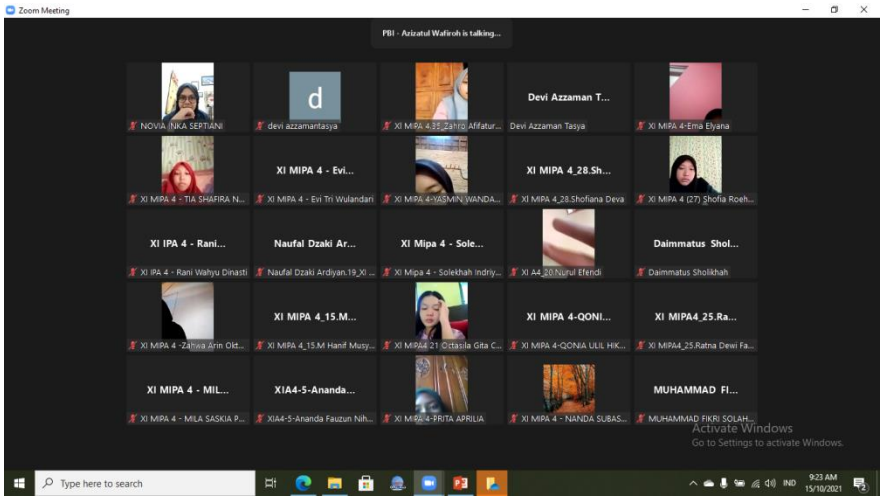
15/10/2021


Zoom Meeting
PBI - Azizatul Wafiroh is talking...
NOVIA INKA SEPTIANI
devi azzamantasya
XI MIPA 4_35_Zahro Afifatur...
Devi Azzaman T...
Devi Azzaman Tasya
XI MIPA 4-Ema Elyana
XI MIPA 4 - TIA SHAFIRA N...
XI MIPA 4 - Evi...
XI MIPA 4 - Evi Tri Wulandari
XI MIPA 4-YASMIN WANDA...
XI MIPA 4_28.Sh...
XI MIPA 4_28.Shofiana Deva
XI MIPA 4 (27) Shofia Roeh...
XI IPA 4 - Rani...
XI IPA 4 - Rani Wahyu Dinasti
Naufal Dzaki Ar...
Naufal Dzaki Ardiyan.19_XI ...
XI Mipa 4 - Sole...
XI Mipa 4 - Solekhah Indriy...
XI A4_20.Nurul Efendi
Daimmatus Shol...
Daimmatus Sholikhah
XI MIPA 4 -Zahwa Arin Okt...
XI MIPA 4_15.M...
XI MIPA 4_15.M Hanif Musy...
XI MIPA4 21 Octasila Gita C...
XI MIPA 4-QONI...
XI MIPA 4-QONIA ULIL HIK...
XI MIPA4_25.Ra...
XI MIPA4_25.Ratna Dewi Fa...
XI MIPA 4 - MIL...
XI MIPA 4 - MILA SASKIA P...
XIA4-5-Ananda...
XIA4-5-Ananda Fauzun Nih...
XI MIPA 4-PRITA APRILIA
XI MIPA 4 - NANDA SUBAS...
MUHAMMAD FI...
MUHAMMAD FIKRI SOLAH...
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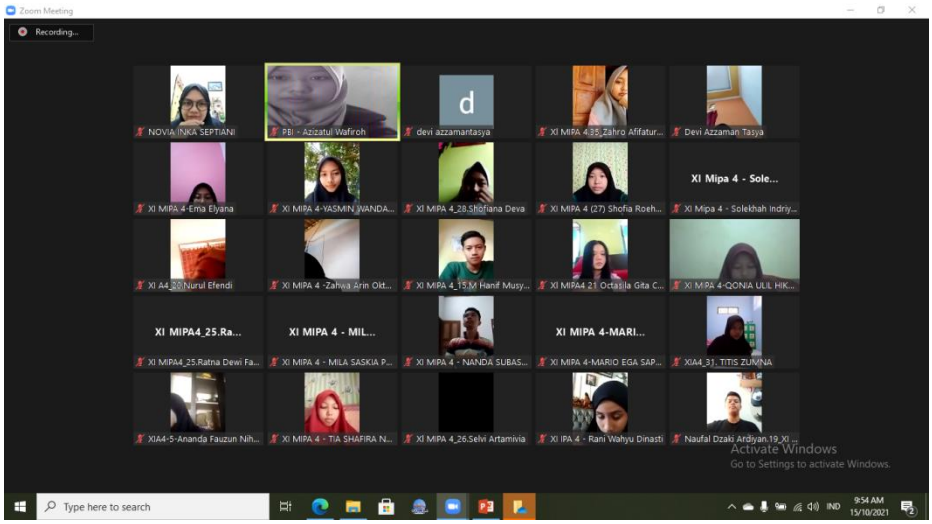
Zoom Meeting
Recording...
NOVIA INKA SEPTIANI
PBI - Azizatul Wafiroh
devi azzamantasya
XI MIPA 4_35_Zahro Afifatur...
Devi Azzaman Tasya
XI MIPA 4-Ema Elyana
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XI MIPA4_25.Ra...
XI MIPA4_25.Ratna Dewi Fa...
XI MIPA 4 - MIL...
XI MIPA 4 - MILA SASKIA P...
XI MIPA 4 - NANDA SUBAS...
XI MIPA 4-MARI...
XI MIPA 4-MARIO EGA SAP...
XIA4_31. TITIS ZUMNA
XIA4-5-Ananda Fauzun Nih...
XI MIPA 4 - TIA SHAFIRA N...
XI MIPA 4_26.Selvi Artamivia
XI IPA 4 - Rani Wahyu Dinasti
Naufal Dzaki Ardiyan.19_XI ...
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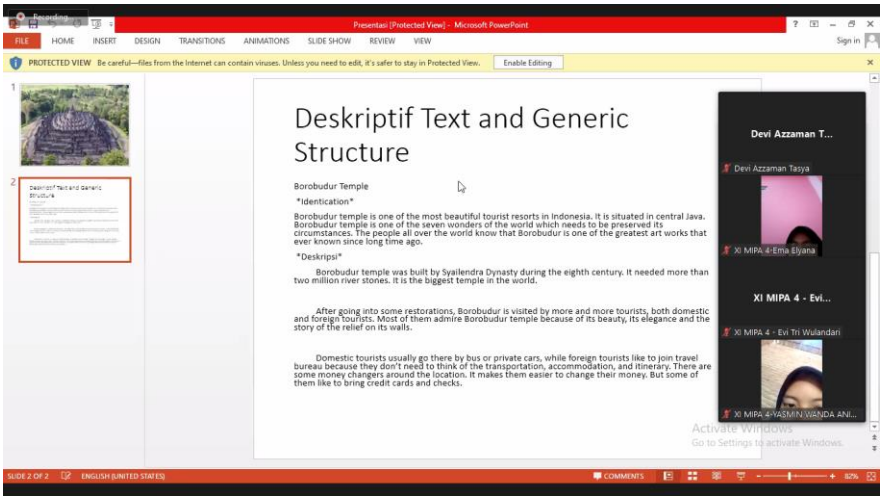
15/10/2021


Presentasi [Protected View] - Microsoft PowerPoint
PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View.
Enable Editing
Deskriptif Text and Generic Structure
Borobudur Temple
Identication
Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.
Deskripsi
Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.
After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.
Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.
Devi Azzaman T...
Devi Azzaman Tasya
XI MIPA 4-Ema Elyana
XI MIPA 4 - Evi...
XI MIPA 4 - Evi Tri Wulandari
XI MIPA 4-YASMIN WANDA ANI...
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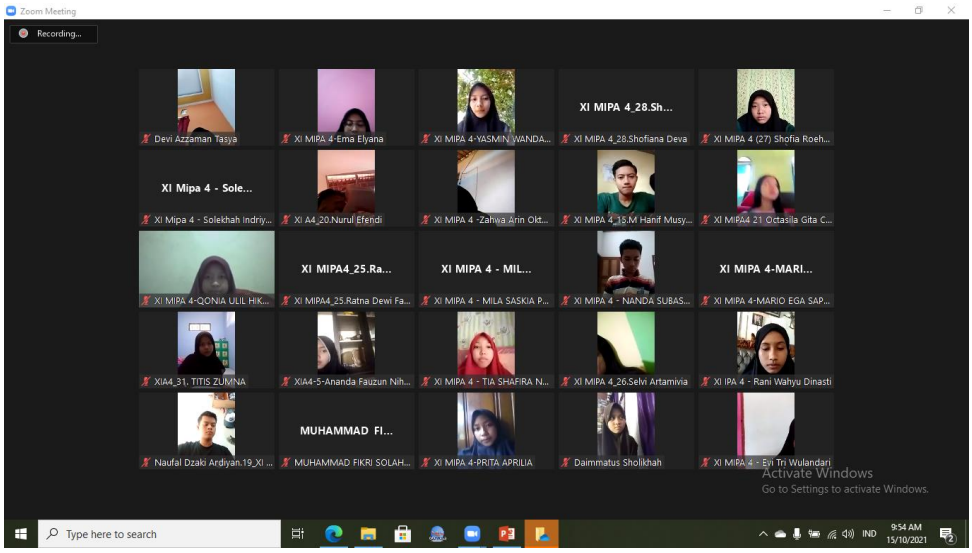
SLIDE 2 OF 2
ENGLISH (UNITED STATES)
COMMENTS


Zoom Meeting
Recording...
Devi Azzaman Tasya
XI MIPA 4-Ema Elyana
XI MIPA 4-YASMIN WANDA...
XI MIPA 4_28.Sh...
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XI MIPA 4-MARI...
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XIA4_31. TITIS ZUMNA
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MUHAMMAD FIKRI SOLAH...
XI MIPA 4-PRITA APRILIA
Daimmatus Sholikhah
XI MIPA 4 - Evi Tri Wulandari
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15/10/2021

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 04 Maret 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Dr. Sukma Nur Ardini, SS.,M.Pd
   Jabatan : Anggota (Penguji I)

4. Nama : Fitri Yulianti, S.Pd., M.Pd.
   Jabatan : Anggota (Penguji II)

5. Nama : Dra. Maria Yosephin, M.Pd
   Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Azizatul Wafiroh	Fakultas	: FPBS
N.P.M	: 17420137	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
THE USE OF CONTENT-BASED INSTRUCTION IN TEACHING READING FOR SECOND GRADE OF SENIOR HIGH SCHOOL (STUDY OF SMA NEGERI 1 DONOROJO IN THE ACADEMIC YEAR 2021-2022)

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Dr. Sukma Nur Ardini, SS.,M.Pd

Penguji II,

Fitri Yulianti, S.Pd., M.Pd.

Penguji III,

Dra. Maria Yosephin, M.Pd

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104