

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Gido
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Materi Pokok : **Membaca teks recount pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)**
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 4 JP X @40 menit

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.1.1 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulisan dengan memberi dan meminta informasi terkait pengamalan pribadi di waktu lampu, pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.11 Teks Recount
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount teks dan tulis sangat pendek

dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)

C. Indikator Pencapaian Kompetensi

Menjelaskan fungsi sosial yang terkandung dalam teks *personal recount* tulis pendek dan sederhana. Menganalisis struktur teks *personal recount* tulis pendek dan sederhana. Menganalisis unsur kebahasaan pada teks *personal recount* tulis pendek dan sederhana

- **Fungsi sosial**

Melaporkan, mengambil teladan, membanggakan.

- **Struktur teks**

- Orientasi
- Urutan kejadian/kegiatan
- Orientasi ulang

- **Unsur kebahasaan**

- Kalimat deklaratif dan interogatif dalam simple past tense
- Adverbia dan frasa preposisional penunjuk waktu : Yesterday, last month, an hour ago dan sebagainya.
- Adverbia penghubung waktu : first, then, after, that, before, at last, finally, dan sebagainya.
- Nomina singular dan plural dengann atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

D. Tujuan Pembelajaran

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara di masa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

E. Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di masa lampau atau merupakan kebenaran umum yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui kerja kelompok.

- *Fungsi social*

Tindakan komunikatif secara interaktif,

- Memberi informasi: Menjelaskan, memberitahu, membacakan, menyebutkan, menambahkan
- Meminta informasi: meminta, mengecek,

- *Struktur teks*

Tindakan komunikatif:

- Memulai komunikasi: bertanya, meminta,
- Merespon : menjawab, menyanggah, mengiyakan, balik bertanya

- **Unsur kebahasaan**

Tindakan menggunakan unsur-unsur kebahasaan dalam melaksanakan tindakan tindakan komunikatif tersebut di atas:

- Ungkapan memberi dan memita informasi dalam kalimat dalam simple past tense,
- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar

F. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan)

G. Media/Alat dan Bahan

- Media : -
- Alat dan bahan : Spidol, papan tulis
- Teks : Teks recount pengalaman pribadi seseorang.

H. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, When English Rings The Bell, SMP/Mts Kelas VIII.
- Sumber-sumber lain yang relevan.

A. Langkah-langkah Pembelajaran

PERTEMUAN KE-1 (2 X 40 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	1. Mengucapkan salam dan tegur sapa 1. Siswa menyapa guru 2. Guru menjawab sapaan siswa dan menanyakan kabar kepada siswa. 3. Mengucapkan do'a awal pembelajaran 4. Guru mendata kehadiran siswa 5. Guru mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Guru.	10 menit
KEGIATAN INTI	1. Guru menjelaskan pengertian pada teks recount 2. Menjelaskan struktur teks recount yaitu orientasi, urutan kejadian/kegiatan dan re-orientasi 3. Menjelaskan ciri-ciri atau bentuk kata kerja bantu dan kata kerja kedua serta keterangan waktu yang di gunakan dalam teks recount.	60 menit
KEGIATAN AKHIR	1. Mendapatkan umpan balik terhadap proses pembelajaran 2. Membahas kesulitan dalam melakukan aktivitas pembelajaran 3. Menyimpulkan proses dan hasil pembelajaran 4. Menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya 5. Permintaan maaf dari guru apabila ada kekurangan selama proses pembelajaran	10 menit

A. Langkah-langkah Pembelajaran

PERTEMUAN KE-1 (2 X 40 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	1. Mengucapkan salam dan tegur sapa 1. Siswa menyapa guru 2. Guru menjawab sapaan siswa dan menanyakan kabar kepada siswa. 3. Mengucapkan do'a awal pembelajaran 4. Guru mendata kehadiran siswa 5. Guru mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Guru.	10 menit
KEGIATAN INTI	1. Guru menjelaskan pengertian pada teks recount 2. Menjelaskan struktur teks recount yaitu orientasi, urutan kejadian/kegiatan dan re-orientasi 3. Menjelaskan ciri-ciri atau bentuk kata kerja bantu dan kata kerja kedua serta keterangan waktu yang di gunakan dalam teks recount.	60 menit
KEGIATAN AKHIR	1. Mendapatkan umpan balik terhadap proses pembelajaran 2. Membahas kesulitan dalam melakukan aktivitas pembelajaran 3. Menyimpulkan proses dan hasil pembelajaran 4. Menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya 5. Permintaan maaf dari guru apabila ada kekurangan selama proses pembelajaran	10 menit

PERTEMUAN KE-2 (2 X 40 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	menit untuk memahami teks recount secara bersamaan dalam kelompok. 7. Siswa di minta untuk menganalisis fungsi social teks recount 8. Guru meminta siswa untuk menentukan struktur teks yang ada pada teks recount yang telah di sediakan. 9. Kemudian guru meminta informasi secara lisan dari perwakilan setiap kelompok tentang pemahaman membaca pada teks recount	
KEGIATAN AKHIR	1. Mendapatkan umpan balik terhadap proses pembelajaran 2. Membahas kesulitan dalam melakukan aktivitas pembelajaran 3. Menyimpulkan proses dan hasil pembelajaran 4. Permintaan maaf dari guru apabila ada kekurangan selama proses pembelajaran 5. Salam	10 menit

Somi,

2023

Mengetahui,
Kepala SMPN 2 Gido

Guru Mata Pelajaran

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LAMPIRAN 1

MATERI AJAR

A. Definition of Recount Text (Definisi/Pengertian Teks Recount)

Recount text is a text which retells events/experiences that happened in the past. (Teks recount adalah sebuah teks yang menecitakan kembali kegiatan/pengalaman yang terjadi di masa lampau.)

Purpose/Social Function of the Recount Text (Tujuan/Fungsi Sosial Teks Recount) Its social function is to retell an experience or an event that happened in the past. (Fungsi sosialnya adalah untuk menceritakan kembali sebuah pengalaman atau kegiatan yang terjadi di masa lampau.)

B. Generic Structure of Recount Text (Struktur Umum Teks Recount)

- **Orientation (Orientasi)**

Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

- **Sequence of events (Urutan kejadian/kegiatan)**

Serangkaian peristiwa/kejadian yang diurutkan secara kronologis.

- **Re-orientation (Orientasi ulang/penutup)**

Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

C. Language Features of Recount Text (Unsur Kebahasaan Teks Recount)

- Kalimatnya menggunakan *Simple Past tense*.

Formula = S + **Verb 2** + Object/Complement (kata keterangan)

- Menggunakan action verb, contoh: *went* (pergi), *stayed* (tinggal), *did* (melakukan).

- Fokus pada specific participant, contoh: I (the writer/penulis)

- Menggunakan kata keterangan waktu (adverb of time): *yesterday* (kemarin), *last month* (bulan lalu), *an hour ago* (satu jam yang lalu), *a month ago* (satu bulan yang lalu), *last year* (tahun lalu), *last holiday* (liburan kemarin), dan sebagainya.
- Menggunakan kata penghubung (conjunction): *first* (pertama), *then* (lalu), *after that* (setelah itu), *before* (sebelum), *at last* (terakhir), *finally* (akhirnya), dan sebagainya.

D. Grammar focus: Simple Past Tense

✓ Verbal Sentence

Affirmative : S + Verb 2 + Object/Complement

Negative : S + didn't + Verb 1 + Object/Complement

✓ Nominal Sentence

Affirmative : S + was/were + Object/Complement

Negative : S + wasn't/ weren't + Object/Complement

Contoh:

Last month my family and I **went** to somi Beach for a vacation. (Bulan lalu aku dan keluargaku **pergi** ke pantai somi untuk liburan.)

We **took** a tourism bus to go there. (Kita **menaiki** bus pariwisata untuk pergi kesana.) It **was** a nice sunny day with a blue sky and a gentle breeze. (Itu

adalah hari yang cerah dengan langit biru dan angin sepoi – sepoi.)

LAMPIRAN II

RECOUNT TEXT

Trip to Somi Beach

Last month my family and I went to somi Beach for a vacation. We took a tourism bus to go there. We left at 9 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Somi beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

The Result of Group's Values Teaching Reading Comprehension through Group Work

No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	Intan Cahyani Gen	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	20
2	Angel Kristman Gulo	Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	20
3	Fanel Three Gulo	Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	15
4	Wilson Zamani	Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	10
Total of Score 1+2+3+4							65
No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	Wilson Zamani	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	16
2	Alfred Bate'e	Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	17
3	Andrius Y. A B	Vocabulary	able to interpret the vocabulary and verbs	able to interpret the vocabulary and verbs	able to interpret the vocabulary and verbs	able to interpret the vocabulary and verbs	18

			used in the text together in groups	used in the text together in groups	used in the text together in groups	text together in groups	
4		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	16
Total of Score 1+2+3+4							67
No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	Titian Putri Gulo	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	11
2		Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	15
			Very good (16-20)	Good (11-15)	Enough (6-10)	Not Enough (1-5)	
3		Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	15
4		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	10
Total of Score 1+2+3+4							51
No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	Wanarlin Oes	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	21
	Mineria Lane						
2	Elita Harefa	Text Structure	able to work together to understand and determine the structure in	able to work together to understand and determine the structure in	able to work together to understand and determine the structure in	able to work together to understand and determine the structure in	20
	Yarman Harefa						

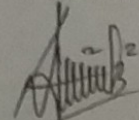
			group work Very good (16-20)	group work Good (11-15)	group work Enough (6-10)	Not Enough (1-5)	
3		Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	20
4		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	15
Total of Score 1+2+3+4							76
No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	1. Kiki Andika Gulo 2. Festr/Yani Gulo 3. Antonius P. Y Nidraha 4. Yolan Tri Dumas Gulo	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	14
2		Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	18
3		Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	20
4		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	9
Total of Score 1+2+3+4							61
No.	Group Names	Rated Aspect	Score				Kom.
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
1	1. Supirman Nidraha 2. David Christian Bane'o 3. Juni Gustia Humendra	Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	19

2	4	Sherly Waruwu	Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	17
				Very good (16-20)	Good (11-15)	Enough (6-10)	Not Enough (1-5)	
	3		Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	21
4			Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	12
Total Of Score 1+2+3+4								69
No.	Group Names	Rated Aspect	Score				Comment	
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)		
1		Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	25	
2	1	Jasti Putri M. Zamasi	Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	16
	2	Ratna Satria Dohona						
	3	Neni Fielda Yuni Lase						
3	4	Martha Cahyani Zebua	Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	15
	4		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	15
Total of Score 1+2+3+4								71

**Observation Checklist in Teaching Reading Comprehension
through Group Work**

No.	Name of Group	The Students Participant in GroupWork	Yes (√)	No (X)
1.		Students follow the teacher to form groups work with teammates.		
2.		Students pay attention to the instructions given by the teacher.		
3.		Students interested in working in a team.		
4.		Each student arouse enthusiasm in reading comprehension in the group work.		
5.		Students to share knowledge their friends in group work.		
6.		Students to give their opinion in reading comprehension.		
7.		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.		
8.		Students to share information that has been get on the text their friends.		
9.		Students work together to determine the topic.		
10.		Students work together to unite differences of opinion in determining the main idea.		
11.		Students identify to inference on the text that they read.		
12.		Students choose one friend to convey the information they get in the text.		
13.		Students touch their friends in group		
14.		Students played with polite sentences their friends in group		
15.		Students really interact with friends about reading comprehension.		
16.		Students to have feedback for the teacher		

Researcher,



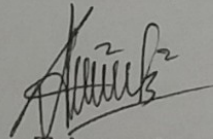
Trisman Lumbu
NIM. 182108094

Students' Interview Sheet

INTERVIEW SHEET

1. Did you like the group work on reading comprehension ?
2. Did you interested in reading the text in group work?

Researcher,



Trisman Lombu

NIM. 182108094

The Result of Teaching Reading Comprehension through
Group Work in Observation Checklist Validity

School : SMP Negeri 2 Gido
Class : VIII-A
Day/date/year : Tuesday, 30 May 2023

OBSERVATION CHECKLIST					
No.	Name of Group Work	The students participant in Group Work	Yes √	No √	Valid
1.	1. Intan Cahayani Gea 2. Angel krisman Gulo 3. Fanel Three Gulo 4. Wilson Zamasi 5. Otonius Ndraha	Students follow the teacher to form groups work with teammates.	√		√
		Students pay attention to the instructions given by the teacher.	√		√
		Students interested in working in a team.	√		√
		Each student arouse enthusiasm in reading comprehension in the group work.	√		√
		Students to share knowledge their friends in group work.	√		√
		Students to give their opinion in reading comprehension.	√		√
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	√		√
		Students to share information that has been get on the text their friends.	√		√
		Students work together to determine the topic.	√		√
		Students work together to unite differences of opinion in determining the main idea.	√		√
		Students identify to inference on the text that they read.	√		√
		Students choose one friend to convey the information they get in the text.	√		√

2		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
	1. Wilson Zamasi 2. Alfret Bate'e 3. Andrianus Y. A B 4. Bagus Natanael Bate'e	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓

3.	1. Titian Putri Gulo 2. Cindi Kristina Zamasi 3. Fransiskus Gulo 4. Putra I. Mendrofa	Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓

4	1. Wancerlin Gea 2. Miseria Lase 3. Efata Harefa 4. Yarman Bate'e	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
5		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓

1. Kiki Andika Gulo 2. FestriYani Gulo 3. Antonius P. Y Ndraha 4. Yolan Tri Damai Gulo	Students interested in working in a team.	✓		2
	Each student arouse enthusiasm in reading comprehension in the group work.	2		2
	Students to share knowledge their friends in group work.	2		✓
	Students to give their opinion in reading comprehension.	2		2
	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	2		2
	Students to share information that has been get on the text their friends.	2		2
	Students work together to determine the topic.	2		2
	Students work together to unite differences of opinion in determining the main idea.	2		✓
	Students identify to inference on the text that they read.	2		2
	Students choose one friend to convey the information they get in the text.	2		2
	Students touch their friends in group	2		2
	Students played with polite sentences their friends in group	2		2
	Students really interact with friends about reading comprehension.	2		2
	Students to have feedback for the teacher	2		2
6. 1. Supirman Ndraha 2. David Chritian Bate'e 3. Juni Gratia Humendru 4. Sherly Waruwu	Students follow the teacher to form groups work with teammates.	2		2
	Students pay attention to the instructions given by the teacher.	2		2
	Students interested in working in a team.	2		2
	Each student arouse enthusiasm in reading comprehension in the group	2		✓

		work.			
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
7.	1. Jasti Putri M. Zamasi	Students follow the teacher to form groups work with teammates.	✓		✓
	2. Ratna Satria Dohona	Students pay attention to the instructions given by the teacher.	✓		✓
	3. Neni Fielda Yani Lase	Students interested in working in a team.	✓		✓
	4. Martha Cahyani Zebua	Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in	✓		✓

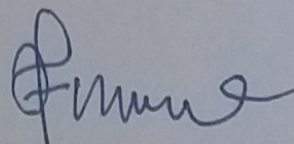
	reading comprehension.			
	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
	Students to share information that has been get on the text their friends.	✓		✓
	Students work together to determine the topic.	✓		✓
	Students work together to unite differences of opinion in determining the main idea.	✓		✓
	Students identify to inference on the text that they read.	✓		✓
	Students choose one friend to convey the information they get in the text.	✓		✓
	Students touch their friends in group	✓		✓
	Students played with polite sentences their friends in group	✓		✓
	Students really interact with friends about reading comprehension.	✓		✓
	Students to have feedback for the teacher	✓		✓

Gunungsitoli,

2023

Approved by:

Validator I,



Afore Tahir Harefa, S.Pd., M.Hum

NIDN. 0117038305

The Responses of Students' Interview Validity

Q1	Did you like the group work on reading comprehension ?
Q2	Were you interested in reading the text in group work?

School : SMP Negeri 2 Gido
 Class : VIII-A
 Day/date/year : Wednesday, 7 Juni 2023

INTERVIEW SHEET				
No.	Name of Students	Question	Responses	Valid
1.	Intan Cahayani Gea	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
2.	Angel Agrayofita Lawolo	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
3.	Valerius Krisman Gulo	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
4.	Fanel Three Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
5.	Cindi Kristina Zamasi	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
6.	Putra Iman Mendrofa	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text	✓

			because I am motivated by my group mates.	
7.	Antonius Passrah Y. Ndraha	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
8.	David Christian Bate'e	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
9.	Sherly Waruwu	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
10.	Martha Cahyani Zebua	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
11.	Efata Harefa	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
12.	Titian Putri Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
13.	Alfret Bate'e	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
14.	Supirman Ndraha	Q1	I really like group work. Because I was helped by group friends to find vocabulary	✓

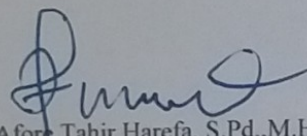
			that I didn't know.	
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
		Q1	I like group work in class, because my group mates and I share opinions.	✓
15.	Wancerlin Gea	Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓

Gunungsitoli,

2023

Approved by:

Validator I,



Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305

The Result of Teaching Reading Comprehension through
Group Work in Observation Checklist Validity

School : SMP Negeri 2 Gido
Class : VIII-A
Day/date/year : Tuesday, 30 May 2023

OBSERVATION CHECKLIST					
No.	Name of Group Work	The students participant in Group Work	Yes ✓	No ✓	Valid
1.	1. Intan Cahayani Gea 2. Angel krisman Gulo 3. Fanel Three Gulo 4. Wilson Zamasi 5. Otonius Ndraha	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓

		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
2	1. Wilson Zamasi 2. Alfret Bate'e 3. Andrianus Y. A B 4. Bagus Natanael Bate'e	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓

		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
3.	1. Titian Putri Gulo 2. Cindi Kristina Zamasi 3. Fransiskus Gulo 4. Putra I. Mendrofa	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓

4	1. Wancerlin Gea 2. Miseria Lase 3. Efata Harefa 4. Yarman Bate'e	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
5		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓

1. Kiki Andika Gulo 2. FestriYani Gulo 3. Antonius P. Y Ndraha 4. Yolan Tri Damai Gulo	Students interested in working in a team.	✓		2
	Each student arouse enthusiasm in reading comprehension in the group work.	2		2
	Students to share knowledge their friends in group work.	2		✓
	Students to give their opinion in reading comprehension.	2		2
	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	2		2
	Students to share information that has been get on the text their friends.	2		2
	Students work together to determine the topic.	2		2
	Students work together to unite differences of opinion in determining the main idea.	2		✓
	Students identify to inference on the text that they read.	2		2
	Students choose one friend to convey the information they get in the text.	2		2
	Students touch their friends in group	2		2
	Students played with polite sentences their friends in group	2		✓
	Students really interact with friends about reading comprehension.	2		2
	Students to have feedback for the teacher	2		2
6.	1. Supirman Ndraha	2		2
	2. David Chritian Bate'e	2		2
	3. Juni Gratia Humendru	2		2
	4. Sherly Waruwu	2		✓

		work.			
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
7.	1. Jasti Putri M. Zamasi 2. Ratna Satria Dohona 3. Neni Fielda Yani Lase 4. Martha Cahyani Zebua	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in	✓		✓

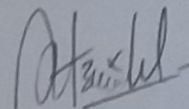
	reading comprehension			
	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
	Students to share information that has been get on the text their friends.	✓		✓
	Students work together to determine the topic.	✓		✓
	Students work together to unite differences of opinion in determining the main idea	✓		✓
	Students identify to inference on the text that they read	✓		✓
	Students choose one friend to convey the information they get in the text.	✓		✓
	Students touch their friends in group	✓		✓
	Students played with polite sentences their friends in group	✓		✓
	Students really interact with friends about reading comprehension.	✓		✓
	Students to have feedback for the teacher	✓		✓

Somi,

2023

Approved by:

Validator II,



Otmarlina Hulu, S.Pd

NIP. 19831021 200903 2 008

The Responses of Students' Interview Validity

Q1	Did you like the group work on reading comprehension ?
Q2	Were you interested in reading the text in group work?

School : SMP Negeri 2 Gido
 Class : VIII-A
 Day/date/year : Wednesday, 7 Juni 2023

INTERVIEW SHEET				
No.	Name of Students	Question	Responses	Valid
1.	Intan Cahayani Gea	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
2.	Angel Agrayofita Lawolo	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
3.	Valerius Krisman Gulo	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
4.	Fanel Three Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
5.	Cindi Kristina Zamasi	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
6.	Putra Iman Mendrofa	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	
		Q2	In group work I easily understand the text	✓

			because I am motivated by my group mates.	
7.	Antonius Passrah Y. Ndraha	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
8.	David Christian Bate'e	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
9.	Sherly Waruwu	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
10.	Martha Cahyani Zebua	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
11.	Efata Harefa	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
12.	Titian Putri Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
13.	Alfret Bate'e	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
14.	Supirman Ndraha	Q1	I really like group work. Because I was helped by group friends to find vocabulary	✓

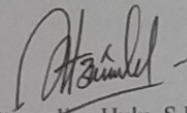
			that I didn't know.	
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
15.	Wancerlin Gea	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓

Somi,

2023

Approved by:

Validator II,



Otimarlina Hulu, S.Pd

NIP. 19831021 200903 2 008

The Result of Teaching Reading Comprehension through
Group Work on Observation Checklist Validity

School : SMP Negeri 2 Gido
Class : VIII-A
Day/date/year : Tuesday, 30 May 2023

OBSERVATION CHECKLIST					
No.	Name of Group Work	The students participant in Group Work	Yes ✓	No ✓	Valid
1.	1. Intan Cahayani Gea 2. Angel krisman Gulo 3. Fanel Three Gulo 4. Wilson Zamasi 5. Otonius Ndraha	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓

2	1. Wilson Zamasi 2. Alfret Bate'e 3. Andrianus Y. A B 4. Bagus Natanael Bate'e	Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓

		Students to have feedback for the teacher	✓		✓
3.	1. Titian Putri Gulo 2. Cindi Kristina Zamasi 3. Fransiskus Gulo 4. Putra I. Mendrofa	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
4		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓

1. Wancerlin Gea 2. Miseria Lase 3. Efata Harefa 4. Yarman Bate'e	Students interested in working in a team.	✓		✓
	Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
	Students to share knowledge their friends in group work.	✓		✓
	Students to give their opinion in reading comprehension.	✓		✓
	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
	Students to share information that has been get on the text their friends.	✓		✓
	Students work together to determine the topic.	✓		✓
	Students work together to unite differences of opinion in determining the main idea.	✓		✓
	Students identify to inference on the text that they read.	✓		✓
	Students choose one friend to convey the information they get in the text.	✓		✓
	Students touch their friends in group	✓		✓
	Students played with polite sentences their friends in group	✓		✓
	Students really interact with friends about reading comprehension.	✓		✓
	Students to have feedback for the teacher	✓		✓
	Students follow the teacher to form groups work with teammates.	✓		✓
5	Students pay attention to the instructions given by the teacher.	✓		✓
	Students interested in working in a team.	✓		✓
	Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
	Students to share knowledge their	✓		✓

1.	Kiki Andika Gulo	friends in group work.			
	2. Festri Yani Gulo	Students to give their opinion in reading comprehension.	✓		✓
	3. Antonius P. Y Ndraha	Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
	4. Yolan Tri Damai Gulo	Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
6.		Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
	1. Supirman Ndraha	Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
	2. David Chritian Bate'e	Students to share knowledge their friends in group work.	✓		✓
	3. Juni Gratia Humendru	Students to give their opinion in reading comprehension.	✓		✓
	4. Sherly Waruwu	Each student in a group looks for vocabulary that is not understood in the text as notes to increase	✓		✓

		knowledge.			
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓
		Students work together to unite differences of opinion in determining the main idea.	✓		✓
		Students identify to inference on the text that they read.	✓		✓
		Students choose one friend to convey the information they get in the text.	✓		✓
		Students touch their friends in group	✓		✓
		Students played with polite sentences their friends in group	✓		✓
		Students really interact with friends about reading comprehension.	✓		✓
		Students to have feedback for the teacher	✓		✓
7.	1. Jasti Putri M. Zamasi 2. Ratna Satria Dohona 3. Neni Fielda Yani Lase 4. Martha Cahyani Zebua	Students follow the teacher to form groups work with teammates.	✓		✓
		Students pay attention to the instructions given by the teacher.	✓		✓
		Students interested in working in a team.	✓		✓
		Each student arouse enthusiasm in reading comprehension in the group work.	✓		✓
		Students to share knowledge their friends in group work.	✓		✓
		Students to give their opinion in reading comprehension.	✓		✓
		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.	✓		✓
		Students to share information that has been get on the text their friends.	✓		✓
		Students work together to determine the topic.	✓		✓

	Students work together to unite differences of opinion in determining the main idea.	✓		✓
	Students identify to inference on the text that they read.	✓		✓
	Students choose one friend to convey the information they get in the text.	✓		✓
	Students touch their friends in group	✓		✓
	Students played with polite sentences their friends in group	✓		✓
	Students really interact with friends about reading comprehension.	✓		✓
	Students to have feedback for the teacher	✓		✓

Somi, 2023

Approved by,
The Headmaster,

Sontang Panjaitan, S.Pd
NIP. 19720819 201001 1 002

The English Teacher,

Martalina Tel, S.Pd
NIP. 19880317 201503 2 001

The Reserarcher,

Trisman Lombu
NIM. 182108094

The Responses of Students' Interview Validity

Q1	Did you like the group work on reading comprehension ?
Q2	Were you interested in reading the text in group work?

School : SMP Negeri 2 Gido
 Class : VIII-A
 Day/date/year : Wednesday, 7 Juni 2023

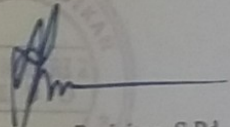
INTERVIEW SHEET				
No.	Name of Students	Question	Responses	Valid
1.	Intan Cahayani Gea	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
2.	Angel Agrayofita Lawolo	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
3.	Valerius Krisman Gulo	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
4.	Fanel Three Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
5.	Cindi Kristina Zamasi	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
6.	Putra Iman Mendrofa	Q1	I really like group work. Because I was helped by group friends to find vocabulary	✓

			that I didn't know.	
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
7.	Antonius Passrah Y. Ndraha	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
8.	David Christian Bate'e	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	It's easy for me to understand the text because I can ask questions to my group friends that I don't understand.	✓
		Q1	I like group work in class, because it helps me understand the text.	✓
9.	Sherly Waruwu	Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
10.	Martha Cahyani Zebua	Q1	I really like group work. Because I was helped by group friends to find vocabulary that I didn't know.	✓
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
11.	Efata Harefa	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
12.	Titian Putri Gulo	Q1	I like group work in class, because my friends and I always work together to discuss the meaning of the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
13.	Alfret Bate'e	Q1	I like group work in class, because it helps me understand the text.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓
14.	Supirman Ndraha	Q1	I really like group work. Because I was helped by group friends to find vocabulary	✓

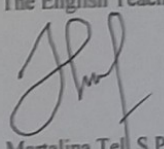
			that I didn't know.	
		Q2	In group work I easily understand the text because I am motivated by my group mates.	✓
15.	Wancerlin Gea	Q1	I like group work in class, because my group mates and I share opinions.	✓
		Q2	I easily understand the text because I can ask my group mates that I don't understand.	✓

Somi, 2023

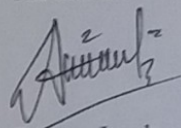
Approved by,
The Headmaster,


Sontang Panjaitan, S.Pd
NIP. 19720819 201001 1 002

The English Teacher,


Martalina Tel, S.Pd
NIP. 19880317 201503 2 001

The Reserarcher,


Trisman Lombu
NIM. 182108094

DOCUMENTATIONS

Observing the students in the classroom when Group Work



Interview the students in Clasroom

1. Intan Cahayani Gea



2. Angel Agrayofita Lawolo



3. Valerius Krisman Gulo



4. Fanel Three Gulo



5. Cindi Kristina Zamasi



6. Putra Iman Mendrofa



7. Antonius Passrah Y. Ndraha



8. David Christian Bate'e



9. Sherly Waruwu



10. Martha Cahyani Zebua



11. Efata Harefa



12. Titian Putri Gulo



13. Alfred Bate'e



14. Supirman Bate'e



15. Wancerlin Gea





INSTITUT KEGURUAN DAN ILMU PENDIDIKAN (IKIP) GUNUNGSITOLI
FAKULTAS PENDIDIKAN BAHASA DAN SENI (FPBS)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jln. Yos Sudarso No. 118 Gunungsitoli Telp. 21616 Nias 22812

Gunungsitoli, 06 September 2021

Hal : Pengajuan Judul Skripsi

Kepada Yth :
Ketua Prodi Pendidikan Bahasa Inggris
di
Tempat

1. Dengan hormat, saya yang bertanda tangan di bawah ini :
- Nama : **TRISMAN LOMBU**
NIM : 182108094
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FPBS
Jenjang Pendidikan : Strata Satu (S-1)
Jumlah SKS yang telah diselesaikan : 131 SKS

Memohon kepada Bapak/Ibu agar berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan			
		Dosen P.A.		Ketua Prodi	
		Tanggal	Paraf	Tanggal	Paraf
1	The Descriptive Text Analysis of the Students' Reading Comprehension Ability in Distances Learning Model at the Eighth Grade of SMP Negeri 2 Gido in Academic 2021/2022.	06-09-2021		10/9-2021	
2	An Analysis of Teaching Recount text Ability Want to Know Learned Strategy In Distances Learning Model at the Eighth Grade of SMP Negeri 2 Gido in Academic 2021/2022.				
3	An Error Analysis of Simple Present Tense Structure in Writing Descriptive Text at the Eighth Grade of SMP Negeri 2 Gido in Academic 2021/2022.				

2. Dengan saya menyatakan bahwa judul skripsi yang telah disetujui di atas akan saya selesaikan dalam kurun waktu 1 (satu) tahun mulai tanggal pengajuan judul.
3. Segala peraturan yang telah berlaku untuk mata kuliah skripsi ini akan saya penuhi.
4. Demikian permohonan ini saya ajukan dan atas segala peraturan dari Bapak/Ibu saya ucapkan terima kasih.

Hormat saya:
Pemohon,

TRISMAN LOMBU
NIM. 182108094

Tembusan :
Dekan FPBS

ABSTRACT

'Lombu, Trisman : *The Descriptive Text Analysis of the Students' Reading Comprehension Ability in Distances Learning Model at the Eighth Grade of SMP Negeri 2 Gido in 2021/2022.*'

Key words : Descriptive Text Analysis, Reading Comprehension, Distances Learning

The non-face-to-face learning of teachers and students at school and in the classroom is based on the influence of the COVID-19 pandemic. During this pandemic, learning is carried out less effectively considering that it is implemented through distance learning using student worksheets. In distance learning that is carried out for students, the teacher prepares a summary of the material listed on the student worksheets along with some questions and of course on the student worksheets, the students also answer questions on the same worksheet. This learning activity is carried out to students that it is necessary to know that due to various student limitations, both the inadequate network in each village and also facilities such as smartphones and laptops so that students are unable to participate in online learning using applications that are used in urban areas. The purpose of this study was to find changes, opinions and recommendations of teachers and students.

With the change, the researchers used qualitative research methods which were data collection through observation, visual analysis and interviews (individual or group) with participation in the eighth grade of SMP Negeri 2 Gido. Creswell (2013) noted that qualitative research is typically employed in investigating an area of interest where not much has been known about a phenomenon. This implies that qualitative research is less concentrated on testing hypotheses, but the description, analysis, and interpretation of a given phenomenon. First, the researcher observed the students' work that had been submitted to the subject teacher and the scores obtained by the students during distance learning. The two researchers conducted a visual analysis in the form of pictures and documentation in the field. And the three researchers conducted interviews with teachers using the question words what, how and why.

In the results of research on learning for the students by analyzing descriptive text through distance learning. "Distance learning is a learning process when there is no face-to-face contact between teachers and students." Students are able to understand reading in the distance learning model using student worksheets in the form of power points in the eighth grade of SMP Negeri 2 Gido. In conclusion, this study was able to determine the existing challenges of the participants in terms of resources, readiness, and communication.

Based on the explanation above, the researcher will conduct the study entitled *The Descriptive Text Analysis of the students' Reading Comprehension Ability in Distances Learning Model at the Eighth Grade of SMP Negeri 2 Gido in 2021/2022.*



INSTITUT KEGURUAN DAN ILMU PENDIDIKAN (IKIP) GUNUNGSITOLI
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Jl. Yos Sudarso 118/E-S Gunungsitoli, Telp. (0639)21616 Nias 22812

Gunungsitoli, September 2021

Hal : Pengajuan Dosen Pembimbing Skripsi

Lampiran : Satu lembar

Kepada Yth:

Dekan FPBS IKIP Gunungsitoli

u.p. Ketua Program Studi Pendidikan Bahasa Inggris

Jalan Yos Sudarso 118/E-S

Saya yang bertanda tangan di bawah ini:

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NIM : 182108094

Jenjang pendidikan : Strata satu (S-1)

Fakultas : Pendidikan Bahasa dan Seni (FPBS)

Jumlah SKS yang Telah diselesaikan : 131 SKS

Sehubungan dengan rencana saya untuk menulis skripsi pada semester genap Tahun Akademik 2020/2021. Dengan hormat saya mengajukan topik/permasalahan skripsi sebagaimana terlampir.

Berkenaan dengan hal tersebut saya mengajukan nama-nama Dosen Calon Pembimbing Skripsi:

1. Elwin Piarawan Zebua, M.Pd.
2. Hasrat Sozanolo Harefa, M.Pd.
③ 3. Adieli Laoli, S.Pd., M.Pd. → 1
4. Yasminar A. Telaumbanua, M.Pd.
5. Dra. Nursayani Maru'ao, M.Pd.
6. Kristof Martin E. Telaumbanua S.S., M.Pd.
⑦ 7. Hidayati Daeli, M.Pd. → 2
8. Afore Tahir Harefa, S.Pd, M. Hum

Demikian permohonan ini saya ajukan, atas perhatian saya ucapkan terimakasih.

Hormat Saya
Pemohon,

TRISMAN LOMBU
NIM.182108094



INSTITUT KEGURUAN DAN ILMU PENDIDIKAN (IKIP) GUNUNGSITOLI
FAKULTAS PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Yos Sudarso 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor : 057/IKGS/FPBS-B.ING/PDP/IX/2021

Dekan Fakultas Ilmu Pendidikan, Institut Keguruan dan Ilmu Pendidikan (IKIP) Gunungsitoli menetapkan

1. Nama : **ADIELI LAOLI, S.Pd., M.Pd**
NIP : 19641027 199402 1 001
Pangkat : Penata /III-C
Jabatan Akademik : Lektor
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

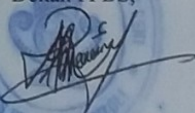
2. Nama : **HIDAYATI DAELI, S.Pd., M.Pd**
NIDN : 0119047902
Pangkat : Penata Muda /III-A
Jabatan Akademik : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

Berturut-turut sebagai Dosen Pembimbing I dan II dalam penulisan skripsi mahasiswa FPBS, IKIP Gunungsitoli :

Nama : **TRISMAN LOMBU**
NIM : **182108094**
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Descriptive Text Analysis of the Students' Reading Comprehension Ability in Distances Learning Model at the Eighth Grade of SMP Negeri 2 Gido in 2021/2022.**

Demikian surat penetapan dosen pembimbing ini saya sampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 24 September 2021
Dekan FPBS,


Riiana, S.Pd., M.Pd
NIDN. 0114026404

Tembusan disampaikan kepada:

1. Rektor IKIP Gunungsitoli, u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Masing-masing Pembimbing I dan Pembimbing II
4. Mahasiswa yang dibimbing (**Trisman Lombu**)



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 22812
Homepage: <http://ptnias.unias.ac.id> email: ptnias@unias.ac.id

SURAT KETERANGAN

No: 232/UN10.03/PN.01.03/2022

Sehubungan dengan rancangan skripsi yang akan diteliti oleh:

Nama : TRISMAN LOMBU
NIM : 182108094
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Pendidikan Bahasa dan Seni

Setelah ditelaah oleh dosen pembimbing ternyata judul penelitian mahasiswa yang tertulis dibawah ini:

"The Descriptive Text Analysis of the Students' Reading Comprehension Ability in Distances Learning Model At the Eighth Grade of SMP Negeri 2 Gido in 2021/2022.

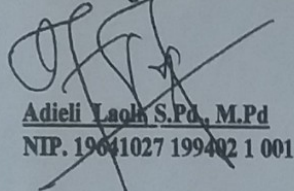
Diganti menjadi:

"The Description of Teaching Reading Comprehension Through Group Work and the Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023"

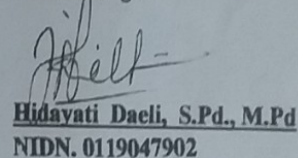
Berdasarkan hasil konsultasi dari dosen pembimbing bahwa judul yang diberikan sangat sulit untuk penelitian, serta kelengkapan data dan informasi yang diperoleh peneliti belum lengkap. Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Gunungsitoli, 25 Juni 2022

Pembimbing I

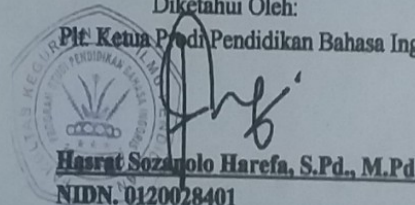

Adieli Laoh, S.Pd., M.Pd
NIP. 19641027 199402 1 001

Pembimbing II


Hidayati Daeli, S.Pd., M.Pd
NIDN. 0119047902

Diketahui Oleh:

Plt. Ketua Prodi Pendidikan Bahasa Inggris,

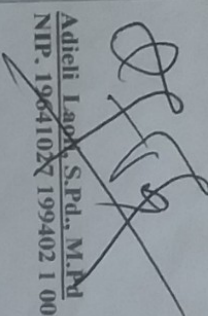
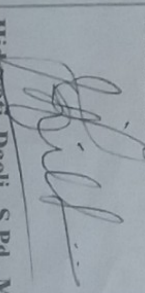

Hasrat Sozanolo Harefa, S.Pd., M.Pd
NIDN. 0120028401

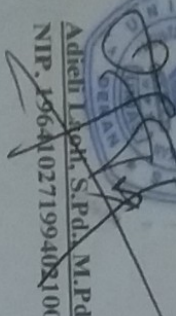
Tembusan:

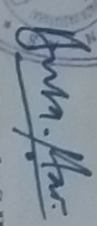
1. Bapak Pj. Rektor C/q BAA Universitas Nias
2. Kepala Balai Penelitian Universitas Nias
3. Plt. Bapak Dekan FKIP
4. Plt. Bapak Ka. Prodi Pendidikan Bahasa Inggris
5. Mahasiswa (TRISMAN LOMBU)

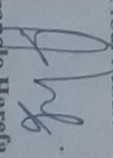
Lampiran: Perubahan Judul Penelitian

Daftar Nama dan Perubahan Judul penelitian

No.	Nama Mahasiswa / NIM	Judul Skripsi		Nama / Tandatangan Dosen Pembimbing	
		Lama	Baru	Pembimbing I	Pembimbing II
	Trisman Lombu Nim : 182108094	"The Descriptive Text Analysis of the Students' Reading Comprehension Ability in Distances Learning Model At the Eighth Grade of SMP Negeri 2 Gido in 2021/2022"	"The Description of Teaching Reading Through Comprehension Through Group Work and the Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023"	 <u>Adieli Laot, S.Pd., M.Pd</u> NIP. 196410271994021001	 <u>Hidayati Daeli, S.Pd., M.Pd</u> NIDN. 01117038305

Mengetahui:

 Plt Dekan FKIP
Adieli Laot, S.Pd., M.Pd
 NIP. 196410271994021001

Mengetahui:

 Kepala LPPM Universitas Nias
Dr. Amuberah T. Harefa, S.H., M.A.
 NIDN. 0114027602

Plt Ketua Prodi Pendidikan Bahasa Inggris

Hasrat Sozanjo Harefa, S.Pd., M.Pd
 NIDN. 0120028401



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ■ +626392620815 Nias 22812
Homepage: <https://fkip.ac.id> email: admin@fkip.unias.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 012/UN10/PP.10.06/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias menetapkan

Nama : **ADIELI LAOLI, S.Pd, M.Pd**

NIP : 19641027 199402 1 001

Pangkat : Penata/III-C

Jabatan Akademik : Lektor

Program Studi : Pendidikan Bahasa Inggris

Bidang Keahlian : Bahasa Inggris

sebagai Dosen Pembimbing dalam penulisan skripsi mahasiswa Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias:

Nama : **TRISMAN LOMBU**

NIM : 182108094

Program : Sarjana

Program Studi : Pendidikan Bahasa Inggris

Topik/Permasalahan Skripsi :

THE DESCRIPTION OF TEACHING READING COMPREHENSION THROUGH GROUP WORK AND THE STUDENTS' ACHIEVEMENT AT THE EIGHTH GRADE OF SMP NEGERI 2 GIDO IN 2022/2023.

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, Februari 2023
Plt. Dekan

Adieli Laoli, S.Pd., M.Pd.
NIP. 19641027 199402 1 001

Tembusan disampaikan kepada:

1. Rektor Universitas Nias, u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (Trisman Lombu)



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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli ☎+626392620815 Nias 📠622812
Homepage: <https://unias.ac.id> email: hi@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

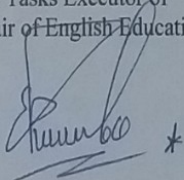
This research proposed by:

Name : **TRISMAN LOMBU**
Register Number : 182108094
Program : Scholar
Department : English Education Study Program
Faculty : Teacher Training and Education
Proposal Title : The Description of Teaching Reading Comprehension Through Group Work And the Students' Achievement at the Eight Grade of SMP Negeri 2 Gido in 2022/2023.

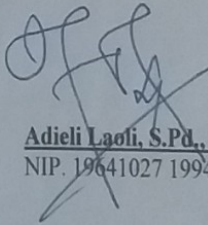
Has been approved by research proposal advisor to be presented in the proposal seminar forum.

Gunungsitoli, 29 Maret 2023

Acknowledged by:
The Tasks Executor of
Chair of English Education Study Program,


Elwin P. Zebua, S.Pd., M.Pd
NIDN.0130108603

Advisor,


Adieli Laoli, S.Pd., M.Pd
NIP. 19641027 199402 1 001



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

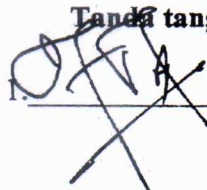
Pada hari ini Selasa, sembilan mei dua ribu dua puluh tiga telah diselenggarakan ujian
Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias :

Nama : **Trisman Lombu**
NIM : **182108094**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul R. Skripsi : **The Description of Teaching Reading Comprehension Through Group Work and the Students' Achievement at the eighth Grade of SMP Negeri 2 Gido in 2022/2023.**
Waktu : **13.00 WIB s/d selesai**

Susunan Dewan Pembimbing & Penelaah

- 1 . Adieli Laoli, S.Pd, M.Pd
- 2 . Yasminar A. Tel, S.Pd.,M.Pd

Tanda tangan

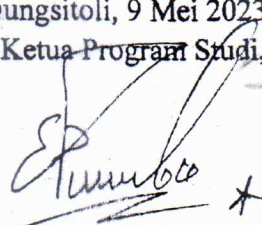
1. 

2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Adieli Laoli, S.Pd, M.Pd	87.8
Yasminar A. Tel, S.Pd.,M.Pd	61.42
Total Nilai	74.61

Rata-rata Nilai : 74.61

Gunungsitoli, 9 Mei 2023
Plt. Ketua Program Studi,


Elwin P. Zebua, S.Pd.,M.Pd.
NIDN. 0130108603



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR

Nomor: 170/UN10.03/PP.08.03/2023

Plt.Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : **Trisman Lombu**
NIM : 182108094
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **The Description of Teaching Reading Comprehension Through Group Work and the Students' Achievement at the eighth Grade of SMP Negeri 2 Gido in 2022/2023.**

Hari/tanggal : Selasa, 9 Mei 2023
Pukul : 13.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Dengan hasil penilaian:

☐

Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100)

☒

Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89)

☐

Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69)

☐

Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54)

Gunungsitoli, 9 Mei 2023

Plt. Ketua Program Studi,

Elwin P. Zebua, S.Pd., M.Pd.

NIDN. 0130108603

Catatan:

Berikan tanda cek (v) pada salah satu kotak.



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL OF RESEARCH PROPOSAL

The research proposal is proposed by:

Name : **Trisman Lombu**
Register Number : 182108094
Program : Scholar
Department : English Education
Faculty : Teacher Training and Education
Title of research proposal : **The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023.**

No	Name of Lecturers	Position	Date	Signature	Explanation
1.	Yasminar A. Telaumbanua, S.Pd., M.Pd	Reviewer	16/5-2023		Has been improved/ Has not been improved
2.	Adieli Laoli, S.Pd., M.Pd	Advisor / Examiner	16/5-2023		Has been improved/ Has not been improved

Gunungsitoli, May 2023

Acknowledged by:
The Chair Task Executor of English Education

Elwin Piarawan Zebua, S.Pd., M.Pd

NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Nomor : 75/UN10/PN.01.02/2023

17 Mei 2023

Lampiran : 1 (satu) set

Perihal : Pemohonan Izin Pelaksanaan Penelitian

Kepada Yth,

**Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Perizinan Satu Pintu
Kabupaten Nias**

di

Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:
Nama : Trisman Lumbu
NIM : 182108094
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Sarjana (S1)
Judul Skripsi : The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023
Lokasi Penelitian : SMP Negeri 2 Gido
Jadwal Penelitian : 19 Mei s.d 17 Juni 2023

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan penelitian di SMP Negeri 2 Gido (Rancangan Skripsi Terlampir)

2. Demikian disampaikan, atas bantuan dan kerjasama diucapkan terima kasih.

Mengetahui
Plt. Kepala LPPM,

Dr. Ayler Beniah Ndraha, S.STP., M.Si.
NIDK. 8934030021

Plt. Dekan

Dr. Yaredi Waruwu, S.S., M.S.
NIDN 0120047908

Tembusan :

- Yth.
1. Pj. Rektor Universitas Nias (sebagai laporan)
 2. Plt. Warek Lingkup Universitas Nias
 3. Plt. Ketua Program Studi Pendidikan Bahasa Inggris
 4. SMP Negeri 2 Gido
 5. Peneliti yang bersangkutan (Trisman Lumbu)
 6. Arsip



PEMERINTAH KABUPATEN NIAS
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU

Jalan Maduma, Komplek Perkantoran Gido - Nias, Kode Pos : 22871
Website : dpmptsp.niaskab.go.id | E-Mail : dpmptsp@niaskab.go.id

SURAT KETERANGAN PENELITIAN
(S K P)

NOMOR : 503/0059/PMPTSP/SKP/2023

Berdasarkan Surat Plt. Dekan Yayasan Perguruan Tinggi Nias Universitas Nias Fakultas Keguruan Dan Ilmu Pendidikan Nomor 75/UN10/PN.01.02/2023 tanggal 17 Mei 2023 Perihal Permohonan Izin Pelaksanaan Penelitian dengan ini Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Nias, menerangkan bahwa :

TRISMAN LOMBU

Tempat / Tanggal Lahir : WE'A-WE'A / 21 Agustus 1999
Alamat : Desa Lasela Kec. Gido Kab. Nias
NIM : 182108094
Judul Penelitian : The Description of Teaching Reading Comprehension through Group Work
and the Student's Achievement at the Eighth Grade of SMP Negeri 2 Gido in
2022/2023
Lama Penelitian : 1 (satu) Bulan

Akan melaksanakan penelitian dalam rangka Penelitian Ilmiah Dalam Bentuk Skripsi di SMP Negeri 2 Gido.

Peneliti wajib menyampaikan hasil penelitian kepada Bupati Nias melalui Badan Kesatuan Bangsa dan Politik Kabupaten Nias.

Demikian Surat Keterangan Penelitian ini dibuat untuk dipergunakan seperlunya.



Gido, 17 Mei 2023
a.n. BUPATI NIAS
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
KABUPATEN NIAS



F. JEFFRY W. WAU, S.Sos., M.Si.
PEMBINA UTAMA MUDA
NIP. 19730522 199203 1 001

Tembusan :

1. Badan Kesatuan Bangsa dan Politik Kabupaten Nias
2. Plt. Dekan Yayasan Perguruan Tinggi Nias Universitas Nias Fakultas Keguruan Dan Ilmu Pendidikan

Dokumen ini merupakan dokumen yang sah dan tidak memerlukan tanda tangan untuk tetap berlaku dikarenakan telah ditandatangani secara digital menggunakan i-Certifikat, akan bereside di atas dengan menggunakan Aplikasi QR & Barcode Scanner atau sejenisnya untuk mengetahui keaslian dokumen ini.





PEMERINTAH KABUPATEN NIAS
DINAS PENDIDIKAN
SMP NEGERI 2 GIDO

Alamat : Desa Somi, Kecamatan Gido, Kabupaten Nias-Sumut

SURAT KETERANGAN PELAKSANAAN PENELITIAN

Nomor : 421.3/312 - SP/PM2 /GD/2023

Yang bertanda tangan dibawah ini:

Nama : SONTANG PANJAITAN, S.Pd
NIP : 19720819 201001 1 002
Jabatan : Kepala Sekolah
Sekolah : SMP Negeri 2 Gido

Menerangkan bahwa:

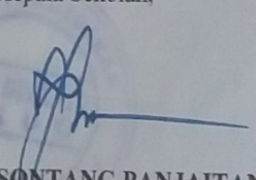
Nama : Trisman Lombu
NIM : 182108094
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Jenjang Pendidikan : Strata Satu (S1)
Judul Skripsi : The Description of Teaching Reading Comprehension through Group Work and Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023.

Mahasiswa yang namanya tersebut diatas benar telah melaksanakan penelitian pada tanggal 19 Mei s.d 17 Juni 2023 di SMP Negeri 2 Gido.

Demikian Surat Keterangan ini di buat untuk dipergunakan sebagaimana perlu.

Somi, 25 Agustus 2023

Kepala Sekolah,


SONTANG PANJAITAN, S.Pd
NIP. 19720819 201001 1 002



YAYASAN PERGURUAN TINGGI NIAS
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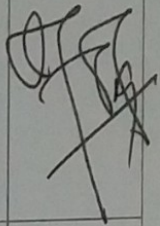
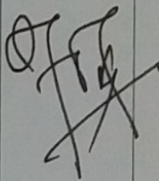
KARTU BIMBINGAN PROPOSAL



Nama : Trisman Lombu
NIM : 182108094
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : The Description of Teaching Reading Comprehension Through Group Work and the Students' Achievement at the Eight Grade Of SMP Negeri 2 Gido in 2022/2023
Pembimbing : Adieli Laoli, S.Pd., M.Pd

No	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1	13/9-2022	INTRODUCTION 1. Background of the Research	- Bawa buku referensi - Belum cukup masalah penelitian - Temukan referensi paling lama 2015	
2	17/9-2022	Review of related literature A. Theoretical Framework 1. Reading Comprehension	- Tambahkan teori a. level of comprehension b. How to get the reading comprehension c. Fluently in reading comp	
3	29/9-2022	1. Background of the Research 2. Cara penulisan sub judul dalam proposal	- Tambahkan masalah penelitian - Susunlah alur saran yang ada dalam proposal - Ikuti contoh pada penelitian penulisan karya ilmiah yang lain	

4	15/10-2022	1. Penulisan bibliography yang tepat	- Paribiki bibliography - Content of table - Buat lembar penelitian	
5	11/3-2023	1. Variable of the Research 2. Formulation of the research 3. Objective of the Research 4. Method of the research	- Buat table - Variable Penelitian - Point latar belakang - Rumusan Tesis - Method	
6	21/6-2023	1. Formulation of the problem	- Paribiki table background - Formulations of the problem → Paribiki	
7	24/3-2023	Table of Research	Sehingga Vite dan proposal	
8	9/8-2023		Langkah analisis data pd observation that dgn memperkirakan faktor faktor yg berpengaruh.	
9	15/8		Paribiki kesimpulan dgn memperkirakan faktor, for analysis purpose of your research	
10	28/8		Langkah penyusunan pd students' interview sheet.	

11			लय हायर्स सेप्स अल्लै सिमर	
12			- Students' achievement in Reading Comp. ditay piler	
13				
14				
15				



YAYASAN PERGURUAN TINGGI NIAS
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THE APPROVAL SHEET OF UNDERGRADUATE THESIS ADVISOR

This thesis is proposed by:

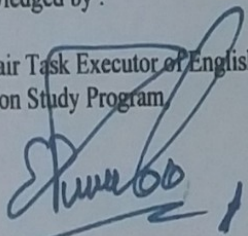
Name : **TRISMAN LOMBU**
Register Number : 182108094
Program : Scholar
Department : English Education Study Program
Faculty : Teacher Training and Education
Thesis : **"The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023".**

has been approved by thesis advisor for further approval by the board of examiners.

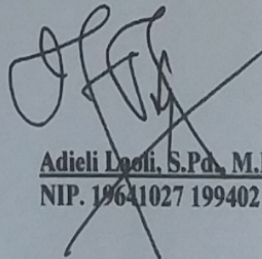
Gunungsitoli, September 2023

Acknowledged by :

The Chair Task Executor of English
Education Study Program


Elwin Pirawan Zebua, S.Pd., M.Pd
NIDN. 0130108603

Thesis Advisor,


Adieli Lololi, S.Pd., M.Pd
NIP. 19641027 199402 1 001



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <http://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN

No. **041**/UN10.03/PN.01/2024

1. Plt. Kaprodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama : **Trisman Lombu**

NIM : 182108094

Prodi : Pendidikan Bahasa Inggris

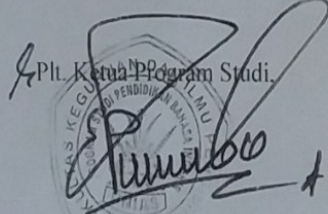
Fakultas : Keguruan dan Ilmu Pendidikan

Telah menyelesaikan seluruh mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 143 SKS, terkecuali mata kuliah Thesis Writing.

2. Surat keterangan ini diberikan kepada yang bersangkutan untuk mengikuti ujian skripsi.
3. Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Gunungsitoli

Pada Tanggal : Februari 2024

Plt. Ketua Program Studi.


ELWIN P. ZEBUA, S.Pd., M.Pd
NIDN. 0130108603

Tembusan:

Plt. Dekan FKIP Universitas Nias

Gunungsitoli, Februari 2024

Hal : **Permohonan Ujian Skripsi**

lampiran : Satu berkas

Kepada Yth.
Plt. Dekan FKIP, Universitas Nias
c.q. Plt. Ketua Program Studi Pendidikan Bahasa Inggris
Jalan Yos Sudarso 118/E – S
Gunungsitoli

Saya yang bertandatangan di bawah ini :

Nama : **Trisman Lombu**
NIM : 182108094
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

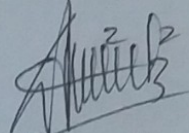
Mengajukan permohonan untuk diperkenankan menempuh ujian Skripsi.

Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Surat Permohonan Ujian Skripsi ✓
2. Lembar Persetujuan Dosen Pembimbing Skripsi (Fc) ✓
3. Lembar Konsultasi Bimbingan Skripsi (min 12x) (Fc) ✓
4. Lembar Kesediaan Kehadiran Dewan Penguji (Asli) ✓
5. Lembar Pernyataan Kesediaan Kehadiran Dosen Pembimbing (Asli) ✓
6. Lembar Berita Acara Ujian Seminar Skripsi (Fc) ✓
7. Bukti Pembayaran Uang Kuliah Terakhir (Asli) ✓
8. Surat Keterangan telah menyelesaikan semua beban Studi kecuali Skripsi (Asli) ✓
9. Bukti Lunas Pembayaran Uang Ujian Skripsi (Asli) ✓
10. KRS & KHS Sem I s.d Terakhir (Fc) ✓
11. Transkrip Nilai dari Prodi Terbaru (Asli) ✓
12. Surat Keterangan Telah Melakukan Pengecekan Plagiarisme dari LPPM. (Asli) ✓
13. Undangan Ujian Skripsi (Asli) ✓

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya
Pemohon,



Trisman Lombu
NIM. 182108094

*Tembusan disampaikan kepada Yth.
Bapak Rektor Universitas Nias*



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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI DAN DOSEN SAKSI

Nomor **CH/UN** 10.03/PP.08.05/2024

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

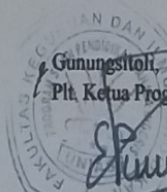
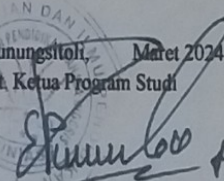
Nama : **Trisman Lombu**
NIM : **182108094**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at the Eight Grade of SMP Negeri 2 Gido in 2022/2023**

Waktu pelaksanaan ujian:

Hari/tanggal : **Rabu, 06 Maret 2024**
Pukul : **08.00 WIB s/d selesai**
Tempat : **Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias**

Dewan Penguji dan Dosen Saksi

No.	Nama	Jabatan Dalam Ujian	Ket.
1	Yasminar A. Tel, S.Pd., M.Pd	Penguji I	
2	Elwin P. Zebua, S.Pd., M.Pd	Penguji II	
3	Adieli Laoli, S.Pd., M.Pd	Pembimbing Utama/Penguji	


Gunungsitoli, **06** Maret 2024
Plt. Ketua Program Studi

Elwin P. Zebua, S.Pd., M.Pd
NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📮 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI SIDANG SKRIPSI

Sehubungan dengan pelaksanaan Sidang Skripsi bagi Mahasiswa Universitas Nias :

Nama : **Trisman Lombu**
NIM : **182108094**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **The Description of Teaching Reading Comprehension through Group Work and Students' Achievement in 2022/2023**

Yang dilaksanakan pada :

Hari/Tanggal : **Rabu, 06 Maret 2024**
Pukul : **08.00 WIB s/d selesai**
Tempat : **Universitas Nias**

Dengan ini menyatakan kesediaan menghadiri ujian skripsi pada waktu yang telah ditetapkan

Gunungsitoli, Maret 2024

Pembimbing,

Tanda Tangan

1. Adieli Laoli, S.Pd., M.Pd.

1.



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PERNYATAAN KESEDIAAN MENGHADIRI UJIAN SKRIPSI

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Nama : Trisman Lumbu
NIM : 182108094
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Description of Teaching Reading Comprehension through Group Work and Student' Achievement in 2022/2023**

Waktu Pelaksanaan :
Hari/Tanggal : Rabu, 06 Maret 2024
Pukul : 08.00 WIB - Selesai
Tempat : Universitas Nias

Dengan ini menyatakan kesediaan/~~ketidaksiwaan~~* menghadiri Ujian Skripsi pada waktu yang telah ditetapkan.

Gunungsitoli, Maret 2024

Penguji

Tanda Tangan

1. Yasminar Amerita Telaumbanua, S.Pd., M.Pd

1.

2. Elwin Piarawan Zebua, S.Pd., M.Pd

2.



YAYASAN PERGURUAN TINGGI NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

Gunungsitoli, Maret 2024

No : 045/UN 10.03/PP.08.05/2024
Lampiran : 2 (dua) eks
Hal : Pelaksanaan Sidang Skripsi
 atas nama **Trisman Lombu**

Yth. Dosen Penguji Ujian Skripsi

1. Yasminar A. Tel, S.Pd., M.Pd	Penguji I
2. Elwin P. Zebua, S.Pd., M.Pd	Penguji II
3. Adieli Laoli, S.Pd., M.Pd	Pembimbing Utama/Penguji

di Gunungsitoli

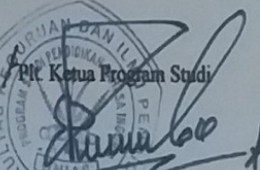
Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Trisman Lombu**
NIM : 182108094
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at the Eight Grade of SMP Negeri 2 Gido in 2022/2023**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Rabu, 06 Maret 2024
Pukul : 08.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, kami ucapkan terima kasih.


Plt. Ketua Program Studi
Elwin P. Zebua, S.Pd., M.Pd
NIDN 0130108603

Tembusan

1. Rektor Universitas Nias
2. Plt. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Trisman Lombu, Program Studi Pendidikan Bahasa Inggris



YAYASAN PERGURUAN TINGGI NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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BERITA ACARA UJIAN SKRIPSI

Pada hari ini Rabu tanggal enam bulan maret tahun dua ribu dua puluh empat
Ujian Skripsi bagi mahasiswa Universitas Nias

telah diselenggarakan

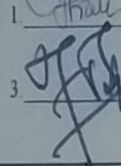
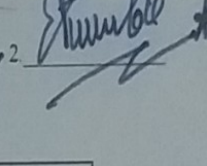
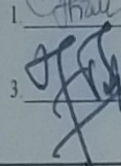
Nama : Trisman Lombu
NIM : 182108094
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Description of Teaching Reading Comprehension through Group Work and Students' Achievement at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023

Waktu : 08.00 WIB s/d selesai

Susunan Dewan Penguji

1. Yasminar A. Tel, S.Pd., M.Pd
2. Elwin P. Zebua, S.Pd., M.Pd
3. Adieli Laoli, S.Pd., M.Pd

Tanda tangan

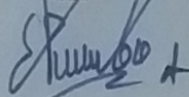
1. 
2. 
3. 

No	Penguji	Jumlah Nilai	
		Skor	Rata-rata
1	Yasminar A. Tel, S.Pd., M.Pd		75,88
2	Elwin P. Zebua, S.Pd., M.Pd		69,91
3	Adieli Laoli, S.Pd., M.Pd		78
	Jumlah		225,79

Berdasarkan perhitungan, rata-rata nilai adalah 75,26 (Tujuh Lima Komanya Dua Poin Enam)
Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan B

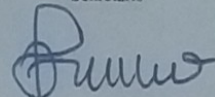
Gunungsari, 06 Maret 2024
Dewan Ujian Skripsi

Ketua



Elwin Piarawan Zebua, S.Pd., M.Pd.
NIDN. 0130108603

Sekretaris



Afore Tuhir Harefa, S.Pd., M.Hum
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ☎ +626392620815 Nias 22814
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SURAT KETERANGAN

Nomor : 826/UN06.01/TU.01.20/2023

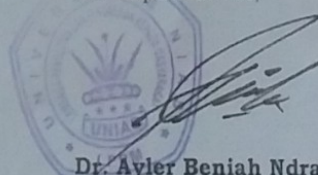
Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si**
NIDK : 8934030021
Pangkat/Golongan : Lektor 200/III/c
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian
kepada Masyarakat

dengan ini menerangkan bahwa,

Nama : **TRISMAN LOMBU**
NIM : 182108094
Fakultas : Keguruan Dan Ilmu Pendidikan (FKIP)
Program Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan pengecekan plagiarisme melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 19 %, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi/tugas akhir.

26 September 2023
Plt. Kepala LPPM,



Dr. Ayler Beniah Ndraha, S.STP., M.Si
NIDK. 8934030021

Tembusan :

1. Dekan FKIP
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Arsip

BIOGRAPHY



Trisman Lombu was originally born in We'a- we'a, on August 21st, 1999. He is the third child from 5 siblings from a couple of Mr. Enasokhi Lombu (Father) and Mrs. Liati Zebua (Mother).

He lives in Lasela Village, Gido District, Nias Regency. His education started from elementary school in SDN 077784 Lasela in

2006 and graduated in 2011. Then, entering the Junior High School in SMP Negeri 2 Gido and graduated in 2014. After graduated, he thought that he had to continue to the High School and entered SMK Swasta Pembda Nias and major in Automotive Engineering and graduated in 2017. Therefore, he decided to continue his study in Universitas Nias (UNIAS) in 2018. He chose English Education Department. He completed his study and also his thesis in 2024. He has the motto "Relying on the Lord Jesus is the main strength of the soul to move the bones in every process you want to achieve".