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**USULAN PROPOSAL
PENELITIAN**



**The Effect of Using Sheltered Instruction Observation
Protocol (SIOP) Strategy toward Students' Reading
Comprehension at Eight Grade of MTsN Kota
Solok on 2019/2020 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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HALAMAN PENGESAHAN

Judul : The Effect of Using Sheltered Instruction Observation Protocol (SIOP) Strategy toward Students' Reading Comprehension at Eight Grade of MTsN Kota Solok on 2019/2020 Academic Year

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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Sheltered Instruction Observation Protocol (SIOP) strategy is to help students make conscious links between their experiences and the text as described in the sample lesson below. There is implementation of the Sheltered Instruction Observation Protocol (SIOP) strategy in teaching narrative text. First, the teacher gives questions for students before read the text. Second, students will respond in individual, partner or group from question that give by teacher. This situation make students can find generic structure of the text, and students can also comprehend content of the text. Third, the teacher give instruction for the students to review the story again and review the procedure for story events. Last, students will present result of students' observation.

Kata kunci maksimal 5 kata

SIOP Strategy, Reading Comprehension

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the problem

Reading is the most useful skill and has important role in human being's life. Reading is the most efficient way to acquire information about many aspects in the life, since most of available information is delivered in printed media such as journals, newspaper, magazine and book. Reading also becomes compulsory skill in learning English beside listening, speaking and writing. Through reading, students can get more information and students will get much knowledge such as: first, improve student's knowledge about educational, business, and sciences. Second, the students get the new information that will add to their knowledge continuously.

Moreover, reading comprehension is a process complex intellectual by the readers to get the meaning in the written text. Then, comprehension is understanding and interpretation of what is read. To be able to accurately understand written material, the students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read.

Based on *Curriculum 2013* teaching reading has purposed that the students should be able to comprehend the meaning of written texts. The students are expected to comprehend or understand the information, social function, structure, and grammar of the texts. In order to achieve this goal, the students should be able to acquire reading skill related of simple functional texts and monologue texts. Functional texts include notice, invitation, greeting cards and message of song. Then, monologue text includes recount text and narrative text.

The text that is learnt by Junior High School students especially for eight grade students is Narrative text. Narrative text is a text which contains about story and plot consists of climax of the story then followed the resolution. In comprehending the narrative text the students have understand the component of narrative text: generic structure and language features. The generic structure of narrative texts: orientation, complication and resolution. The language features of narrative texts are used action verb, used nouns, used adjectives the form noun phrase, past tense, and conjunctions for the right order incident.

Based on the researcher's observation at MTsN Kota Solok when doing practiced teaching, it was found some problem in the process of teaching and learning reading comprehension of narrative text. The problems came from the student's side and the teacher's side. There are some problems faced by the student. First problem was the students faced difficulties to determine the generic structure of narrative text. Generic structure of narrative text consists of orientation, complication and resolution. It was happened because the teacher only explains in general the generic structure of narrative text when presenting material for the students it makes the students get difficult to comprehend of the text and lazy in learning reading. Second problem the student have difficulty to found language features of narrative text consist of adjectives and past tense. Because in text many adjectives are not familiar with them.

Third problem was the students have lack of vocabulary. This problem also makes them difficult to understand or comprehend narrative text because many words are not familiar with them and the student have difficult to found past tense. When they read the text, they faced difficulties in getting meaning or point of the text and they were less motivation to find meaning in the dictionary. In fact, vocabulary is closely connected with comprehension, if students have much vocabulary, they will be easy to comprehend a text.

There are some problems faced by the teacher side. First, the teacher used lack of material and media. Based on the researcher observation the teacher does not provide various material and media. The material of teaching is only adapted from LKS book and students' worksheet. The teacher only gives the text to students later be read by a student and the student will also answer questions relating to the text. It makes teaching learning to be monotone that makes the students boring and not active in classroom.

Second, the teacher's strategy was not appropriate. The strategy had not given a good result yet in teaching reading comprehension. It can be shown from the result of students' examination which was still low and far from what was being expected. The teacher's apply reading aloud as a strategy in teaching reading comprehension of narrative text. In application of this strategy, the teacher just read narrative text with clear pronunciation. After that, the teacher asked some of the students to read aloud the text. Then, the teacher's check the students' pronunciation without asking their comprehension about the text. So, it makes students bored and lazy to do the teacher instruction.

Based on the problem above, there are some strategy that can be used in teaching reading comprehension on narrative text. There are some strategies for reading comprehension: Story Map strategy, KWL strategy, Cloze Test strategy, Reading Aloud strategy, And SIOP strategy. One of the strategies is Sheltered Instruction Observation Protocol (SIOP) strategy. Teachers who used Sheltered Instruction Observation Protocol (SIOP) checklist for lesson planning became more proficient in linking language and content in their instruction. Sheltered Instruction Observation Protocol (SIOP) is effective teaching strategy for all students. Before and after reading, students respond to prompts that help them link their experiences to those of the main character or main theme.

Sheltered Instruction Observation Protocol (SIOP) strategy is to help students make conscious links between their experiences and the text as described in the sample lesson below. There is implementation of the Sheltered Instruction Observation Protocol (SIOP) strategy in teaching narrative text. First, the teacher gives questions for students before read the text. Second, students will respond in individual, partner or group from question that give by teacher. This situation make students can find generic structure of the text, and students can also comprehend content of the text. Third, the teacher give instruction for the students to

review the story again and review the procedure for story events. Last, students will present result of students' observation.

So that, the researcher want to know The effect of using Sheltered Instruction Observation Protocol (SIOP) strategy toward students reading comprehension on narrative text at eight grade students of MTsN Kota Solok at 2019/2020 academic year.

B. Research Questions

Based on the formulation of the problem above, there are some research questions as follow:

1. How is the students' reading comprehension ability on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy at eighth grade of MTsN Kota Solok at 2019/2020 academic year?
2. How is the students' reading comprehension ability on narrative text after teaching by using Reading Aloud strategy at the eighth grade of MTsN Kota Solok at 2019/2020 academic year?
3. How are the different between students' reading comprehension ability in teaching reading on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy and by using Reading Aloud strategy at eighth grade of MTsN Kota Solok at 2019/2020 academic year?

C. Purpose of the Research

Based on the research question above, the purpose of the research is to find out:

1. the students' reading comprehension ability on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy at eight grade students of MTsN Kota Solok at 2019/2020 academic year.
2. the students' reading comprehension ability on narrative text after teaching by using reading aloud strategy at the eight grade student of MTsN Kota Solok at 2019/2020 academic year
3. differences between students' reading comprehension ability in teching reading on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP)

strategy and using Reading Aloud strategy at eight grade of MTsN Kota Solok at 2019/2020 academic year.

D. Research Outcome

The significances of this research are practically and theoretically. Practically, result of this research will give some useful information to English teacher. It is important to apply the innovate and creative teaching strategy to create the successful teaching, it is important to develop students reading comprehension by Sheltered Instruction Observation Protocol (SIOP) strategy, and this research is expected to provide the teacher with the information about students reading comprehension on narrative text. So, by using information the teacher can help their students when having some problems in reading comprehension on narrative text.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Reading Comprehension

Reading comprehension is a process in which the readers are able to get meaning the text and comprehend the reading material. It is often used to measure the ability of the students to understand the written text in English, so they are not only read the text but need to know how to pronounce it correctly also.

According to Smith and Dale (1980:7), reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus, reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Moreover, Grellet (1999:3) states that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. Reading comprehension should not be separated from the other skills. There are few cases in real life when we do not relate what we have read to something we might have heard.

Meanwhile, Guthrie and Scaffidi (2004:225) state that reading comprehension refers to the process of constructing conceptual knowledge from a text through cognitive interaction involvement with the text. Conceptual knowledge refers to structured organization of concept, supporting information and their interrelationships.

Based on explanation above, reading comprehension understanding a written text means extracting the required information from it as efficiently as possible. Their comprehension can be used not only to find information of what they read but also to apply the information for their life.

B. Narrative Text

According to Gerot and Wignell (1994:2), narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Meanwhile, Harmer (2001 :39) defines that narrative text is any report of connected events, presented in a sequence of written or spoken words and/or in a sequence of (moving) pictures. Narrative text a spoken or written account of connected events a story. The narrated part of a literary work, as distinct from dialogue and narrative the practice or art of narration.

Furthermore, Nugroho and Hafrizon (2010:2) states that narrative type tells a story. Its purpose is to presents a view of the world that entertain or informs the listener and reader. To response or action to another text (a book, a film, plays and so on). The generic structures of the narrative text are orientation, complication and resolution. In narrative text are specific characters, time words that connect.

In addition, Mulyono and Kurniawan (2013:25) report that narrative text is a text focusing specific participants. The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with

problematic events which lead to a crisis or turning point of some kind, which in turn find the resolution.

Based on explanation above, narrative text tells the story of the past aims to entertain for the reader. Narrative texts which contains about story and plot consists of climax of the story then followed by the resolution. An important of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

C. Sheltered Instructional Observation Protocol (SIOP) strategies

Sheltered Instruction Observation Protocol (SIOP) is strategies learning that can help teachers focus on the language skills students need for success on academic tasks. According to Echevarria and Short (2005:10), SIOP is a lesson-planning and delivery approach composed of 10 instructional strategies grouped into eight components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. SIOP teachers use the regular core curriculum and modify their teaching to make the content understandable for ELLs while promoting these students' academic and English language growth.

Meanwhile, Rothenberg and Fisher (2007:18) defines that SIOP is a strategy for teaching grade level content in a way that is understandable for ELs while at the same time promoting their English language development. The SIOP is one way for teachers to intentionally plan lessons that contain sheltered instruction strategies that are effective for helping ELs learn in a classroom.

In addition, Chen (2008:12) states that Sheltered instruction is a method that uses strategies designed to help students with limited English proficiency learn content, such as history or mathematics, while at the same time developing proficiency in English.

Based on explanation above, Sheltered Instruction Observation Protocol (SIOP) is strategies scaffold learning and help teachers focus on the language skills students need for success on academic tasks. This strategy is an affective, especially for the students who are want have a good reading. Sheltered Instruction Observation Protocol (SIOP) provides access for English learners to grade-level content while they continue to improve in English language proficiency.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research is conducted by quasi experimental research. According to Gay (2000: 49), quasi experimental design is the research where samples are not randomly selected. This research was chosen because in educational world, the sample has been formed in intact group naturally, so it is not always possible to choose them randomly. This research use pre-test, post- test nonequivalent group design. It involves some basic characteristic, they are: the experimental group, control group, pre-test, post- test, and treatment.

There are two groups taken as the sample group. One group was the experimental group that receive special treatment by using SIOP strategy. In this research, the researcher used SIOP strategy in teaching reading comprehension of narrative text. The other group was the control group that received no treatment, in control class the researcher used Reading aloud strategy that has used by the teacher.

In this research, reading comprehension test was employed. Pre- test is given for both group before doing the research to see the students 'reading ability before giving treatment. Then, each group is given different treatment in teaching. Finally, there is administrate post-test to the students to find out whether there is positive effect in experiment group after being give treatment or not. The formula of this research is shown in the table I as follows:

Table 1: Pre-test – Post-test Nonequivalent Group Design

Samples	Pre-test	Treatment	Post-test
Experimental group	Se ₁	X	Se ₂
Control group	Sc ₁	O	Sc ₂

Notes:

Se₁ = Students' reading ability of experimental group in pre-test

Sc₁ = Students' reading ability of control group in pre-test

Se₂ = Students' reading ability of experimental group in post-test

Sc₂ = Students' reading ability of control group in post-test

X = Treatment by using SIOP strategy

O = Treatment by using Reading Aloud strategy

B. Population and Sample

1. Population

According to Gay (2000:122), population is the group of interest where the results of the study to be generalized. The population in this research was the eighth grade students of MTsN Kota Solok in 2019/2020 academic year which consists of 4 classes. The population in this research can be seen in the following table:

Table 2: Population of the Research

No	Classes	Number of students
1.	VIII. A	36
2.	VIII. B	36
3.	VIII. C	36
4.	VIII. D	36
Total		104

2. Sample

According to Gay (2000:121) sample is the representative of the population that is selected. The researcher used classified random sampling to determine the samples of the research. The researcher used classified random sampling technique on the four classes. Four classes are VIII.A – VIII.D which are taught by one teacher name Mr. Oka. The researcher got a sample of to find out the value of students to the teacher has taught in the class. The criteria were the ability of the students are the same and they were taught by the same teacher in the teaching reading.

C. Procedure of the Research

This research was done at eight grade students of MTsN Kota Solok at 2019/2020 academis year by following the next steps:

1) Preparation

The researcher did some preparations before doing the research. This preparation were needed to the smoothness of teaching and learning process while doing the research. This preparations include : the first, prepared the syllabus, lesson plan and the instrument that used in the research. The second, prepared of the teaching material that is taught. Third, prepared the supporting media that was appropriate with the material chosen. These all set of learning were corrected firstly by the advisors for its validation.

a) Pre-test

The researcher did the pre- test to both of classes as experimental and control class after know the average score on preliminary test. The purpose of pre- test is to know the students' reading comprehension before treatment.

b) Implementation

This research conducted in two classes. They were experimental and control class. Both of experimental and control classed has given the same material but each of class was get different treatment. The experimental class was taught by using Sheltered Instruction Observation Protocol (SIOP) strategy to improve students reading comprehension while the control class was taught by using Reading aloud strategy.

c) Post- test

After the researcher delivered material to experimental class and control class, the reseacher test both of the classess on post-testing by using same test instrument and item. The researcher analyzed the students' score and compared the score on the sample classess. Finally, the researcher analyzed test hypotheses to found effect of SIOP strategy to the experimental class in teaching reading comprehension of narrative text.

D. Instrumentation

In doing the research, the researcher used reading test as instrument of the research in form of multiple-choice which contains a table of some indicators namely; topic, main idea, supporting detail, generic structure, language feature and information of the text. The total item of the test will be included 40 items test. The research give 60 minutes for answer all of the question. This test conducted in order to collect the data about students reading comprehension in narrative text. Before doing the real test, on 15 August 2019 try out pretest and 12 September try laut Post test, the test was try out to measure validity and reliability of the test.

E. Technique of Data Collection

To collect the data, the Test was to the student distributed to the students in order to having the try out instrument. The students was asked to read and comprehend the text. Next,

the students asked to answer some questions based on the descriptive text to measure their comprehension ability. Finally, the test was collected to analyzed students' reading ability.

F. Technique of Data Analysis

After gathering the data, the researcher analyzed the data statistically. The data will be analyzed as follows:

1. Testing of Normality

This measurement was used to determine the normality the speaking test score between two groups of samples. The researcher measured the normality by using the formula that proposed by Sudjana (2005:99) as follow:

$$z_i = \frac{x_i - \bar{x}}{S}$$

Where:

Z_1 : Normality of test

X_1 : Students' speaking Ability

\bar{X} : Mean

S : Deviation standard

To calculate deviation standsad the researcher used formula that is proposed by Sudjana (2005:93):

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}}$$

Where :

S : Deviation standard

\bar{X} : Mean

$\sum X_i^2$: Sum square of students' score

To calculate the mean the researcher used formula that is proposed by Arikunto (2009:264) the formula is follow:

$$\bar{X} = \frac{\sum X}{n}$$

Where :

\bar{X} : The mean of students' score

$\sum x$: *Sum of students' score*
 n : *The number of students*

2. Homogeneity Testing

Measuring the homogeneity was done to determine whether the data of two groups sample have homogenous variance or not. The researcher used F ratio formula that proposed by Sudjana (2005) as follow:

$$F : F = \frac{S_1^2}{S_2^2}$$

Where:

S_1^2 = *Variances of the higher score*

S_2^2 = *Varianves of the lower score*

F = *Ratio between two var iables*

The researcher compared the $F_{\text{calculate}}$ with F_{table} , with criteria if $F_{\text{calculate}} \leq F_{\text{table}}$, it means that distribution of the data has the same variances, nevertheless, when $F_{\text{calculate}} \geq F_{\text{table}}$. It has meaning that the variances of the data distribution of the data are not same.

3. Hypothesis Testing

To test the null hypothesis whether it rejected or received, the researcher used the t-test formula that is proposed by Sudjana (2005:239) as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where :

n_1 = *the number of students in exp erimental group*

n_2 = *the number of students in control group*

\bar{X}_1 = *the mean scores of exp erimental group*

\bar{X}_2 = *the mean scores of control group*

S = *S tan dard deviation*

\bar{x}_2 = *the mean score of control group*

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	50,000	4	1	200,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				850,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55,000	110,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	2	20,000	40,000
Pen	Catatan lapangan	2	5,000	10,000

Correction (Tipe X)	penelitian			
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,525,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000