

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
OF THE DESCRIPTIVE TEXT
THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD
AT EIGHTH GRADE OF MTs MUHAMMADIYAH METRO**



Written by:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019M**

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OF THE DESCRIPTIVE TEXT
THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD
AT EIGHT GRADE OF MTs MUHAMMADIYAH METRO**

**Presented as a partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

By:

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1440 H / 2019 M**



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APPROVAL PAGE

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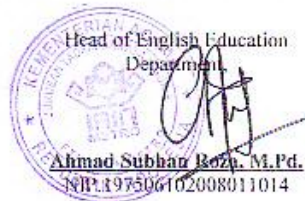
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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TEACHING AND LEARNING METHOD AT THE
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING SKILL OF THE DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT THE EIGHTH GRADE OF MTs MUHAMMADIYAH METRO, written by Eka Ratna Sari, student number 1501070046, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 12th July 2019 at 08.00 – 10.00 am.

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ABSTRACT

IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT EIGHT GRADE OF MTs MUHAMMADIYAH METRO

**By:
EKA RATNA SARI**

The main purpose of this research was to investigate the students' reading comprehension at MTs Muhammadiyah Metro which was found in reading descriptive text and to know extend of the Contextual Teaching and Learning method could help the students' in learning process. The writer tried to attest that Contextual teaching and Learning method could be one of a teaching method to improve the students' reading skill especially in descriptive text.

In this research, researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this research was 25 students' in VII Maliki class of MTs Muhammadiyah Metro. In collecting data, the researcher used multiple choice (pre-test, post-test 1 and post-test 2), questioner, interview, observation and documentation. The research was conducted collaboratively with an English teacher of MTs Muhammadiyah Metro. In the research, the students read descriptive text about place, hobby, friendship and family.

Regarding to the research result which was taken from observation and test, it could be inferred that there were significant improvements from cycle 1 to cycle 2. The average score of post-test 1 was 71 with percentage of students' successfulness was 52%. Next cycle 2 the average score was 78,6 with percentage of successfulness was 88%. It indicated that indicator of success of the research has been achieved at least 80% students was completed the Minimum Mastery Criterion and it is obvious that by implementing Contextual Teaching and Learning Method could increase students' skill in reading descriptive text. It mean that the research was successful.

Key Words: Reading Skill, Descriptive Text, Contextual Teaching and Learning (CTL)

ABSTRAK

PENINGKATAN KEMAMPUAN SISWA DALAM MEMBACA TEKS DESKRIPTIF SISWA MELALUI METODE CONTEXTUAL TEACING AND LEARNING (CTL) PADA KELAS DELAPAN MTs MUHAMMADIYAH METRO

**Oleh:
EKA RATNA SARI**

Tujuan utama penelitian ini adalah untuk menyelidiki keterampilan membaca siswa MTs Muhammadiyah Metro dalam membaca teks deskriptif dan untuk mengetahui sejauh mana metode *Contextual Teaching and Learning* dapat membantu siswa dalam proses pembelajaran. Penulis mencoba untuk membuktikan bahwa metode *Contextual Teaching and Learning* dapat menjadi salah satu metode dalam meningkatkan keterampilan membaca siswa khususnya pada teks deskriptif.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini terdiri dari 25 siswa dari kelas VII Maliki MTs Muhammadiyah Metro. Dalam mengumpulkan data, peneliti menggunakan tes pilihan ganda bekerja sama dengan guru mata pelajaran Bahasa Inggris MTs Muhammadiyah Metro. Pada penelitian, siswa-siswa membaca teks deskriptif tentang tempat, hobi, persahabatan dan keluarga.

Berdasarkan hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan yang signifikan dari siklus 1 ke siklus 2. Nilai rata-rata yang diperoleh dari post-test 1 adalah 71 dengan persentase kelulusan 52%. Selanjutnya, di siklus 2 nilai rata-rata adalah 78,6 dengan presentase kelulusan 88%. Hal tersebut menunjukkan keberhasilan dari penelitian ini dengan menerapkan metode *Contextual Teaching and Learning* dapat meningkatkan keterampilan siswa dalam membaca teks deskriptif dan penelitian ini berhasil.

Kata Kunci: *Keterampilan membaca, teks deskriptif, Contextual Teaching and Learning (CTL)*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Eka Ratna Sari
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States that this undergraduate thesis is originally the result of the writer's research in exception of certain parts which are excepted from the bibliography mentioned.

Metro, June 2019
The Writer

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2019
Yang menyatakann

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MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا لَعَلَّكُمْ تَهْتَدُونَ (١٠)

*“Who made the earth a resting-place for you, and placed roads for you
therein, that may find your way”*

(Q.S Az-Zukhruf: 10)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to all people who always pray and give support me in finishing this paper for my success, they are:

1. My beloved father Ponijo and my mother Cik Ratna who are always honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this thesis success in my study.
2. My beloved sisters Dzulaikha and Intan thanks for your love, help, support, pray and advice, so I am better than before.
3. My sister in law Delpia, Caca, Rini and Icha, thanks for your love, help, support, pray and advice.
4. My Almamater IAIN Metro who gives me opportunity to study here.

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The glory be to Allah has been the inspiration for her life who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “Improving The Students Reading Skill of Descriptive Text Through Contextual Teaching and Learning Method at Eighth Grade of MTs Muhammadiyah Metro ”. Peace is upon our Prophet Muhammad SAW, the great leader of moral awakening in the world who has been leading us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and situation, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Hj. Akla, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
2. Ahmad Subhan Roza, M.Pd, the head of English Education Department and the co-sponsor of had given the knowledge patiently.
3. Dr. Umi Yawisah, M.Hum, the sponsor who had educated, directed and given the researcher advice, suggestion, and recommendation for the undergraduate thesis.
4. The entire lecturers in English Education Department who always give knowledge.
5. All of the staff of English Education Department who have helped the researcher in processing of administration.

Last but not least, nobody is perfect. The researchers do apologize for all mistakes she has made in writing and presentation items. May this undergraduate thesis it can be beneficial for all readers properly.

Metro, June 2019

The Writer

A handwritten signature in black ink, appearing to read 'Eka Ratna Sari', with a long horizontal stroke extending to the right.

Eka Ratna Sari

St. ID. 1501070046

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CHAPTER I INTRODUCTION

A. Background of Study

As we know that language cannot be separated from life. People use language as an instrument of communication in their daily life. Language is a means of communication to express a message of the speaker's idea to listener. There are many languages in the world but English remains the most important language. English is one of international languages of the present in this era. As a consequence, English serves for many people as a bridge into higher science, international trade, politics, tourism, including education. Indonesian students at Junior High School are aware of the importance of English, even if they have learned it as local content subject when they of elementary level. Besides, they will continue their study to Junior High School in which at the level English becomes a national content subject and one of the subjects to be nationally examined.

In conducting teaching learning process, the teacher should follow the curriculum recommended. Teaching learning process of English language consists of four skills; they are Listening, Speaking, Reading and Writing. Listening and reading are called receptive skills, since they only receive the word without producing the words. Speaking and writing are called productive skills, because those skills produce words different ways. By producing the words they can express their feeling or message in verbal or non verbal. As one of four language skills, reading has own characteristic .

Reading provides some activities to help the reader comprehend the written expressions. The reader can get a lot of knowledge, information, enjoyment, or problem solution.

Therefore, Gray identifies four different steps in the reading act: word perception, comprehension, reaction and integration. The first step is word recognition, including both the ability to pronounce the words and attach meaning to it as a concept. The second step is the ability to make individual words construct useful ideas as they are read in context. The third step requires judgmental action a feeling about to assimilate this idea, concept, new reading, into the background of experience so that it becomes a part of the total experience of the individual. These steps are completely interdependent in the meaningful use of reading as a tool in the solutions of problems.¹

Moreover, reading is one of language skills that have to be mastered. There are many steps to master this skill; such a word perception, comprehension ,reaction and integration. Those steps can make students mater reading effectively, because based on those steps the students can understand meaningful text. If they don't understand meaningful text, they can't answer the question based on the text and can't identify the structure of the text well.

Based on the Core Competency (Kompetensi Inti) and Basic Competency (Kompetensi Dasar), the second year students are expected to be

¹ William S. Gray, *On their Own in Reading*, (Chicago: Scoot, Foresman and Company, 1984), pp.35-37

able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive and recount text interact with people in the nearest environment. There are many types' texts in reading, which are closely relate to the purpose of each type. Descriptive text is one of the text types that taught at the second year of Junior High School.

Therefore, descriptive text has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place and specific person. On the other hand, descriptive text told description and identification of something, someplace or someone. It persuades the reader to imagine the text content.

Based on the writer's observation through conducting preliminary study during teaching learning reading activity in the eighth graders at MTs Muhammadiyah Metro, the writer found that many students had difficulty in reading descriptive text. It was proved by the result of the students' reading in preliminary study. The mean score of the students reading was 64,6, while the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) was 75.

Table 1.1

The Score of Reading Skill

No	Students Number	L/P	Pre-test
1	S1	P	65
2	S2	L	45

3	S3	P	65
4	S4	P	55
5	S5	P	65
6	S6	P	50
7	S7	P	65
8	S8	L	55
9	S9	L	70
10	S10	P	55
11	S11	P	70
12	S12	P	70
13	S13	P	55
14	S14	P	60
15	S15	P	75*
16	S16	L	70
17	S17	P	60
18	S18	L	75*
19	S19	P	75*
20	S20	P	60
21	S21	P	80*
22	S22	L	55
23	S23	P	60
24	S24	L	80*

25	S25	P	80*
	The Result Mean	$\bar{x} = \frac{\sum x}{N}$	1615 y = 64,6

**The student who passed the KKM (75)*

The result indicates that the students reading achievement was still low. Besides, it was supported by the result of interview to the English teacher and students' questionnaire in preliminary study that the students' difficulties come from the weaknesses of student understanding in comprehend the text; therefore they did not answer the question correctly. Also, the student had difficulty in analyze the linguistic and schematic structures of descriptive. Furthermore, the students tend to be bored and low participation in reading class because the process of teaching and learning activities was monotonous. So, to make reading class more interesting.

Table 1.2
The Result of The Students

No	Student's Answer	The Result of Students' Answer			
		Yes	Percentage	No	Percentage
1	Students felt satisfied with their English score	20	80%	5	20%
2	Students like to learn English in reading skill.	7	28%	18	72%

3	Students felt motivated in learning reading descriptive text.	5	20%	20	80%
4	Students understood reading descriptive text easily.	8	32%	17	68%
5	Students have difficulty to understand descriptive text.	17	68%	8	32%
6	Students could know the characteristics of descriptive text.	8	32%	17	68%
7	Students could do the exercise was given by the teacher about descriptive text.	10	35%	15	65%
8	Students do the English exercise individually.	5	20%	20	80%
9	Students do the English exercise in group.	17	68%	8	32%
10	Students use descriptive text in their life.	5	20%	20	80%

According to Harmer in his book stated that “The reading to confirm expectations’ technique is highly motivating and successful since it interest

students, create expectations and give them a purpose for reading”.² Based on this statement, the teachers assumed to teach reading in interesting learning and give the aim of reading to students.

To achieve the goal of learning, teacher must have or create a good teaching strategy to make the class effective and well-organized. Therefore, in teaching descriptive text, teacher needs good teaching strategy.

Here the writer takes her point of view that one of approach that could be used to make an easy and better understanding in learning descriptive reading is Contextual Teaching and Learning (CTL).

According to Johnson, Contextual Teaching and Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their lives, that is with context of their personal, social and cultural circumstance.³ In this understanding, by CTL system, students are able to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily need.

In accordance with the explanation above, the writer intend to conduct a classroom action research entitled: *“Improving The Students’ Reading Skill of Descriptive Text Through Contextual Teaching and Learning (CTL) Method.*

² Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 1991), p. 193.

³ Elaine B Johnon. *Contextual Teaching and Learning: Why It Is and Why It Is Here to Stay?*, (United States of America: Corwin Press, Inc2002) p.25.

B. Problem Identification

Regarding to the background of study above, the researcher identified the problems as follow :

1. The students had difficulty in reading descriptive text.
2. The students did not have motivation to practice reading.
3. Most of students find difficulty to get the meaningful of text.
4. The students have low reading skill ability.
5. The teacher did not implement variation method in teaching learning activity.

C. Problem Limitation

Based on the background above, the writer limits the study focus on the improving students' reading comprehension of descriptive text through Contextual Teaching and Learning Method in the second year of eighth graders at MTs Muhammadiyah Metro.

D. Problem Formulation

In line with the background of the study, the writer formulates the research question as follows:

1. Can Contextual Teaching and Learning Method improve the students' descriptive reading skill in the eighth graders of MTs Muhammadiyah Metro?
2. How the teacher does Contextual Teaching and Learning Metho improve the students' descriptive reading in the eighth graders of MTs Muhammadiyah Metro?

E. Objective and Benefit of Study

1. Objective of the Study

The objective of this study is to know whether and to know how Contextual Teaching and Learning can improve the students' descriptive reading in learning process to have a good score in learning result at the eighth graders of MTs Muhammadiyah Metro.

2. Benefit of the Study

The benefit of this research as follow :

a. For the students

The result of this research could give positive contribution for students to improve their reading skill of descriptive text.

b. For the teacher

The result of this study could be consideration for the teacher to use contextual teaching and learning method as an alternative method to implementation in improving reading skill of descriptive text.

c. For the Headmaster

This research can be used as the quality improvement of teaching and learning generally in English subject in MTs Muhammadiyah Metro.

CHAPTER II THEORETICAL REVIEW

A. The General Concept of Reading

1. Definition Of Reading

Reading is a skill, so the only way people can become a good and a fluent reader is through practice. To practice in reading, people don't read about the passage but also they can practice their reading to read announcement, news or about the situation and so on.

So far people have been considering reading only. This is the basic of literacy. Unless they can read the words accurately they cannot access the meaning. Accessing meaning is the rationale for reading. The simple view of reading is that reading is the product of decoding and comprehension.⁴ So, while the reader was doing reading, their brain has worked directly. Then from the brain's work, they can find the information gap of the passage.

According to S. Pang, reading process is assumed as follow: Reading consist of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connecting text. Readers typically make use of the background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written text.⁵

⁴Naomi Flynn and RhonaStainthorp.The Learning and Teaching of Reading and Writing.(England: Whurr Publisher Limited, 2006), p. 42.

⁵Elizabeth S. Pang at al, Teaching Reading (Switzerland: International Academy of Education, 2003), p. 6.

Based on the explanation above, the writer identified that the reader need many aspect to understand what they are reading. The aspect reading which support are background knowledge; they will understand of passage's meaning if they have more knowledge about the topic. Vocabulary and grammatical knowledge without two its aspect, the reader don't know of passage meaning. Next aspect is experience about the topic , so they don't more understand of passage meaning.

Another resource said that reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages.⁶ It is indicated that when someone have read, their brain work together to comprehend the content of the passage.

However, in reading comprehension the readers also need to combine the information from the text with their background knowledge to comprehend the text. Larry Lewin considered this as “prior knowledge” He stated that:

...prior knowledge is regarded as what the readers know toward incoming topic concerning their past knowledge which is stored in the brain then occurring the integration of newly information to evoke retrieving the exciting information to save them into their memories n categories called schemata or it widely known as ‘schema theory’.⁷

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 191.

⁷Larylawn, *Paving the way in Reading*, new addition (New York: Longman, 2007), p. 99-100.

Based on the statement above, the writer conclude that to grasp the meaning or get information of the passage, a reader meaningfully where he or she needs prior knowledge to assist him or her in making sense of the author's message.

2. Kinds of Reading

There are two kinds of reading they will be explained as follows :⁸

a. Intensive Reading

Intensive reading refers to detailed focus on the construction of reading text which takes place usually in classroom. In addition, Nuttal stated that “Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced.”⁹

In another hand, in intensive reading, as the term indicates, each vocabulary and structural item is explained and made as fact of our active language, pronunciation, an intonation are stressed, and each concept allusion is clarified. Besides intensive reading is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming.

⁸ Jeremy Harmer, *How to Teach English*, new edition (New York: Longman, 2007), p 99-100

⁹ Christine Nuttal, *Teaching Reading Skills in a Foreign Language* (London:McMilan, 2005) P. 128

b. Extensive Reading

According to Nuttal in her book about extensive reading stated that: “It is assumed that in order to understand the whole, the reader must first understand the parts (sentences, paragraph, chapters) of which it is made up. However, the reader can in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility.”¹⁰

Based on the statement above, the reader should select a good reading material which the material related to extensive reading. In this activity, reading is for pleasure. Besides, the reader doesn't need to understand each words because in this step the purpose of reading is merely needs to get an overall understanding of the passage of text.

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

One of genres that Junior High School students learnt is Descriptive text. Descriptive text is a text which describe something that descriptive text is a text which describes and gives more details information about particular people, thing, place and animal. It means that descriptive text tells the readers to know about something specifically by giving characteristic of something which described.

¹⁰ Ibid

Moreover, descriptive text tells about the sense how something looks, feels, smells, tastes, and sound.¹¹ It shows how the reader can feel and imagine the description of text. Whereas, Buscemi argued that the fundamental to describe is appealing to the senses (sight, hearing, and touch).¹² Based on this statement, it means that in describing something, it needs to explain what people see, hear and feel.

Regarding the previous explanation, the writer concludes that descriptive text is a text which describes something and includes of the characteristic and qualification of something, someone or somewhere. It tells the readers with detail information that can help them to imagine and to describe in their mind about what the content of the text.

2. The Purpose of Descriptive Text

The purpose of descriptive text is to describe people, thing, place and animal. Students read descriptive text might be basically to know way f describe someone, something or somewhere. It means the reader can get information about characteristic, qualification, parts and so on. Meanwhile, according to Anderson and his sister stated that the purpose of descriptive text is to tell about subject by describing the characteristic without including personal opinions, the example of descriptive text are description of a particular building, description of a specific person.¹³

¹¹ Alice Oshima and Ann Hogue, Introduction to Academic writing 3rd Edition, (New York: Pearson Longman, 2007), p. 61.

¹²Santi V. Buscemi and Charlotte Smith, 75 Reading Plus 7th Edition, (New York: The McGraw Hill Companies Inc, 2004), p. 44.

¹³Mark Anderson and Kathy Anderson.*Text Types in English*, (South Yarra:Machmillan Education Autralia, 1998). P.26.

The aim of description is to enable the reader what something looks like. It attempts to paint a picture with words. In this sense, the description also attempts to put the reader directly in touch with the physical world within the readers' senses. Description helps the readers visualize a scene or a person and understand the related sensation or an emotion. It also helps students to organize their thinking as well as their writing and to be able to communicate thoughts and ideas clearly to the reader.

Based on those statements above, descriptive text has a purpose to describe a particular person, places, animals and things that tells about their characteristics and qualification. Then, it helps the reader to imagine what the text is about.

3. Schematic Structures of Descriptive Text

An effective descriptive text has several significant characteristics which a reader may use as standard to guide his or her reading. The schematic structure of descriptive paragraph consist of identification and description. Identification mentions phenomenon to be describe, while the description describes the parts, the qualities, and the characteristic of what has been described.

In conclusion, the schematic structure is important to organize a good descriptive paragraph. It can help to see the organization of description clearly. So, the reader can easy to get imagination of description.

C. The Concept of Contextual Teaching and Learning Method

1. Definition of Contextual Teaching and Learning Method

Today, most of students in the school got a lot of material that was not in context. Therefore, they were difficult to make connection between what they are learning and how that knowledge will be use in their daily lives. The methods of the classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

Nowadays, educators find the necessary to think over about how they teach; they feel that learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames or references. Therefore, the appropriate approach should be use in order to make the learning process really work.

There are several method proposed in order to achieve the goal of the study. Each method offered many gains. CTL method is one of methods proposed. John Dewey was the first proposed the application of Contextual Teaching and Learning method was first proposed at the turn of 20th century, Progressivism, which is believed that the students will best learn if what they have learned the materials which are related with they have already known and teaching learning process will be productive if the students are active in the process of teaching.

According to Johnson, Contextual Teaching and Learning Method is an educational process that aims to help students see meaning in the

academic material they are studying by connecting academic subjects with the context of their lives, that is with context of their personal, social and cultural circumstance.¹⁴ In this understanding, by CTL system, students are able to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily need.

In addition, Contextual Teaching and Learning Method is a conception of teaching and learning that helps teacher relate subject matter content to real world situation and motivate students to make connections between knowledge and its application to their lives as family member's citizens and workers and engage in the work, that learning requires. CTL can help the teacher relates her or his subject to real word situations and also can motivate students to connect between what is being learned and their prior knowledge.

Based on the preceding definitions, the writer conclude that CTL is a conception of teaching and learning that helps students to get a better understanding about the knowledge as they relate to the context of real life.

2. Principles of Contextual Teaching and Learning Method

Contextual learning assumed that students learn best actively constructing their own understanding. Related with the students individually needed, to apply the Contextual Teaching and Learning

¹⁴Elaine B Johnon. Contextual Teaching and Learning: Why It Is and Why It Is Here to Stay?, (United States of America: Corwin Press, Inc2002) p.25.

(CTL) Method, a teacher should have these following principles below which is line with Johnson stated in his book:¹⁵

- a. Lesson plans that are developmentally appropriate for the students.

The relationship between curriculum content and methodology that used teach must base on the particular levels of the students' intellectual development.

- b. Making independent learning group.

Through a small group, the students able to learn cooperate each others. However, the students hoped to learn and act actively. They hoped to improve their knowledge about the topic which discussed.

- c. Preparing an environment that supports self-regulating learning.

Environment that support self-regulating learning has three general characteristic, they are: awareness thinking, the use of strategy, and continuing motivation. The students are encouraged to know their strong and their weakness to organize the learning goal and develop the strategies to achieve the goal. Therefore the teacher must create an environment where the students can reflect how they learn to help them use their thinking to guide their plans, select their performance, so they can solve the problem in good way.

¹⁵Elaine B Johnson. Contextual Teaching and Learning: Why It Is and Why It Is Here to Stay?, (United States of America: Corwin Press, Inc2002), p.20

d. Considering diversity of students.

In teaching and learning process, the teacher have found students' variety, for instance social culture, economic status, different values, perspective, their basic mother tongue, and another weakness which they have. However, a teacher is expected to help them to improve their learning purpose.

e. Using questioning to explore the students learning, problem solving development and high-thinking order.

In order to develop of Contextual Teaching and Learning purpose, questions variety must be spoken. The question must be selected carefully in order to produce the high-thinking, responses, and the action that the students' need and all of audiences in contextual learning.

f. Applying the authentic assessments.

Contextual Teaching and Learning Method is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" context. Authentic assessment evaluates the applying of knowledge and the students' complex thinking, it is better than just memorizing the actual information. Authentic assessment is used to monitor student progress and inform teaching practice.

3. The Components of Contextual Teaching and Learning Method

According to Johnson mentioned that the components of Contextual Teaching and Learning Method. It consist of eight components as below:¹⁶

a. Making connection that hold meaning

Connecting learning to one's life makes studies come alive. When students can connect of an academic subject such as English, mathematics or history with their own experience, they discover meaning, and meaning gives them a reason for learning.

b. Self regulated learning

Self regulated learning is learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of students' daily lives in ways that achieve a meaningful purpose.

c. Doing significant work

Doing significant work in component of Contextual Teaching and Learning Method is engages students actively and responsibly in learning activities.

d. Collaboration

In Contextual Teaching Learning Method there isn't competition, one learner and another learner have collaboration to understand

¹⁶Elaine B Johnon. Contextual Teaching and Learning: Why It Is and Why It Is Here to Stay?, (United States of America: Corwin Press, Inc2002), p.24

the meaning. From collaboration, they cultivate tolerance and compassion.

e. Critical and creating thinking

Thinking as an active, purposeful, organized process that we use to make sense of the world. According Chafee critical thinking as thinking critically explore the thinking process itself. It means not only reflecting purposely, but also examining the use we and others make of evidence and logic.

f. Nurturing the individual

Contextual Teaching Learning Method, teachers assist every student to develop the intelligences that are challenging. Then, they encourage young people to cultivate their intelligences, releasing the talent potential residing within.

g. Reaching high standards

An important thing in Contextual Teaching and Learning Method system is helping all students reach high academic standards. Contextual Teaching and Learning Method asks students to reach high standard. Asking too little of students, lowering standard for them, manifest a callous disregard for their latent potential and future well-being.

h. Using authentic assessment

Contextual Teaching and Learning Method asks students exhibit their attainment of high standard by doing authentic assessment

tasks. These tasks challenge student to apply their knowledge and skill to real world situation for significant purposes.

Regarding the previous explanation the writer concludes that those components invite students to connect schoolwork with daily life in ways that hold personal meaning. When students see meaning in their schoolwork, they learn and remember it.

4. The Strategies in Contextual teaching and Learning Method

As explained before that Contextual Teaching and Learning Method is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates the students to make connections between knowledge and its applications to their lives. So, the teacher should know the teaching strategies which associated with contextual theory. It is needed in order to make the teaching and learning process in a good guided. Therefore, there are six strategies in using Contextual Teaching and Learning Method:

- a. **Problem based.** Contextual Teaching and Learning Method begins with a stimulated or real problem. Students use critical thinking skill and systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems.
- b. **Using multiple contexts.** Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and

creates knowledge is therefore very important. Contextual Teaching and Learning Method experiences are enriched when students learn skill in multiple contexts.

- c. **Drawing upon diversity.** As the whole, the students' population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the Contextual Teaching and Learning Method.
- d. **Supporting self-regulated learning.** Contextual Teaching and Learning Method experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.
- e. **Using independent learning groups.** Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators and mentors.
- f. **Employing authentic assessment.** Contextual Teaching and Learning Method is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic"

context. Assessment of learning should align with the methods and purpose of instruction. Authentic assessment shows that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor students' progress and inform teaching practices.

Therefore, the Center of Occupational research development (CORD) stated that there are five strategies for the teachers in applying the Contextual teaching and Learning Method, they are called REACT, which stands for relating, Experiencing, Applying, Cooperating and Transferring. More its explanation as below:

- a. **Relating.** Learning related with the real world experience context.
- b. **Experiencing.** Learning focused on the expiration, discovery, and invention.
- c. **Applying.** Learning should be presented into the context of useful
- d. **Cooperating.** Learning through interpersonal communication context, togetherness, etc.
- e. **Transferring.** Learning through the use of knowledge in the situation or new context.

In sum up, for Contextual Teaching and Learning Method to be effective, all strategies above must be present in the teaching learning process. A teacher should integrate with other commonly accepted good teaching practices. These other practices include promoting self-regulated learning, addressing student diversity when teaching, designing authentic assessment and using questioning to develop higher order thinking skills.

5. The Strengths and Weakness of Contextual Teaching and Learning Method

Contextual Teaching and Learning Method is one of the hot topics in education these days. As an approach, Contextual Teaching and Learning Method has the strength and weakness in the teaching learning process. According to Johnson, “ The great power of Contextual Teaching and Learning is that it gives all young opportunity to develop their promise, to develop their talents, and to become informed, capable members of a democratic society.”¹⁷ Based on that statement, Contextual Teaching and Learning can develop students’ communication skill and increase students’ comprehension about current issues which related to their live.

On other hand, the weakness of Contextual Teaching and Learning is taking time for the preparation; in preparing the lesson plan,

¹⁷Elaine B Johnon. Contextual Teaching and Learning: Why It Is and Why It Is Here to Stay?, (United States of America: Corwin Press, Inc2002), p.18

teacher should recognize students' diversity and then utilize difference to create a rich learning environment. Besides, the authentic assessment also takes more time for teachers to develop and apply.

D. Teaching Reading Descriptive Text Through Contextual Teaching And Learning Method

Before the implementation of Contextual Teaching and Learning Method in teaching learning process, the writer prepares the suitable material. Preparing the suitable material has to do by the writer in order the teaching learning process have done successfully. In this sense, the writer prepares the material related to the Contextual Teaching and Learning method. When teacher apply Contextual Teaching Learning in the classroom, it must include its main components. Here the following are steps in teaching reading of descriptive text through Contextual teaching and Learning Method.

a.) Preliminary activities

- Ask students related to their condition.

b.) Presentation

- Explain about the concept of reading descriptive text.
- Divide students into group of four.
- Give each group a jumble paragraph, then arrange into good passage.
- Ask the group to analyze the schematic structures and find the linguistic features of descriptive text.
- Ask the group to their task in front of another group.

c.) Closing

- Give the students' an evaluation. It is necessary to check their comprehension of descriptive text.
- Give a conclusion about the material they have learned.

E. Action Hypothesis

Based on the frame theories and assumption above, the writer formulates the action hypothesis "By using Contextual Teaching and Learning Method the students Reading Skillin Descriptive Text at the Eighth Grade of MTs Muhammadiyah Metro in The Academic Year of 2018/2019 can be increased".

CHAPTER III RESEARCH METHODOLOGY

A. Operational Definition of Variables

The term of variable as a characteristic of the participants or situation that has different values in a study.¹⁸ An operational definition describes or defines a variable in terms of the operations used to produce it or techniques used to measure it. It means that, variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Contextual Teaching and Learning Method and Reading Descriptive Text. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent Variable is The presumed cause in an experimental study. All other variables that may impact the dependent variable are controlled. The values of the independent variable are under experimenter control.¹⁹ It can be conclude that Independent variable is one by one receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research.

¹⁸Robert J. Harmon, George A. Morgan, "Research Problems and Variables", *Journal of the American Academy Psychiatr*, (Lippincott Williams & Wilkins, a Wolters Kluwer Company), Vol. 38, p. 36

Independent variable of this research is reciprocal teaching technique. In this research, the researcher will use reciprocal teaching to observe the students' reading comprehension in the eighth grade of MTs Muhammadiyah Metro.

2. Dependent Variable

Dependent variable is the presumed effect in an experimental study. The values of the dependent variable depend upon another variable, the independent variable.²⁰ It means that dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension. It can be defined as knowledge in identification the text that students have been read.

B. Setting of the study

The research had done in MTs Muhammadiyah Metro. The school is located at Jalan K.H. Ahmad Dahlan No 1 Metro Pusat, Kota Metro, Lampung. The research started from October to December.

C. Subject and Object of Study

The subject of the study is the students of class VIII MTs Muhammadiyah Metro consist of twenty five students. The researcher has chosen this class because most of the students have low score in English lesson especially in reading descriptive text.

²⁰*Ibid.*,

D. Research Procedure

The design of this study is classroom action research. The study of classroom action research indicates as a process in which teachers investigate teaching and learning to improve students' learning problems. To find out students' learning problem, Mils stated that "action research is any systematic inquiry conducted by teacher researcher, principals, school counselors or other stakeholder in the teaching/learning environment to gather information about how their particular school operate, how they teach, and how well their students learn."²¹ That is why action research is different from other more conventional or traditional types of research; it focused on individual or small group professional practice. Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

The classroom action research design employed in this study was collaborative action research. In conducting the research, the researcher was assisted by English teacher of MTs Muhammadiyah Metro. In this study, the writer has some rules. She becomes the practitioner who taught reading descriptive text. Besides, she makes a lesson plan and assessment in each final cycle. Furthermore, the writer also collect and analyze data then reporting the result of study. Whereas, the collaborator (called the English teacher) becomes the observer who observe the implementation of the action.

²¹ Geoffrey E. Mils. *Action Research: a Guide For the Teacher Research*, 2nd ed. Ohio: Prentice Hall, 2003), p.5.

The writer uses classroom action research model proposed by Kurt Lewin. It consist of two cycles in which each cycle contains four phases; planning, acting, observing and reflecting.²²

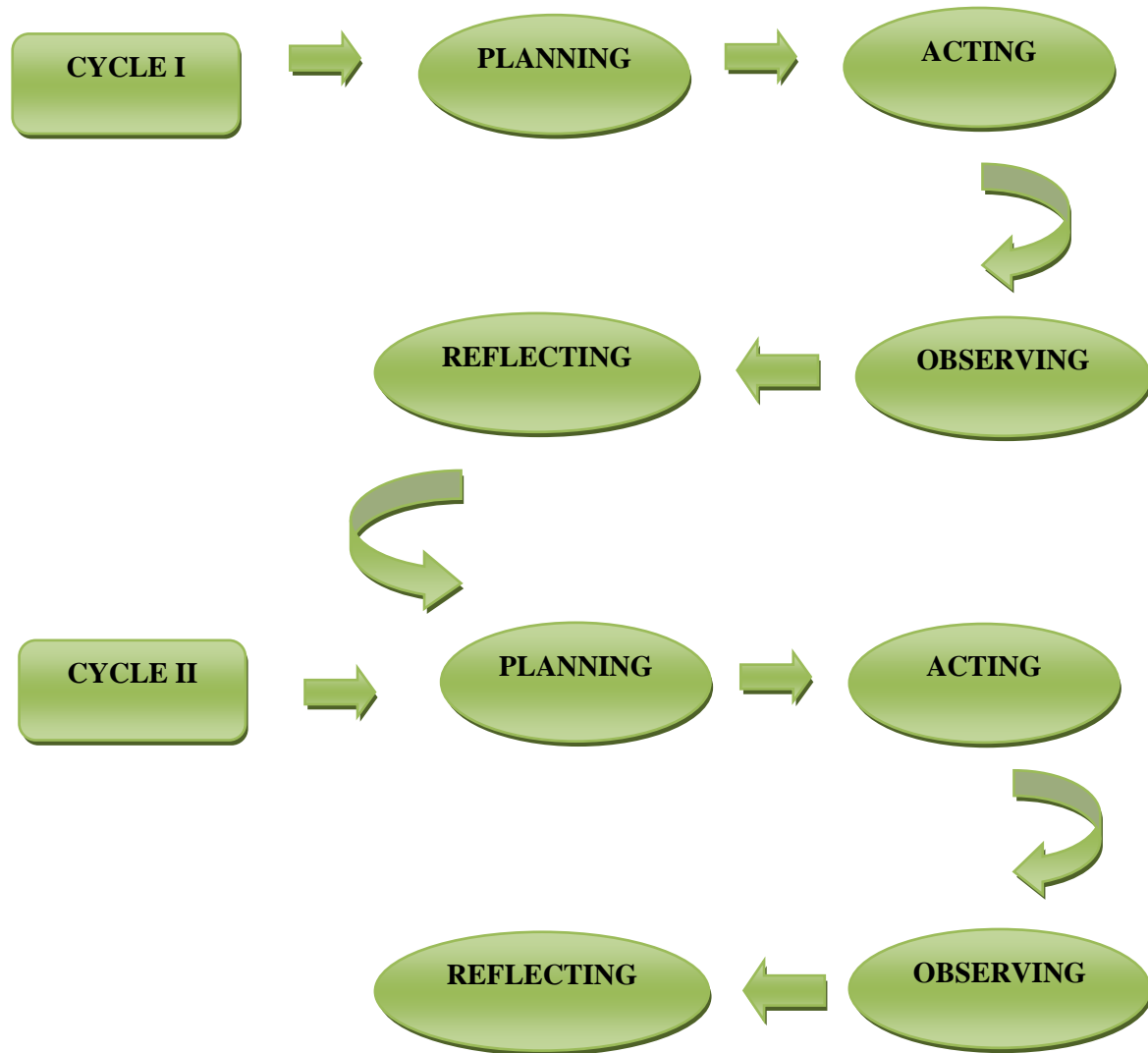


Figure 3.1

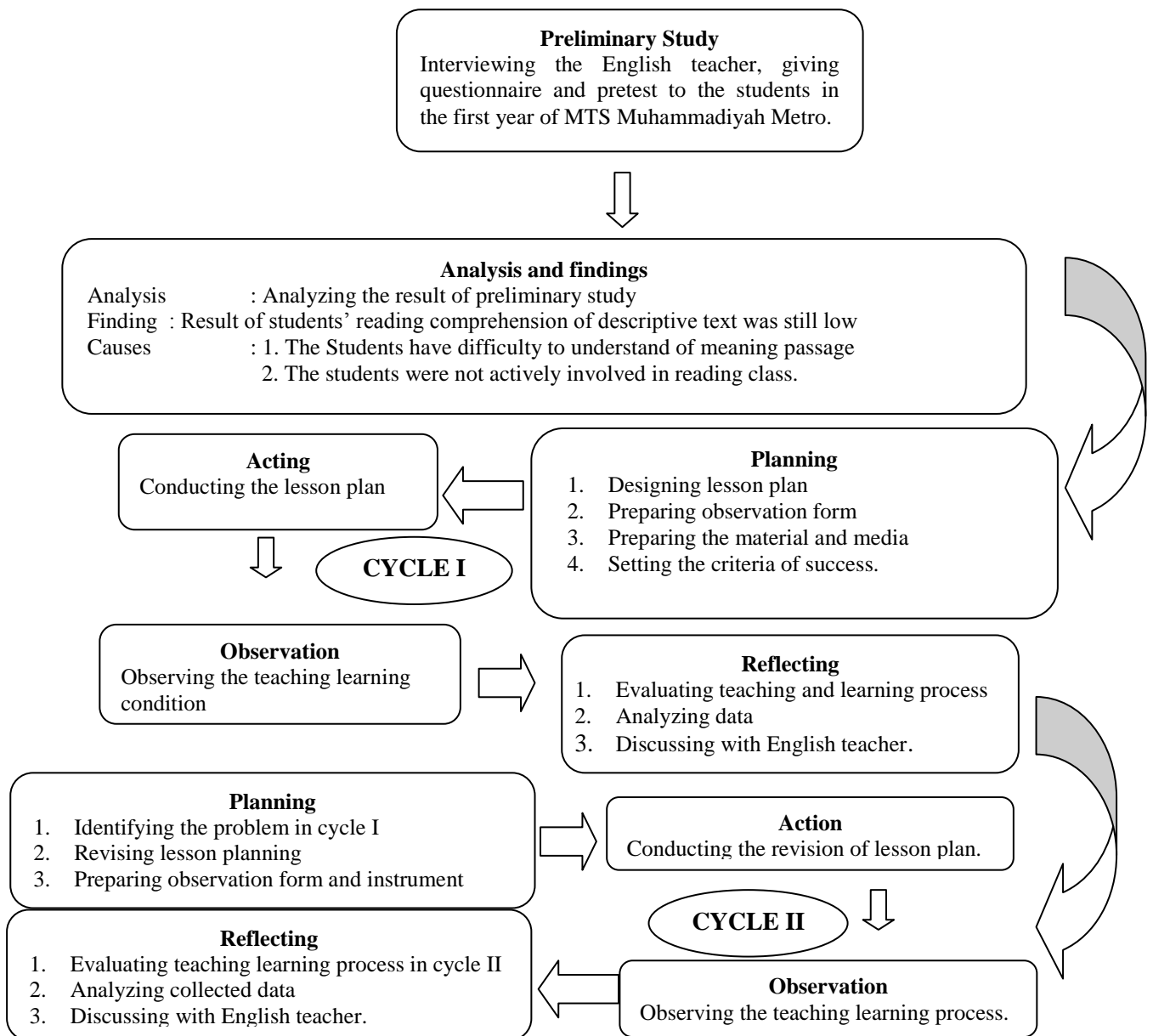
Kurt Lewin Design²³

²²Kurt Lewin, "Action Research and Minority Problems", *Journal of Social Issues* 2 p.34

E. Action Procedure

Figure 3.2

Design of Research Cycles (Adopted from Kurt Lewin Design)²⁴



²⁴ Kurt Lewin, "Action Research and Minority Problems", *Journal of Social Issues* 2 p.36

As mention before, this study as followed Kurt Lewin suggest four phases for classroom action research. They are planning, acting, observing and reflecting. Those four phases is called as one cycle. The researcher used more than one cycle in case of the learning problem unfinished yet. Then, the researcher used the same concept for the second cycle.

First of all, the preliminary study was done by the researcher before implementation of CAR. It was conducted on 5th October 2018. Here the researcher carried out the observation to the students' activity in the teaching learning process in grade 8 class of MTS Muhammadiyah Metro. Then the researcher conducted an informal interview to the teacher related to the condition of teachers' and students' problem in teaching and learning activities of English especially on reading comprehension. After the preliminary was conducted, the researcher begins this research with the following the procedures:

1. Planning Phase

In this phase, after identifying the students the students' problem of comprehending descriptive reading text through observing and interviewing is done, the researcher prepared all things concerning the implementation of CAR. The preparation consisted of designing lesson plan, preparing the instrument, and setting the criteria of CAR success.

The researcher designed lesson plan herself, it will organized for each cycle. Based on the agreement between the writer

and the teacher that is each cycle consist of two meetings, the writer prepared 4 lesson plans to conduct the teaching activity. The lesson plan mentions any instruction regarding procedures of teaching, media, and resources.

After finish to prepare lesson plan, the researcher prepared the instruments to collect the data during the implementation of CAR. The researcher prepared some instruments such as the interview guidelines, questionnaire, observation note, and test for each cycle including pre-test and post-test. Then, the researcher set the criterion of action success. Based on discussion between the researcher and the English teacher, the criteria of action success whether the method can be used to solve students' problem. It can be seen from the students' achievement score, there is 70% of students get assessment score less than 75 based on the KKM in the second post-test of second cycle.

2. Acting Phase.

In this phase, writer and English teacher are collaborating to overcome the solution finding. The researcher uses the determined strategy while the teacher observes the condition of teaching learning activity. Arikunto assumed that the acting phase should be implemented at least two cycles continuously; and at the time period for each cycle depends on the material needs that existed in the semester or formula program designed by teacher.

Related to the statement above, the writer and English teacher agreed that the action would be implemented in two cycles.

3. Observing Phase

The third phase of CAR is observation. In this phase, the writer gathers data which she had analyze to decide whether the solution was successful or not. In observing the implementation, there were some consideration aspect such as instrument and technique of collecting data and validity of data.

4. Reflecting Phase

In the last phase, the writer and English teacher discussed about the implementation and data which they gathered. If problem is unfinished in the first cycle or still might have found some problems, so they should plan again a second cycle with the same concept as the first one; re-planning, re-acting, re-observing. Hence, all data should be analyze by the writer.

F. Data Collecting Technique

For this research, there are four techniques which use by the researcher to collect the data such as observation, interview, questioner, test and documentation. They are explain as follow :

1. Observation

An observation is done to monitor and record the data of the students' performance during the teaching and learning processes. The data is taken based on the students' participation during teaching

and learning activity according to lesson plan. The information obtained from these observation checklists is used as a basis to determine the planning for the following cycle. In this case, the writer carried out two sessions of the observation, they are; in preliminary and during the CAR.

2. Interview

In this research, the writer had interviewed the teacher. It is to know about the students' difficulties in reading skill, to know the real condition in applying Contextual Teaching and Learning methods and how far the method can motivate the students in improving students' reading comprehension of descriptive text. This interview will conduct before and after implementation of CAR.

3. Questionnaire

Another way to get the data, the writer also carried out the questioner in two sessions, before and after implementation of CAR. The writer used yes/no responses as the design of the questioner. The writer wants to know students response and experience about the ideas of Contextual Teaching and Learning. Each questionnaire consist of ten questions which cover 3 categories, they are; students feeling toward understanding the reading descriptive text, the implementation of the method and the effect of Contextual Teaching and Learning to knowledge improvement and reading skill.

4. Test

The test used in this study is pre-test and post-test. The pre-test is done before implementing the contextual teaching and learning. It is to measure students' reading comprehension at first. And the post-test is implemented after using contextual teaching and learning. In this study, the test is done in form of multiple choices. The test is held on the second action of each other.

5. Documentation

Cohen state that Documentation or document is data collecting technique which useful in rendering more visible the phenomena under story for instance field note, diary, and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.²⁵ The researcher use the documentation to obtain the data about the school profile such as history of the school, the number of teacher, and staff officer and students at MTS Muhammadiyah Metro, Organization structure, and location sketch. Besides, the documentation use the form of photograph to visualizing the classroom activity.

G. Data Analysis Technique

After setting the data from the result of pre test and post test the researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not

²⁵Louis Cohen, et.al, *Research Method in Education* (New york: Routledge, 2007), P. 201

for the students reading comprehension use contextual teaching and learning method after the students is give treatment. In this research, the researcher use very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyze the data and relate the result of the treatment. To find the average score, the data is analyze by using:²⁶

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

Note:

\bar{x} = Mean (Average score)

\sum = Sum of

X = Raw score

N = Total of Students

Furthermore, to know the result the researcher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

Then, the researcher using observation to know the students activities and involvement on noun through pictures during teaching learning process.

²⁶ Donald Ary, *et.al*, *Introduction to research*, p.108.

H. The Indicator of Success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion that has been determined, and fail if it cannot exceed the criteria that has been determined. In this study, the research will succeed when there is 80% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two or they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must fulfill considering english subject is 75 which is adapted from the school agreement (MTs Muhammadiyah Metro). If the criterion of the action success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criteria has not been achieved yet, the alternative action would be done in the next cycle.

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research

1. Description of Research Setting

a. The History and The Profil of MTs Muhammadiyah Metro

MTs Muhammadiyah Metro is the integration of the 6th PGA Muhammadiyah, which was established on 1 August 1956. With Number SK 660/1105 / LP.56 / 1977. Then in 1956, the existence of the 6th Muhammadiyah PGA changed to Muhammadiyah MTs registered with NSM: 21218020613 which was approved by the Ministry of Religion with No SK: D / WH / MTS / 323/2001 then on November 21, 2001 MTs Muhammadiyah Metro received an equalized certificate by the Department of Religion of Lampung Province with NSM: 212 / 80206,212.

Since the establishment of MTs Muhammadiyah Metro until now it has experienced five times the success of the principal's leadership, among others:

- a) Mr. M. Sidiq, BA
- b) Mr. Retno Anwar
- c) Mr. Surahyu, S.Ag
- d) Mr. Sugiman, BA
- e) Mr. Sukardi, Sos.I
- f) Mr. Andi Kurniawan, S.pd

g) Mrs. Dra. Rahmah Mustikawati

h) Mr. Busro, S.Ag

The 4th Head of the Muhammadiyah Metro MTs, Mr. Sugiman, BA served until 2003, after Mr. Sugiman retired his position was replaced by Mr. Sukardi, Sos. I until 2012. After that the term of office of MTs Muhammadiyah Metro was headed by Mr. Andi Kurniawan, S.Pd, then headed by Mrs. Dra. Rahmah Mustikawati, then after Ibu Rahmah Mustikawati retired was replaced by Mr Busro, S.Ag until now.

b. Visions and Missions of MTs Muhammadiyah Metro

1) Visions

- God-fearing, educated, and virtuous.

Indicators:

- Excellent in belief and God-fearing.
- Excellent in knowledge and technology mastery.
- Excellent in attainment of final examination score.
- Being able to competence in the selection of new students in college.
- Active in teen science work activity.
- Perceptive.
- Excellent in sport performance.

2) Missions

- Molding the students who have fearing against God.

- Greeting the innovative, fun and creative learning activity.
- Molding the students who have knowledge and skill.
- Preparing for the students to go on to the next education level.
- Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

c. The Condition of The Teacher and Official of MTs Muhammadiyah Metro

The number of teachers and official employers in MTs Muhammadiyah Metro in academic year 2018/2019 can be identified as follow:

Table 4.1
The Condition of Teacher and Official Employees in MTs Muhammadiyah Metro

No.	NAME	POSITION
1.	Busro, S.Ag	Headmaster
2.	Andi Kurniawan, S.Pd	Curriculum Representative
3.	Saifudin, S.Pd	Students Representative
4.	Drs. Sahriza	Public Relations
5.	Sukardi, S.Sos.I	Islamic Teacher
6.	Dra. Rahmah Mustikawati	Social Teacher
7.	Eko Sumanto, Kom.I	Counseling
8.	Sri Hartati, Pg SLTP	Science Teacher
9.	Holman	Indonesian Teacher
10.	Isamudin, M.Pd	Mathematics Teacher
11.	Andi Kurniawan, S.p	Social Teacher
12.	Maharani Pratama, S.Pd	PKN Teacher
13.	Muniroh, S.Pd.I	Art Teacher
14.	Rahmayani, S.Pd.I	Fiqh Teacher
15.	Farida Trisati, S.Pd	Science Teacher
16.	Arief Permana, S.Pd	English Teacher
17.	Hanif Yulianto, SE	Spot Teacher
18.	Saifudin, S.Pd	Islamic Teacher
19.	Dwi Yanti, S.Pd	Akhlak Teacher

20.	Arfi Adi Sukmawan, S.Pd	English Teacher
21.	Badar Aziz, S.Kom	Lampung Teacher
22.	Eva Oktavian Hasan, SE	Social Teacher
23.	Parmiati, S.Pd	Arabic Teacher
24.	Heri Polsen, S.Pd	Indonesian Teacher
25.	Fatimah, S.Pd	Librarian
26.	Arif Mubarak, S.E	Official Employees
27.	Jumakir	Official Employees
28.	Dra. Rantiyem	Official Employees
29.	Hasanuddin, S.Pd	Official Employees
30.	Ismu Handayani	Official Employees
31.	Sukanto, S.Pd	Official Employees
32.	Yuyun Puspitasai	Official Employees
33.	Herni Sartika	Official Employees
34.	Otto Sumantri	Official Employees
35.	Sukanto	Security Guard
36.	Riwayatno	Cleaning Person
37.	Uut Riyanti	Medic Employees
38.	Marjito	Laboratory Employees
39.	Khozim	Cleaning Person
40.	Otong Wijaya	Night Security Guard
41.	Ana Maulana	Night Security Guard
42.	Sindi Egawardani	Official Employees
43.	Eko Yuliawan	Security Guard

Source: Documentation of MTs Muhammadiyah Metro in academic year 2018/2019

d. Students Quantity of MTs Muhammadiyah Metro

The students' quantities of MTs Muhammadiyah Metro in academic year 2018/2019 are 173 students that can be identified as follow:

Table 4.2

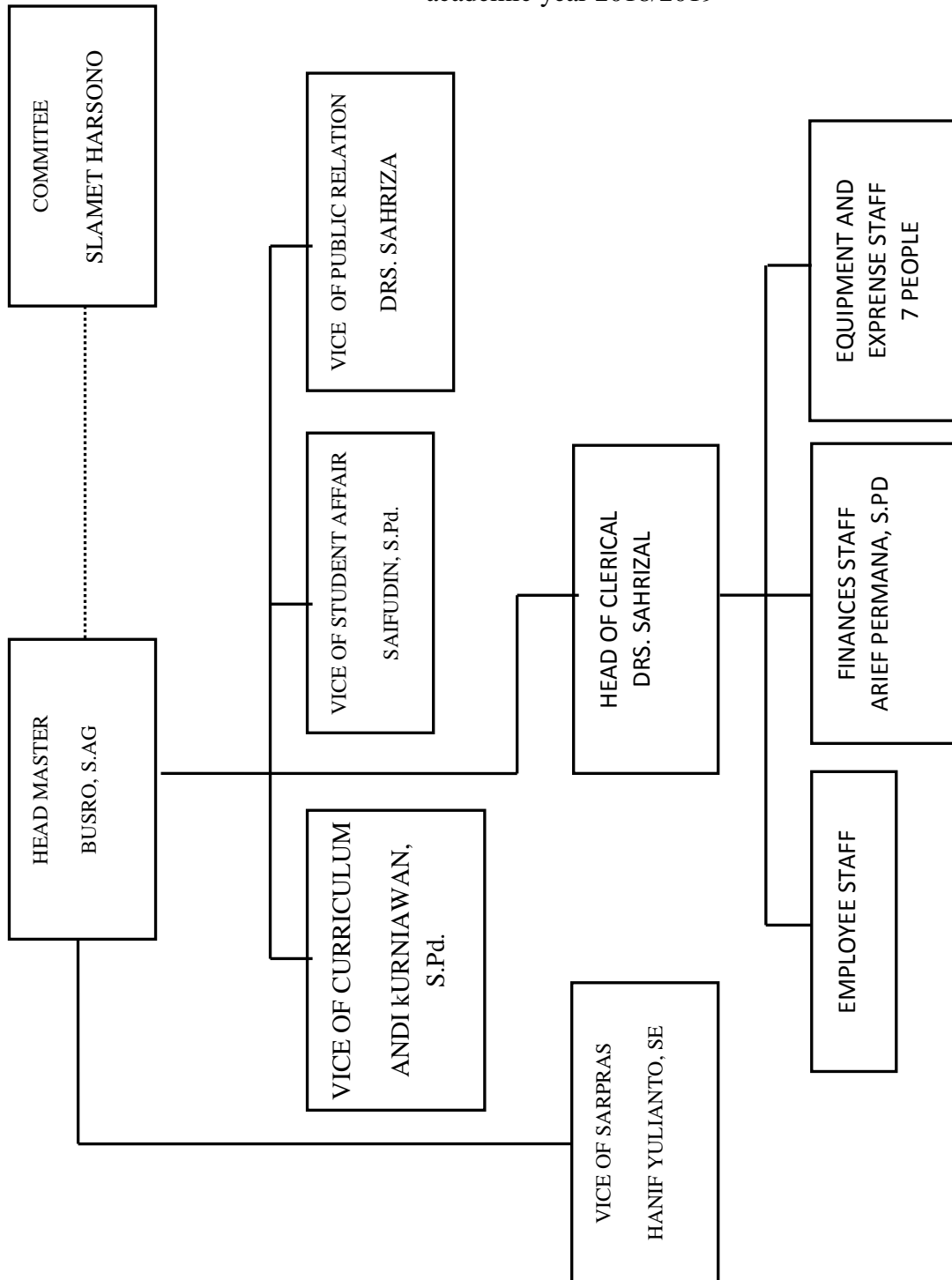
The Students' Quantity of MTs Muhammadiyah Metro in
Academic Year 2018/2019

NO	CLASS	TOTAL
1.	Class VII	66
2.	Class VIII	51
3.	Class X	56
TOTAL		173

e. Organization Structure of MTs Muhammadiyah Metro

Figure 4.1

The organization structure of MTs Muhammadiyah Metro in academic year 2018/2019

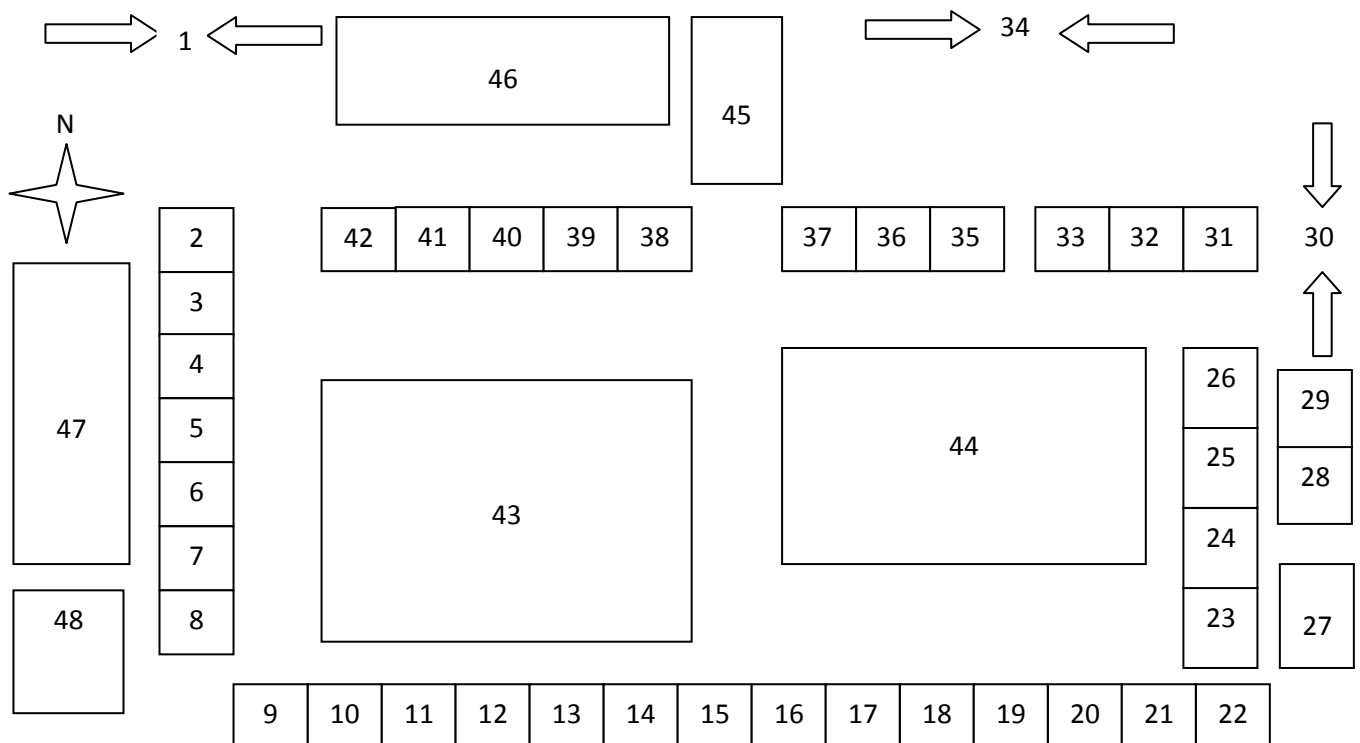


f. The Location's Sketch of MTs Muhammadiyah Metro

The location sketch of MTs Muhammadiyah Metro as follow:

Appendix

The location's sketch of MTs Muhammadiyah Metro



Note:

- | | |
|---------------------|--------------------|
| 1 : Gate | 30-33 : Gate |
| 2 : Computer room | 43 : Teachers room |
| 3 : Clerical room | 44 : Fish pond |
| 4 : Guest room | 45 : Toilet |
| 5 : Headmaster room | 46 : Canteen |
| 6 : WAKA room | 47 : Auditorium |
| 7 : Counseling room | 48 : Mosque |
| 8 : Chemistry lab | |
| 9 : Library | |
| 27 : OSIS room | |
| 28 : Language lab | |
| 29 : Biology lab | |

2. Description of Research Result's Data

This research was classroom action research, and it was conducted at the Eight grade of MTs Muhammadiyah Metro in the academic years of 2018/2019. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of reading descriptive text was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

a. Result of Students' Pre-Test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on October, Friday, 5th, 2018 at 08.00-10.00 a.m and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

Firstly, the collabolator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collabolator gave the explanation to the students about descriptive text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used multiple choice test which consisted of 20 questions which had to be

completed for 30 minutes. Then, the result of pre-test can be seen on the table below :

Table 4.3
The Result of Pre-Test Score of Reading Descriptive Text

No	Students Number	L/P	Pre-test
1	S1	P	65
2	S2	L	45
3	S3	P	65
4	S4	P	55
5	S5	P	65
6	S6	P	50
7	S7	P	65
8	S8	L	55
9	S9	L	70
10	S10	P	55
11	S11	P	70
12	S12	P	70
13	S13	P	55
14	S14	P	60
15	S15	P	75*
16	S16	L	70
17	S17	P	60
18	S18	L	75*

19	S19	P	75*
20	S20	P	60
21	S21	P	80*
22	S22	L	55
23	S23	P	60
24	S24	L	80*
25	S25	P	80*
The Result Mean			1615
		$\bar{x} = \frac{\sum x}{N}$	y = 64,6

**The student who passed the KKM (75)*

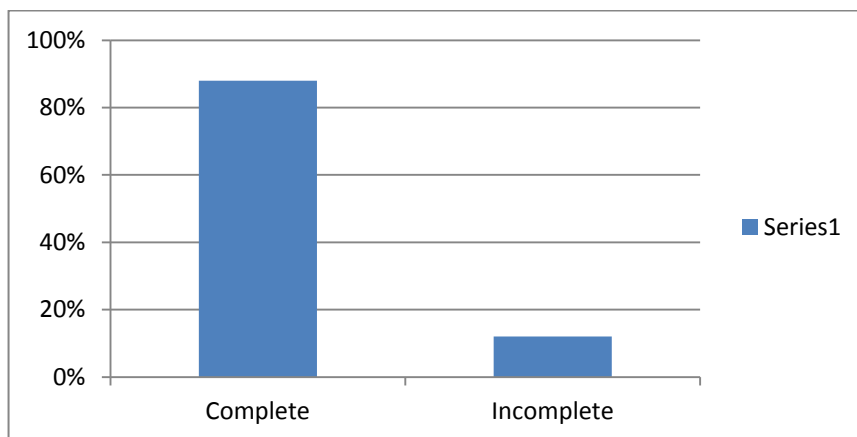
Based on the table above, it can be seen that the average of students' core in pre-test is 64,6. It shows that most of students have incomplete in achieving the minimum mastery criteria (75). Therefore, only 6 students complete in this test.

Table 4.4
Percentage of Students Reading Descriptive Text in Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 75	6	24%	Complete
≤ 75	19	76%	Incomplete
Total	25	100%	

Then the graph of percentage students' descriptive text in pre-test score could be seen as follow:

Graph 1
Percentage of Students Reading Descriptive Text Pre-Test



Based on the result of students' descriptive text pre-test score, it could be inferred that there was only 24% or 6 students for the score among the interval of ≥ 75 who Complete the Minimum Standart Criteria (MSC) at least 75 while 76% or 19 students for the score among the interval of ≤ 75 did not pass the Minimum Standart Criteria (MSC) of less than 75. It indicated that the result of students descriptive text was still low. It was the reason why the researcher used Contextual Teaching and Learning Method to increase the students reading skill in descriptive text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Result of Students' Cycle I

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name, list of the students' activities and list of teacher activities that will be observed during teaching learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. Here the following are steps in teaching reading of descriptive text through Contextual teaching and Learning Method.

d.) Preliminary activities

- Ask students related to their condition.

e.) Presentation

- Explain about the concept of reading descriptive text.
- Divide students into group of four.
- Give each group a jumble paragraph, then arrange into good passage.

- Ask the group to analyze the schematic structures and find the linguistic features of descriptive text.
 - Ask the group to their task in front of another group.
- f.) Closing
- Give the students' an evaluation. It is necessary to check their comprehension of descriptive text. Give a conclusion about the material they have learned.

The schedule of action in this cycle is as follows:

Table 4.5
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Wednesday, June 12 th 2019	10.30 – 12.00 a.m
2 nd	Friday, June 14 th 2019	08.00 – 10.00 a.m

a) First Meeting

The first meeting was conduct Wednesday, June 12th 2019 and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Arief Permana, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question,

for example “what do you know about descriptive text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about definition, generic structure, and social function of descriptive text.

Afterwards, the researcher explained about contextual teaching and learning method and how to use it in descriptive text. After 2 x 45 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be discussed deeply in the next meeting.

b) Second Meeting

The second meeting was conducted on Friday, June 14th 2019 at 08.00-10.00 a.m. This meeting used to did the post-test I, for 2x45 minutes after the students were given the action. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text and how to create it by using contextual teaching and learning method. Then, at the end of this meeting the researcher gave the post-test in cycle 1. The students had to create a descriptive text based on the themes given in 40 minutes. The students did it seriously. It seemed that the

students' score will be improved. The score of post-test in cycle 1 can be seen on the table below:

Table 4.6
The Result of Post-Test I Score in Reading Descriptive Text

No	Students Number	L/P	Post-Test I
1	S1	P	70
2	S2	L	55
3	S3	P	75*
4	S4	P	65
5	S5	P	80*
6	S6	P	60
7	S7	P	75*
8	S8	L	65
9	S9	L	80*
10	S10	P	60
11	S11	P	75*
12	S12	P	75*
13	S13	P	65
14	S14	P	65
15	S15	P	80*
16	S16	L	75*
17	S17	P	65
18	S18	L	80*
19	S19	P	75*
20	S20	P	65
21	S21	P	80*
22	S22	L	60
23	S23	P	65
24	S24	L	80*
25	S25	P	85*
	The Result Mean P e	$\bar{x} = \frac{\sum x}{N}$	1775 y = 71

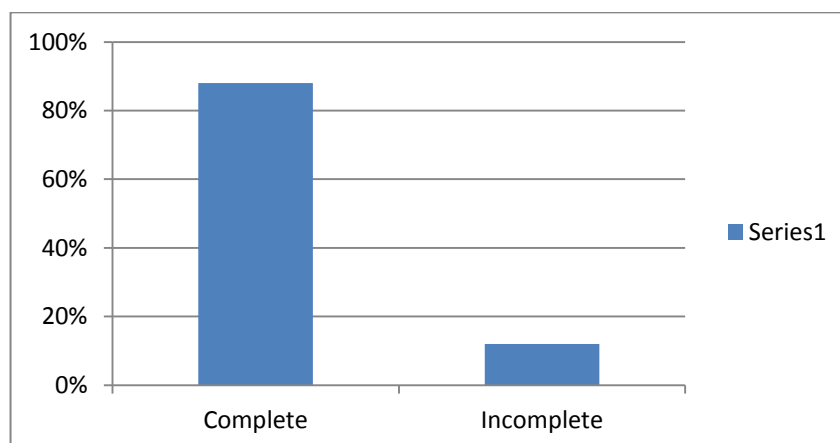
**Percentage of Students Reading Descriptive Text Post-Test I
in Cycle I**

Interval	Frequency	Percentage	Explanation
≥ 75	13	52%	Complete
≤ 75	12	48%	Incomplete
Total	25	100%	

Then, the graph of percentage students reading descriptive text post-test I score could be seen as follow:

Graph 2

**Percentage of Students Reading Descriptive Text
Post-Test I in Cycle I**



Based on the result of students' reading descriptive text post-test I score, it could be conclude that there was 52,% or 13 students for the score among the interval ≥ 75 Complete the Minimum Mastery Criterion (MMC) at least while 48% or 12 students for the score among the interval of ≤ 75 did not Complete the Minimum Mastery Criterion (MMC) or less than 75. In addition, the average score of post-test I was

71. It indicated that the result of students descriptive text was increase that the pre-test score was 64,6 but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Mastery Criterion (MMC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

3) Observing

In observation of the research, the researcher used two observation in cycle I to find information of teacher's and the students' activity in reading descriptive text. The collaborator observed the teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's cooperative with their friend and the students able do the task. The result of the students' learning activities could be seen as follow:

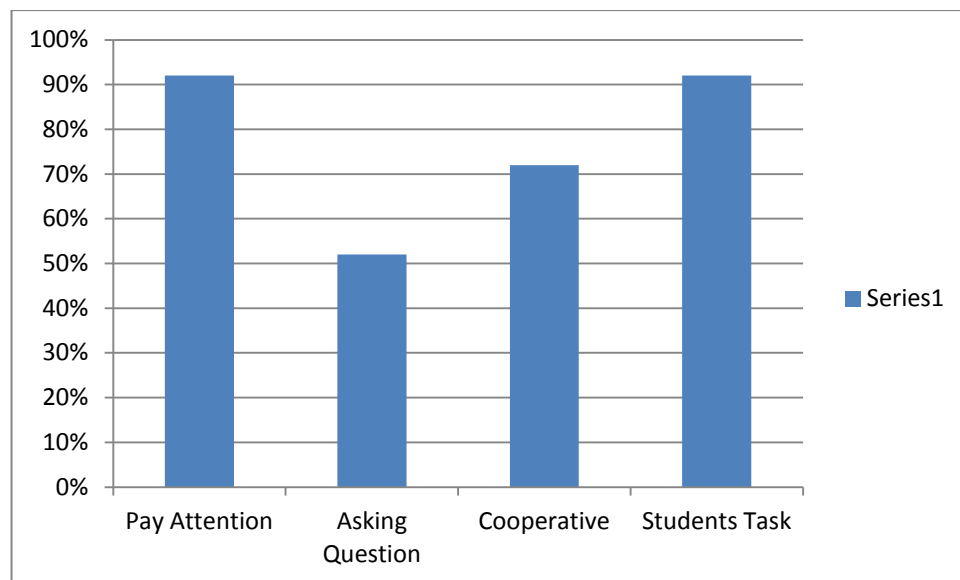
Table 4.8
The Observation of the Students' Activities in Cycle I

No.	Activity					Total
	Students Name	Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students' cooperative with their friends	The students able do the task	
1.	S1	√		√		2
2.	S2			√		1
3.	S3	√		√		2
4.	S4		√		√	2
5.	S5	√			√	2

6.	S6		√			1
7.	S7			√		1
8.	S8	√				1
9.	S9			√		1
10.	S10	√				1
11.	S11			√	√	2
12.	S12	√				1
13.	S13		√		√	2
14.	S14			√		1
15.	S15		√			1
16.	S16	√			√	2
17.	S17	√	√			2
18.	S18	√				1
19.	S19	√			√	2
20.	S20			√	√	2
21.	S21	√		√		2
22.	S22		√		√	1
23.	S23	√	√		√	3
24.	S24	√			√	2
25.	S25				√	1
	Total	13	7	9	11	39
	Percentage (%)	52%	28%	36%	44%	156%

Then the graph of students' activities percentage in cycle I as follow:

Graph 3
Percentage of Students Activities in Cycle I



The table shown that not all the students' active in learning process. There were 18 students' (52%) who gave attention to the teacher's explanation, 7 students (8%) who understood the material, 9 students (36%) who cooperative with their friends and 11 students (44%) were able to do the task.

Based on result above, it could be inferred that the learning process of Cycle I was not successfully because there are not got percentage more than 60%.

4) Reflection

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criterion (MMC) of the research yet. At the end

of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 4.9
The Comparison between Pre-Test and Post-Test I
Score in Cycle I

NO	Students Code	Pre-test Score	Post-test I Score	Increasing Score	Note
1	S1	65	70	5	Increase
2	S2	45	55	10	Increase
3	S3	65	75*	10	Increase
4	S4	55	65	10	Increase
5	S5	65	80*	15	Increase
6	S6	50	60	10	Increase
7	S7	65	75*	10	Increase
8	S8	55	65	10	Increase
9	S9	70	80*	10	Increase
10	S10	55	60	5	Increase
11	S11	70	75*	5	Increase
12	S12	70	75*	5	Increase
13	S13	55	65	10	Increase
14	S14	60	65	5	Increase
15	S15	75*	80*	5	Increase

16	S16	70	75*	5	Increase
17	S17	60	65	5	Increase
18	S18	75*	80*	5	Increase
19	S19	75*	75*	0	Stable
20	S20	60	65	5	Increase
21	S21	80*	80*	0	Stable
22	S22	55	60	5	Increase
23	S23	60	65	5	Increase
24	S24	80*	80*	0	Stable
25	S25	80*	85*	5	Increase
Total		1615	1775	150	
Average		64,4	71	6	
High Score		80	85		
Low Score		45	55		

Table 4.10
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	6	13	Complete
≤ 75	19	12	Incomplete
Total	25	25	

Based on the table and the graphic above, in pre-test it could be seen that total from 25 students, it could be concluded that 24% or 6 students among the interval ≥ 75 students, they completed the minimum standard criteria. Then, the students who were incomplete the minimum standard criteria were 76% or 19 students

among the interval ≤ 75 . In post-test I, it could be concluded that 52% or 13 students among the interval ≥ 75 students, they completed the minimum standard criteria. Then, who were incomplete the minimum standard criteria were 48% or 12 students among interval ≤ 75 . Average score of pre-test was 64,6 and average score of post-test I was 71 and the mean improvement score was 6,6 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 80% of the total students must complete the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Result of Students' Cycle II

In order to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not

successful. In this phase cycle II had four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1) Planning

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would prepare the lesson plan, material and media that would be used in teaching learning process. The researcher made an observation sheet that consists of list of students' name, list of the students' activities and list of teacher's activities that will be observed during the teaching learning process.

2) Acting

The following steps in teaching reading of descriptive text through Contextual teaching and Learning Method.

a. Preliminary activities

- Ask students related to their condition.

b. Presentation

- Explain about the concept of reading descriptive text.
- Divide students into group of four.
- Give each group a jumble paragraph, then arrange into good passage.
- Ask the group to analyze the schematic structures and find the linguistic features of descriptive text.

- Ask the group to their task in front of another group.

c. Closing

- Give the students' an evaluation. It is necessary to check their comprehension of descriptive text.
- Give a conclusion about the material they have learned.

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 4.11

The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Wednesday, June 19 th 2019	10.30 – 12.00 a.m
2 nd	Friday, June 21 th 2019	08.00 – 10.00 a.m

a) First Meeting

The first meeting was held on Wednesday, June 19th 2019 at 10.30-12.00 am and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mr. Arief Permana, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher as a teacher explained the material about descriptive text to the students. The teacher asked the students

to explain again about the material that had been explained by the teacher. Moreover, the teacher gave an example of creating a descriptive text by contextual teaching and learning method.

The researcher asked the students about the material to know the students comprehension. In this meeting, the condition of the class was effective. Most of students paid attention to the teacher's explanation. To strengthen their result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Friday, June 21th 2019 at 08.00-10.00 a.m, this meeting is used to do the post-test II in cycle II, for 2x45. In this meeting, most of the students could answer well. Then, the result of post-test II could be seen as follow:

Table 4.12
The Result of Post-Test II Score in Reading Descriptive Text

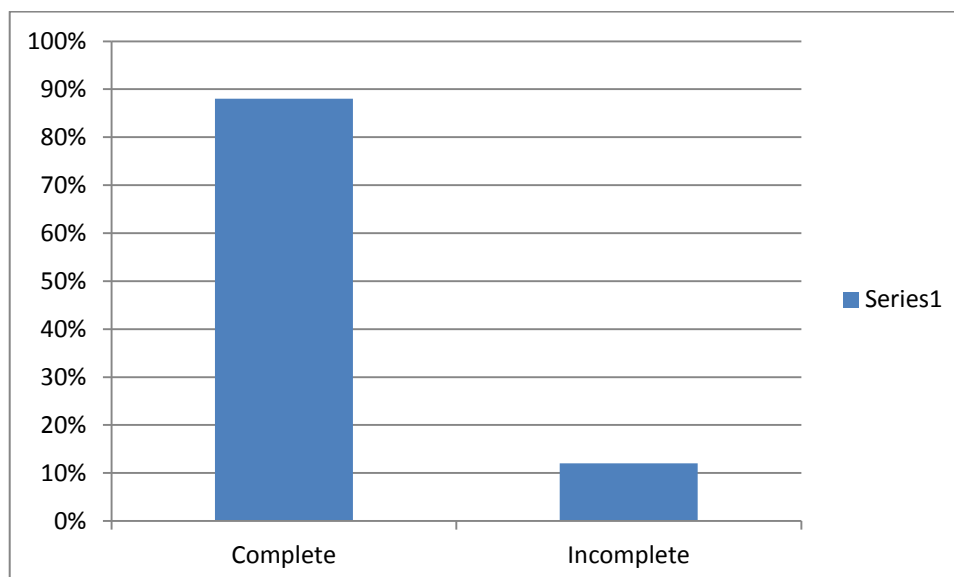
No	Students Number	L/P	Post-Test I
1	S1	P	75*
2	S2	L	65
3	S3	P	75*
4	S4	P	80*
5	S5	P	80*
6	S6	P	65
7	S7	P	85*
8	S8	L	75*
9	S9	L	80*
10	S10	P	75*
11	S11	P	80*
12	S12	P	85*
13	S13	P	75*
14	S14	P	80*
15	S15	P	85*
16	S16	L	85*
17	S17	P	75*
18	S18	L	85*
19	S19	P	80*
20	S20	P	75*
21	S21	P	90*
22	S22	L	65
23	S23	P	75*
24	S24	L	85*
25	S25	P	90*
	The Result Mean	$\bar{x} = \frac{\sum x}{N}$	1965 y = 78,6

Percentage of Students' Reading Descriptive Text Post-Test II
In Cycle II

Interval	Frequency	Percentage	Explanation
≥ 75	22	88%	Complete
< 75	3	12%	Incomplete
Total	25	100%	

Then, the graph of percentage students reading descriptive text post-test II score could be seen as follow:

Graph 5
Percentage of Students Reading Descriptive Text
Post-Test II Score in Cycle II



Based on the result of students' descriptive text in post-test II, it can be inferred that there was 88% or 22 students for the score among the interval of ≥ 75 who complete the Minimum Mastery Criterion (MMC) at least 75, while 12% or 5 students for the score among the interval ≤ 75 who incomplete the Minimum Mastery Criterion (MMC) at least 75.

Based on the explanation above, it could be inferred that indicator of success was achieved. That is 80% from the students got score at least 75 for the minimum standard criteria and the cycle II was successful.

3) Observing

In observation of the research, the researcher used two observation in cycle II to find information of teacher's and the students' activity in reading descriptive text. The collaborator observed the

teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's cooperative with their friend and the students able do the task.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 4.14
The Observation of the Students' Activities in Cycle II

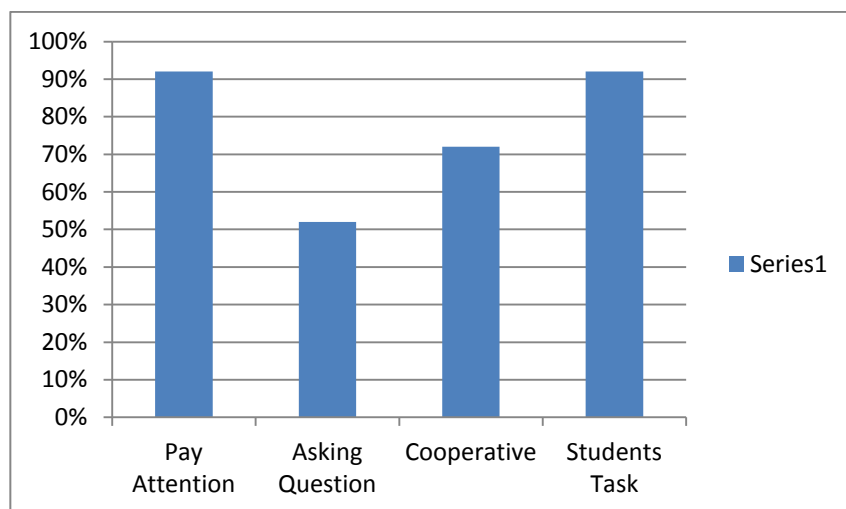
No.	Activity					Total
	Students Name	Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students' cooperative with their friends	The students able do the task	
1.	S1	√	√	√	√	4
2.	S2	√		√	√	3
3.	S3	√		√	√	3
4.	S4	√	√	√	√	4
5.	S5	√	√	√	√	4
6.	S6	√	√	√	√	4
7.	S7			√		1
8.	S8	√			√	2
9.	S9	√		√	√	3
10.	S10			√		1
11.	S11	√	√	√	√	4
12.	S12	√			√	2
13.	S13	√	√	√	√	4

14.	S14	√		√	√	3
15.	S15	√	√		√	3
16.	S16	√		√	√	3
17.	S17	√	√		√	3
18.	S18	√		√	√	3
19.	S19	√		√	√	3
20.	S20	√	√	√	√	4
21.	S21	√		√	√	3
22.	S22	√	√		√	3
23.	S23	√	√	√	√	4
24.	S24	√	√		√	3
25.	S25	√			√	2
	Total	23	13	18	23	73
	Percentage (%)	92%	52%	72%	92%	292%

Then the graph of students' activities percentage in cycle II as follow:

Graph 6

Percentage of Students Activities in Cycle I



From the data above, it could be seen that students' activities better than before. The students more respect and active in class. They more enjoyed to study reading descriptive text and motivated to study hard.

4) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students' post-test I score and post-test II score could be compared on the following table:

Table 4.15
The Comparison between Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

NO	Students Code	Post-test I Score	Post-test II Score	Increasing Score	Note
1	S1	70	75*	5	Increase
2	S2	55	65	10	Increase
3	S3	75*	75*	0	Stable
4	S4	65	80*	15	Increase
5	S5	80*	80*	0	Stable
6	S6	60	65	5	Increase
7	S7	75*	85*	10	Increase
8	S8	65	75*	5	Increase
9	S9	80*	80*	0	Stable
10	S10	60	75*	15	Increase

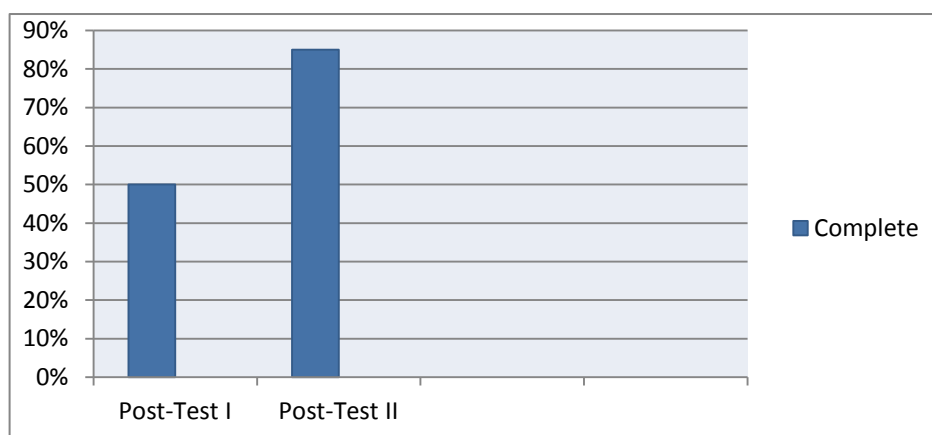
11	S11	75*	80*	5	Increase
12	S12	75*	85*	10	Increase
13	S13	65	75*	10	Increase
14	S14	65	80*	15	Increase
15	S15	80*	85*	5	Increase
16	S16	75*	85*	10	Increase
17	S17	65	75*	10	Increase
18	S18	80*	85*	5	Increase
19	S19	75*	80*	5	Increase
20	S20	65	75*	10	Increase
21	S21	80*	90*	10	Increase
22	S22	60	65	5	Increase
23	S23	65	75*	10	Increase
24	S24	80*	85*	5	Increase
25	S25	85*	90*	5	Increase
Total		1775	1965	185	
Average		71	78,6	7,4	
High Score		85	90		
Low Score		55	65		

Table 4.16
The Comparison of Students' Post-Test I and Post-Test II Score in Cycle II

Interval	Post-Test I	Percentage	Post-Test II	Percentage	Explanation
≥ 75	13	52%	22	88%	Complete
≤ 75	12	48%	3	12%	Incomplete
Total	25		25		

Then, the graph of comparison students' descriptive text post-test I and post-test II score in cycle II could be seen as follow:

Graph 7
The Comparison of Students Reading Descriptive Text
Post-Test I Score and Post-Test II Score in Cycle II



From the table above, it could be seen that the score of the students in post-test II was various because there was improving from average score in post-test I 71 became in post-test II 78,6.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and

the product of learning entirely completed the indicators of success and it means that Contextual Teaching and Learning Method could increase the students' reading skill in descriptive text.

B. Discussion

1. The Result of Pre-Test

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 90 minutes. It was done on Friday, October 5th 2018. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 6 the students average were 64,6 , it showed that most of the students had not completed yet in achieving the Minimum Mastery Criterion at least 75. In this phase, only 6 students of 25 students completed the the Minimum Mastery Criterion.

2. The Result of Cycle I

After did the pre-test, the researcher gave the treatment to the students in cycle I on Wednesday, June 12th 2019. The treatment was conducted by teaching the students how to make a descriptive text using Contextual teaching and Learning Method. Furthermore, the researcher gave the post-test in the next meeting on and the post-test was named post-test I. This research had done on Friday, June 14th 2019.

From the result of post-test, we know that there were 13 students (52%) students complete the post-test I. the lowest score was 55, the highest score was 85, and the average score was 71.

Based on the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 64,6 and post-test 71. Although there was improving of students' achievement, cycle I was not successfully yet because only 13 students (52%) who completed in post-test I. It means that in the cycle I, the students' achievement could enough but it was not successful because the indicator of success was not reached yet.

3. The Result of Cycle II

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 52% of students who completed the Minimum Mastery Criterion. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in from of essay which completed for 90 minutes. It was done on Friday, June 21th, 2019. Based on the table 16, the students' average were 78,6. It showed that most of the students have achieving the Minimum Mastery Criterion (MMC) at least 75. In this phase, 22 students of 35 students of 88% students completed of the Minimum Mastery Criterion and the research was successful.

4. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 4.17
The Comparison of Reading Descriptive Text of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	65	70	75*
2.	45	55	65
3.	65	75*	75*
4.	55	65	80*
5.	65	80*	80*
6.	50	60	65
7.	65	75*	85*
8.	55	65	75*
9.	70	80*	80*
10.	55	60	75*
11.	70	75*	80*
12.	70	75*	85*
13.	55	65	75*
14.	60	65	80*
15.	75*	80*	85*
16.	70	75*	85*
17.	60	65	75*
18.	75*	80*	85*
19.	75*	75*	80*
20.	60	65	75*
21.	80*	80*	90*
22.	55	60	65
23.	60	65	75*

24.	80*	80*	85*
25.	80*	85*	90*
Total	1615	1775	1965
Average	64,6	71	78,6
Complete	6	13	22

Table 4.18
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 75	6	13	22	Complete
≤ 75	19	12	3	Incomplete
Total	25	25	25	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

Based on the graph above, it could be inferred that contextual teaching and learning method could improve the students' reading skill in descriptive text. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.19
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	13	52%	23	92%	40%
2	The students' ask/answer question	7	28%	13	52%	24%
3	The students' cooperative with their friend	9	36%	18	72%	36%
4	The students able do the task	11	44%	23	92%	48%

Based on the data had gotten, it can be explained as follow:

a) The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 52% and in cycle II 92%, it improved 40%.

b) The students ask/answer question from the teacher

The students who ask/answered question to the teacher were improve from the first meeting to next meeting. It showed when the teacher gave the question to the students. They were brave to answer although not all the question could be answered well. For this activity was improved 24%, from cycle I 28% and cycle II 52%.

c) The students able do the task

The students who had done the task were improved. It could be seen on the cycle I 36% and cycle II 72%, it increased 36%.

d) The students cooperative with their friends

The students cooperative with their friends in class were improved. It could be seen on the cycle I 44% and cycle II 92%, it improved 48%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Contextual Teaching and Learning Method was applied in learning process from cycle I up to cycle II..

From the table 4.17, we could be seen that there was an improving on the average score and total of the students who completed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 64,6 and only 6 students or 24% completed the test.

Moreover, in the post-test I and II there was 13 students or 52% students get score ≥ 75 with average 71, 22 students or 88% who completed indicator ≥ 75 with average 78,6. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 80% of students got score 75 was reached.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the using of Contextual Teaching and Learning in reading descriptive, it could be concluded that there was improvement in the students' in reading descriptive text by using Contextual Teaching and Learning at the eighth graders of MTs Muhammadiyah Metro. Therefore, the Contextual Teaching and Learning can be the effective method and it could be used as the alternative way in teaching reading because the method was easy to be implemented and it was the one of interesting method which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to develop their idea so it could improve the students' reading comprehension.

It was supported the improvement of students' average score from pre-test 64.6 to post test 1 71 became 78.6 in post-test 2. In cycle I, there were 13 students completed the test. Moreover, in cycle II there were 22 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 80% students fulfill the KKM. It was clear that Contextual Teaching and Learning Method could be to improve the students' in reading descriptive text.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the Students

The students are suggested to be more active in learning reading in descriptive text by using Contextual Teaching And Learning method.

2. For the Teacher

It is suggested for the English teacher to use Contextual Teaching and Learning as alternative method in the classroom because this method can improve the students' reading descriptive text in the learning process.

Then, the teacher is expected to give motivation for the students in order to be excited in English learning since many students regard that English is difficult subject to learn.

3. For the Headmaster

It is suggested for the headmaster in order to persuade the teacher to use this method because it is effective in teaching the material for the teacher.

4. For the Researcher

It is suggested for the other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or reading as well as involve different subjects and also different text.

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APPENDICES

SILABUS MATA PELAJARAN SEKOLAH MENENGAH
PERTAMA/MADRASAH TSANAWIYAH (SMP/MTs)

TAHUN PELAJARAN 2018 / 2019

MATA PELAJARAN

BAHASA INGGRIS

MTS MUHAMMADIYAH METRO

JL. KH. AHMAD DAHLAN NO.1 METRO PUSAT

B. Kelas : VIII

Alokasi Waktu : 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu:		
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i> , dsb.	Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan yang sedang dipelajari Menanyakan hal-hal yang tidak diketahui atau yang berbeda Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik	Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam

<p>meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dan di luar kelas Melakukan refleksi tentang proses dan hasil belajar</p>
<p>Siswa mampu: 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan</p>	<p>Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . Struktur teks - Memulai - Menanggapi (diharapkan/di</p>	<p>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar Menanyakan hal-hal yang tidak diketahui atau yang</p>
<p>suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>) 4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang</p>	<p>luar dugaan) Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> <i>those, my, their, dsb.</i></p>	<p>berbeda Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-</p>

<p>melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>tindakan tertentu</p> <p>Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p>	<p>Fungsi sosial</p> <p>Menyuruh, melarang, dan menghimbau.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i> 	<p>Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</p>
<p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang</p>	<ul style="list-style-type: none"> - Nomina singular dan plural 	<p>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan</p>

<p>melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>melakukan tindakan-tindakan tertentu</p> <p>Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh,</p>	<p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <p>Struktur teks</p>	<p>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>Mengidentifikasi ungkapan</p>
<p>mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan</p>	<p>yang sedang dipelajari</p> <p>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p>
<p>4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang</p>	<p>- Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i></p>	<p>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang</p>

<p>melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>serupa</p> <ul style="list-style-type: none"> - Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapi - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
	<p>Topik</p> <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p>	

Siswa mampu:

<p>3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting cards</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p>	<p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <p>Struktur Teks</p> <p>Teks <i>greeting cards</i> dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i>
<p>4.5 menyusun teks khusus dalam bentuk <i>greeting</i></p>	<ul style="list-style-type: none"> - Ungkapan khusus yang relevan 	

<p>cards, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>- Gambar, hiasan, komposisi warna</p> <p>UnsurKebahasaan</p> <p>- Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll.</p> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb.yang dapat menumbuhkanperilaku yang termuat di KI</p>	<p>untuk event lain</p> <p>Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</p> <p>Membuat<i>greeting cards</i> terkait hari istimewa yang relevan dengan siswa saat itu.</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>

Siswa mampu:

3.6 menerapkan fungsi sosial,Fungsi sosial struktur teks, dan unsur

- Menyimak dan menirukan guru menanyakan dan

Menyebutkan, mendeskripsikan,

<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p>	<p>membuat inventaris, dan sebagainya.</p> <p>Struktur teks</p> <p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan</p>	<p>menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan</p>
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<p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <p>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</p> <p>Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <p>Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan</p>	<p>Fungsi sosial</p> <p>Menjelaskan, mendeskripsikan</p> <p>Struktur teks</p> <ul style="list-style-type: none"> - Memulai 	<p>Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum</p>

<p>tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p> <p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>. - Adverbia: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Kegiatan/kejadian sehari-hari</p>	<p>yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar</p> <p>Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</p> <p>Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p> <p>Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</p> <p>Mengumpulkan informasi tentang hal-hal yang biasa,</p>
<p>dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</p> <p>Saling menyimak dan bertanya jawab tentang teks masing-masing dengan</p>

		teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya
Siswa mampu:		
3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)	Fungsi sosial Menjelaskan, mendeskripsikan Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbia: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka
4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan	Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku	Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) Membuat teks pendek berdasarkan tampilan visual lainnya Saling menyimak dan bertanya jawab tentang teks

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang termuat di KI</p>	<p>masing-masing dengan teman-temannya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of</p>	<p>Fungsi sosial</p> <p>Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat perbandingan positif, 	<p>Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</p> <p>Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</p> <p>Mendeskripsikan</p>

<p>comparison)</p> <p>4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan</p>	<p>komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></p> <ul style="list-style-type: none"> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> <p>Ucapan, tekanan kata,</p>	<p>perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</p> <p>Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p>
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<p>sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</p> <p>Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur</p>	<p>Fungsi sosial</p> <p>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> 	<p>Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</p> <p>Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</p> <p>Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</p>

<p>kebahasaan <i>simple past tense</i>)</p> <p>4.10 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</p> <p>Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p>		
<p>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di</p>	<p>Fungsi sosial</p> <p>Melaporkan, mengambil teladan, membanggakan</p> <p>Struktur teks</p> <p>Dapat mencakup</p> <ul style="list-style-type: none"> - orientasi 	<p>Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</p> <p>Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</p> <p>Menggunakan bagan untuk</p>

<p>waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> - urutan kejadian/kegiatan - orientasi ulang 	<p>mempelajari alur cerita</p>
<p>4.11 Teks <i>recount</i></p>	<p>Unsur kebahasaan</p>	<p>Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan.</p>
<p>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. 	<p>Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar</p> <p>Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana</p>
<p>4.11.2 menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan</p>	<p>Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>

	yang dapat menumbuhkan perilaku yang termuat di KI	
<p>Siswa mampu:</p> <p>3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12 teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat</p>	<p>Fungsi sosial</p> <p>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <p>Struktur text</p> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<p>Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</p> <p>Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</p> <p>Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah,</p>

<p>dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur</p>	<p><i>those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI</p> <p>Multimedia</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>untuk kemudian ditempel di dinding kelas</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
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<p>teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		
<p>Siswa mampu:</p> <p>3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik</p>	<p>Fungsi sosial</p> <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang

lagu terkait kehidupan remaja SMP/MTs	intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	proses dan hasil belajarnya
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Mengetahui,
Kepala Madrasah

Metro, Juli 2017
Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Cycle 1 of CAR)

I. Identitas

Satuan Pendidikan	: MTS Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Delapan) / Ganjil
Tema	: Indoor Hobies
Aspek/skill	: Reading (Membaca)
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2018/2019

II. Kompetensi Inti

KI-3: Memenerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinyadi sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami

dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

III. Kompetensi Dasar

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

IV. Indikator

1. Menentukan gagasan utama (main idea) dalam teks descriptive
2. Menentukan gagasan pendukung (supporting detail) teks descriptive
3. Menemukan informasi spesifik (Scanning) dalam teks descriptive
4. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
5. Berpartisipasi aktif selama proses belajar mengajar berlangsung

V. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menentukan gagasan utama (main idea) dalam teks descriptive
2. Menentukan gagasan pendukung (supporting detail) teks descriptive
3. Menemukan informasi spesifik (Scanning) dalam teks descriptive
4. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
5. Berpartisipasi aktif selama proses belajar mengajar berlangsung

VI. Materi Pokok dan Uraian Materi

- Social function of descriptive text is to describe a particular person, place or thing.
- Generic structures of descriptive text are: identification; identifies phenomenon to be described, and description; describe parts, qualities, characteristics.
- Linguistic features of descriptive text are: focus on specific participants, use simple present tense and adjectives to describing.
- Example of descriptive text (Instrument)

Identification

Well, friends. I would like to tell you about my interesting hobby. I like reading very much. To do this hobby need the patience.

Description

Reading is a good hobby. It is a good activity. By reading we can improve our knowledge and get more information. Even we get amusement just by reading too. Novels, short stories, comics or funny stories make me happy.

Reading is an easy activity. We can do it anywhere and anytime. When we don't have any duties to do in our spare time, we can spend it by reading. Become reading your hobby now.

There are many kinds of reading materials we choose. We can buy them in the bookshop or just borrow them in our school

library and we can exchange our books with the other friends too.

Answer the question based on the text!

Task 1

1. What is main idea of text above?
2. What is the purpose of reading hobby?
3. When you feel sad, what is the book type can you read?
4. When you can do reading?
5. We can do *it* anywhere and anytime. The word “it” refers to?

Task II: *After reading the text above, write down the purpose, the schematic structure and the language features of the text!*

VII. Metode Pembelajaran/Teknik:

Three-phase Technique and Contextual Teaching Learning

VIII. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa
- Tanya jawab berbagai kondisi siswa
- Mengabsen siswa
- Member motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas

b. Kegiatan Inti

- Siswa diminta membaca nyaring descriptive teks continually
- Siswa secara berpasangan menyusun kalimat paragraph rumpang tentang descriptive text.
- Siswa diminta menganalisis paragraph tersebut dan mencari kalimat present tense.

- Guru menjelaskan tentang social function dan linguistic features descriptive text.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran atau reflectional.
- Menanyakan kesulitan siswa selama KBM.
- Menugaskan siswa untuk mencari teks berbentuk descriptive teks di majalah atau internet.

IX. Sumber dan Media Pembelajaran

a. Sumber Belajar

1. Buku paket siswa
2. Silabus SMP
3. Internet

b. Media

1. Laptop dan LCD
2. Jumble Paragraph
3. Paper

X. Penilaian

- a. Teknik : Tes tulis
- b. Bentuk : Tertulis
- c. Instrumen : Terlampir

XI. Pedoman Penilaian

- a. Nilai siswa
$$= \frac{\text{Skor perolehan} \times 100, \text{Max. score: } 100}{\text{Skor siswa}}$$

b. Rubrik penilaian

No	Uraian	Skor
Task I	Jawaban benar	10
	Jawaban tidak tepat	0
Task II	Jawaban benar	50
	Jawaban tidak tepat	20

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(The 2nd Meeting of Cycle 1)

I. Identitas

Satuan Pendidikan	: MTS Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Delapan) / Ganjil
Tema	: Personal Life
Aspek/skill	: Reading (Membaca)
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2018/2019

II. Kompetensi Inti

KI-3: Memenerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinyadi sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami

dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

III. Kompetensi Dasar

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

IV. Indikator

6. Menentukan gagasan utama (main idea) dalam teks descriptive
7. Menentukan gagasan pendukung (supporting detail) teks descriptive
8. Menemukan informasi spesifik (Scanning) dalam teks descriptive
9. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
10. Berpartisipasi aktif selama proses belajar mengajar berlangsung

V. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

6. Menentukan gagasan utama (main idea) dalam teks descriptive
7. Menentukan gagasan pendukung (supporting detail) teks descriptive
8. Menemukan informasi spesifik (Scanning) dalam teks descriptive
9. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
10. Berpartisipasi aktif selama proses belajar mengajar berlangsung

VI. Materi Pokok dan Uraian Materi

Task I

Read the passage below, underline the simple present tense that you found.

Sherly Stephanie

Identification

Sherly Stephanie is her full name, but her friends just call Sherly. She is a clever student in her class. She is a clever because she is diligent. When she has an English test, she always gets nine or ten. She is very happy, if she gets ten. Her mother always gives a reward when she gets ten in the test. Her mother, Mrs. Silvana is very kind and beautiful.

Description

Sherly is very beautiful. Her hair is long straight. She is tall but she is not fat. Her body is also feminine because she always wears skirts and dress everyday. She also joins cheerleaders in her school. She has many friends, because she is very kind.

Answer the question based on the text!

Task II

1. Why Sherly is clever?
2. Who is the name Sherly's mother?
3. What are characteristics of Sherly?

4. Why Sherly has many friends?
5. What is the generic structure of the first and second paragraph?

VII. Metode Pembelajaran/Teknik:

Three-phase Technique and Contextual Teaching Learning

VIII. Langkah-langkah Kegiatan

d. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa
- Tanya jawab berbagai kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang topik yang akan dibahas

e. Kegiatan Inti

- Siswa diminta membaca nyaring deskriptif teks secara terus-menerus
- Siswa secara berpasangan menyusun kalimat paragraf rangkai tentang deskriptif teks.
- Siswa diminta menganalisis paragraf tersebut dan mencari kalimat present tense.
- Guru menjelaskan tentang fungsi sosial dan ciri-ciri deskriptif teks.

f. Kegiatan Penutup

- Menyimpulkan materi pembelajaran atau refleksi.
- Menanyakan kesulitan siswa selama KBM.
- Menugaskan siswa untuk mencari teks berbentuk deskriptif teks di majalah atau internet.

IX. Sumber dan Media Pembelajaran

c. Sumber Belajar

4. Buku paket siswa
5. Silabus SMP
6. Internet

d. Media

4. Laptop dan LCD
5. Jumble Paragraph
6. Paper

X. Penilaian

- d. Teknik : Tes tulis
- e. Bentuk : Tertulis
- f. Instrumen : Terlampir

XI. Pedoman Penilaian

c. Nilai siswa
$$= \frac{\text{Skor perolehan} \times 100}{\text{Skor siswa}}$$
 Max. score: 100

d. Rubrik penilaian

No	Uraian	Skor
Task I	Jawaban benar	50
	Jawaban tidak tepat	20
Task II	Jawaban benar	10
	Jawaban tidak tepat	0

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(The 1st Meeting of Cycle II)

I. Identitas

Satuan Pendidikan	: MTS Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Delapan) / Ganjil
Tema	: Things Around Us
Aspek/skill	: Reading (Membaca)
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2018/2019

II. Kompetensi Inti

KI-3: Memenerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinyadi sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami

dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

III. Kompetensi Dasar

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

IV. Indikator

11. Menentukan gagasan utama (main idea) dalam teks descriptive
12. Menentukan gagasan pendukung (supporting detail) teks descriptive
13. Menemukan informasi spesifik (Scanning) dalam teks descriptive
14. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
15. Berpartisipasi aktif selama proses belajar mengajar berlangsung

V. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

11. Menentukan gagasan utama (main idea) dalam teks descriptive
12. Menentukan gagasan pendukung (supporting detail) teks descriptive
13. Menemukan informasi spesifik (Scanning) dalam teks descriptive
14. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
15. Berpartisipasi aktif selama proses belajar mengajar berlangsung

VI. Materi Pokok dan Uraian Materi

- Social function of descriptive text is to describe a particular person, place or thing.
- Generic structures of descriptive text are: identification; identifies phenomenon to be described, and description; describe parts, qualities, characteristics.
- Linguistic features of descriptive text are: focus on specific participants, use simple present tense and adjectives to describing.
- Example of descriptive text (Instrument)

Task I.

Read the passage below, underline the simple present tense that you found.

Identification

My neighbor, Mr. Andy has a garden of papaya. He likes to plant papayas because the soil in his garden is very fertile for papayas to grow.

Description

A papaya is a nutritious tropical fruit. Immature papaya is green and the ripe one is red or orange. It has edible flesh and leaves. Papaya flesh is rich in vitamin A and C, as well as potassium and calcium. So many people like to plant it in their garden like Mr. Andy does.

Mr. Andy plants this fruit in the back garden. His papayas are very big. They are round and oval. Most grow between 20 to 35 cm long and weigh about 0,5 to 1,5 kg.

Task II

Answer the question below!

1. Who is plant the papaya in his garden?
2. Why he plant the papaya in his garden?
3. What is the content of papaya itself?
4. What is the characteristic of papaya which grow in Mr. Andy's garden?
5. What is the schematic structures of the first, second and third paragraph?

VII. Metode Pembelajaran/Teknik:

Three-phase Technique and Contextual Teaching Learning

VIII. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa
- Tanya jawab berbagai kondisi siswa
- Mengabsen siswa
- Member motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas

b. Kegiatan Inti

- Siswa diminta membaca nyaring descriptive teks continually
- Siswa secara berpasangan menyusun kalimat paragraph rumpang tentang descriptive text.
- Siswa diminta menganalisis paragraph tersebut dan mencari kalimat present tense.
- Guru menjelaskan tentang social function dan linguistic features descriptive text.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran atau reflectional.
- Menanyakan kesulitan siswa selama KBM.
- Menugaskan siswa untuk mencari teks berbentuk descriptive teks di majalah atau internet.

IX. Sumber dan Media Pembelajaran

a. Sumber Belajar

1. Buku paket siswa
2. Silabus SMP
3. Internet

b. Media

1. Laptop dan LCD
2. Jumble Paragraph
3. Paper

X. Penilaian

- a. Teknik : Tes tulis
- b. Bentuk : Tertulis
- c. Instrumen : Terlampir

XI. Pedoman Penilaian

a. Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor siswa}}$, Max. score: 100

b. Rubrik penilaian

No	Uraian	Skor
Task I	Jawaban benar	50
	Jawaban tidak tepat	20
Task II	Jawaban benar	10
	Jawaban tidak tepat	0

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(The 2nd Meeting of Cycle II)

I. Identitas

Satuan Pendidikan	: MTS Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Delapan) / Ganjil
Tema	: Interesting Place
Aspek/skill	: Reading (Membaca)
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: Descriptive Text
Tahun Pelajaran	: 2018/2019

II. Kompetensi Inti

KI-3: Memenerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinyadi sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami

dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

III. Kompetensi Dasar

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

IV. Indikator

16. Menentukan gagasan utama (main idea) dalam teks descriptive
17. Menentukan gagasan pendukung (supporting detail) teks descriptive
18. Menemukan informasi spesifik (Scanning) dalam teks descriptive
19. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
20. Berpartisipasi aktif selama proses belajar mengajar berlangsung

V. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

16. Menentukan gagasan utama (main idea) dalam teks descriptive
17. Menentukan gagasan pendukung (supporting detail) teks descriptive
18. Menemukan informasi spesifik (Scanning) dalam teks descriptive
19. Mengidentifikasi langkah retorik (schematic structure) teks descriptive
20. Berpartisipasi aktif selama proses belajar mengajar berlangsung

VI. Materi Pokok dan Uraian Materi

Task I

Read the passage below, underline the simple present tense that you found.

Tanjung Bena

Identification

Tanjung Bena, or the Bena peninsula just north of Nusa Dua has become much busier over the years and has a wide range of accommodation including prestigious resorts like "The Conrad". Bena peninsula is a scenic 5 kilometers of coconut palms and fine sand.

Description

The area is the almost exclusive home luxury hotels, private villas, fine restaurant, open-aircafes and water sports facilities. The resort has become busier over recent years with more hotels Bali resort and spa joining impressive resort like the Aston Bali. The shape of the beach also makes Tanjung Bena perfect for water sports with no shortage of shops catering to marine sports with no shortage of shops catering to marine sports enthusiastic.

Right at the tip of the peninsula is the quiet part of Tanjung Bena, with its village like alleyways and rows of traditional

fishing boats and yachts. Offshore “turtle Island” is the site of a sacred sea temple. Tanjung Benoa has something for everyone, especially if we are a water sport fan. Snorkeling, diving, windsurfing, water skiing, powerboats, banana boats and reef fishing.

Answer the question based on the text!

Task II

6. Where is Tanjung Benoa location?
7. How is Tanjung Benoa looks like?
8. How is Tanjung Benoa’s condition when the tourist come?
9. Where is the quiet part of Tanjung Benoa?
10. What we can do in Tanjung Benoa?

Task III: *After reading the text above, write down the purpose, the schematic structure and the language features of the text!*

VII. Metode Pembelajaran/Teknik:

Three-phase Technique and Contextual Teaching Learning

VIII. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa
- Tanya jawab berbagai kondisi siswa
- Mengabsen siswa
- Member motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas

b. Kegiatan Inti

- Siswa diminta membaca nyaring descriptive teks continually
- Siswa secara berpasangan menyusun kalimat paragraph rumpang tentang descriptive text.
- Siswa diminta menganalisis paragraph tersebut dan mencari kalimat present tense.
- Guru menjelaskan tentang social function dan linguistic features descriptive text.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran atau reflectional.
- Menanyakan kesulitan siswa selama KBM.
- Menugaskan siswa untuk mencari teks berbentuk descriptive teks di majalah atau internet.

IX. Sumber dan Media Pembelajaran

c. Sumber Belajar

4. Buku paket siswa
5. Silabus SMP
6. Internet

d. Media

4. Laptop dan LCD
5. Jumble Paragraph
6. Paper

X. Penilaian

- d. Teknik : Tes tulis
- e. Bentuk : Tertulis
- f. Instrumen : Terlampir

XI. Pedoman Penilaian

- c. Nilai siswa =
$$\frac{\text{Skor perolehan} \times 100}{\text{Skor siswa}}$$
 Max. score: 100

d. Rubrik penilaian

No	Uraian	Skor
Task II	Jawaban benar	10
	Jawaban tidak tepat	0
Task III	Jawaban benar	50
	Jawaban tidak tepat	20

PRETEST

Name :
Class :

Read The Text Carefully and Answer The Questions Below!

Text I

This text for question No. 1-6

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping-site. They also bring clothes, beddings, cleaning, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

1. How long do the students go for camping?
 - a. Several days
 - b. Several weeks
 - c. One month
 - d. One week
2. What do the campers do at night?
 - a. Make a tent individually
 - b. Clean the tent campfire
 - c. Sing a song
 - d. Make a
3. "... they sit around *it* and sing a song together." (Paragraph 3)
The word "it" in the sentence above refers to....
 - a. Food
 - b. Tents
 - c. Campfire
 - d. Camping-site
4. "... they do not have any classes and *duties*." (Paragraph 1)
The synonym of *duties* is...
 - a. Assignments
 - b. Answer
 - c. Question
 - d. Example
5. How do the students feel during camping activity?
 - a. Sad
 - b. Happy
 - c. Sleepy
 - d. Tired
6. What the generic structure of the text above?
 - a. Identification and Description
 - b. Orientation, complication, and Resolution
 - c. Orientation, Events, and Reorientation
 - d. Orientation and Series of events

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1, 790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?
 - a. Procedure
 - b. Narrative
 - c. Recount
 - d. Descriptive
8. Where is located the capital of Indonesia?
 - a. Within Asia Ocean
 - b. At the mouth of the Pesenggrahan River
 - c. South of the oldest city
 - d. On the northwest coast of Java Island
9. What is main idea of the second paragraph?
 - a. The location of Jakarta
 - b. The administration of Jakarta
 - c. The climate of Jakarta
 - d. The population of Jakarta
10. When does the rainfall occur in Indonesia?
 - a. From October to March
 - b. From November to May
 - c. From April to September
 - d. From January to July

11. What does happen in Jakarta during periods of heavy rainfall?
- a. Earthquack
 - b. Vulcano
 - c. Traffic Jam
 - d. Flood
12. What is generic structure of first paragraph?
- a. Orientation
 - b. Re-orientation
 - c. Description
 - d. Identification
13. The text above mainly use?
- a. Pat Tense
 - b. Present Tense
 - c. Future
 - d. Present Perfect

Text 3

This text for question No. 14-20

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Riana and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well, that's all foe now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word 'I' in the first paragraph refers to?
- a. Ida
 - c. Anne

- b. Riana
- d. Ida's Mother

15. Cuisine is something that we In the kitchen with certain material.

- a. Drink
- c. Eat
- b. Cook
- d. Enjoy

16. "... must prepare the meals for the family".

- a. The writer
- c. The girls
- b. The housewives
- d. The women

17. Where is the writer get the recipe?

- a. On TV
- c. Mass media
- b. Book
- d. News

18. With whom she does her hobby?

- a. With her family
- c. With her sister
- b. With her mother
- d. With her brother

19. Cooking is a hobby that we can do?

- a. In the kitchen anytime
- c. Anywhere and
- b. To make our body healthy
- d. To get some foods

20. How the writer to do her hobby?

- a. Noisy
- c. Polite
- b. Patience
- d. Interest

The Students' Reading Score of Pre-Test

No	Students Number	L/P	Pre-test
1	S1	P	65
2	S2	L	45
3	S3	P	65
4	S4	P	55
5	S5	P	65
6	S6	P	50
7	S7	P	65
8	S8	L	55
9	S9	L	70
10	S10	P	55
11	S11	P	70
12	S12	P	70
13	S13	P	55
14	S14	P	60
15	S15	P	75*
16	S16	L	70
17	S17	P	60
18	S18	L	75*
19	S19	P	75*
20	S20	P	60
21	S21	P	80*
22	S22	L	55
23	S23	P	60
24	S24	L	80*
25	S25	P	80*
	The Result Mean	$\bar{x} = \frac{\sum x}{N}$	1615 y = 64,6

POST TEST

Name :

Class :

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

My Doll

My doll stands eleven inches in height about six inches in width. She has two arms and two legs which are made of cotton. She lacks hands and feet, and head attached to her chubby body. Her cotton arms and legs remind me of pair of socks, folded tightly attached to where her feet should exist. The majority of her bald and shiny, which resembles a plate or dish that just existed the dishwasher. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose. Her eyes seem blue, like the color of the sky on a sunny day, as her eyelids flicker up and down whenever she lies down.

1. How long does the doll width?
 - a. It is ten inches
 - b. It is eleven inches
 - c. It is six inches
 - d. It is seven inches
2. This is one of the most precious details of the doll is?
 - a. Eyelids flicker up and down
 - b. Big mouth
 - c. Sharp nose
 - d. Eyes seem brown
3. The majority of *her* bald and shiny.

The word "her" in the sentences above refers to?

 - a. The writer
 - b. Doll
 - c. Slipper
 - d. Leg
4. The antonym of tightly is?
 - a. Widely
 - c. Highly

- b. Narrowly
- d. Curly
- 5. What color of slipper does the doll use?
 - a. Blue
 - c. Purple
 - b. Pink
 - d. Orange
- 6. The communicative purpose of the text is?
 - a. To share amusing party
 - b. To describe particular person or thing
 - c. To describe how something is accomplished
 - d. To inform readers about she latest event

This text for question No. 7-13

Text 2

This is SLTP Putra Pratiwi. It is a good junior high school in West Jakarta. The students of this school come here every day. They do a lot of activities. They learn different kinds of subjects. Such as Math, Indonesia language, biology, and English.

Every day they wear the school uniform, white and white for every Monday, white and blue for every Tuesday to Thursday, Batik and blue for every Friday and the scout uniform and the PMR uniform for every Saturday.

- 7. What is kind of the text above?
 - a. Report
 - c. Narrative
 - b. Descriptive
 - d. Exposition
- 8. What days do the students wear the white and blue uniform?
 - a. Sunday, Monday and Tuesday
 - b. Tuesday, Wednesday and Thursday
 - c. Monday, Tuesday and Wednesday
 - d. Thursday, Friday and Saturday
- 9. The students wear ... every Friday
 - a. White and blue
 - c. Batik and blue
 - b. White and white
 - d. Scout uniform
- 10. They learn different kinds of subjects.

The underlined word means?

- a. Lessons
- b. Studies
- c. Topics
- d. Problems

11. What is the main idea of the first paragraph?

- a. The students' uniform
- b. The students' subject
- c. Junior high school of Putra Pertiwi
- d. The students' language

12. What is generic structure if the second paragraph?

- a. Orientation
- b. Description
- c. Re-orientation
- d. Identification

13. The text above mostly use?

- a. Present tense
- b. Past tense
- c. Future tense
- d. Present perfect

This text for question No. 14-20

Text 3

Kimora lee Parkins is 14 years old and 175 centimeters tall. She is an American and cannot speak French at all. But she becomes hot news in Paris. Kimora Lee is one of the top models at the Channel Fashion House.

Her mother is Korean and her father is African. Her father has curly hair, but her mother has slanted eyes. Her skin is black. The mix between Korean and African in her body makes her so unique that Channel Fashion House become interested to hire her as a model.

When she was eleven, her mother took her to a local modeling school. She liked it very much. Now she is not only the youngest top model, she is also the richest.

14. "Her skin is black." (Paragraph 2)

The word "her" in the sentence above refers to?

- a. Mother
- b. Father
- c. Kimora Lee
- d. Sister

15. Where does her mother come from?
- a. Africa
 - b. Korea
 - c. America
 - d. French
16. What does Kimora's profession?
- a. Actris
 - b. Dubber
 - c. Model
 - d. Photographer
17. Who is become interest to Kimora as her profession?
- a. Fashion Mode;
 - b. Channel House
 - c. Channel Fashion House
 - d. Top Fashion House
18. Does kimora can speak French?
- a. Yes, she can
 - b. No, she can't
 - c, Just a little
 - d. very fluently
19. How old does Kimora become a model?
- a. Eleven years old
 - b. Ten years old
 - c. Twelve years old
 - d. Fourteen years old
20. What does Kimora want to be?
- a. Top model in America
 - b. Top model in Africa
 - c. Top model in Paris
 - d. Top model in Korea

Praise is to God and Good Luck

The Students' Reading Score of Post-Test I

No	Students Number	L/P	Post-Test I
1	S1	P	70
2	S2	L	55
3	S3	P	75*
4	S4	P	65
5	S5	P	80*
6	S6	P	60
7	S7	P	75*
8	S8	L	65
9	S9	L	80*
10	S10	P	60
11	S11	P	75*
12	S12	P	75*
13	S13	P	65
14	S14	P	65
15	S15	P	80*
16	S16	L	75*
17	S17	P	65
18	S18	L	80*
19	S19	P	75*
20	S20	P	65
21	S21	P	80*
22	S22	L	60
23	S23	P	65
24	S24	L	80*
25	S25	P	85*
	The Result Mean	$\bar{x} = \frac{\sum x}{N}$	1775 y = 71

POST TEST 2

Name :

Class :

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Krakatau

Krakatau is one of the volcanoes of the Sunda volcanic arc. It was formed by the sub-duction of the Indian-Australia plate under the Eurasian plate.

Krakatau is located in Sunda Strait, 40 km of coast of Java on the island of Rakata in Indonesia. The geographical coordinate of Krakatau is 16,7 South latitude and 105,4 East Longitude.

At it's peak, Krakatau reached a height of 790 m (2.600 ft) above sees level. It's first known eruption occurred in 416 AD. However, this eruption destroyed the volcano of Krakatau which collapsed and formed a four mile wide caldera. The island of verlaten and long are remnants of this older volcano. Subsequently, three volcanoes combined to form the island of Krakatau.

1. Krakatau is Volcano.
 - a. An active
 - b. An extinct
 - c. An unpredictable
 - d. An antique
2. Where is the geographical coordinate of Krakatau?
 - a. 16,7 South Latitude and 106,4 East Longitude
 - b. 105,4 South Latitude and 16,7 East Longitude
 - c. 14,7 South Latitude and 105,4 East Longitude
 - d. 16,7 South Latitude and 105,4 East Longitude
3. "It was formed by the seduction of the Indian-Australian plate under the Eurasian plate." (Paragraph 1)

The word “it” in the sentence above refers to?

- a. Sunda volcanic arc
 - b. Volcano
 - c. Krakatau
 - d. Eurasian
4. “However, this eruption *destroyed* the volcano...”
- The word *destroyed* has familiar meaning a?
- a. To build
 - b. To happen
 - c. To form
 - d. To break
5. How tall the Krakatau peak reached?
- a. 2.006 ft
 - b. 2.500 ft
 - c. 2.700 ft
 - d. 2.600 ft
6. The social function of the text above is?
- a. To persuade the readers or listeners that something is the case
 - b. To describe a particular person. Place or thing
 - c. To inform the readers about Krakatau volcano
 - d. To describe how something is accomplished through a sequence of action or steps

Text 2

This text from question No. 7-13

Often compared to a place because of its Balinese architecture, and thousands of sculptures, carvings, and paintings which adorn its interior and grounds, Nusa Dua Beach Hotel is a show place of Balinese and Javanese arts and crafts.

Located on the unspoilt beach of Nusa Dua, set amidst 23 acres of lush tropical landscaping, Nusa Dua Beach Hotel is designed to reflect traditional Balinese village architecture with modern comfort.

It has 450 rooms, including 23 suites and 2 presidential suites with private swimming pool. Discotheque, health club, sports and recreational facilities, a magnificent conference hall of 500 people with the latest audiovisual equipment.

7. What is kind of the text above?
 - a. Descriptive
 - b. Narrative
 - c. Recount
 - d. Procedure
8. How many rooms are there in the hotel?
 - a. 500 rooms
 - b. 450 rooms
 - c. 23 rooms
 - d. 473 rooms
9. What is the main idea of third paragraph?
 - a. The location of hotel
 - b. The visitors of hotel
 - c. The facilities in the hotel
 - d. The architectures of hotel
10. These are facilities in Nusa Dua Beach Hotel, except?
 - a. Health club
 - b. Recreational facilities
 - c. Ice skating
 - d. Swimming pool
11. According to the text, Nusa Dua Beach Hotel is a place to stay.
 - a. Right
 - b. Private
 - c. Recreational
 - d. Comfortable
12. "...Thousands of sculptures, carvings, and paintings which *adorn* its interior and grounds..." (Paragraph1)
The word "adorn" in the sentence above means make more?

a. Artistic

c. Comfortable

b. Attractive

d. Realistic

13. What is the generic structure of second and third paragraphs?

a. Identification

c. Description

b. Orientation

d. re-orientation

Text 3

This text for question No.14-20

The Indonesian Archipelago

Indonesia is a country in Southeast Asia that consist of more than 13.000 islands. They lie along the equator and extend more than 5.000 kilometers. Many of the islands cover only a few square kilometers. But about a half New Guinea and three quarters of Borneo also belong to Indonesia. Both islands in the world, after Greenland

Many geographers divide the more than 13.600 islands of Indonesia into three groups: (1) the Greater Sunda Islands, (2) the Lesser Sunda Islands, and (3) the Mollucas. Indonesia also include Irian Jaya, which is part of New Guinea.

The greater Sunda includes Borneo, Sulawesi, Java and Sumatera. The lesser Sunda extends from Bali eastward to the Timor. The Mollucas lie between Sulawesi and New Guinea. The western part of New Guinea is called Irian Jaya, an Indonesia territory. Compared to the other regions, Irian Jaya is the most thinly populated.

14. Where is Indonesian located?
- a. In Southwest Asia
 - b. Along the equator
 - c. Near Mollucas
 - d. In the Greenland
15. Paragraph two talks about?
- a. The three divisions of Indonesian's islands
 - b. The greater Sunda islands
 - c. The Indonesia geographers
 - d. The position of Indonesia
16. Which of the followings belongs to the first largest island in the world?
- a. Borneo
 - b. Irian Jaya
 - c. New Guinea
 - d. Greenland

17. “*they* lie along the equator and extend more than 5.000 kilometers.”

(Paragraph 1)

The word “*they*” in the sentence above refers to?

- a. Indonesia
- b. Islands
- c. South Asia
- d. Country

18. What is the island has less population?

- a. New Guinea
- b. Sunda
- c. Irian Jaya
- d. Sulawesi

19. What is the island which located between Sulawesi and New Guinea?

- a. Borneo
- b. Moluccas
- c. Java
- d. Sumatera

20. Which of the following is not **true** according to the text?

- a. Most of Indonesian populations live in Irian Jaya
- b. Indonesia has more than 13.000 islands
- c. Borneo is the third biggest island in the world
- d. The Moluccas is between Sulawesi and New Guinea

Praise is to God and Good Luck

The Students' Reading Score of Post-Test II

No	Students Number	L/P	Post-Test I
1	S1	P	75*
2	S2	L	65
3	S3	P	75*
4	S4	P	80*
5	S5	P	80*
6	S6	P	65
7	S7	P	85*
8	S8	L	75*
9	S9	L	80*
10	S10	P	75*
11	S11	P	80*
12	S12	P	85*
13	S13	P	75*
14	S14	P	80*
15	S15	P	85*
16	S16	L	85*
17	S17	P	75*
18	S18	L	85*
19	S19	P	80*
20	S20	P	75*
21	S21	P	90*
22	S22	L	65
23	S23	P	75*
24	S24	L	85*
25	S25	P	90*
	The Result Mean	$\bar{x} = \frac{\sum x}{N}$	1965 y = 78,6

The Observation of the Students' Activities in Cycle II

No.	Activity					Total
	Students Name	Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students' cooperative with their friends	The students able do the task	
1.	S1	√	√	√	√	4
2.	S2	√		√	√	3
3.	S3	√		√	√	3
4.	S4	√	√	√	√	4
5.	S5	√	√	√	√	4
6.	S6	√	√	√	√	4
7.	S7			√		1
8.	S8	√			√	2
9.	S9	√		√	√	3
10.	S10			√		1
11.	S11	√	√	√	√	4
12.	S12	√			√	2
13.	S13	√	√	√	√	4
14.	S14	√		√	√	3
15.	S15	√	√		√	3
16.	S16	√		√	√	3
17.	S17	√	√		√	3
18.	S18	√		√	√	3
19.	S19	√		√	√	3
20.	S20	√	√	√	√	4
21.	S21	√		√	√	3
22.	S22	√	√		√	3
23.	S23	√	√	√	√	4
24.	S24	√	√		√	3
25.	S25	√			√	2

	Total	23	13	18	23	73
	Percentage (%)	92%	52%	72%	92%	292 %

**The Comparison of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	65	70	75*
2.	45	55	65
3.	65	75*	75*
4.	55	65	80*
5.	65	80*	80*
6.	50	60	65
7.	65	75*	85*
8.	55	65	75*
9.	70	80*	80*
10.	55	60	75*
11.	70	75*	80*
12.	70	75*	85*
13.	55	65	75*
14.	60	65	80*
15.	75*	80*	85*
16.	70	75*	85*
17.	60	65	75*
18.	75*	80*	85*
19.	75*	75*	80*
20.	60	65	75*
21.	80*	80*	90*
22.	55	60	65
23.	60	65	75*
24.	80*	80*	85*
25.	80*	85*	90*
Total	1615	1775	1965
Average	64,6	71	78,6
Complete	6	13	22

60

PRETEST

Name : GALUH ANANDITA.
Class : X MIA I

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping site. They also bring clothes, beddings, cleaning, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

1. How long do the students go for camping?
 a. Several days
 b. Several weeks
 c. One month
 d. One week
2. What do the campers do at night?
 a. Make a tent
 b. Clean the tent
 c. Sing a song individually
 d. Make a campfire
3. "... they sit around it and sing a song together." (Paragraph 3)
The word "it" in the sentence above refers to ...
 a. Food
 b. Tents
 c. Campfire
 d. Camping-site

4. "... they do not have any classes and duties." (Paragraph 1)

The synonym of *duties* is ...

- a. Assignments Question
- b. Answer Example

5. How do the students feel during camping activity?

- a. Sad e. Sleepy
- b. Happy d. Tired

6. What the generic structure of the text above?

- a. Identification and Description
- b. Orientation, complication, and Resolution
- c. Orientation, Events, and Reorientation
- d. Orientation and Series of events

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,750 mm, the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?

- a. Procedure c. Recount
- b. Narrative d. Descriptive

8. Where is located the capital of Indonesia?

- a. Within Asia Ocean

- At the mouth of the Pesengrahan River
 South of the oldest city
 On the northwest coast of Java Island
9. What is main idea of the second paragraph?
- The location of Jakarta
 The administration of Jakarta
 The climate of Jakarta
 The population of Jakarta
10. When does the rainfall occur in Indonesia?
- From October to March
 From November to May
 From April to September
 From January to July
11. What does happen in Jakarta during periods of heavy rainfall?
- Earthquake
 Volcano
 Traffic Jam
 Flood
12. What is generic structure of first paragraph?
- Orientation
 Re-orientation
 Description
 Identification
13. The text above mainly use?
- Past Tense
 Present Tense
 Future Tense
 Present Perfect

Text 3

This text for question No. 14-20

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Rizma and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well, that's all for now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word "I" in the first paragraph refers to?
- Ida
 Rizma
 Anne
 Ida's Mother
15. Cuisine is something that we ... In the kitchen with certain material.
- Drink
 Cook
 Eat
 Enjoy
16. "... must prepare the meals for the family".
- The writer
 The housewives
 The girls
 The women
17. Where is the writer get the recipe?
- On TV
 Book
 Mass media
 News
18. With whom she does her hobby?
- With her family
 With her mother
 With her sister
 With her brother
19. Cooking is a hobby that we can do?
- In the kitchen
 To make our body healthy
 To get some foods
 Anywhere and anytime
20. How the writer to do her hobby?
- Nervy
 Patience
 Polite
 Interest

Praise is to God and Good Luck

PRE-TEST

80

Nama : Ferdy Dwi Keviansyah
Class :

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping-site. They also bring clothes, bedding, cleaning, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

- How long do the students go for camping?
 - a. Several days
 - b. Several weeks
 - c. One month
 - d. One week
 - What do the campers do at night?
 - a. Make a tent
 - b. Clean the tent
 - c. Sing a song individually
 - d. Make a campfire
- "... they sit around it and sing a song together." (Paragraph 3)
- The word "it" in the sentence above refers to ...
- a. Food
 - b. Tents
 - c. Campfire
 - d. Camping-site

4. "... they do not have any classes and duties." (Paragraph 1)

The synonym of *duties* is ...

- a. Assignments
 - b. Answer
 - c. Question
 - d. Example
5. How do the students feel during camping activity?
- a. Sad
 - b. Happy
 - c. Sleepy
 - d. Tired
6. What the generic structure of the text above?
- a. Identification and Description
 - b. Orientation, complication, and Resolution
 - c. Orientation, Events, and Reorientation
 - d. Orientation and Series of events

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,750 mm, the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?
- a. Procedure
 - b. Narrative
 - c. Recount
 - d. Descriptive
8. Where is located the capital of Indonesia?
- a. Within Asia Ocean

- b. At the mouth of the Pesengrahan River
 - c. South of the oldest city
 - d. On the northwest coast of Java Island
9. What is main idea of the second paragraph?
- a. The location of Jakarta
 - b. The administration of Jakarta
 - c. The climate of Jakarta
 - d. The population of Jakarta
10. When does the rainfall occur in Indonesia?
- a. From October to March
 - b. From November to May
 - c. From April to September
 - d. From January to July
11. What does happen in Jakarta during periods of heavy rainfall?
- a. Earthquake
 - b. Volcano
 - c. Traffic Jam
 - d. Flood
12. What is generic structure of first paragraph?
- a. Orientation
 - b. Re-orientation
 - c. Description
 - d. Identification
13. The text above mainly use?
- a. Past Tense
 - b. Present Tense
 - c. Future Tense
 - d. Present Perfect

Text 3

This text for question No. 14-20

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Rizna and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family

We can do this hobby seriously. Then we can be professional cook the earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well, that's all for now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word "I" in the first paragraph refers to?
- a. Ida
 - b. Rizna
 - c. Anne
 - d. Ida's Mother
15. Cuisine is something that we ... in the kitchen with certain material
- a. Drink
 - b. Cook
 - c. Eat
 - d. Enjoy
16. "... must prepare the meals for the family"
- a. The writer
 - b. The housewives
 - c. The girls
 - d. The women
17. Where is the writer get the recipe?
- a. On TV
 - b. Book
 - c. Mass media
 - d. News
18. With whom she does her hobby?
- a. With her family
 - b. With her mother
 - c. With her sister
 - d. With her brother
19. Cooking is a hobby that we can do?
- a. In the kitchen
 - b. To make our body healthy
 - c. Anywhere and anytime
 - d. To get some foods
20. How the writer to do her hobby?
- a. Naïve
 - b. Patience
 - c. Polite
 - d. Interest

Praise is to God and Good Luck

80

PRETEST

Name : Iren Maulia Putri Hakim
Class :

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping site. They also bring clothes, bedding, cleaning, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

1. How long do the students go for camping?
 a. Several days
 b. Several weeks
 c. One month
 d. One week
2. What do the campers do at night?
 a. Make a tent
 b. Clean the tent
 c. Sing a song individually
 d. Make a campfire
3. "... they sit around it and sing a song together." (Paragraph 3)
The word "it" in the sentence above refers to...
 a. Food
 b. Tents
 c. Campfire
 d. Camping-site

4. "... they do not have any classes and duties." (Paragraph 1)

The synonym of *duties* is...

- | | |
|--|-------------|
| <input checked="" type="checkbox"/> a. Assignments | c. Question |
| <input type="checkbox"/> b. Answer | d. Example |

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island and at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,799 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?
 a. Procedure
 b. Narrative
 c. Recount
 d. Descriptive
8. Where is located the capital of Indonesia?
 a. Within Asia Ocean

- b. At the mouth of the Pegangrahan River
 c. South of the oldest city
 d. On the northwest coast of Java Island
9. What is main idea of the second paragraph?
 a. The location of Jakarta
 b. The administration of Jakarta
 c. The climate of Jakarta
 d. The population of Jakarta
10. When does the rainfall occur in Indonesia?
 a. From October to March
 b. From November to May
 c. From April to September
 d. From January to July
11. What does happen in Jakarta during periods of heavy rainfall?
 a. Earthquake
 b. Volcano
 c. Traffic Jam
 d. Flood
12. What is generic structure of first paragraph?
 a. Orientation
 b. Re-orientation
 c. Description
 d. Identification
13. The text shows mainly use?
 a. Past Tense
 b. Present Tense
 c. Future Tense
 d. Present Perfect

Text 3

This text for question No. 14-20

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Riana and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well, that's all for now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word "I" in the first paragraph refers to?
 a. Ida
 b. Riana
 c. Anne
 d. Ida's Mother
15. Cuisine is something that we ... in the kitchen with certain material.
 a. Drink
 b. Cook
 c. Eat
 d. Enjoy
16. "... must prepare the meals for the family".
 a. The writer
 b. The housewives
 c. The girls
 d. The women
17. Where is the writer get the recipe?
 a. On TV
 b. Book
 c. Mass media
 d. News
18. With whom she does her hobby?
 a. With her family
 b. With her mother
 c. With her sister
 d. With her brother
19. Cooking is a hobby that we can do?
 a. In the kitchen
 b. To make our body healthy
 c. Anywhere and anytime
 d. To get some foods
20. How the writer to do her hobby?
 a. Noisy
 b. Patience
 c. Polite
 d. Interest

Praise is to God and Good Luck.



PRETEST

Name: Nova Rahmawati

Class: 8 (B) 1

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Camping Activities

Most students of SMP 11 like to go to camping on a holiday. They go to a mountain to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks. You have to campfire at night. So students bring some camping equipment to the camping site. They are bringing clothes, foodstuffs, sleeping, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They relax and laugh happily. After camping for several days, they go home directly.

1. How long do the students go for camping?
 a. Several days
 b. Several weeks
 c. One month
 d. One week
 2. What do the campers do at night?
 a. Make a tent
 b. Clean the tent
 c. Sing a song individually
 d. Make a campfire
3. "They sit around it and sing a song together." (Paragraph 3)
The word "it" in the sentence above refers to...
 a. Food
 b. Tent
 c. Campfire
 d. Campingsite

4. "... they do not have any classes and duties." (Paragraph 1)

The synonym of *duties* is...

a. Assignments

b. Answer

How do the students feel during camping activity?

a. Sad

b. Happy

6. What the generic structure of the text above?

a. Identification and Description

b. Orientation, complication, and Resolution

c. Orientation, Events, and Reorientation

d. Orientation and Series of events

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the north-west coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia with a population of about 9 million. Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,760 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?
 a. Procedure
 b. Narrative
 c. Recount
 d. Descriptive
8. Where is located the capital of Indonesia?
 a. Within Asia Ocean

8. ...to the mouth of the Pesanggrahan River
9. South of the island of
10. In the marketplace of Jayabaya
11. What is the main idea of the second paragraph?
- a. The location of Jakarta
- b. The administration of Jakarta
- c. The climate of Jakarta
- d. The monument of Jakarta

12. When does the rainfall occur in Indonesia?

- a. From October to March
- b. From November to May
- c. From April to September
- d. From January to July

13. What does "upset" mean during periods of heavy rainfall?

- a. Traffic jam
- b. Pollution
- c. Flood
- d. Identification

14. What is genre structure of first paragraph?

- a. Orientation
- b. Reorientation
- c. Future Tense
- d. Present Perfect

15. The text is normally use?

- a. Past tense
- b. Present Tense
- c. Future Tense
- d. Present Perfect

Text 2

This text for question No. 14-20

Well friends, my name is Ida. I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Rama and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a homewife in the future. You must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook. We earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our progress.

Well, that's all for now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word "I" in the first paragraph refers to?

- a. Ida
- b. Rama
- c. Anne
- d. Ida's Mother

15. Cuisine is something that we ... in the kitchen with certain material

- a. Drink
- b. Cook
- c. Eat
- d. Enjoy

16. "... must prepare the meals for the family".

- a. The writer
- b. The housewives
- c. The girls
- d. The women

17. Where is the writer get the recipe?

- a. On TV
- b. Book
- c. Mass media
- d. News

18. With whom she does her hobby?

- a. With her family
- b. With her mother
- c. With her sister
- d. With her brother

19. Cooking is a hobby that we can do?

- a. In the kitchen
- b. To make our body healthy
- c. Anywhere and anytime
- d. To get some foods

20. How do the writer do her hobby?

- a. Noisy
- b. Patience
- c. Noisy
- d. Patient

Prakte is to God and Good Luck



PRE-TEST

Name : Ridho dwi Putra

Class :

Read The Text Carefully and Answer The Questions Below!

Text 1

This text for question No. 1-6

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping-site. They also bring clothes, beddings, cleaning, eating, and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

1. How long do the students go for camping?
 a. Several days
 b. Several weeks
 c. One month
 d. One week
2. What do the campers do at night?
 a. Make a tent
 b. Clean the tent
 c. Sing a song individually
 d. Make a campfire
3. "... they sit around it and sing a song together." (Paragraph 3)
The word "it" in the sentence above refers to ...
 a. Food
 b. Tents
 c. Campfire
 d. Camping-site

4. "... they do not have any classes and duties." (Paragraph 1)

The synonym of *duties* is ...

- a. Assignments
 b. Answer
 c. Question
 d. Example
5. How do the students feel during camping activity?
 a. Sad
 b. Happy
 c. Sleepy
 d. Tired
6. What the generic structure of the text above?
 a. Identification and Description
 b. Orientation, complication, and Resolution
 c. Orientation, Events, and Reorientation
 d. Orientation and Series of events

Text 2

This text for question No. 7-13

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities. Is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

7. What is kind of the text above?
 a. Procedure
 b. Narrative
 c. Recount
 d. Descriptive
8. Where is located the capital of Indonesia?
 a. Within Asia Ocean

- b. At the mouth of the Pesanggrahan River
 - c. South of the oldest city
 - d. On the north-west coast of Java Island
9. What is main idea of the second paragraph?
- a. The location of Jakarta
 - b. The administration of Jakarta
 - c. The climate of Jakarta
 - d. The population of Jakarta
10. When does the rainfall occur in Indonesia?
- a. From October to March
 - b. From November to May
 - c. From April to September
 - d. From January to July
11. What does happen in Jakarta during periods of heavy rainfall?
- a. Earthquake
 - b. Volcano
 - c. Traffic Jam
 - d. Flood
12. What is generic structure of first paragraph?
- a. Orientation
 - b. Re-orientation
 - c. Description
 - d. Identification
13. The text above mainly use?
- a. Past Tense
 - b. Present Tense
 - c. Future Tense
 - d. Present Perfect

Text 3

This text for question No. 14-20

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my sisters, Riana and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well, that's all for now. Thank you very much for your attention. Now it is your turn to tell your hobby.

14. The Word "I" in the first paragraph refers to?
- a. Ida
 - b. Riana
 - c. Anne
 - d. Ida's Mother
15. Cuisine is something that we ... In the kitchen with certain material.
- a. Drink
 - b. Cook
 - c. Eat
 - d. Enjoy
16. "... must prepare the meals for the family"
- a. The writer
 - b. The housewives
 - c. The girls
 - d. The women
17. Where is the writer get the recipe?
- a. On TV
 - b. Book
 - c. Mass media
 - d. News
18. With whom she does her hobby?
- a. With her family
 - b. With her mother
 - c. With her sister
 - d. With her brother
19. Cooking is a hobby that we can do?
- a. In the kitchen
 - b. To make our body healthy
 - c. Anywhere and anytime
 - d. To get some foods
20. How the writer to do her hobby?
- a. Noisy
 - b. Patience
 - c. Polite
 - d. Interest

Praise is to God and Good Luck

The Question for Students (Before CAR)

Nama : *Ferdy Dwi keviansyah*

Kelas :

Cara pengisian :

1. Tuliskan nama dan kelas di tempat yang tersedia.
2. Berilah tanda tick (✓) pada salah satu jawaban YA atau Tidak.
3. Jawablah dengan jujur sesuai dengan keadaan.
4. Periksa kembali jawaban sebelum diserahkan kepada guru.

Pertanyaan

	<u>Ya</u>	<u>Tidak</u>
1. Apakah kamu merasa puas dengan nilai pelajaran Bahasa Inggris yang kamu peroleh?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah kamu menyukai pelajaran Bahasa Inggris?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah kamu merasa bersemangat ketika mengikuti Pelajaran Bahasa Inggris materi <i>descriptive text</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah kamu dapat memahami materi reading <i>descriptive text</i> dengan pengajaran guru di dalam kelas selama ini?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah kamu merasa kesulitan dalam memahami isi teks berbentuk <i>descriptive</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Apakah kamu dapat mengidentifikasi karakteristik <i>descriptive text</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Apakah kamu dapat mengerjakan tugas yang diberikan Oleh guru tentang <i>descriptive text</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. Apakah kamu mengerjakan tugas Bahasa Inggris secara individual?
9. Apakah kamu mengerjakan tugas Bahasa Inggris secara kelompok?
10. Apakah *observance test* yang kamu pelajari berkaitan dengan kehidupan sehari-hari?

The Question for Students (Before CAR)

Nama : Galuh Anandita N-1

Kelas :

Cara pengisian :

1. Tidialah nama dan kelas di tempat yang tersedia.
2. Berilah tanda telok (✓) pada salah satu jawaban YA atau Tidak.
3. Jawablah dengan jujur sesuai dengan keadaan.
4. Perivisa setelah menjawab sebelum diserahkan kepada guru.

Pertanyaan

- | | <u>Ya</u> | <u>Tidak</u> |
|--|-------------------------------------|-------------------------------------|
| 1. Apakah kamu merasa puas dengan nilai pelajaran Bahasa Inggris yang kamu peroleh? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Apakah kamu menyukai pelajaran Bahasa Inggris? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Apakah kamu merasa bosan saat ketika mengikuti Pelajaran Bahasa Inggris materi <i>descriptive text</i> ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Apakah kamu dapat memahami materi reading <i>descriptive text</i> dengan pengajaran guru di dalam kelas selama ini? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Apakah kamu merasa kesulitan dalam memahami isi teks berbentuk <i>descriptive</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Apakah kamu dapat mengetahui karakteristik <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Apakah kamu dapat mengerjakan tugas yang diberikan Oleh guru tentang <i>descriptive text</i> ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

8. Apakah kamu mengerjakan tugas Bahasa Inggris secara individual?
9. Apakah kamu mengerjakan tugas Bahasa Inggris secara kelompok?
10. Apakah *descriptive text* yang kamu pelajari berkaitan dengan kehidupan sehari-hari?

The Question for Students (Before CAR)

Nama : *ALGITA AKLIN*

Kelas :

Cara pengisian :

1. Tuliskan nama dan kelas di tempat yang tersedia
2. Berilah tanda cek (x) pada salah satu jawaban YA atau Tidak.
3. Jawablah dengan jujur sesuai dengan keadaan.
4. Periksa kembali jawaban sebelum diserahkan kepada guru.

Pertanyaan

- | | Ya | Tidak |
|--|-------------------------------------|-------------------------------------|
| 1. Apakah kamu merasa puas dengan nilai pelajaran Bahasa Inggris yang kamu peroleh? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Apakah kamu menyukai pelajaran Bahasa Inggris? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Apakah kamu merasa bersemangat ketika mengikuti Pelajaran Bahasa Inggris materi <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Apakah kamu dapat memahami materi reading <i>descriptive Text</i> dengan pengajaran guru di dalam kelas selama ini? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Apakah kamu merasa kesulitan dalam memahami isi teks berbentuk <i>descriptive</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Apakah kamu dapat mengetahui karakteristik <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Apakah kamu dapat mengerjakan tugas yang diberikan Oleh guru tentang <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

8. Apakah kamu mengerjakan tugas Bahasa Inggris secara individual?
9. Apakah kamu mengerjakan tugas Bahasa Inggris secara kelompok?
10. Apakah *descriptive text* yang kamu pelajari berkaitan dengan Kehidupan sehari-hari?

The Question for Students (Before CAR)

Nama : M Rio. Bismillah Bakon

Kelas :

Cara pengisian :

1. Tuliskan nama dan kelas di tempat yang tersedia.
2. Berilah tanda tick (✓) pada salah satu jawaban YA atau Tidak.
3. Jawablah dengan jujur sesuai dengan keadaan.
4. Periksa kembali jawaban sebelum diserahkan kepada guru.

Pertanyaan

- | | <u>Ya</u> | <u>Tidak</u> |
|--|-------------------------------------|-------------------------------------|
| 1. Apakah kamu merasa puas dengan nilai pelajaran Bahasa Inggris yang kamu peroleh? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Apakah kamu menyukai pelajaran Bahasa Inggris? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Apakah kamu merasa bersemangat ketika mengikuti Pelajaran Bahasa Inggris materi <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Apakah kamu dapat memahami materi reading <i>descriptive text</i> dengan pengajaran guru di dalam kelas selama ini? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Apakah kamu merasa kesulitan dalam memahami isi teks berbentuk <i>descriptive</i> ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Apakah kamu dapat mengetahui karakteristik <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Apakah kamu dapat mengerjakan tugas yang diberikan Oleh guru tentang <i>descriptive text</i> ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

8. Apakah kamu mengerjakan tugas Bahasa Inggris secara individual?
9. Apakah kamu mengerjakan tugas Bahasa Inggris secara kelompok?
10. Apakah *descriptive text* yang kamu pelajari berkaitan dengan Kehidupan sehari-hari?

FIELD NOTE

Cycle I

Friday, October 5th 2018

1. Most of the students still confuse with the material was given.
2. Some of students are noisy with their friends.
3. Most of the students did the test confusedly.
4. Give pre-test for the students.

Wednesday, June 12th 2018

1. The teacher gives the material about the topic.
2. So many students who were noisy didn't give pay attention by the teacher explanation.
3. Some students didn't understand about the material.
4. The teacher dominate in giving question and answer

Friday, June 14th 2018

1. Give post-test I to the students with the kinds of test was essay.
2. Some students complete the minimum standard criteria. But so many students did not complete the score.
3. Make reflection to students and made evaluation for the teaching learning process.

Collaborator/English Teacher

Researcher

Arief Permana, S.Pd

Eka Ratna Sari

NPM. 1501070046

FIELD NOTE

Cycle II

Wednesday, June 19th 2018

1. Explain the material clearly.
2. Some students were still confused about the material.
3. The students enthusiastic and interest about the material.

Friday, June 21th 2018

1. The researcher gives post-test II after giving treatment.
2. Most of students doing the task correctly.
3. Most of students complete the minimum standard criteria.

Collaborator/English Teacher

Researcher

Arief Permana, S.Pd

Eka Ratna Sari

NPM. 1501070046

THE DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Hl. Hajar Dewantara Kampus 15 Aliriginulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41567, Faksimili (0725) 47204, Website: www.terbiyah.metro.uin.ac.id, e-mail: terbiyah@metro.uin.ac.id

Nomor : B.3110/In.28.1/J/TL.09/10/2018
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	EKA RATNA SARI
NPM	1501070046
Semester	7 (Tujuh)
Fakultas	Tarbiyah dan Ilmu Keguruan
Jurusan	Pendidikan Bahasa Inggris
Judul	IMPROVING STUDENTS'S READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING

untuk melakukan *pra survey* di MTS MUHAMMADIYAH METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP.197508102008011014





MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO

STATUS TERAKREDITASI "B" NSM : 121 218 720 001

Alamat : JL. KIL. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsuhmetro.sch.id



Nomor : 491/III.4.AU/F/2018
Lampiran :-
Perihal : **IZIN PRA-SURVEY**

Kepada Yth
Ketua Jurusan Tadris Bahasa Inggris
di Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-3110/In.28.1/J/TL.00/10/2018 05 Oktober 2018 Perihal Izin Pra Survey di MTs.Muhammadiyah Metro atas nama :

NamaMahasiswa : **EKA RATNA SARI**
NPM : 1501070046
Semester : 7 (tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **"IMPROVING STUDENTS'S READING
COMPREHENSION OF DESCRIPTIVE TEXT
THROUGH CONTEXTUAL TEACHING AND
LEARNING"**

Maka kami memberikan izin kepadanya. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb

Metro, 23 Oktober 2018

Kepada Madrasah





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41607 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1412 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

13 Mei 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Eka Ratna Sari
NPM : 1501070046
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students Reading Skill Of Descriptive Text Through Contextual Teaching And Learning Method At Eighth Grade Of MTs Muhammadiyah Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dowanlata Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47299; Website: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iain@metroiniv.ac.id

SURAT TUGAS

Nomor: B-1663/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : EKA RATNA SARI
NPM : 1501070046
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILL OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT EIGHTH GRADE OF MTS MUHAMMADIYAH METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 Mei 2019



Wakil Dekan I,
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 10 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah.ain@metrouiniv.ac.id

Nomor : B-1664/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1663/In.28/D.1/TL.01/05/2019,
tanggal 24 Mei 2019 atas nama saudara:

Nama : EKA RATNA SARI
NPM : 1501070046
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILL OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT EIGHTH GRADE OF MTS MUHAMMADIYAH METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO

STATUS TERAKREDITASI "B" NSM : 121 218 720 001

Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id



Nomor : 813/III.4/F/AU/2019
Lampiran : -
Perihal : Balasan Izin Research

Kepada Yth
Ketua Jurusan PBI IAIN Metro
di
Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-1664/In.28/D.1/TL.00/05/2019, Perihal Izin Research di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa : EKA RATNA SARI
NPM : 1501070046
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris
Tujuan : Dalam Rangka penyelesaian tugas Akhir/Skripsi dengan Judul:
"IMPROVING STUDENTS READING SKILL OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT EIGHT GRADE OF MTs MUHAMMADIYAH METRO"

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 415007, Faks (0725) 472996, Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-580/ln.28/S/OT.01/07/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : EKA RATNA SARI
NPM : 1501070046
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070046.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Juli 2019
Kepala Perpustakaan

Dra. Mokhtardi Sudin, M Pd
NIP. 195808311981031001



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa :

Nama : EKA RATNA SARI

NPM : 1501070046

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : An Introduction to Literary Studies


Metro,
Ketua Jurusan
Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa :

Nama : Eka Ratna Sari

NPM : 1501070046

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro,
Ketua Jurusan

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	SD Selasa, 11 Desember 2018	✓		1. Revise cover 2. Revise chapter I page 1 - 8 3. Revise chapter II page 11, 16, 28 4. Revise chapter III page 29, 30 5. Put table of content and bibliography. acc for seminar	
2.	Rabu, 12/18 /18	✓			

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dawantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47208; Website: www.tarbiyah.iainmetro.ac.id; e-mail: tarbiyah.iain@iainmetro.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin/ 12 Nov 2018		✓	- Revise Cover - Revisi Chapter I, II, III	
2.	Senin/ 26 Nov 2018		✓	- Revise cover - Revisi chapter I page 6 - Revise chapter II page 27 - Revise chapter III page 33 and 36	
3.	Jumat/ 7 Dec 2018				

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Co-Sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507, Faksimil (0725) 47256, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No: B-12.79/In.23-1/D/PP-00-9/05/2019

The Research Proposal entitled: :IMPROVING THE STUDENTS READING SKILL OF DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD AT EIGHTH GRADE OF MTs MUHAMMADIYAH NMETRO, written by : EKA RATNA SARI, Student Number: 1501070046, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on April 26th, 2019 at 10.30 – 12.30 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum (.....)

Examiner I : Drs. Kuryani, M.Pd (.....)

Examiner II : Ahmad Subhan Roza, M.Pd (.....)

Secretary : Ahmad Madzkur, M.Pd (.....)

Head of English Education Department


Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008001 1 01



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47298, Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.iaim@metroiniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING SKILL OF THE
DESCRIPTIVE TEXT THROUGH CONTEXTUAL
TEACHING AND LEARNING METHOD AT EIGHT GRADE
OF MTs MUHAMMADIYAH METRO

Name : EKA RATNA SARI
NPM : 1501070046
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal Seminar in Faculty of Tarbiyah and
Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, April 2019
Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to Hold the Seminar
of Eka Ratna Sari**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script
which is written by:

Name : Eka Ratna Sari
St. Number : 1501070046
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : IMPROVING THE STUDENTS' READING SKILL
OF THE DESCRIPTIVE TEXT THROUGH
CONTEXTUAL TEACHING AND LEARNING
METHOD AT EIGHT GRADE OF MTs
MUHAMMADIYAH METRO

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, April 2019

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.iaim@metroiniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Saudari Eka Ratna Sari**

Kepada yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh :

Name : Eka Ratna Sari
Npm : 1501070046
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : IMPROVING THE STUDENTS' READING SKILL OF THE
DESCRIPTIVE TEXT THROUGH CONTEXTUAL
TEACHING AND LEARNING METHOD AT EIGHT
GRADE OF MTs MUHAMMADIYAH METRO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih,

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, April 2019
Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41607; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa, 14/5/19	✓		acc. for research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 13 Mei 2019		✓	ke instrumentasi	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringrayo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu / 26 Juni 2019	✓		1. Cover 2. Abstract 3. Statement Originality 4. Dedication Page 5. Acknowledgements 6. Table of Content 7. Chapter I page 9 8. Chapter II page 27-28 9. Chapter III page 30 10. Chapter IV page 44, 46-47, 68-69	
2.	Rabu / 3 Juli 2019	✓		1. Cover 2. Abstract	
3.	Kamis 4/15/19	✓		- Revision is ok - Acc for manager of	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Ratna Sari
NPM : 1501070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu/24 Juni 2019		✓	Revisi - cover - Abstrack - chapter III - chapter IV - chapter V	
2.	Senin/24 Juni 2019		✓	Revisi - Chapter IV - Chapter V	
3.	Rabu/21 Juni 2019		✓	Revisi - Bab 1 dan 2	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara 150, Penguku Madio Timur Kota Bengkulu Lampung 34111
Telp: (0725) 41507 Fax: (0725) 47298 Website: www.metroiain.ac.id e-mail: iain@metroiain.ac.id

PENUNJUKAN TIM UJIAN SKRIPSI

No: B-2206/In.28/UPP/00.9.7.2019

Nama/NPM : Eka Raitra Sari/501070326

Jurusan : TBI

Tempat : Gedung Besan Lt. III B

Judul Skripsi : *Improving The Students Reading Skill of The Descriptive Text Through Contextual Teaching and Learning Method at E-girl Grade of MTs Nurarrahman yeh Metro*

Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Jum'at, 12 Juli 2019	08.00 - 10.00 WIB	Dr. Lim Yawwah, M.Hum	1. Drs. Kurniati, W.Pd 2. Anwar Subhan Roza, M.Pd	Ning Setiawan, M.Pd	Eka Yunisah, M.Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN			
Kelua	Wass: 30 menit	Koran	Perencanaan dan Pembalaa, kakekuran Dalam Proses Gmbangan		
Penguj 1	Maks: 50 Menit	Penguj 1	MelaDe, Relabas, & Pengjasaar Malar, Peranpilan Dalam Ujan dan Pembalaa		
Penguj 2	Maks: 40 Menit	Penguj 2	Pengjasaar Malar, Penamjalar Dalam Ujan dan Pembalaa		

Terbacaan disampukan kepada You:
1. Kaalibng Ujuran
2. Mahasiswa Ybs. (Pagar Pengumuman)

Metro, 09 Juli 2019
Ketua Ujian, TBI

Ahmad Saadhin Roza, M.Pd
NIP. 9750010202031 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroinivac.id, e-mail: iain@metroinivac.id

**Jadwal Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Semester Genap TA.2018/2019**

Pengumuman/Penunjukan

No: B-0972/In.2B.1/JIPP.00.9/04/2019

Nama / NPM : Eka Ratna Sari/ 1501070046
Hari / Tanggal : Jum'at/26 April 2019
Waktu : 10.30 - 12.00 WIB
Tempat : Gedung Dosen Lt. III B
Judul : Improving The Students Reading Skill of The Descriptive Text Through Contextual Teaching and Learning Method at Eight Grade of MTs Muhammadiyah Metro

Ketua / Moderator	Pembahas	Sekretaris	Petugas
Dr. Umi Yawisah, M.Hum	1. Drs. Kuryani, M.Pd 2. Ahmad Subhan Roza, M.Pd	Ahmad Madzkur, M.Pd	Eka Yuniasih, M.Pd

Metro, 15 April 2019
Ketua Jurusan IB

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Tembusan disampaikan Kepada Yth:
1. Kasubbag Adm Umum dan Keuangan
2. Mahasiswa Ybs. (Papan Pengumuman)

CURRICULUM VITAE



Eka Ratna Sari was born in Natar on December 17th 1996. Ethnically speaking, she comes from Javanese family descent. She is the first child of Mr. Ponijo and Mrs. Cik Ratna.

She took her elementary school at SD N 1 Natar and then she took her junior high school at SMP N 1 Natar for three years. Having graduated from junior high school, she continued her study at SMAS Swadhipa and was finished in 2015. After graduating, she decided to have lecture in English Education Department at IAIN Metro. She hopes that one day she can continue her study to master degree.