

AN UNDERGRADUATE THESIS

**THE USE OF TITLE, EXAMINE, LOOK, LOOK, AND SETTING (TELLS)
STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION
ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM
SEPUTIH SURABAYA CENTRAL LAMPUNG**



By:

**SELI YANAWATI
STUDENT ID. 14122117**

**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

AN UNDERGRADUATE THESIS

**THE USE OF TITLE, EXAMINE, LOOK, LOOK, AND SETTING (TELLS)
STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION
ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM
SEPUTIH SURABAYA CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
SELI YANAWATI
Student ID. 14122117

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M



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

Jalan Ki. Hajar Dewantara Kampus 15A Kingmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF *TELLS* STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA
Name : Seli Yanawati
NPM : 14122117
Department : English Department
Faculty : Tarbiyah and Teachers Training

APPROVED BY:

To be examined in the Munaqosyah in Tarbiyah Faculty of State Islamic Institute (IAIN) of Metro.

Sponsor

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

Metro, January 2020
Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

Head of English Education Department

Ahmad Subhan Rbza, 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 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Seli Yanawati**

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 skripsi yang disusun oleh:

Nama : Seli Yanawati
Npm : 14122117
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : THE USE OF *TELLS* STRATEGY TO IMPROVE THE
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM
SEPUTIH SURABAYA

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

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,

Metro, Januari 2020
Dosen Pembimbing II,

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

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Lingmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47298;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In Order to Hold the Munaqosyah
of Seli Yanawati**

To:
The Honorable the Dean of Faculty of
Tarbiyah and Teachers Training
State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

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

Name : Seli Yanawati
St. Number : 14122117
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Department
Title : THE USE OF *TELLS* STRATEGY TO IMPROVE THE
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMA MIFTAHUL
ULUM SEPUTIH SURABAYA

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

Wassalamu'alaikum Wr. Wb.

Sponsor,

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

Metro, January 2020
Co-sponsor,

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



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

Jalan Kl. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metroiniv.ac.id e-mail: tarbiyah.iaim@metroiniv.ac.id

RATIFICATION PAGE

No. 8-6821/10-23-1/P/PP-00-9/01/2020

An Undergraduate thesis entitled: THE USE OF TITLE, EXAMINE, LOOK, LOOK, AND SETTING (TELLS) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA CENTRAL LAMPUNG, written by Seli Yanawati, student number 14122117, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, January 21th, 2020 at 11:00 - 13:00

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M. Hum	(.....)
Examiner I	: Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Aisyah Sunarwan, M.Pd	(.....)

The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd
NIP. 19691008 200003 2 005 6

**THE USE OF TITLE, EXAMINE, LOOK, LOOK AND SETTING (TELLS)
STRATEG TO IMPROVE STUDENTS' READING COMPREHENSION
ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM
SEPUTIH SURABAYA CENTRAL LAMPUNG**

ABSTRACT

**BY:
SELI YANAWATI**

The aims of this research is to show that using strategy of Title, Examine, Look, Look and Setting (*TELLS*) can improve reading comprehension ability among the tenth grade students at SMA Miftahul Ulum Seputih Surabaya.

The kind of this research is Classroom Action Research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. Subjects of this research were 26 students in X MIPA class of SMA Miftahul Ulum Seputih Surabaya. In collecting data, the researcher used test (pre-test, post-test I and post-test II), observation and documentation.

The result of this research shows that *TELLS* strategy can be used as a strategy to improve students' reading comprehension ability, it proved by the average score result of pre-test and post-test. The average score at pre-test was 50,2 then at post-test I the average score was 66,5 and the average score at post-test II was 76,0. Based the result above, it can be seen that there were improvement average score from the pre-test, post-test I and post-test II.

Key words: Reading, TELLs Strategy, Classroom Action Research

**PENGGUNAAN STRATEGI TITLE, EXAMINE, LOOK, LOOK AND
SETTING (TELLS) UNTUK MENINGKATKAN KEMAMPUAN
PEMAHAMAN MEMBACA PADA SISWA KELAS X SMA MIFTAHUL
ULUM SEPUTIH SURABAYA LAMPUNG TENGAH**

ABSTRAK

**OLEH:
SELI YANAWATI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi *Title, Examine, Look, Look and Setting (TELLS)* dapat meningkatkan kemampuan pemahaman membaca pada siswa kelas X (Sepuluh) SMA Miftahul Ulum Seputih Surabaya.

Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 26 siswa kelas X MIPA di SMA Miftahul Ulum Seputih Surabaya. Dalam mengumpulkan data, penulis menggunakan test (pre-test, post-test I dan post-test II), pengamatan and dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa strategi *TELLS* dapat digunakan sebagai strategi untuk meningkatkan kemampuan pemahaman membaca siswa, ini dibuktikan dengan rata-rata nilai hasil pre-test dan post-test. Rata-rata nilai pre-test adalah 50,2 kemudian post-test I rata-rata nilainya adalah 66,5, dan rata-rata nilai pada post-test II adalah 76,0. Berdasarkan hasil di atas, dapat dilihat bahwa terdapat peningkatan nilai rata-rata dari pre-test, post-test I dan post-test II.

Kata kunci: *Membaca, Strategi TELLs, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY


The undersigned:

Name : Seli Yanawati
Students ID : 14122117
Department : English Education
Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2020
The Researcher,




Seli Yanawati
St. ID 14122117

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:


Nama : Seli Yanawati
NPM : 14122117
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu keguruan

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

Metro, Januari 2020

Yang Menyatakan,




Seli Yanawati
NPM: 14122117

MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ﴿٢٠٠﴾

You Who Have Believe, Perseve And Endure And Remain Statinoned And Fear
Allah That You May Be Successful (Qs. Al Imraan : 200)

“Reading Changes Everything”

Mike Schmoker

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved family, especially my parents (Mr. Agus Santoso and Mrs. Surani), my sister and brother (Ameliya Kusuma Putri and Muhammad Ibnu Yahya) who always pray and support me by their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies (IAIN) of Metro.

ACKNOWLEDGEMENT

To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish an undergraduate thesis entitled "The Use of "TELLS" Strategy to Improve the Students' Reading Comprehension Ability among the Tenth Grade at SMA Miftahul Ulum Seputih Surabaya". Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dean of the Faculty Tarbiyah and Teachers Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The researcher's thanks also goes to Mrs. Dr. Umi Yawisah, M.Hum and Mrs. Trisna Dinillah Harya, M.Pd. as the First and Second Advisors.

The researcher realizes that this undergraduate thesis is nearly imperfect. Last but not least, I hope that the result of the research beneficial or contribute in teaching learning activity of English Language in SMA Miftahul Ulum Sputih Surabaya.

Metro, January 2020
The Researcher,


Suci Yanawati
St. Number: 14122117

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
APPROVAL PAGE	iii
NOTA DINAS.....	iv
NOTIFICATION LETTER	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Problem Identification.....	5
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefits of the Study.....	6
F. Prior Research	7
CHAPTER II THEORETICAL REVIEW.....	10
A. The Concept of Reading Comprehension Ability	10
1. The Concept of Reading Comprehension Ability	10
a. The Definition of Reading	10
b. The Definition of Comprehension	11
c. The Definition of Reading Comprehension	12
2. The Importance of Reading Comprehension	14
3. The Models of Reding Comprehension	14
4. The Strategies of Reading Comprehension.....	15
5. The Measurement of Reading Comprehension.....	16
B. The Concept of <i>TELLS</i> Strategy	18
1. The Definition of <i>TELLS</i> Strategy	18
2. The Benefits and Weakness of <i>TELLS</i> Strategy	20
3. The Implementation of <i>TELLS</i> Strategy in Teaching Reading Comprehension	21
C. Action Hypothesis.....	22

CHAPTER III RESEARCH METHOD	23
A. Variables and the Definition Operational of Variables.....	23
B. Setting and Subject of Research.....	24
C. Action Plan.....	24
D. The Steps in the Research	26
E. Data Collection Method	32
F. Instrument of the Research.....	34
G. Data Analysis Method.....	35
H. Indicator of Success	37
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	38
A. Result of the Research.....	38
1. Description of Research Location	38
a. The Brief History of SMA Miftahul Ulum Seputih Surabaya	38
b. The Teachers and Staff in SMA Miftahul Ulum Seputih Surabaya.....	38
c. The Quantity of the Students at SMA Miftahul Ulum Seputih Surabaya.....	39
2. Description of the Research	41
B. Discussion	57
1. Action and Learning Result at Cycle 1	57
2. Action and Learning in Cycle II.....	59
3. The Result of the Research	61
4. The Result of the Students' Observation Sheet.....	63
CHAPTER V CONCLUSION	64
A. Conclusion.....	64
B. Suggestion.....	65

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table 1. The Pre-Survey Data of Students' Reading Score.....	2
Table 2. The Pre-Survey of Students' Reading Score among the Tenth Grade at SMA Mifthul Ulum Seputih Surabaya	3
Table 3. The Reading Comprehension Scoring Rubric by Joan.....	17
Table 4. The Number of Students.....	24
Table 5. The Qty of the Students at SMA Miftahul Ulum in Academic 2019/2020	40
Table 6. Table of Students' Score in Pre-Test.....	42
Table 7. The Students' Reading Achievement in Pre-Test.....	43
Table 8. The Table of Students' Score in Post-Test I.....	47
Table 9. The Students' Reading Achievement in Post-Test I.....	48
Table 10. The Result of Students' Learning Activities in Cycle I.....	49
Table 11. The Comprehension of Students' Pre-Test and Post-test I in Cycle I	50
Table 12. The Table of Students' Score in Post-Test II	53
Table 13. The Students Reading Achievement in Post-Test II.....	55
Table 14. The Result of Students' Learning Activities in Cycle II	55
Table 15. The Students' Score in Pre-Test and Post-Test I.....	57
Table 16. The Students' Score in Post-Test I and Post-Test II.....	59
Table 17. The Students' Score in Pre-Test, Post-Test I and Post-Test II	61
Table 18. The Result of Students' Learning Activities in Cycle I and Cycle II.	63

LIST OF FIGURES

Figure 1	The Action Research Cycles.....	26
Figure 2	The Teachers and Staff at SMA Miftahul Ulum	39
Figure 3	The Teachers and Staff at SMA Miftahul Ulum	39
Figure 4	The Quantity of Students	40
Figure 5	The Quantity of Students	41
Figure 6	The Average Students' Score in Pre-Test and Post-Test I	58
Figure 7	The Average Students' Score in Post-Test I and Post-Test II	60
Figure 8	The Comparison of the Average Students' Score in Pre-Test, Post-Test I and Post-Test II	61
Figure 9	The Comparison of Students' Activities Result in Cycle I and Cycle II	63

CHAPTER I

INTRODUCTION

A. Background of the Study

English Language Teaching is an effective way to be used not only to transfer the knowledge but also to habituate English language learners to be able to communicate using English in the daily life. Successful English language teaching gives great contribution to every people who need English in their life. English as Foreign Language in Indonesia has important role. By mastering English, it is easy for the people to look for the job, to read many English references, or to communicate with many people from other countries. English skills include of speaking, listening, writing and reading.

Moreover, reading is one of the four skills that are very important to learn. Reading is not only a source of information but also as a means of extending one's knowledge of the language. Reading is very important to be mastered by all of the language learners because by reading the readers can get many great benefits from the text they read. In addition, by reading, the language learners can also enrich their vocabulary and grammar mastery.

Furthermore, there are several factors that influence reading comprehension, such as vocabulary mastery, grammar, and prior knowledge related to reading content. Other factors that influence reading are motivation, interest, reading habits and environmental factors. Environmental factors that affect reading can come from parents, peers, and the school environment.

However, reading comprehension is not easy. There are many problems in reading comprehension faced by the students. It is difficult for the students to understand the content of the text because they do not know the meaning of the words. In addition, they are difficult in comprehending the text because they have limited vocabulary and low grammar mastery. The students have less motivation in reading the long text. It is because they feel hard in determining the main ideas and supporting details of the text.

In line with the reading problems above, the researcher found the reading comprehension problems of the tenth grade at SMA Miftahul Ulum Seputih Surabaya based on the pre-survey result that was conducted on August 2nd, 2018. The result of pre-survey in reading comprehension problem based on Minimum Mastery Criteria (MMC) of English subject is as follow:

Table 1
The Pre-survey Data of Sudents' Reading Score

No	Name	Score	Category
1	AK	40	Incomplete
2	AF	50	Incomplete
3	AM	30	Incomplete
4	AN	40	Incomplete
5	AI	35	Incomplete
6	BM	75	Complete
7	DH	25	Incomplete
8	DP	30	Incomplete
9	EF	35	Incomplete
10	EL	50	Incomplete
11	FA	55	Incomplete
12	FS	35	Incomplete
13	IL	60	Incomplete
14	JS	40	Incomplete
15	LS	35	Incomplete

16	LH	25	Incomplete
17	MS	35	Incomplete
18	NA	55	Incomplete
19	NH	45	Incomplete
20	PS	45	Incomplete
21	PS	25	Incomplete
22	RA	40	Incomplete
23	RM	45	Incomplete
24	SE	70	Complete
25	SA	60	Incomplete
26	YD	30	Incomplete
Total		1110	
High Score		75	
Low Score		25	
Score \geq		2	
Score $<$		24	

Source: Documentation of pre-survey data at SMA Miftahul Ulum Seputih Surabaya taken on August 2nd, 2018.

Table 2
Table Pre-survey of Students' Reading Score
among the Tenth Grade at SMA Miftahul Ulum Seputih Surabaya

No.	MMC	Frequency	Percentage	Criteria
1.	≥ 70	2	7.7%	Complete
2.	< 70	24	92.3%	Incomplete
Total		26	100%	

Source: The pre-survey result taken on August 2nd, 2018.

Based on the table above, it is known that the number of students who got reading comprehension scores over Minimum Mastery Criteria (MMC) was 2 students. Meanwhile, the number of students who got the scores less than the MMC was 24 students. This means that the number of students who got a reading comprehension score less than the MMC more than the number of students who get a reading comprehension score that is more than the MMC. Furthermore, the percentage of students who got reading

comprehension scores that is more than MMC was 7.7%. Meanwhile, the percentage of students who got reading comprehension scores that is less than MMC was 92.3%. This means that the percentage of students who got reading comprehension score that is less than MMC is more than the percentage of students who got reading comprehension that is more than MMC. It can be concluded that the tenth grade of SMA Miftahul Ulum Seputih Surabaya experienced problems in their reading comprehension ability.

Based on the results of the pre-survey, it was found that the tenth grade of SMA Miftahul Ulum Seputih Surabaya is low in reading comprehension ability. This was due to the limited vocabulary they had. In addition, the students also have limitations in grammar so they have difficulty in understanding the information contained in the text. Besides that, they also have less motivation in reading the long text. It is because they feel difficulties in determining the main ideas and supporting ideas from the text they read. Therefore, they are not able to understand the contents of important information from the text.

The improvement of reading comprehension should be done by using the appropriate teaching strategy, that is *TELLS* strategy. That is a strategy which applied to improve the students' reading comprehension. Developed by Skinner (1998), *TELLS* Strategy is effective at improving reading comprehension, it could help to prevent a downward spiral of reading skill development caused by poor readers choosing to read less. *TELLS* Strategy is

designed to help students who get difficulties in reading comprehension. It is corrected by Idol- Maestas “..... *TELLS* for guiding the students’ probing while reading a story”.¹ *TELLS* aims to engage students in reading text and analyze whole the text. Students are taught to look at the title and then requires student to examine the material, then students look for hard word and important word. The last step students skim passage for clues about the setting. It is a good method to help students activate their prior knowledge related to the material.

In relation with the all of explanation above, the researcher assumes that *TELLS* strategy seemed to be a good alternative way to improve their reading comprehension. The researcher conducted a classroom action research that is intended to improve the students’ reading comprehension ability among the tenth grade at SMA Miftahul Ulum Seputih Surabaya. Consequently, the title of this research is The Use of *TELLS* Strategy to Improve the Students’ Reading Comprehension Ability among the Tenth Grade at SMA Miftahul Ulum Seputih Surabaya. Hopefully, by implementing this alternative teaching, the students’ reading comprehension can be improved.

B. Problem Identification

Based on the background of study above, there are some problems that have been identified by the researcher, as follow:

1. The students had difficulty in understanding the information contained in the text.

¹ Idol-Maestas, L. *Getting Ready to Read: Guided Probing for Poor Comprehenders*. Learning Disability Quarterly, (USA: A Division of Guilford Publications, Inc. 1985), p. 85

2. The students had limited vocabulary mastery.
3. The students had low reading comprehension ability.
4. The students had low motivation to practice reading.
5. The students had difficulty in determining the main ideas and supporting ideas from the text they read.

C. Problem Limitation

The researcher realized that it is not possible to investigate all of the problems that have been identified. Therefore, the researcher only limits on the third point of problems that students had low reading comprehension ability.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulated the problem in form of: “Can *TELLS* strategy be used to improve the students’ reading comprehension ability among the tenth grade at SMA Miftahul Ulum Seputih Surabaya?”

E. Objective and Benefits of the Study

1. Objective of the Study

This research has an aim to improve the students’ reading comprehension ability among the tenth grade at SMA Miftahul Ulum Seputih Surabaya by using *TELLS* strategy.

2. Benefits of the Study

It is hoped that this research has great benefits for the students, the teacher and the other researcher.

a. For the students

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

b. For the teacher

This research becomes one of the alternative solutions for English teachers who want to improve the students' reading comprehension ability. It is because this research gives the model and great example of how *TELLS* strategy can improve students' reading comprehension ability.

c. For the other researchers

It is hoped that this research will be useful for the other researcher as one of the alternative preview researches that become one of the alternative foundations to be developed in the next researches.

F. Prior Research

This research was done by considering some prior research that was done by some previous researchers. The first prior research was done by Abd. Mustakim who conducted the same research in the topic of *TELLS* Strategy in improving reading comprehension. The title of his research is "*Improving the Students' Reading Comprehension Through "TELLS" Strategy at the First Year Students of SMA Muhammadiyah 9 Perumnas Makassar.*" This research was carried out at SMA Muhammadiyah 9 Perumnas Makassar. The subject of this research was the first year students of SMA Muhammadiyah 9 Perumnas Makassar. This research aimed to improve students' reading

comprehension by using strategy of tittle, examine, look, look and setting (TELLS). This research used Classroom Action Research (CAR) by implementing two cycles (cycle 1 and 2). This research tried to find out the students' achievement in literal comprehension through *TELLS* Strategy and the students' achievement in interpretive comprehension through *TELLS* Strategy. Then Abd. Mustakim found the results based on the goals of the research, those were the students' improvement in literal reading comprehension was 67.75% from 51.31%, as well as the students' improvement in interpretative reading comprehension 67.10% from 51.31%. It was reached by the implementation of *TELLS* Strategy in the classroom.² Therefore, it can be concluded that use of *TELLS* Strategy is effective to the students in teaching reading comprehension.

The second conducted by Bayu Setiawan 2006 was research about "*The Effect of Using TELLs Strategy on Students' Reading Comprehension of Narrative Text at the Second Year of SMAN 2 Bangkinawang Kampar Regency.*" This research has similarity and diffirentiation with the research that was do by Abd. Mustakim. The similarity is in form of the same topic that is about the implementation of *TELLS* strategy on Students' Reading Comprehension. Meanwhile, there is differentiation related with the education level and kind of research. Bayu setiawan's research was conducted at the second year of Senior High School level and used quantitative research.

² Abd. Mustakim. *Improving the Students' Reading Comprehension Through "Tells" Strategy at the First Year Students of SMA Muhammadiyah 9 Perumnas Makassar*. English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Vol. 2 No. 2 May 2013

The result of the research was known that the students' reading comprehension taught by using *TELLS* strategy is drastically improved and it's GOOD, from 59,50 to 74,17. Meanwhile, the students' reading comprehension taught without using *TELLS* strategy is not drastically improved, from 59,67 to 59,83. Then, H_0 is rejected and H_a is accepted or there is significant effect of students' reading comprehension in Narrative text taught by using *TELLS* strategy. It can be seen from t_0 8.326 is higher than T-table either at 5% = 2.00 or 1% = 2.65.³ So, it can be known that *TELLS* strategy is an effective strategy to teach reading comprehension

Based on the researches above, it is concluded that all of the prior researches have similarity with the research that will be conducted by the researcher. The similarity is in the use of *TELLS* strategy in improving students' reading comprehension. In addition, the differentiation among the first and second prior research is in the grade of students. Where in the first prior research, the researcher conducted the research at the first year of Senior High School and the second prior research conducted the research at the second year of Senior High School. Meanwhile, the researcher will apply *TELLS* strategy at the tenth grade of Senior High School.

³ Bayu Setiawan, *The Effect of Using TELLs Strategy on Students' Reading Comprehension of Narrative Text at the Second Year of SMAN 2 Bangkinawang Kampar Regency*. Cirebon.2006

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading Comprehension Ability

a. The Definition of Reading

According to Jane, reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them".⁴ It means that reading is an activity used to understand something by written or printed words and the way to know more about something to get information from organizing the ideas of the passage.

Patel states that reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.⁵ It means that reading is process to find or get meaning of the text through interaction between the reader's existing knowledge and content of the text.

⁴ McGrath, Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p.1.

⁵ Patel, M.E and Praveen M. Jain. *English Language Teaching*, (Jaipur: sunrise, 2008), P.114

Reading is the process understanding to interpretation of the written language form.⁶ It is a complex activity that involves both perception and thought. When the students read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and use brain to convert into words, sentences and paragraph that communicate something us.

Based on the quotations above, it can be inferred that reading is a language activity used to get information and then reader should master in reading. Reading is one of the main skills that students must acquire in the process of mastering a foreign language in school. Through reading, students get a lot information from the text and also reading can improve students skill in learning English exactly.

b. The Definition of Comprehension

Linda and Carla define comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.⁷ In the other words, knowledge of the word gives a role play to expression and understanding the reading text.

Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key

⁶ Elizabet S. Pang, *Teaching Reading, International Academy of Education*, (Chichago: University of Illions, 2003), p.6.

⁷ Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension*, (Australia:Stenhouse Publishers,2005), p. 14

ideas.⁸ It means that comprehension is to understand new information in light of what the readers already know.

In addition, Gillet and Temple argue that comprehension is the readers' understand the content of the text by involving prior knowledge, knowledge of structure, and reader's active to look for information.⁹ It can be concluded that comprehension is a process to produce meaning from the text by involving prior knowledge to look for information.

Based on the definition above, the researcher concludes that comprehension is a reading process which requires delicate information, understand it with their background knowledge and experience.

c. The Definition of Reading Comprehension

There are many experts that have many different definition of reading comprehension. Douglas states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹⁰ It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, learner must have good reading comprehension to get information from the reading text.

⁸ Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Method of Reading Instruction*, (USA, 2004), P. 98-99

⁹ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United States of America, Harper Collins College Publishers, 1994), p.34.

¹⁰Brown, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco state University, 2002), P. 306

Snow underlines that reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.¹¹ It means that in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

According to Gordon, reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.¹² Janette states a reading comprehension involves much more than readers' response to text. Reading comprehension is multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).¹³

Based on the quotations above, the research can state that reading comprehension is about understanding written text. It is complex activity that involves both perception and through. Reading consists of two related process, word recognition and comprehension.

¹¹ Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

¹² Wainwright, Gordon, *How to Read Faster and Recall More...*, (United Kingdom: Gordon Wainwright, 2007), P.35

¹³ Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficultie*, (New York: The Guilford Press, 2007), P. 8

The word ability in Oxford Advance Learners' dictionary means the power or capacity to do or act physically, mentally, legally, and financially.¹⁴ It means that ability is the quality of level skill or intelligent which is own by the people to do something.

Based on the statement above, it can be concluded that reading comprehension ability is the students active process to comprehend and to do something that aimed to get information when they reading a text.

2. The Importance of Reading Comprehension

Reading comprehension increases the pleasure and effectiveness of reading. Reading comprehension helps in all the other subjects and in the personal and professional live. The high stake test that control advancement through elementary, middle and high school and which determine entrance to college are in large parts, a measure of reading comprehension. In short, building reading comprehension requires a long term technique in which all the reading comprehension areas (phonics, fluency, vocabulary), will contribute to success.

3. The Models of Reading Comprehension

There are some models of reading, as follow:¹⁵

¹⁴ A. S. Hornby, *Oxford advaced Learners' Dictionary*, (New York: Oxford University Press, 2000), p. 2118.

¹⁵Jeremy Hermer, *The Practice of English Language Teaching*, (Longman: Longman, 2001), p.20.

a. The Top-down Model

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

b. The Bottom-up Model

In Bottom-up processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. In other words, Bottom-up processing is process of the readers understand the linguistics signals

4. The Strategies of Reading Comprehension

Strategies of reading comprehension are explained, as follow:

a. Activating prior knowledge

In this case teachers can play a vital role in seeing that the readers' knowledge about the new topic is built up so they can successfully comprehension a new text.

b. Predicting

Predicting creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.

c. Skimming

Skimming gives readers' the advantage of being able to predict the purpose of passage, the main topic, or message, and possibly some of truth developing or supporting ideas.¹⁶

d. Scanning

Scanning is a reading strategy that involves students reading a text in order to find specific information.

e. Identifying topic and main ideas

Students' practice this skill in a development sequence from simple to more complex cognitive task, for example, the sequence of exercise includes the following:

- 1) Finding the topic from a list of words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the main idea of a passage

f. Use of questions

Another important strategy good reader use is questioning. Asking question before reading and posing questions while reading strategies that have been identified as being effective by fluent readers' of English.

¹⁶ Brown, Douglas, *Teaching by Principles.*, p.308

5. The Measurement of Reading Comprehension

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:¹⁷

a. Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question can focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Joan, as follows:¹⁸

¹⁷ I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79.

Table 3
The Reading Comprehension Scoring Rubric by Joan

Criteria	2	1	0	Total Points
Classification <ul style="list-style-type: none"> • Identifies story type • Recognize story mood 	2 elements present	1 elements present	0 elements present	____x3 = ____Points
Plot <ul style="list-style-type: none"> • Retells Story in correct order • Recognizes difference between major events and supporting details 	2 elements present	1 elements present	0 elements present	____x3 = ____Points
Conflict <ul style="list-style-type: none"> • Knows main Character problem • Knows why main character has problem 	2 elements present	1 elements present	0 elements present	____x4 = ____Points
Theme <ul style="list-style-type: none"> • Knows what author want to say • Explain theme in 1-3 words 	2 elements present	1 elements present	0 elements present	____x4 = ____Points

¹⁸ Joan F. Groaber, *Designing and Using Rubrics for Reading and Language Arts*, (California: Corwin Press, 2007)p. 41.

B. The Concept of *TELLS* Strategy

1. The Definition of *TELLS* Strategy

TELLS is defined by Janette K. Klinger as a strategy developed by Idol-Maestas used to guide students' probing while reading a story.¹⁹

According to Janette K. Klinger, *TELLS* is an acronym that prompts students to follow a series of steps that include of:

T stands for *study story titles*.

E stands for *examine and skim pages for clues*.

L stands for *look for important words*.

L stands for *look for difficult words*.

S stands for *think about the story settings*.²⁰

Based on the description of *TELLS* strategy above, *TELLS* is a reading strategy that is organized in the structured reading steps that start from comprehending the title, examining the text, looking for the important words, searching the difficult words, and comprehending the setting of the text that consist of place, time, and situation.

Katherine D. W. explains that *TELLS* is a strategy that helps students improve their comprehension skills by teaching them to use a concrete, specific method before reading to develop question crucial to understanding.²¹ According to Janette K. Klinger, *TELLS* Strategy

¹⁹ Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficultie*, (New York: The Guilford Press, 2007), P. 85

²⁰ *Ibid.*

²¹ Katherine D. Wiesendanger. *Strategies for Literacy Education*. (Alfred University: Merrill, 2000) P. 131

can be posted on a wall in the classroom and/or provided individually to students.²² Moreover, the teacher helps students learn how to apply each step one at a time and then use them all when reading a story.

It is stated by Rolanda that *TELLS* is a strategy that is particularly effective for previewing text that give students a guide that helps them tap into their prior knowledge and set a purpose for reading.²³ *TELLS* Strategy is more likely to cause generalized improvement in students reading comprehension at lower grade levels.

2. The Benefits and Weakness of *TELLS* Strategy

TELLS strategy has some great benefits, as follows:

- a. Helping students improve their comprehension skills by teaching them to use a concrete, specific method before reading to develop question crucial to understanding.²⁴
- b. Giving students a guide that helps them tap into their prior knowledge and set a purpose for reading.²⁵
- c. Being particularly effective for previewing text that help to orient students before they read, with the help of an advance organizer to improve students' focus and activate their prior knowledge through the teacher's guidance.²⁶

²² Janette K. Klingler, Sharon Vaughn, and Alison Boardman, *Teaching Reading*, p.85

²³ Rollanda E. O'Connor, Patricia F. Vadasy. *Handbook of Reading Interventions*, (New York: The Guilford Press, 2011), P. 227

²⁴ Katherine D. Wiesendanger. *Strategies for.*, p. 131

²⁵ Rollanda E. O'Connor, Patricia F. Vadasy. *Handbook of Reading.*, p. 227

²⁶ *Ibid.*

However, *TELLS* strategy also has weakness. One of the weakness of *TELLS* strategy is some students may find it difficult to consider a perspective other than their own.²⁷

3. The Implementation of *TELLS* Strategy in Teaching Reading Comprehension

The implementation of *TELLS* Strategy in teaching reading comprehension is explained as follows:²⁸

- a. The first step in the *TELLS* procedure (T) is to prompt the students to read the title and form clues as to the subject of the story. The researcher encourages the students to form a hypothesis about the content of the passages by reading the title.
- b. The second step (E) is to examine. The students are prompted to skim the passages for clues. This step should cause students to develop new hypotheses about the nature of the passage.
- c. In step three, Look (L), the students are instructed to scan the passages for important words (e.g., words used frequently).
- d. During the fourth step, Look (L), students are taught to look for hard words (e.g., unfamiliar words that the student may not recognize, know the meaning of, and/or be able to pronounce).
- e. During the final step, the students are taught to skim the passages for clues about the setting. Students are instructed to look for clues

²⁷*Ibid*, p.139

²⁸ Skinner, C. H. & Ridge, A. D. *Using the TELLs Prereading Procedure to Enhance Comprehension Levels and Rates in Secondary Students*. (The University of Tennessee. *Journal of Psychology in the School*, 2010), Vol. 481 (1), p. 173-175

such as places, areas, descriptions, dates, or references to time periods.

C. Action Hypothesis

Based on the review, the researcher formulates the action hypothesis as follows: “Using *TELLS* strategy can improve students reading comprehension ability among the tenth grade at SMA Miftahul Ulum Seputih Surabaya.”

CHAPTER III

RESEARCH METHOD

A. Variables and the Definition Operational of Variables.

The Research is classroom action research. This research contains two variables (X) and (Y). Variable (X) is the independent variable (*TELLS* strategy) and variable (Y) is the dependent variable (reading comprehension ability). Operational variable is the definition which based on characteristic of the things that will be defined. Meanwhile, variable can be defined as an attribute.

There are two operational definitions of variables, which are:

1. Independent Variable

Independent variable is an attribute or characteristic that influences or effects an outcome or dependents variables.²⁹ So, independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is *TELLS* strategy as the variable X which can be defined as a tool to help the students in reading comprehension ability.

2. Dependent Variable

Dependents variable is an attribute or characteristic that is dependent on or influenced by the independent variable.³⁰ It means

²⁹ Creswell, John W. *Education research*, (New York: Person; 2012), P. 116

³⁰ *Ibid.* P.115

that dependent variable is variable that depend on the independents variable and it is result of the influence of independent variable. Dependent variable (Y) of this research is reading comprehension ability.

B. Setting and Subject of the Research

The research conducted at SMA Miftahul Ulum Seputih Surabaya which located in Ki Hajar Dewantara Street Sragen Mataram Ilir, Seputih Surabaya, Central Lampung. The researcher decided to conduct the research at this school because the researcher found the reading problems at SMA Miftahul Ulum Seputih Surabaya based on the result of pre-survey. In this research, the researcher collaborated with Mrs. Siti Fatimah, S.Pd, an English teacher at SMA Miftahul Ulum Seputih Surabaya.

The subject of this research was the tenth grade students at SMA Miftahul Ulum Seputih Surabaya. There were three classes and the researcher chose class X MIPA consists of 26 students because the teacher recommended to use the class as the subject of this research.

Table 4
The Number of Students

No.	Grade	Sex		Total
		Male	Female	
1.	X MIPA	11	15	26

C. Action Plan

The research method used in this study was classroom action research. According to Kumar, action research is a method for improving and

modifying the working system of a classroom in school.³¹ It means that classroom action research have an important role to increase teaching and learning process in the classroom.

Mc. Niff defines that action research is a name given to particular way of researching your own learning.³² It means that classroom action research is the research which the aim is to solve the problem in teaching and learning process in the class.

In addition, Donald Ary et.al, assert that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.³³ It means that we focus on the use of action research in education.

From the quotation above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The researcher hopes that this research can improve students reading comprehension ability by using *TELLS* strategy.

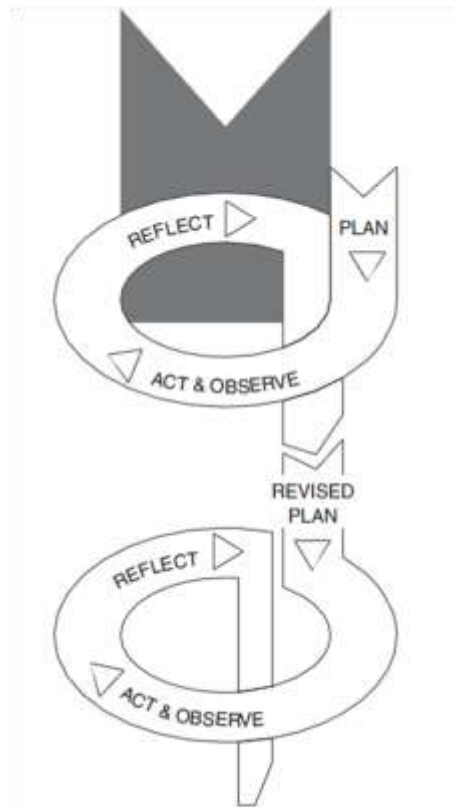
This research was conducted by using of the cycle process. Next, the researcher conducted the study following the procedures consist of planning, action, observation and reflection.

³¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.261.

³² Jean Mc. Niff., *Action Research: Principle and Practice*, (London and New York, 2002), Second Edition, p. 15.

³³ Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning, 2010, 2006), p512

Figure 1: The Action Research Cycles.³⁴



This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it will probably be continue and resave in the next cycle that have same phase on the first cycle.

D. The Steps in the Research

In this classroom action research, there are four steps in each cycle including of planning, action, observation and reflection. If the first cycle

³⁴ Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999), p.33.

has failed, the cycle must be review again in the second cycle and so on. It conducts for the purpose to improve students reading comprehension ability. The classroom action research that will be conducted by the researcher can be illustrated as follow:

1. Cycle I

a. Planning

Planning is the first step of classroom action research that prepared before the researcher did the action. In this step, the researcher prepared the material related to the teaching and learning process. There were activities that the researcher did in planning:

- 1) The researcher prepared the material, making lesson-plan, and designing the steps in doing action.
- 2) The researcher prepared list of students' name.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

Doing action is the second step in the activity. Action is the realization of the plan that researcher has made before. The researcher implemented *TELLS* strategy in the teaching learning process. Those activities are as follows:

1) Pre-teaching activities

- a) The researcher started the lesson by greeting to the students.
- b) The students and the researcher prayed together.
- c) The researcher checked the attendant list.
- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching activities

- a) The researcher applied lesson plan.
- b) The researcher explained *TELLS* strategy as a strategy used in teaching learning.
- c) The researcher gave reading text to students.
- d) The researcher asked students answer questions about the step before they read the story. (T: what is the title of the text?, E: what is clues about the story did you find after examining the pages?, L: what important words did you find after looking through the pages?, L: what hard words did you find?, S: what is the setting of the story?)
- e) The researcher guided the students in teaching learning process based on the lesson plan.
- f) The researcher gave evaluation to the students.

3) Post teaching activities

- a) The researcher asked to the students about difficulties of the material.
- b) The researcher gave explanation and then made conclusion together.
- c) The researcher gave greeting for the students.
- d) After giving treatment in cycle I. The researcher gave the post-test I. The instrument which was given to the students had different type from the instrument which was given in the pre-test.

c. Observing

In this step, the researcher observed the student's activities, their participations, class and learning process by using format observation. The researcher observed the students' activity by using observation sheet. It was to write some indications, not only good indication but the bad one also was written. Such as: students' good participants, students' error and the students' comprehension to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflecting is the last step of classroom action research cycles. The researcher analyzed and discussed the observation result during teaching process, like weakness and the strength from this

action this step. The researcher used the data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle.

2. Cycle II

a. Planning

- 1) The researcher and the collaborator re-arranged the detail plan about the action on cycle II
- 2) The researcher revised and prepared the material, making lesson-plan, and designing the steps in doing action.
- 3) The researcher prepared list of students' name.
- 4) The researcher prepared format to observe.
- 5) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

In this step, it regarded with same step in previous cycle in which the researcher applied the revised plan such as lesson plan II, selected material and instrument for evaluation to be implemented in teaching and learning process in the classroom. The activities are as follows:

- 1) Pre-teaching activities
 - a) The researcher started the lesson by greeting to the students.
 - b) The students and the researcher prayed together.
 - c) The researcher checked the attendant list.

- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.
- 2) While teaching activities
 - a) The researcher applied lesson plan.
 - b) The researcher explained *TELLS* strategy as a strategy used in teaching learning.
 - c) The researcher gave reading text to students.
 - d) The researcher asked students answer questions about the step before they read the story. (T: what is the title of the text?, E: what is clues about the story did you find after examining the pages?, L: what important words did you find after looking through the pages?, L: what hard words did you find?, S: what is the setting of the story?)
 - e) The researcher guided the students in teaching learning process based on the lesson plan.
 - f) The researcher gave evaluation to the students.
 - 3) Post teaching activities
 - a) The researcher asked to the students about difficulties of the material.
 - b) The researcher gave explanation and then made conclusion together.
 - c) The researcher gave greeting for the students.

d) After giving treatment in cycle II. The researcher gave the post-test II.

c. Observing

In this step, the researcher observed the teaching learning process by using format observation and field note to collect data in action plan II.

d. Reflecting

In this step, the researcher compared the score of pre-test and post-test. The researcher knew the strengths and weakness of the action. The researcher reviewed and reflects on students' activities whether it is positive or negative, the second cycle enough or need for the next step. Because there is a good improvement based on the criteria of success that had been determined before, the researcher did not continue the action in the next cycle.

E. Data Collection Method

The researcher collected the data by using data collection method as follow:

1. Test

According to Donald Ary, test is a set of stimuli which given to the personal to obtain the respond based on what is assessed.³⁵ In this research, the test would be given to the students consist of two types; pre-test and post-test:

³⁵ Donald Ary, *Introduction to Research.*, p.201.

a. Pre-test

The researcher gave pre-test to the students. This step conducted before giving the treatment through the implementation of *TELLS* strategy to evaluate the students' reading ability. The type of pre-test was reading comprehension test. In this pre-test, the researcher applied objective test in the form of multiple choice.

b. Post-test

Post-test conducted after the students are taught reading comprehension by using *TELLS* strategy as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objectives test in the form of multiple choices.

2. Observation

According to Wallace, observation is data collection technique which concerns on some form of observation of learning process and it may involves the use of video or audio techniques or of checklist or observational schedule.³⁶ In this research, the researcher used observation to obtain the data about students' learning activity or participation in the classroom which observed by observer.

³⁶ Michael J. Wallace, *Action Research fo Language Research* (Cambridge: Cambridge University Press, 1998), p. 46.

3. Documentation

Documentation is the way that used to get more information from written language of document (for examples: books, magazine, rule, note, and others). In this research, the researcher used the documentation method to get the detail information about history of the school, the sum of teachers, employers, students and organization structure among the tenth grade at SMA Miftahul Ulum Seputih Surabaya.

4. Field Note

Field note is observation instrument used in Classroom Action Research (CAR) to provide a record of what is going an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.³⁷ In this research, the researcher used filed note to record the student's activity during the learning process. It conducted after finishing teaching and learning process.

F. Instrument of the Research

1. Reading Comprehension Test Question

To measure students' reading comprehension ability, the researcher applied some reading comprehension tests. In this case, the researcher made the reading comprehension test question that is in form of the multiple choices. The researcher asked the students to answer the questions.

³⁷Donald Ary, *Introduction to Research.*, p.526

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.³⁸

G. Data Analysis Method

The researcher collected and analyzed the entire data by taking average score between pre-test and post-test of students reading comprehension ability per action in each cycle. The formula to figure out average between pre-test and post-test as follow:³⁹

$$X = \frac{\Sigma X}{N}$$

Notes: X = Mean of average score

³⁸H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267-268.

³⁹James B. Schreiber and Kimberly Asner-self, *Educational Research*, (New Jersey: John Wiley and Sons, 2011), p.233.

ΣX = The total number of students' scores

N = The total number of students

The formula to figure out the percentage of the students who pass the minimum mastery criteria in each cycle as follow:⁴⁰

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Class percentage

F = Frequency

N = Number of students

Furthermore, to know the students achievement after the test, the researcher compared between pre-test and the post-test, then the result will be matched with the minimum standard in the school. In the tenth grade of SMA Miftahul Ulum Seputih Surabaya the minimum standard in English subject is 70. If there were some students that are not successful in cycle I it means that the researcher has to conduct the cycle II, if in the cycle II there were some students that are not successful, the cycle III has to be conducted and so on. But if in the cycle II all of students were successful, the cycles were able to be stopped in the classroom (CAR) the minimum cycle that must be conducted are two cycles.

⁴⁰ Timothy C. Urdan. *Statistic in Plain English 3th Edition*, (New York: Taylor & Francis Group: 2010), p. 14

H. Indicators of Success

The indicator of success was taken from the process and result of the classroom action research. Then, the researcher is called successful when there is 70% of students could achieve the target of the minimum mastery criteria (MMC) at the school at least 70 and 70% students can participate actively in the learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of Research Location

a. The Brief History of SMA Miftahul Ulum Seputih Surabaya

SMA Miftahul Ulum Seputih Surabaya is one of the Islamic Senior High Schools in Central Lampung. This school is located at Jl. KH. Hasyim Asy'ari, Mataram Ilir, Seputih Surabaya, Central Lampung, Lampung, established in 2005, founded by Mr. KH. Ahmad Zuhdi and gained support from the surrounding community.

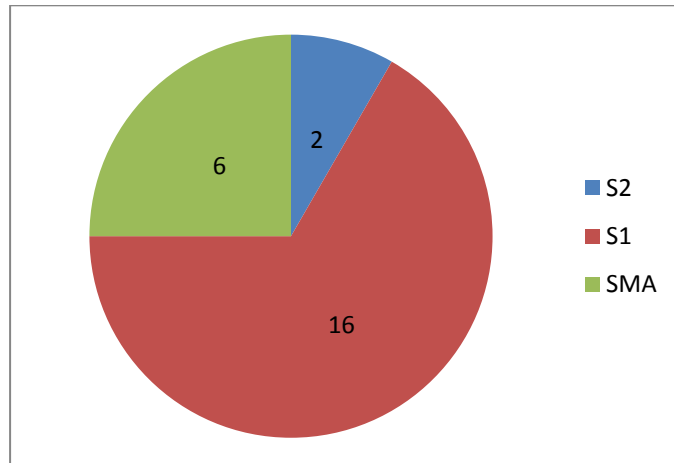
The leadership history of SMA Miftahul Ulum Seputih Surabaya started by Ahmad Muniri, M.Pd.I since 2005 until 2017 then in the next year was substituted by Nur Wahid, S.Pd.I until now.

At this time SMA Miftahul Ulum Seputih Surabaya is accredited with a Decree (SK) from Ministry of Religious Affair of Lampung Province Number : 420/926/05/D5/2005, and rank "C" based on the NSS/NPSN 302120204045/10810802.

b. The Teachers and Staff at SMA Miftahul Ulum Seputih Surabaya

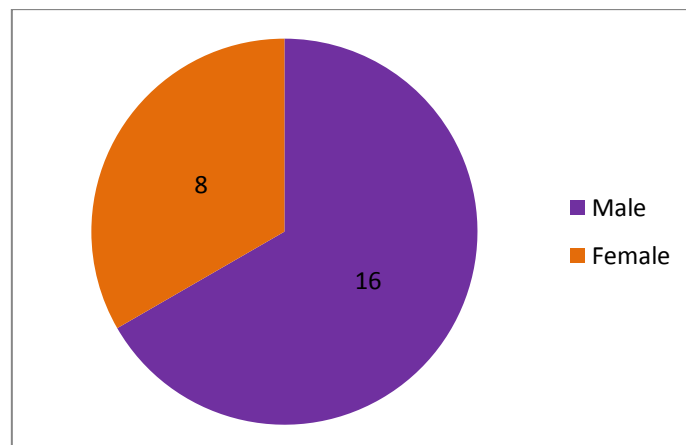
There are teachers and staff at SMA Miftahul Ulum Seputih Surabaya in the Academic Year of 2019/2020. The list can be seen on the table below:

Figure 2
The Teachers and Staff at SMA Miftahul Ulum Seputih Surabaya
Based on Their Educational Background



Source: The document result at SMA Miftahul Ulum Seputih Surabaya in the Academic Year of 2019/2020

Figure 3
The Teachers and Staff at SMA Miftahul Ulum Seputih Surabaya
Based on Their Gender Identity



c. The Quantity of Students at SMA Miftahul Ulum Seputih Surabaya

The Quantity of the students at SMA Miftahul Ulum Seputih Surabaya in Academic year 2019/2020 separated male and female students. There are 8 classes consist of tenth grade, eleventh grade and twelfth grade, the details can be seen on the table below:

Table 5
The Quantity of Students at SMA Miftahul Ulum
in the Academic Year of 2019/2020

NO	Class	Sex	
		Male	Female
1.	X MIPA	11	15
2.	X IPS 1	15	17
3.	X IPS 2	13	14
4.	XI MIPA	14	16
5.	XI IPS 1	16	13
6.	XI IPS 2	9	17
7.	XII MIPA	6	21
8.	XII IPS	11	18
TOTAL		95	131
		226	

Source: The documentation at SMA Miftahul Ulum Seputih Surabaya in the Academic Year of 2019/2020

Figure 4
The Quantity of Students

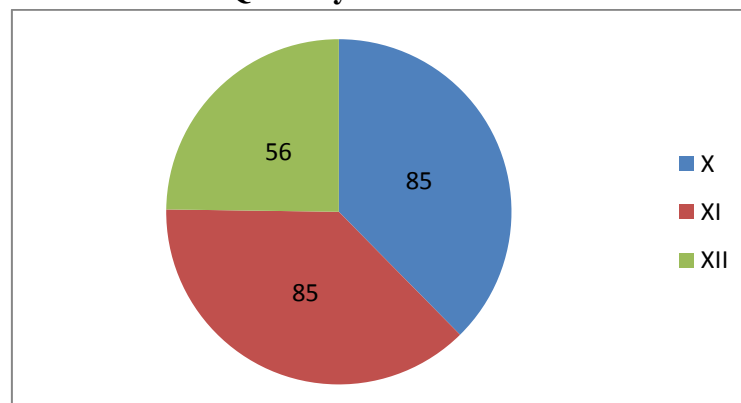
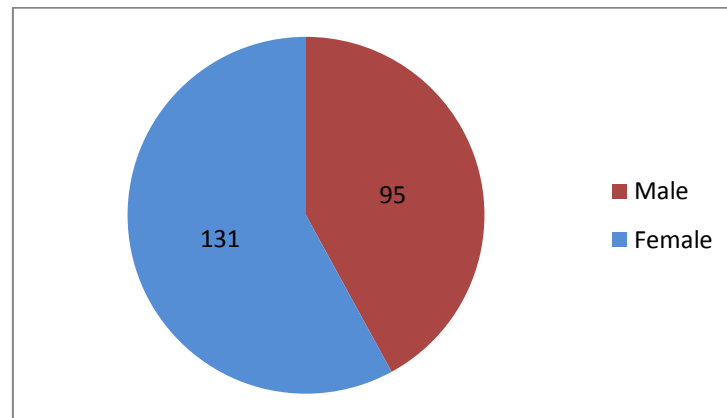


Figure 5
The Quantity of Students
Based on Their Gender Identity



2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting take 2x45 minutes. Each cycle comprised of planning, action, observation, and reflection. In relation to manage the class the researcher made lesson plan. The action of this research used *TELLS* strategy to improve the students' reading comprehension ability.

a. Pre-test activity

Before the process of cycle I, the researcher conducted the pre-test on Thursday, November 7th, 2019 at 10.00-11.30. The researcher entered the class before the teacher because the teacher should finish her duty first. The researcher gave greeting the students, checking the attendance list, and asking the students' condition in introducing the researcher to the students. The short conversation as follows:

Researcher : *“Assalamu’alaihi, Wr. Wb.”*

Students : *“Wa’alaikumussalam, Wr. Wb.”*

Researcher : *“Good morning”*

Students : *“Good morning, miss”*

Researcher : *“Before we starting the lesson, let me introduce myself. My name is Seli Yanawati, I would accompany you for few meeting later in”.*

In this session, the condition of the class was effective because the collaborator handed the class before the researcher was doing research in the class. The researcher showed that the most of the students gave their full nice attention to the researcher. The researcher told the students that the researcher would conduct the research in their class in order to know their reading ability before doing the action of the classroom action research. The researcher gave the pre-test to the students. The kind of the test as multiple-choice consisted of 20 items. The result of the students’ pre-test can be seen on the table below:

Table 6
Table of the Students’ Score in Pre-Test

No	Name	Score	Category
1	AK	50	Incomplete
2	AF	55	Incomplete
3	AM	50	Incomplete
4	AN	55	Incomplete
5	AI	30	Incomplete
6	BM	65	Incomplete
7	DH	35	Incomplete

8	DP	50	Incomplete
9	EF	65	Incomplete
10	EL	40	Incomplete
11	FA	45	Incomplete
12	FS	65	Incomplete
13	IL	40	Incomplete
14	JS	40	Incomplete
15	LS	50	Incomplete
16	LH	30	Incomplete
17	MS	50	Incomplete
18	NA	45	Incomplete
19	NH	65	Incomplete
20	PS	60	Incomplete
21	PS	45	Incomplete
22	RA	55	Incomplete
23	RM	55	Incomplete
24	SE	75	Complete
25	SA	45	Incomplete
26	YD	45	Incomplete
Total		1305	
Average		50,2	
High Score		75	
Low Score		30	

Source: The result of student's pre-test taken on November 7th, 2019.

Table 7
The Students Reading Achievement in Pre-Test

No	Grade	Categories	Frequency	Percentages (%)
1	≥70	Complete	1	3,8%
2	<70	Incomplete	25	96,2%
Total			26	100%

Source: The pre-test result taken on November 7th, 2019

Furthermore, because of the Minimum Mastery Criteria (MMC) in SMA Miftahul Ulum Seputih Surabaya was 70, based on the data above, it can be seen that there was only 1 (3,8%) student who fulfilled the minimum mastery criteria and there were 25 (96,2%)

students were failed . It means that in pre-test there were more than a half of the students were failed. Moreover, from the result of the pre-test, we got students' average score 50,2. So the result was still unsatisfactory. That is the reason, why the researcher chooses *TELLS* strategy to improve students' reading comprehension ability.

b. Cycle I

1) Planning

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the first meeting in cycle I.

2) Acting

The first meeting in cycle I was treatment. The researcher conducted the treatment on Tuesday, November 12th, 2019 at 7.30-9.00. In this meeting, the researcher is as the English teacher and Mrs. Siti Fatimah, S.Pd is as the collaborator. The researcher started the meeting by praying, greeting, check attendance list and asking the condition of the students. The short conversation as follows:

Researcher : *“Assalamu’alaikum, Wr. Wb.”*

Students : *“Wa’alaikumssalam, Wr. Wb.”*

Researcher : *“Good morning”*

Students : *“Good morning, miss”*

Researcher : *“I will check the attendance firts, please raise your hand and say present if you’re here.”*

In this meeting was used as the implementation of the action in cycle I. Before the researcher begun to the material, the researcher asked students to prepare their English book. The researcher began explain the narrative text material after the researcher asks students about narrative text. The researcher said *“What do you know about narrative text, students?”*, some students answered the researcher question with explain the narrative text as the students understanding. On the other hand, the researcher gave a narrative text which correlated with the material. It is about the legend text; the title is *“The legend of Malin Kundang”*.

The researcher explained the material using *TELLS* strategy according to the *TELLS* steps. The researcher asked the students opinion of the Malin Kundang legend text according to the Title. Students who sat in the first line answered this question with his opinion *“It’s about the lawlessness son to his mother, and then he turned to stone”*. *“Yes, it’s about the lawlessness son to his*

mother. We already heard this story many times and there are much of similar story with Malin Kundang”.

After asked the students’ opinion according to the title, researcher asked the students to examine for the topic sentence. Then researcher asked the students looking for the important words and asked them to write the unfamiliar words in the white board with the meaning of the words. Some of them wrote 2 until 3 words in the white board, such as: *humiliated, luxurious, hurricane and extravagant*. Many students interested in writing some words that they find difficult. Then, researcher checked the words and their meanings.

The last step of *TELLS* was Setting; researcher asked the students to find out the setting of the text. Most of them could mention the setting in the story. They answered this question by mention setting of place and setting of time “*The setting are one upon a time, one day, and at the shore.*”

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. In the end of class, teacher and students recited Hamdalah together.

After did a treatment, the researcher gave post-test I to the students. The post-test I was conducted on Thursday, November

14th, 2019 at 10.00-11.30. The post-test I was done to know the students' reading comprehension ability after giving treatment.

The researcher gave 20 multiple choices. The result of post-test in cycle I could be seen on the table, as follow:

Table 8
Table of Students' Score in Post-Test I

No	Name	Score	Category
1	AK	80	Complete
2	AF	65	Incomplete
3	AM	60	Incomplete
4	AN	60	Incomplete
5	AI	70	Complete
6	BM	75	Complete
7	DH	55	Incomplete
8	DP	60	Incomplete
9	EF	80	Complete
10	EL	50	Incomplete
11	FA	60	Incomplete
12	FS	65	Incomplete
13	IL	75	Complete
14	JS	60	Incomplete
15	LS	60	Incomplete
16	LH	75	Complete
17	MS	65	Incomplete
18	NA	75	Complete
19	NH	75	Complete
20	PS	55	Incomplete
21	PS	70	Complete
22	RA	60	Incomplete
23	RM	70	Complete
24	SE	80	Complete
25	SA	60	Incomplete
26	YD	70	Complete
Total		1730	
Average		66,5	
High score		80	
Low score		50	

Source: The results of students' post-test I taken on November 14th, 2019.

Table 9
The Students Reading Achievement in Post-Test I

No	Grade	Categories	Frequency	Percentages (%)
1	≥70	Complete	12	46,2%
2	<70	Incomplete	14	53,8%
Total			26	100%

Source: The post-test I result taken on November 14th, 2019

Based on the result above, it could be analyzed that the students' average score was 66,5. The highest score was 80 and the lowest score was 50. Based on the Minimum Mastery Criteria (MMC), there were 14 or about 53,8% students was failed because they got score less than 70 and there were 12 or about 46,2% students passed on post-test I or got score more than 70. It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

c. Observing

In observation sheet the researcher has done, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative text by using *TELLS* strategy.

In the learning process, there were four activities that used to know the students' activity. Every student who was active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be

seen on appendix. The result of the students' learning activities could be seen as follow:

Table 10
The Result of Students Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	12	46,2%
2	Asking/ answering the question from the teacher	13	50,0%
3	The students active in the class	10	38,5%
4	Students are able to do the task	13	50,0%

The table shown that not all the students' active in learning process. There were 12 students (46,2%) who gave attention to the teacher's explanation, 13 students (50,0%) who understood the materials, 10 students (38,5%) who active in the class and 13 students (50,0%) were able to do task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because there are not got percentage more than 70%.

d. Reflecting

From the result observation in learning process in cycle I, 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 pre-test score and post-test I score was as follow:

Table 11
The comparison of Students' Pre-test and Post-test I in Cycle I

Grade	Pre-test		Post-test		Categories
	Frequency	Percentages (%)	Frequency	Percentages (%)	
≥70	1	3,8%	12	46,2%	Complete
<70	25	96,2%	14	53,8%	Incomplete
Total	26	100%	26	100%	

Based on the table above, in pre-test it could be seen that total from 26 students, it could be concluded that 3,8% or 1 student got score 70 as Minimum Mastery Criteria (MMC). Then the students who were incomplete Minimum Mastery Criteria (MMC) were 96,2% or 25 students. In post-test I, it could be concluded that 46,2% or 12 students among get score 70, was complete Minimum Mastery Criteria (MMC). Then the students who did not achieve Minimum Mastery Criteria (MMC) were 53,8% or 14 students. Average score of pre-test was 50,2 and average score of post-test I was 66,5. 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 achieve yet that was 70% of the total students must be passed the criteria. Therefore, the researcher conducted cycle II.

From the result of observation in cycle I, there were some problems that found, as follow:

- 1) There were students that shown unenthusiastic to the teacher's explanation.

- 2) Some students did not ask and answer the teacher's questions.
- 3) Some students still had difficulties in identify the meaning of words and information of the text.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- 1) The researcher should give more attention to the students.
- 2) The researcher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
- 3) The researcher guided the students to understand about the material.

3. Cycle II

Because of the action in cycle I was not success, in order that in the stage need to be held the cycle II to repair the weakness teaching learning process in cycle I. The step of cycle II as follow:

a. Planning

Based on observation and reflection in cycle I, it shown that cycle I was not successful yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing cycle II. The researcher prepared the lesson plan, the material, worksheet, observation sheet that contains about list of students' names and activity, and evaluation for test in cycle II.

b. Acting

The first meeting in cycle II was done on Tuesday, November 19th, 2019 at 07.30-09.00. The researcher began the class by greeting the students “*Assalamu’alaikum Wr. Wb. and Good morning*” and asking about the students’ conditions by “*How are you today?*” the students answered “*I’m fine, thank you, and you?*”. The researcher replied “*I’m very well too, thank you*”. After that, researcher checked the attendance list.

After checked the students’ attendance, the researcher reviewing the last meeting and asking the students about language feature, generic structure and the example of narrative text. Then the teacher gave the students task to analyze a text which already prepared by the researcher. The researcher asked the students to make groups consists of 5-6 students each group.

The students were asked to analyzed a narrative text. In this meeting, the researcher prepared a narrative text entitled “The story of Smart Parrot”. Researcher started by asking the students’ opinion according to the text title. Some of them gave their opinion of the text based on their understanding. Then researcher asked the students to examine for the topic sentence. After that, the researcher asked the students to Look for the important words. The students found many important words, namely; *smart, kill, Catano, stupid, angry, chicken ect.*

After that, the students Look for unfamiliar words. As previous meeting, students were asked to write the unfamiliar words also the meaning. Most of them wrote 2 until 3 words such as *shouted, floor and screaming*. The researcher asked the students to find out the Setting of the text. Most of them could mention the setting in the story. They answered this question by mention setting of place and setting of time “*The setting of the story are in Puerto Rico, one day, Sunday’s dinner, and the next day*”.

After the discussion was done, the researcher asked the students to present their result of discussion in front of the class. After students’ discuss a narrative text and present their result, the researcher gave feedback to the students of the learning process. In the end of class, researcher and students recited Hamdalah together.

After did a treatment in cycle II, the researcher gave post-test II to the students. The post-test II was conducted on Thursday, November 21th, 2019. The meeting used to post-test II at the end of cycle II, for 2x45 minutes. The post-test II was similar with post-test I, it consist of 20 multiple choice questions. In this meeting almost all of the students could answer well. The score of post-test II can be seen on the table below:

Table 12
Table of Students' Score in Post-Test II

No	Name	Score	Category
1	AK	80	Complete
2	AF	70	Complete
3	AM	65	Incomplete
4	AN	85	Complete
5	AI	80	Complete
6	BM	75	Complete
7	DH	65	Incomplete
8	DP	85	Complete
9	EF	75	Complete
10	EL	70	Complete
11	FA	85	Complete
12	FS	70	Complete
13	IL	80	Complete
14	JS	85	Complete
15	LS	75	Complete
16	LH	80	Complete
17	MS	65	Incomplete
18	NA	75	Complete
19	NH	80	Complete
20	PS	65	Incomplete
21	PS	75	Complete
22	RA	75	Complete
23	RM	85	Complete
24	SE	85	Complete
25	SA	70	Complete
26	YD	75	Complete
Total		1975	
Average		76,0	
High Score		85	
Low Score		65	

Source: The result of students' post-test II taken on November 21th, 2019.

Table 13**The Students Reading Achievement in Post-Test II**

No	Grade	Categories	Frequency	Percentages (%)
1	≥ 70	Complete	22	84,6%
2	< 70	Incomplete	4	15,4%
Total			26	100%

Source: The post-test II result taken on November 21th, 2019.

From the result table above, it could be analyzed that the students' average score was 76,0. The highest score was 85 and the lowest score was 65. Based on the table 12, there were 22 or about 84,6% students passed on post-test II or got score more than 70 and there were 4 or about 15,4% students was failed because they got score less than 70. It means that there was an improvement from post-test I to post-test II.

c. Observing

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

Table 14**The Result of Students Learning Activities in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	22	84,6%
2	Asking/ answering the question from the teacher	23	88,5%
h 3	The students active in the class	21	80,8%
4	Students are able to do the task	23	88,5%

The table above shown that the students' activity in cycle II was improve. The students' activity that had high percentage were students Paying attention of the teacher's explanation that were 84,6% or about 22 students. Furthermore, the students ask/ answer the question from the teacher there were 88,5% or 23 students. Then, there are 80,8% or about 21 students active in the class as long teaching learning process. The last, students are able to do task were 88,5% or 23 students. Based on the result above, the researcher indicated that learning process in cycle II was successful because students percentage more than 70%.

d. Reflecting

The result of cycle II was better than cycle I, it can be seen from the result of observation learning process in cycle II. It can be inferred that most of the students pay attention to the teacher and they could accept the material more clearly. Then most of students also have not difficulties to find main idea and got a lot information from reading text. By using *TELLS* strategy the students do not have to take a long time to get information from the text, it is the most efficient strategy in reading. Therefore, the researcher analyzes that generally by using *TELLS* strategy, the students' reading comprehension ability were improve.

Moreover, in cycle II the students more enthusiastic as long teaching learning process, most of students got good score. It is happened caused the researcher and the collaborator has revised and

improved the teaching and learning process in cycle I. In cycle II, the students were also active to do the assignment and test than before.

B. Discussion

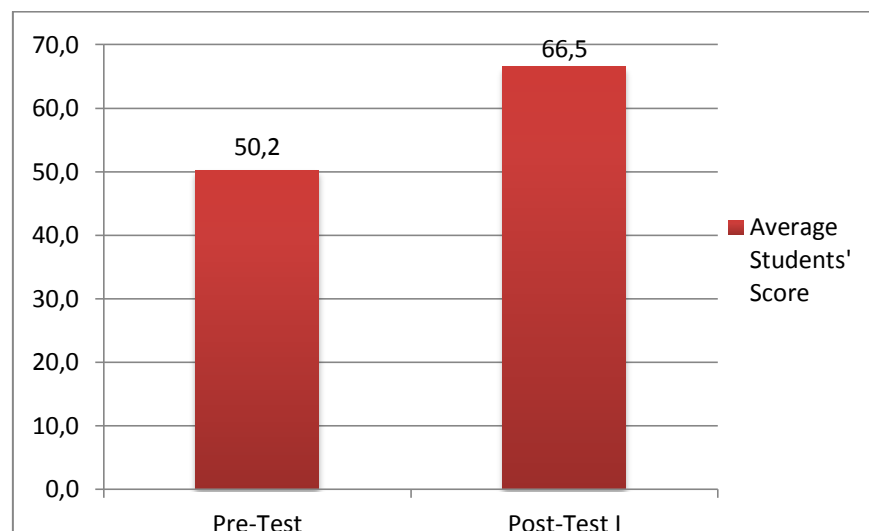
1. Action and Learning Result at Cycle I

Table 15
Students' Score in Pre-Test and Post-Test I

No	Name	Score		Improvement	Improvement (%)	Category
		Pre-Test	Post-Test I			
1	AK	50	80	30	60	Improve
2	AF	55	65	10	18	Improve
3	AM	50	60	10	20	Improve
4	AN	55	60	5	9	Improve
5	AI	30	70	40	133	Improve
6	BM	65	75	10	15	Improve
7	DH	35	55	20	57	Improve
8	DP	50	60	10	20	Improve
9	EF	65	80	15	23	Improve
10	EL	40	50	10	25	Improve
11	FA	45	60	15	33	Improve
12	FS	65	65	0	0	Constant
13	IL	40	75	35	88	Improve
14	JS	40	60	20	50	Improve
15	LS	50	60	10	20	Improve
16	LH	30	75	45	150	Improve
17	MS	50	65	15	30	Improve
18	NA	45	75	30	67	Improve
19	NH	65	75	10	15	Improve
20	PS	60	55	-5	-8	Decrease
21	PS	45	70	25	56	Improve
22	RA	55	60	5	9	Improve
23	RM	55	70	15	27	Improve
24	SE	75	80	5	7	Improve
25	SA	45	60	15	33	Improve
26	YD	45	70	25	56	Improve
Total		1305	1730	425	1013	
Average		50,2	66,5	16,3	39,0	

From the result above, we know that there was an improvement from the students result score in pre-test and post-test I, 24 from 26 students' score were improve in pre-test to post-test I, 1 student' score was constant in pre-test to post-test I and 1 student' score was decrease . It can be seen from average 50,2 to 66,5. The students' score has improved. But, because of the result of the students' score couldn't achieve the target, so the researcher decided to continue to the next cycle.

Figure 6
The Average Students' Score in Pre-Test and Post-Test I



In this research, pre-test and post-test I were done individually. The aim of those test were to know the ability of the students before and after the treatment. From the result of pre-test and post-test I, we know that there was an improvement in the students result score. It can be seen from the average score 50,2 to 66,5.

2. Action and Learning in Cycle II

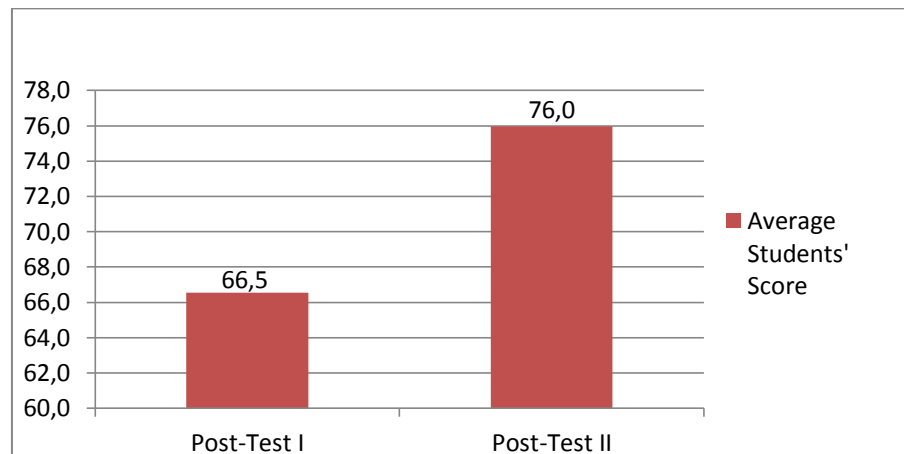
In cycle II, process of teaching and learning stay on climax situation, there are very grateful progresses of students.

Table 16
Students' Score in Post-Test I and Post-Test II

No	Name	Score		Improvement	Improvement (%)	Category
		Post Test I	Post Test II			
1	AK	80	80	0	0	Constant
2	AF	65	70	5	8	Improve
3	AM	60	65	5	8	Improve
4	AN	60	85	25	42	Improve
5	AI	70	80	10	14	Improve
6	BM	75	75	0	0	Constant
7	DH	55	65	10	18	Improve
8	DP	60	85	25	42	Improve
9	EF	80	75	-5	-6	Decrease
10	EL	50	70	20	40	Improve
11	FA	60	85	25	42	Improve
12	FS	65	70	5	8	Improve
13	IL	75	80	5	7	Improve
14	JS	60	85	25	42	Improve
15	LS	60	75	15	25	Improve
16	LH	75	80	5	7	Improve
17	MS	65	65	0	0	Constant
18	NA	75	75	0	0	Constant
19	NH	75	80	5	7	Improve
20	PS	55	65	10	18	Improve
21	PS	70	75	5	7	Improve
22	RA	60	75	15	25	Improve
23	RM	70	85	15	21	Improve
24	SE	80	85	5	6	Improve
25	SA	60	70	10	17	Improve
26	YD	70	75	5	7	Improve
Total		1730	1975	245	403	
Average		66,5	76,0	9,4	15,5	

Based on the table above, it could be seen the improvement of students' score in post-test 1 and post-test II, 21 from 26 students' score were improve in post-test I to post-test II, 4 students' score were constant in post-test I to post-test II and 1 student' score was decrease . The average score was improve from 66,5 to 76,0.

Figure 7
The Average Students' Score in Post-Test I and Post-Test



From the result of post-test I and post-test II, it is known that was an improvement from the result score. It can be seen from the average both of the test. The average score in post-test I was 66,5 and average score in post-test II was 76,0.

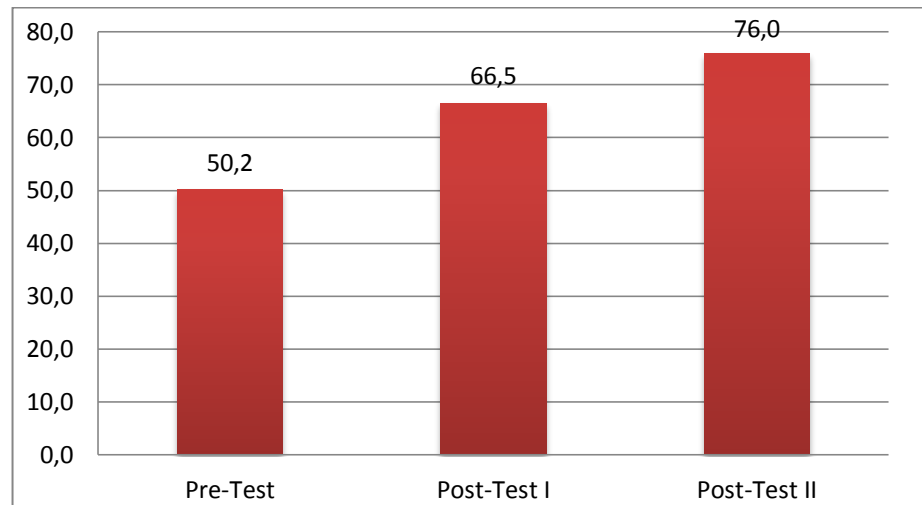
3. The Result of The Research

Table 17

The Students' Score in Pre-Test, Post-Test I and Post-Test II

No	Name	Pre-Test	Post Test I	Post Test II
1	AK	50	80	80
2	AF	55	65	70
3	AM	50	60	65
4	AN	55	60	85
5	AI	30	70	80
6	BM	65	75	75
7	DH	35	55	65
8	DP	50	60	85
9	EF	65	80	75
10	EL	40	50	70
11	FA	45	60	85
12	FS	65	65	70
13	IL	40	75	80
14	JS	40	60	85
15	LS	50	60	75
16	LH	30	75	80
17	MS	50	65	65
18	NA	45	75	75
19	NH	65	75	80
20	PS	60	55	65
21	PS	45	70	75
22	RA	55	60	75
23	RM	55	70	85
24	SE	75	80	85
25	SA	45	60	70
26	YD	45	70	75
Total		1305	1730	1975
Average		50,2	66,5	76,0

Figure 8
The Comparison of the Average Students' Score
in Pre-Test, Post-Test I and Post-Test II



Based on the result of pre-test, post-test I and post-test II, it could be concluded that was an improvement of students' reading comprehension ability. There were progress from 50,2 in pre-test to 66,5 in post-test I and 76,0 in post-test II. It means that *TELLS* strategy has positive effect toward the teaching learning process, especially in improvement students reading comprehension ability.

Based on the result of post-test II, there are 22 or about 84,6 students passed the minimum mastery criteria (MMC) that is 70. It can be concluded that this research was successful and it could be stopped in the cycle II because indicator of success 70% of the students got score 70 was reached.

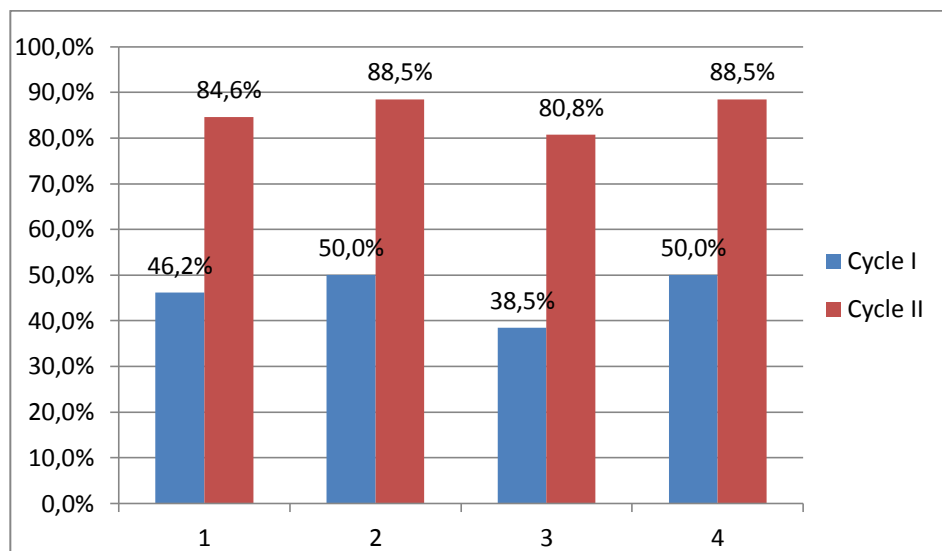
4. The Result of The Students' Observation Sheet

The researcher approached the students' activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

Table 18
The Result of Students Learning Activities in Cycle I and Cycle II

No	Students Activities	Cycle I	Cycle II	Improvement
1	Paying attention of the teacher's explanation	46,2%	84,6%	38,4%
2	Asking/ answering the question from the teacher	50,0%	88,5%	38,5%
3	The students active in the class	38,5%	80,8%	42,3%
4	Students are able to do the task	50,0%	88,5%	38,5%

Figure 9
The Comparison of Students' Activities Result in Cycle I and Cycle II



Based on the graphic and table above, it could be concluded that there was an improvement of students activities during the learning process of cycle I and cycle II.

Related this research, the students who pay attention to the teacher's explanation has improved from 46,2 % became 84,6%, it improved 38,4%. The students who ask/answer question from the teacher were improved from the cycle I to the cycle II. It could be seen on the cycle I 50,0% and cycle II 88,8%, it improved 38,5%. The students were active in the class during teaching learning process has reached out from 38,5% up to 80,8%. The students were able to do task has reached out from 50,0% up to 88,5%.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher got some conclusion of the research and some suggestion that support the research result.

A. CONCLUSION

Based on the result of the implementation of learning reading through the use of *TELLS* strategy in two cycle of the classroom action research, the researcher would like to describe the conclusion that *TELLS* strategy could be an effective way to improve students' reading comprehension ability among the tenth grade at SMA Miftahul Ulum Seputih Surabaya.

In addition, there is significant improvement of students learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 50,2 by the percentage success was 3,8%, in post-test I the average score was 66,5 by the percentage success was 46,2% and in the post-test II the average score was 76,0 by the percentage success was 84,6%.

Moreover, this classroom action research was successful in improving students reading comprehension ability viewed from indicator of success because of 22 or 84,6% of the total students already passed the Minimum Mastery Criteria (MMC) score at least 70. As a result, the cycle could not be conduct in the next cycle.

B. SUGGESTION

Based on the result of the research above, the researcher would like to suggest as follows:

1. For the students

The students were suggested to never give up when they find something difficult especially in studying English and try to practice it in their daily life. They have to be active to ask the teacher. Moreover, this technique can make the students be more active in English teaching learning process. To learn English especially in reading comprehension ability students can use *TELLS* strategy so they can read in more efficient way.

2. For the English Teacher

The teacher was suggested to teach students how to use *TELLS* strategy to read a passage, so it can be quickly for student get information from text. The teacher also could give motivation to the students to be active in reading skill because through reading students can get information from written language and it can improve their knowledge. Last, the teacher should create fun and enjoy situation and activity in the classroom, so the students can simulate students' interest during teaching and learning process.

3. For the Researcher

The other researcher was suggested to be able in developing this research with new innovation and hopefully the result of this research could be a reference for other researchers.

BIBLIOGRAPHY

- A.S. Hornby. *Oxford advanced Learners' Dictionary*, (New York: Oxford University Press, 2000)
- Abd. Mustakim. *Improving the Students' Reading Comprehension Through "Tells" Strategy at the First Year Students of SMA Muhammadiyah 9 Perumnas Makassar*. English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Vol. 2 No. 2 May 2013
- Anne Burns. *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999)
- Bayu Setiawan. *The Effect of Using TELLS Strategy on Students' Reading Comprehension of Narrative Text at the Second Year of SMAN 2 Bangkinawang Kampar Regency*. (Cirebon.2006)
- Brown, Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco state University, 2002)
- Catherine Snow. *Reading for Understanding*, (Pittsburgh: RAND Education, 2002)
- Creswell, John W. *Education research*, (New York: Person; 2012)
- Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2010, 2006)
- Elizabet S. Pang. *Teaching Reading, International Academy of Education*, (Chichago: University of Illions, 2003)
- Harris, Karen R and Graham. Steve. *Teaching Reading Comprehension to Students with Learning Difficulties*. (USA, 2007)
- I.S.P. Nation. *TeachingESL/EFL Reading and Writing*, (New York : Routledge, 2009).
- Idol-Maestas, L. *Getting Ready to Read: Guided Probing for Poor Comprehenders*. Learning Disability Quarterly, (USA: A Division of Guilford Publications, Inc., 1985)
- James B. Schreiber and Kimberly Asner-self. *Educational Research*, (New Jersey: John Wiley and Sons, 2011)

- Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007)
- Jean Mc. Niff. *Action Research: Principle and Practice*, (London and New York, 2002), Second Edition
- Jean Wallace Gillet and Charles Temple. *Understanding Reading Problem*, (United States of America, Harper Collins College Publishers, 1994)
- Jeremy Hermer, *The Practice of English Language Teaching*, (Longman : Longman, 2001)
- Joan F. Groeber. *Designing and Using Rubrics for Reading and Language Arts*, (California: Corwin Press, 2007)
- Katherine D. Wiesendanger. *Strategies for Literacy Education*. (Alfred University, 2000)
- Linda J. Dorn and Carla Soffos. *Teaching For Deep Comprehension*, (Australia: Stenhouse Publishers, 2005)
- McGrath, Jane L. *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998)
- Michael J Wallace. *Action Research for Language Research*, (Cambridge: Cambridge University Press, 1998)
- Patel, M.E and Praveen M. Jain. *English Language Teaching*, (Jaipur: sunrise, 2008)
- Rollanda E. O'Connor, Patricia F. Vadasy. *Handbook of Reading Interventions*, (New York: The Guilford Press, 2011)
- Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Method of Reading Instruction*, (USA, 2004)
- Simon Grenall and Michael Swan. *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994)
- Skinner, C. H. & Ridge, A. D. *Using the TELLS Prereading Procedure to Enhance Comprehension Levels and Rates in Secondary Students*. (The University of Tennessee. Journal of Psychology in the School, 2010), Vol. 481 (1)
- Timothy C. Urdan. *Statistic in Plain English 3th Edition*, (New York: Taylor & Francis Group: 2010)

Wainwright, Gordon. *How to Read Faster and Recall More...*, (United Kingdom, 2007)

Yogesh, Kumar Singh. *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006)

APPENDIXES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.metrounu.ac.id; e-mail: tarbiyah.iaim@metrounu.ac.id

Nomor : B-1348/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMA MIFTAHUL ULUM SEPUTIH SURABAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : SELI YANAWATI
NPM : 14122117
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADERS OF SMA MIFTAHUL ULUM SEPUTIH SURABAYA

untuk melakukan *pra-survey* di SMA MIFTAHUL ULUM SEPUTIH SURABAYA

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, 23 April 2018
Jurusan
Pendidikan Bahasa Inggris
Ahmad Subhan Roza, M.Pd
0750610 200801 1 014





YAYASAN ROUDLOTUTH THOLIBIN
SEKOLAH MENENGAH ATAS MIFTAHUL ULUM

NSS/NPSN: 302120204045/10810802
Jl. KH. Hasyim Asy'ari, Seputih Surabaya-Lampung Tengah 34158
Email : smamiftahululumsepsur@gmail.com

Nomor : 420/A. 006/C. 2/D. 4/VII/2018
Lampiran :-
Perihal : **Surat Balasan Izin Pra Survey**

Kepada Yth.
Bapak Ketua Jurusan Tadris Bahasa Inggris IAIN Metro
di-

Tempat

Assalamu'alaikum Wr. Wb.

Menindak lanjuti surat dari Ketua Jurusan Tadris Bahasa Inggris IAIN Metro, Nomor : B-1348/In.281/J/TL.00/04/2018 tentang Izin Pra Survey saudara:

Nama : **SELI YANAWATI**
NPM : 14122117
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan bahasa Inggris
Judul Proposal : THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA MIFTAHUL ULUM SEPUTIH SURABAYA

Dengan ini kami Kepala SMA Miftahul Ulum Seputih Surabaya menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dikeluarkan di : Seputih Surabaya
Pada tanggal : 20 Juli 2018

Kepala Sekolah,



NURWAHID, S.Pd.I



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

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

**Jadwal Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Semester Ganjil TA.2019/2020**

Pengumuman/Penunjukan
No :B-2856/In.28.1/J/PP.00.9/09/2019

Nama / NPM : Seli Yanawati / 14122117
Hari / Tanggal : Jum'at/27 September 2019
Waktu : 09.30 - 11.00 WIB
Tempat : Gedung Dosen Lt. III A
Judul : THE USE OF TELLS STRATEGY TO IMPROVE THE STUDENTS'
READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT
SMA MIFTAHUL ULUM SEPUTIH SURABAYA

Ketua / Moderator	Pembahas	Sekretaris	Petugas
Dr. Umi Yawisah, M.Hum	1. Syahreni Siregar, M.Hum 2. Trisna Dinillah Harya, M.Pd	Rika Dartiara, M.Pd	Eka Yuniasih, M.Pd

Metro, 17 September 2019

Ketua Jurusan TBI



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

Tembusan disampaikan Kepada Yth:

1. Kasubbag Adm.Umum dan Keuangan
2. Mahasiswa Ybs. (Papan Pengumuman)



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

Jalan Kl. 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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3649/In.28/D.1/TL.01/11/2019

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

Nama : SELI YANAWATI
NPM : 14122117
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MIFTAHUL ULUM SEPUTIH SURABAYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TELLS STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA".
 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.



Mengetahui,
Pejabat Setempat

Wahid, S.Pd.

Dikeluarkan di : Metro
Pada Tanggal : 06 November 2019



Wakil Dekan I,

Dra. Jati Fatmah 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 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

Nomor : B-3650/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MIFTAHUL ULUM
SEPUTIH SURABAYA

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3649/In.28/D.1/TL.01/11/2019,
tanggal 06 November 2019 atas nama saudara:

Nama : **SELI YANAWATI**
NPM : 14122117
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MIFTAHUL ULUM SEPUTIH SURABAYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TELLS STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 November 2019
Wakil Dekan I,

Dra. Iri Fatonah MA
NIP. 19670531 199303 2 003



YAYASAN ROUDLOTUTH THOLIBIN
SEKOLAH MENENGAH ATAS MIFTAHUL ULUM

NSS/NPSN: 302120204045/10810802
Jl. KH. Hasyim Asy'ari, Seputih Surabaya-Lampung Tengah 34158
Email : smamiftahululumsepsur@gmail.com

Nomor : 561/A. 006/C. 2/D. 4/XI/2019
Lampiran : -
Perihal : Surat Balasan Izin Research

Kepada Yth.
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
di-

Tempat

Assalamu'alaikum Wr. Wb.

Menindak lanjuti surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, Nomor : B-3649/In.28/D.1/TL.01/11/2019 tentang Izin Research saudara:

Nama : SELI YANAWATI
NPM : 14122117
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan bahasa Inggris

Dengan ini kami Kepala SMA Miftahul Ulum Seputih Surabaya menerangkan bahwa saudara di atas telah mengadakan research/survey di SMA Miftahul Ulum dari tanggal 7 November s/d 21 November 2019 dengan judul:

"THE USE OF *TELLS* STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA"

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dikeluarkan di : Seputih
Surabaya
Pada tanggal : 23 November
2019



Kepala Sekolah,

NURWAHID, S.Pd.I



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

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

Nomor : B-3201 /ln.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

09 Oktober 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
 2. Trisna Dinillah Harya, 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 : Seli Yanawati
NPM : 14122117
Fakultas : Tarbiyah dan Ilmu Keguruan
Juhusan : Tadris Bahasa Inggris
Judul : The Use Of Tells Strategy To Improve The Students' Reading Comprehension Ability Among The Tenth Grade At SMA Miftahul Ulum Seputih Surabaya

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 ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.



**The Facilities and Infrastructure
at SMA Miftahul Ulum Seputih Surabaya**

No	Facilities	Conditions			Total
		Good	Slightly Damaged	Serious Damaged	
1.	Principal room	1			1
2.	Vice principal room	1			1
3.	Teacher room	1			1
4.	OSIS room	1			1
5.	BP room	1			1
6.	Administration staff room	1			1
7.	Skill room	1			1
8.	Library	1			1
9.	Computer lab	1			1
10.	Science lab	1			1
11.	Classroom	8			8
12.	Teacher bathroom	2			2
13.	Student bathroom	2			2
14.	UKS	1			1
15.	Hall	1			1
16.	Mosque	2			2
17.	Canteen	1			1
18.	Warehouse	1			1
Total		28			28

Source: The documentation result of facilities and infrastructure of SMA Miftahul Ulum Seputih Surabaya in the Academic Year of 2019/2020.

**The Condition of Teachers and the Official Employers
At SMA Miftahul Ulum seputih Surabaya**

No	The Subjects' Teacher	Jumlah
1	Islamic Education	6
2	Indonesia Education	1
3	Civic education	2
4	Physical Education	1
5	Art	1
6	Mathematics	1
7	English Education	2
8	Natural Science	3
9	Social Science	3
10	Counseling Guidance	1
11	Sport Education	1
12	Communication Technology	2
Total		24

The Teacher and Staff in SMA Miftahul Ulum Seputih Surabaya

No	Name	Sex	Position
1.	Nur Wahid, S.Pd.I	Male	Headmaster
2.	Ahmad Muniri, M.Pd.I	Male	History Teacher
3.	Ma'ruf Efendi	Male	Aqidah Akhlak Teacher
4.	Muslih, M.Pd.I	Male	Arabic Teacher
5.	Abdul Mufid	Male	Qur'an Hadist Teacher
6.	Lukman Hakim, S.Pd. I	Male	Islamic Teacher
7.	Rosidah	Female	Financial Staff
8.	Zainal Mahmudi, S.Pd. I	Male	Islamic Teacher
9.	Dwi Pertiwi,S.Pd	Female	Economic Teacher
10.	Maman Wajiman, S.Pd.	Male	Science Teacher
11.	Erma Wati,S.Pd.	Female	Mathematics Teacher
12.	Siti Fatimah,S.Pd	Female	English Teacher
13.	Tatik Saputri, S.Pd.I	Female	Indonesian Teacher
14.	Lilik Wahyuni, S.Pd	Female	Science Teacher
15.	Prigawati, S.Kom	Female	Computer Teacher
16.	Habib, S.Pd	Male	Islamic Teacher
17.	Sutikno, S.Pd	Male	Sport Teacher
18.	Ridlo Alfansuri,S.Pd	Male	Science Teacher
19.	Abdul Mundzir, S.Pd	Male	Social Teacher
20.	Nur Halimah, S.Pd	Female	English Teacher
21.	Abdul Khafidz Almubarok	Male	Counselor
22.	Miftahul Huda, S.Pd.I	Male	Administration Staff
23.	Khoirul Anam	Male	Administration Staff
24.	Waris	Male	Security

Source: The documentation result at SMA Miftahul Ulum Seputih Surabaya in academic year 2019/2020

**Number of Teachers and their Educational Background
of SMA Miftahul Ulum Sepiutih Surabaya in academic year 2019/2020**

Teacher Educational Background		
Senior High School/ Vocational High School (SMA/SMK)	Bachelor Degree (S1)	Masters (S2)
6	16	2

No	Administration	Educational		Honor	Total
		SMA	S1		
1	Head of Administration		1	1	1
2	Treasurer	1	2	3	3
3	Student Administration		1	1	1
4	Teacher Administration		1	1	1
5	Archive Administration		1	1	1
6	Library		1	1	1
7	Cleanliness	1		1	1
8	Security	1		1	1
Total		3	7	10	10

*Source: Documentation in SMA Miftahul Ulum Sepiutih Surabaya in
academic year 2019/2020*

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari	Teks lisan dan tulis sederhana, untuk	Mengamati <ul style="list-style-type: none">Siswa mendengarkan/membaca	Kriteria penilaian: <ul style="list-style-type: none">Pencapaian fungsi		<ul style="list-style-type: none"><u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan</p>	<p>memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi</p>	<p>pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. 	<p>sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan</p>	<p>2 x 2 JP</p>	<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>pekerjaan, hobi. (2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense (3) Kata tanya <i>What? Who? Which?</i> (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<ul style="list-style-type: none"> Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>dan latihan.</p> <ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam</p>	<p>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://american.english.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>lain.</p> <p><i>Ungkapan</i></p> <p><i>“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk 		<ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>menyatakan pujian dan responnya ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> • Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://american.english.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara 	<p>penyampaian</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk 		<p>il.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>menunjukkan perhatian (care) ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i> Menyatakan rencana</p> <p><i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://american.english.state.gov/files/ae/reso

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks 	<p>tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam 		<p>urce files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan, yang benar dan sesuai konteks</p>		<p>simulasi, role-play dan kegiatan lain yang terstruktur</p> <ul style="list-style-type: none"> • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning</i> 	<p>melaksanakan Komunikasi</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<i>journal</i>)			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur 	<p>ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa membuat kartu ucapan selamat Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya,</p>	<p>waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan</p>	<p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam 	<p>tujuan memberi balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa 	<p>berupa komentar atau cara penilaian lainnya</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://american.english.state.gov/files/ae/reso

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang,</p>	<p>mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi 	<p>penulisan/ penyampaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, 		<p>urce files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan,</p>	<p>yang diberikan guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja 	<p>kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk 	<p>proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa dapat menggunakan 'learning journal' 			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru,</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://american.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p>	<p>siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. 	<p>pemberitahuan (<i>announcement</i>) di depan kelas</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> • Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>announcement</i> dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks 	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Membuat jurnal belajar (<i>learning journal</i>) 	<p>draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ 	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial,</p>	<p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>penyampaian</p> <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung 		<ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<ul style="list-style-type: none"> Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan 	<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa	Teks naratif lisan dan tulis berbentuk legenda	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	6 x 2 JP	<ul style="list-style-type: none"> • <u>Audio CD/VCD/DVD</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna</p>	<p>sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary</p>	<p>diperdengarkan guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p>	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan</p>		<ul style="list-style-type: none"> SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resourcer_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>verbs.</p> <p>(4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>kemajuan belajar berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>disalin dengan pengucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>dengan tulisan tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Satuan Pendidikan : SMA Miftahul Ulum

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : X/ Ganjil

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

A. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

KD 4.8 Menyajikan teks Narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative*.

3.8.2 Mengidentifikasi berbagai informasi dalam teks *narrative*.

3.8.3 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.

4.8.1 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.

4.8.2 Menyimpulkan pesan moral dari teks *narrative*.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
2. Mengidentifikasi berbagai informasi dan masalah yang dialami tokoh dalam teks *narrative*.

3. Mengidentifikasi fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
4. Menyimpulkan pesan moral yang terdapat dalam teks narrative secara lisan dan tulisan.

E. Materi Pembelajaran

1. Pengertian Narrative Text

Narrative text is the text that tells the chronology of an event. It is a way to present a story that tells true or fictional.

2. Fungsi Narrative Text

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with problematic events which lead to a crisis and then find resolution.

3. Struktur teks dari teks Narrative

a. Orientation

It introduces the setting of the story. It includes the participants, the time and the place.

b. Complication

It shows a problem arises followed by other problems.

c. Resolution

It contains the solution to the problem.

4. Unsur kebahasaan

a. The use of noun phrases (a beautiful princess, a huge temple)

- b. The use of connectives (first, before, that, then, finally)
 - c. The use of adverbial phrases of time and places (in the market, three days ago)
 - d. The use of simple past tense (She cried loudly)
 - e. The use of thinking verbs, feeling verbs, verbs of sense (She felt hungry; she thought she was clever, she smelt something burning).
5. Unsur intrinsik
- a. Plot: What is going happen?
 - b. Setting: Where will the story take place? When will the story take place?
 - c. Characterisation: Who are the main characters? What do they look like?
 - d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
 - e. Theme: what is the theme/message the writer is attempting to communicate.
6. Contoh teks narrative

The Legend of Malin Kundang

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went to sailing to other place. Ever since Malin Kundang's leaving, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting come to an end when a luxurious ship docked at the shore. A young couple in extravagant dress stepped down from the ship. Malin's Mother was sure that young man was her son. She tried to embrace him, but he threw her away. He didn't admit that the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane. Malin Kundang was hurled to shore and turned to be a rock.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

1. What does the story tell us?
 - a. A poor woman
 - b. A disloyal son
 - c. The legend of a ship
 - d. The legend of a curse
 - e. The legend of rock
2. Why did Malin Kundang's mother went to the shore?
 - a. Because she waiting for her son return
 - b. Because she waiting for his husband
 - c. Because she looking for a job
 - d. Because she waiting for a luxurious ship
 - e. Because she waiting for his daughter return
3. Who was stepped down from the ship?
 - a. Malin Kundang's mother
 - b. Malin Kundang's father
 - c. Malin Kundang and his wife
 - d. Malin Kundang's servants
 - e. Maling Kundang's son
4. The poor mother cursed her son because.....
 - a. Her son left her
 - b. Her son got rich
 - c. Her son denied her
 - d. Her son got married
 - e. Her son got ugly

5. What is moral value of the story?
 - a. We must respect our parents
 - b. We must not leave our hometown
 - c. Do not speak with strangers
 - d. Do not go sailing when the weather is bad
 - e. Talk to your mother politely

F. Metode Pembelajaran

Metode : *Observation, Discussion, Question and Answer*

G. Media/Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Teks narrative
2. Sumber Pembelajaran
 - a. Hidayat, Seto. et.al. *Bahasa Dan Sastra Inggris, Jakarta: CV. Mediatama, 2013.*
 - b. Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK Semester 1

H. Kegiatan Pembelajaran

Pertemuan ke-1

1. Pendahuluan

- a. Guru masuk kelas dan mengucapkan salam.
- b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.

- c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.
- d. Guru memeriksa kehadiran peserta didik.

2. Kegiatan Inti

a. Mengamati

- 1) Guru menjelaskan mengenai materi teks narrative.
- 2) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 3) Guru menjelaskan step-step strategi *TELLS* dalam teks narrative
- 4) Guru meminta peserta didik untuk mengamati teks narative.
- 5) Guru meminta peserta didik untuk mencoba untuk menemukan informasi-informasi penting dari dalam teks dalam waktu beberapa menit menggunakan strategi *TELLS*.
- 6) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan bersama-sama karakter dan setting cerita yang terdapat dalam teks narrative.
- 7) Peserta didik mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Secara individu, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

d. Mengasosiasi

Guru dan seluruh peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narrative.

e. Mencoba

- 1) Guru memberikan teks narrative kepada peserta didik.
- 2) Guru meminta kepada peserta didik untuk mengumpulkan informasi dari teks dalam waktu beberapa menit dengan menggunakan strategi *TELLS*.
- 3) Peserta didik membacakan di depan kelas informasi-informasi yang telah mereka dapatkan dari teks.

3. Penutup

a. Refleksi

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 2) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.
- 3) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

- 2) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 4) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan

- a. Guru masuk kelas dan mengucapkan salam.
- b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.
- c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.
- d. Guru menanyakan kesulitan peserta didik dalam menemukan informasi di dalam teks dengan menggunakan strategi *TELLS* yang telah dijelaskan pada pertemuan sebelumnya.

2. Kegiatan Inti

a. Mengamati

- 1) Guru menjelaskan ulang mengenai materi teks narrative.
- 2) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 3) Guru memberikan penjelasan ulang mengenai strategi *TELLS* dan cara penggunaan *TELLS* dalam membaca teks narrative.

- 4) Guru membagi peserta didik dalam beberapa kelompok.
- 5) Guru meminta peserta didik untuk mengamati teks narative yang telah diberikan.
- 6) Guru meminta peserta didik untuk mencoba strategi *TELLS* untuk mengumpulkan informasi-informasi penting dari dalam teks..
- 7) Dengan bimbingan dan arahan dari guru peserta didik mencari kata-kata penting dan sulit dalam teks dan mendiskusikan karakter, ide pokok dan setting yang terdapat dalam teks narrative.
- 8) Peserta didik mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Secara kolaboratif, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

d. Mengasosiasi

Peserta didik berdiskusi dengan anggota kelompoknya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narrative.

e. Mencoba

- 1) Guru menyiapkan beberapa teks narrative dengan beberapa pertanyaan berdasarkan teks.

- 2) Guru membagi peserta didik dalam beberapa kelompok yang terdiri dari 4-5 siswa.
- 3) Guru akan meminta mereka untuk mengumpulkan informasi dari teks dengan menggunakan strategi *TELLS*.
- 4) Peserta didik mendiskusikan dari informasi yang telah mereka dapatkan.
- 5) Guru meminta peserta didik dari masing-masing kelompok untuk menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang terdapat di dalam teks.

3. Penutup

a. Refleksi

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 2) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.
- 3) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 2) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

4) Bersama-sama menutup pelajaran dengan berdoa.

I. Penilaian Hasil Belajar

1. Teknik

- Tes unjuk kerja

2. Bentuk

- Tes Reading Narrative Skill

3. Instrumen

- Terlampir

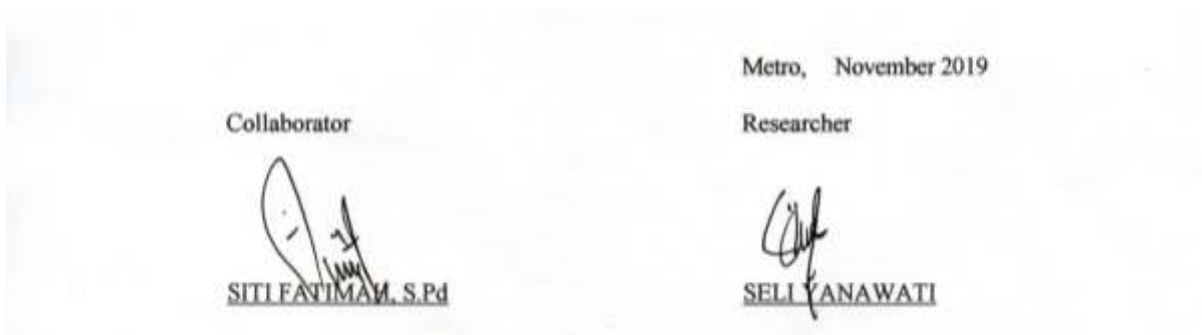
4. Rubrik penilaian

Explain	Score
Right Answer	5
Wrong Answer	0

The total of score is the right answer x 5

The score maximum is 100

The value of student = $\frac{\text{The Result of Score}}{\text{The Score Maximum}} \times 100$



FIELD NOTE

Date		Classroom Situation
Cycle I	1 st Meeting	Some students did not pay much attention to the teacher explanation but they was very enthusiast when the teacher told interesting topic. The condinition of the class did not effectivebecause some students who were noisy when the teacher explanation the material.
	2 nd Meeting	The students paid more attention when the teacher evaluated the common spirit in doing post-test I.
Cycle II	1 st Meeting	The students are mmore enthusiast, interest and give attention to the researcher because they had understood the way and the rule to follow the researcher's intruction. Furthermore, they feel easier to do the task together with their friends.
	2 nd Meeting	the students were very glad to do the post-test II because it was very easy after they got the treatment in every meeting and learn their mistake.

Metro, November 2019
Observer,



SITI FATIMAH, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Satuan Pendidikan : SMA Miftahul Ulum

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : X/ Ganjil

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

F. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

G. Kompetensi Dasar

KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan

meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

KD 4.8 Menyajikan teks Narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

H. Indikator Pencapaian Kompetensi

- 3.8.4 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative*.
- 3.8.5 Mengidentifikasi berbagai informasi dalam teks *narrative*.
- 3.8.6 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.
- 4.8.3 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.4 Menyimpulkan pesan moral dari teks *narrative*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

- 5. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
- 6. Mengidentifikasi berbagai informasi dan masalah yang di alami tokoh dalam teks *narrative*.
- 7. Mengidentifikasi fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
- 8. Menyimpulkan pesan moral yang terdapat dalam teks *narrative* secara lisan dan tulisan.

J. Materi Pembelajaran

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

- a. London
- b. Puerto Rico
- c. Jakarta
- d. Buenos Aires

Answer: b

2. What is the word that the parrot cannot say?

- a. Catano
- b. Tacano
- c. Canato
- d. Nacato

Answer: a

3. How often did the owner teach the bird how to say the word?

- a. Always
- b. Everyday
- c. Many times
- d. Every second

Answer: c

4. Which statement is true according to the text?

- a. The parrot could say Catano
- b. At last the parrot could say Catano
- c. Catano was the name at the parrot
- d. The man never got angry at the parrot

Answer: b

5. What does the man do to the bird because the bird cannot say the name of a place?

- a. The man ate the bird.
- b. The sold the bird.
- c. The man killed the bird.
- d. The man taught the bird.

Answer: d

K. Metode Pembelajaran

Metode : *Observation, Discussion, Question and Answer*

L. Media/Alatdan Sumber Pembelajaran

3. Media/Alat

- d. Papan Tulis

- e. Spidol
 - f. Teks narrative
4. Sumber Pembelajaran
- c. Hidayat, Seto. et.al. *Bahasa Dan Sastra Inggris, Jakarta: CV. Mediatama*, 2013.
 - d. Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK Semester 1

M. Kegiatan Pembelajaran

Pertemuan ke-1

1. Pendahuluan

- e. Guru masuk kelas dan mengucapkan salam.
- f. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.
- g. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.
- h. Guru memeriksa kehadiran siswa.
- i. Guru menanyakan kesulitan peserta didik di pembelajaran sebelumnya.

2. Kegiatan Inti

f. Mengamati

- 8) Guru menjelaskan ulang mengenai materi teks narrative.
- 9) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 10) Guru meminta peserta didik untuk mengamati teks narative.

- 11) Guru meminta peserta didik untuk mencoba untuk menemukan informasi-infromasi penting dari dalam teks dalam waktu beberapa menit dengan menggunakan strategi *TELLS*.
- 12) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan berasma-sama karakter dan setting cerita yang terdapat dalam teks narrative.
- 13) Peserta didik mengamati nilai moral dari teks narative tersebut.

g. Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

h. Mengumpulkan Informasi

Secara individu, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

i. Mengasosiasi

Guru dan seluruh peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

j. Mencoba

- 4) Guru memberikan teks narrative kepada peserta didik.
- 5) Guru meminta kepada peserta didik untuk mengumpulkan informasi dari teks dalam waktu beberapa menit dengan menggunakan strategi *TELLS*.

- 6) Peserta didik membacakan di depan kelas informasi-informasi yang telah mereka dapatkan dari teks.

4. Penutup

c. Refleksi

- 4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 5) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.
- 6) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

d. Menyimpulkan

- 5) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 6) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.
- 7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 8) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan

- e. Guru masuk kelas dan mengucapkan salam.
- f. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.
- g. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.

- h. Guru menanyakan kesulitan peserta didik dalam menemukan informasi di dalam teks dengan menggunakan strategi *TELLS* yang telah dijelaskan di pertemuan sebelumnya.

3. Kegiatan Inti

a. Mengamati

- 9) Guru menjelaskan ulang mengenai materi teks narrative.
- 10) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narrative yang diberikan guru.
- 11) Guru memberikan penjelasan ulang mengenai strategi *TELLS* dan cara penggunaan *TELLS* dalam teks narrative.
- 12) Guru meminta peserta didik untuk mengamati teks narrative yang telah dibagikan.
- 13) Guru meminta peserta didik mencoba strategi *TELLS* untuk mengumpulkan informasi-informasi penting dari dalam teks..
- 14) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan bersama-sama karakter dan setting cerita yang terdapat dalam teks narrative.
- 15) Peserta didik mengamati nilai moral dari teks narrative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Secara individu, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

d. Mengasosiasi

Guru dan peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narrative.

e. Mencoba

6) Guru menyiapkan beberapa teks narrative dengan beberapa pertanyaan berdasarkan teks.

7) Guru meminta peserta didik mengumpulkan informasi dari teks dengan menggunakan strategi *TELLS*.

8) Peserta didik mendiskusikan dari informasi yang telah mereka dapatkan

9) Guru meminta peserta didik di depan kelas menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang mereka dapatkan dari teks dalam teks.

4. Penutup

c. Refleksi

4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

5) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.

6) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

d. Menyimpulkan

5) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

6) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.

7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

8) Bersama-sama menutup pelajaran dengan berdoa.

I. Penilaian Hasil Belajar

5. Teknik

- Tes unjuk kerja

6. Bentuk

- Tes Reading Narrative Skill

7. Instrumen

- Terlampir

8. Rubrik penilaian

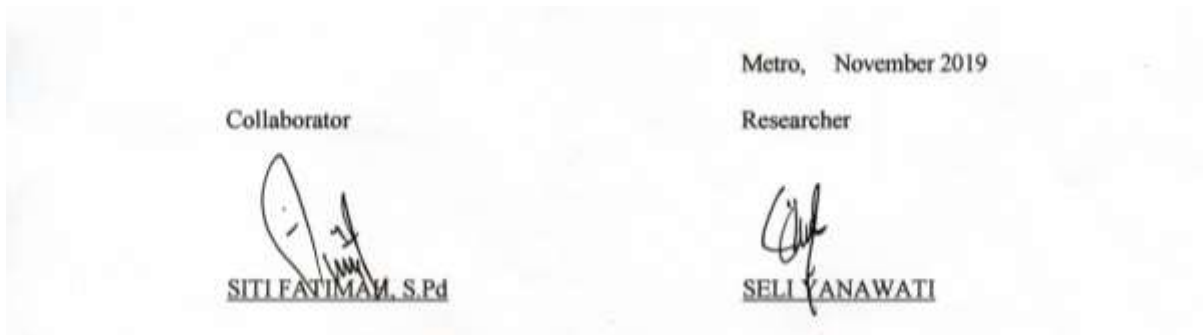
Explain	Score
Right Answer	5
Wrong Answer	0

Notes:

- The total of score is the right answer x 5
- The score maximum is 100

The value of student = The Result of Score X 100

The Score Maximum



INSTRUMENT TEST IN PRE-TEST

Read the text in three minutes then answer the question no 1-6, choose a,b,c,d, or e for the correct answer !

The Legend of Malin Kundang

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went to sailing to other place. Ever since Malin Kundang's leaving, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting come to an end when a luxurious ship docked at the shore. A young couple in extravagant dress stepped down from the ship. Malin's Mother was sure that young man was her son. She tried to embrace him, but he threw her away. He didn't admit that the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane. Malin Kundang was hurled to shore and turned to be a rock.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

1. What does the story tell us?
 - a. A poor woman
 - b. A disloyal son
 - c. The legend of a ship
 - d. The legend of a curse
 - e. The legend of rock
2. Why did Malin Kundang's mother went to the shore?
 - a. Because she waiting for her son return
 - b. Because she waiting for his husband
 - c. Because she looking for a job
 - d. Because she waiting for a luxurious ship
 - e. Because she waiting for his daughter return
3. Who was stepped down from the ship?

- a. Malin Kundang's mother
 - b. Malin Kundang's father
 - c. Malin Kundang and his wife
 - d. Malin Kundang's servants
 - e. Malin Kundang's son
4. The poor mother cursed her son because.....
- a. Her son left her
 - b. Her son got rich
 - c. Her son denied her
 - d. Her son got married
 - e. Her son got ugly
5. What is moral value of the story?
- a. We must respect our parents
 - b. We must not leave our hometown
 - c. Do not speak with strangers
 - d. Do not go sailing when the weather is bad
 - e. Talk to your mother politely

Read the text in three minutes then answer the question no 6-11, choose a,b,c,d, or e for the correct answer !

The Legend of the First Banana Story

Once upon a time, there was a beautiful girl called Maria. She was tall, with black eyes, and long shining hair. The color of her skin was light brown.

One morning, while she was collecting firewood, she met a young man. He looked like a hunter. He was tall, handsome and very neatly dressed. No one knew who he was or where he came from nor did anyone know his name. He did not tell Maria about himself. Maria and his young man became good friends for a long time. They fell in love with each other. Maria wished he would marry her. But the young man never proposed Maria. This made Maria unhappy. She persuaded the young man to marry her. She told him that they would be happy together because both of them did not have any family.

The young man did not agree with Maria's idea. He told Maria that he was not a human being. He was a spirit from the sky. They were different and they were not allowed to get married. Maria was very surprised. She did not know what to say. The young man said that he had to come back to the sky. He did not want Maria know much about him.

Knowing the truth Maria was very disappointed and felt so sad. Maria held the young man's hand tightly. She did not want to be separated from him. Suddenly there was a blinding flash of light and the young man disappeared. Maria was frightened when she knew that the man disappeared and he left his hand on Maria's.

Maria ran to her house and buried the man's hand in her garden. Soon, she saw a strange plant growing where she had buried it. The plant grew fast and some fruits appeared. The color of the fruits is yellow and it looks like a man's hand with finger on it. That is how the fruit came to be known as banana, originated according to the legend.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

6. The text mainly tells us about....
 - a. The story of the first banana
 - b. The young man's dream
 - c. Maria's love story
 - d. Maria's marriage
 - e. Maria's banana
7. When Maria met the young man for the first time?
 - a. While she was visiting the castle
 - b. While she riding
 - c. While she was collecting firewood
 - d. While she dancing
 - e. While she shopping
8. What happened with the man after the flash?
 - a. He died
 - b. He disappeared

- c. He ran to his house
 - d. He hid behind a tree
 - e. He ran into the wood
9. What is the main idea of the third paragraph?
- a. The young man proposed to Maria
 - b. Maria was a spirit from the sky
 - c. The young man was not a human being
 - d. Maria didn't want to marry the young man
 - e. Maria and the young man are allowed to married
10. What was the color of fruit which appeared in Maria's garden?
- a. Red
 - b. Purple
 - c. Pink
 - d. Blue
 - e. Yellow
11. From the story, we can learn that....
- a. You should get to know your friend well
 - b. You should not trust strangers completely
 - c. You should not marry other creatures
 - d. You should never tell the truth
 - e. You should never met other people

Read the text then answer the question no 12-20, choose a,b,c,d, or e for the correct answer !

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night Beowulf woke up and fought the monster- he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armor again and went to the dragon's cave with his men.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

12. Who was half-man and half-monster?
 - a. Beowulf
 - b. Dragon
 - c. Grendel
 - d. The monster
 - e. Armor
13. Why did Beowulf come to Denmark?
 - a. To help the king
 - b. To help Grendel
 - c. To be a king
 - d. To kill dragon
 - e. To help Grendel's mother
14. What did Beowulf do to Grendel when he fought him?
 - a. He pushed Grendel
 - b. He pulled off Grendel's arm
 - c. He stabbed Grendel
 - d. He kicked Grendel
 - e. He smacked Grendel

15. What happened to Grendel after he fought Beowulf?
 - a. He still alive
 - b. He ran
 - c. He died
 - d. He disappeared
 - e. He gone
16. What did Grendel's mother do when she find out about her son's death?
 - a. She was happy
 - b. She was disappointed
 - c. She was grateful
 - d. She was exhausted
 - e. She was very angry and killed a knight
17. What did Beowulf use to kill Grendel's mother?
 - a. Special sword
 - b. Knife
 - c. Samurai
 - d. Arrows
 - e. Rock
18. What was the king gave for Beowulf?
 - a. House
 - b. Kingdom
 - c. Present and money
 - d. Crown
 - e. Sword
19. How long did Beowulf become king?
 - a. Sixty years
 - b. Sixteen years
 - c. Fourthy years
 - d. Fifty years
 - e. Fifteen years
20. What attacked the people in Beowulf's country?

- a. Snake
- b. Lion
- c. Dragon
- d. Tiger
- e. Bear

KEY ANSWER OF PRE-TEST

1	E	11	A
2	A	12	C
3	C	13	A
4	C	14	B
5	A	15	C
6	A	16	E
7	C	17	A
8	B	18	C
9	C	19	D
10	E	20	C

INSTRUMENT TEST IN POST-TEST I

Name :

Class :

Read the text in five minutes then answer the question no 1-6, choose a,b,c,d, or e for the correct answer !

The Legend of Lahilote

Long time ago there lived a humble young man named Lhilote in a remote village of ancient Gorontalo. One night he was given a piece of such big rattan called "Hutiya Mala". The young man sprang up from his sleep upon the surprising dream.

A few days later on his way to the forest, Lahilote chanced to glance down the river and see a group of seven beautiful fairies who were bathing joyfully. The seven beauties left their "shawls", the magic scarves they used as the wings, on the river-bank. Greed soon lured Lahilote to steal and hide one of the shawls. As they were aware of the presence of Lahilote, the fairies soon stopped bathing and got out of water and fetched their shawls. They all flew to the heaven leaving the poor one who cried and sobbed desperately because she could not find her shawl. Lahilote approached and comforted her, then brought her home and proposed her to be his wife. The beautiful one accepted his proposal and soon they married.

One day Lahilote told his wife that he had to go to the forest to collect rattan. His wife insisted to accompany him but he did not let her go with him. To keep herself busy Lahilote's wife wondered over the house and by chance she found her lost shawl kept very carefully in a bamboo tube. She felt very happy but at the same time very disappointed to know her husband's unfairness. She soon wore the shawl and flew away to heaven to leave her husband behind.

Lahilote got home happily because at that time he succeeded in collecting a great deal of rattan. But soon he got very much disappointed to know that his wife had flown away and the bamboo tube where he had kept the shawl was empty. At that very difficult moment, suddenly came a wise Polahi (a certain tribe living in the forest) man who gave him a piece of magic rattan. He told Lahilote

succeeded to fly to the heaven and meet his beloved wife. Lahilote was allowed to stay in the heaven.

After some time, when his wife was looking for lice Lahilote's head, she happened to see some graying hair is allowed to stay in heaven. Upon his questions, she told her husband: "Love fades away when you get a graying because here in heaven you are no more than a shadow as soon as you get a piece of graying hair."

Broken-heartedly, Lahilote got down from the heaven making use of a piece of board. He swore: "From this point of Pohe beach up to the border of the shroud to cover my dead body, my left foot-print will be printed forever."

At the moment we can find a stone in the beach of pohe, in the Province Gorontalo with a foot-print stamped on it. the locals believe that is the foot-print of Lahilote.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

1. Where did the story happen?
 - a. Flores
 - b. Gorontalo
 - c. Surabaya
 - d. Solo
 - e. Medan
2. What was Hutiya Mala?
 - a. It was a big log
 - b. It was a small rattan
 - c. It was a big rattan
 - d. It was a big cow
 - e. It was a small log
3. Where did Lahilote's wife found her shawl?
 - a. In a bamboo tube
 - b. In a jar
 - c. In a basket
 - d. In wardrobe

- e. In a box
4. Why did Lahilote's wife feel disappointed?
- a. Because she lost her shawl
 - b. Because Lahilote ignore her
 - c. Because she found her lost shawl
 - d. Because Lahilote did not tell the truth
 - e. Because Lahilote left her
5. Who gave Lahilote a magic rattan?
- a. The fairies
 - b. A wise Polahi
 - c. His mother
 - d. His father
 - e. His wife
6. Why was Lahilote expelled from heaven? Because.....
- a. He was a bad person
 - b. He stole something from heaven
 - c. There was a graying hair on his head
 - d. He wanted to be expelled
 - e. He was disappointed with his wife

Read the text in three minutes then answer the question no 7-10, choose a,b,c,d, or e for the correct answer!

The Legend of Nyi Roro Kidul (The Queen of South Sea)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The sea was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The sweater cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

7. Who was called Dewi Srengenge?
 - a. King Mundang
 - b. Kadita
 - c. Dewi Mutiara
 - d. Dewi Mutiara's son
 - e. The queen
8. Why was King Mundang Wangi unhappy?
 - a. Because he was ugly
 - b. Because he didn't have a wife
 - c. Because he expected a baby boy
 - d. Because he had a beautiful daughter
 - e. Because he lived poorly
9. Why Dewi Mutiara wanted to chase away Kadita?
 - a. Because she felt jealous with Kadita's beauty
 - b. Because she didn't like her
 - c. Because she can't dance beautifully
 - d. Because she wanted her son to be the King
 - e. Because her request to kill Kadita was declined by the King
10. How did princess cure her disease?
 - a. By taking medicine
 - b. By meditating at the sea

- c. By jumping into the south sea
- d. By asking the medicine to Dewi Mutiara
- e. By hiding herself from the sun

Read the text in three minutes then answer the question no. 11-15, choose a,b,c,d, or e for the correct answer!

The Legend of Bali Strait

A long time ago, lived a very rich family in Bali. The father was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkorean.

Manik Angkorean was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always advised Manik Angkorean to stop his bad habit, but he never listened to them. Instead he kept on begging to his parents to give him a lot of money. The parents then did not have the heart to see him begging. Sidi mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. "My name is Sidi Mantra. I have problem. My son likes gamble. He made me poor. And now he asks a lot of money. I want to give him some, but now i want him to promise to stop his bad behavior," explained Sidi Mantra then said the prayers and rang the bell. Suddenly, jewelries came out from the dragon's body. He was happy and immediately brought jewelries home.

This time Sidi Mantra wanted Manik Angkorean really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again. He heard that his father got the jewelries from the dragon living in Agung Mountain. So he stole his father's bell then went there. After arrived in Agung Mountain, Manik Angkorean rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" then the dragon gave him the jewelries. Manik Angkorean was very happy. Suddenly he had a bad idea. He wanted his great power he killed Manik Angkorean.

Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkreat lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

Source: Modul Pengayaan Bahasa Inggris untuk SMA/MA dan SMK/MAK

11. Where did the story take place?
 - a. In Bali
 - b. In Java
 - c. In Kalimantan
 - d. In Sumatra
 - e. In Madura
12. What was Manik Angkreat's bad habit?
 - a. He was lazy
 - b. He was foolish son
 - c. He liked gamble
 - d. He didn't like vegetable
 - e. He was a bad tempered person
13. Who was Sidi Mantra?
 - a. The Dragon
 - b. Manik Angkreat's brother
 - c. Manik Angkreat's uncle
 - d. Manik Angkreat's father
 - e. Manik Angkreat's friend
14. How did people ask for jewelry to the dragon?
 - a. They had to bring offering to the Dragon
 - b. They had said the right prayer and rang the bell
 - c. They had to sacrifice their cattle
 - d. They had to make certain move

- e. They had to mediate for few days
15. Where did the Dragon live?
- a. He lived at the river
 - b. He lived in the mountain
 - c. He lived in a cave
 - d. He lived in a house
 - e. He lived underground

Read the text in three minutes then answer the question no 16-20, choose a,b,c,d, or e for the correct answer!

The Legend of Calonarang

Long ago in Girah Village, there lived an old woman. Her name was Calonarang. She had magical power. Calonarang had a daughter. Her name was Ratna Mangali. She was very beautiful. Yet, nobody wanted to marry her because they were afraid of her mother. People began to talk about Ratna Mangali. Calonarang didn't like people talking about her daughter. She love Ratna Mangali so much. When she heard people talking about her daughter, she got angry. She cured the village. People got ill and die.

The King sent his best soldiers to arrest Calonarang. But, they failed. Then, the king called Mpu Bahula to Girah Village. Mpu Baradah told Mpu Bahula to propose Ratna Mangali. Calonarang was very happy when Mpu Bahula proposed Ratna Mangali. She knew that people would not talk about her daughter anymore.

Calonarang gave her daughter a big wedding party. One day, Mpu Bahula asked Ratna Mangali to steal her mother's magic book. When Calonarang was asleep, Ratna Mangali stole her mother's magic book and gave it to her husband. Then Mpu Bahula gave book to Mpu Baradah. After he knew Calonarang's magic secret, Mpu Baradah came to Girah village. Calonarang and Mpu Baradah had a fight. Calonarang lost the fight because she didn't have her magic book anymore.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

16. Who had magical power?
- Ratna Mangali
 - Mpu Baradah
 - Calonarang
 - Mpu Bahula
 - The King
17. Where did she live?
- In a small Village
 - In Girah Village
 - In the palace
 - In a beautiful Village
 - In the forest
18. Who was her daughter?
- Ratna Mangali
 - Ratna Panali
 - Mpu Bahula
 - Mpu Baradah
 - The princess
19. Why did no body want to marry Ratna Mangali?
- Because she was an ugly girl
 - Because they were afraid of her mother
 - Because people began to talk about Ratna Mangali
 - Because she had magical power
 - Because she loved another man
20. Why did the king send his soldiers to arrest Calonarang?
- Because she was very beautiful
 - Because he didn't like people talking about her daughter
 - Because she loved Ratna Mangali so much
 - Because he didn't like her
 - Because she cursed the village

KEY ANSWER OF POST-TEST I

1	B	11	A
2	C	12	C
3	A	13	D
4	D	14	B
5	B	15	B
6	C	16	C
7	B	17	B
8	C	18	A
9	D	19	B
10	C	20	E

INSTRUMENT TEST IN POST-TEST II

Name :

Class :

Read the text in three minutes then answer the question no 1-4, choose a,b,c,d, or e for the correct answer !

Why does Sea Become Salty?

The legend of why sea became salty says that a long time ago, there was a giant that used to live in one of the islands next to the nice people, this giant was very generous and always gave them salt to prepare very tasty meals.

One day, the ocean was very agitated and the people could not go the giant's island for some salt, the days passed by and the sea was still very rough. Eventually they ran out of salt for their food and started to find a way to go and get it. A child gave them the idea to ask the gentle giant stretch one of his legs so could cross the ocean and get the salt they needed.

The giant accepted the idea, but when he stretched his leg, he didn't noticed that landed on an anthill. This made the ants furious and started to bite the poor giant's leg, the giant, in pain asked the people to hurry.

As soon as the people made it to the other side, the giant gave them sacks full of salt. When they were done the giant stretched his leg one more time, landing, again on the anthill.

The giant in more pain than before, begged to the people to hurry because the ants were biting him again, but the sacks were so heavy that slowed down the people. Sadly before the people were able to reach their own village, the giant in a scream of pain moved his leg to the ocean so the ants won't bite him anymore, throwing the people and the sacks of salt in it.

The giant saw the people drowning and in a quick move save them. But the salt melted in the ocean, that at that time didn't have any taste, making salty.

And this is the Legend of how the sea has the salty taste.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

6. How was the giant?
 - a. The giant was bad
 - b. The giant was big
 - c. The giant was kind
 - d. The giant was evil
 - e. The giant was deceitful
7. Why did the giant stretch his leg?
 - a. Because the giant need a land to stand
 - b. Because the giant want to help the people to cross ocean
 - c. Because the giant wanted to hand over the salt
 - d. Because the giant was doing an exercise
 - e. Because the people need the salt
8. Why were ants furious?
 - a. Because the waves swept away their ant hill
 - b. Because the giant stepped over their nest
 - c. Because the ants need the salt
 - d. Because the people ruin their ant hill
 - e. Because the ant are furious animal
9. What does the purpose of the story?
 - a. To inform the reader
 - b. To entertain the reader
 - c. To describe the treasure
 - d. To persuade the reader
 - e. To find the writer's argument

Read the text in five minutes then answer the question no 5-10, choose a,b,c,d, or e for the correct answer !

Snow Maiden

Once upon a time there lived a couple in a village. They had got married for a long time, but so far they did not have a baby yet. Every single minute they prayed to gods, begged for a baby, but it never came true.

One day, they went to a snow mountain. They made a girl and they dressed her beautifully. When it got dark, they decided to go home and left the snow girl alone. The following morning, someone knocked the door. "Anybody home?" she said. The old woman inside opened the door and asked, "who are you?" the girl said "I'm Snow Maiden, your daughter". The old woman was surprised and happy "Really? Thanks God! Come in, please!" since that meeting, Snow Maiden lived with her parents. She was beautiful, kind diligent and helpful. Her parents and all of her friends loved her very much.

One day, Snow Maiden played with her friends. They played fire. At first, Snow Maiden just looked at their play. Suddenly, her friends asked her to jump on the fire. Of course she refused. It's because one thing that made her afraid was the fire. It's because Snow Maiden was made of snow, so she should avoid the fire. But her friends kept on forcing her to jump on.

Finally, she could not do anything, and then she did it. She jumped on the fire and as result she melted. Her friends were sorry about this, they cried and cried hoping Snow Maiden could live again, but it was useless. Snow Maiden would not be back anymore. Her mother tried to entertain Snow Maiden's friends and asked them to make a new Snow Maiden again. They went to a snow mountain and started making it. they expected to have the new Snow Maiden. Days passed but their dreams never came true.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

10. What was the couple's expectation after they got married for a long time?
 - a. They expected to have a baby
 - b. They wanted to be rich
 - c. They expected to lead the village
 - d. They wanted to have a mansion
 - e. They wanted to climb the snowy mountain
6. What did the couple make on the snow mountain?
 - a. They made a hut
 - b. They made an igloo
 - c. They made a statue of a snow girl

- d. The made cups of soup
 - e. They didn't make anything
7. Who knocked the door of the couple's house?
- a. An old man
 - b. Gods
 - c. Snow mountain
 - d. Neighbor's children
 - e. A young girl
8. How was the Snow Maiden?
- a. She was naughty
 - b. She wasn't afraid of anything
 - c. She was helpful
 - d. She was lazy
 - e. She was unliked
9. What was the Snow Maiden afraid of?
- a. She was afraid of fire
 - b. She was afraid to be lonely
 - c. She was afraid of her friends
 - d. She was afraid of the dark
 - e. She was afraid of insects.
10. "Days passed but their dreams never came true." (Paragraph 4) What were their dreams?
- a. Healthy and wealthy
 - b. To have enough food to face the winter
 - c. To play with fire again
 - d. To play in the snow mountain
 - e. To have new Snow Maiden and able to play with her again

Read the text in three minutes then answer the question no 11-15, choose a,b,c,d, or e for the correct answer !

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

11. What is the text about?
 - a. Rawa Pening Lake
 - b. A little poor boy
 - c. Lesung
 - d. Generous woman
 - e. Flood
12. What happened to the little boy?
 - a. He was very happy
 - b. He was very lucky

- c. He was sad
 - d. He found gold
 - e. He was hungry and weak
13. Who helped the little boy?
- a. A rich man
 - b. A young girl
 - c. Fairy god mother
 - d. Generous woman
 - e. Gorgeous woman
14. What did the woman give to the little boy?
- a. Lesung
 - b. Chlotes
 - c. Land
 - d. Magical bean
 - e. Books
15. How did the boy save from the flood?
- a. He climbed the wall
 - b. He disappeared
 - c. He sang a song
 - d. He flown to the sky
 - e. He used lesung as a boat

Read the text in three minutes then answer the question no 16-20, choose a,b,c,d, or e for the correct answer !

Sendang Sani

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggages. Ans they began walking to Sunan Muria's house. Of course there were no cars or trains, so they walked. Several hours later, Ki Rangga felt tired. "Are we still far from Sunan Muria's house?" asked Ki Rangga to Sunan Kalijaga. Sunan Kalijaga answered, "We are already in

Kadipaten Pati Pesantenan. We will arrive in Sunan Muria's house shortly. Please be patient. "Ki Rangga was embarrassed to be walking together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for Zuhur pray. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water came out. So Sunan Kalijaga went behind the hill and Ki Rangga with his servants sat under the big tree.

They quickly fell asleep. Suddenly water came out from the big tree. Servants became wet. They woke up. They were happy to see the water because they were very tired and thirsty. They drank and played in the water. Ki Rangga forgot Sunan Kalijaga's message to inform Sunan Kalijaga when water comes out. Behind the hill, Sunan Kalijaga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants were playing in the water. "You forgot my message to inform me when water comes out. Instead, you are playing in the water like a turtle," said Sunan Kalijaga, softly. A miracle happened. Ki Rangga and his servants turned into turtles. Ki Rangga was sad. He changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati, Central Java. Many people still visit Sendang Sani now.

Source: Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK

16. Where did Sunan Kalijaga go?
 - a. Ki Rangga's house
 - b. Pati
 - c. Kudus
 - d. Kadipaten
 - e. West Java
17. Who joined Sunan Kalijaga?
 - a. Sunan Muria
 - b. Sunan Giri
 - c. The turtles

- d. Ki Rangga
 - e. His wife
18. Why Ki Rangga felt embarrassed to Sunan Kalijaga?
- a. He did not look tired
 - b. He was handsome
 - c. He was rich
 - d. He was charming
 - e. He was gorgeous
19. What was Sunan Kalijaga message to Ki Rangga?
- a. To inform him when Zuhur pray time came
 - b. To inform him when the water came out
 - c. To inform him when he hungry
 - d. To inform him when he tired
 - e. To inform him when he sleepy
20. What happened to Ki Rangga in the end of the story?
- a. He changed into cat
 - b. He changed into fish
 - c. He changed into duck
 - d. He changed into bird
 - e. He changed into turtles

KEY ANSWER OF POST-TEST II

1	C	11	A
2	B	12	E
3	B	13	D
4	B	14	A
5	A	15	E
6	C	16	B
7	E	17	D
8	E	18	A
9	A	19	B
10	E	20	E

**THE STUDENTS' READING SCORE
PRE-TEST**

NO	NAME	SCORE
1	ABDUL KHOLIK	50
2	AHMAD FAUZI	55
3	ALFINA MAHARANI	50
4	AMALIA NURJANAH	55
5	ANDIKA IRFAN ILMI	30
6	BINTI MAULINA	65
7	DAVA HENDRIYANSYAH	35
8	DWI PUJI LARASATI	50
9	EKA FITRIA	65
10	ELISA	40
11	FAUZUL AKBAR AL FAJRI	45
12	FERDI SAPUTRA	65
13	INDAH LESTARI	40
14	JAYA SAPUTRA	40
15	LAILY SAFITRI	50
16	LUKMAN HAKIM	30
17	MEI SUNDARI	50
18	NASIRUDIN	45
19	NUR HASANAH	65
20	PUTRA SUKMAWAN	60
21	PUTRI SETIAWATI	45
22	RANGGA ARI KUSUMA	55
23	RANI MONIKA SARI	55
24	SALSABILA EKA SAPUTRI	75
25	SEVIA AMALIA	45
26	YUSNI DITA ASTIKA	45
Total		1305
Average		50,2
High Score		75
Low Score		30

**THE STUDENTS' READING SCORE
POST-TEST I**

NO	NAME	Score
1	ABDUL KHOLIK	80
2	AHMAD FAUZI	65
3	ALFINA MAHARANI	60
4	AMALIA NURJANAH	60
5	ANDIKA IRFAN ILMI	70
6	BINTI MAULINA	75
7	DAVA HENDRIYANSYAH	55
8	DWI PUJI LARASATI	60
9	EKA FITRIA	80
10	ELISA	50
11	FAUZUL AKBAR AL FAJRI	60
12	FERDI SAPUTRA	65
13	INDAH LESTARI	75
14	JAYA SAPUTRA	60
15	LAILY SAFITRI	60
16	LUKMAN HAKIM	75
17	MEI SUNDARI	65
18	NASIRUDIN	75
19	NUR HASANAH	75
20	PUTRA SUKMAWAN	55
21	PUTRI SETIAWATI	70
22	RANGGA ARI KUSUMA	60
23	RANI MONIKA SARI	70
24	SALSABILA EKA SAPUTRI	80
25	SEVIA AMALIA	60
26	YUSNI DITA ASTIKA	70
Total		1730
Average		66,5
High score		80
Low score		50

**THE STUDENTS' READING SCORE
POST-TEST II**

NO	NAME	Score
1	ABDUL KHOLIK	80
2	AHMAD FAUZI	70
3	ALFINA MAHARANI	65
4	AMALIA NURJANAH	85
5	ANDIKA IRFAN ILMI	80
6	BINTI MAULINA	75
7	DAVA HENDRIYANSYAH	65
8	DWI PUJI LARASATI	85
9	EKA FITRIA	75
10	ELISA	70
11	FAUZUL AKBAR AL FAJRI	85
12	FERDI SAPUTRA	70
13	INDAH LESTARI	80
14	JAYA SAPUTRA	85
15	LAILY SAFITRI	75
16	LUKMAN HAKIM	80
17	MEI SUNDARI	65
18	NASIRUDIN	75
19	NUR HASANAH	80
20	PUTRA SUKMAWAN	65
21	PUTRI SETIAWATI	75
22	RANGGA ARI KUSUMA	75
23	RANI MONIKA SARI	85
24	SALSABILA EKA SAPUTRI	85
25	SEVIA AMALIA	70
26	YUSNI DITA ASTIKA	75
Total		1975
Average		76,0
High Score		85
Low Score		65

Answer Sheet

Name : Amalia Nurjanah
Class : X MIPA

Score:

55

Cross the right answer!

1.	A	X	C	D	E
2.	X	B	C	D	E
3.	A	B	C	D	X
4.	A	B	X	D	E
5.	X	B	C	D	E
6.	A	X	C	D	E
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	X	B	C	D	E
10.	A	B	C	D	X
11.	A	B	C	D	X
12.	A	B	C	X	E
13.	X	B	C	D	E
14.	A	X	C	D	E
15.	A	B	X	D	E
16.	A	B	C	X	E
17.	X	B	C	D	E
18.	X	B	C	D	E
19.	A	B	C	X	E
20.	A	X	C	D	E

B = 11

S = 9

Answer Sheet

Name : Andika irfan Ilimi
Class : X MIPA

Score:
30

Cross the right answer!

1.	A	X	C	D	E
2.	A	B	X	D	E
3.	X	B	C	D	E
4.	A	B	X	D	E
5.	A	B	C	X	E
6.	A	B	C	X	E
7.	X	B	C	D	E
8.	A	X	C	D	E
9.	A	X	C	D	E
10.	A	B	C	D	X
11.	A	B	X	D	E
12.	X	B	C	D	E
13.	X	B	C	D	E
14.	A	B	C	X	E
15.	A	B	X	D	E
16.	A	B	C	X	E
17.	A	X	C	D	E
18.	X	B	C	D	E
19.	A	B	C	D	X
20.	A	B	X	D	E

B: 6

S: 14

Answer Sheet

Name : Binti Maulina
Class : X Mipa

Score:
65

Cross the right answer!

1.	A	X	C	D	E
2.	X	B	C	D	E
3.	A	B	X	D	E
4.	A	B	C	D	X
5.	X	B	C	D	E
6.	X	B	C	D	E
7.	A	X	C	D	E
8.	A	X	C	D	E
9.	A	B	X	D	E
10.	X	B	C	D	E
11.	X	B	C	D	E
12.	A	B	X	D	E
13.	A	B	C	X	E
14.	A	X	C	D	E
15.	A	B	C	X	E
16.	A	B	C	D	X
17.	X	B	C	D	E
18.	A	B	C	D	X
19.	A	B	C	X	E
20.	A	B	X	D	E

B = 13
S = 7

Answer Sheet

Name : Eka Fria
Class : X MIPA

Score:
65

Cross the right answer!

1.	A	B	C	D	X
2.	A	X	C	D	E
3.	A	B	X	D	E
4.	A	B	C	D	X
5.	X	B	C	D	E
6.	A	X	C	D	E
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	A	B	X	D	E
10.	A	B	C	D	X
11.	A	B	C	X	E
12.	A	B	X	D	E
13.	A	B	X	D	E
14.	A	X	C	D	E
15.	A	B	C	X	E
16.	A	B	C	D	X
17.	X	B	C	D	E
18.	A	B	X	D	E
19.	X	B	C	D	E
20.	A	B	X	D	E

B = 13
S = 7

Answer Sheet

Name : ELISA
Class : X. MIPA

Score:
40

Cross the right answer!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

B = 8
S = 12

Answer Sheet

Name : Dimalia Mungaroh
Class : X MIPA

Score:

60

Cross the right answer!

1.	A	X	C	D	E
2.	A	B	X	D	E
3.	X	B	C	D	E
4.	A	B	C	D	X
5.	A	X	C	D	E
6.	A	B	C	X	E
7.	A	B	C	X	E
8.	A	B	X	D	E
9.	A	B	C	X	E
10.	A	B	X	D	E
11.	X	B	C	D	E
12.	A	B	C	D	X
13.	X	B	C	D	E
14.	A	B	C	D	X
15.	A	X	C	D	E
16.	A	B	X	D	E
17.	X	B	C	D	E
18.	A	B	C	X	E
19.	A	X	C	D	E
20.	A	B	C	D	X

B = 12

C = 8

Answer Sheet

Name Andika Rifan Imani
Class X MIPA

Score:
70

Cross the right answer!

1.	A	X	C	D	E
2.	A	B	X	D	E
3.	A	B	C	D	X
4.	A	B	C	X	E
5.	X	B	C	D	E
6.	A	B	X	D	E
7.	A	X	C	D	E
8.	X	B	C	D	E
9.	A	B	C	X	E
10.	A	B	X	D	E
11.	A	X	C	D	E
12.	A	B	X	D	E
13.	A	B	C	X	E
14.	A	B	C	D	X
15.	A	X	C	D	E
16.	A	B	X	D	E
17.	A	B	C	X	E
18.	X	B	C	D	E
19.	A	X	C	D	E
20.	A	B	C	D	X

b = 14

s = 6

Answer Sheet

Name : Binti Maulina
Class : X. Mipa

Score:
75

Cross the right answer!

1.	A	<input checked="" type="checkbox"/>	C	D	E
2.	A	B	C	<input checked="" type="checkbox"/>	E
3.	<input checked="" type="checkbox"/>	B	C	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E
5.	<input checked="" type="checkbox"/>	B	C	D	E
6.	A	B	<input checked="" type="checkbox"/>	D	E
7.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	<input checked="" type="checkbox"/>	D	E
9.	A	B	C	D	<input checked="" type="checkbox"/>
10.	A	B	<input checked="" type="checkbox"/>	D	E
11.	<input checked="" type="checkbox"/>	B	C	D	E
12.	A	B	<input checked="" type="checkbox"/>	D	E
13.	A	B	C	D	<input checked="" type="checkbox"/>
14.	A	<input checked="" type="checkbox"/>	C	D	E
15.	A	<input checked="" type="checkbox"/>	C	D	E
16.	A	B	<input checked="" type="checkbox"/>	D	E
17.	A	B	<input checked="" type="checkbox"/>	D	E
18.	<input checked="" type="checkbox"/>	B	C	D	E
19.	A	<input checked="" type="checkbox"/>	C	D	E
20.	A	B	C	D	<input checked="" type="checkbox"/>

b = 15

s = 5

Answer Sheet

Name : Eka fitria
Class : X MIPA

Score:
80

Cross the right answer!

B = 66
S = 4

1.	A	X	C	D	E
2.	A	B	X	D	E
3.	X	B	C	D	E
4.	A	B	C	X	E
5.	A	B	C	X	E
6.	A	B	X	D	E
7.	A	X	C	D	E
8.	A	B	X	D	E
9.	A	B	C	X	E
10.	A	B	X	D	E
11.	X	B	C	D	E
12.	A	B	X	D	E
13.	A	B	C	D	X
14.	A	X	C	D	E
15.	A	X	C	D	E
16.	A	B	C	X	E
17.	A	X	C	D	E
18.	X	B	C	D	E
19.	X	B	C	D	E
20.	A	B	C	D	X

Answer Sheet

Name : ELISA
Class : X MIPA

Score:
50

Cross the right answer!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

B = 10

S = 10

Answer Sheet

Name : Amalia Nugrahah
Class : X Mipa

Score:
85

Cross the right answer!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

$B = 17$
 $S = 3$

Answer Sheet

Name : Andika Irfan Nani
Class : X Mipa

Score:

80

Cross the right answer!

1.	A	B	<input checked="" type="checkbox"/>	D	E
2.	A	<input checked="" type="checkbox"/>	C	D	E
3.	A	<input checked="" type="checkbox"/>	C	D	E
4.	A	<input checked="" type="checkbox"/>	C	D	E
5.	<input checked="" type="checkbox"/>	B	C	D	E
6.	A	B	<input checked="" type="checkbox"/>	D	E
7.	A	B	C	D	<input checked="" type="checkbox"/>
8.	A	B	C	D	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	A	B	C	<input checked="" type="checkbox"/>	E
11.	<input checked="" type="checkbox"/>	B	C	D	E
12.	A	B	C	D	<input checked="" type="checkbox"/>
13.	A	B	<input checked="" type="checkbox"/>	D	E
14.	<input checked="" type="checkbox"/>	B	C	D	E
15.	A	B	C	<input checked="" type="checkbox"/>	E
16.	A	<input checked="" type="checkbox"/>	C	D	E
17.	A	B	C	<input checked="" type="checkbox"/>	E
18.	<input checked="" type="checkbox"/>	B	C	D	E
19.	A	<input checked="" type="checkbox"/>	C	D	E
20.	A	B	<input checked="" type="checkbox"/>	D	E

8.66

5.4

Answer Sheet

Name: Binti Maulina
Class: X Mipa

Score:

75

Cross the right answer!

B = 15
C = 5

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	C	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

Answer Sheet

Name : Eka fitria
Class : X Mipa

Score:
75

Cross the right answer!

B = 15
S = 5

1.	A	B	<input checked="" type="checkbox"/>	D	E
2.	A	<input checked="" type="checkbox"/>	C	D	E
3.	A	B	C	D	E
4.	A	<input checked="" type="checkbox"/>	C	D	E
5.	<input checked="" type="checkbox"/>	B	C	D	E
6.	A	B	<input checked="" type="checkbox"/>	D	E
7.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	C	D	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	A	B	C	<input checked="" type="checkbox"/>	E
11.	<input checked="" type="checkbox"/>	B	C	D	E
12.	A	B	C	D	<input checked="" type="checkbox"/>
13.	A	B	C	<input checked="" type="checkbox"/>	E
14.	<input checked="" type="checkbox"/>	B	C	D	E
15.	A	B	C	D	<input checked="" type="checkbox"/>
16.	A	B	<input checked="" type="checkbox"/>	D	E
17.	A	B	<input checked="" type="checkbox"/>	D	E
18.	<input checked="" type="checkbox"/>	B	C	D	E
19.	A	<input checked="" type="checkbox"/>	C	D	E
20.	<input checked="" type="checkbox"/>	B	C	D	E

Answer Sheet

Name : ELISA
Class : X MIPA

Score:
70

Cross the right answer!

1.	A	B	X	D	E
2.	A	X	C	D	E
3.	A	B	C	X	E
4.	A	X	C	D	E
5.	A	X	C	D	E
6.	A	B	X	D	E
7.	A	B	X	D	E
8.	A	B	C	D	X
9.	X	B	C	D	E
10.	A	B	C	D	X
11.	X	B	C	D	E
12.	A	B	C	D	X
13.	A	B	X	D	E
14.	X	B	C	D	E
15.	A	B	C	D	X
16.	A	X	C	D	E
17.	A	B	C	X	E
18.	A	X	C	D	E
19.	A	X	C	D	E
20.	A	B	X	D	E

b = 4
c = 6

STUDENTS ATTENDANCE LIST

(POST-TEST I)

Class: X MIPA

Date: November 14th, 2019

NO	NAME	SIGNATURE
1	ABDUL KHOLIK	1 
2	AHMAD FAUZI	2 
3	ALFINA MAHARANI	3 
4	AMALIA NURJANAH	4 
5	ANDIKA IRFAN ILMU	5 
6	BINTI MAULINA	6 
7	DAVA HENDRIYANSYAH	7 
8	DWI PUJI LARASATI	8 
9	EKA FITRIA	9 
10	ELISA	10 
11	FAUZUL AKBAR AL FAJRI	11 
12	FERDI SAPUTRA	12 
13	INDAH LESTARI	13 
14	JAYA SAPUTRA	14 
15	LAILY SAFITRI	15 
16	LUKMAN HAKIM	16 
17	MEI SUNDARI	17 
18	NASIRUDIN	18 
19	NUR HASANAH	19 
20	PUTRA SUKMAWAN	20 
21	PUTRI SETIAWATI	21 
22	RANGGA ARI KUSUMA	22 
23	RANI MONIKA SARI	23 
24	SALSABILA EKA SAPUTRI	24 
25	SEVIA AMALIA	25 
26	YUSNI DITA ASTIKA	26 

STUDENTS ATTENDANCE LIST

(FIRST MEETING IN CYCLE I)

Class: X MIPA

Date: November 12th, 2019

NO	NAME	SIGNATURE
1	ABDUL KHOLIK	1 
2	AHMAD FAUZI	2 
3	ALFINA MAHARANI	3 
4	AMALIA NURJANAH	4 
5	ANDIKA IRFAN ILMI	5 
6	BINTI MAULINA	6 
7	DAVA HENDRIYANSYAH	7 
8	DWI PUJI LARASATI	8 
9	EKA FITRIA	9 
10	ELISA	10 
11	FAUZUL AKBAR AL FAJRI	11 
12	FERDI SAPUTRA	12 
13	INDAH LESTARI	13 
14	JAYA SAPUTRA	14 
15	LAILY SAFITRI	15 
16	LUKMAN HAKIM	16 
17	MEI SUNDARI	17 
18	NASIRUDIN	18 
19	NUR HASANAH	19 
20	PUTRA SUKMAWAN	20 
21	PUTRI SETIAWATI	21 
22	RANGGA ARI KUSUMA	22 
23	RANI MONIKA SARI	23 
24	SALSABILA EKA SAPUTRI	24 
25	SEVIA AMALIA	25 
26	YUSNI DITA ASTIKA	26 

STUDENTS ATTENDANCE LIST

(PRE-TEST)

Class: X MIPA

Date: November 7th, 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	
2	AHMAD FAUZI	2	
3	ALFINA MAHARANI	3	
4	AMALIA NURJANAH	4	
5	ANDIKA IRFAN ILMI	5	
6	BINTI MAULINA	6	
7	DAVA HENDRIYANSYAH	7	
8	DWI PUJI LARASATI	8	
9	EKA FITRIA	9	
10	ELISA	10	
11	FAUZUL AKBAR AL FAJRI	11	
12	FERDI SAPUTRA	12	
13	INDAH LESTARI	13	
14	JAYA SAPUTRA	14	
15	LAILY SAFITRI	15	
16	LUKMAN HAKIM	16	
17	MEI SUNDARI	17	
18	NASIRUDIN	18	
19	NUR HASANAH	19	
20	PUTRA SUKMAWAN	20	
21	PUTRI SETIAWATI	21	
22	RANGGA ARI KUSUMA	22	
23	RANI MONIKA SARI	23	
24	SALSABILA EKA SAPUTRI	24	
25	SEVIA AMALIA	25	
26	YUSNI DITA ASTIKA	26	

STUDENTS ATTENDANCE LIST
(FIRST MEETING IN CYCLE II)

Class: X MIPA

Date: November 19th, 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	
2	AHMAD FAUZI	2	
3	ALFINA MAHARANI	3	
4	AMALIA NURJANAH	4	
5	ANDIKA IRFAN ILMI	5	
6	BINTI MAULINA	6	
7	DAVA HENDRIYANSYAH	7	
8	DWI PUJI LARASATI	8	
9	EKA FITRIA	9	
10	ELISA	10	
11	FAUZUL AKBAR AL FAJRI	11	
12	FERDI SAPUTRA	12	
13	INDAH LESTARI	13	
14	JAYA SAPUTRA	14	
15	LAILY SAFITRI	15	
16	LUKMAN HAKIM	16	
17	MEI SUNDARI	17	
18	NASIRUDIN	18	
19	NUR HASANAH	19	
20	PUTRA SUKMAWAN	20	
21	PUTRI SETIAWATI	21	
22	RANGGA ARI KUSUMA	22	
23	RANI MONIKA SARI	23	
24	SALSABILA EKA SAPUTRI	24	
25	SEVIA AMALIA	25	
26	YUSNI DITA ASTIKA	26	

STUDENTS ATTENDANCE LIST

(POST-TEST II)

Class: X MIPA

Date: November 21st 2019

NO	NAME	SIGNATURE
1	ABDUL KHOLIK	1 
2	AHMAD FAUZI	2 
3	ALFINA MAHARANI	3 
4	AMALIA NURJANAH	4 
5	ANDIKA IRFAN ILMU	5 
6	BINTI MAULINA	6 
7	DAVA HENDRIYANSYAH	7 
8	DWI PUJI LARASATI	8 
9	EKA FITRIA	9 
10	ELISA	10 
11	FAUZUL AKBAR AL FAJRI	11 
12	FERDI SAPUTRA	12 
13	INDAH LESTARI	13 
14	JAYA SAPUTRA	14 
15	LAILY SAFITRI	15 
16	LUKMAN HAKIM	16 
17	MEI SUNDARI	17 
18	NASIRUDIN	18 
19	NUR HASANAH	19 
20	PUTRA SUKMAWAN	20 
21	PUTRI SETIAWATI	21 
22	RANGGA ARI KUSUMA	22 
23	RANI MONIKA SARI	23 
24	SALSABILA EKA SAPUTRI	24 
25	SEVIA AMALIA	25 
26	YUSNI DITA ASTIKA	26 



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47290;
Website: www.metroainiv.ac.id E-mail: iainmetro@metroainiv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 27/5	✓		- Revise cover - Table of contents - Chapter I, II, & III - Bibliography	
2.	Selasa 25/6	✓		- Revision is OK - ACC for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Reza, 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 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507. Faksimili (0725) 47296.
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Seli Yanawati
NPM : 14122117

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Selasa 16/10-18	Revise Background Revise Limitation of the problem.	
2	Selasa 6/11-18	Please write a good language! Revise grammar!	
3	Selasa 19/11-18	Revise margin.	

Mengetahui,
Ketua Jurusan TBI



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

Pembimbing II



Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Selasa 27/11-18		✓	Revise grammar!	
5	Selasa 4/12-18		✓	Acc ch-I Continue for ch-II	
6	Rabu 27/3-19		✓	Please elaborate by your own language your quotation	
7	Selasa 2/04 2019		✓	Acc ch-II continue to ch-III	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metroainiv.ac.id; e-mail: iainmetro@metroainiv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
8	Rabu 15/5-19		✓	Please Revise grammar use simple present Tense.	
9	Rabu 22/5-19		✓	Acc to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296,
Website: www.metroaniv.ac.id E-mail: iainmetro@metroaniv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 19/10		✓	Revise IPD	
2	Rabu 30/10-19		✓	Change text be a shorter text.	
3	Senin 9/11-19		✓	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metroiniv.ac.id E-mail: iainmetro@metroiniv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	4/11-19	✓		- Acc for chapters I, II, III - 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 15A, Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metroiv.ac.id | e-mail: iainmetro@metroiv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBL/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 7/1 - 2020	✓		add: the weakness of the Strategy Tables → change to Pie Diagram acting (cycle 1 & 2): should implement the procedure on chapter II!	
2.	Rabu 14/1 2020	✓		Chapter IV revise acting in chapter IV revise abstract acc for managerial	

Mengetahui,
Ketua Jurusan TBl

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 15A Ingguloyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296,
Website: www.metroainv.ac.id; email: iainmetro@metroainv.ac.id

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

Nama : SELI YANAWATI
NPM : 14122117

Jurusan/Fakultas : TBI/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 17/12-19		✓	Reuse grammar.	
2.	Jumat 20/12-19		✓	Reuse fable 15.	
3.	Jumat 27/12-19		✓	Ace ch. 10	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**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) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1024/In.28/S/OT.01/12/2019**

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

Nama : Seli Yanawati
NPM : 14122117
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14122117.

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 Desember 2019
Kepala Perpustakaan

Drs. Mokhammad Sudin, M.Pd.
NIP. 195908311981031001 1



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : SELI YANAWATI
NPM : 4122117
Fakultas : Tarbiyah dan Ilmu Keguruan
Angkatan : 2014

Telah menyerahkan buku berjudul: LITERARY RESEARCH and IRISH LITERATURE

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP : 197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : SELI YANAWATI
NPM : 4122117
Fakultas : Tarbiyah dan Ilmu Keguruan
Angkatan : 2014

Telah menyerahkan buku berjudul: LITERARY RESEARCH and IRISH LITERATURE

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP : 197506102008011014



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

Jl. KH. Hajar Dewantara 15A Inggilmujo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

PENUNJUKAN TIM UJIAN SKRIPSI

No: B-0209/In.28.1/J/PP.00.9/01/2020

Nama/NPM : SELI YANAWATI/14122117
Jurusan : TBI
Tempat : Gedung Dosen Lt. III C
Judul Skripsi : THE USE OF TELLS STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA MIFTAHUL ULUM SEPUTIH SURABAYA

Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Selasa, 21 Januari 2010	11.00 - 13.00 WIB	Dr. Umi Yawisah, M.Hum	1. Ahmad Subhan Roza, M.Pd 2. Trisna Dinillah Harya, M.Pd	Aisyah Sunarwan, M.Pd	Eka Yuniasih, M.Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Ybs. (Papan Pengumuman)



DOCUMENTATION











CURRICULUM VITAE



The name of the researcher is Seli Yanawati. She was born in Mataram Ilir, February 14th, 1997. She is the first child of happy couple Mr. Agus Santoso and Mrs. Surani.

She enrolled her study at SDN 2 Mataram Ilir Seputih surabaya in 2002-2008. Soon after that, she continued to Junior High School at SMPN 1 seputih Surabaya in 2008-2011. She finished her Senior High School at SMA Miftahul Ulum Seputih surabaya in 2011-2014. Since 2014 she continued her study in State Islamic Institute (IAIN) of Metro as an English Education Department Student.