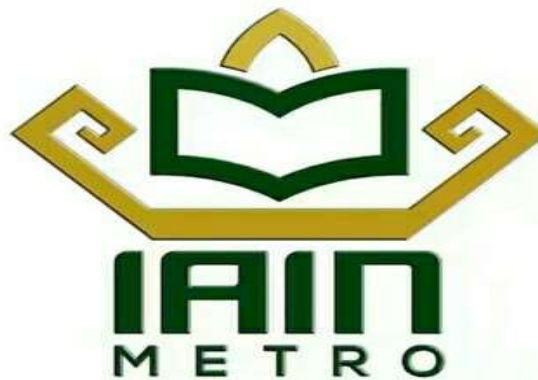AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY
TO IMPROVE READING COMPREHENSION
AMONG THE EIGHTH GRADERS
AT MTs MA'ARIF 01 PUNGGUR
IN THE ACADEMIC YEAR OF 2019/2020

By:

DWIANA

STUDENT.ID. 1501070045

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441H / 2020

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TO IMPROVE READING CPMPREHENSION
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IN THE ACADEMIC YEAR OF 2019/2020

Presented as a Partial Fulfillment of the Requirements

for the Degree of SarjanaPendidikan (S.Pd)

in English Education Department

By:

DWIANA

STUDENT.ID.1501070045

Sponsor : Dr. UmiYawisah, M.Hum

Co-Sponsor :SyahreniSiregar, M.Hum

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon dimunaqosahkan Skripsi**
             Saudari Dwiana

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro

AssalamualaikumWr.Wb.

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

Name   : Dwiana
Students Number : 1501070045
Judul Skripsi   : THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020

Sudah kami setujui dan dapat dimunaqosahkan, Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing I

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

Metro, 14 Januari 2020
Pembimbing II

Syahreni Siregar M.Hum
NIP. 19760814 200912 2 004

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020

Name : Dwiana

Students Number : 1501070045

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be eaxamined in Munaqosah in Tarbiyah Faculty of State Institute for Islamic Studies of Metro.

Sponsor

Metro, 14 Januari 2020
Co-sponsor

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

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Head of English Education Department

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

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

NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : **In order to hold the Munaqosah of Dwiana**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Dwiana

Students Number : 1501070045

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosah. Thank you very much.

Wassalmu'alakum Wr. Wb

                                      Metro, 14 Januari 2020
        Sponsor   Co-sponsor

Dr. Umi Yawisah, M.Hum,   **Syahreni Siregar, M.Hum**
NIP. 19620424 199903 2 001   NIP. 19760814 200912 2 004

RATIFICATION PAGE

No. B- 0330/In.28.1/0/PP.00.9/01/2020

An Undergraduate thesis entitled: THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHT GRADERS AT MTS MA'ARIF 01 PUNGGUR IN ACADEMIC YEAR OF 2019/2020 , written by Dwiana, student number 1501070045, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 21th Januari 2020 at 16.00 – 18.00 pm.

BOARD OF EXAMINERS:

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

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

Examiner II : Syahreni Siregar, M.Hum   (..................................)

Secretary   : Eka Mei Ratna Sari, M.Pd   (..................................)

The Dean of Tarbiyah and Teaching Training Faculty

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

THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020

ABSTRACT

BY

DWIANA

This research intended to present that the reading comprehension can be improved through scavenger hunt strategy. The type of this research was Classroom Action Research (CAR) which involved 30 students in class VIII B and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from readingcomprehension test to figure out the students' knowledge in reading descriptive text. Furthermore,the researcher used the observation technique to get the data about student's skill in reading comprehension, students' activities while reading, and students' participation in the learning process. Their activities were noted by the collaborator.The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' reading comprehension text are (a) 30,70 in pre-test, and (b) 50,80 in post-test 1 as well as (c) 60,100 in post-test 2, It means there is increase. The students' activities remained the same way.The students' activities in cycle 1 can be reported that there were (a) 19 students pay attention of teacher explanation (50%), 10 students ask/answer question (26%), 18 students were active in group (47%), 21 students able do the task (55%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 25 students pay attention of teacher explanation (66%), 19 students ask/answer question (50%), 20 students were active in group (53%), 25 students able do the task (66%).This result also concluded   that scavenger hunt strategy was able to increase the students' reading comprehension.

Keywords: *Reading, Reading Comprehension, and Scavenger Hunt Strategy.*

PENERAPAN STRATEGI PEMBURUAN

UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA

DI KELAS DELAPAN MTsMA'ARIF 01 PUNGGUR

ABSTRAK

Oleh:

Dwiana

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan pemahaman membaca dapat ditingkatkan melalui penggunaan *scavenger hunt strategy*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 30 siswa kelasVIII B dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes membaca untuk mengetahui tingkat pemahaman membaca siswa dalam membaca teks deskriptive. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman membaca, aktivitas siswa selama membaca, serta partisipas idalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informas iterkait dengan pembelajaran Bahasa Inggris padaumumnya.

Hasil dari penelitian menunjukkan bahwadari dua siklus nilai rata-rata siswa dalam pemahaman membaca adalah (a) 30,80 di pre-tes, dan(b) 60,80 di post-tes 1, serta (c) 60,100 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktifitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 19 siswa memperhatikan penjelasan yang diberikan guru (50%), 10 siswa mampu menjawab pertanyaan (26%), 18 siswa aktif dalam grup (47%), dan 21 siswa mampu mengerjakan tugas (55 %). Selain itu, aktifitas siswa di siklus 2 menjelaskan bahwa(a) 25 siswa memperhatikan penjelasan yang diberikan guru (66%), 19 siswa mampu menjawab pertanyaan (50%), 20 siswa akif dalam grup (53%), dan 25 siswa mampu mengerjakan tugas (66%). Hasil ini menggambarkan bahwa *scavenger hunt strategy* dapat meningkatkan kemampuan siswa dalam pemahaman membaca teks.

Kata kunci: *karangan, pemahamanmembacadanstrategipemburuan*.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DWIANA

Student Id : 1501070045

Department : English Education

Faculty : Tarbiyah and Teacher 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 bibliography mentioned.

Metro,   Januari 2020

The Researcher,

DWIANA
St. Number 1501070045

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : DWIANA

NPM   : 1501070045

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)

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,

DWIANA
St. Number 1501070045

x

MOTTO

<div dir="rtl">

... قُلْإِنَّ اللهَ لَايُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُواْ مَا بِأَنْفُسِهِمْقلى ...

</div>

"Allah will not change the condition of a people until they change what is in themselves (Q.S. ArRa'ad 13:11)"

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved parents Mr. Muslihhudin and Mrs. Waginah for deeper

prayer, the endless loving, great support and hope to finish this paper.

My beloved brother Koiwan and my beloved sister Tri Suryani who

always give me the spirit to finish this paper.

My beloved Friends: AnisKaruniaHasanah, Marina Tasya,

TikaRestifadila, ChelsyChylindrica Effendi, and Khoirunisa.

My Almamater State Istitute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The Implementation of Scavenger Hunt Strategyto improvereadingcomprehensionamong the eighth graders atMTs Ma'arif 01 Punggur".

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyahand Teacher Training Faculty IAIN Metro.

2. Mr. Ahmad SubhanRoza.,M.Pd as the Head of English EducationDepartment.

3. Mrs. Dr. UmiYawisah, M.Hum., as the first advisor,thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.

4. Mrs. SyahreniSiregar,M.Hum., as the second advisor, thank you so muchfor your kindness and valuable knowledge and for your guidance in finishing this undergeaduate thesis.

5. Lecturer and Administration Staff of English Education Department.

6. Headmaster, Teacher, staff and students of the MT Ma'arif 01 Punggur, who gives permission to the researcher to conduct the research in this school.

7. All of her friends in IAIN Metro as specially E Class, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, Januari 2020

The Reseacher

Dwiana
St.ID.1501070045

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CHAPTER I

INTRODUCTION

A. Background of the Study

English Language Teaching is a fairly effective effort that is not only aim to provide knowledge of English but also to familiarize language learners to be able to use all inputs regarding English in life either by verbal or written. In Indonesia, English is a foreign language, so teaching English can be given through formal or non-formal education and all of them play a very significant role.

In addition, teaching English is very important because in the current era of globalization English is an international language. When people from different nations meet each other, English is the only linguistic language used by them. Thus English needs to be studied because of its use as an international communication language to be able to communicate with people of cultural and country backgrounds. Besides that by mastering English, one will easily access the world of information and technology.

Furthermore, one of the main activities in the process of learning and teaching English is reading. The habit of reading books done by children is largely determined by children's interest in these activities. Thus it appears that interest is a motivator for doing activities such as reading. The high reading interest of students in a school can be an indication of the level of understanding and mastery of the subject matter they get from school.

Moreover, reading is an activity that adds insight and sharpens everyone's brain. This reading activity should be accustomed early in early by the ability can stimulate one's creativity, enthusiasm and curiosity. Reading is also the main access in gaining knowledge, because without one's knowledge, there will be many difficulties in solving each problem.

Reading comprehension is influence by some factors namely internal factors and external factors. Internal factors that influence reading ability include intelligence, interests, attitudes, talents, habit, motivation, thought processes such as remembering, understanding, distinguishing, comparing, finding and analyzing. Besides,external factors affecting students' reading comprehension such learning media, as environment, and socioeconomic backgrounds.

However, reading comprehension is not an easy matter. There are many problems in reading. The problems in reading are influenced by aspects of the reader self include of linguistic and non linguistic aspects. Reading problems are caused by linguistic abilities such as limited vocabulary mastery, poor grammar mastery, feeling difficult in determining the main ideas and supporting ideas for a reading, and difficulties in concluding the contents of the reading message. The limited mastery of English vocabulary will cause readers difficulty in interpreting the contents of the reading message. Low grammar mastery will make difficult for readers to understand the meaning contain in the reading. Another problem in reading is the confusion of the

reader in determining the main idea of the reading. The next problem is the difficulty of the reader in concluding the contents of the message in a text.

The problems of reading English texts cause by non-linguistic aspects are low reading motivation, low interest in reading and weak reading habits. The low motivation to read an English text will greatly inhibit the process of forming good reading skills. The low interest in reading will greatly affect the intensity of reading and the low reading habits also become one of the problems that affect a person's success in understanding the reading text.

The problems in reading are also influenced by external factors the readers such as uninteresting media learning, unappropriate technology strategy, and limited environmental support. The use of learning media that is less attractive in the reading process will affect students' interest in the process of learning to read. Placement of inappropriate teaching strategies will hinder the effectiveness of the reading learning process. The low support for reading from the environment usually obtained from parents, classmates and the community will worsen the quality of the reading process.

In relation with the reading problems above, the writer conducted pre-survey on class VIII at MTs Ma'arif 01 Punggur to investigate students' reading comprehension problems. Based on the process of pre-survey the researchers gave reading test consists of 20 items in the form of multiple choice, then asked students to answer them. The pre-survey was conducted on 10 May, 2019. From the test results it was found that students of MTs Ma'arif

01 Punggur were proven to have problems with reading comprehension. The pre-survey results are illustrated in the following table:

Table 1
The Result of Pre Survey

No	Students' Name	Grade	Criteria
1	A D F	60	Incomplete
2	A L	75	Complete
3	A V	55	Incomplete
4	D R	50	Incomplete
5	E F	65	Incomplete
6	F A M	65	Incomplete
7	I B	55	Incomplete
8	I M S	65	Incomplete
9	I R	60	Incomplete
10	J W	50	Incomplete
11	M R	50	Incomplete
12	M K	75	Complete
13	M N H	60	Incomplete
14	M I	50	Incomplete
15	N A	55	Incomplete
16	N C	65	Incomplete
17	N B	65	Incomplete
18	R P	65	Incomplete
19	R A H	55	Incomplete
20	R	55	Incomplete
21	S D A	55	Incomplete

22	S Z M	60	Incomplete
23	V R B	60	Incomplete
24	D S	65	Incomplete
25	N H	55	Incomplete
26	R P	50	Incomplete
27	S Z N	55	Incomplete
28	S A T	75	Complete
29	V M	50	Incomplete
30	V A	50	Incomplete
31	Y A	60	Incomplete

The students'reading result of class VIII at MTs Ma'arif 01 Punggur is categorized as complete and incomplete based on Minimum Mastery Criteria (MMC) of English at MTs Ma'arif 01 Punggur, namely 70. The categorization of reading results of Grade VIII students of MTs Ma'arif 01 Punggur is pointed out in the following table:

Table 2
The Percentage of the result

No	Grade	Number	Percentage	Criteria
1	>KKM	3	9,67%	Complete
2	<KKM	28	90,32%	Incomplete

Based on the results of pre-survey, it can be seen that most students in class VIII of MTs Ma'arif 01 Punggur have low reading comprehension. This

is indicated by the number of students who are unable to achieve MMC that is 28 people (90,32%) while the number of students complete MMC 3 people (9,67%). It means that the number of students who are able to achieve MMC is less than the number of students who are unable to complete MMC. Therefore, it can be concluded that the reading comprehension of class VIII students of MTs 01 Ma'arif Punggur is low.

In addition, reading problems of class VIII MTs Ma'arif 01 Punggur caused by the limited English vocabulary they have, Besides that they also have low grammar mastery so they have difficulty reading English texts. Grade VIII students MTs Ma'arif 01 Punggur also have difficulty in determining the main ideas contained in the texts they read so that they are unable to capture important information in the reading. The reading problem of class VIII students of MTs Ma'arif 01 Punggur are caused by low motivation, interest and reading habits in English.

The reading problems of class VIII students of MTs Ma'arif 01 Punggur should be solved by applying an appropriate strategy.Scavenger hunt strategy is a strategy in which players participants then discuss a particular text and try to answer the questions. Scavenger hunt strategy aims to increase students' familiarity by finding and using various available resources and being the first to complete the list provided. This activity involves student interest and can motivate students to maintain interest in reading. The scavenger hunt strategy is very effective in helping students improve their reading skills because the

scavenger hunt strategy has benefits is to improve vocabulary knowledge, information content and examine understanding of topics that have been read.

Based on the description above, the writer intends to conduct a classroom action research in an effort to improve the reading comprehension of class VIII students of MTs Ma'arif 01 Punggur by implementing the scavenger hunt strategy. Therefore the researcher constructed the title of this research proposal to become "The implementation of scavenger hunt strategy to improve reading comprehensionamong the eighth grader at MTs Ma'arif 01 Punggur in the Academic Year of 2019/ 2020".

B. Problem Identification

Based on the background of the study, the writter had identified several problems in learning English got by the eighth graders of of MTs Ma'arif 01 Punggur, including:

1. Students have low English vocabulary mastery.

2. Students have low grammar mastery.

3. Students have difficulty in determining the main ideas and supporting ideas in the reading process.

4. Students have low reading motivation.

5. Students have poor reading habits.

6. Students have unsatisfied reading comprehension skills.

C. Problem limitation

Based on the problem identification, the researcher limits the problem only focusing on the unsatisfied reading comprehension skill of the eighth grade of

MTs Ma'arif 01 Punggur. Improving students' reading comprehension will be done by applying the scavenger hunt strategy. The effort to improve reading comprehension is in the form of applying classroom action research entitled "The implementation of scavenger hunt strategy to improve reading comprehension among the eighth grader at MTs Ma'arif 01 Punggur in the academic year of 2019/2020".

D. Problem Formulation

Based on the problems that have been limited the researcher has formulated the research problems as follows:

Can the implementation of scavenger hunt strategy improve reading comprehension among the eighth grader at MTs Ma'arif 01 Punggur in the Academic Year of 2019 / 2020?

E. Objective and Benefits of the Study

1. Objective the study

    Based on the formulation of the problem this study was conducted with the aim to investigate to improve reading comprehension skills using scavenger hunt strategy among the eighth graders at MTs Ma'arif 01 Punggur in the academic year of 2019/2020.

2. Benefits of the study

    This research is expected to contribute significantly by providing various benefits including the following:

    a. For the students

The implementation of Scavenger hunt strategy in the form of classroom action research is expected to help students to improve students' reading skills. In addition, the implementation of this strategy can stimulate creativity and can increase students' interest because with this strategy students are directed to move around groups. This strategy can improve students' vocabulary from the efforts made by students by understanding words in other groups. Understand the information content that is in a text because in this case students can check understanding of the topic that has been read. This strategy can increase students' motivation to be more active in finding out new vocabulary.

b. For the teacher

This research is expected to be one of the references that inspires teachers to implement scavenger hunt strategy in teaching English especially in an effort to improve students' reading skills. This is because the implementation of a scavenger hunt strategy was help teachers to create an atmosphere of learning English that is conducive, effective, interesting and fun because this strategy makes learning not monotonous. Students are expected to move to get a new vocabulary.

c. For the other researchers

This research is expected to be one of the references for the next researchers who will improve their reading ability using the scavenger hunt strategy. Through this research, the next researcher can get complete information both theoretically and practical regarding the implementation of the real scavenger hunt strategy in improving students' reading skills.

F. Prior Research

The research was be conducted by considering some prior research. The first prior research was done by Jenna L. Carey, B.S. Cameron C. Howard, B.A. Rebecca J. Leftwich, B.S who did a research in the tittle of " Improving Elementary Students' Engagement During Independent Reading Through Teacher Conferencing,Teacher Modeling, and Students Choise". The sample of her research is 32 fourth-grade students and 26 seventh-grade science students. There are some teaching strategies used in the first prior research that are Journaling Framework, Non-fiction Text Feature Scavenger Hunt, Semantic Mapping , Photosynthesis and Cellular Respiration Venn-diagram, Think-aloud Strategy Chart. The aim of her research is to increase engagement during independent reading for 32 fourth-grade students and 26 seventh-grade science students. The result of research is 59%.[1]

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[1]Jenna L. Carey, B.S., Cameron C. Howard, B.A., Rebecca J. Leftwich, B.S., "Improving Elementary Students' Engagement During Independent Reading Through Teacher Conferencing,Teacher Modeling and Students Choise"(Chicago: Saint Xavier University,2013).

The first prior research has similarities and differences with this study. The similarity between this study and the first prior resesarch is the language skills studied and the strategies or teaching techniques used. The English language skills studied in the first prior research and this research are reading. The teaching strategy used in this study and the first prior research is scavenger hunt strategy. The difference between the first prior resesarch and this study lies in the differences in the sample, The sample of the first prior research is 32 fourth-grade students and 26 seventh-grade science students while the sample of this study is the eighth grade at MTs Ma'arif 01 Punggur.

In addition, the second prior research was done by Cadi O'Connell who did a research in the tittle of "Increasing Students Love of Reading".The sample of her research is Rock Elementary School. The research method is Read With Me Fun Packages, Reading Bingo, Cereal Box Scavenger Hunt, making words, sentences and stories with letter and fun stickers. The aim of her research is to influence reluctant readers and their attitudes and to enhance their passion for reading by implementing a joy of reading curriculum. The result of research The research shows an increase in reading engagement during classroom activities that engage and motivate children to read.[2]

The second prior research has similarities and differences with this study. The similarity between this study and the first prior resesarch is the

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[2]Cadi O'Connell, "Increasing Students' Love of Reading" (University of Wisconsin,2013).

language skills studied and the strategies or teaching techniques used. The English language skills studied in the first prior research and this research are reading. The teaching strategy used in this study and the first prior research is scavenger hunt. The difference between the first prior resesarch and this study lies in the differences in the sample. The sample from the first prior research is Rock Elementary School while the sample of this study is the eighth grade at MTs Ma'arif 01 Punggur.

Moreover, the third prior research was done by Patrick E. Croner who did a research in the tittle of "Strategies for Teaching Science Content Reading".The sample of her research is studentshigh school. The research method is Quick Talk, K-W-L Chart, Anticipation/Prediction Guide, Surveying a Text, Textbook Scavenger Hunt and Student VOC Strategy. The aim of her research is to use the science curriculum as a platform from which I can teach my students those skills that will make them successful not only in science, but also in other academic disciplines.[3]

The third prior research has similarities and differences with this study. The equation between this study and the third prior resesarch is the research methodology and the strategies or teaching techniques used. The English language skills studied in the first prior research and this research are reading. The difference between the third prior resesarch and this study lies in the differences in the sample, and differences in the English language skills studied. Sample from the third prior research is

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[3]Patrick E. Croner, "Strategies for Teaching Science Content Reading" (California*:* The Science Education Review,2003).

studentshigh school while the sample of this study is adalah the eighth grade at MTs Ma'arif 01 Punggur.

Based on all of the prior research, the researcher would like to imitate and to adapt the prior research by continuing the study using classroom action research. Therefore the tittle of this research is the implementation of scavenger hunt strategy in improving reading comprehension skill among the eighth graders at MTs Ma'arif. From the above prior research have similarities and differences with this study. The similarity between the three previous studies is on the research methodology and the teaching strategies or techniques used. English language skills were learned in previous research and this research is reading. While the difference between the three previous studies with this research lies in the sample differences as well as differences in the English language skills learned. The sample from the three previous studies was 32 students in fourth grade and 26 students in seventh grade of science, elementary school students in stone and junior high school students while the sample in this study was eighth grade students at MTs Ma'arif 01 Punggur.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading

There are many experts who have different definitions of reading, the writer will take several definitions according to the experts as follows:

According to Daniel R. Schwarz, reading is a dialogue between reader and writer, readers bring their imaginations, memories, thinking processes, moral and social values, historical knowledge, and prior experiences to every text.[4] It means that reading is a process of developing imagination, thinking patterns, remembering what has been read and understanding the moral and social values that exist in the text.

Meanwhile, Donna M. Scanlon states that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.[5] It means that reading is a process that requires the process of analysis, coordination, and interpretation of various sources of information.

Futhermore, reading is a complex process that involves the application of many strategies before, during, and after reading.[6] It means

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[4]Daniel R. Schwarz, *In Defense of Reading: Teaching Literature in the Twenty-First Centur* (Wiley-Blackwell.,2008),7.
[5]Donna M. Scanlon,Kimberly L. Anderson & Joan M.Sweenex,*Early Intervention for Reading Difficulties the Interactive Strategies Approach*(New York; The Guilford Press,2010),9.
[6] Volume Five Reading, *A Guide to Effective Literacy Instruction*(Queen's Printer for Ontario, 2008),24.

that in reading must understand the process at each stage and this process requires the reader to be able to interact with the text being read.

Based the opinion above, it can be concluded that reading is a process to find meaning in a text, when someone reads, they have tried to understand the text and can find the main idea or can find information in a text.

2. Definition of Comprehension

Comprehension is about thinking, understanding, and connecting the meaning of written, oral, or visual texts.[7] Comprehension requires the process of thinking, understanding and connecting meaning in order to get information on a text that is read.

Meanwhile, Karen Breitbart reveals that comprehension is "putting it all together" to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading.[8] In the other words, in the process of comprehension students are required to understand all the meanings that exist in the text.

Futhermore, Elizabeth assumes that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.[9]It means comprehensionis

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[7]*Ibid.,25*
[8] Karen Breitbart, *Reading for Every Child Comprehension* (School Specialty Children's,2005),4.
[9] Elizabeth S. Pang et al., *Teaching Reading* (Chicago: International Academy of Education, 2003), 14.

the process of understanding what is obtained from the text that has been read.

From the opinion above it can be concluded that comprehension is the ability to understand a meaning or concept in a text.

3. **Definition of Reading Comprehension**

Reading comprehensionis the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[10] It means that reading comprehension is the process of getting information through read text.

In addition, Gary Wooley assumes that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.[11] Therefore, reading comprehension is a process to get an understanding or information from the text that is read in its entirety.

Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[12] It means that reading comprehension is a process in the formation of meaning through interaction between readers and written texts.

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[10]Catherine Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension* (Science &Technology Policy Institute, 2002),13.

[11] Gary Wooley, *Reading Comprehension Assisting Children with Learning Difficulties* (New York: Springer Science & Business Media, 2011),15.

[12]JoAnne Schudt Caldwell, *Comprehension Assessment A Classroom Guide* (New York: The Guildford Press,2008),4.

Based on the definitions, it can be concluded that reading comprehension is an ability to find ideas in a text and also the ability to connect between words in the text in order to understand ideas in a text. In essence understanding reading means being able to understand all information contained in a text.

4. **Teaching Reading Comprehension**

Teaching reading comprehension is not an easy thing to do because in reading comprehension the reader must really understand the meaning that is in a word or sentence. Reading comprehension is usually taught in schools in one of two ways. One way is to ask students to read the text, then read comments or answer questions about the text. Comments and questions range from various topics, such as asking what the meaning of certain words is to the main points of the entire text.

Another way to teach reading comprehension is to make reading groups. In reading groups, children take turns reading aloud. Usually the teacher helps students when experiencing difficulties, sometimes the teacher asks questions about the text. This method teaches the reading process of reading comprehension, but usually the teacher only deals with low-level difficulties (word difficulties and decomposition) and only asks questions about interpretation.[13]

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[13]Allan Collins & Edward E. Smith, *Teaching the Process of Reading Comprehension,*P.2.

Based on the explanation above, it can be concluded that the teacher can use many methods or strategies to help students understand the text in teaching reading comprehension.

5. **Assessment of Reading Comprehension**

Assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.[14] Therefore, assessment is the process of knowing about student progress or improvement in learning.

Moreover, assessment is the process of collecting and organising information from purposeful activities with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against established criteria.[15] It means that assessment is a process in gathering information from an activity to draw conclusions from learning in accordance with established criteria.

Based on the definition above, it can be concluded that the reading assessment is a process of gathering and information to determine the ability of students to understand the text.

According to Brown there are some criteria commonly used in indicated students' reading comprehension, there are:[16]

a. Main idea (Topic)

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[14] Madani Habib, "Assessment of Reading Comprehension", Revisita Romaneasca Pentru Educatie Multidimensionala VIII, no.1 (1 June 2016),126.

[15] Iasonas Lamprianou and James A. Athanasou, *A Teacher's Guide to Educational Assessment* (Sense Publishers,2009),3.

[16] H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*(New York: Longman,2006),206.

b. Expressions/ idiom/ Phrases in context

c. Inferences (implied detail)

d. Grammatical features

e. Detail (Scanning for a specifically stated detail)

f. Excluding facts not written (unstated details)

g. Supporting ideas

h. Vocabulary in context

Based on the indicators above, the process of reading comprehension test preparation must consider the completeness of the reading comprehension indicators.

B. Concept of Scavenger Hunt Strategy

1. Definition of Scavenger Hunt Strategy

Scavenger hunt is a teaching strategy with a fun way for students to familiarize themselves with the features of informational texts is to have them complete the features of informational texts.[17] It means that scavenger hunt is a strategy to train students to get clear information from a text by hunting. Therefore, students are trained to understand features in the text so they can understand clear information.

In addition, Scavenger hunt strategy is the teaching strategy that allows groups to engage in problem solving by active investigation.[18] It means that scavenger hunt strategies can facilitate students in doing their assignments because students can solve problems or assignments by

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[17]Stephanie Macceca, *Reading Strategies for Science* (Shell Education,2014),218.
[18] Laura, E. Pinto, Stephanie Spares, Laura Driscoll, *95 Strategies for Remodeling Instruction* (Corwin,2012),117.

means of individuals / groups. This scavenger hunt strategy makes students more active in the class because students work on the task by hunting.

Morever, Scavenger hunt is a strategy that has purpose to help students discover text features that are not commonly used in literature:glossary, index, table of content, reference graphics, question.[19] It means that scavenger hunt will make it easier for students to be able to understand meaning and complete assignments tasks in the form of pictures.

Based on definition above it can be concluded that scavenger hunt is a strategy that makes it easy for students to find information in a text. Because in this strategy students are trained to find information by hunting from one group to another group.

2. The Benefits of Scavenger Hunt Strategy

Scavenger hunt strategy provide many learning opportunities for students. Students can improve their skills, interests and make progress in class assignments. Scavenger hunt strategy has benefits:[20]

1. Scavenger hunt strategy makes students more confident in using available technology and resources.

2. As an active learning activity, scavenger hunts go beyond teacher instruction to give students the opportunity to practice and develop their own search skills.

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[19] Barbara Houtz, *Strategies for Teaching Science* (Shell Education,2011),205.
[20] Mary Chalmers, *The Scavenger Hunt As an Interactive Teaching Tool to Develop Research Skill* (Pacific University CommonKnowledge journal 3,2003): 4-5.

3. Scavenger hunt strategy creates exercises that make it easier for students to learn and teach each other. This type of assignment has the benefit of increasing classroom discussion, not only about hunting but also about other material discussed in class.

4. Students learn that there are more than one way to get answers.

5. The question of scavenger hunt can test students' ingenuity and sometimes students will find creative ways to answer questions that instructors have never considered; this type events also add to the uncertainty of hunting and make it learning experience for students and instructors.

3. **The Procedure of Scavenger Hunt Strategy to Improve Reading Comprehension**

The implementation of Scavenger Hunt strategy to improve reading comprehension are, as follows :

1. The teacher divides the class into groups of four students.

2. The teacher distributes papers containing story text then asks students to be able to understand the contents of the text.

3. The teacher instructs students to work together to complete the worksheet.

4. After that the teacher distributes worksheets and asks students to be able to complete the worksheet by hunting text that matches the worksheet obtained.

5. When students work, the teacher circles the room to provide assistance as necessary.

6. When the students have completed the worksheet, the teacher calls different teams to share their findings.

7. The teacher writes students' findings on the whiteboard and discuss them further.[21]

From the implementation above, the researcher divides class into groups consisting of four students then the researcher gives the text to each group and asks students to understand the contents of the text that has been given. Then the researcher gives instructions to students to be able to complete the worksheets that have been given by hunting text, that fits the activity sheet obtained. After that the researcher distributes the worksheet and ask students to be able to complete the activity worksheet.

When students work on the worksheets the researcher goes around to provide assistance to students who are experiencing difficulties. Furthermore, after students complete the tasks given, the researcher asks one of the students to share the results that students have completed and then the teacher writes the students' answers for further discussion.

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[21]Trisha Brummer & Stephanie Macceca, *Reading Strategies for Mathematics 2nd Edition* (Shell Education,2014),219.

4. **Action Hyphotesis**

Action hyphotesis of this research is outlined, as follow "The implementation of Scavenger hunt strategy can improve reading comprehension among the eighth graders at MTs Ma'arif 01 Punggur in the Academic Year of 2019/2020.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variables of Research

This research consists of two variables, namely independent and dependent variables. The independent variable of this study is the scavenger hunt strategy which will be applied to improve students' reading comprehension in interesting ways. It is expected that students do not feel bored when learning English. This strategy is very useful for building students' reading comprehension and making students active in the class.

The dependent variable of this research is reading comprehension as one of the language skills that students must master in order to understand the meaning and information in a text.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the researcher will define and measure the variable in their study.[22]Operational definitions of variables in research are very important to avoid mistakes in data collection by researcher.

Based on the statement, the definition operational of the variable in this research are:

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[22]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

a. Dependent Variable

According to Zina, O'Leary's dependent variables are the things you want to try or what you are trying to measure.[23] The dependent variable is a variable that can be increased by an independent variable. The dependent variable of this research is students' reading comprehension.

To measure reading comprehension students, the researcher will be conducted in pre-test and post-test in different level in multiple choice form that consist of 20 items and will give 1 score for each items and calculate get score with formulating total of true answers divid number of the exercise and multiple to 100, so the lowest score is 0 and the highest score is 100.

To know the students of mastery in reading comprehension, researcher provide some indicators in this variable as follows:

1) Students are able to identify the main ideas in the reading text.

2) Students can find detail information about reading texts.

3) Students can find the meaning of vocabulary in context.

4) Students can identify references.

5) Students are able to make inferences from reading texts.

b. Independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presume to have an effect on another variable (a

[23]Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thoundand Oaks: SAGE, 2004) 188.

dependent variable).[24] In a sense, independent variable is a factor that is manipulate in a research.The independent variable of this research is using Scavenger Hunt strategy. This variable to engage students in refflective discussion about their views while thoughtfully and active analizing a specific text. Moreover, to know student's participation in this strategy there are some indicators as follows:

1) The students are able to understand this startegy in the classroom.

2) Students are good at articulating their opinions in front of others.

3) Students understand what they have read.

4) Students have more concentration to answer questions in English.

B. Research Location

Classroom action research was be conduct at MTs Ma'arif 01 Punggur. The setting of the research is Jl. Raya Sidomulyo Punggur Central Lampung. The researcher choose the class because the students has a low average score in reading.

C. Subject and Object of the Research

The subject of this research is the eighth grader of MTs Ma'arif 01 Punggur. The total of students are 31 students. While, the object of this research is the students' reading comprehension at class VIII MTs Ma'arif 01 Punggur. The classroom action research design applied in this research is a collaborative classroom action research. The researcher acts as an English teacher who teaches students the ability to read through

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[24]Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

scavenger hunt strategy, while the role of the English teacher is as a collaborator who observes research actions in teaching and learning activities in the classroom.

The teacher or researcher must choose the material appropriately to teach reading comprehension in class. In this study, researchers will choose a descriptive text. Students will practice to find the main ideas and information in the text. The researcher is not only an observer but the research also takes action by making lesson plans and provide assessments. Then researchers collect and analyze data together with the teacher to find out the results of students' reading. After using the scavenger hunt strategy in the learning process, it is expect to improve student learning outcomes.

D. Action Plan

According to Jack R. Fraenkel And Norman E. Wallen, Action research is conduct by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.[25] It means that classroom action research can be done by anyone and this research is done to solve a problem.

In addition, Yogesh Kumar Singh, assume that action research is a method for improving and modifying the working system of a classroom in school.[26]It means that classroom action research is an attempt to modify

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[25] Jack R. Fraenkel And Norman E. Wallen, *How to Design and Evaluate Research in Education*(McGraw-Hill,Seventh Edition 2009),589.
[26]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International,2006),261.

and improve a teaching and learning system in the classroom so that it can make students further improve their ability on themselves.

Furthermore, According to Jean McNiff action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.[27] It means that classroom action research is an investigation of a problem face in the learning process by taking action be able to improve the quality of the learning process and the quality of learning outcomes.

From the definition above it can be conclude that classroom action research is an investigation of the problems faced in a learning activity by taking action to improve the quality and results of learning.

In this researcher, the research would like to conduct the research in multiple cycles in the classroom action research. If the first cycle is failed, it will be continued in the second cycle. It will be conducted until there is an improving on the students' reading comprehension skill. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

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[27] Jean McNiff And Jack Whitehead, *All You Need to Know About Action Research* (London,Sage Publications,2006),7.
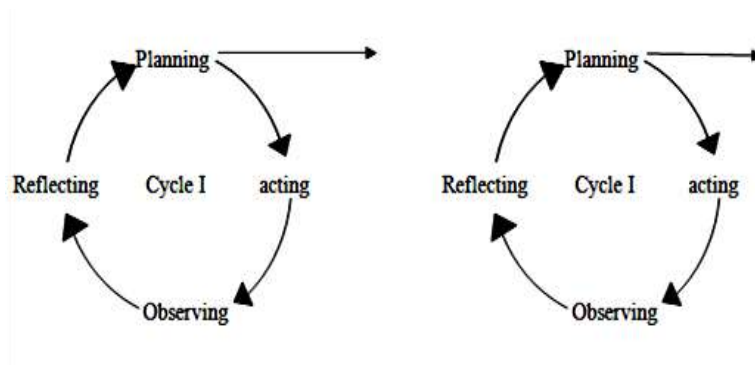
Figure 1

Kurt Lewin's Action Research Design[28]

From the illustrated above, the explanations about four steps of action research is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The steps in the classroom action research in the cycle are as follows:

1. **Cycle 1**

   a. **Planning**

   Planning is the first steps in each activity. In this research, the researcher conducted some plans, namely:

   1) The researcher prepares the lesson plan based on the 2013curriculum and English syllabus.

   2) The researcher prepares the observational note and guidelines.

   3) The researcher prepares the instrument of reading tests before andafter CAR.

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[28]Jean McNiff and Jack *Whitehead, Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002),41.

b. Acting

This step is an implementation of planning that must follow the steps that have been planned. in this case the researcher follows the schedule of English language classes or in additional classes. the researcher carries out the plan through the following steps:

1) Pre-teaching activity

a) The researcher greets the students and pray together.

b) The researcher checks the attendance list.

c) The researcher explaines general overview related to the topics of descriptive text.

d) The researcher confirms the students their comprehension about the text.

2) While teaching activity

a) The researcher implements Scavenger hunt strategy.

b) The researcher create group consist of 4-5students..

c) The researcher gives the material in the form of a descriptive text topic and then instructs students to be able to complete the worksheet. Then ask the team leader to read the results of their discussion.

d) The researcher writes the students' findings on the whiteboard then is discussed further.

e) The students ask questions to the researcher to be able to know the truth about the answers.

3) Post Teaching

a) The researcher asks students to answer some questions based on the material.

b) The researcher gives conclusions of the material that described.

c) The researcher provide motivation for students to be diligent in reading.

c. Observing

In this phase, the researcher was conduct some activities as follows:

1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) Identifies the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. **Cycle 2**

a. **Re-planning**

In this phase, when the researcher finds a problem in the first cycle, it was be corrected in the next cycle. It was be explained as a following:

a) The researcher was study the results of reflection in cycle 1 to get a problem solving.

b) The researcher revised the learning plan, media and material based on existing problems to be applied in the next cycle.

c) The researcher rearranges the format of the observation and reforms the evaluation format to improve the planned indicators that will be achieve in the next cycle.

b. **Acting**

In this phase, the researcher applies the same steps in the previous cycle, but the author applies revised plans such as lesson plans, materials, and instruments for evaluation. Their activities are:

1) **Pre-teaching activity**

a) The researcher greets the students and pray together.

b) The researcher checks the attendance list.

c) The researcher explains general overview related to the topics of descriptive text.

d) The researcher confirms the students their comprehension about the text.

2) While teaching activity

a) The researcher implements Scavenger hunt strategy.

b) The researcher create group consist of 4students..

c) The researcher gives the material in the form of a descriptive text topic and then instructs students to be able to complete the worksheet. Then ask the team leader to read the results of their discussion.

d) The researcher writes the students' findings on the whiteboard then is discussed further.

e) The students ask questions to the researcher to be able to know the truth about the answers.

3) Post Activity

a) The researcher asks students to answer some questions based on the material.

b) The researcher gives conclusions of the material that described.

c) The researcher provide motivation for students to be diligent in reading.

c. **Observing**

1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle 2.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. **Reflecting**

1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. **Data Collecting Technique**

In this research, the researcher will use the following techniques:

1. **Test**

In this research, the researcher was give a test to students to evaluate students' abilities in reading comprehension. The test is about

report text. There are two tests used in this study, namely pre-test and post-test.

a) Pre-test

The pre-test was be conducted before implementing Scavenger Hunt Strategy in preparations study. Pre-test of this research was be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer.

b) Post-test

The post-test is implemented after using Scavenger Hunt Strategy in teaching reading comprehension. Post-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. **Observation**

In this study, observation is made to observe student activities during the teaching and learning process.

3. **Documentation**

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

a. The history of MTs Ma'arif 01 Punggur.

b. The condition teachers and officials employes in MTs Ma'arif 01 Punggur.

c. The quantity of the students of MTs Ma'arif 01 Punggur.

d. Organization structure of MTs Ma'arif 01 Punggur.

e. Reading worksheet, course overviews and classroom materials of thestudents at MTs Ma'arif 01 Punggur.

4. Field note

In this research, the researcher was use field notes to record student activities during the learning process or focus on a particular problem. In addition, the researcher will conduct field notes to obtain complete data from eighth grader of MTs Ma'arif 01 Punggur about class situations, class management, interaction between teacher and student or student and teacher, learning objectives, study time, and students' feelings at school in learning process.

F. Data Collecting Instrument

Reading Test

To identify the students' readingcomprehension of the eighth grade of MTs Ma'arif 01 Punggur, the researcher will apply reading test. The test is measuring the ability of the students about the topic on reading subject. The test consists of pre-test and post-test, of this research will be in the form of multiple choice test that asks the students to choose a correct answer.

G. Data Analysis Technique

In this research, researcher was use data analysis by taking the average from the pre-test and post-test. To find out the increase, researchers compared the value of the pre-test and post-test. Then, the results are matched with the minimum mastery criteria (MMC) in the school.

To analyze data, researchers was calculate data from the average level of pre-test (X-pre) and post-test using the formula of hot seating technique as follows:

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

Notes:

X = Mean

$\sum$**X** = Total of students' score

N = Total of students[29]

The formula to figure out the percentage of the students who pass the minimum mastery criteria in each cycle as follow:[30]

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

Notes:

P = Class percentage

F = Frequency

N = Number of student

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[29]Donald Ary, Lucy Cheser Jacobs AndChris Corensen, *Introduction To Research Education* (USA: Wadsworth,2010) 8th Edition, 108.

[30] Neil A Weiss, *Introductory Statistic* (Boston,MA : Addison- Wesley,2012),41.

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school 70. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

Indicators of the success of this study will be declared successful if 75% of students get score 70**.** It is because the grade of minimum mastery criteria (MMC) of English subject is 70.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

Before presenting the result of this research, the researcher describes MTs Ma'arif 01 Punggur that consists of:

a. The History of MTs Ma'arif 01 Punggur

MTs Ma'arif 01 Punggur was established in 1977, which was approved by the Minister of National Education led by Bpk. Langgengno Karma. MTs Ma'arif 01 Punggur is located in sidomulyo Kec. Punggur, Central Lampung. This school has a land area of 10.000 m2 and building area of 1.303 m2 with ownership status.

b. Vision and Mission of MTs Ma'arif 01 Punggur

1) Vision of the School

The realization of students who believe, have science, Islamic character, and are able to compete nationally and globally.

2) The mission of the school

a) Teaching general science and religious knowledge in a balanced manner in accordance with the curriculum as a basis for equipping students in the future.

b) Instilling the basics of faith and devotion through the subjects of AqIdah Akhlaq, Al-Qur'an Hadith, Fiqh and

other religious subjects to form good character and character.

c) Getting used to be polite and polite in the madrasa environment and wherever students are in getting along, with the hope that students can behave properly when associating with fellow friends and with older people and younger people.

d) Introducing and familiarizing Islamic culture which is expected to fortify themselves from many foreign cultures that enter Indonesia that are not in accordance with the aqeedah and ideology in Indonesia.

e) Train and familiarize the practice of obligatory worship and sunnah with the principle of Ahlussunnah Wal Jama'ah (Aswaja) wherever and whenever it is located.

f) Introducing students and educators with ICT technology and how to use it.

c. **The Quantity Students of MTs Ma'arif 01 Punggur**

The students' quantity at MTs Ma'arif 01 Punggur is identified, as follows

Table 3
The Students' Quantity at MTs Ma'arif 01 Punggur
in the Academic Year of 2019/2020.

No	Class	Total
1	VII	227
2	VIII	115

3	IX	179
	Total	**521**

d. The Organization Structure of MTs Ma'arif 01 Punggur

The Organization Structure of MTs Ma'arif 01 Punggur the academic year of 2019/2020 is illustrated in the following figure:

Figure 2

DEPAG	Principal	LP. MA'ARIF
KKM / Sub. KKM	LANGGENGNO K, B.Sc	KOMITE

Student Affair	**Curriculum Affair**
UMI MARHAMAH, M.Pd	AHMAD ZAINUDIN, S.Pd

TU	**Treasurer**
Ka, TU : MAHSUN YUNUS, S.Pd.I	M. ALWI, SE
TU 1 : SITI MUNAWAROH, S.Pd	M. ASNAN R, S.Pd
TU 2 : M. SAHIR SABAH	

Teachers
Students
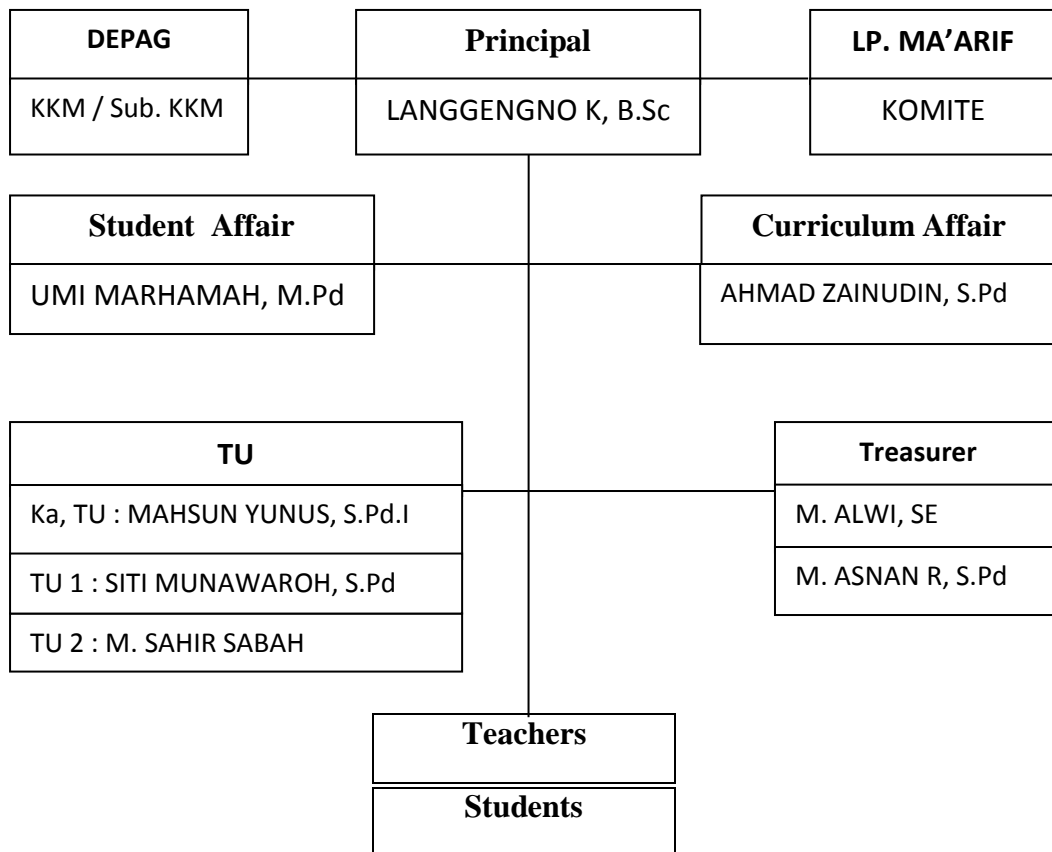
2. Description of the Research

This research uses classroom action research. That was done in two cycles, namely cycle I and cycle II. Each cycle consists of two meetings

and each meeting takes 2x30 minutes. Each cycle includes planning, action, observation and reflection. In this study, the researcher is as an English teacher and Mr. Drs. Ahmad Sanuri as a collaborator.

a. Pre-test activity

Researcher conducted a pre-test on November 18th,2019 from 13:00 to 14:00 All students were ready when the teaching time arrived. Researcher greet students. Researcher have told students that researcher conduct research in their classrooms to find out their reading comprehension tests before undertanding classroom action research. Pre-test are given to students to be completed individually. This type of test is a reading test that asks students to take a test about descriptive text. Then, the student's pre-test results are illustrated in the table below:

Table4
The Result of Studets' in Pre Test

No	Name	Score	Criteria
1	AA	50	Incomplete
2	ARHS	60	Incomplete
3	DP	50	Incomplete
4	DO	50	Incomplete
5	DDS	60	Incomplete
6	FMA	50	Incomplete
7	FN	50	Incomplete
8	FAF	60	Incomplete
9	HI	60	Incomplete
10	IM	50	Incomplete
11	KH	70	Complete
12	LSN	60	Incomplete
13	LNT	60	Incomplete
14	NSU	60	Incomplete

15	NK	70	Complete
16	RY	60	Incomplete
17	RS	50	Incomplete
18	SP	70	Complete
19	SU	60	Incomplete
20	TB	50	Incomplete
21	YSH	70	Complete
22	FS	60	Incomplete
23	IMI	70	Incomplete
24	JA	60	Incomplete
25	MNTH	50	Incomplete
26	MAH	50	Incomplete
27	RSP	60	Incomplete
28	ROP	50	Incomplete
29	ZHA	30	Incomplete
30	NB	30	Incomplete
Total of all students' grade		1680	
Total all of the students (n)		30	
The highestgrade		70	
The lowestgrade		30	
Average		56	

Table 5
The Percentage of the result of Pre Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	5	17 %	Complete
2	< 70	25	83%	Incomplete
	Total	30	100%	

Source: The result grade of Reading Comprehension pre-test at VIII class of MTs Ma'arif 01 Punggur November 18nd 2019.

Figure 3
The Percentage of Pre-test
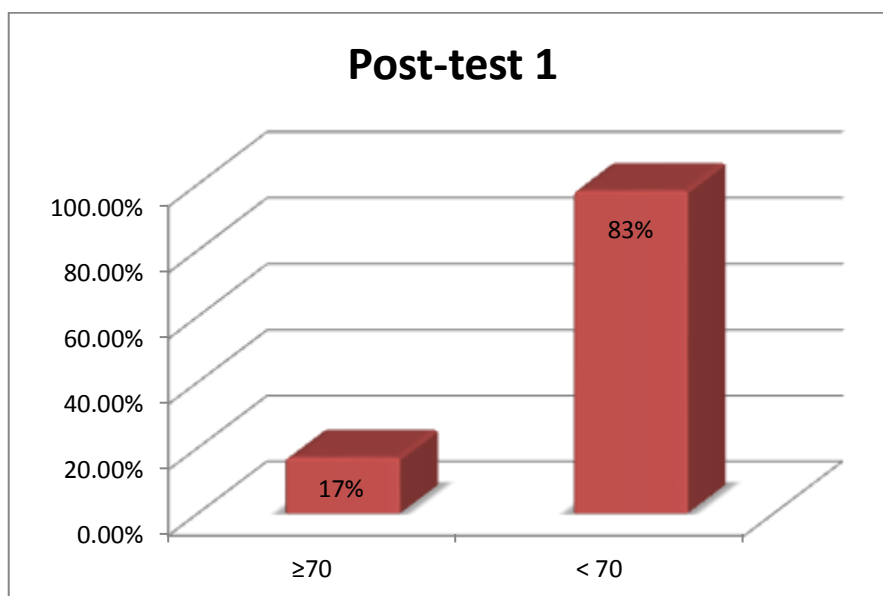
Based on the data above, it could be inferred that 25 students (83%) were not successful and 5 other students (17%) were success. The successful students were those who got the minimum mastery criteria of English subject at MTs Ma'arif 01 Punggur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 56, so the result was unsatisfied. Therefore, the researcher used Scavenger Hunt strategy to increase the students' reading comprehension.

a. **Cycle I**

1) **Planning**

   In this stage, researcher and collaborator prepared several things related to the teaching and learning process such as lesson

plan, make instrument that will be examined as a post test in cycle I, prepared material, make observation of student activity sheet, identify problems and find the causes of problems at the beginning and the end of learning activities. The researcher also planed to provide an evaluation to measure student mastery on the material provided.

2) Acting

a) The first meeting

The first meeting was conducted on November, 22th 2019 at 11.00 until 12.00 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning,the researcher dividedthe students into 6 groupsconsist of 4-5 people. Then the researcher distributed descriptive texts entitled"Semarang City", "Pets", and "Description about bag" to each group then asked students to read and understand them.In this case the researcher helped students in understanding the texts obtained.After

understanding the text the researcher instructs students to work together in completing the worksheets that will be given. The researcher distributed worksheet that did not match the text obtained. After that the researcher asked students to look the texts that match the questions in other groups. The researcher monitor the activity and helped students who have difficulty understanding the questions they get.When students have completed the worksheets, the researcher calls the team leader to read the results and the researcher writes the results and then discusses togerher.

b) The second meeting

The second meeting was conducted on November, 23th 2019 at 10.00 until 11.00 for 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching reading comprehension with the implementation of scavenger hunt strategy.

In the second meeting, researcher dividedthe students into 6 groupsconsist of 4-5 people. Then the researcher distributed descriptive texts entitled"Boyolali", "Owl", and "My pet" to each group then asked students to read and understand them.In this case the researcher helped students in understanding the

texts obtained.After understanding the text the researcher instructs students to work together in completing the worksheets that will be given. The researcher distributed worksheet that did not match the text obtained. After that the researcher asked students to look the texts that match the questions in other groups. The researcher monitor the activity and helped students who have difficulty understanding the questions they get.When students have completed the worksheets, the researcher calls the team leader to read the results and the researcher writes the results and then discusses togerher.

Furthermore, on November, 25th 2019 researcher gave post test 1 conducted in cycle I with similar task on pre-test before. This type of test is a reading comprehensiontest that asks students to answer test about descriptive text. The test topic in post-test 1 is a description of the place, animals and friends.

The result of the students' test in post test 1 was better than test in pre-test before.

Table 6
The Result of students' Score Post-Test 1

No	Name	Score	Criteria
1	AA	60	Incomplete
2	ARHS	80	Complete
3	DP	70	Complete

4	DO	70	Complete
5	DDS	80	Complete
6	FMA	70	Complete
7	FN	60	Incomplete
8	FAF	60	Incomplete
9	HI	60	Incomplete
10	IM	60	Incomplete
11	KH	80	Complete
12	LSN	80	Complete
13	LNT	70	Complete
14	NSU	70	Complete
15	NK	80	Complete
16	RY	80	Complete
17	RS	60	Incomplete
18	SP	80	Complete
19	SU	60	Incomplete
20	TB	80	Complete
21	YSH	80	Complete
22	FS	70	Complete
23	IMI	70	Complete
24	JA	60	Incomplete
25	MNTH	60	Incomplete
26	MAH	60	Incomplete
27	RSP	70	Complete
28	ROP	60	Incomplete
29	ZHA	60	Incomplete
30	NB	50	Imcomplete
Total of all students' grade		2050	
Total all of the students (n)		30	

The highestgrade	80
The lowestgrade	50
Average	68

Table 7
The Percentage of the result on Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	17	57%	Complete
2	< 70	13	43%	Incomplete
	Total	30	100%	

Post-test I at VIII class of MTs Ma'arif 01 Punggur November, 25th 2019.

Figure 4
The Percentage of Post-test 1
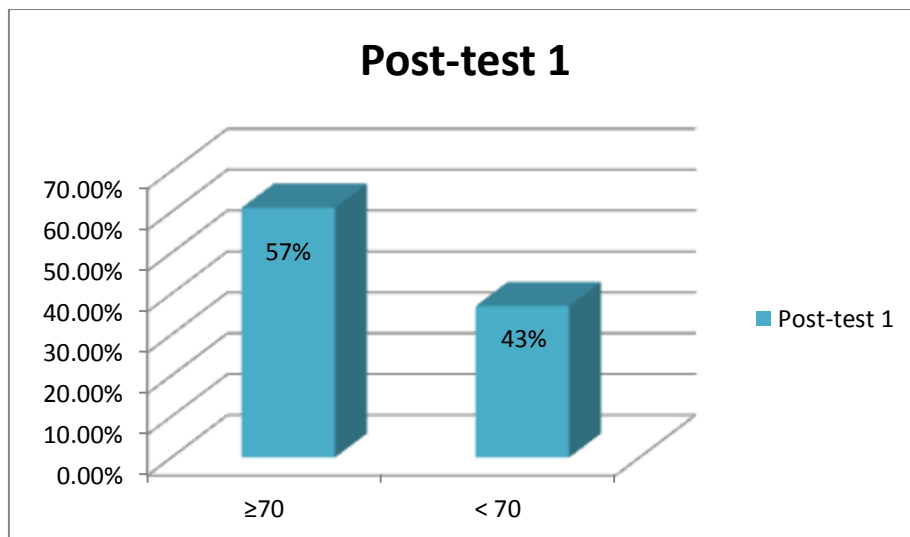
Based on the results above, it can be seen that 17 students (57%) get grade up to standard and 13 students (43%) get grade less than standard. It was higher than the result of pre-test. The criteria of students

who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70.

3) **Observing**

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 8
The Students' Activities in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1	AA	-	√	-	-
2	ARHS	√	√	-	-
3	DP	-	-	√	√
4	DO	-	-	-	√
5	DDS	√	-	√	√
6	FMA	-	-	√	-
7	FN	√	-	-	√
8	FAF	-	√	-	√
9	HI	-	√	√	-

10	IM	√	-	-	√
11	KH	√	-	√	-
12	LSN	√	√	-	√
13	LNT	-	√	√	-
14	NSU	-	-	-	√
15	NK	√	√	-	-
16	RY	-	-	√	√
17	RS	√	-	-	√
18	SP	√	-	√	-
19	SU	-	-	-	√
20	TB	√	√	-	-
21	YSH	√	-	√	√
22	FS	-	-	√	-
23	IMI	√	√	-	-
24	JA	-	-	√	-
25	MNTH	-	-	-	√
26	MAH	-	-	-	√
27	RSP	√	-	√	-
28	ROP	-	-	-	√
29	ZHA	√	-	√	-
30	NB	√	√	-	√
→	**TOTAL**	**15**	**10**	**13**	**16**

Table 9
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	15	50%
2	The students' ask/answer question	10	33%
3	The students active in the class	13	43%
4	The students able do the task	16	53%

Total Students	30

Source: The students' activity at the eighth grade of MTs Ma'arif
01 Punggur on November, 23th 2019.

Figure 5

The Percentage of Students Activities in Cycle I
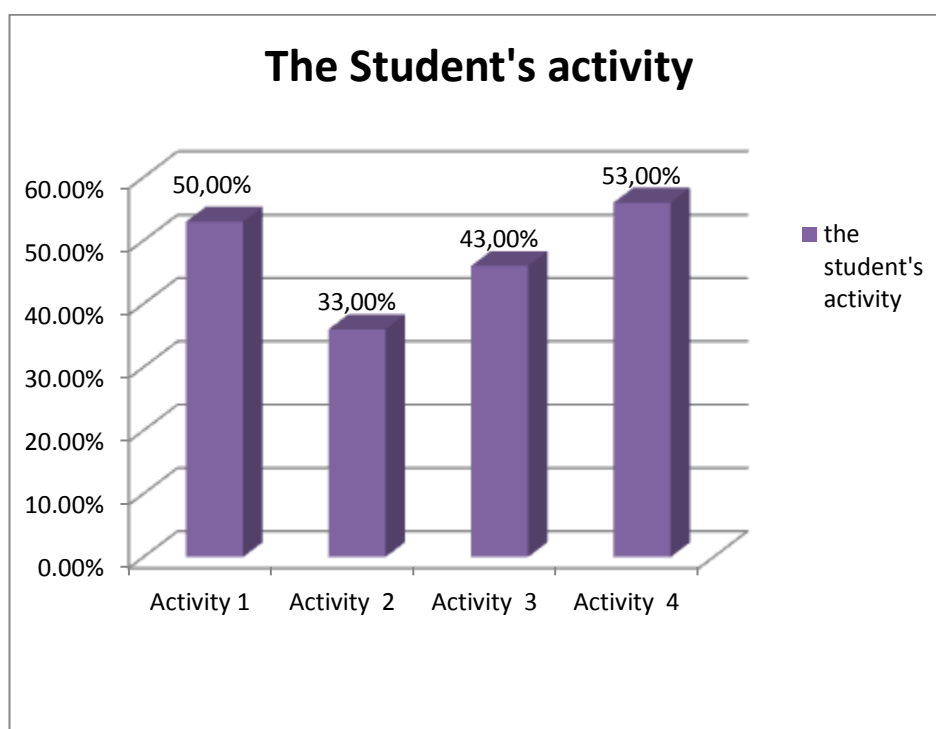
The table showed that not all the students' active in
learning process. There were students (50 %) who gave attention
to the teacher explanation. students (33%) who ask/answer

question, students who are active in the class (43%) 16 students (53%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows;

Table 10
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1	AA	50	60	10	Improve
2	ARHS	60	80	20	Improve
3	DP	50	70	20	Improve
4	DO	50	70	20	Improve
5	DDS	60	80	20	Improve
6	FMA	50	70	20	Improve
7	FN	50	60	10	Improve
8	FAF	60	60	0	Constant
9	HI	60	60	0	Constant
10	IM	50	60	10	Improve
11	KH	70	80	20	Improve
12	LSN	60	80	20	Improve

13	LNT	60	70	10	Improve
14	NSU	60	70	10	Improve
15	NK	70	80	10	Improve
16	RY	60	80	20	Improve
17	RS	50	60	10	Improve
18	SP	70	80	10	Improve
19	SU	60	60	0	Constant
20	TB	50	80	30	Improve
21	YSH	70	80	10	Improve
22	FS	60	70	10	Improve
23	IMI	70	70	0	Constant
24	JA	60	60	0	Constant
25	MNTH	50	60	10	Improve
26	MAH	50	60	10	Improve
27	RSP	60	70	20	Improve
28	ROP	50	60	10	Improve
29	ZHA	30	60	30	Improve
30	NB	30	50	20	Improve
Total		1680	2050		
Average		56	68	390	
The highest grade		70	70		
The lowest grade		30	50		

Table 11
Frequency of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post-Test I		Explanation
	F	**P**	**F**	**P**	

≥70	5 students	17%	17 students	57%	Complete
< 70	25 students	83%	13 students	43%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follow:

Figure 6
The Comparison of Students' Completness Score on Pre-test and post-test I
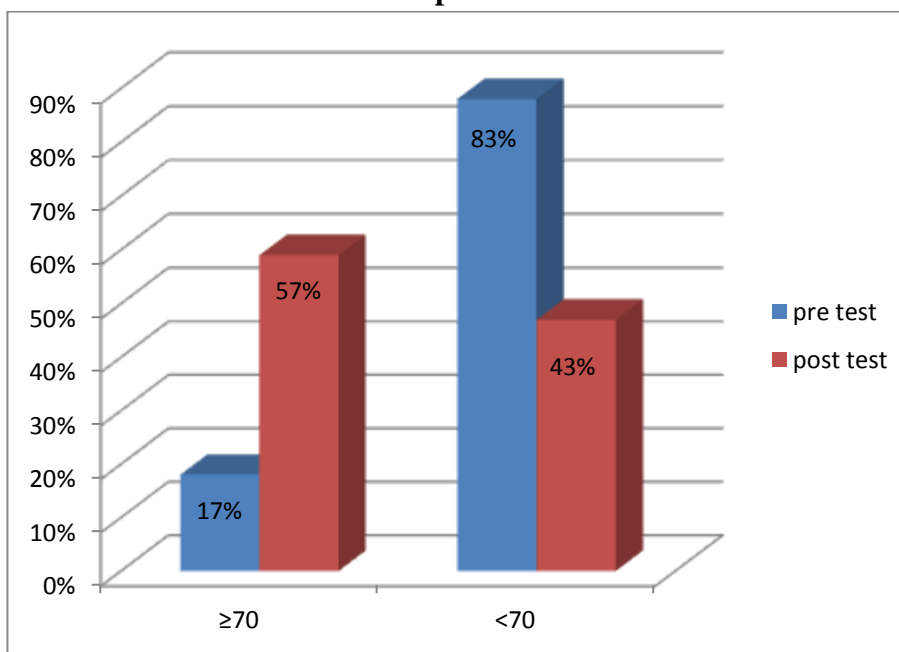
The table and the graphic above, it could be inferred that 25 students (83%) were not successful and 5 other students (17%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 01 Punggur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result,

55

the researcher got the average of 56, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1,it could be seen that 17 students (57%) got grade up to the standard and 13 students (43%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

b. **Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by Scavenger Hunt strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was held on November 26th, 2019 from 11:00 to 12:00, followed by 30 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle 2, researcher dividedthe students into 6 groupsconsist of 4-5 people. Then the researcher distributed descriptive texts entitled"Pantai Galesong", "My Pet", and "My friend" to each group then asked students to read and understand them. In this case the researcher helped students in understanding the texts obtained.After understanding the text the researcher instructs students to work together in completing the worksheets that will be given.

Furthermore, the researcher distributed worksheet that did not match the text obtained. After that the researcher asked students to look the texts that match the questions in other groups. The researcher monitor the activity and helped students who have difficulty understanding the questions they get.When students have completed the worksheets, the researcher calls

the team leader to read the results and the researcher writes the results and then discusses togerher.

b) **The second meeting**

The second meeting of cycle 2 is held on November 29th, 2019 for 2x30 minutes after students give action. In the second meeting, researcher divided the students into 6 groups consist of 4-5 people. Then the researcher distributed descriptive texts entitled "Owl", "My friend", and "Giraffe" to each group then asked students to read and understand them. In this case the researcher helped students in understanding the texts obtained.After understanding the text the researcher instructs students to work together in completing the worksheets that will be given. The researcher distributed worksheet that did not match the text obtained. After that the researcher asked students to look the texts that match the questions in other groups. The researcher monitor the activity and helped students who have difficulty understanding the questions they get. When students have completed the worksheets, the researcher calls the team leader to read the results and the researcher writes the results and then discusses togerher.

Moreover, on November 30th, 2019, the researcher gave post test 2 which was carried out in cycle 2 of the similar task in the previous pre-test and post-test. This type of test is a

reading comprehensiontest that asks students to answer test about descriptive text. The test topic in post-test 1 is the pet's description and place. In this meeting almost all students can answer well. It can be seen from the results of the post test II provided in table 12. There were 24 of 30 students who got scores according to the minimum mastery criteria at MTs Ma'arif 01 Punggur.

Table 12
The Result of students' Post Test II

No	Name	Score	Criteria
1	AA	70	Complete
2	ARHS	90	Complete
3	DP	70	Complete
4	DO	70	Complete
5	DDS	80	Complete
6	FMA	70	Complete
7	FN	70	Complete
8	FAF	80	Complete
9	HI	70	Complete
10	IM	80	Complete
11	KH	100	Complete
12	LSN	90	Complete
13	LNT	70	Complete
14	NSU	80	Complete
15	NK	80	Complete
16	RY	80	Complete
17	RS	70	Complete

18	SP	90	Complete
19	SU	60	Incomplete
20	TB	80	Complete
21	YSH	90	Complete
22	FS	70	Complete
23	IMI	90	Complete
24	JA	60	Incomplete
25	MNTH	60	Incomplete
26	MAH	60	Incomplete
27	RSP	70	Complete
28	ROP	60	Incomplete
29	ZHA	70	Complete
30	NB	60	Incomplete
Total of all students' grade		2240	
Total all of the studets (n)		30	
The highest grade		100	
The lowest grade		60	
Average		75	

Table 13
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	24	80 %	Complete
2	< 70	6	20%	Incomplete
	Total	30	100 %	

Source: The result grade of reading comprehension post test II at VIII class of MTs Ma'arif 01 Punggur on November, 30th 2019.

Figure 7
Percentage of Post-test II
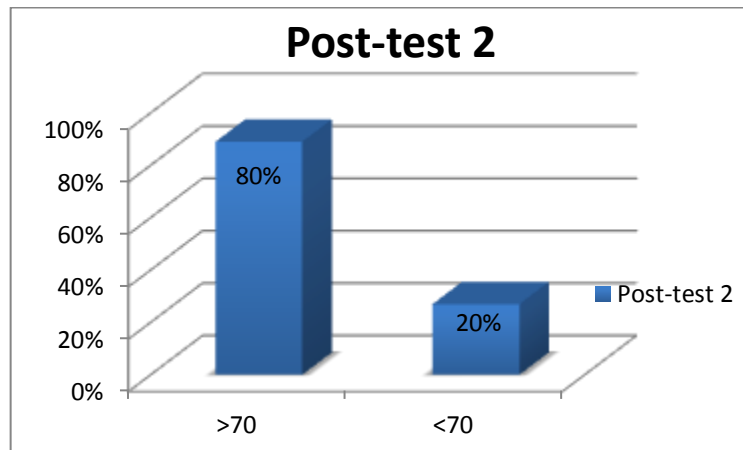
Post-test 2

Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 75.It was higher than post test 1 in cycle I.

3) **Observing**

In this step, the researcher presented the material by Scavenger Hunt strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 14
The Students' Activities in Cycle II

No	Name	The Aspects that Observed

		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AA	√	√	√	√
2.	ARHS	√	√	√	-
3.	DP	-	-	√	√
4.	DO	√	√	-	√
5.	DDS	√	-	√	√
6.	FMA	-	√	√	-
7.	FN	√	-	√	√
8.	FAF	-	√	-	√
9.	HI	√	√	√	-
10.	IM	√	√	√	√
11.	KH	√	√	√	√
12.	LN	√	√	-	√
13.	LSN	√	√	√	-
14.	LNT	-	√	-	√
15.	NSU	√	√	√	√
16.	NK	-	-	√	√
17.	RY	√	√	-	√
18.	RS	√	-	√	√
19.	RSA	-	√	-	√
20.	SP	√	√	√	-
21.	SU	√	√	√	√
22.	TB	√	-	√	-
23.	YSH	√	√	√	√
24.	ZAR	-	-	√	-
25.	NI	√	-	√	√
27	FS	-	√	√	√
27	IMI	√	-	√	√
28	JA	-	√	-	√
29	MNTH	√	-	√	√
30	MAR	√	√	-	√
→	TOTAL	21	20	22	23

Table 15
The Frequency of Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	21	70%
2	The students' ask/answer question	20	67%

3	The students active in the class	22	73%
4	The students able do the task	23	77%
Total Students		**30**	
The average percentage of students' learning activity		86%	

Source: The students' activity at the eighth grade of MTs Ma'arif 01 Punggur on November, 29th 2019.

Then, the graph of percentage students reading comprehension in cycle II, as follow:

Figure 8
The Prcentage of Students' learning activity in Cycle II
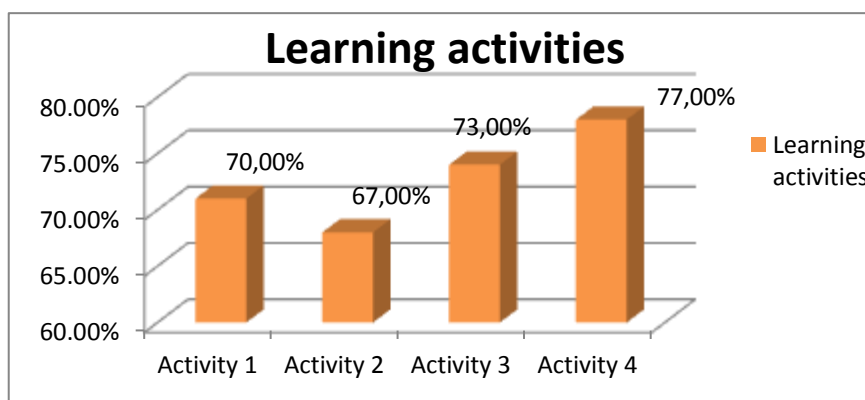
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 70%, then, the students ask/answer the question from the teacher 67% and the students active in the class 73%, and the last the students able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq$70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Scavenger Hunt strategy, the students Reading Comprehension would increase.

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

Table 16

The Comparison between Post-Test I Grade and Post-Test II

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AA	60	70	10	Improve
2.	ARHS	80	90	10	Improve
3.	DP	70	70	0	Constand
4.	DO	70	70	0	Constand
5.	DDS	80	80	0	Constand
6.	FMA	70	70	0	Constand
7.	FN	60	70	10	Improve
8.	FAF	60	80	20	Improve
9.	HI	60	70	10	Improve
10.	IM	60	80	20	Improve
11.	KH	80	100	20	Improve
12.	LSN	80	90	10	Improve
13.	LNT	70	70	0	Constand
14.	NSU	70	80	10	Improve
15.	NK	80	80	0	Constand

No.		Pre-Test	Post-Test	Difference	Criteria
16.	RY	80	80	0	Constand
17.	RS	60	70	10	Improve
18.	SP	80	90	10	Improve
19.	SU	60	60	0	Constand
20.	TB	80	80	0	Constand
21.	YSH	80	90	10	Improve
22.	FS	70	70	0	Constand
23.	IMI	70	90	20	Improve
24.	JA	60	70	10	Improve
25.	MNTH	60	60	0	Constand
27	MAH	60	60	0	Constand
27	RSP	70	70	0	Constand
28	ROP	60	60	0	Constand
29	ZHA	60	70	10	Improve
30	NB	50	60	10	Improve
Total		2050	2440		
Average		68	75	190	
The highest grade		80	100		
The lowest grade		50	60		

Table 17
The Frequency of Students' in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	**P**	**F**	**P**	

≥70	17	57%	24	80%	Complete
< 70	13	43%	6	20%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

Figure 9
The Precentage of Comparison of Students' on
Post-test I and Post-test II
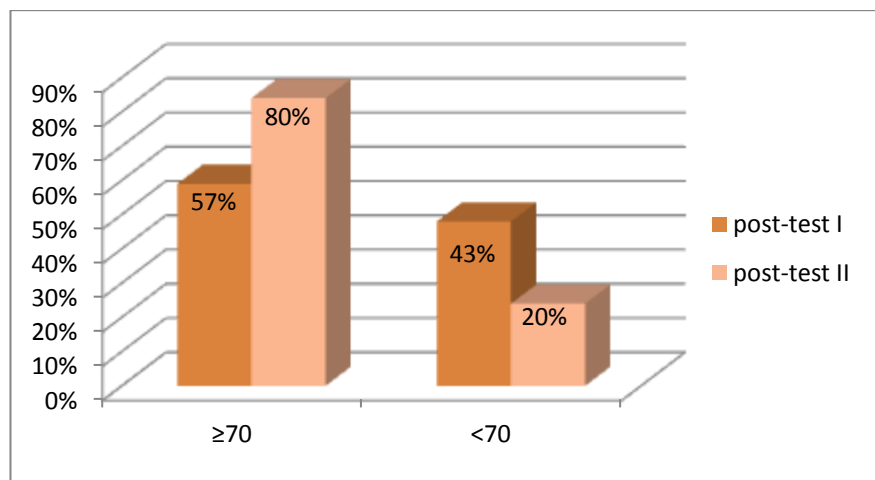
From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 17 students (57%) were successful and 13 other students (43%) were not successful. From the post test II results, the researcher got the percentage of 89%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that

was $\geq$75% students got grade 70. It indicated that the students' Reading Comprehension test was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Scavenger Hunt strategy improved the students'Reading comprehension test.

3. **INTERPRETATION**

Reading would be easier to understanding when supported by appropriate teaching strategies because the lesson will take more concrete for students and the students have to complete understanding. During the research, researcher observed that students were enthusiastic about the attention from teacher explanation in learning process.

The researcher assume that teaching reading comprehension by using Scavenger Hunt strategy can improve students' reading comprehension. Scavenger Hunt Strategy is a strategy to facilitated students in finding information in a text, because in this strategy students are trained to find information by hunting from one group to another. When the Scavenger Hunt Strategy is done correctly, students are encouraged to develop their own abilities and intellect. Therefore, it has proved that the Scavenger Hunt strategy could be one the interesting strategy to teaching reading comprehension.

1. **Result of Students Learning**

   a. Result of students Pre- Test Grade

   In this phase, researcher present pre-test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on November, 18th 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the pre-test result, it could be inferred that 25 students (83%) were not successful and 5 other students (17%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 01 Punggur at least 70.

   b. Result of Students Post- Test 1 Grade

   In this research, to know the students reading comprehension after implementing the treatment the researcher conducted the post- test I. It was conducted on November,25th 2019, based on the results of post-test 1, it could be seen that 17 students (57%) got grade up to the standard and 13 students (47 %) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this research, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 57% passed MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment.The researcher obtained the data through test in the from of reading comprehension test completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that24 students (80%) were successful and 6 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 75. It was higher than post test 1 in cycle I.It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' reading comprehension test was improved.

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

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

Table 18

The Comparison ofPre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1	50	60	70
2	60	80	90
3	50	70	70
4	50	70	70
5	60	80	80
6	50	70	70
7	50	60	70
8	60	60	80
9	60	60	70
10	50	60	80
11	70	80	100
12	60	80	90
13	60	70	70
14	60	70	80
15	70	80	80
16	60	80	80
17	50	60	70
18	70	80	90
19	60	60	60
20	50	80	80
21	70	80	90
22	60	70	70
23	70	70	90
24	60	60	60
25	50	60	60
26	50	60	60

27	60	70	70
28	50	60	60
29	30	60	70
30	30	50	60
Total	**1680**	**2050**	**2240**
Average	**56**	**68**	**75**
Complete	**5**	**17**	**24**

Table 19
The Frequency of Students' Pre-Test, Post-Test I Grade in
Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	**P**	**F**	**P**	**F**	**P**	
≥70	5	17%	17	57%	24	80%	Complete
< 70	25	83%	13	43%	6	20%	Incomplete
Total	**30**	**100%**	**30**	**100%**	**30**	**100%**	

Based on the results of the pre-test, post-test I and post-test II, it is known that there is a significant positive increase of student scores. Therefore, the researcher concludes that this research was successful because the indicators of success in this study have been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Percentage of Students in Pre-Test, Post-Test I in Cycle I, and
Post-Test II in Cycle I
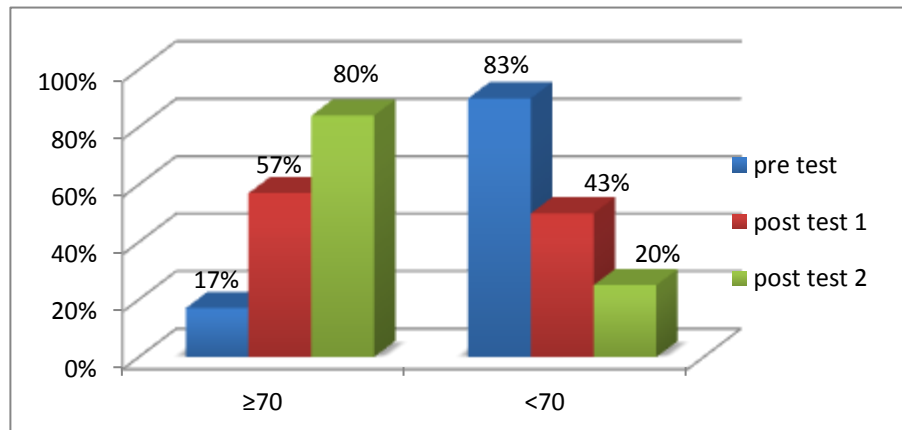
Based on the graph above, it could be inferred that Scavenger hunt strategy could improve the students' reading comprehension test. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasement is as follows:

Table 20

The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention tothe teacher's explanation	19	50%	21	70%	Improve
2	Asking /answering question from the	10	33%	20	67%	Improve

	teacher					
3	Being active in the class	13	43%	22	73%	Improve
4	Being able to do the task	16	53%	23	77%	Improve
The Average Percentage		**68%**		**86%**		

Based on the average percentage of learning activity in the table above, it was investigated that the average percentage of learning activity of cycle 2 is 86%.It means that this research is successful, because the percentage of learning activity achieves. The indicator of success of learning activity is 86%.

Figure 11
Figure of Learning Activity in Cycle I and Cycle II
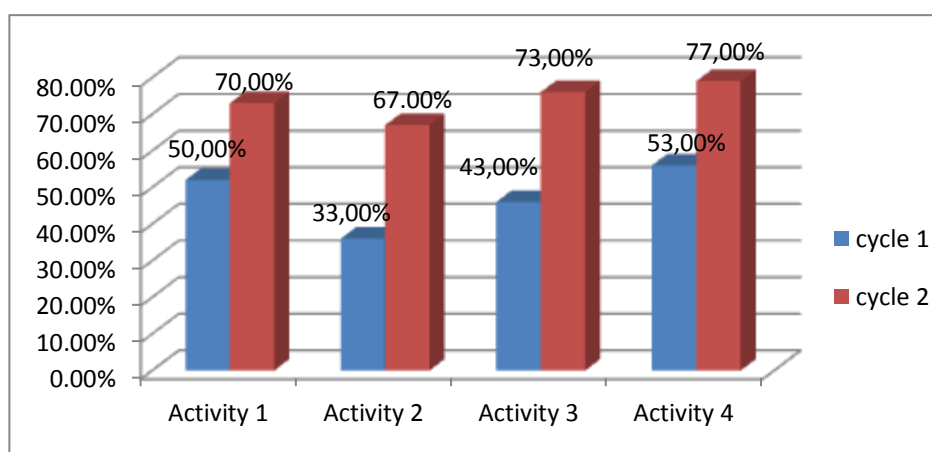
Based on the data had gotten, it can be explained as follow:

a) **Paying attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I it was only 50% and in cycle II 70%, it is increased 20%.

b) **Asking/answering question from the teacher**

The students who ask/answered question from the teacher was improvedfrom the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 34%, from cycle I 33% and cycle II 67%.

c) **Being active in the class**

The active students in class were improved. It could be seen on the cycle I 43% and cycle II 73%, it improved 30%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in reading comprehension test when Scavenger hunt strategy was applied in learning process from cycle I up to cycle II.

d) **Being able to do the task**

The students who had done the task were increased. It could be seen on the cycle I 53% and cycle II 77%, it increased 24%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of scavenger hunt strategy increase the students' in reading comprehension. There was progress average grade from 56 to 68 and to 75.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 25students' did not achieve the criteria (83%).

Moreover, in the post-test I there was 17 students or (57%) passed the test the indicator students get grade ≥ 70 with average 68. Meanwhile, in the post-test II there was 24 students or (80%) passed the test the indicator students get grade≥ 70 with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

B. Discussion

In teaching reading comprehension to students at MTs Ma'arif 01 Punggur, especially to students of class VIII b, based on the pre-survey there are some problems have lack in grammar mastery. Researcher choose the Scavenger Hunt strategy to improve students' reading comprehension.

The researcher used this strategy to organize students' idea and made students more active in reading comprehension in learning English. Therefore, it is proved that the implementation of the scavenger hunt strategy improve the students' learning activities. Therefore, Scavenger Hunt strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of scavenger hunt strategy could improve the students' in reading comprehension. There is progress from the students gets grade ≥70 from pre-test 83% or 25 students, post-test I 57% or 17 students and post-test II become 80% or 24 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade≥70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 50% become 70%, the students' ask/answer question from 33% become 67%, the

students' activeness in the class from 43% become 73%, the students' able do the task from 53% become 77%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be increased through scavenger hunt strategy, as follows:

1. Scavenger hunt strategy can improve the reading comprehension among the eighth grade students of MTs Ma'arif 01 Punggur. It can be seen on the progress from pre-test to cycle I and cycle II.

2. Scavenger hunt strategy can improve learning activity among the eighth grade students of MTs Ma'arif 01 Punggur Central Lampung. The student's activity in the implementation of cycle I and II is very active. It means that Scavenger hunt strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For The English Teacher

    a. The teacher is suggested to prepare and select appropriate strategy and materials to produce the effective teaching learning process.

Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.

b. It is better for the teacher to use scavenger hunt strategy in English learning especially in reading, because it can improve students' reading comprehension.

c. The teacher is suggested to give motivation to the students in order to be active in learning process.

2. For The Students

It is suggested to the students to be more active in learning process in the class and increase their skill in reading comprehension so they can success in English learning.

3. For The Headmaster

To support the English teacher to use scavenger hunt strategy in learning process, because scavenger hunt strategy is so helpful.

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DWIANA
NPM : 1501070045

Fakultas/Jurusan : FTIK / TBI
Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 12/12/19		√	- Revise chapter IV (table and chart) - chapter V	
2	Thursday 19/12/19		√	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusasn TBI

Dosen Pembimbing II

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

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

78

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DWIANA
NPM : 1501070045

Fakultas/Jurusan : FTIK / TBI
Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	23/12 '19	v		- Revise Abstrak - Revise Table of Content - Revise Motto	
2	26/12 '19	√		Revise Chapter IV - Meeting 1 Cycle 1 - Meeting 2 Cycle 2	
3	27/12 '19	√		Bibliography	
4	31/12 '19	v		- Revision is ok - Acc for Munaqosyah!	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing 1

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

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DWIANA
NPM : 1501070045

Fakultas/Jurusan : FTIK / TBI
Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 07/11/2019		✓	Acc Research Instrument	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

80

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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NPM : 1501070045

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Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
	8/6-19	✓		Acc for Research Instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

81

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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NPM : 1501070045   Semester/TA   : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	01 / 08 / 2019		√	Revise your problem formulation Revise you prior research Enrich the theory field note Reference ?	
2	Monday 19/08/2019		√	Show reference	
3	Thursday 22/08/2019		√	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : DWIANA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070045

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	26/8 - 19	✓		→ complete : . Table of Contents - Bibliography	
2.	28/8 - 19	✓		- Bibliography - revise - Chapter I revise	
3.	11/9 - 19	✓		- chp II } enrich & - chp III } Elaborate	
4.	Senin 23/9-19	✓		- Revision is ok - Acc for seminar	

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

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INSTITUT AGAMA ISLAM NEGERI METRO 83
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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.iain@metrouniv.ac.id

Nomor : B-3494/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS MAARIF 01 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**DWIANA**
NPM	:	1501070045
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTS MAARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019 / 2020

untuk melakukan pra-survey di MTS MAARIF 01 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya pra-survey tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

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INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG[85]
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-3594 /In.28.1/J/PP.00.9/11/2019   04 November 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (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   : Dwiana
NPM   : 1501070045
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Implementation Of Scavenger Hunt Strategy To Improve Reading
            Comprehension Among The Eighth Graders At MTs Ma'arif 01 Punggur
            In The Academic Year Of 2019/2020

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19750610 2008011049

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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.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-3824/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	:	DWIANA
NPM	:	1501070045
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MAARIF 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTS MAARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 18 November 2019

Mengetahui,
Pejabat Setempat

Dra. Umi Marhamah, M.pd-1

a.n Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 4729E; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3825/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS MAARIF 01
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3824/In.28/D.1/TL.01/11/2019, tanggal 18 November 2019 atas nama saudara:

Nama : DWIANA
NPM : 1501070045
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 01 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTS MAARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH
SK. MENKUMHAM NO AHU-8360.AH.01.04 TAHUN 2012

MTs. MA'ARIF 01 PUNGGUR
TERAKREDITASI "B"
NSM : 12.12.18.02.0008   NPSN : 10816585
Jln. Raya Sidomulyo Kec. Punggur Kab. Lampung Kode Pos 34152
Telp. : +6285100447850, Email : mts1punggur@yahoo.com

Nomor   : 091 /MTs.M.1/U/ XI/2019
Lampiran   : -
Pokok   : Telah Melakukan Riset

Yang Terhormat :
Dekan Kajur TBI IAIN Metro
Di
Tempat _

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat No:B – 3825/In.28/D.1/TL.00/11/2019. Tgl 18 November 2019 Tentang izin riset Mahasiswa atas nama :

Nama	: DWIANA
NPM	: 1501070045
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTS MAARIF 01 IN THE ACADEMIC YEAR OF 2019/2020.

Benar Mahasiswa tersebut telah melakukan survey di MTs. Ma'arif 01 Punggur Lampung Tengah, mulai tanggal 18 November 2019 s/d 30 November 2019.
Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

MTs. Ma'arif 01 Punggur
Kepala

LANGGENGNO KARMA, B.Sc
Nuptk :6059739640200013

SILABUS PEMBELAJARAN

Satuan Pendidikan : **MTs Ma'arif 01 Punggur**
Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanya	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentif	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan

kan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .	ikasi, mengkritik.	• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.	kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif.		setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	• *Struktur text* (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan	• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.		• Contoh teks dari sumber otentik • Sumber dari internet, seperti:
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan	b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang	- Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah,	• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang		- www.dailyenglish.com - http://americ

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	lebih 6 (tiga) kalimat. ● *Unsur kebahasaan* (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*. (4) Frasa nominal seperti	buku teks, dsb. ● Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. ● Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: – fungsi sosial setiap teks – nama orang, binatang, benda yang dideskripsikan – sifat orang, binatang, benda yang dideskripsikan – tindakan orang, binatang, benda yang dideskripsikan	deskripsi orang, binatang, benda, dalam teks deskriptif. CARA PENILAIAN: SIKAP ● Observasi ● Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ● Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. ● Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal		an english.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	dark brown, *cute little cat*, *beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata,	– kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan	belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. PENGETAHUAN • Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. • Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui		

	intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	(*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis denganejaan dan tanda baca	karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. KETERAMPILAN. • Unjuk kerja Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda • Portofolio Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang		

		yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.sa Indonesia.	orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilka n karya terbaik sesuai dengan fungsi sosialnya. Observasi: (penilaian yang bertujuan untuk memberika n balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunaka n bahasa Inggris untuk menyebutka n dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.		

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTs Ma'arif Punggur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Ganjil
Materi Pokok	: Text Lisan dan tulis Descriptive text
Alokasi Waktu	: 4 x 30 menit

A. Kompetensi Inti

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan	• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif. • Menjelaskan generic structures dan fungsi teks Descriptive text.

tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .	
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	• Menangkap makna teks deskriptif lisan dan tulis, pendek dan sederhana. • Menjawab pertayaan berdasarkan teks deskriptif dengan struktur kebahasaan yang benar.
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Melengkapi teks esay pendek rumpang berbentuk descriptive. • Menyatakan sifat dan ciri fisik hewan secaralisan dengan akurat, lancar dan berterima.

C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman,menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran

- *Fungsi sosial*

  Menggambarkan sesuatu / seseorang / suatu tempat secara rinci.
- *Struktur teks*
    1. Memperkenalkan siapa, dimana, dan juga subjek apa yang hendak di deskripsikan (Identification).

2. Mendeskripsikan orang, tempat atau benda secara lebih terperinci yang meliputi: sifat, penampilan, ciri-ciri secara fisik, karakter, dll (Description).

- **Unsur kebahasaan**
  1. Descriptive Text menggunakan simple present tens.
  2. Menggunakan banyak kata Adjective karena dalam descriptive text kita akan menjelaskan sifat - sifat dari suatu benda, manusia, atau binatang.
  3. Menggunakan **Action verbs** yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance.
  4. Menggunakan bahasa yang figurative atau menggambarkan sesuatu.
  5. Descriptive Text hanya fokus pada satu objek.

- *Topik*
  Descriptive text (Animal)

My Rabbit

  I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

E. Metode Pembelajaran

  Scavenger Hunt Strategy

F. Media, Alat dan Sumber Pembelajaran

1. Media
   - Worksheet atau lembar kerja (peserta didik).
   - Lembar penilaian

2. Alat
   - Marker, papan tulis.
   - Laptop

3. SumberBelajar
   - Buku Wajib Siswa SMP Kelas VIII
   - Text yang berkaitan dengan descriptive text.

G. Kegiatan Pembelajaran
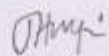
Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. Memberi salam kepada siswa, 2. Memeriksa kehadiran siswa. 3. Menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Pertemuan 1** **Mengamati:** 1. Guru membimbing siswa untuk mengamati contoh descriptive text (Animal). **Mempertanyakan:** 1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contohteks tersebut.. **Mengeksplorasi:** 1. Guru menjelaskan struktur teks dalam descriptive text. **Mengasosiasi:** 1. Guru meminta siswa untuk menganalisis struktur teks dari teks descriptive yang	60 menit

	mereka baca.	
	Mengkomunikasikan:	
	1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
	Pertemuan 2	
	Mengamati:	
	1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh teks tersebut.	
	Mempertanyakan:	
	1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh deskripsi tersebut.	
	Mengeksplorasi:	
	1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam teks descriptive.	
	Mengasosiasi:	
	1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan,gagasan utama dan informasi rinci dalam teksdescriptive yang mereka baca.	
	Mengkomunikasikan:	
	1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.	10 menit
	2. Guru menanyakan kepada siswa tentang	

	materi hari ini.	
	3. Guru menutup kelas dan memberi salam kepada siswa.	

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	utama dan informasi rinci dari contoh teks tersebut. **Mempertanyakan:** 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh deskripsi tersebut. **Mengeksplorasi:** 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam teks descriptive. **Mengasosiasi:** 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam teks descriptive yang mereka baca. **Mengkomunikasikan:** 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru menanyakan kepada siswa tentang materi hari ini. 3. Guru menutup kelas dan memberi salam kepada siswa.	10 menit

Collaborator

Drs. Ahmad Sanuri

Punggur, 23 November 2019
Researcher

Dwiana
NPM: 1501070045

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MTs Ma'arif Punggur

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ Ganjil

Materi Pokok   : Text Lisan dan tulis Descriptive text

Alokasi Waktu   : 4 x 30 menit

H. Kompetensi Inti

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan	• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif. • Menjelaskan generic structure dan fungsi teks deskriptif.

nya .	
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	• Menangkap makna teks deskriptif lisan dan tulis, pendek dan sederhana. • Menjawab pertayaan berdasarkan teks deskriptif dengan struktur kebahasaan yang benar.
4.13 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Melengkapi teks esay pendek rumpang berbentuk descriptive. • Menyatakan sifat dan ciri fisik hewan secaralisan dengan akurat, lancar dan berterima.

J. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman,menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

K. Materi Pembelajaran

- *Fungsi sosial*

  Menggambarkan sesuatu / seseorang / suatu tempat secara rinci.

- *Struktur teks*
    3. Memperkenalkan siapa, dimana, dan juga subjek apa yang hendak di deskripsikan (Identification).
    4. Mendeskripsikan orang, tempat atau benda secara lebih terperinci yang meliputi: sifat, penampilan, ciri-ciri secara fisik, karakter, dll (Description).

- **Unsur kebahasaan**

6. Descriptive Text menggunakan simple present tens.
7. Menggunakan banyak kata Adjective karena dalam descriptive text kita akan menjelaskan sifat - sifat dari suatu benda, manusia, atau binatang.
8. Menggunakan **Action verbs** yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance.
9. Menggunakan bahasa yang figurative atau menggambarkan sesuatu.
10. Descriptive Text hanya fokus pada satu objek.

- *Topik*
  Descriptive text

  Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

  Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls. Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

L. Metode Pembelajaran

Scavenger Hunt Strategy

M.   Media, Alat dan Sumber Pembelajaran

4. Media

   - Worksheet atau lembar kerja (peserta didik).

   - Lembar penilaian

5. Alat

   - Marker, papan tulis.

   - Laptop

6. SumberBelajar

   - Buku Wajib Siswa SMP Kelas VIII

   - Text yang berkaitan dengan descriptive text.

N. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	4. Memberi salam kepada siswa, 5. Memeriksa kehadiran siswa. 6. Menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Pertemuan 1** **Mengamati:** 2. Guru membimbing siswa untuk mengamati contoh descriptive text (Animal). **Mempertanyakan:** 2. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contohdescriptive text tersebut.. **Mengeksplorasi:** 2. Guru menjelaskan struktur teks dalam descriptive text **Mengasosiasi:** 2. Guru meminta siswa untuk menganalisis struktur teks dari teks descriptive yang mereka baca. **Mengkomunikasikan:** 2. Guru meminta siswa untuk menyampaikan hasil analisis mereka. **Pertemuan 2** **Mengamati:** 2. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh	60 menit

	teks deskriptive tersebut.	
	Mempertanyakan:	
	2. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh deskripsi tersebut.	
	Mengeksplorasi:	
	2. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam deskripsi	
	Mengasosiasi:	
	2. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan,gagasan utama dan informasi rinci dalam teks deskripsi yang mereka baca.	
	Mengkomunikasikan:	
	2. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	4. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 5. Guru menanyakan kepada siswa tentang materi hari ini. 6. Guru menutup kelas dan memberi salam kepada siswa.	10 menit

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	Mengeksplorasi:	
	1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam deskripsi	
	Mengasosiasi:	
	1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam teks deskripsi yang mereka baca.	
	Mengkomunikasikan:	
	1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.	10 menit
	2. Guru menanyakan kepada siswa tentang materi hari ini.	
	3. Guru menutup kelas dan memberi salam kepada siswa.	

Collaborator

Drs. Ahmad Sanuri

Punggur, 25 November 2019
Researcher

Dwiana
NPM: 1501070045

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ATTENDANCE LIST OF STUDENTS

Class: VIII B

NO	NAME	Pre-Test	Post-Test 1	Post-Test 2
1	ABDUL AZIIZ			
2	AHMAT RAMA HADI SAPUTRA			
3	DAVIT PRATAMA			
4	DENDRA OKTARIAWAN			
5	DWI DEVITA SARI			
6	FAHRI MAULANA AKBAR			
7	FAUZAN NABILA			
8	FEBRI ACHMAD FAUZI			
9	HENISA ISMIANI			
10	IKA MAHQFIRAH			
11	KHOLIFATUL HASANAH			
12	LIDYA SUWARDA NINGRUM			
13	LUTHFY NASIHUL TSALIS			
14	NANDA SATRIA UTAMA			
15	NUR KHOTIJAH			
16	RANTI YUNIYA			
17	RENDI SETIAWAN			
18	SINTHIA PRAMUDHITA			
19	SUPRIYADI			
20	TANTOWI BASHIRONI			
21	YASMINE SHAFIRA HAIFA			
22	FERYANSYAH SUPRAWITO			
23	IRFAN MAULANA IRSYAT			
24	JAGAT ANGGARA			
25	M NUR TAUFIQ HIDAYAT			
26	MUHAMMAD ARINAL HAQ			
27	RENI SEPTIANA PUTRI			
28	RIO OKTAVIAN PANGESTU			
29	ZASKIA HIDAYATUL ASMI			
30	NAZWA BILBINA			

Name : Zakia Hidayatul Asmia
Class : VIII B

KEY ANSWER OF PRE-TEST

1	A	B	X	D
2	A	B	C	X
3	A	X	C	D
4	X	B	C	D
5	X	B	C	D
6	X	B	C	D
7	X	B	C	D
8	A	B	C	X
9	A	B	C	X
10	A	B	C	X

B: 3 × 10 = 30

S: 7

Name : SUPRIYADI

Class : VIII B

KEY ANSWER OF PRE-TEST

1	A̶	B	C	D
2	A̶	B	C	D
3	A̶	B	C	D
4	A	B	C	D̶
5	A̶	B	C	D
6	A	B	C	D̶
7	A	B	C̶	D
8	A	B	C	D̶
9	A	B	C	D̶
10	A	B	C	D̶

B = 6 × 10 = 60

S = 4

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Name : KHOLIFATUL KHASANAH

Class : VIII B

KEY ANSWER OF PRE-TEST

1	A	B	⊠ C	D
2	A	B	C	⊠ D
3	A	⊠ B	C	D
4	A	B	C	⊠ D
5	⊠ A	B	C	D
6	A	B	C	⊠ D
7	A	⊠ B	C	D
8	⊠ A	B	C	D
9	A	⊠ B	C	D
10	A	B	C	⊠ D

$B = 7 \times 10 = 70$

$S = 3$

Name : Naswa Bilbina

Class : VIII B

KEY ANSWER OF PRE-TEST

1	A	B	C	✗
2	A	B	C	✗
3	A	✗	C	D
4	✗	B	C	D
5	✗	B	C	D
6	✗	B	C	D
7	✗	B	C	D
8	A	B	C	✗
9	A	B	C	✗
10	A	B	C	✗

$B = 3 \times 10 = 30$

$S = 7$

Name :

Class :

POST-TEST of Reading Comprehension

(CYCLE 2)

Direction:
1. **Write your name and class on your paper!**
2. **Read the text then answer the question by crossing a, b, c, or d!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Read the following text to answer questions 1 - 3
Text 1

Most people in the world have a pet. I also have it. My pet is a dog, maned Miko. Its colour is brown. It has brown eyes too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend too.

1. Miko's eyes are ....
   a. Black   c. Brown
   b. White   d. Dark brown

2. The writer got the pet from ....
   a. His neighbor   c. His friend
   b. A pet shop   d. His mother
3. What is the text about? ....
   a. My lovely dog   c. My pet shop
   b. My best friend   d. His mother

Read the following text to answer questions number 4 - 6
Text 2

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows.

However, the size is made bigger to catch the eye. Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

4. What is the main idea of the last paragraph ....

    a. The statues help people to find places easily
    b. The statues decorate the town beautifully
    c. The cow can get their way easily around the town
    d. The people from out of town easily find the statues

5. The text mainly tells us about ....

    a. The colour of the statues
    b. Cow statues in Boyolali
    c. A town called Boyolali
    d. How to raise cows

6. " ... **they** are seeking in Boyolali" **(paragraph 3)** What does the underlined word refer to ....

    a. People from out town
    b. Places in Boyolali
    c. Cow statues
    d. Real cows

Read the following text to answer questions number 7- 10.
Text 3

Owl are unique and amazing birds. They are heavy birds and have large heads and round or oval face. Owls have rounds eyes.their eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though owls are typically solitary, they also live in group of owls, that is a parliament. They can be found in all regions of the Earth except antarctica and some remote islands. Most owls are nocturnal. They hunt their prey only in darkness especially in the night. While all birds have good senses, owls have especially hearing that can help them locate the prey in poor light or complete dark. Owls hunt mostly small mammals, insects and other birds.

7. What is the purpose of the text? It is to ....
    a. Show the steps   c. Entertain the readers
    b. Describing owls   d. Tell the story

8. What is owl's food ....
    a. Flower   c. Plant
    b. Insects   d. Big mammals

9. According from the text, a group of owls is called....
   a. Parliament   c. Solitary
   b. Gang   d. Uncommon

10. Where we can find the owls ....
    a. Antarctica and Australia   c. Asia and Australia
    b. Europe and Antarctica   d. Antarctica and Asia

Name :

Class :

POST TEST of Reading Comprehension

(CYCLE 1)

Direction:
5. **Write your name and class on your paper!**
6. **Read the text then answer the question by crossing a, b, c, or d!**
7. **You may not cheat with your friends!**
8. **Check your answer before submitting!**

Read the following text to answer questions 1 - 3
Text 1

Giraffe is the tallest animal, i saw in Ragunan Zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It like eating leaves of tree.

1. The purpose of the text above is ....
   a. To describe about Giraffe   c. To describe Ragunan Zoo
   b. To tell about animal   d. To tell about tall animals
2. How the eyes of the giraffe look like ....
   a. They are big and black   c. They are small and brown
   b. They are big and brown   d. They are small and black
3. " Its tail is **long** with thick hair...."
   The Antonym of the underline word is ..
   a. Beauty   c. Short
   b. Strong   d. Thin

Read the following text to answer questions 4 - 6
Text 2

Garuda Muda Junior High School holds an annual event called GM-EFC. It stands for Garuda Muda Event for Friendship and Creativity. It is held in September every year. This Year is the third time for the school to hold the event. The students and the teachers are working hard together to make the program successful. The event is aimed to give a chance for all junior high school students in the city to perform their talents .and skills.

There are various programs held in this event, such as group band competition, culinary fair, book fair, sport festival, and handicraft bazaar. Usually, every school participates in the event. It may compete in the band competition or sport festival. some of the schools join the fairs, while some others just come as guests and enjoy the programs. Among the programs, the band competition is the students, favorite. Almost all schools send their delegates to compete for the best group band in the city. Most of the contestants perform the latest songs and they do it really well. As a result, it is always hard for the jury to decide the winners.

4. The purpose of the text is ....
    a. To describe the event in general
    b. To describe GM-EFC to readers
    c. To show that the school is active
    d. To inform people about school activities
5. What program attracts most participants ....
    a. Book Fair   c. Culinary Fair
    b. Handicraft   d. Band Competition
6. How often does the school hold GM-EFC ....
    a. Every year   c. Every two years
    b. Every month   d. Every three years

Read the following text to answer questions 7 - 10
Text 3

Semarang is my favourite city in this country. It's old but beautiful, clean, no too large, and it has something for everybody. I love the streets and buildings there. The streets are flat and clean, with beautiful old brick houses on the left and right, especially on Raden Patah, Marabunta and Swari Streets.

One of my favourite things to do in Semarang is to get on an andong and becak. It takes you to most parts of the city. It's slow but very exciting and you can see beautiful views along the streets.

The weather in Semarang is rather hot for me. Fortunately, I wear a veil on my head. The wind breezes through my veil. When I look at the sky, it's blue and very nice. I enjoy Semarang cuisine. I always buy lumpia, tahu petis and es gempol, which is my favourite. People can also get bandeng presto as a gift for relatives.

7. What does the text tell us about ....
    a. It explains about andong
    b. It tells us about the food in Semarang
    c. It describes things we can find in Semarang
    d. It tells us about the sreets in Semarang

8. What kind of houses you can find in Semarang ....
    a. Clean and small houses
    b. Flat and clean houses
    c. Blue and nice houses

    d. Old brick houses

9. What is the writer's favourite transportation ....
    a. Car   c. Becak
    b. Train   d. Bicycle

10. "… it's blue and very nice". (paragraph 3) The underlined word "it" refers to ….
    a. The writer's head   c. The weather
    b. The writer's veil   d. The sky

Name :

Class :

PRE-TEST of Descriptive Text on Reading Comprehension

Direction:
9. **Write your name and class on your paper!**
10. **Read the text then answer the question by crossing a, b, c, or d!**
11. **You may not cheat with your friends!**
12. **Check your answer before submitting!**

Read the following text to answer questions 1 - 3
Text 1

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals.

There is a big river called Brantas cutting off the centre of the town.Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force.

Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
    a. The history of Kediri   c. The description of Kediri
    b. The famous products of Kediri   d. The people

2. Which one has a distinctive taste?
    a. The cigarette   c. The bean curd
    b. The special food   d. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to ....
    a. The local people   c. The farmers
    b. The factory workers   d. The traders

Read the following text to answer questions 4 - 7
Text 2

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones.

Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes. We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story ....

   a. Friendship between a cat and a dog
   b. Spending time with a pet inside and outside the house
   c. Friendly and sweet dog
   d. Friendship between a pet and its owner

5. The main topic of paragraph two is ....

   a. The writer's activities with his/her pet
   b. Everybody loves to walk with Snowy
   c. Snowy is a cute and friendly dog
   d. Snowy always plays with the cat

6. Where does the writer usually spend the time with his pet ....

   a. In the neighborhood
   b. On the street
   c. At school
   d. At home

7. What activity does the writer do after school with his pet ....

   a. Cuddle it softly
   b. Take it for a walk
   c. Give it milk
   d. Let it play with the cat

Read the following text to answer questions 8 - 10
Text 3

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other

people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

8. What is the main idea of paragraph two ....

   a. Fafa has good characters
   b. Fafa comes from a rich family
   c. Fafa is an eighth grader student
   d. Fafa is popular among neighbors

9. What is the text about ....

   a. The writer's sister
   b. The writer's family
   c. The writer's deskmate
   d. The writer's best friend

10. The underlined word in "she can **interact** easily with people ..." is closest in meaning to ....

   a. React
   b. Introduce
   c. Influence
   d. Communicate

The Students' Activities in Cycle I

No	Name	The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
		The Aspects that Observed			
1	AA	-	√	-	-
2	ARHS	√	√	-	-
3	DP	-	-	√	√
4	DO	-	-	-	√
5	DDS	√	-	√	√
6	FMA	-	-	√	-
7	FN	√	-	-	√
8	FAF	-	√	-	√
9	HI	-	√	√	-
10	IM	√	-	-	√
11	KH	√	-	√	-
12	LSN	√	√	-	√
13	LNT	-	√	√	-
14	NSU	-	-	-	√
15	NK	√	√	-	-
16	RY	-	-	√	√
17	RS	√	-	-	√
18	SP	√	-	√	-
19	SU	-	-	-	√
20	TB	√	√	-	-
21	YSH	√	-	√	√
22	FS	-	-	√	-
23	IMI	√	√	-	-
24	JA	-	-	√	-
25	MNTH	-	-	-	√
26	MAH	-	-	-	√
27	RSP	√	-	√	-
28	ROP	-	-	-	√
29	ZHA	√	-	√	-
30	NB	√	√	-	√
→	**TOTAL**	**15**	**10**	**13**	**16**

The Students' Activities in Cycle II

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AA	√	√	√	√
2.	ARHS	√	√	√	-
3.	DP	-	-	√	√
4.	DO	√	√	-	√
5.	DDS	√	-	√	√
6.	FMA	-	√	√	-
7.	FN	√	-	√	√
8.	FAF	-	√	-	√
9.	HI	√	√	√	-
10.	IM	√	√	√	√
11.	KH	√	√	√	√
12.	LN	√	√	-	√
13.	LSN	√	√	√	-
14.	LNT	-	√	-	√
15.	NSU	√	√	√	√
16.	NK	-	-	√	√
17.	RY	√	√	-	√
18.	RS	√	-	√	√
19.	RSA	-	√	-	√
20.	SP	√	√	√	-
21.	SU	√	√	√	√
22.	TB	√	-	√	-
23.	YSH	√	√	√	√
24.	ZAR	-	-	√	-
25.	NI	√	-	√	√
27	FS	-	√	√	√
27	IMI	√	-	√	√
28	JA	-	√	-	√
29	MNTH	√	-	√	√
30	MAR	√	√	-	√
→	TOTAL	21	20	22	23

Name : SUPRIYADI

Class : VIII B

KEY ANSWER OF POST-TEST 2

1	A	B	✗	D
2	A	B	✗	D
3	A	✗	C	D
4	✗	B	C	D
5	A	B	✗	D
6	A	✗	C	D
7	A	✗	C	D
8	A	B	C	✗
9	✗	B	C	D
10	A	B	✗	D

B = 6 × 10 = 60

S = 4

Name : KHOLIFATUL KHASANAH

Class : VIII B

KEY ANSWER OF POST-TEST 2

1	A	B	X	D
2	A	B	X	D
3	X	B	C	D
4	X	B	C	D
5	A	X	C	D
6	X	B	C	D
7	A	X	C	D
8	A	X	C	D
9	X	B	C	D
10	A	B	X	D

$B = 10 \times 10 = \underline{100}$

$S = 0$

Name : NasWa Bilbina

Class : VIII B

KEY ANSWER OF POST-TEST 2

1	A	B	~~C~~	D
2	A	B	C	~~D~~
3	A	~~B~~	C	D
4	~~A~~	B	C	D
5	A	~~B~~	C	D
6	~~A~~	B	C	D
7	A	~~B~~	C	D
8	A	B	C	~~D~~
9	A	B	C	~~D~~
10	A	B	~~C~~	D

$B = 6 \times 10 = 60$

$S = 4$

Name : Zakia Hidayatul Asmia

Class : VIII B

KEY ANSWER OF POST-TEST 1

1	~~A~~	B	C	D
2	A	B	~~C~~	D
3	A	B	~~C~~	D
4	A	B	C	~~D~~
5	A	B	C	~~D~~
6	~~A~~	B	C	D
7	A	B	~~C~~	D
8	A	B	C	~~D~~
9	A	B	~~C~~	D
10	A	~~B~~	C	D

$B = 6 \times 10 = 60$

$S : 4$

Name : SUPRIYADI

Class : VIII B

KEY ANSWER OF POST-TEST 1

1	~~A~~	B	C	D
2	A	B	~~C~~	D
3	A	B	~~C~~	D
4	A	B	C	~~D~~
5	A	B	C	~~D~~
6	~~A~~	B	C	D
7	A	B	~~C~~	D
8	A	B	C	~~D~~
9	A	B	~~C~~	D
10	A	B	C	~~D~~

$B = 6 \times 10 = 60$

$S = 4$

Name : KHOLIFATUL KHASAMHH

Class : VIII B

KEY ANSWER OF POST-TEST 1

1	~~A~~	B	C	D
2	A	~~B~~	C	D
3	A	B	~~C~~	D
4	A	B	C	~~D~~
5	A	B	C	~~D~~
6	~~A~~	B	C	D
7	A	B	~~C~~	D
8	A	~~B~~	C	D
9	A	B	~~C~~	D
10	A	B	~~C~~	D

B = 8 × 10 = 80

S : 2

Name : Naswa Bilbina

Class : VIII B

KEY ANSWER OF POST-TEST 1

1	✗	B	C	D
2	A	B	✗	D
3	A	B	✗	D
4	A	B	C	✗
5	A	B	C	✗
6	✗	B	C	D
7	A	B	✗	D
8	A	B	C	✗
9	A	B	C	✗
10	A	✗	C	D

B = 5 × 10 = 50

S = 5

Name : Zakia Hidayatul asmia

Class : VIII B

KEY ANSWER OF POST-TEST 2

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

$B = 7 \times 10 = 70$

$S = 3$

131

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester : VIII/Ganjil

School : MTs Ma'arif 01 Punggur

No	Student's Name	The aspects that are ovserved			
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task
1	AA	–	✓	–	–
2	ARHS	✓	✓	–	–
3	DP	–	–	✓	✓
4	DO	–	–	–	✓
5	DDS	✓	–	✓	✓
6	FMA	–	–	✓	–
7	FN	✓	–	–	✓
8	FAF	–	✓	–	✓
9	HI	–	✓	✓	–
10	IM	✓	–	–	✓
11	KH	✓	–	✓	✓
12	LN	✓	✓	–	✓
13	LSN	–	✓	✓	–
14	LNT	–	✓	✓	–
15	NSU	✓	✓	–	–
16	NK	–	–	✓	✓
17	RY	✓	–	–	✓
18	RS	✓	–	✓	–
19	RSA	–	–	–	✓
20	SF	✓	✓	–	–
21	SU	✓	✓	–	–
22	TB	✓	–	✓	✓
23	YSH	✓	✓	–	–
24	ZAR	–	–	✓	–
25	NI	–	–	–	✓
26	FS	–	–	–	✓
27	IMI	✓	–	✓	–
28	JA	–	–	–	✓
29	MNTH	✓	–	✓	–
30	MAR	✓	✓	–	✓
	TOTAL	15	10	13	16

31	YA				
	TOTAL				

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation=
  2. The students ask and answer question=
  3. The students are active in class=
  4. The students are able to do the task=

Metro, 15 November 2019

Collaborator   The Researcher

Drs. Ahmad Sanuri   **Dwiana**
                                            NPM: 1501070045

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester : VIII/Ganjil

School : MTs Ma'arif 01 Punggur

No	Student's Name	The aspects that are ovserved			
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task
1	AA	✓	✓	✓	✓
2	ARHS	✓	✓	✓	-
3	DP	-	-	✓	✓
4	DO	✓	✓	-	✓
5	DDS	✓	-	✓	✓
6	FMA	-	✓	✓	-
7	FN	✓	-	✓	✓
8	FAF	-	✓	-	✓
9	HI	✓	✓	✓	-
10	IM	✓	✓	✓	✓
11	KH	✓	✓	✓	✓
12	LN	✓	✓	-	✓
13	LSN	✓	✓	✓	-
14	LNT	-	✓	-	✓
15	NSU	✓	✓	✓	✓
16	NK	-	-	✓	✓
17	RY	✓	✓	-	-
18	RS	✓	-	✓	✓
19	RSA	-	✓	-	✓
20	SP	✓	✓	✓	-
21	SU	✓	✓	✓	✓
22	TB	✓	-	✓	-
23	YSH	✓	✓	✓	✓
24	ZAR	-	-	✓	-
25	NI	✓	-	✓	✓
26	FS	-	✓	✓	✓
27	IMI	✓	-	✓	✓
28	JA	-	✓	-	✓
29	MNTH	✓	-	✓	✓
30	MAR	✓	✓	-	✓
	TOTAL				

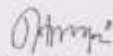| 31	YA				
	TOTAL				

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
    1. The students pay attention of teacher's explanation=
    2. The students ask and answer question=
    3. The students are active in class=
    4. The students are able to do the task=

Metro 29 November 2019

Collaborator   The Researcher
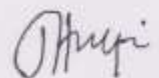
Drs. Ahmad Sanuri   Dwiana
                                                     NPM: 1501070045

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability		✓	
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material used Scavenger Hunt Strategy	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning		✓	
b. Class closing ability		✓	
Tick (√) for each positive effect			

Punggur, 23 Novemb
Collaborator

Drs. Ahmad Sanuri
3551747649200000

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material used Scavenger Hunt Strategy	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning		✓	
b. Class closing ability		✓	
Tick (√) for each positive effect			

Punggur, 29 November

Collaborator

Drs. Ahmad Sanuri
3551747649200000

PRE TEST DOCUMENTATION

On Monday, 18th November 2019

On Monday, 18th November 2019

CYCLE I DOCUMENTATION

While Giving Treatment on Friday, 22th November 2019

Post test I on Monday, 25th October 2019

CYCLE II DOCUMENTATION

While Giving Treatment on Tuesday, 27th November 2019

POST TEST II on Saturday, November,30th 2019

Field Note Table

No.	Date	Field Note Result
1.	Monday 18/11/2019	The researcher conducted pre-test. The students do the task of multiple choise about descriptive texts.
2.	Friday 22/11/2019	The researcher ask students to make groups. The researcher explain the material about descriptive text and give the text of descriptive. After that the researcher ask students to read and understand the text. in the firsth meeting researcher observed about learning activity of students MTs Ma'arif 01 Punggur.
3.	Saturday 23/11/2019	The researcher ask students to back with they groups, after that the researcher distributed worksheet and ask students to complete the worksheet by hunting in another group that have the same text. in the second meeting researcher observed about learning activity of students MTs Ma'arif 01 Punggur.
4.	Monday 25/11/2019	The researcher conducted post-test 1. The studentsunsuscessfull to get MMC because 43% students do not achieved in post-test 1.
		The researcher ask students to make groups. The researcher explain

5.	Tuesday 26/11/2019	the material about descriptive text and give the text of descriptive. After that the researcher ask students to read and understand the text. in the firsth meeting researcher observed about learning activity.
6.	Friday 29/11/2019	The researcher ask students to back with they groups, after that the researcher distributed worksheet and ask students to complete the worksheet by hunting in another group that have the same text. in the second meeting researcher observed about learning activity of students

CURRICULUM VITAE

Dwiana was born in Panggungan on September16[th], 1997, and spent her childhood in PanggungAsri, GunungSugih –Lampung Tengah. She is the second child of Mr. Muslihhudin and Mrs. Waginah.

She took her Elementary School at SDN 3 GunungSugihPasar and then she took her Junior High School at SMPN 1 GunungSugih. Having graduated from junior high school, she continued her study on Senior High School level at MAN 1 LampungTengah and finished in 2015. After graduating from Senior HighSchool, she decided to have lecture in English Education Department at IAIN Metro.