UNDERGRADUATE THESIS

APPLYING VENN DIAGRAM STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION
AT SMA MUHAMMADIYAH 1 PEKALONGAN
IN THE ACADEMIC YEAR OF 2018/2019

BY:
KURNIA SAVITRI
NPM. 1292357

TARBIYAH AND TEACHING TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

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

APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN THE ACADEMIC YEAR 2018/2019

ABSTRACT

BY

KURNIA SAVITRI

The objective of this research is to know whether venn diagram strategy can improve the reading comprehension in teaching learning process. The subject of this research was twenty students of eleventh grade SMA Muhammadiyah 1 Pekalongan of Lampung timur in the academic year 2018/2019. The this research was done in two cycles. Each cycle is consist of planning, action, observation, and reflection.

In collecting data, this research uses field note, documentation, test, and observation. The data collection methods in this research were test, documentation, field note and observation. The target of this research was 80% students got score > 65, and then it was compared between Cycle I and Cycle II.

The finding of this research is the cycle 1 the average of post-test is lower than Pre-test, and in the cycle 2 post-test show that there is an increase from post-test in the cycle 1. The average of post-test 2 is higher than post-test and pre-test 1. Cycle 1 the average of pre-test is 68 and the post-test is 54,25 and cycle 2 the average of post-test is 84. So there is progress 29.75 points. In the cycle 2 all of students get score >65, it is clear that based on the result pre-test and post-test, it can be said that venn diagram can improve students' reading comprehension. By using venn diagram as strategy, the students are interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material. Referring to the result of the students score above, it can be said that venn diagram can improve towards the students reading comprehension at SMA Muhammadiyah 1 Pekalongan in academic year 2018/2019.

Key words: *venn diagram strategy, reading comprehension, improve, learning process, research*

PENGGUNAAN STRATEGI *VENN DIAGRAM* UNTUK MEMPERBAIKI PEMAHAMAN MEMBACA SISWA DI SMA MUHAMMADIYAH 1 PEKALONGAN TAHUN AJARAN 2018/2019

ABSTRAK

OLEH

KURNIA SAVITRI

Tujuan penelitian ini adalah untuk mengetahui apakah strategi venn diagram ini dapat memperbaiki pemahaman membaca siswa dalam proses pembelajaran. Subjek dalam penelitian ini adalah 20 siswa kelas XI di SMA Muhammadiyah 1 Pekalongan Lampung Timur tahun ajaran 2018/2019. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu *perencanaan, tindakan, observasi, dan refleksi.*

Pengumpulan data penelitian ini adalah *catatan lapangan, dokumentasi, tes, dan observasi.* Metode pengumpulan data dalam penelitian ini menggunakan tes, dokumentasi, catatan lapangan dan observasi. Target dalam penelitian ini adalah 80% siswa memperoleh nilai > 65 yang kemudian dibandingkan antara siklus I dan siklus II untuk mengetahui peningkatannya.

Temuan penelitian ini adalah pada siklus pertama rata-rata dari tes akhir lebih rendah dari tes awal, dan pada siklus kedua tes akhir menunjukan peningkatan dari tes akhir siklus pertama. Rata-rata dari tes akhir siklus 2 lebih tinggi dari tes akhir dan tes awal siklus 1. Pada siklus 1 rata-rata dari tes awal adalah 68 dan pada tes akhir adalah 54.25 dan rata-rata pada tes akhir siklus 2 adalah 84. Jadi disana terdapat peningkatan 29.75 poin. Pada siklus ke-2 keseluruhan siswa mendapat nilai > 65, hal ini membuktikan bahwa berdasarkan tes awal dan tes ahir dapat dikatakan bahwa strategi venn diagram dapat memperbaiki dalam pemahaman membaca siswa. Dengan menggunakan venn diagram siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran di kelas. Sehingga mereka lebih mudah dalam menerima pelajaran.

Kesimpulan penelitian ini adalah venn diagram strategi dapat memperbaiki terhadap pemahaman membaca siswa di SMA Muhammadiyah 1 Pekalongan tahun ajaran 2018/2019.

Kata kunci: *strategi venn diagram, pemahaman membaca, memperbaiki, proses pembelajaran, penelitian.*

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

APPROVAL PAGE

Title : APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN ACADEMIC YEAR 2018/2019
Name : Kurnia Savitri
NPM : 1292357
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, January 2019

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Co-Sponsor

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

Head of English Education Departement

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

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Kurnia Savitri**

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

Assalamu'alaikum, Wr. Wb

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

Name	:	Kurnia Savitri
Student Number	:	1292357
Department	:	English Education
Faculty	:	Tarbiyah and Teaching Training
Title	:	APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN ACADEMIC YEAR 2018/2019

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

Wassalamu'alaikum Wr. Wb

Metro, January 2019

Sponsor	Co-Sponsor
Dr. Widhiya Ninsiana, M.Hum	**Trisna Dinillah Harya, M.Pd**
NIP. 19720923 200003 2 002	NIP. 19830511 200912 2 004

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	:	Kurnia Savitri
NPM	:	1292357
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN ACADEMIC YEAR 2018/2019

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, Januari 2019

Pembimbing I	Pembimbing II
Dr. Widhiya Ninsiana, M.Hum	**Trisna Dinillah Harya, M.Pd**
NIP. 19720923 200003 2 002	NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. HajarDewantaraKampus 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

RATIFICATION PAGE

No: B-0359/In-28.1/D/PP.00.9/01/2019

An Undergraduate Thesis entitled: APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN ACADEMIC YEAR 2018/2019,
Written by: Kurnia Savitri, Student Number 1292357 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 18st, 2019 at 08.00-10.00.

BOARD OF EXAMINERS:

Chairperson : Dr.Widhiya Ninsiana, M.Hum (.....)

Examiner I : Dr. Umi Yawisah, M.Hum (.....)

Examiner II : Trisna Dinillah Harya, M.Pd (.....)

Secretary : Much Deniatur, M.Pd. B.I (.....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI IAIN METRO

The Dean of Tarbiyah
and Teacher Training Faculty

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

ORISINALITAS PENELITIAN

Yang bertanda tangan:

Nama	: Kurnia Savitri
NPM	: 1292357
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini adalah benar-benar hasil penelitian, kecuali bagian tertentu yang mengutip dari yan disebutkan pada daftar pustaka.

Metro, Desember 2018
peneliti

Kurnia Savitri
NPM 1292357

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Kurnia Savitri
NPM	: 1292357
Department	: English Education Department
Faculty	: Tarbiyah and Teacher Training

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

Metro, December 2018
The researcher

Kurnia Savitri
St.ID. 1292357

MOTTO

فلاتغرنكم الحياة الدنيا

“So, don’t once in a while to permit live in this world to deceive you”

[Q.S. Fatir/35:5]

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to :

My beloved father Toin and my mother Elmi Astuti, who always pray me, give me support and guidance to be success in my study. I love you and you are my spirit in my life.

ACKNOWLEDGEMENT

Thanks to Allah, who that has given the writer blessing and mercies, so could finish his undergraduate thesis entitled “applying Venn Diagram Strategy to improve students’ reading comprehension at SMA Muhammadiyah 1 Pekalongan in Academic Year 2018/2019”.

First of all, the writer would like to express her thanks to Mrs. Dr. Widhiya Ninsiana, M.Hum as the first advisor who has contributed his expertise and idea to assist the writer. The writer also wishes to express this thank fullness to Mrs.Trisna Dinillah Harya, M.Pd. as the second advisor who has given her knowledge and experience in finishing this undergraduate thesis. The writer also gives thanks to all family and friends who have given support and spirit, so the writer could finish this paper.

As human being, the writer completely realize that this undergraduate thesis still richly needs many corrections. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive coments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, november, 2018

The Writer

LIST OF CONTENTS

COVER ..... **i**

ABSTRACT ..... **ii**

APPROVAL PAGE ..... **iii**

NOTA DINAS ..... **iv**

RATIFICATION ..... **vi**

STATEMENT RESEARCH ORIGINALITY ..... **vii**

MOTTO ..... **vii**

DEDICATION PAGE ..... **viii**

ACKNOWLEDGEMENT ..... **ix**

LIST OF CONTENTS ..... **x**

LIST OF TABLE ..... **xi**

LIST OF FIGURE ..... **xii**

LIST OF APPENDIXES ..... **xiii**

CHAPTER I INTRODUCTION **1**

A. Background of the Problem 1

B. Problem Formulation 5

C. Problem solving 5

D. Objective and Benefits of the Research 6

1. Objective of research 6

2. Benefit of research 6

CHAPTER II THE REVIEW OF RELATED THEORIES **7**

A. Theoretical Review 7
1. Reading 7
a. Concept of Reading 7
b. Models of Reading 9
c. Reading Comprehension 10
d. Literal Reading Comprehension 12
e. The Strategies of Reading Comprehension 12
f. Reading Comprehension Materials 15
2. Venn Diagram Strategy 18
a. The Nature of Venn Diagram 18
b. Create Venn Diagram 19
c. Venn Diagram as an Reading Comprehension 19
d. Aims and Potential Benefits of Venn Diagram 20
B. Action Hypothesis 22
CHAPTER III RESEARCH METHODOLOGY 23
A. Setting 23
B. Object of the Study 23
C. Procedure of Research 23
D. Data Collection Method 27
E. Data Analysis 29
F. Indicator of Success 30
CHAPTER IV RESULT OF THE RESEARCH 31
A. Result of The Research 31

B. Interpretation 45

CHAPTER V CONCLUSION 48

A. Conclusion 48

B. Suggestion 49

BIBLIOGRAPHY

LIST OF TABLES

Table Page
The pre-survey data of daily test of SMA Muhammadiyah pekalongan 4
The subject of the research..... 24
Teachers and staff names 34
The number of students of SMA Muhammadiyah Pekalongan..... 35
The schedule of action in cycle 1..... 37
The Students Result at pre-test in Cycle 1 37
The Students Result in Post Test 1..... 39
The Schedule of Action in Cycle 2 41
The Students Result in post-Test of Cycle 2..... 42
The improving of students score at pre-test and post test cycle 1..... 45
The improving of students score at post-test 1 and post test 2..... 46

LIST OF FIGURES

Table Page

The Location Sketch of SMA Muhammadiyah Pekalongan 33
The Students result before and after treatment 44

LIST APPENDIXES

Syllabus 51
Lesson Plan 63
Pre-Test 71
Post-Test 1 73
Post-Test 2 74
Students' Observation Sheet 75
Answer Sheet Pre-Test, Post-Test 1, Post-Test 2 77
Documentation of students' activities in the class 108

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the first foreign language which is used by many people around the world. Indonesia is one of the countries that use English as a foreign language. In Indonesia, English language has an important role because most of science is written in English. Ministry of Education of Indonesia includes English as the main lesson in formal education in Indonesia, which must be studied since the Elementary School to the university. English as foreign language is to enable the students to use the language in communication in oral, in learning English.

English has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also many kinds of books in which those are spread in different countries. In Indonesia there are many kinds of foreign books written in English. Namely are medical, economical, social, or other books.

Ricards defines in English learning, there are four skills in this order : listening, speaking, reading and writing."[1] Reading is one of the most important skills in English language learning. Without reading, one cannot access written information. In reading process, students are expected to get

[1] Jack C. Ricards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching.* USA. Cambridge University Press. 2001. P. 63.

knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get the meaning in the text.

Many people think that reading as a skill that is taught once and for all in the first few years in a school. But Ruth schoenbach said that reading is a simple process, a process when readers decode each word in text and then automatically comprehend the meaning of the words, as they do with their spoken language everyday.[2]

The objective of teaching English on curriculum of senior High School based on the curriculum is divided into two categories. One of them is that students have a basic knowledge and competences in English skills, mainly in reading and able to appreciate English literary work. In this curriculum reading is more emphasized than the other skills (speaking, listening, and writing). In learning reading, the students are expected to able to comprehend reading text. Student who are reading with purpose, tend to comprehend what they read better.

The main problem in reading subject, the students of senior high school of Muhammadiyah Pekolongan have lack the strategies in reading a text. the students have difficulties on reading comprehension, the students are not able comprehend the text, although some students could read the words well but

[2] Ruth schoenbanc, *what is reading? An expert from reading for understanding,* (Cambridge :while company ,1999), p. 38

they could not understand to comprehend the text well because they could not identify the meaning of difficult words in the text.

In general, the students often find difficulties to comprehend a text. Therefore, the good strategies must be important to use in teaching English learning, especially in teaching reading. The writer would like to use venn diagram strategy to improve students' reading comprehension.

The writer use report text as a media to increase reading comprehension, because in syllabus available report text to use in the class and it is interesting ways and give information about content of the story.

Venn diagram strategy is made up of two or more overlapping circles. In language arts instruction, venn diagram are useful for examining similarities and differences in characters, stories, or poems.

Dealing with the fact previously mentioned, the writer needs to try a research in teaching reading. In this case, the writer believes that Venn Diagram is a very good strategy to applied in teaching reading. It is based on The National Reading Panel in the United State which declared that it is one of the seven most effective teaching strategies for reading comprehension. Teachers who include Venn Diagram in their instructional practice can improve their students' academic performance. It means that Venn Diagram has been successful to be an interesting strategy. By applying this strategy, the students will be situated to discuss the upcoming topics which have relation to their prior knowledge and then enable them to compare and to contrast the

meaning in each paragraph. This case will help the students to build up a comprehension of reading passage that they have read. Therefore, they can achieve the goals of learning process.

Venn Diagram basically retains individual element in which students work individually to read and take a meaning or construct the meaning on text given by the teacher. This case will make students become the strategic readers in which they can monitor their own thinking and make connections between texts and their own experiences.

Based on pre-survey on September 11st, 2017, the writer got the score of students' comprehension from the English teacher of senior high school Muhammadiyah 1 Pekalongan.

Table 1

The pre-survey data of daily test on September 11 2017 at second semester of the eleventh grade of SMA Muhammadiyah 1 Pekalongan.

No	Name	Score Grade
1	A	34
2	A	54
3	D	66
4	E	46
5	G	58
6	H	54
7	I	60
8	I	56
9	K	70
10	L	68
11	L	70
12	N	40
13	P	52
14	R	32

15	S	50
16	T	50
17	U	46
18	W	66
19	W	56
20	Z	70

Therefore the writer wants to improve the score after by using venn diagram strategy for reading comprehension at senior high school Muhammadiyah 1 Pekalongan. So, the writer chooses the title "Applying venn diagram trategy to improve students' reading comprehension at SMA Muhammadiyah 1 Pekalongan Lampung Timur."

B. Problem Formulation

The writer used venn diagram as teaching aid for teaching reading comprehension. So, the writer focused on the problem, as follows: "can venn diagram strategy improve students' reading comprehension at eleventh grade of SMA Muhammadiyah 1 Pekalongan in academic year 2018/2019?

C. Problem Solving

To solve the problem above, the writer tried to use venn diagram strategy in learning process of reading comprehension. The writer used report text to support this media. Report text as teaching aid make the students easy to read and identify similarities and differences on the text. Beside that the students would be more interest in English learning, especially in teaching reading.

D. Objective and Benefits of the research

1) Objectives of the research

The objective of this study to analysis of reading comprehension by applying venn diagram of the first year students of SMA Muhammadiyah Pekalongan Lampung Timur

2) Benefits of the research

Overall, this research is expected to be helpful to give good information to used venn diagram strategy to read comprehension of the first year students of SMA Muhammadiyah Pekalongan LampungTtimur . Specifically, it is expected to have the benefits as follows:

a) For the students : the result of the research are to support them in learning process and to improve their achievement, especially in reading.

b) For the teachers :

1) To give information to the teachers about venn diagram strategy on reading comprehension.

2) To give the problem solving on students' comprehension

3) To support in teaching learning process and hopefully the result score is maximally.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Reading

a. Concept of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading.

There are three components in the reading skill; A, the recognition of the black marks; B, the correlation of these with formal linguistic elements; and C, the further correlation of the result with meaning.[3]

Many students can recognize word and know how they are pronounced, but they are do not know their meanings. Skill and unskilled readers recognize words differently.[4]

In fact stories, novels, and poetry are observed as the students interest as these subject usually deal with different social and cultural relevant to students lives they are easy to read. News papers are widely read because inexpensive and read available.

The choose reading materials is a motivating factor that if given to students allows them to take responsibility for their learning.[5] Reading has

---

[3] Broughton. Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language,*Second Edition, (London & new York) 2003, ISBN 0-203-72078-4. P. 90

[4]Hamra, Arifuddin. and Eny syatriana. "developing a model of teaching reading comprehension for EFL students." *TEFLN journal,*volume 21, February 2010: p.30

been considered the most important of the four language skill. Therefore, various aspects of reading have been heavily investigated over the past years.

Nuttal defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skills, and the knowledge of the world[6].

Rubin defines Reading is the bringing and the getting of meaning from the printed page. This definition implies that readers bring their background, experience, and emotion into play.[7]

Reading is the most important skills for the students of English through the world. Based on that statement, the writer assumed that reading is an active process between text and reader. Reading is not passive activity of getting the meaning from printed information. The reader should formulate the brain using his/her previous knowledge in order to comprehend the text easily.

From the description above, we can see that reading is not a simple thing. It means that reading is not only calling out the names of the words but also knowing the meaning of the words, messages of the text and translating the printed words into spoken words.

---

[5]El-beckay, Emohammed. and Sathi weerraghava Reddy. "developing English reading skills among the young arab (Libyan) learners." *International journal of education and training (InjET)* ISSN: 2289, 2015: p.5

[6] Christine, nutal. Teaching reading skill in foreign language. (Heinemann education book Ltd. London), 1987. P. 14

[7] Hamra, *Op.cit.* p. 29

b. Models of Reading

There are some kinds of reading models. They are bottom up, top down, and interactive which has involvement in reading process. As follows:

- The bottom up

the bottom up approach dominated both first and second language research and theory. According to cambourne (1979). It was the basis of the vast majority of reading schemes. Many people will recall with distaste the basic primers with their highly improbable stories which were use to develop early literacy skill.[8]

The bottom up models is a precise involving exact, detailed, sequential perceptions and identification of letter, words, spelling patterns and larger language unit. This model assumes that a reader proceeds by mowing their eyes from the left to right across the page, first taking in letters, combining there to form words, them combining the words to form the phrases.[9]

- Top-down

The top-down model is that is sometime fails to distinguish adequately between beginning readers and fluent readers. For the example, advances the view that fluent readers operate by recognizing words on sight.[10]

---

[8] Nunan, david. *Language teaching methodology*. Marcquarie university,Sydney :prentce hall, march 1991, ISBN 0-13-521469-6, p.63

[9] agusriani, emi. *The effect off applying venn diagram strategy on studnts' achievement in reading comprehension.* P.8

[10] nunan, *op.cit.* p.68

The top-down model emphasize that readers should link thought and language. It begins from making general prediction based on higher level, general schemata, and then searches the input for information. It means that a reader will read a text by reading the sentences, then tries to find and to construct the information or plausible of the text based on background knowledge.[11]

- The interactive model

H. douglas brown proposes that the interactive model show that a combination of bottom-up and top-down processing. In practice, a reader continually shifts from one focus to another now adopting a top down approach to predict probable meaning, then moving the bottom-up to check whether that is really what the writer says.[12]

From the statement above the researcher can conclude that model of reading process of drawing and organizing of the text on our intelligence and experience. The interactive model is combination among the top-down model and bottom-up model.

c. Reading Comprehension

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the

[11]agusriani, *op.cit.* p.8

[12]H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy*, (Second Edition), (San Francisco State University: Longman, 2000) p. 299

content, where as in comprehension the students are expected to have more skills in order to get the meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one do not have reading competence, because reading competence enables students to find the information in reading a text.

Reading comprehension is the process of simultaneously extracting and contrasting meaning trough interaction and involvement with written language. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors.[13] It consists of three elements; the reader, the text, and the activity or purpose for reading.

Reading comprehension is a complex skill: it requires the successful development and orchestration of a variety of lower- and higher-level processes and skills. As a consequence, there are a number of sources for potential comprehension failure and these sources can vary depending on the skill level and age of the reader. Theories and models of reading comprehension are necessary to make sense of this complexity.[14]

[13] G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, DOI 10.1007/978-94-007-1174-7_2, Springer Science +Business Media B.V. 2011. P. 17

[14] Bozena Kwiatkowska-White , *Understanding Reading Comprehension Performance In High School Students*, (Queen's University Kingston, Ontario, Canada), August, 2012. P. 3

d. Literal Reading Comprehension

Literal reading comprehension is reading the text and understanding of its contents about what is mentioned in the text explicitly[15]. The models in developing students' literal reading comprehension ability are divided into two categories, they are: first the ability to know and the second the ability to recite the contents of it reading material, such as : (1) detail, (2) the main idea, (3) sequence, (4) comparison, (5) causal relationship, (6) participants in the reading[16]. From the description its known that literal reading is the ability to interpret the meaning of the text reading.

To develop a literal reading comprehension, the students are given guided questions, such as : (1) Who, for asking person / animal in the text, (2) what, for asking material, (3) where, for asking the place. (4) when, for asking the time, (5) how, for asking the course of an event the reasons for something, and (6) why, for asking reason.

The guide questions mentioned above are expected to be used as instructions for comprehending the content of reading material.

e. The Strategies of Reading Comprehension

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. Reading strategies has

[15] Soedarso, *Sistem membaca Cepat dan Efektif,* (Yogyakarta: Gramedia Pustaka Utama). 1992, p.28

[16] *Ibid*

been defined by as mental processes that readers consciously select to use to complete reading tasks successfully. Reading strategies was defined as "techniques and methods readers use to make their reading successful".[17]

Reading strategies refers to how readers make sense of what they read and they do when they do not understand something in text.

1) Activating Prior Knowledge

   Thomas S. C. Farell explains that prior knowledge can be similar to what the reader will encounter in a new text. Alternatively, it may be in conflict with the topic. In this cases, teacher can play a vital role in seeing that the readers' knowledge about the new topic is built up so that they can successfully comprehend a new text.

2) Predicting

   Thomas S. C. Farell states that predicting is linked to the strategies of activating prior knowledge. Predicting creates anticipation and gets students thinking about previous experiences they may have about the topic before they read about it.

3) Skimming

   Thomas S. C. Farell asserts that skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article. The idea skimming is not only to get the gist (main idea) of a passage but also to increase the speed reading.

[17]Zare, pezhman & Moomala Othman, *The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners,* International Journal of Humanities and Social Science,(university putra Malaysia, serdang, Selangor, Malaysia) Vol. 3 No. 13; July 2013. P. 188

4) Scanning

Scanning is a reading strategies that involves student reading a text in order to find specific information. It is a slower process than skimming. Students can learn that they do not have to read every word in the text in order to obtain specific information.[18]

5) Guessing meaning of unknown words using contextual meaning

Sometimes students may needs the meaning of a word they do not know while reading a text they are in examination type situation. This is an extremely bread category. Learners can use guessing to their advantages to: 1) contrast, 2) cause, 3) consequence, 4) explanation, 5) hyponyms, 6) definition, 7) punctuation, 8) inference.

6) Recognizing text structure

If the students are laugh low text structured, they able to do the following: 1) distinguish is between main ideas and supporting detail, 2) identify main ideas, 3) write summaries, 4) understand is how parts of the text are related and recognize cohesive devices that writers use, 5) using this knowledge to their clearly.

7) Identifying topics and main idea

Miku keky suggest that the students practice this skill in developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercise includes the

[18]Thomas S. C. Farrel., *Planning Lessons For A Reading Class*, (Singapore : SEAMEO Regional Language Centre, 2002), p. 24-28

following: 1) finding the topic from a list words, 2) recognizing the topic a paragraph, 3) identifying the main ideas of a passage.

8) Words recognition exercise

The purpose of words recognition exercise is to improve the students' ability to focus quickly on words for instant recognition and understanding, just as native – speakers reader usually do however, it should be noted that word recognition exercise are not vocabulary development.

From the statement above can conclude that the strategies of reading are the strategies to build of meaning to find specific information a text. This strategies can motivate the students, it increase students comprehension and help students to share and give responsibility of comprehension to the students that they can successfully comprehend a new text.

f. Reading Comprehension Materials

Reading materials can be divided into fiction and non fiction semantically depending on the discourse of the material. If the content of the reading material refers to the real world, we can say that the passage in non fiction.

Most of reading materials included in English GBPP of Junior High school can be categorized as non fiction because the topics are concerned with real world, such as economy, health, seasons, teenager life, etc.

To prepare materials for the reading lesson, there are three points of view need to be considered. They are:

1) Readability

Obviously a text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical (i.e. vocabulary) difficulty is readability. Lexical difficulty is easy to asses if the teacher knows his/her students. If the teacher does not know his/her students well, he/she wall need to find out about them as soon as possible. He/she must find out how much language they know if the teacher is to select suitable texts. If the students have all previously used the same books or syllabus, the teacher should make use of any vocabulary lists supplied in the syllabus of the earlier textbooks.

2) Suitability of content

Before the teacher orders many books or selects class reading materials, it is really need to carry out an investigation of what his own students like. The teacher may find the following guidelines useful:

a) Will the text do one or more of these things?

- tell the students things they don't already know
- introduce them the new and relevant ideas; make them think about things they haven't thought about before.
- help them to understand the way other people feel or think

- make them to read for themselves

b) Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the Foreign Language?

c) If there are new lexical items, are they worth learning at this stage and not too much numerous? (if not worth learning, of if there are to many, consider replacing them with words already known). Are some of them understandable by means of inference from the context?

d) Does the text lend itself to intensive study? Does it enable the teacher to ask good questions? For example:

- making a map, diagram, graph etc. based on information in the text.
- reprocessing of information from the text, e.g. functional summary (Write up the incident for the local newspaper[19])
- debate, discussion, role play, etc.

By varying the tasks students are expected to perform, he teachers not only make classes interesting but also show students that skills can be used with a wide range of materials and that the same reading might profitably be attacked several ways.

3) Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the students enjoy

[19] *Op.cit.* Nutal, p.41

reading it. The term ‘exploitation’ is using to mean ‘facilitation of learning’. When the teacher exploits a text, he makes use of it to develop his students’ competence as readers. As the students read of course, they will improve their knowledge of the FL But this ought to be considered an incidental bonus; it is not the purpose of the reading lesson. In a reading lesson the teacher is not setting out the teach language; alternatively, if the teacher is setting out to teach language, he is not giving a reading lesson.

The focus of interest in the reading lesson is language and content. The teacher wants his/her students to learn how language is used for conveying content. The teacher wants the students to develop the skills needed to extract the content from the language that expresses it. These are the skills the students need in order to become effective independent readers.

2. Venn Diagram Strategy

a. The Nature of Venn Diagram

The term “venn diagram” was first introduced by john venn and published in 1880 to teach mathematical concept. But now venn diagram use to other subject such as, scientist, economics and English. That is reason venn diagram strategy as a learning tools to help students in comprehending the meaning.

Venn diagram are use to promote the development and refinement of a students’ knowledge. One of the ways students can develop their knowledge of something is through comparison. A venn diagram is used to

compare two concept, topics or procedures. For example, students will compare tornadoes and hurricanes, fission and fusion.[20]

Graphic organizers help students to understand about meaning. The venn diagram make students actively involved. It is a simple graphic organizers. The venn diagram is a wonderful mind organizer the requires students to analyze two different object. Student can think about the similarities and differences between concept.

b. Create Venn Diagram

A venn diagram is made of two or more overlapping circles and is useful for comparing two or more items of books, animals, events or anything else that students wish to compare.

Each circle give marked with the similarities and differences. Similarities are written in part where the circle intersects. Differences are written in the parts of the circle that do not intersect. This way can help the students to manage their thinking and get sort information after reading process.

c. Venn Diagram as a Strategy in Reading Comprehension

venn diagram have been used for long time. It was known to teach mathemathics only, but now their application can be used to teach language as well. The concept of venn diagrams are from the failed of math, but now its application to all subjects is pretty well-established.

[20] Pasternak, Jennifer & emmet Belknap, *Venn Diagram: A Strategy for Synthesizing Information*, literacy across the curriculum: problem solving strategies for the new York state learning standard. P. 138

Furthermore, venn diagrams as visual representations of the similarities and differences between concepts[21].

Due to the nature of venn diagram, which is to compare similarities and differences between concept, language teachers can use them to teach reading. The use of venn diagram might be useful to help teachers apply comprehension strategies, such as making connection and synthesizing[22]. These two strategies are done by activating students' prior knowledge and attempting to relate it to the new ones. On the other hand, venn diagram are also believed be beneficial since they help students organize their thinking and sort through information after reading process.

d. Aims and Potential Benefits of Venn Diagram

There are some aims and potential benefits of Venn diagram. They are as follows:

• In teaching reading, Venn Diagram allows the student to comprehend the text faster without reading the whole passage.

• It allows the student to recall the meaning that they got from the text.

• It situates to be a strategic reader

• Potential benefits of the Venn diagram

• Helping students to become a strategic reader.

• Helping students to preview new material

[21]Jones, R. (2012, August). *Strategies for reading comprehension; venn diagram* , Retrieved October 25, 2015. P.

[22] agus febrian, *The Implementation Of Venn Diagram Strategy To Improve Reading Comprehension Of Analytical Exposition Texts*, Sanata Darma University:Yogyakarta, 2016. P. 25

• Making connections between new material and prior learning

• Recognizing patterns and main ideas in reading

• Understanding the relationship between the key idea

• Organizing information and take note

• Reviewing new material

Reading comprehension is an active cognitive process in which reader interacts with text and monitoring interpretation or understanding of what they think the writer intended to convey. To achieve the goal of teaching reading comprehension suitable teaching learning process is needed.

Venn Diagram is the essential strategy to be applied to achieve that goal. It is knowledge general for learning, thinking, and problem solving. Venn Diagram has been used and studied in all content areas to improve students' understanding in reading a text. Many studies have integrated Venn Diagram strategy into daily instruction to improve students test scores in reading. When the students want to compare or contrast a lot information, it is difficult to see relationship in this format.

Venn Diagram enables students to organize visually so they are able to see relationship between two or three sets of items. When students read a text, a student only focuses to the unique terms that should be compared and contrasted and to the term that has a similarity. This condition makes them easy to understand what the text means without read the whole text. After students got the terms that should be compared, they put it into visual representation that has several advantages. It is quickly and easily to

recognize, and minimum use of text makes it easy to scan for a word, phrase, or the general ideas.

Focusing on important concepts help the students see how concept is related, how concept is different, and how concept is similar. At last, teacher ask the students to represent what they have analyzed related to the term is compared and similar in order to help them become an active students. By considering this aspect, students can know about different strategies for reading a textbook as strategies to monitor and check their comprehension as they read.

Therefore, the students who are applying Venn Diagram Strategy on their reading comprehension will have higher achievement than those who are not playing it.

B. Action Hypothesis

Based on the frame of theories above and assumption the writer formulates the action hypotheses as follows By using venn diagram as strategy, the students will be able to improve their reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Setting

The research conducted at SMA Muhammadiyah 1 Pekalongan in academic year 2018/2019 and the subjects of this research was the eleventh graders at the first semester. There are 20 students in class.

B. Subject of The Study

The subject of classroom action research is 20 students of class 11 IPA of SMA Muhammadiyah 1 Pekalongan. The writer had choose this class because most of the students were low ability especially in reading comprehension.

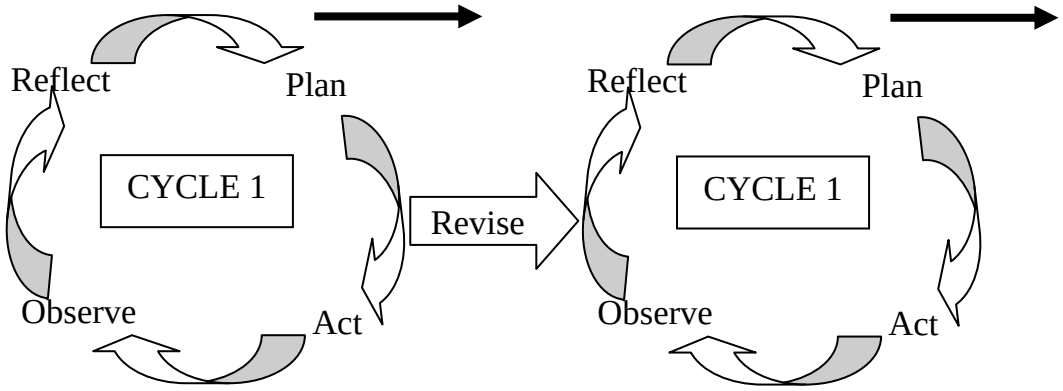
Table 2
The Subject of The Research

No	Class	Sex		Total
		Male	Female	
1	11 IPA	8	12	20
Total		8	12	20

C. Procedures of the Research

The kind of this research is class room action research. In this research had conducted some cycles. If the first cycle was failed, it had continued in the second cycle and so on. It is conducted until there is an improving on

the students' reading comprehension. There are four steps in each cycle which had relationship one another, they were: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:



Kemmis' and MC Taggart Model[23]

Cycle 1

1. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does would not be focus. The planning would be reference in did action.

Planning is the first step in each activity. Here is step that the researcher can make in planning.

a) The writer prepared the lesson plain and the material.

b) The writer plans to gave the task and evaluation.

c) The writer prepared the test (pre test and post test)

[23] Sukardi, *Metodologi Penelitian Pendidikan,* Yogyakarta, Bumi Aksara, 2002, p. 215

d) The writer prepared observation sheet to know the problem in teaching learning reading.

2. Acting

The second steps in the action research is acting. It is the realization from the planning which has made by the writer. Without the action, the planning is just imagination that never is real. The action research would be conducted at the eleventh graders at SMA MAuhammadiyah 1 Pekalongan, at least for three meetings or more until achieve to criteria. The steps are as follows:

a. Preparing

The writer observe the students that would be the subjects in this research, the writer would like to know the problems in the process of learning, after the writer got the problems, the writer would be arrange a learning design a media and evaluation.

b. Process of Learning

The writer used an observation sheet. It is used to make some notes of the activities in the process of learning reading.

c. Evaluation

A pre-test is given to the students to know the early students ability before treatment and a post test is used to know the students ability by

used venn diagram strategy. It is aimed to see whether the students' scores increase or not.

3. Observing

The observation is the activity of the even and action. In this research the observation would do in a learning process related as the schedule. The collaborator observes the student activities, in this research the writer acted as a teacher who implemented the venn diagram in treatment. This is to know how far the students' reading comprehension by used venn diagram strategy.

4. Reflecting

The reflection is the fourth steps that were be done. In this step the data got from observation in each action. The writer analyzed and discussed observation and test result during teaching learning process. It was used to improve in the following cycle. After comparing the score distribution of pre test and post test, the writer review and reflect the students' attitude and teacher performance whether it is positive or negative. And in the cycle 2, is conducted mark up from cycle 1.

If from cycle I, there are some students not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

And the procedures of the research are:

1) Decided the problem which appears in the subject of research.
2) Administering the pre test to know ability of the students before doing the action research.
3) Selected materials for the treatment.
4) Implemented the strategy or the treatment of learning reading comprehension by using venn diagram strategy.
5) Administering the pos test to evaluate the result of action research and conducted the assessment for the teacher.
6) Analyzing of the data.
7) Reflection on the whole cycle.

D. Data Collecting Method

In order collect the data, the research used the following technique:

1. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from the written source or document (for example: book, magazine, roles, notes, and others). Source of information is all of information sources that relate to formal and informal documents.[24] In this research, the writer took the data from the documentation of school such as the total of students, teachers, school history and the condition of the school.

[24] Edi Kusnadi, Metode Penelitian, Gunung Pesagi : Bandar Lampung, 2008, p. 108

2. Observation

Here, the observation method focused on to entire process of teaching learning reading comprehension through venn diagram strategy. Edi states that observation can definitions as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purposes.[25]

Moreover, the writer used observation as data collection method to know how teaching reading through venn diagram works in the class, how the students respond to the strategy or media and they can increase reading comprehension, and how venn diagram can help the students in learning English reading.

3. Test

In this research, the writer gave the students two test, that is pre test and post test. The tests would give to know the students achievement before and after the learning process.

a. Pre-test

Pre test conducted before presenting the treatments to know, how far the students reading comprehension. The type of pre test is objective test, the writer used objective test in the form of essay by used this test. Total number of test items is five. The items are based on the material that was taught in the class.

[25] *Ibid*. p. 98

b. Post-test

The post test would be conducted in order to know the progress of students reading comprehension by using venn diagram strategy after the treatments. The type of post test is objective test.

4. Field Note

To collect the data more accurately, the writer used the field notes it would make the data analyzed simpler. In many professions, it is a manner of good practice to make "field notes" while actually engaged in professional.[26] This notes had been prepared systematically and given interpretation by the research.

E. Data Analysis

Data analysis conducted by taking the average score of the pre test, and post test. To know students achievement after the actions are conducted and given test at the early and the last cycles.

The formula:

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

X = mean or average score

$\sum$ N = the total number of respondent

$\sum$ X = the number of students.[27]

[26] Michael J. Wallace, *Action Research For Language Teachers*, (Cambridge: University Press, 1997), p.57

[27] Zainal Aqib, *Penelitian Tindakan Kelas*, Bandung CV: Yrama Widya, 2009, p. 40

F. Indicator of Success

According to the criteria mastery learning (CML) the class can be successful in achieving the material if 85% of the students in that class got at least 65. So, if 85% of the students in that class got at least 65 in the post test, it means that the technique through pictures can gave appositive effect on the students' reading comprehension achievement. In this research, the writer had target that 85% students got score 65 or more in learning reading comprehension by using venn diagram strategy.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The History of SMA Muhammadiyah 1 Pekalongan

SMA Muhammadiyah 1 Pekalongan was built in 1979. Headmaster of SMA Muhammadiyah 1 Pekalongan is Ahmad Marzuki, M.Pd.I.

2. The Condition of building

The building of SMA Muhammadiyah 1 Pekalongan located in one location with SMP Muhammadiyah and Madrasah Ibtidaiyah Muhammadiyah (MIM) Pekalongan. SMA Muhammadiyah 1 Pekalongan has 13 units of building that consist of:

1) 6 classrooms
2) 1 headmaster offices
3) 1 teacher office
4) 1 library
5) 1 school health unit (UKS)
6) 1 mosque
7) 1 Ceremony yard
8) 1 canteen
9) 1 parking area

10) 1 bathroom

11) 1 counseling room

12) 1 science laboratory

13) 1 computer laboratory

3. The Status

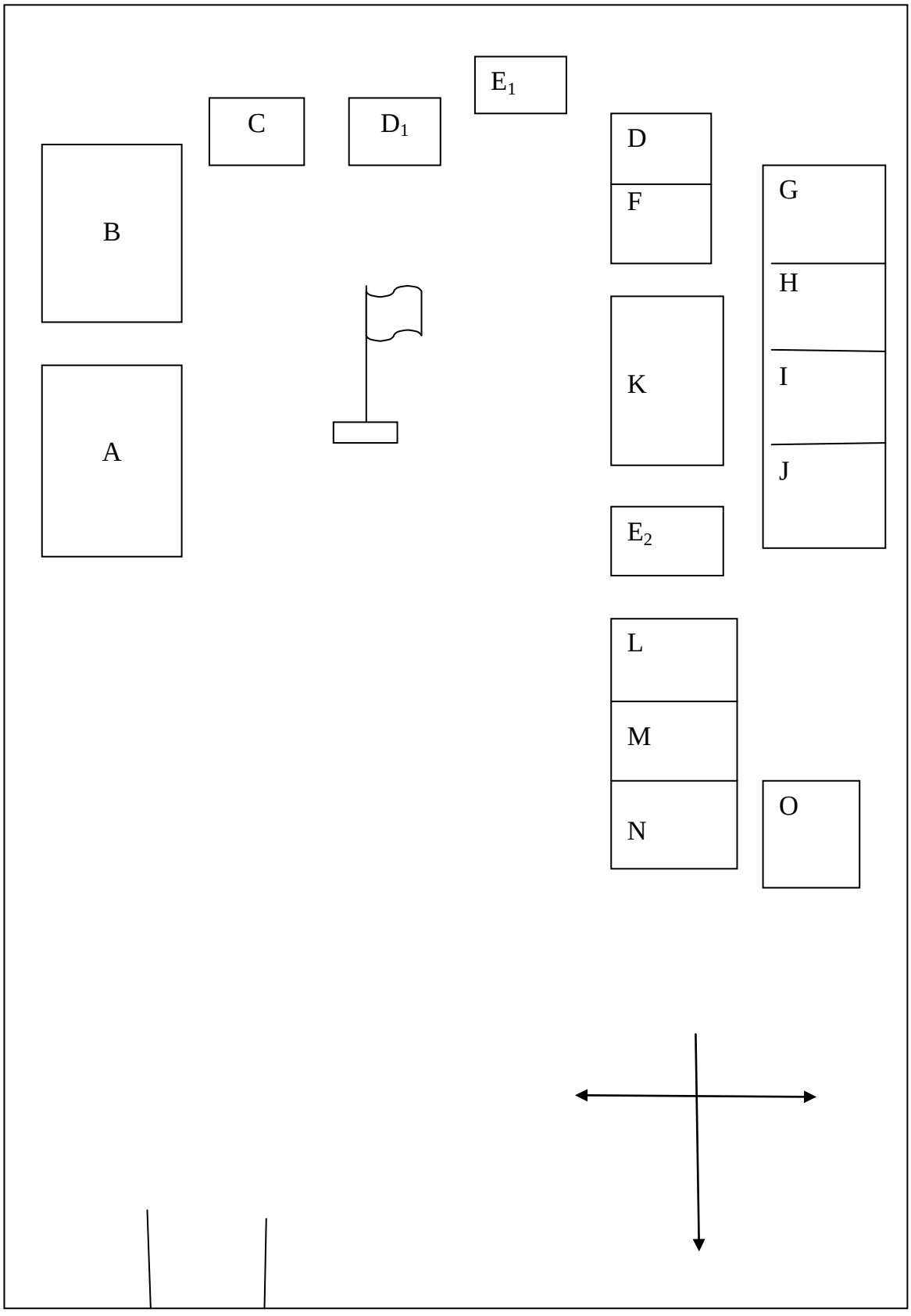
1) Schools Name : SMA Muhammadiyah 1 Pekalongan

2) Schools Address : lintas raya Pekalongan

3) School's Map :

Figure 1

The Location Sketch of SMA Muhammadiyah 1 Pekalongan



Note:

A	= Mosque	I	= Classroom XI IPS
B	= Laboratory science	J	= Classroom XI IPA
C	= Headmaster office	K	= Computer laboratory
$D_{1,2}$	= Teacher office	L	= Library
$E_{1,2}$	= Bathroom	M	= Classroom XII IPS
F	= Counseling room	N	= Classroom XII IPA
G	= Classroom x^A	O	= Canteen
H	= Classroom x^B		

4. Teacher and Staff Names

Table 1

Teacher and Staff Names

No.	Name	Position
1.	Ahmad Marzuki, S.Pd.I	Headmaster
2.	Dra. Siti Solehah	Vice and teacher
3.	Rudiyanto, S.Pd	Mathematics teacher
4.	Ferita Nurhayati, S.Pd	Indonesian Language teacher
5.	Samsul Arifin, S.Pd.I	Sport teacher
6.	Atmaliyati S.S	English teacher
7.	In Rohwadi, S.Pd	Biology teacher
8.	Sukesi, S.Pd	History teacher
9.	Iswadi, S.Pd	Teacher
10.	Eka Puspitasari, S.Pd	English teacher
11.	Triamiati, S.Pd	Religion teacher

Source: The documentation result at SMA Muhammadiyah 1 on december 2017

5. The Number of Students

In this school there are 125 students of all from grade X - XII, 53 are male and 199 are female. Average the students in the class are above 20 students or more.

To be clear look at the table bellow :

Table 2
The number of students of SMA Muhammadiyah 1 Pekalongan
In the academic year 2009/2010

No	Class	Male	Female	Total
1	X A	10	12	22
	X B	9	16	25
2	XI IPA	8	12	20
	XI IPS	10	11	21
3	XII IPA	8	10	18
	XII IPS	10	9	19
Total				**125**

Source: The documentation result at SMA Muhammadiyah 1 Pekalongan on December 2017

1. Description of the Research

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycles took 2 x 45 minutes, As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting. In planning the writer makes lesson plan and the writer would teach the students by using

the lesson plan. The material of this research are report text, and describing condition. The writer also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

Cycle 1

a. Planning

In this cycle, the writer prepared about the lesson plan, the material, and media of learning. The material was report text. Moreover, the writer made observation sheets that contains about list of students' name and activities of the students as long as the teacher explained the material.

Furthermore, the writer made the test to the students which would be used in pre-test and post-test. The students were asked to answer the essay questions about report text.

b. Acting

CAR in cycle 1 was begun on Friday, November 24th at 07.00 until 08.50 the writer told them that the writer would do research in their class to know the ability of the students before giving the action. In the first meeting all of the students were given a pre-test that has to do individually. The test was essay that consist of 5 items. The materials in cycle 1 were report text, and describing condition. Action in cycle 1 the writer was divided in three meetings which can be seen in the following table:

Table 3
The Schedule of Action in cycle 1

Meeting	Day/Date	Time	Activities
1st	Friday, November 24 th, 2017	07.00-08.50	Giving the pre-test
2nd	Wednesday, December 6st, 2017	13.00-14.10	Doing action by giving the material about report text
3rd	Thursday, December 7th, 2017	13.00-14.10	Giving the post-test 1

1) The students pre-test result

Table 4
The Students result at pre-test

No	Names	Score
1	AF	65
2	CWN	75
3	EL	90
4	FHU	60
5	FDO	60
6	FS	85
7	HT	85
8	ITI	10
9	ITN	85
10	LS	75
11	MSP	60
12	NDS	85
13	PS	60
14	QA	60
15	RRF	60
16	RH	85
17	SL	65
18	SLS	60
19	SD	60
20	MS	75
Total		1360
Average		68

Based on the table, it could be inferred that only 11 students who passed the pre-test and the other students who failed the pre-test with the lowest score was 10 and the highest score was 90. It means the students did not fulfill the minimum standard at SMA Muhammadiyah Pekalongan yet. Besides from the result pre-test, the writer got the average 68. So, it was the reason why the writer used venn diagram as the alternative strategy to improve the students reading comprehension.

The second meeting was treatment. The writer conducted treatment on Wednesday, December 6, 2017. In this meeting, the writer started the meeting by praying and greeting, checking the attendance list, and asking the students' condition, motivating the students, reviewing the students by giving question related with previous meeting, explaining the purpose of study and topic would be learned. After that the writer gave subject material. Before explained the material, the writer presented about venn diagram and how to used venn diagram.

In the end of meeting, the writer gave feedback the learning process, informed activities in next meeting and closed the meeting by praying together.

The post-test was conducted on Thursday, December 7, 2017. The result of post-test in cycle 1 could be seen on table, as follows:

2) The Result in Post-test 1

Table 8
The Students Result in Post-Test 1

No	Name	Score
1	AF	70
2	CWN	50
3	EL	70
4	FHU	70
5	FDO	70
6	FS	30
7	HT	70
8	ITI	0
9	ITN	70
10	LS	20
11	MSP	70
12	NDS	70
13	PS	65
14	QA	65
15	RRF	65
16	RH	65
17	SL	20
18	SLS	70
19	SD	55
20	MS	20
Total		**1085**
Average		**54.25**

Based on the table above, we can see that 13 students (65%) were success and 7 students (35%) were not success. It was more be lowly than the result of pre-test. The criteria of students who was successful in mastering the material was the students who got minimum score of 65, while the class can be said successful in achieving the material if 80% of

the students in that class got score at least 65. The fact showed that the result was unsatisfactory.

c. Observing

In observation of the researcher's action, the writer three meetings in cycle 1 of learning reading . In the first meeting, the writer gave pre test for the student that has to do individually. In second meeting, the writer gave the material of report text. In third meeting, the writer gave post test for the students. Occasionally the students were confuse and got difficulty when they were asked to describe. That was happened because they had to imagine. The students who got score ≥ 65 were 10 students of 20 students (50 %)

d. Reflecting

After looking in the end of cycle 1 there was result that the student activities not increased from the first meeting until next meeting. The student scores not increased from the average in pre-test 81,75 and the average test in the end of cycle 1 was 50.5, it was not fulfill CML at least 85% students must got ≥ 65. in cycle 1 showed that the success students were only 10 students or 50%. So, it was not fulfill KKM.

Cycle 2

Cycle 2 was similar with cycle 1, it divided in planning, acting, observing, and reflecting. It would be explained more detail as follows:

a. Planning

In the planning, the writer and collaborator plan the materials that are things around us, home activities, and animals. The writer prepared the items test of post test, venn diagramm related the material, identifies the problem and finds the cause of the problem.

b. Acting

CAR in cycle 2 was begun on Monday, December 11st 2017 at until in the first meeting in cycle 2 all of the students were given a material. The writer not gave pre-test because in cycle 1 they have good score in pre-test. The materials in cycle 2 about report text. Action in cycle 2 was divided in two meetings which can be seen in the following table:

Table 10
The Schedule of Action in Cycle 2

Meeting	Day/Date	Time	Activities
1st	Monday, December 11th, 2017	13.00-14.10	Giving the material
2nd	Tuesday, December 12nd, 2017	13.00-14.10	Giving the post-test 2

After giving treatment, the writer conducted post-test on Tuesday, December 12, 2017. The question still about report text. After they finished the test, they corrected it with the teacher and accumulated the post-test 2 score. The result of post-test 2 could be seen on the table below:

1) The Students Result in Post-test 2

Table 12

The Students Result at Post-test 2

No	Names	Score
1	AF	70
2	CWN	90
3	EL	100
4	FHU	70
5	FDO	70
6	FS	90
7	HT	100
8	ITI	80
9	ITN	100
10	LS	90
11	MSP	70
12	NDS	100
13	PS	70
14	QA	70
15	RRF	70
16	RH	100
17	SL	100
18	SLS	70
19	SD	80
20	MS	90
Total		1680
Average		84

Based on the table above, it could be seen that the students' average score was in post-test 2 was 84. The highest score was 100 and the lowest score was 70. According to standard score, all of students had passed the test. Most of students could develop their reading comprehension. It means that cycle 2 was successful.

From the result above the writer conclude that this research was successful and would not be continue in the next cycle.

c. Observing

From the observation of researcher's action, the writer presented two meetings in cycle 2. The writer applies venn diagram with the explanation. Those were expected able to help the students to understand the meaning of sentences.

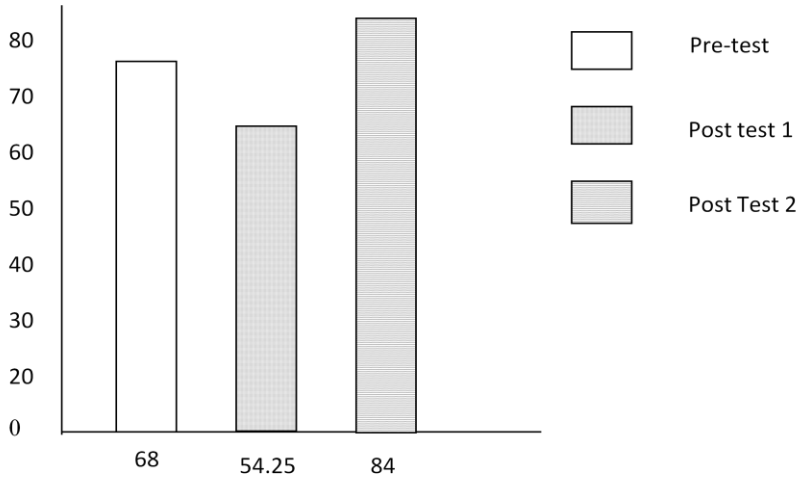
Most of the students said the venn diagram can help the students to understand the meaning words in a sentence. Most of the students also very active and enjoy in doing the task, so far about 20 students (100 %) got score ≥ 65.

d. Reflecting

The implementation of using venn diagram strategy in teaching reading comprehension in cycle 2 was better than in cycle 1. It can be seen by the student's activities and the students score more higher than cycle 1. In cycle 2, the student's activities increased than cycle 1.

The students score also improved in cycle 2, in post-test was gotten average 84, and the students who where success 100% (20 students). The improving result can be seen in diagram below.

Figure 3
The Students Result Before and After Treatment



B. Interpretation

1. Cycle 1

In cycle 1, English learning process was not successfully and the students' average score was low. While, the score of the students post-test 1 was lower than pre-test. Moreover, in cycle 2 the students' average score was higher than on cycle 1. The following was the table of illustration score in cycle 1 and cycle 2:

Table 17
The improving of students score at pre-test and post-test cycle 1

No	Students Names	Pre-test Score	Post-test Score	Improve	Explanation
1	AF	65	70	5	Improved
2	CWN	75	50	-25	-
3	EL	90	70	-20	-
4	FHU	60	70	10	Improved
5	FDO	60	70	10	Improved
6	FS	85	30	-55	-
7	HT	85	70	-15	-
8	ITI	10	0	-10	-
9	ITN	85	70	-15	-
10	LS	75	20	-55	-
11	MSP	60	70	10	improved
12	NDS	85	70	15	improved
13	PS	60	65	5	improved
14	QA	60	65	5	improved
15	RRF	60	65	5	improved
16	RH	85	65	-20	-
17	SL	65	20	-45	-
18	SLS	60	70	10	improved
19	SD	60	55	-15	-
20	MS	75	20	-55	-
Total		1360	1085		
Average		68	54,25		

In this research pre-test and post-test had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test, we know that there was not increasing from the students result score. It can be seen from the average 68 become 54,25

2. Cycle 2

Table 18
The Improving of Students score at post-test 1 and post-test 2

No	Students Names	Post-test 1 Score	Post-test 2 Score	Improve	Explanation
1	AF	70	70	0	Constant
2	CWN	50	90	40	improved
3	EL	70	100	30	improved
4	FHU	70	70	0	Constant
5	FDO	70	70	0	Constant
6	FS	30	90	60	Improved
7	HT	70	100	30	Improved
8	ITI	0	80	80	Improved
9	ITN	70	100	30	Improved
10	LS	20	90	70	Improved
11	MSP	70	70	0	Constant
12	NDS	70	100	30	Improved
13	PS	65	70	5	Improved
14	QA	65	70	5	Improved
15	RRF	65	70	5	Improved
16	RH	65	100	35	Improved
17	SL	20	100	80	Improved
18	SLS	70	70	0	Constant
19	SD	55	80	35	Improved
20	MS	20	90	70	Improved
Total		1085	1680		
Average		54,25	84		

From the improving of post-test 1 to the post-test 2, it can be seen know that the use of venn diagram can improve the students reading comprehension, but because the result of students score couldn’t achieve the target, the writer give a test to the students using the same way cycle 1 but with different story.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having conducted the research and analyzed all data in the process of teaching English reading comprehension using venn diagram strategy at SMA Muhammadiyah 1 Pekalongan, the writer draws the conclusion as follow:

The use of Venn diagram strategy could improve the students' reading comprehension at SMA Muhammadiyah 1 Pekalongan in the academic year of 2018 / 2019. It can be showed In cycle 1 the average of pre-test is 68 and post-test is 54,25. It means the average of post-test lower than pre-test. In cycle 2 the average of post-test id 84. It means post-test 2 is higher that post-test 1 and pre-test 1.

B. Suggestion

From the result the research, the writer would like to give some suggestion as follows:

1. The teacher should be able to find and choose a effective teaching strategy, one of them is by using venn diagram have been proved appropriate be applied in teaching reading comprehension.

2. The teacher should prepare lesson plan to make teaching learning process run well. For example, the teacher prepares suitable media to the topic.
3. The teacher should be good model to the students when they can not to understand the meaning.

APPENDIXES

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR
SMA MUHAMMADIYAH PEKALONGAN
(STATUS TERAKRIDITASI B)
NPSN. 10805984 NSS : 302120410038

Alamat : Jalan Raya Pekalongan, Lampung Timur,. Kode Pos : 34191 Telp : (0725) 7611135

Nomor : 393/IV.4/F/2019
Lamp. : -
Hal : Hasil Research

Pekalongan, 10 Januari 2019

Yth,
Sdr. Ketua
Institut Agama Islam Negeri (IAIN)
Di
Metro

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Yang bertanda tangan dibawah ini, Kepala SMA Muhammadiyah Pekalongan memberikan izin kepada :

Nama : KURNIA SAVITRI
NPM : 1292357
Jurusan : Tadris Bahasa Inggris

Telah mengadakan research dalam rangka Penulisan Tugas Akhir/Skripsi dengan judul : " APPLYING VENN DIAGRAM STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN IN ACADEMIC YEAR 2018/2019 ".

Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

وَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Kepala Sekolah

AHMAD MARZUKI, M.Pd.I
NBM. 999154

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR

SMA MUHAMMADIYAH PEKALONGAN

(STATUS TERAKRIDITASI B)

NPSN. 10805984 NSS : 302120410038

Alamat : Jalan Raya Pekalongan, Lampung Timur,. Kode Pos : 34191 Telp : (0725) 7611135

Nomor : 179/IV.4/F/2017
Lamp. : -
Hal : Izin Pra Survey

Pekalongan, 10 Mei 2017 M

Yth,
Sdr. Ketua
Sekolah Tinggi Agama Islam Negeri
Di
Tempat.

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Yang bertanda tangan dibawah ini, Kepala SMA Muhammadiyah Pekalongan memberikan izin kepada :

Nama : KURNIA SAVITRI
NPM : 1292357
Jurusan : Tarbiyah
Program Study : TBI

Untuk mengadakan pra survey dalam rangka Penyelesaian Skripsi dengan judul : " AN ANALYSIS OF APPLYING VENN DIAGRAM STRATEGY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PEKALONGAN ACADEMIC YEAR 2015/2016 ".

Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

وَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Kepala Sekolah

AHMAD MARZUKI, M.Pd.I
NBM. 999154

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

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

Nama : **Kurnia Savitri** Jurusan : TBI
NPM : 1292357 Semester : XII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 26/10-2018	✓		1. Cover 2. abstrak 3. Dedication page 4. acknowladgement 5. Chapter 1 6. Chapter 3 7. Chapter 4 8. Chapter 5	
2.	Jum'at	✓		- abstrak - Chapter 4 - Chapter 5 - dedication page.	
3.	Rabu	✓		- bab 3 - Prosedur - indicator - Lab 4.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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

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

Nama : Kurnia Savitri
NPM : 1292357
Jurusan : TBI
Semester : XII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Jum'at 28 - 12 - 2019			- Abstrak dan Chapter 5 - Past tense	
5	Senin 31/12/19	✓		Acc to Munaqasah	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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

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

Nama : **Kurnia Savitri** Jurusan : TBI
NPM : 1292357 Semester : XII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 2/5 - 18.		V -	Revise table I. - Revise the using of cardinal numbar	
2.	Selasa 18/12 - 18.		V	Elaborate more table explanation of table 12.	
3	Selasa 8 - Januari - 18.		V	Change it to Times New Roman Acc to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	Teks fungsional pendek lisan **(Undangan Lisan)**	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	**Tertulis (PG dan Uraian)** **Kuis** **Tugas**	(8 x 45) 2 x 45 2 x 45	www. esl-lab.com **CD** **Kaset**
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari		• Menyampaikan undangan lisan secara individu di depan kelas	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	

standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(14 x 45)	
Mendengarkan 2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative*, dan *analytical exposition*	• Teks lisan berbentuk *narrative* • Teks lisan berbentuk *report* • Teks lisan berbentuk *analytical exposition*	• Mendengarkan sebuah *narrative, report* atau *analyticak exposition* secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. • Melakukan *case building* berdasarkan kelompok pro dan kontra.	• Mengidentifikasi *main idea* dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Tertulis (PG dan Uraian) Tugas	1 x 45 1 x 45 1 x 45 1 x 45	www. Esl-lab.com CD Kaset
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative* dan *analytical exposition* dalam	4.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative*, dan *analytical exposition*		• Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat. • Mendongeng cerita rakyat setempat	• Menggunakan kalimat *simple present* dalam menyampaikan report • Melakukan monolog berbentuk *narrative* • Melakukan monolog berbentuk *analytical exposition* • Melakukan debat	Unjuk kerja	4 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca						(8 x 45)	
5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet*, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	*banner, poster, pamphlet*	• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu dari teks fungsional pendek	Performans Tertulis (PG dan Uraian)	1 x 45 1 x 45 1 x 45	ESOL ONLINE English online English K-6 modules
Menulis							
6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet*, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		• Membuat *draft* teks berupa *banner, poster, pamphlet* dengan melakukan *chain writing*. • Melakukan koreksi oleh teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan hasil koreksi teman.	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft*, merevisi, menyunting • Menghasilkan *banner, poster,* atau *pamphlet*	Tugas portofolio	1 x 45 1 x 45 1 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(14 x 45)	
Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.	• *Noun phrase* • *Ajectve clause* • Teks tulis berbentuk *narrative* • Teks tulis berbentuk *report* • Teks tulis berbentuk *analytical exposition*	• Membaca nyaring bermakna teks *narrative/report/analytical exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	• Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	Kuis Tes tertulis tugas	2 x 45 2 x 45	ESOL ONLINE English Online Jakarta Post English K-6 modules Board of Studi New South Wales
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari	6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative*, dan *analytical exposition*		• Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat kompleks yang menggunakan modal untuk menyatakan opini • Membuat *draft* teks *narrative, report* atau *analyticak exposition* dengan melakukan *chain writing*. • Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan hasil koreksi teman.	• Menggunakan kalimat *adjective clause* dalam menyampai sebuah berita • Menggunakan kalimat *adjective phrase* dalam membuat sebuah report • Menghasilkan teks berbentuk *report* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *analytical exposition*	unjuk kerja Tugas portofolio	2 x 45 4 x 45 1 x 45 1 x 45	

SILABUS

Nama Sekolah : SMA Muhammadiyah 1 Pekalongan
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(14 x 45)	
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	○ ***Menyatakan sikap*** *mis. A: I'm against the idea.* *B: I can't agree more.* ○ ***menyatakan perasaan*** - ***love*** *mis. A: I love you.* *B: I love you too.* - ***sadness*** *mis. A: This is the lowest time in my life.* *B: Take it easy.*	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersona/ transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok	• Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi	Tertulis (PG dan Uraian) Kuis tugas	1 x 45 1 x 45	www.englishdaily626.com www. Esl-lab Kaset CD
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih			• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih	Performans	4 x 45 6 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 8. Memahami makna teks fungsional pendek dan monolog berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*	• Teks lisan berbentuk *narrative* • Teks lisan berbentuk *spoof* • Teks lisan berbentuk *hortatory exposition*	• Mendengarkan sebuah *narrative/ spoof/hortatory exposition* secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan *case building* berdasarkan kelompok pro dan kontra.	• Mengidentifikasi *main idea* dari teks *hortatory exposition* yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengientifikasi bagian cerita yang lucu • Mengientifikasi solusi dalam sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	**Tertulis** (PG dan Uraian) **Tugas** **Kuis**	(14 x 45) 1 x 45 2 x 45 1 x 45	www. Esl-lab.com CD Kaset
Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	10.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*		• Mendongeng • Melakukan debat secara berkelompok	• Menggunakan kalimat *past continuous* dalam menyampaikan *spoof* • Melakukan monolog berbentuk *narrative* • Melakukan monolog berbentuk *hortatory exposition* • Menggunakan modal "*should*" untuk menyampaikan saran • Melakukan debat	**Tugas** **Performans**	4 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca						(8 x 45)	
11. Memahami makna teks fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	*banner, poster, pamphlet*	• Membaca nyaring bermakna sebuah *banner, poster, pamphlet* secara individu • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari *banner, poster, pamphlet*	**Performans** **Tertulis (PG dan Uraian)** **Kuis** **Tugas**	1 x 45 1 x 45 2 x 45	ESOL ONLINE English Online Jakarta Post English K-6 modules Board of Studi New South Wales
Menulis							
11 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks		• Menuliskan sebuah *banner, poster, pamphlet* secara berkelompok dan mempublikasikanny di lingkungan sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft,* merevisi, menyunting • Menghasilkan *banner, poster,* atau *pamphlet*	**Tugas** **unjuk kerja**	2 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca						(14 x 45)	
11. Memahami makna teks fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*	• Teks tulis berbentuk *narrative* • Teks tulis berbentuk *spoof* • Teks tulis berbentuk *hortatory exposition* • *Complex sentenses* • *Modals*	• Membaca nyaring bermakna teks *exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	Performans Tertulis (PG dan Uraian) Tugas Kuis	2 x 45 4 x 45 2 x 45	ESOL ONLINE English Online Jakarta Post English K-6 modules Board of Studi New South Wales
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*		• Membuat *draft* teks *exposition* dengan melakukan *chain writing*. • Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan hasil koreksi teman.	• Menggunakan kalimat *past continuous* dalam menulis *spoof* • Menggunakan kalimat *kompleks* dalam membuat sebuah cerita • Menggunakan modal "*should*" untuk menulis saran pada teks *hortatory exposition* • Menghasilkan teks berbentuk *spoof* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *hortatory exposition*	Tugas unjuk kerja	2 x 45 2 x 45 2 x 45	

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Pertemuan ke : 1

Alokasi Waktu : 2 x 45 menit

StandarKompetensi :

1. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahua.
2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

KompetensiDasar :

1. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk:*report narrative dan analytical exposition.*

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report narrative dan analytical exposition.*

Indikator :

1. Mengidentifikasi *main idea* dari teks report yang dibaca.
2. Mengidentifikasi tokoh dari cerita yang dibaca.
3. Mengidentifikasi kejadian dalam teks yang dibaca.
4. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
5. Mengidentifikasi informasi tertentu dari teks fungsional pendek

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi *main idea* dari teks report yang dibaca.
2. Siswa dapat mengidentifikasi tokoh dari cerita yang dibaca.
3. Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca.
4. Siswa dapat mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
5. Siswa dapat mengidentifikasi informasi tertentu dari teks fungsional pendek.

Materi Pokok :

Birds

Bird is vertebrate animals that have feathers and wings. Birds are the only vertebrate animals which can fly. Birds have thousands of species that spread across the world starting from the smallest birds such as hummingbird and the largest brds such as the ostrich. Although birds are the only vertebrates that can fly, there is also a kind of bird that cannot fly like chickens, penguins and ostriches.

Its body is covered with feathers which have diverse functions and colors. Bird's beak has also so many different forms adapted to their food. For example, falcons have powerful beaks and sharp used for tearing shreds of meat while the hummingbird has a small beak and used for sucking honey.

Bird is a kind of ovipar animals. ovipar is the type of animals that reproduce by means of producing eggs. Birds can produce many eggs in every spawn. Before hatching, the eggs will be incubated during a specific period of time. For example : chickens incubate its egg for 21 days before hatching.

Langkah-LangkahKegiatan :

1. **KegiatanAwal (5')**

- Mengucapkan salam dan mengabsen siswa.
- Menginformasikan pelajaran yang akan di bahas.
- Memberikan pengetahuan singkat tentang teks report.

2. **KegiatanInti (75')**

- Siswa diberi materi tentang teks report.
- Siswa mengidentifikasi generic structure, kejadian, dan ciri-ciri benda dalam teks report.
- Siswa memahami generic structure, kejadian, dan ciri-ciri benda dalam teks report.
- Siswa di beri soal mengenai teks report yang telah dijelaskan, soal berupa venn diagram.
- Siswa mengidentifikasi perbedaan dan persamaan dari teks report.
- Siswa memahami perbedaan dan persamaan dari teks report tersebut.

3. **KegiatanAkhir (10')**

- Guru menanyakan kesulitan kepada siswa tentang materi yang telah di ajarkan.
- Guru memberikan motivasi belajar untuk siswa.

Sumber/Alat/Bahan :

- handbook
- paper task

Penilaian

- Teknik: Tertulis
- Bentuk: Menjawab pertanyaan

Pekalongan, November 2017

Guru mata pelajaran	Mahasiswa
Atmaliyati, S.S	Kurnia Savitri
NBM. 1035283	NPM.1292357

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan ke : 2

Alokasi Waktu : 2 x 45 menit

StandarKompetensi :

1. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahua.

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

KompetensiDasar :

1. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk:*report narrative dan analytical exposition.*

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report narrative dan analytical exposition.*

Indikator :

1. Mengidentifikasi *main idea* dari teks report yang dibaca.
2. Mengidentifikasi tokoh dari cerita yang dibaca.
3. Mengidentifikasi kejadian dalam teks yang dibaca.
4. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
5. Mengidentifikasi informasi tertentu dari teks fungsional pendek

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi *main idea* dari teks report yang dibaca.
2. Siswa dapat mengidentifikasi tokoh dari cerita yang dibaca.
3. Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca.
4. Siswa dapat mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
5. Siswa dapat mengidentifikasi informasi tertentu dari teks fungsional pendek

Materi Pokok :

LION AND TIGER

Lion lives in prairie, bushes, and open forests of Saharan, Africa. Lion is the second biggest feline on the planet. Its size is marginally littler than tiger. Be that as it may, they are nearly related and have fundamentally the same body. Lion is unique in relation to other enormous felines.

They generally chase around evening time. Their prey are gazelle, bison, zebra, rhinos, hippos, wild pig, crocodile, youthful elephants, and giraffe. At the same

time, in some cases they like wise eat littler prey, for example, rodents, flying creatures, rabbits, reptiles, and turtles.

On the other hand, tiger is the largest cat species, reaching a total body length of up to 3.38 m (11.1 ft) over curves and exceptionally weighing up to 388.7 kg (857 lb) in the wild. Its most recognizable feature is a pattern of dark vertical stripes on reddish-orange fur with a lighter underside.

Tigers once ranged widely across Asia, from Turkey in the west to the eastern coast of Russia. Over the past 100 years, they have lost 93% of their historic range, and have been extirpated from southwest and central Asia, from the islands of Java and Bali, and from large areas of southeast and eastern Asia.

Tigers are apex predators, primarily preying on ungulates such as deer and bovids. They are territorial and generally solitary but social animals, often requiring large contiguous areas of habitat that support their prey requirements.

Langkah-LangkahKegiatan :

1. **KegiatanAwal (5')**

- Mengucapkan salam dan mengabsen siswa.
- Menginformasikan pelajaran yang akan di bahas.
- Memberikan pengetahuan singkat tentang teks report.

2. **KegiatanInti (75')**

- Siswa diberi materi tentang teks report.
- Siswa mengidentifikasi generic structure, kejadian, dan ciri-ciri benda dalam teks report.
- Siswa memahami generic structure, kejadian, dan ciri-ciri benda dalam teks report.
- Siswa di beri soal mengenai teks report yang telah dijelaskan, soal berupa venn diagram.

- Siswa mengidentifikasi perbedaan dan persamaan dari teks report.
- Siswa memahami perbedaan dan persamaan dari teks report tersebut.

3. KegiatanAkhir (10')

- Guru menanyakan kesulitan kepada siswa tentang materi yang telah di ajarkan.
- Guru memberikan motivasi belajar untuk siswa.

Sumber/Alat/Bahan :

- handbook
- paper task

Penilaian

- Teknik: Tertulis
- Bentuk: Menjawab pertanyaan

Pekalongan, November 2017

Guru mata pelajaran	Mahasiswa
Atmaliyati, S.S	Kurnia Savitri
NBM. 1035283	NPM.1292357

PRE-TEST 1

Earthquake

An earthquake is the shaking of the land. It happens when rocks suddenly move because there a break deep underground. Hundreds of earthquakes happen each year, but most of them are very small. The most famous and terrible earthquake happened in 1755 in Lisbon, Portugal. Three shocks came at intervals of forty minutes destroying most of the large buildings and killing many people. Another example of a big earthquake happened in 1990 when an earthquake measuring 7.7 on the Richter scale destroyed cities, towns and villages in North-Western Iran.

When the location of the earthquake is under the ocean, it will cause a great tidal wave. We called it *tsunami.* The height of the *tsunami* wave is about 30 meters. The speed of the wave is about 800 km per hour. Years ago, a *tsunami* destroyed houses and killed many people in Flores Island. It was a really terrible natural disaster. Now scientists have a tool to measure and record earthquakes. The tool is called seismometer. However, it is impossible to predict when the earthquake will occur.

Answer the questions.

1. What happens when rocks underground suddenly move?

2. When did the most terrible earthquake hit Lisbon?

3. How big was the earthquake that happened in North-Western Iran?

4. What is a *tsunami*?

5. What is seismometer?

Answer.

1. An earthquake happens when rocks underground suddenly move.
2. In 1755 the most terrible earthquake hit Lisbon
3. a big earthquake measuring 7.7 on the Richter scale in North-Western Iran.
4. Tsunami is a great tidal wave caused by earthquake which located under the ocean
5. Seismometer is a tool to measure and record earthquakes

POST-TEST 1

Birds

Bird is vertebrate animals that have feathers and wings. Birds are the only vertebrate animals which can fly. Birds have thousands of species that spread across the world starting from the smallest birds such as hummingbird and the largest birds such as the ostrich. Although birds are the only vertebrates that can fly, there is also a kind of bird that cannot fly like chickens, penguins and ostriches.

Its body is covered with feathers which have diverse functions and colors. Bird's beak has also so many different forms adapted to their food. For example, falcons have powerful beaks and sharp used for tearing shreds of meat while the hummingbird has a small beak and used for sucking honey.

Bird is a kind of ovipar animals. Ovipar is the type of animals that reproduce by means of producing eggs. Birds can produce many eggs in every spawn. Before hatching, the eggs will be incubated during a specific period of time. For example: chickens incubate its egg for 21 days before hatching.

POST-TEST 2

LION AND TIGER

Lion lives in prairie, bushes, and open forests of Saharan, Africa. Lion is the second biggest feline on the planet. Its size is marginally littler than tiger. Be that as it may, they are nearly related and have fundamentally the same body. Lion is unique in relation to other enormous felines.

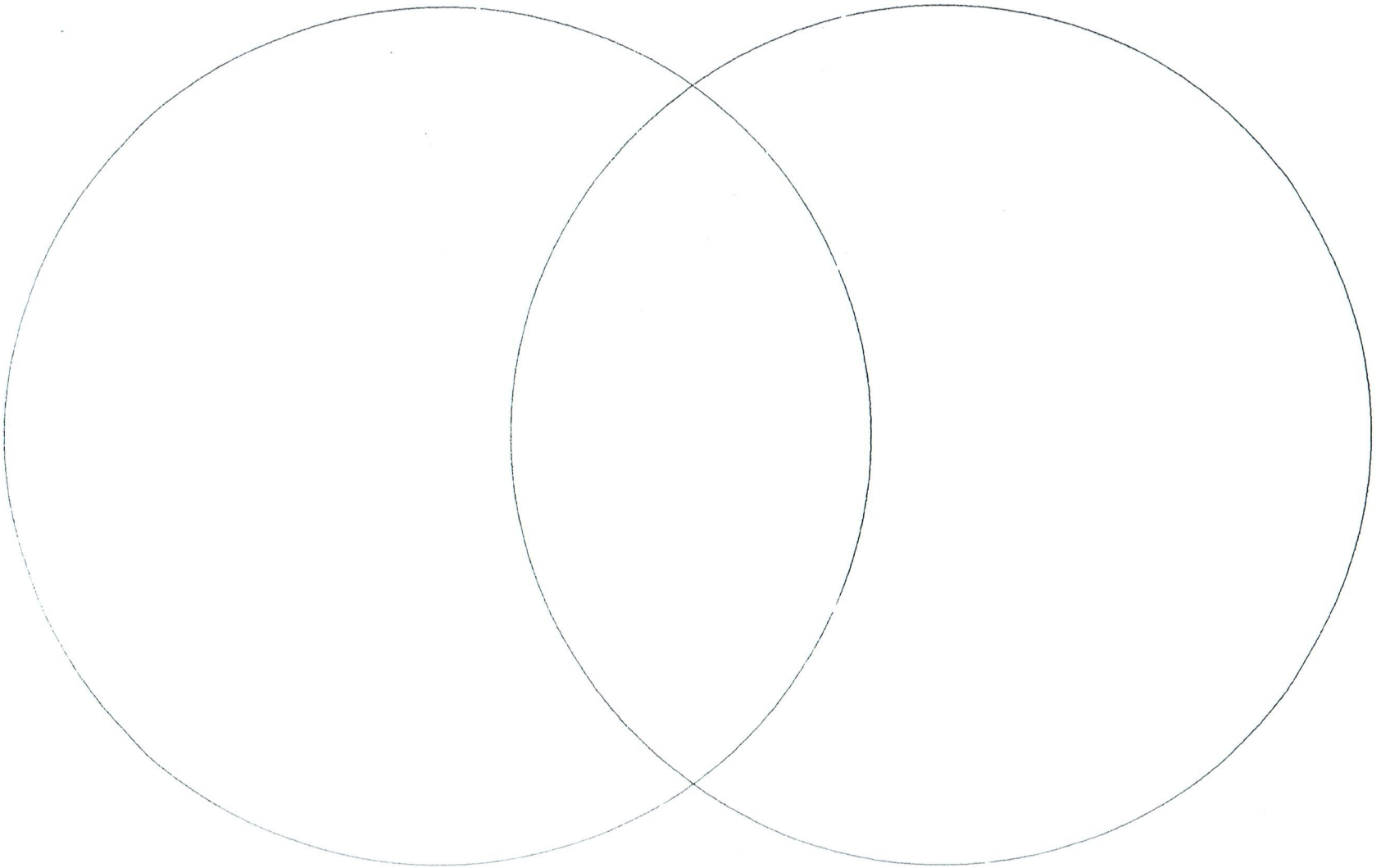
They generally chase around evening time. Their prey are gazelle, bison, zebra, rhinos, hippos, wild pig, crocodile, youthful elephants, and giraffe. At the same time, in some cases they like wise eat littler prey, for example, rodents, flying creatures, rabbits, reptiles, and turtles.

On the other hand, tiger is the largest cat species, reaching a total body length of up to 3.38 m (11.1 ft) over curves and exceptionally weighing up to 388.7 kg (857 lb) in the wild. Its most recognizable feature is a pattern of dark vertical stripes on reddish-orange fur with a lighter underside.

Tigers once ranged widely across Asia, from Turkey in the west to the eastern coast of Russia. Over the past 100 years, they have lost 93% of their historic range, and have been extirpated from southwest and central Asia, from the islands of Java and Bali, and from large areas of southeast and eastern Asia.

Tigers are apex predators, primarily preying on ungulates such as deer and bovids. They are territorial and generally solitary but social animals, often requiring large contiguous areas of habitat that support their prey requirements.

Write Similarities and differencies that you find on the text !



STUDENTS' OBSERVATION SHEET AT SMA MUHAMMADIYAH 1 PEKALONGAN CYCLE 1

No	Nama siswa	1	2	3	4	5
1	AN	✓	✓	✓	✓	✓
2	CWN	✓	✓	✓		✓
3	EL	✓	✓	✓	✓	✓
4	FHU	✓	✓	✓	✓	✓
5	FDO	✓	✓	✓	✓	
6	FS	✓		✓		
7	HT	✓	✓	✓	✓	✓
8	ITI	✓				
9	ITN	✓	✓	✓	✓	✓
10	LS	✓		✓		
11	MSP	✓		✓		
12	NDS	✓	✓	✓	✓	✓
13	PS	✓	✓	✓	✓	
14	QA	✓	✓	✓	✓	✓
15	RRF	✓	✓	✓		
16	RH	✓	✓	✓	✓	✓
17	SL		✓		✓	
18	SLT	✓	✓	✓	✓	✓
19	SD	✓	✓	✓		
20	MS	✓	✓	✓	✓	

INDICATOR.

1. Students can find the important and new information from the text.
2. Students can identify the differences and similarities about the object in the text.
3. Students can identify the similarities between two circles.
4. Coherences between sentences and paragraph.
5. The validity of spelling and grammar.

STUDENTS' OBSERVATION SHEET AT SMA MUHAMMADIYAH 1 PEKALONGAN CYCLE 2

No	Nama siswa	1	2	3	4	5
1	AN	✓	✓	✓	✓	✓
2	CWN	✓	✓	✓	✓	✓
3	EL	✓	✓	✓	✓	✓
4	FHU	✓	✓	✓	✓	✓
5	FDO	✓	✓	✓	✓	✓
6	FS	✓	✓	✓	✓	✓
7	HT	✓	✓	✓	✓	✓
8	ITI	✓	✓	✓		
9	ITN	✓	✓	✓	✓	✓
10	LS	✓	✓	✓	✓	✓
11	MSP	✓	✓	✓	✓	✓
12	NDS	✓	✓	✓	✓	✓
13	PS	✓	✓	✓	✓	✓
14	QA	✓	✓	✓	✓	✓
15	RRF	✓	✓	✓	✓	✓
16	RH	✓	✓	✓	✓	✓
17	SL	✓	✓	✓	✓	✓
18	SLT	✓	✓	✓	✓	✓
19	SD	✓	✓	✓	✓	✓
20	MS	✓	✓	✓	✓	✓

INDICATOR.

1. Students can find the important and new information from the text.
2. Students can identify the differences and similarities about the object in the text.
3. Students can identify the similarities between two circles.
4. Coherences between sentences and paragraph.
5. The validity of spelling and grammar.

Nama : Yani Hani Utami
Kelas : XI IPA
B. Inggris

PRE-TEST 1

Earthquake 6.0

An earthquake is the shaking of the land. It happens when rocks suddenly move because there a break deep underground. Hundreds of earthquakes happen each year, but most of them are very small. The most famous and terrible earthquake happened in 1755 in Lisbon, Portugal. Three shocks came at intervals of forty minutes destroying most of the large buildings and killing many people. Another example of a big earthquake happened in 1990 when an earthquake measuring 7.7 on the Richter scale destroyed cities, towns and villages in North-Western Iran.

When the location of the earthquake is under the ocean, it will cause a great tidal wave. We called it *tsunami*. The height of the *tsunami* wave is about 30 meters. The speed of the wave is about 800 km per hour. Years ago, a *tsunami* destroyed houses and killed many people in Flores Island. It was a really terrible natural disaster. Now scientists have a tool to measure and record earthquakes. The tool is called seismometer. However, it is impossible to predict when the earthquake will occur.

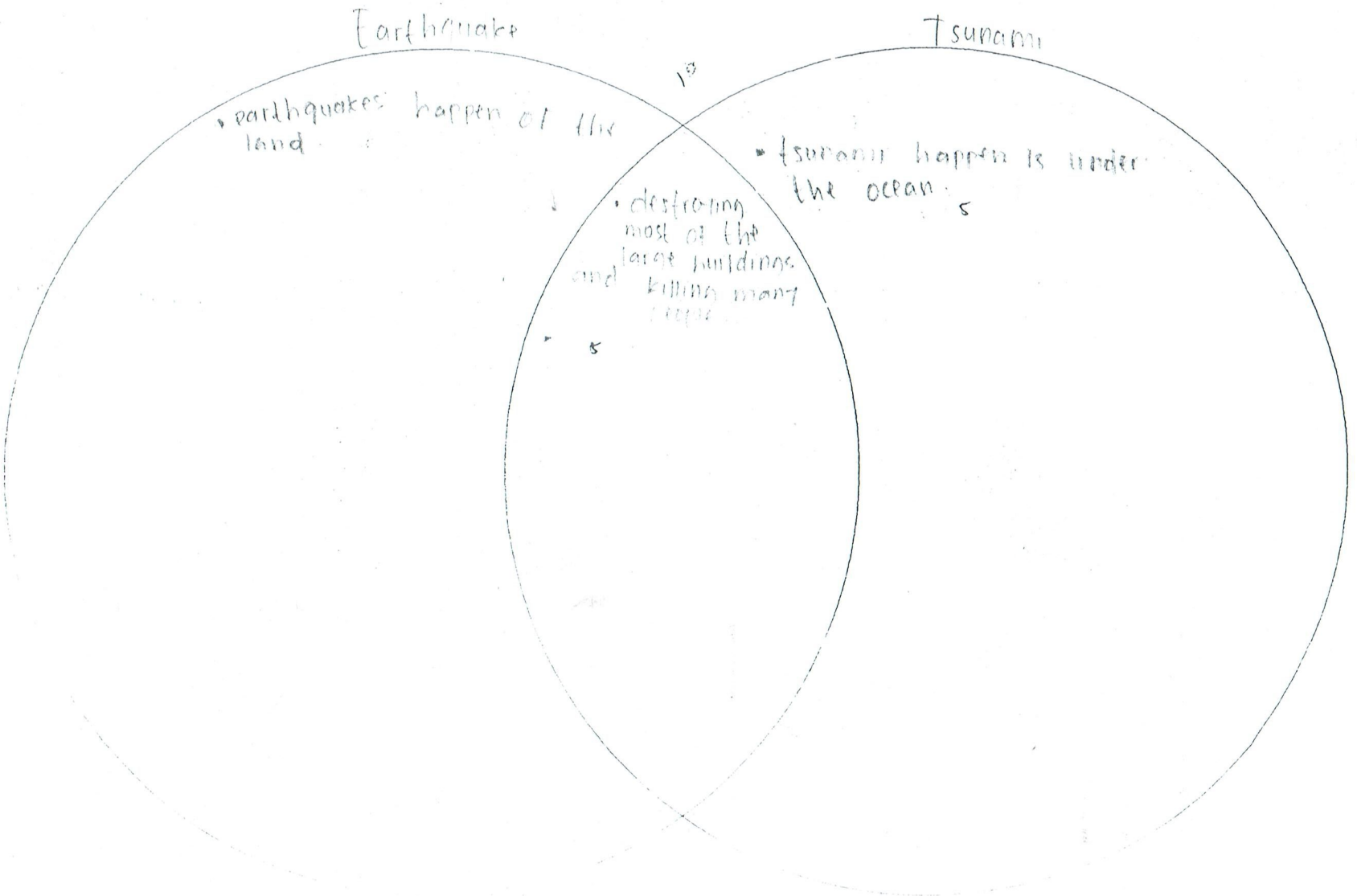
Answer the questions.

1. What happens when rocks underground suddenly move?
2. When did the most terrible earthquake hit Lisbon?
3. How big was the earthquake that happened in North-Western Iran?
4. What is a *tsunami*?
5. What is seismometer?

Answer

1.) Will happen is the earthquake 10 50
2.) happen in 1755 10
3.) 7,7 on the Richter scale 10
4.) When the location of the Earthquake is under the Ocean, it will cause a great tidal wave 10
5.) the tool to measure and record earthquake 10

Nama : Tami Hani Utami
Kelas : XI IPA
Mapel : B. Inggris



Nama : TANI HANI UTAMI
kelas : X1. IPA
Mapel : B. Inggris

Birds

Bird is vertebrate animals that have feathers and wings. Birds are the only vertebrate animals which can fly. Birds have thousands of species that spread across the world starting from the smallest birds such as hummingbird and the largest birds such as the ostrich. Although birds are the only vertebrates that can fly, there is also a kind of bird that cannot fly like chickens, penguins and ostriches.

Its body is covered with feathers which have diverse functions and colors. Bird's beak has also so many different forms adapted to their food. For example, falcons have powerful beaks and sharp used for tearing shreds of meat while the hummingbird has a small beak and used for sucking honey.

Bird is a kind of ovipar animals. Ovipar is the type of animals that reproduce by means of producing eggs. Birds can produce many eggs in every spawn. Before hatching, the eggs will be incubated during a specific period of time. For example: chickens incubate its egg for 21 days before hatching.

Nama : farra Villa Oktarian
Kelas = XI IPA

PRE-TEST 1

60

Earthquake

An earthquake is the shaking of the land. It happens when rocks suddenly move because there a break deep underground. Hundreds of earthquakes happen each year, but most of them are very small. The most famous and terrible earthquake happened in 1755 in Lisbon, Portugal. Three shocks came at intervals of forty minutes destroying most of the large buildings and killing many people. Another example of a big earthquake happened in 1990 when an earthquake measuring 7.7 on the Richter scale destroyed cities, towns and villages in North-Western Iran.

When the location of the earthquake is under the ocean, it will cause a great tidal wave. We called it *tsunami*. The height of the *tsunami* wave is about 30 meters. The speed of the wave is about 800 km per hour. Years ago, a *tsunami* destroyed houses and killed many people in Flores Island. It was a really terrible natural disaster. Now scientists have a tool to measure and record earthquakes. The tool is called seismometer. However, it is impossible to predict when the earthquake will occur.

Answer the questions.

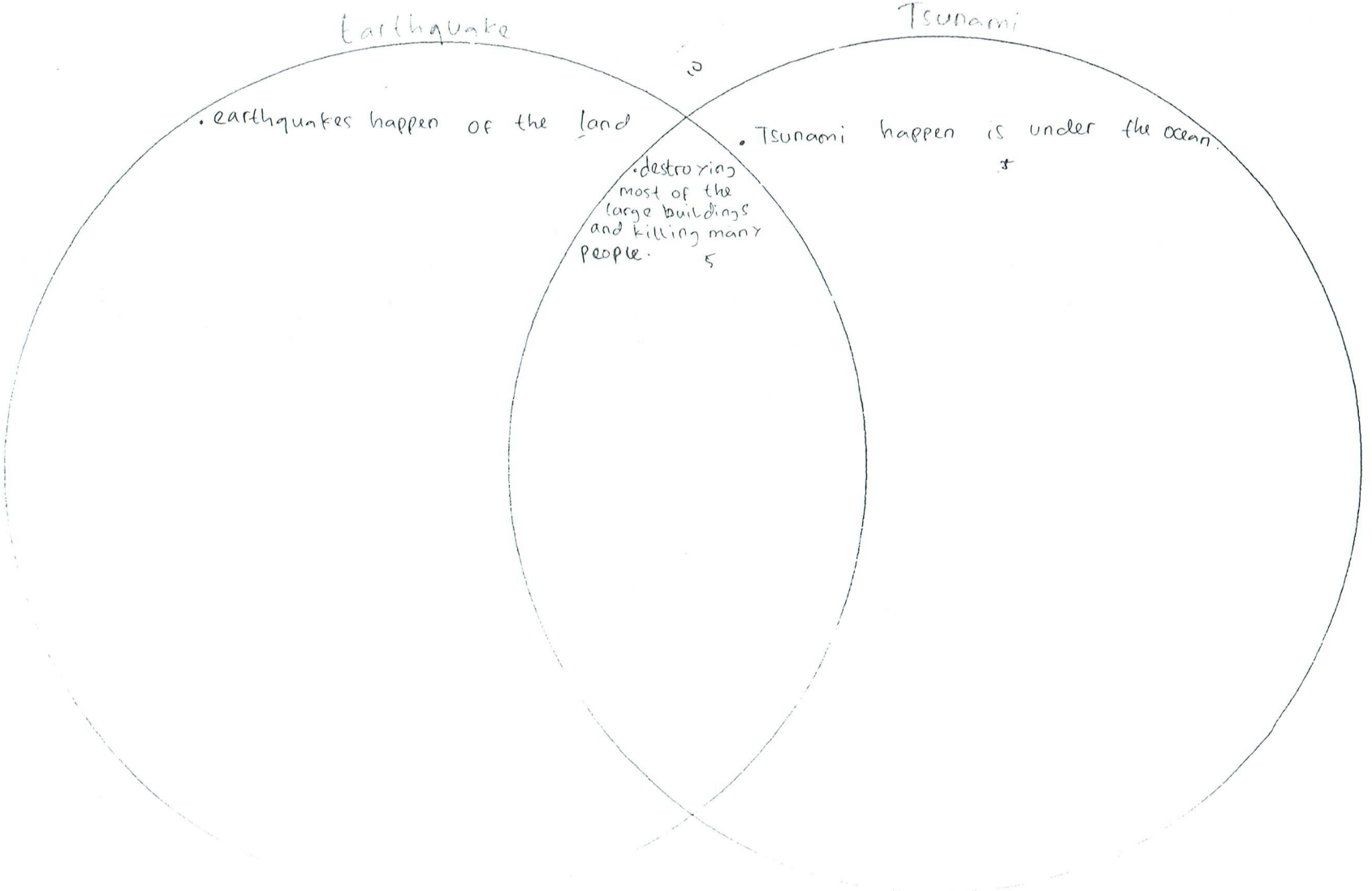
1. What happens when rocks underground suddenly move?
2. When did the most terrible earthquake hit Lisbon?
3. How big was the earthquake that happened in North-Western Iran?
4. What is a *tsunami*?
5. What is seismometer?

Answer

1. will happen is the earthqunte 10
2. happen in 1755 10
3. 7.7 on the Richter Scale 10
4. When the location of the earthquake is under the ocean, it w cause a great tidal wave 10
5. The tool to measure and record earthquakes 10

50

Kelas = XI IPA


Earthquake
Tsunami
• earthquakes happen of the land
• Tsunami happen is under the ocean
• destroying most of the large buildings and killing many people.

Farra Dilla Oktarian

XI IPA

Birds

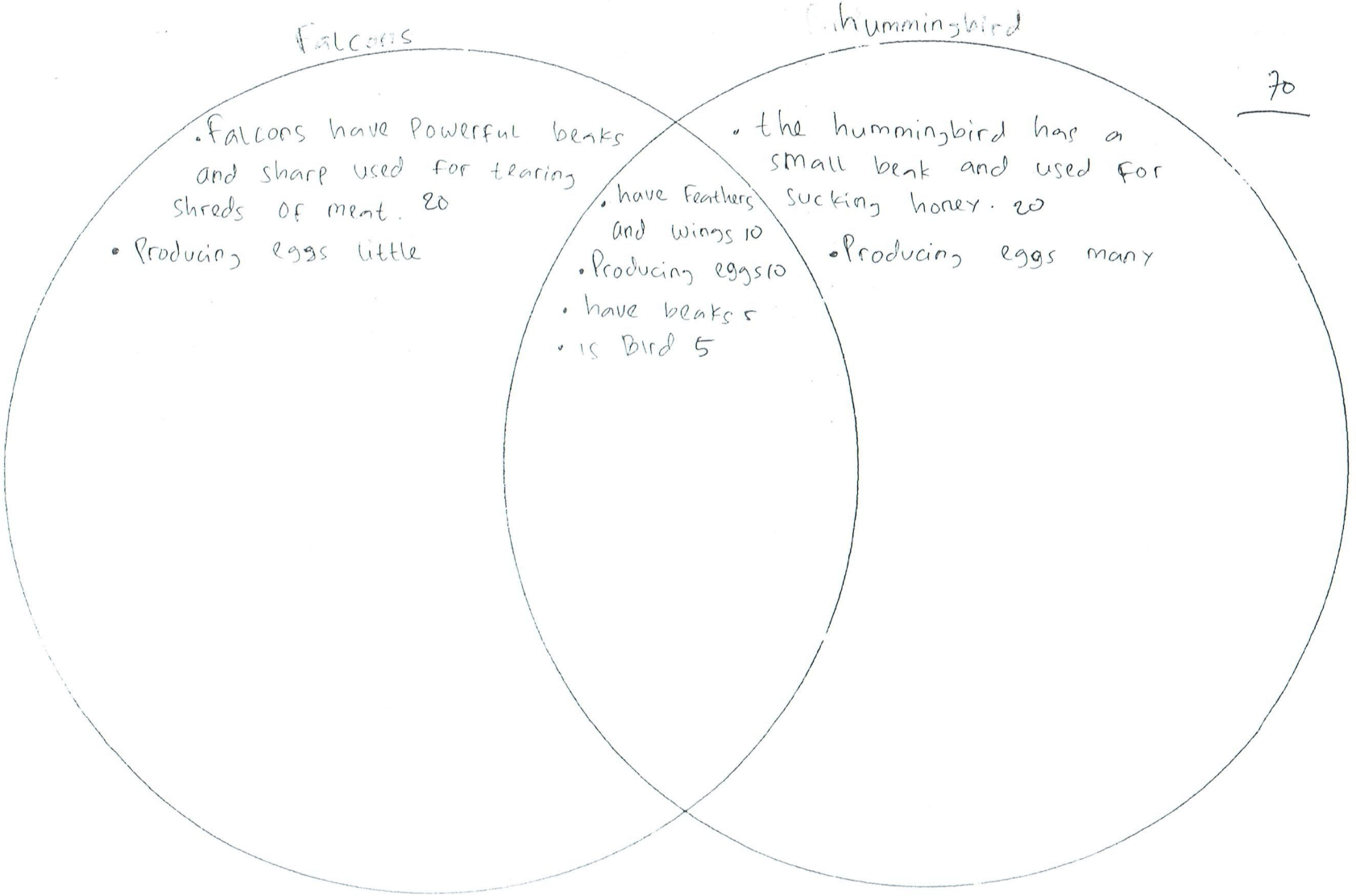
Bird is vertebrate animals that have feathers and wings. Birds are the only vertebrate animals which can fly. Birds have thousands of species that spread across the world starting from the smallest birds such as hummingbird and the largest birds such as the ostrich. Although birds are the only vertebrates that can fly, there is also a kind of bird that cannot fly like chickens, penguins and ostriches.

Its body is covered with feathers which have diverse functions and colors. Bird's beak has also so many different forms adapted to their food. For example, falcons have powerful beaks and sharp used for tearing shreds of meat while the hummingbird has a small beak and used for sucking honey.

Bird is a kind of ovipar animals. Ovipar is the type of animals that reproduce by means of producing eggs. Birds can produce many eggs in every spawn. Before hatching, the eggs will be incubated during a specific period of time. For example: chickens incubate its egg for 21 days before hatching.

Jarra Dilla Oktarina

XI IPA



70

Farra Dilla Oktarina
XI IPA

LION AND TIGER

Lion lives in prairie, bushes, and open forests of Saharan, Africa. Lion is the second biggest feline on the planet. Its size is marginally littler than tiger. Be that as it may, they are nearly related and have fundamentally the same body. Lion is unique in relation to other enormous felines.

They generally chase around evening time. Their prey are gazelle, bison, zebra, rhinos, hippos, wild pig, crocodile, youthful elephants, and giraffe. At the same time, in some cases they like wise eat littler prey, for example, rodents, flying creatures, rabbits, reptiles, and turtles.

On the other hand, tiger is the largest cat species, reaching a total body length of up to 3.38 m (11.1 ft) over curves and exceptionally weighing up to 388.7 kg (857 lb) in the wild. Its most recognizable feature is a pattern of dark vertical stripes on reddish-orange fur with a lighter underside.

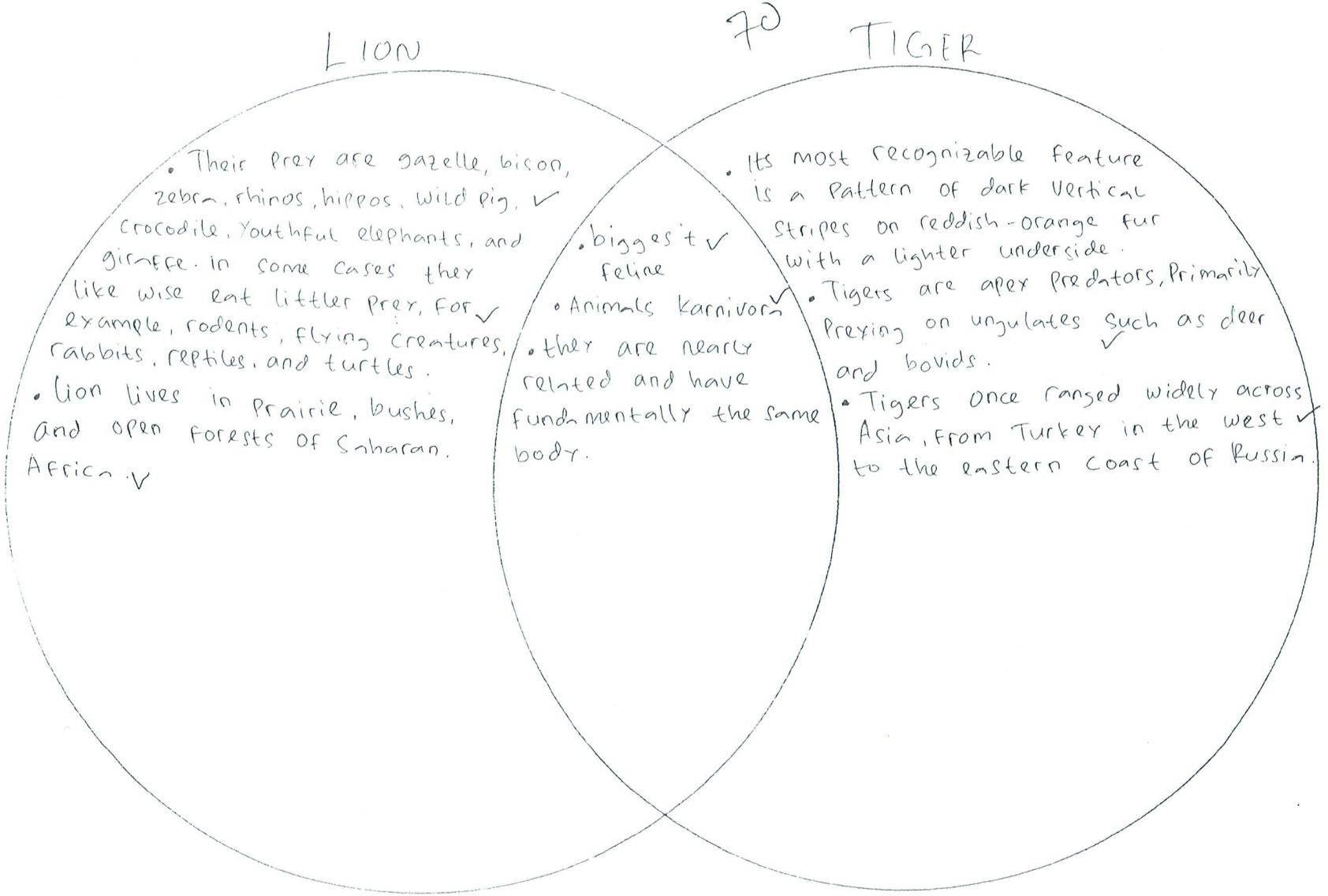
Tigers once ranged widely across Asia, from Turkey in the west to the eastern coast of Russia. Over the past 100 years, they have lost 93% of their historic range, and have been extirpated from southwest and central Asia, from the islands of Java and Bali, and from large areas of southeast and eastern Asia.

Tigers are apex predators, primarily preying on ungulates such as deer and bovids. They are territorial and generally solitary but social animals, often requiring large contiguous areas of habitat that support their prey requirements.

Farra Villa Oktarina

XI IPA

70



~XI IPA
B. Inggris

PRE-TEST 1

Earthquake

.60

An earthquake is the shaking of the land. It happens when rocks suddenly move because there a break deep underground. Hundreds of earthquakes happen each year, but most of them are very small. The most famous and terrible earthquake happened in 1755 in Lisbon, Portugal. Three shocks came at intervals of forty minutes destroying most of the large buildings and killing many people. Another example of a big earthquake happened in 1990 when an earthquake measuring 7.7 on the Richter scale destroyed cities, towns and villages in North-Western Iran.

When the location of the earthquake is under the ocean, it will cause a great tidal wave. We called it *tsunami*. The height of the *tsunami* wave is about 30 meters. The speed of the wave is about 800 km per hour. Years ago, a *tsunami* destroyed houses and killed many people in Flores Island. It was a really terrible natural disaster. Now scientists have a tool to measure and record earthquakes. The tool is called seismometer. However, it is impossible to predict when the earthquake will occur.

Answer the questions.

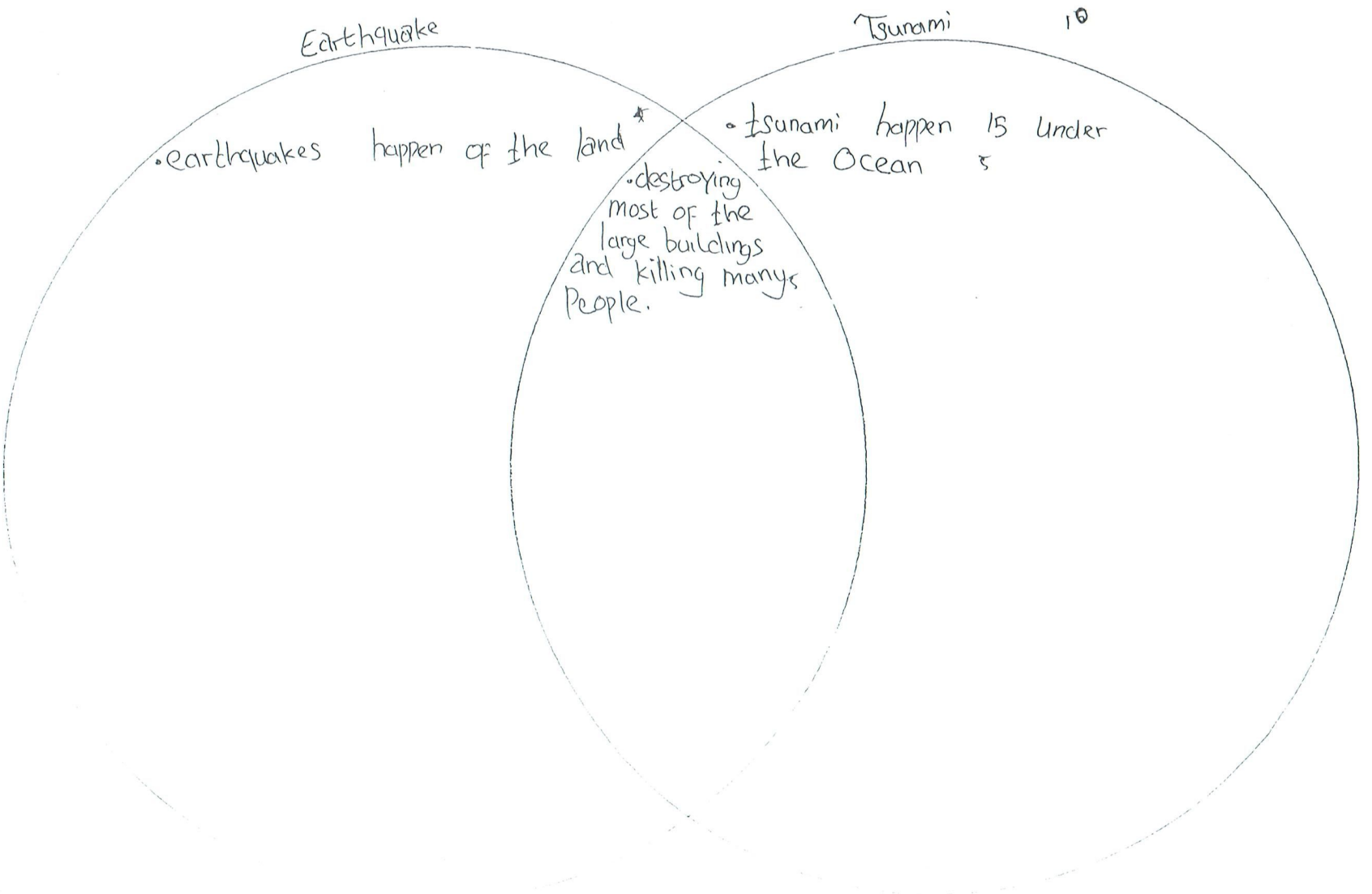
1. What happens when rocks underground suddenly move?
2. When did the most terrible earthquake hit Lisbon?
3. How big was the earthquake that happened in North-Western Iran?
4. What is a *tsunami*?
5. What is seismometer?

Answer

50

1. Will happen is the earthquake 10
2. Happen in 1755 10
3. 7.7 on the Richter Scale 10
4. When the location of the Earthquake is under the Ocean, it will Cause a great tidal Wave 10
5. The tool to measure and record earthquake 10

- FRASE Tyo dan Bayu Saputri
- XI IPA
B. Inggris



PRASETYO

XI IPA

Birds

Bird is vertebrate animals that have feathers and wings. Birds are the only vertebrate animals which can fly. Birds have thousands of species that spread across the world starting from the smallest birds such as hummingbird and the largest birds such as the ostrich. Although birds are the only vertebrates that can fly, there is also a kind of bird that cannot fly like chickens, penguins and ostriches.

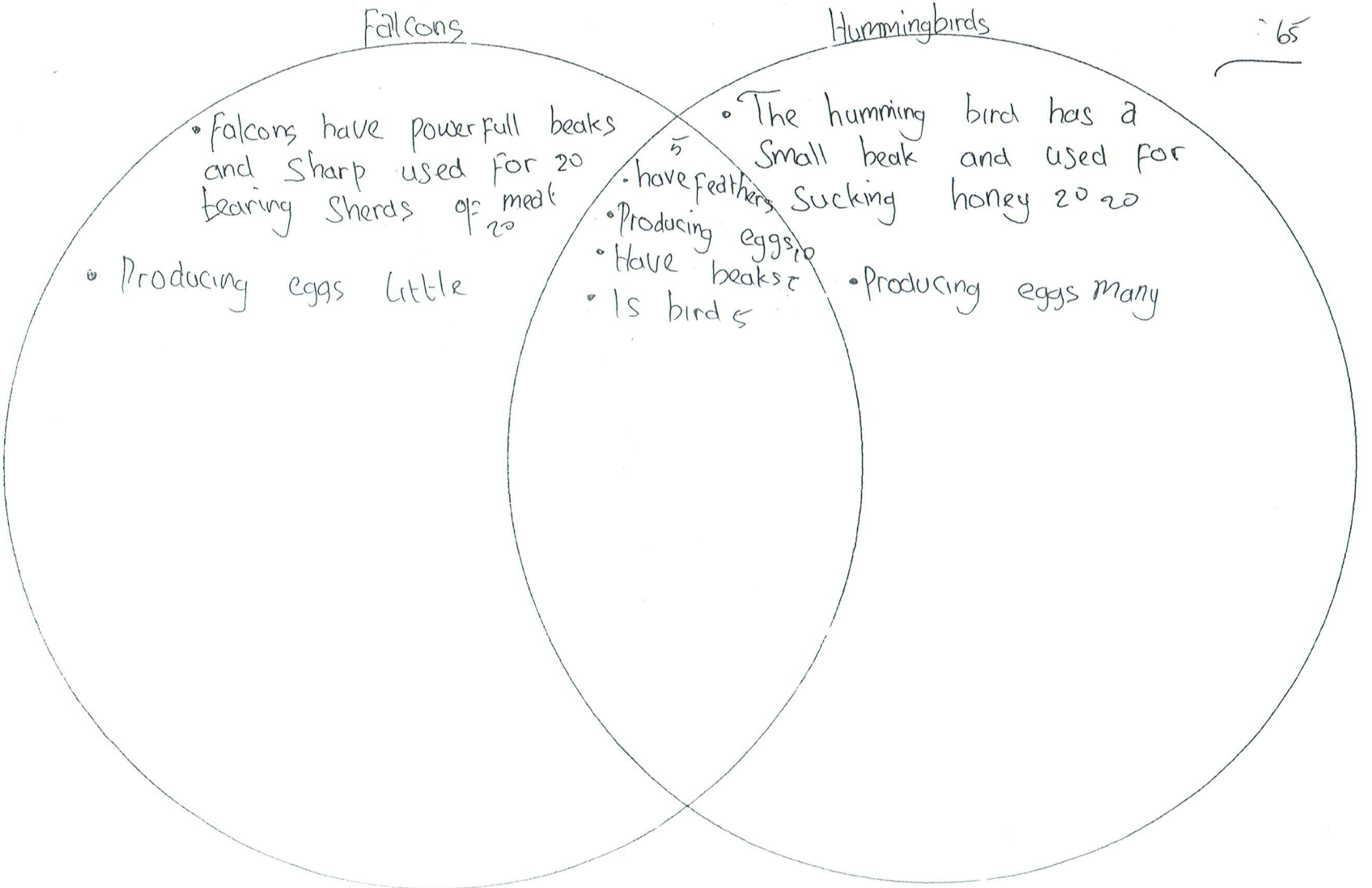
Its body is covered with feathers which have diverse functions and colors. Bird's beak has also so many different forms adapted to their food. For example, falcons have powerful beaks and sharp used for tearing shreds of meat while the hummingbird has a small beak and used for sucking honey.

Bird is a kind of ovipar animals. Ovipar is the type of animals that reproduce by means of producing eggs. Birds can produce many eggs in every spawn. Before hatching, the eggs will be incubated during a specific period of time. For example: chickens incubate its egg for 21 days before hatching.

PRASE Tiyo

XI IPa

65



Plastyo

LION AND TIGER

Lion lives in prairie, bushes, and open forests of Saharan, Africa. Lion is the second biggest feline on the planet. Its size is marginally littler than tiger. Be that as it may, they are nearly related and have fundamentally the same body. Lion is unique in relation to other enormous felines.

They generally chase around evening time. Their prey are gazelle, bison, zebra, rhinos, hippos, wild pig, crocodile, youthful elephants, and giraffe. At the same time, in some cases they like wise eat littler prey, for example, rodents, flying creatures, rabbits, reptiles, and turtles.

On the other hand, tiger is the largest cat species, reaching a total body length of up to 3.38 m (11.1 ft) over curves and exceptionally weighing up to 388.7 kg (857 lb) in the wild. Its most recognizable feature is a pattern of dark vertical stripes on reddish-orange fur with a lighter underside.

Tigers once ranged widely across Asia, from Turkey in the west to the eastern coast of Russia. Over the past 100 years, they have lost 93% of their historic range, and have been extirpated from southwest and central Asia, from the islands of Java and Bali, and from large areas of southeast and eastern Asia.

Tigers are apex predators, primarily preying on ungulates such as deer and bovids. They are territorial and generally solitary but social animals, often requiring large contiguous areas of habitat that support their prey requirements.

PRASIYO

70

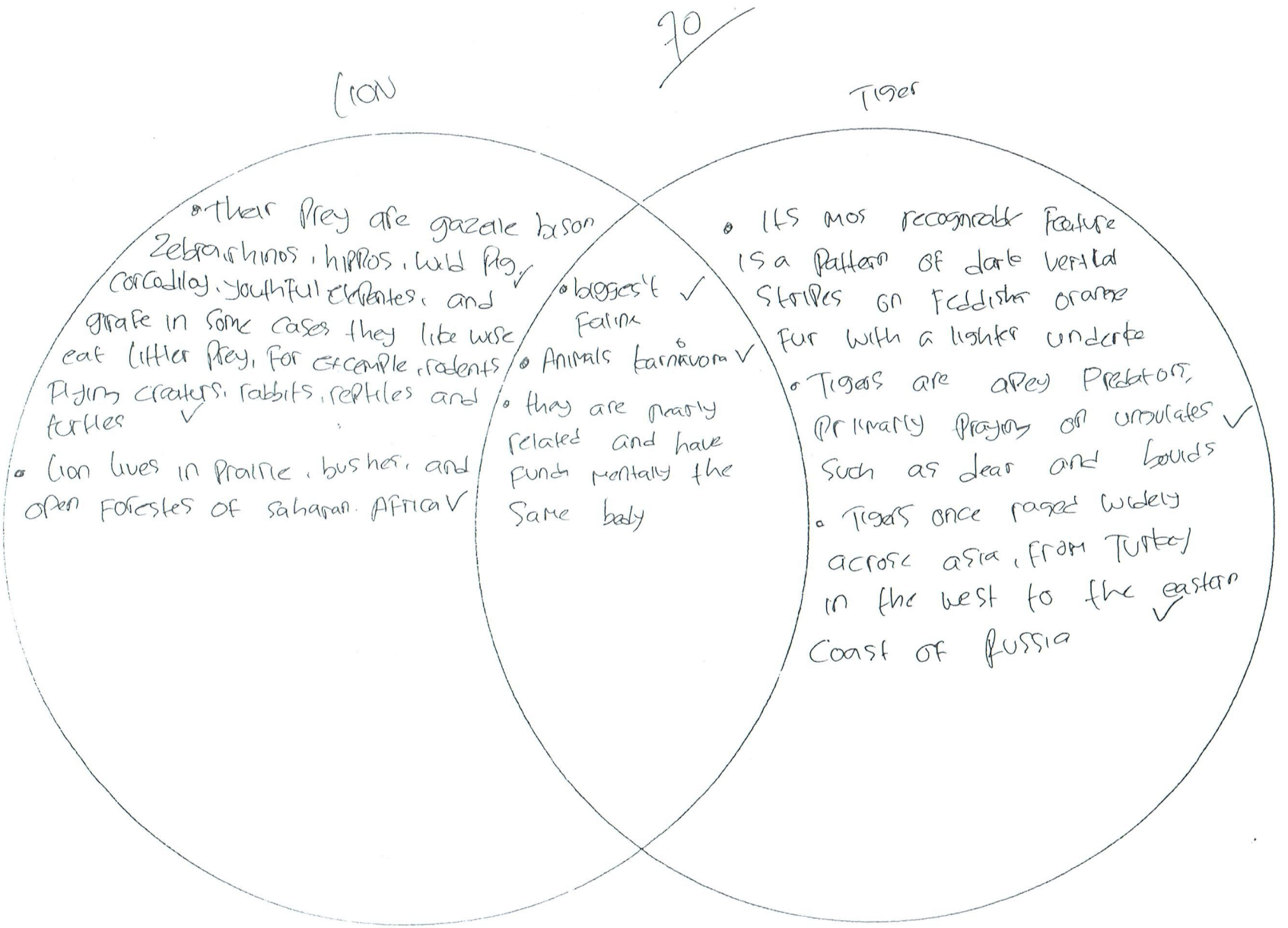
Lion

- their Prey are gazelle bison Zebra, rhinos, hippos, wild Pig, Corcodilay, youthful elepentes, and grafe in some cases they like wise eat littler Prey, for excemple, rodents, Flying creaturs, rabbits, reptiles and turtles ✓
- Lion lives in Prairie, bushes, and open Forestes of saharan Africa ✓

- bigges't Faline ✓
- Animals karnivora ✓
- they are nearly related and have fundamentally the same body

Tiger

- Its mos recognizable feature is a Pattern of dark vertical stripes on Feddish orange fur with a lighter underke
- Tigers are apey Predators, Primarly Praying on ungulates ✓ such as dear and bouids
- Tigers once raged widely acrose asia, from Turkey in the west to the eastern ✓ Coast of Russia



Nama : Qoyra Amin
Kelas : XI.IPA

PRE-TEST 1

Earthquake 62

An earthquake is the shaking of the land. It happens when rocks suddenly move because there a break deep underground. Hundreds of earthquakes happen each year, but most of them are very small. The most famous and terrible earthquake happened in 1755 in Lisbon, Portugal. Three shocks came at intervals of forty minutes destroying most of the large buildings and killing many people. Another example of a big earthquake happened in 1990 when an earthquake measuring 7.7 on the Richter scale destroyed cities, towns and villages in North-Western Iran.

When the location of the earthquake is under the ocean, it will cause a great tidal wa[illegible] We called it *tsunami*. The height of the *tsunami* wave is about 30 meters. The speed of the wave is about 800 km per hour. Years ago, a *tsunami* destroyed houses and killed many people in Flores Island. It was a really terrible natural disaster. Now scientists have a tool to measure and record earthquakes. The tool is called seismometer. However, it is impossible to predict when the earthquake will occur.

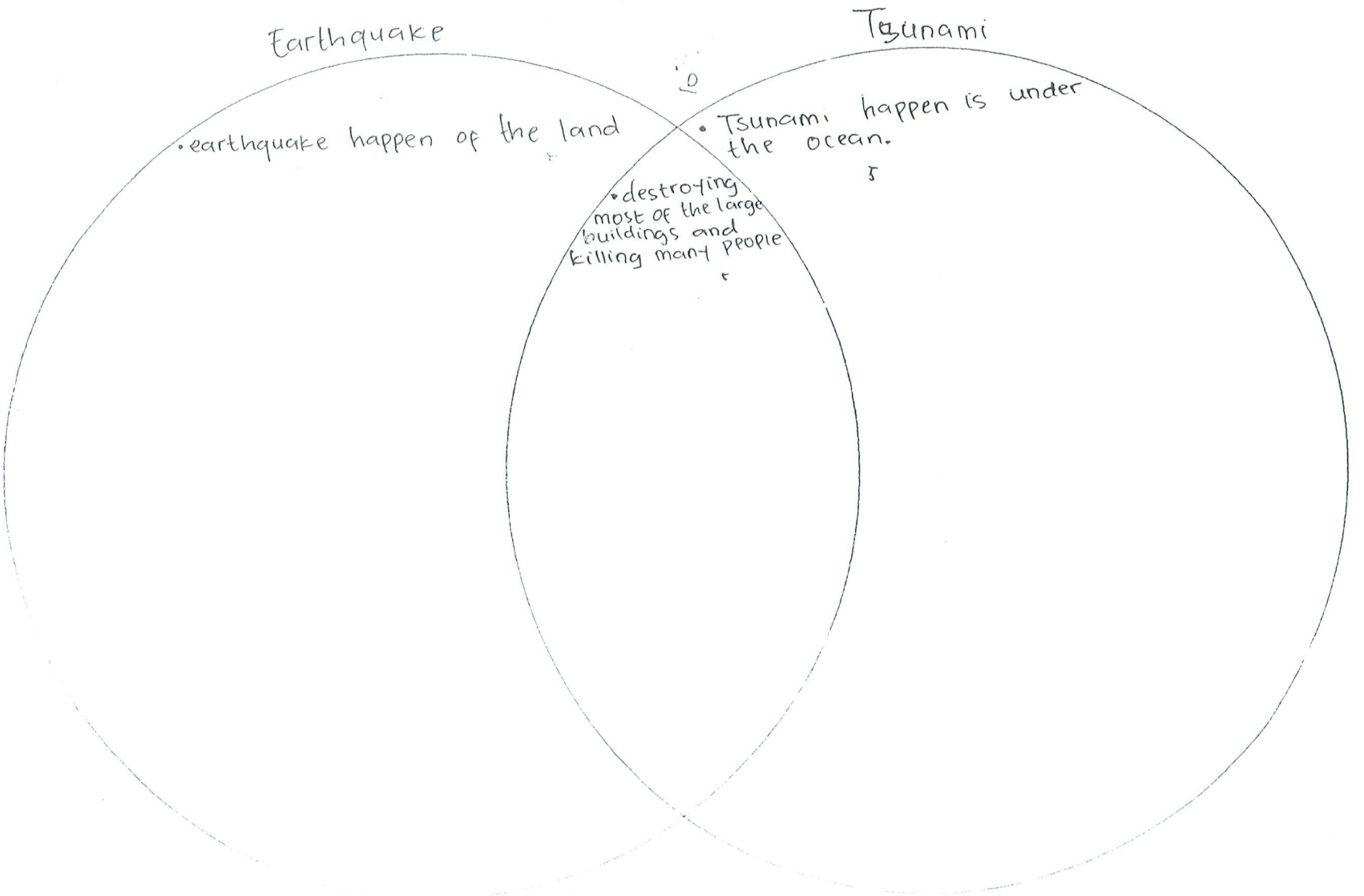
Answer the questions.

1. What happens when rocks underground suddenly move?
2. When did the most terrible earthquake hit Lisbon?
3. How big was the earthquake that happened in North-Western Iran?
4. Wha[illegible] *tsunami*?
5. What is seismometer?

Answer 50

1. Will happen is the earthquake 10
2. Happen in 1755 10
3. 7.7 on the Richter scale [illegible] 10
4. When the location Of the Earthquake is under the Ocean, it will cause a great tidal wave 10
5. The tool to measure and record earthquake 10

Nama : [illegible]
Kelas : XI-IPA



BIBLIOGRAPHY

Ag. Bambang Setiyadi.*Metode Penelitian untuk pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu. Cetakan pertama.2006

agus febrian, *The Implementation Of Venn Diagram Strategy To Improve Reading Comprehension Of Analytical Exposition Texts*, Sanata Darma University:Yogyakarta, 2016

Arifudin Hamra and Eny syatriana. *"developing a model of teaching reading comprehension for EFL students." TEFLN journal,*volume 21, February 2010

Bozena Kwiatkowska-White , *Understanding Reading Comprehension Performance In High School Students,* Queen's University Kingston, Ontario, Canada, August, 2012.

Broughton. Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language,*Second Edition, London & New York 2003, ISBN 0-203-72078-4.

David Nunan. *Language teaching methodology*. Marcquarie University,Sydney :Prentce Hall, March 1991, ISBN 0-13-521469-6

Edi Kusnadi, *Metode Penelitian,* Gunung Pesagi; Bandar Lampung, 2008

Emi Agusriani Samosir. *The effect off applying venn diagram strategy on studnts' achievement in reading comprehension.*

Emohammed El-beckay and Sathi weerraghava Reddy. *"developing English reading skills among the young arab (Libyan) learners."* International journal of education and training (InjET) ISSN: 2289, 2015

G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, DOI 10.1007/978-94-007-1174-7_2, © Springer Science +Business Media B.V. 2011

H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy,* Second Edition, San Francisco State University: Longman, 2000

John W Creswell. *Research Design*. USA: Sage Publication, Inc. 2003. the second edition.

Jones, R. (2012, August). *Strategies for reading comprehension; venn diagram* , Retrieved October 25, 2015.

Kember, David, *Action Learning and Action Research*, Great Britein Bidler ltd. Guilford un King's Lynn. 2000.

Nutal Christine. *Teaching reading skill in foreign language.* Heinemann education book Ltd. London, 1987.

Pasternak, Jennifer & emmet Belknap, *Venn Diagram: A Strategy for Synthesizing Information*, literacy across the curriculum: problem solving strategies for the new York state learning standard.

R. Tardif & C. klassen. *Comparison and Contrast Writing,* douglas collage. 2014

Ricards Jack C & Theodore S. Rodgers, *Approaches and Methods in Language Teaching.* USA. Cambridge University Press. 2001.

Ruth schoenbanc, *what is reading? An expert from reading for understanding,* (Cambridge :while company ,1999).

Soedarso, *Sistem membaca Cepat dan Efektif,* Yogyakarta: Gramedia Pustaka Utama. 1992

Sukardi, *Metodologi Penelitian Pendidikan,* Yogyakarta, Bumi Aksara, 2002.

Thomas S. C. Farrel., *Planning Lessons For A Reading Class,* Singapore : SEAMEO Regional Language Centre, 2002

Zainal Aqib, *Penelitian Tindakan Kelas,* Bandung CV: Yrama Widya, 2009.

Zare, pezhman & Moomala Othman, *The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners,* International Journal of Humanities and Social Science,(university putra Malaysia, serdang, Selangor, Malaysia) Vol. 3 No. 13; July 2013.

CURRICULUM VITAE

My name is Kurnia Savitri. The writer was born on July, 06, 1994, in depok. She is the first daughter in her family. She has one brother and one sister. Her father Toin and her mother is Elmi Asuti.

She entered the elementary school of SDN 013 East Jakarta in 2001 and graduaterd in 2006. Then she entered the junior high school of MTs 17 East Jakarta in 2006 and in 2007 the writer move in Lampung and then school in MTs Batanghari graduated in 2009. At the same year she entered the senior high school of MAN 1 East Lampung and graduated in 2012. After that, she entered at STAIN Jurai Siwo Metro in 2012.