AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
BY USING FIX-UP STRATEGY AMONG THE TENTH GRADERS
AT MA MUHAMMADIYAH METRO
IN THE ACADEMIC YEAR OF 2019/2020**

**BY:
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/ 2019 M**

IMPROVING THE STUDENTS' READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADERS AT MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2019/2020

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

By:

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English Education Department

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ABSTRACT

BY:

LATIFATUN NIKMAH

The purpose of this research is to improve the students' reading comprehension and learning activity in MA Muhammadiyah Metro. The researcher considers that *fix-up strategy* helps the students in learning process and be one of the strategies to improve the students' reading comprehension.

In this research, the researcher conducted Classroom Action Research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 10 students in tenth graders of MA Muhammadiyah Metro. In collecting data, the researcher used test (pre test, post test I and post test II), observation and documentation. The research was conducted collaboratively with the English teacher at MA Muhammadiyah Metro.

The result of this research showed that *fix-up strategy* can improve the students' reading comprehension and their learning activity of the tenth graders at MA Muhammadiyah Metro. It can be known by the percentage of the students' reading comprehension in pre test to post test. The percentage in pre test was 20%, post test I was 50% and post test II was 80%. The percentage of students' learning activity from cycle I 57,5% became 75% in cycle II. It means that the *fix-up strategy* can improve the students' reading comprehension and their learning activity.

Keyword   : *Improving, Reading Comprehension, Fix-Up Strategy, Classroom Action Research.*

**MENINGKATKAN PEMAHAMAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI FIX-UP
PADA KELAS SEPULUH MA MUHAMMADIYAH METRO
TAHUN AJARAN 2019/2020**

ABSTRAK

OLEH:

LATIFATUN NIKMAH

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca dan kegitan pembelajaran siswa di MA Muhammadiyah. Peneliti menilai bahwa strategi *fix-up* membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 10 siswa kelas sepuluh MA Muhammadiyah. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MA Muhammadiyah.

Hasil penelitian ini menunjukkan bahwa strategi *fix-up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa kelas sepuluh MA Muhammadiyah Metro. Hal ini dapat diketahui dengan persentase pemahaman membaca siswa dari pre test hingga post test. Persentase dalam pre tes adalah 20%, post test I adalah 50% dan post test II adalah 80% dan persentase kegiatan pembelajaran siswa dari siklus I adalah 57,5% menjadi 75% pada siklus II. Ini berarti bahwa Strategi *fix-up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa .

Kata kunci : *pemahaman, pemahaman membaca, strategi fix-up, Penelitian Tindakan Kelas.*

RATIFICATION PAGE
No. B-4036/II.

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADERS AT MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2019/2020, written by Latifatun Nikmah, student number 1501070265, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 20th December 2019 at 08.00 – 10.00 a.m.

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NOTIFICATION LETTER

Number   : -
Appendix : 1 (One) Bundle
Matter   : In order to hold the Munaqosyah of Latifatun Nikmah

To The Honorable,
The Head of Tarbiyah Faculty
State Institute of Islamic Studies
(IAIN) of Metro

Assalamua'alaikumWarahmatullahiWabarakatuh

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

Name   : Latifatun Nikmah
Student Number   : 1501070265
Faculty   : Tarbiyah
Department   : English Education
Title   : Improving the Students' Reading Comprehension by Using Fix-Up Strategy among the Tenth Graders at Ma Muhammadiyah Metro in The Academic Year of 2019/2020

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

Wassalamu'alaikumWarahmatullahiWabarakatuh

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NOTA DINAS

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Assalamu'alaikum, Wr. Wb

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

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Faculty   : Tarbiyah

Title   : Improving the Students' Reading Comprehension by Using Fix-Up Strategy among the Tenth Graders at Ma Muhammadiyah Metro in The Academic Year of 2019/2020

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

Wassalamu'alaikumWr.Wb

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APPROVAL PAGE

The Title : IMPROVING THE STUDENTS' READING
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AMONG THE TENTH GRADERS AT MA
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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : LATIFATUN NIKMAH

Student Id : 1501070265

Department : English Education (TBI)

Faculty : Tarbiyah and Teacher Training

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

Metro, November 2019
The Researcher

LATIFATUN NIKMAH
1501070265

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

    Nama   : LATIFATUN NIKMAH

    NPM   : 1501070265

    Jurusan   : Tadris Bahasa Inggris

    Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, November 2019
Yang Menyatakan,

LATIFATUN NIKMAH
1501070265

MOTTO

Surat Al –Ra'd

.... ۚ إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ۗ وَإِذَآ أَرَادَ ٱللَّهُ بِقَوْمٍ

سُوٓءًا فَلَا مَرَدَّ لَهُۥ ۚ وَمَا لَهُم مِّن دُونِهِۦ مِن وَالٍ ﴿١١﴾

.......**"** *Allah will not change the Condition of people up to they change their Condition themselves, and when Allah intends for a people ill there is no repelling it. And there is not for them besides Him any patron ".(Q.S. al-Ra'd: Ayat 11)*

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents (Mr. Kamsidi and Mrs. Khayatin), brother (Wawan Hidayat), and friends who support me by their endless love.

My beloved lecturers of English Education Department State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

All praise due to Allah, the most Gracious and the most Merciful because of his wonderful blessing and mercy, the writer can finish this undergraduate thesis successfully.

Peace and salutation always be given to our beloved prophet Muhammad SAW is a great revolutionary and true educator who guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

1. Prof. Dr. Enizar, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.

2. Dr. Akla, M.Pd., as the Dean Tarbiyah and Teacher Training Faculty.

3. Ahmad Subhan Roza, M.Pd., as the Head of English Education Department

4. Dr. Umi Yawisah, M. Hum as my sponsor and Andianto, M.Pd as my co sponsor also as a consultant of this graduating paper. Thanks for all of your suggestion, recommendation and support for this graduating paper from beginning till now.

5. All of the lectures in English Education Department of Tarbiyah Faculty who had given valuable knowledge.

6. All of the staffs who have helped the writer in processing of graduating paper administration and Academic Department.

7. My beloved parents who always educate me in doing good thing. They are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.

8. My friends in TBI 2015 especially my classmates of TBI A members. Keep our friendship.

Finally, this undergraduate thesis is expected to be able to provide useful knowledge and information to the readers.

Metro, November 8th 2019

The writer,

Latifatun Nikmah

1501070265

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language used to communicate in everyday life. By English mastery, people can meet communication needs in various fields such as education, economics, culture, politics, and defense or security. In Indonesia, English is a foreign language because most people in Indonesia do not have English since the beginning of birth. Indonesian people get learning English from the process of learning English in formal institutions and non-formal institution. English language teaching is a very valuable effort that aims not only to give a science of English language but also to accustom language learners to use or apply in writing. English language learning includes four language skills are reading, listening, writing, and speaking.

Furthermore, as one of language skills, reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Reading is a complex conscious and unconscious mental process in which reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds it. In reading, the students should be thought to use what they know what they know to

understand unknown elements, whether these are ideas or simple words. Reading is a functional process; it is used to accomplish "acts" in the world.

Moreover, reading comprehension is important for the individuals since they foster comprehension in reading. If the students do not have knowledge of reading comprehension, they cannot be expected to be successful readers. Reading opens doors to the universe and through reading we are able to learn an incredible amount and gain insight into so many different worlds, actions and motivations. Reading help us build a better vocabulary, it has been proven that book readers have a richer vocabulary, so for them easier to find the best expression for all that they want to tell others. In general, the more people read, the richer the vocabulary they gets. Furthermore, books are definitely a treasure trove of knowledge. Reading stimulate imagination, people are limited only to the extent to which our imagination is limited.

When people read about unknown places, their mind creates the imaginative images in our heads, rather than simply saving images from small screens in memory. Thus, the imagination and creativity of our minds are being strengthened by reading. Reading lights up new ideas. Reading encourages us to think. Sometimes, people even start dreaming based on the content they read. In addition, reading gives us new perspectives, the reader may not even have thought of itself. Next, through reading people get new ideas and inspiration, so that people can try something new or different, inspired the things they read. Then, Reading gives new knowledge it's true that what people experience gives best impression, but it is impossible in

everyday life to be everywhere and to try out everything. A written language separates us from all other species. It enabled us to transfer knowledge rapidly and allows us to develop faster, which in the era of technological progress already exceeds the limits of imagination. So people have been evolving for thousands of years by reading.

The ability to read in English is influenced by several aspects that are categorized in the aspects of linguistics and non linguistics. The linguistics aspects of reading comprehension support includes English vocabulary mastery, mastery of grammar, skills in detecting the main idea, and supporting details, and the ability to understand the context of the readings. By having a good grammar, the readers can understand the contents of the text content. The ability to detect the main idea of the reader can grasp the main idea and supporting ideas in understanding the content of the text properly and quickly. It has a good ability in understanding the context of reading the reader can easily understand the entire content of the message reading taking into account the context of the proper readings.

The ability to read a person was also influenced by aspects of non linguistics. Non aspects linguistics includes use of media in reading, strategy, support environmental suitability, and psychological factors. The appropriate media usage in the process of learning increases the motivation of students to improve their reading comprehension by reading media elections because it must be done carefully matched with the ultimate goal of the process of reading or write. The appropriate teaching strategy supports the process of

learning to read is becoming very effective electoral strategy therefore teach reading should be attempted in order to support the achievement of the best results in the quality of reading.

In addition, one of appropriate teaching reading strategy is fix-up strategy. It is strategies which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options. Fix up strategy is frequently referred to as "look-backs." It refers to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use look-backs, readers first need to understand that it is essential to monitor meaning getting as reader reads and that good reader stop when a problem is encountered.

Moreover, fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. Fix-up strategy includes rereading, reading ahead, identifying unknown words, making and changing predictions, connecting things in the text to personal experiences and memories.

However, reading is not an easy to understand language skills. There were various problems got by students in the process of reading most readers have a limited English vocabulary so that they are difficult understand the content of the readings. In addition, students also have the ability of weak English grammar. The process of understanding the main idea and the idea of

supporting a reading also felt very hard for students. Moreover, to the problems of linguistics reading problems are also caused by factors such as weak non linguistics motivation reading habits, low reading and low support environment.

Related to the problem of reading above, the researcher also found the problem of reading from the results of the pre-survey conducted among the tenth graders at MA Muhammadiyah Metro that had been carried out on January 9th 2019; while the pre-survey results are illustrated in the following table:

Table 1.1
Data of Pre-survey Result
The students' reading comprehension among the tenth graders at MA Muhammadiyah Metro

No	Grade	Frequency	Percentage	Criteria
1	$\geq$68	3 students	30 %	Complete
2	<68	7 students	70 %	Incomplete

Furthermore, pre-survey result of reading comprehension is classified based on passing grade of English subject of the tenth grade that is 68. It is known that the percentage among the tenth grade at MA Muhammadiyah Metro who have more reading passing grade of English subject at the tenth grade is 30%. While the percentage of students who read less than passing grade of English subject at the tenth grade is 70%. This means that the percentage of students who reach passing grade of English subject is less than the percentage of students who do not reach passing grade of English subject.

Therefore, it can be concluded that the reading comprehension of the tenth grade at MA Muhammadiyah Metro is unsatisfactory.

From the pre-survey results, it was also known that the students' reading comprehension of the tenth graders at MA Muhammadiyah Metro was due to the limited English vocabulary they had. Problem reading of the tenth graders at MA Muhammadiyah Metro is also caused by the lack of mastery of grammar, they also have difficulty in determining the main ideas and supporting ideas for reading so that they have difficulty in determining important information from a reading. They have low reading motivation.

Based on the illustration above, the researcher considered the need to improving the students' reading comprehension of tenth graders at MA Muhammadiyah Metro by using fix-up strategy. In this case the researcher was conduct classroom action research at MA Muhammadiyah Metro through the implementing fix-up strategy. Therefore the researcher conducted a study entitled "Improving the Students' Reading Comprehension by Using Fix-Up Strategy among the Tenth Graders at MA Muhammadiyah Metro in the Academic Year of 2019/2020."

B. Identification of The Problem

Based on the background of the problem of the research problems are identified, as follows:

1. Students have limited English vocabulary.
2. Students have difficulty in determining the main idea and supporting ideas in a reading.

3. Students do not have the motivation to read.

4. Students have low reading comprehension.

C. Problem Limitation

Based on the identification of problems, the researcher limits the problem of this research only to the students' low reading comprehension among the tenth graders at MA Muhammadiyah Metro.

D. Formulation the Problem

The researcher formulates this research as follows: "Can the use of fix-up strategy improve the students' reading comprehension and their learning activity among the tenth graders at MA Muhammadiyah Metro in the Academic Year of 2019/2020?".

E. Objective and Benefit of Study

1. Objective of Study

The objective of this study is to determine whether a fix-up strategy can improve the students' reading comprehension and their learning activity among the tenth graders at MA Muhammadiyah Metro in the Academic Year of 2019/2020.

2. Benefit of Study

This research is expected to provide benefits not only for researcher but also for students, English teachers, and the institution.

a. For the Students

The strategy of this research is expected to help students improve their English skills, especially reading. The implementation of the fix-up strategy in this study is expected to improve student in learning reading.

b. For the Teachers

This research is expected to help teachers in the process of teaching English, especially teaching reading. The strategy of this research is expected to help teachers in creating conducive learning conditions so that learning targets can be achieved effectively.

c. For the Institution

This research is expected to bring tremendous benefits to improving student academic achievement in school. So that the institution's good name can be maintained. This research is also expected to be a consideration for the school to complete the infrastructure used in teaching English. It is also hoped that this research can encourage schools to make innovations in the selection and implementation of English teaching strategies.

F. Prior Research

This research was conducted by considering several previous researches related to teaching by using Fix-up strategy. The first prior research was conducted by the student of Sebelas Maret University of Surakarta named Nunun Indrasari from English Education of Graduate School with the title "The Effectiveness of Using Fix-up Strategy to Teach Reading Viewed from

Students' Self-confidence".[1] The first prior research finding that fix-up strategy is an effective way to teach reading for eight grade the students of SMP Negeri 2 Temanggung, from that result fix-up strategy can be implemented at class in order to achieve optimal result. The first prior research has a similarity and differences with this research. The similarity between the first prior research and this reseach is the language skill investigated is reading; while teaching strategy is the fix-up strategy. The differences between the first prior research with this research include the research method; the experimental reseach of the first prior research and this researchis classroom action research, the location; the research location from prior research was carried out at Junior High School in Temanggung and this research location at MA Muhammadiyah Metro at the tenth graders.

The second prior research was conducted by Yovi Ramadhani with the title of the research "Teaching Reading Comprehension of Narrative Text by Combining Fix-Up and Get the GIST (Generating Interaction between Schemata and Text) Strategy for IX Grade at Junior High School".[2] The second prior research finding that fix-up strategy is can be improve students understanding in reading texts, and can also helps students when experiencing difficulties or confision in understandingthe content of the text. The second prior research has similarities and differences with this research. The

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[1]Nunun Indrasari,*The Effectiveness of Using Fix-up Strategy to Teach Reading Viewed from Students' Self-confidence* vol 8, No 1, 2015.

[2]Yovi Ramadhani , *Teaching Reading Comprehension of Narrative Text by Combining Fix-Up and Get the GIST (Generating Interaction between Schemata and Text) Strategy for IX Grade at Junior High School,* vol 2, No 2, 2013.

similarities between the second prior research and this reseach is the language skill investigated is reading; while teaching strategy is fix-up strategy, the research method; classroom action research and improving reading comprehension of the students. The differences between the second prior research with this research include teaching material; narrative text of the second prior research and this research is descriptive text, the location; the research location from second prior research was carried out for IX Junior High School and this research location at MA Muhammadiyah Metro at the tenth graders.

The third prior research was carried out by Indah Fadilah Rahman with the title "the implementation of Collaborative Strategy Reading (CSR) and its Effects on Students' Reading Comprehension".[3] The finding signifies that CSR is positively responded by the experimental class. The implementation of CSR increases students' reading proficiency. The result of previous studies that third proved reading comprehension that collaborative strategy reading (CSR) has a significant effect to students' reading comprehension. The result from the pre-test and post-test demonstrated a significant improved in the quality of the students' reading comprehension in the experimental group while the quality of students' reading comprehension in control condition was increased. This research has similarities with the third previous research. The equation is the research method used. This research and previous research use classroom action research to improve the students' reading comprehension.

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[3]Indah Fadilah Rahman ,*the implementation of Collaborative Strategy Reading (CSR) andits Effects On Students' Reading Comprehension,* Makassar, Vol 1, No 01, 2015.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Reading Comprehension

1. The Concept of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrated skill attracts many experts to highlight their opinion about the definition of reading comprehension.

According to John T. Guthrie, reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.[4] Through reading comprehension the readers get useful knowledge from the source they read. The knowledge is obtained from the collaboration between the cognitive and affective side of the reader towards a text that they read.

Moreover, Douglas Brown defines reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[5] It means that reading comprehension purpose is to efficiency of reading. In other words, through the process of reading comprehension the process of reading can occur effectively.

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[4]John T. Guthrie., at al, *Motivating Reading Comprehension Concept-Oriented Reading Construction* (London: Lawrence Erlbaun 2004), 227.
[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Francisco State University 2000), 306

Meanwhile, Karen and Graham explain that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[6] In the other words, reading comprehension means that to get an idea the reader has to concentrate and connect with their knowledge. To be able to understand a text, the readers must have an interest in reading the text so that they can understand the contents of the text and get useful knowledge from the text.

Moreover, Gary Woolley assumes reading comprehension is the process of making meaning from text.[7] It means that a reader needs reading to take meaning contained or conclusion in the text. In order to get good meaning from the source, the text chosen by the teacher should contain the good quality of scientific knowledge.

Next, Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[8] In the other words, in reading comprehension there is an interaction between the formation of meaning in the reader`s mind and written text. The process of forming the meaning must be encouraged with the support of interesting types of texts.

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[6]Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 8.
   [7]Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Springer Dordrecht Heidelberg London New York 2011), 15.
   [8]Snow, C. *Reading for Understanding: Towards a R&D Program in Reading Comprehension.* (Washington, DC: RAND Reading Study Group, 2002), 11.

Based on the definition of the experts above, it can be concluded that reading comprehension is looking and get for the information suggested from the text or written language, the readers understand all of the reading text selection.

2. **Reading Comprehension Models**

In the reading comprehension, there are three important models which should be paid more attention such as:

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word and decodes meaning. It means that this model concern more in the way the readers read a text than that of comprehend.

b. Top-down Model

Top-down model emphasize the importance of these schemata, the reader's contribution, and over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption. It means that takes the background knowledge of the readers as the most important thing in reading

c. Interactive Model

Interactive model is a combination among bottom-up and top-down models and emphasizes the interaction between a reader and the

text.[9] It means that the readers both recognize words and predict the implied information in creating meaning.

3. The Components of Reading Comprehension

As an active process, reading has some components to be implemented. Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension[10] as follows:

a. The Reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should be motivated in reading.

b. The Text

Texts may give great contribution to the students' reading comprehension. Those can be categorized as easy or difficult ones. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy.

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[9]J. Charles Alderson, *Assessing reading* (New York: Cambridge University Press, 2000), 16-18.

[10]Snow, C. *Reading for Understanding: Towards a R&D Program in Reading Comprehension*, 11-12.

c. The Activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading comprehension on texts. To achieve the students' reading comprehension, the activities entail the process of finding the main idea, finding detail information, guessing meaning of difficult words from the context, and creating meaning to the whole text.

4. **Indicator of Reading Comprehension**

There are some criteria commonly use in indicating students' reading comprehension, there are:[11]

a. Main idea (topic).

b. Expression/ idiom/ phrases in context.

c. Inference (implied detail).

d. Grammatical features.

e. Detail (scanning for a specifically stated detail).

f. Excluding facts not written (unstated detail).

g. Supporting ideas.

h. Vocabulary in context.

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[11]H. Douglas brown, *language assessment: principle and classroom practice,*(San Fransisco, California, 2003), 206.

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

5. **The Assessment of Reading Comprehension**

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. The same form of assessment may be used for a variety of goals.[12]Types of comprehension question forms are used as the major means of focusing on comprehension of the text. There is variety of question types that can be used:

a. Pronominal Questions, Imperatives

These questions can ask for one word answer or ask the learners to copy the answers directly from the passage. The questions beginning with what, where, who, when, how, why, etc and the questions often test writing ability as well as reading ability because the learners must write the answers. The learner can answer questions using their first language. Instead of questions, commands may be used.

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[12]I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing* (New York: Routledge. 2009), 75.

b. Alternative Questions (Yes/ No Question)

This questions form are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. This question only need short answer and the students do not have to need a high level of writing skill.

c. True/ False sentences

The students look at each sentence and decide if it's true or false according to passage. The students answer by writing true or false, or by copying the sentence that are true and not copying the false sentences. This last way provides an opportunity for more learning to take place. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

d. Multiple-choice sentences

These questions are easy to mark. If the questions are not well made, often the students' chance is higher. Good multiple-choice are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

e. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text. The learners read the text and fill in the diagram with short notes. The advantages are that the information

the learner produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.

Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of a multiple-choice response, short answers or extended pieces of writing.[13] This typically can be done by asking students to read and answers the question about what they have read. Formats include multiple-choice, short answer, and cloze or fill in the blank questions.

B. Fix-Up Strategy

1. The Concept of Fix-Up Strategy

Fix-up strategy can support a reader in reading and it can be applied to all reader including students. Fix-up strategy is strategies which can help the student understand the message of the text when they get stuck with certain words or certain sentence. When using this strategy the teacher should provide the student with some tools for fixing up their meaning making.

According to Judy S, Raymond F, Charlene E, fix-up strategy is rereading, reading ahead to clarify a confusing point, and figuring out

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[13]Elizabeth S. Pang et al., *teaching reading,IAE* (Switzerland: Palais des Academies, 2003), 18.

word meanings from context.[14] It means that fix-up strategy is one of the strategies that can help students in comprehending a text. In the process of using fix-up strategy the reader must reread carefully thr source of the text read in order to get the core message to be revealed.

Meanwhile, Judi Moreillon states that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read.[15] When the students cannot understand the text during reading, the students use fix-up option to catch the message of the text. It mean that by using fix-up strategy, the readers can creatively find interest in the reading process.

Next, Klingner, Voughn, and Boardman say that fix-up strategy is to assist with comprehension, consider linkages between what they are reading, previous knowledge and experiences and they should summarize the key ideas they have read and respond to the material in various ways.[16] It means that fix-up strategy is used by readers when they are difficult to understand what they hear or read. Fix-up strategy is very complex to do because it requires the background knowledge of the reader an creativity in reading.

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[14]Judy S. Richardson, Raymond F. Morgan, Charlene E. Flenner, *Reading to Learn in the Content Areas,* (USA: The United States of America, 2009), 159

[15]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: American Library Association, 2007), 116.

[16] Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), xi.

2. The Benefit of Fix-Up Strategy

Using the fix-up strategy is one of the important tools students can develop to improve reading comprehension. Janette, Sharon, and Alison emphasize that fix-up is beneficial used to teach reading. The benefit of fix-up strategies is cue students to use word-level skills or context clues to assist them in figuring out the meanings of words during reading. Students use fix-up strategies to gain enough information to repair understanding while reading. However, to assist students in gaining a deeper knowledge of important words, teachers must provide additional instruction and practice opportunities.[17] It means that the teacher should be creative in preparing the learning process, so that students get in-depth knowledge of the reading learning process.

Moreover, Judy S, Raymond, Charlene states that fix-up activity that is best reserved for struggling readers, but the investment of time does help students become active, more proficient readers.[18] It means that fix-up strategy can encourage students to be more active and to reduce passivity in reading. Fix-up options are only as effective as readers' ability to monitor their own understanding of texts.[19] Therefore, it can be concluded that the fix-up is an effective strategy in improving reading comprehension.

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[17]Ibid, 60.

[18]Judy S. Richardson,Raymond F.Morgan, Charlene E. Flenner, *Reading to Learn in the Content Areas,* (USA: The United States of America, 2009), 430.

[19]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, 120.

3. The Implementation of Fix-Up Strategy in Reading Instruction

Fix-up strategy is one included in the self-monitoring, because this strategy involves students directly and can be beneficial for students. In the use of fix-up strategy, how teaching or application of this strategy, those are:

a. Identify two or three "clunks" in the passage. Read the passage out loud to students (students should follow along with their own passage or on the overhead).

b. Model how to use the fix-up strategies to identify which strategy might help figure out the meaning of the unknown word or idea. Repeat this process for another clunk.

c. Write down each clunk and a brief definition.

d. Have students work with a partner or small group to practice using the fix-up strategies to find the meaning clunks. One student can be a "clunk" expert and hold the clunk cards.

e. After reading a section of the passage (usually a paragraph or two of a content-area or other expository text, depending on the length and difficulty of the reading passage), students stop to identify clunks.

f. The clunk expert reads the first clunk card, and the student who had the clunk attempts to use it to find the meaning. Students can assist each

other with using fix-up strategies. If one student knows the definition of a word, using the fix-up strategies should confirm the definition.[20]

C. Action Hypothesis

The action hypothesis of this research is stated, as follows:

"By using fix-up strategy, the students` reading comprehension and their learning activity can be improved among the tenth graders at MA Muhammadiyah Metro in the academic year of 2019/ 2020".

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[20]Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, 71.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

Operational definition is the definition that based on characteristic of the things that is defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.[24] Based on the statement, the definition operational of the variable in this research are:

1. Independent Variable

Independent variable (X) is variable that causes, influences, or affect outcomes. It also called treatment, manipulated, antecedent or predictor variable. Independent variable of this research used Fix-up strategy as variable (X). This variable emphasizes on improving student's scores in reading comprehension base of general knowledge.

Moreover, to know student's participant in this strategy there are some indicators as follow:[21]

a. The students are able to focus on the teacher's explanation in modeling the clunk.

b. The students are able to read comprehensively what the teacher had written about the clunk.

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[21] Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, 71.

c. The students are able to actively work with their seatmate to identify and to explain the clunks in the process of reading.

d. The students are able to mention their comprehension about the meaning of the clunks based on the result of previous reading process.

2. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension ability. It is can be defined as knowledge of students in identification the text such as: main idea, topic, and others. In this research, reading comprehension was measured by pre-test and post-test in different level by using the multiple choice from that consist of 30 items and gave 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. Moreover, to know the student's mastery in reading comprehension, the researcher decides some indicators in this variable; as follows:

a. The students are able to identify the main idea of the reading text.

b. The students are able to identify the expression/ idiom/ phrases in context of the reading text.

c. The students are able to identify the inference (implied detail) of the reading text.

d. The students are able to identify the grammatical features and detail (scanning for a specifically stated detail) of the reading text.

e. The students are able to identify the excluding facts not written (unstated detail), supporting ideas, vocabulary in context of the reading text.

B. Research Setting

Classroom action research was conducted at MA Muhammadiyah Metro. The setting of the research is Jl. KH. A. Dahlan No.1 Imopuro, Metro.

C. Subject of the Research

The subjects of this research are the students' of the tenth graders of MA Muhammadiyah Metro. The total of student is 10. While, the object of this research is the students descriptive text reading comprehension at class X IPS at MA Muhammadiyah Metro. This classroom action research is collaborative study. The collaborator of this research is the English teacher of the tenth grade that M. Faisal Fazri S. Pd. Class X IPS consists of 3 males and 7 females, so the total students is 10 students.

D. Action Plan

1. Classroom action research

The research uses the classroom action research. According to Jean McNiff and Jack Whitehead, action research is a form of enquiry that

enables practitioners everywhere to investigate and evaluate their work.[22] It means that action research is useful for improving the ability of certain aspects of achievement. In action research researcher can always evaluate and improve the quality of their research object achievement.

Meanwhile, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.[23] It means that action research is reflection to use to review the previous action and plan the next one. Action research consist of cycle that are not single because they have to achieve an indicator of success.

In addition, Donald Ary et, al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[24] It means that researcher focus on the use of action research in education. The targets of the action research in each condition vary greatly depending on the stated research objectives.

From several theories, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

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[22]Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga pulications, 2006), 7.
[23]Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.
[24]Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning,2010, 2006), 512.

Classroom action research (CAR) has various models but in this research the researcher uses Zina O'leary research design. According to Zina O'leary action research is a cyclical process that takes shape as knowledge emerges.[25]This phase can be seen by following figured:
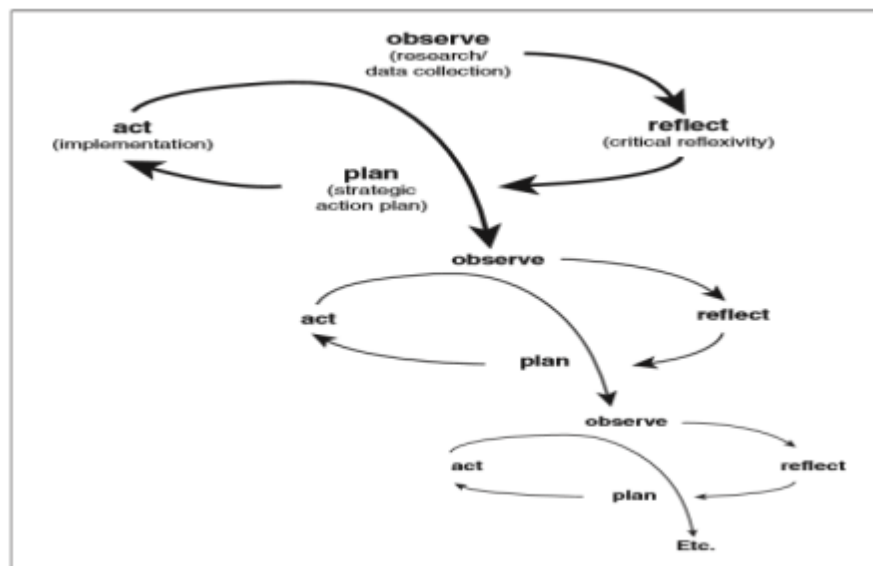
Figure 3. 1

Zina O'leary Action Research Design[26]

This figure describes the sequence of the research that consists of planning, action, observation, and reflection that implement in each cycle. If the learning outcome in the first cycle cannot be achieved or there may be found new problem, so it was probably continued to the next cycle that has same phase on the first cycle.

In this case, the researcher conducted classroom action research of the tenth grade at MA Muhammadiyah Metro. The reason of why the

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[25]Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.
[26] Ibid, 141.

researcher was conduct classroom action research is because the researcher wants to improving the students' reading comprehension of the tenth graders at MA Muhammadiyah Metro by using fix-up strategy.

2. The steps in the research

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrating by like this procedures as follows:

a. Cycle 1

1) Planning

In this research, the researcher conducts some plans. They were the following:

a) The researcher prepares lesson plan.

b) The researcher prepares the material and media of learning.

c) The researcher make obsevation sheets and list of students' name

d) The researcher provides some reading sources in the form of texts.

e) The researcher makes test question which is used in pre-test and post-test.

2) Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the researcher acts as follows:

a) Pre teaching activity

  (1) The researcher starts the lesson by greeting to the students.

  (2) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

  (1) The researcher devides the students into some group.

  (2) The researcher explains the card sort to the students about descriptive text.

  (3) The researcher gives the material and facilities in the form of descriptive text topics to the students during the discussion by applying fix-up strategy.

  (4) The researcher affirms student's reading comprehension by checking their understanding.

  (5) After the students become more proficient in using this strategy, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that has been discussed.

(3) After giving treatment in cycle 1. The researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.

3) Observing

In the third phase, the researcher observed the student' activity, their participations, class situation during learning process, and researcher performance by using structure observation form. Furthermore, the researcher also collected the data from the post test and result of student's activity. The researcher observed the overall activities to find out the effectiveness of learning process which have be occurs.

4) Reflecting

In the fourth phase, the researcher tried to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done.

b. Cycle 2

1) Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as a follow:

a) The researcher analyses the reflection result to obtain the solving problem.

b) The researcher revises and prepares the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Acting

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher informs to the students about the competence, the indicators and objectives that were be achieve.

b) While teaching activity

(1) The researcher divides the students into some group.

(2) The researcher reminds how to apply fix-up strategy.

(3) The researcher gives the material and facilitates the students during the discussion by applying fix-up strategy.

(4) The researcher affirms student's reading comprehension by checking their understanding.

(5) After the students become more proficient in using this strategy.The researcher gives the evaluation to the students.

c) Post teaching activity

(1) The researcher gives positive feedback or reinforcement to the students.

(2) The researcher and students conclude the learning topic that has been discussed.

(3) The researcher greets the students in the end of the meeting.

3) Observing

In the third phase, the researcher observes the student's activity, their participations, class situation during learning process, and

researcher performance by using structure observation form. Furthermore, the researcher also collects the data from the post test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement.

E. Data Collecting Technique

In collecting data the researcher was use the following steps:

1. Test

Test of this research consist of pre-test that was conducted before the treatment and post-tests that was done at the end of each cycle. The post test was done after the treatments. After the treatment, the student had a post-test. The form and the procedure of the post-test are the same as pre-test. In this case, the researcher administrated the test in order to know the students' reading comprehension of the tenth graders of MA Muhammadiyah Metro. The tests that was done include of pre-test and post-test. Both of the tests are in form of asking the students to answer multiple-choice questions that are related on the topic of descriptive text.

2. Observation

The aim of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory and are carefully interpret and analyses, again employing systematic and plan procedures.[27]It means that observation is a data collection strategy in which the activities of subjects are visually examine.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools, it can have a number of features.[28]It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the researcher in order to get the complete data about the establishment history of MA Muhammadiyah Metro, the organization structure of MA Muhammadiyah Metro, etc.

F. Instrument of the Research

1. Reading Test Question

To measure students' descriptive text reading comprehension of the tenth grade of MA Muhammadiyah Metro, the researcher applied some

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[27]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58.
[28]Ibid, 273.

reading tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to answer multiple choice questions that are related on the topics of descriptive text. The table of specification of reading test:

Table 3.1
Table of Test Spesification

Outcomes to Assess		Item Types	
Content Standard	Objectives	Multiple-choice	Total Points
4.8. Identify the meanings in descriptive text on the simple written texts.	1. The students are able to identify the meanings in descriptive text on the simple written texts.	Read the text and answer the following question.	0-100

Source*: Silabus Bahasa Inggris X Kurikulum 2013*

2. Observation sheet

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

a. Interaction with classmate

b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.

c. Quality of teachers-elicited responses

d. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc).

e. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did is in form of making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she selected the data that is related to the research question and classified them into the tow categories data sin learning process.

Tabulating the result of the test, finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

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

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N = Number of students[29]

The formula to figure out the percentage of the students who pass the passing grade in each cycle as follows: [30]

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[29] Donald Ary at all, *Introduction to Research in Education,* p.108

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

Note: **P** = Class percentage

F = Frequency

N = Number of student

H. Indicators of Success

To know the gain of data, the researcher analyzed the result of test by taking the average score of pre-test and post-test. Furthermore, the result must achieve the passing grade of reading comprehension in this class at least 68. If the mean of post-test has fulfilled at least 68, 70% of the students has been passed, and 70% of the students active in learning activities the researcher do not continue to the next cycle.

[30]*Ibid*

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of MA Muhammadiyah Metro

The establishment of Madrasah Aliyah Muhammadiyah Metro was as the continued institution of *Pendidikan Guru Agama (PGA)*that was established in 1982. The exchanged function of *PGA* 6 to Madrasah Aliyah was legalized by *Keputusan Departemen Agama RI No. 64 tahun 1990 tanggal 25 April 1990 dan No. 42 tahun 1992 tanggal 27 Januari 1992*. In addition, the Islamic boarding school of Darul Arqom is part of MA Muhammadiyah Metro, so that the students of MA Muhammadiyah Metro were the students in Darul Arqom's cottage.

Furthermore, in 2008 Muhammadiyah Metro Aliyah Madrasah, that at that time was signed by Mr. Hi Sugeng Siswoyo, M.Pd as head of the Madrasah, tried to revive the role of the Islamic boarding school of Darul Arqom in strengthening MA Muhammadiyah Metro especially in the field of Islamic Education and later in 2011 efforts to revive the Islamic boarding school of Darul Arqom were resumed by Mr. Mustoto, M.Pd.I, who at that time was headmaster of MA Muhammadiyah Metro.

The hard work of reviving Pondok Darul Arqom, little by little, paid off. Al-results in the initial period, Mr. Hi. Sugeng Siswoyo, M.Pd. Madrasah Aliyah Muhammadiyah Metro accepts new students and new male students especially at Darul Arqom Islamic Boarding School, which at that time is still deposited in Ma'had Aly. Only then in the second year of leadership, Mr. Hi. Sugeng Siswoyo, M.Pd. Darul Arqom Islamic Boarding School's male dormitory was moved in the old building of Imadul Bilad Islamic Boarding School on Imam Bonjol 22 Hadimulyo Metro on the status of being loaned by UM Metro who was then the new owner.

In the leadership period of Mr. Mustoto, M.Pd.I at that time as mudir and head of MA Muhammadiyah Metro, Darul Arqom Islamic Boarding School expanded its progress by establishing Darul Arqom Islamic Boarding School dormitory located on Raden Imba Kusuma Imopuro Metro with approximately 4 years rent status. Finally, it currently occupies a new building on KH. Ahmad Dahlan 01 Imopuro Metro which was originally the building of Ma'had Aly Muhammadiyah Metro.

2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, acting, observation and reflection. In relation to manage the class, the

researcher made the lesson plan. The researcher used fix-up strategy to improve the students' reading comprehension.

a. **Pre-test activity**

In teaching learning, the researcher conducted on Tuesday, September10[th] 2019 at 13.00 until 14.20. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The kind of the test was multiple-choice consisted of 30 items. Then, the students' pre-test result can be seen on the table below:

Table 4.1
The Frequency Distribution based on Reading Grade Interval
Pre-test

No	Grade Interval	Frequency
1.	27 – 38	3 Students
2.	39 – 50	4 Students
3.	51 – 62	1 Student
4.	63 – 74	2 Students
Total		**10 Students**

Table 4.2
Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	2	20 %	Complete
2	< 68	8	80%	Incomplete
	Total	10	100 %	

Source: The result score pre-test of X IPS class at MA Muhammadiyah Metro, September10[th] 2019.
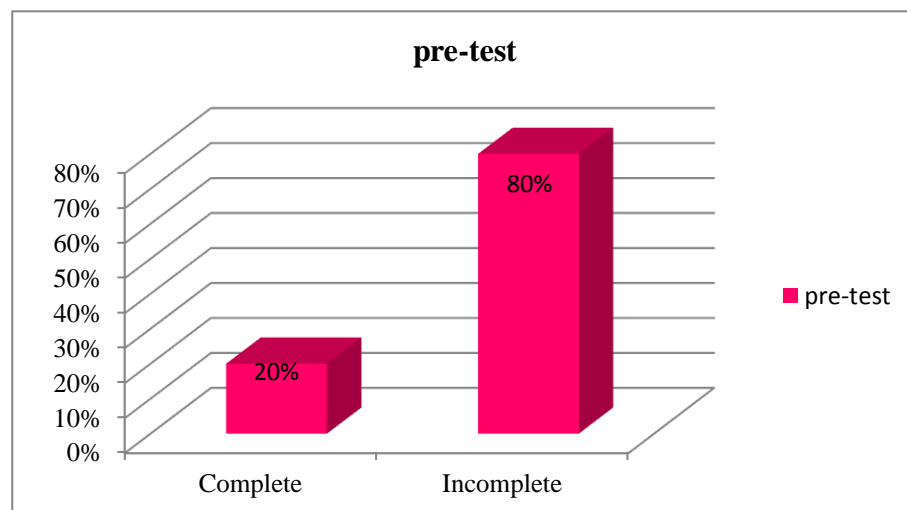
Figure 4.1
The Percentage of the Students' Grade in Pre-test

Based on the data above, it can be inferred that students 8 (80%) were not successful and 2 students (20%) were successful. The successful students were those who got the passing grade at MA Muhammadiyah Metro at least 68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 55,9, so the result was unsatisfied. Therefore, the researcher used fix-up strategy to improve reading comprehension.

b. **Cycle I**

1) **Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made

the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, September 17[th]2019 at 13.00 until 14.00 p.m and followed by 10 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. For the beginning, the researcher asked the students,"how many type of the text do you know?" Some students answered "narrative text, descriptive text, and announcement text". Some students kept silent. The researcher said "Good! Today, we study about description text, and have you ever studied about descriptive text?" All of students answered "Yes, I have".

The researcher started to introduce the descriptive text that was used in the learning process, then started to deliver the material. The generic structure included of identification-

description. The purpose of the text is to describe and to reveal a particular person, place, or thing. Furthermore, a student asked "The example Miss?" The researcher answered "For the example is your friend, his name is samaria, She is smart and has white skin."

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first step of acting phase is identifying two or three clunks in the passage. The title of passage is *komodo*. In addition, clunks are words contained in the reading passage that represent the important information of the text. The clunks of passage are *komodo*, *lizard* and *dragon*. The researcher read the passage of *komodo* out loud to students. In this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the teacher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *lizard* to help students figure out the meaning of the first clunk. In this case, the students focused on the researcher's explanation in modeling the *lizard*. The researcher repeated the process of figuring out the meaning for other clunks that are *lizard and dragon.*

Furthermore, the third step is writing down the clunks that are *komodo*, *lizard* and *dragon*. In this case, the researcher wrote down all of the clunks that are *komodo*, *lizard* and *dragon* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and to find the meaning of clunks including of *survive and hunts*. One student became a expert clunk by holding and by reading the clunk cards including of *survive and hunts*. The expert clunk was the student who had higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had lower score than the pair based on the pre-test result. The student who did not become the expert clunk try to find out the meaning of the clunk cards including of *survive and hunts* in the reading text *Komodo.*

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunks *survive and hunts* from the reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunks *survive and hunts* based on the result of previous reading process.

Finally, in the last step, the expert clunk read the appropriate meaning of the clunks *survive and hunts.* It was done to confirm the definition of each clunk. In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such as about students' low motivation in reading English text, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension, students difficulty in understanding the important message of the text, and students' low reading habits.

b) The second meeting

The second meeting was conducted onTuesday, September 24th 2019 at 13.00 until 14.00 p.m after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continues by giving some explanation more about descriptive text.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first step of acting phase is identifying two or three clunks in the passage. The title of passage is *borobudur temple*. In addition, clunks are words

contained in the reading passage that represent the important information of the text. The clunks of passage are *temple and beautiful*. The researcher read the passage of *borobudur temple* out loud to students. In this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the teacher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *temple* to help students figure out the meaning of the first clunk. In this case, the students focused on the researcher's explanation in modeling the *temple*. The researcher repeated the process of figuring out the meaning for other clunks that are *temple and beautiful.*

Furthermore, the third step is writing down the clunks that are *temple and beautiful*. In this case, the researcher wrote down all of the clunks that are *temple and beautiful* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and to find the meaning of clunks including of *world and tourist*. One student became a expert clunk by holding and by reading the

clunk cards including of *world and tourist*. The expert clunk was the student who had higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had lower score than the pair based on the pre-test result. The student who did not become the expert clunk try to find out the meaning of the clunk cards including of *world and tourist* in the reading text *Borobudur temple.*

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunks *world and tourist* from the reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunks *world and tourist* based on the result of previous reading process.

Finally, in the last step, the expert clunk read the appropriate meaning of the clunks *world and tourist.* It was done to confirm the definition of each clunk.

Furthermore, on Tuesday, October 1st 2019 at 13.00 until 14.00 p.m the researcher gave post test of cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 30 items. The result of the students' test in post test I was better than test in pre-test before.

Table 4.3
The Frequency Distribution based on Reading Grade Interval
Post Test 1

No	Grade Interval	Frequency
1.	37 – 49	2 Students
2.	50 – 62	1 Student
3.	63 – 75	5 Students
4.	76 – 88	2 Students
Total		**10 Students**

Table 4.4
The Frequency of Students' Score in Post test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	5	50%	Complete
2	< 68	5	50%	Uncomplete
	Total	10	100 %	

Source: The result score of post test I of X IPS class at MA Muhamadiyah Metro on October, 1st 2019.
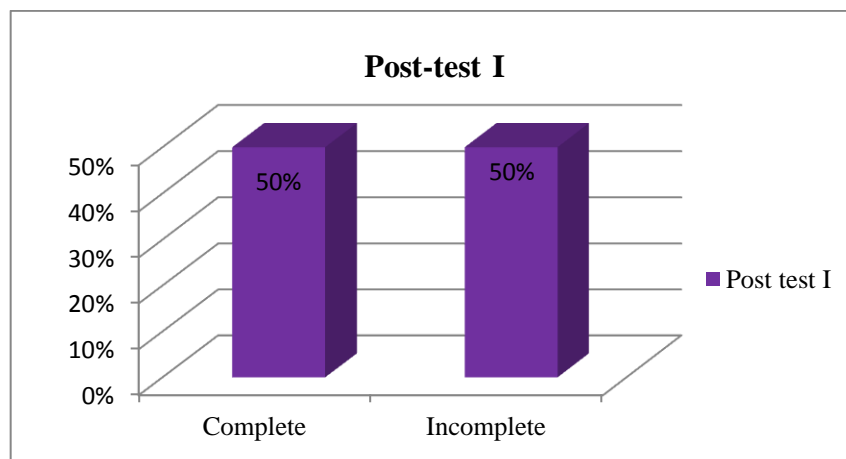
Figure 4.2
The Precentage of the Students' Grade in Post test I

Based on the result above, it can be seen that 5 students (50%) got score up to the standard and 5 students (50%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get

passing grade at least 68. Learning process was said success when 70% students got score ≥ 68. The fact showed that the result was unsatisfying.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially descriptive text by using fix-up strategy. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

a) Paying attention to the teacher's explanation.

b) Asking or answering the teacher's question.

c) Being active in the class discussion.

d) Doing the task given by the teacher.

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

Table 4.5
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	7	70%
2.	Asking or answering the teacher's question	5	50%
3.	Being active in the class discussion	5	50%
4.	Doing the task given by teacher	6	60%
Total Students		10	
The percentage of students' learning activity		57,5%	

Source: The students' activity of X IPS class at MA Muhammadiyah September 24th 2019.
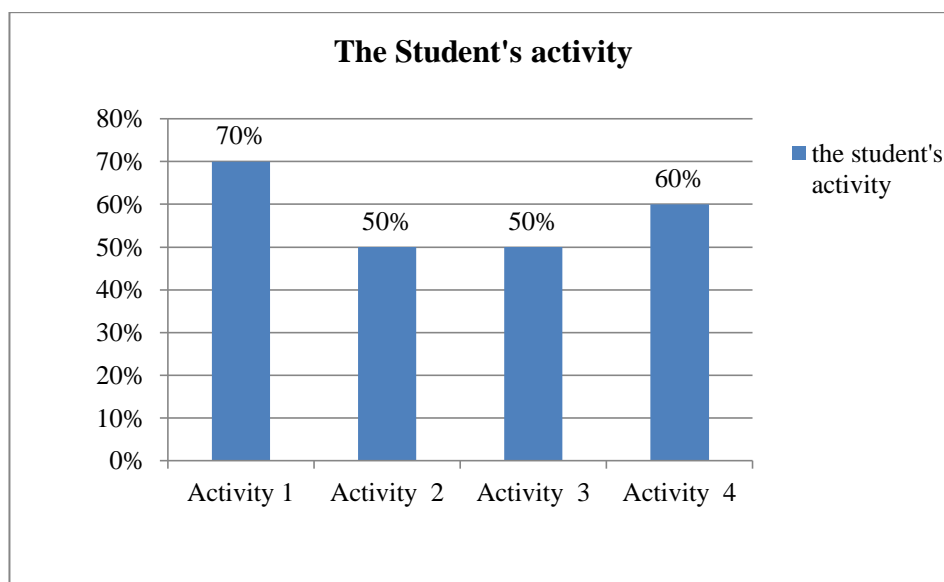
Figure 4.3
The Percentage of Student's Activity in Cycle I

The table showed that not all the students' active in learning process. There were 7 students (70%) who gave attention to the teacher explanation. 5 students (50%) who understood the materials, 5 students (50%) who active in the class and 6 students (60%) were able to do the task.

4) **Reflecting**

From the result observation in learning process in cycle I, it can be concluded that in the learning process has not achieved passing grade of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post test I score. The comparison between post-test score and post test I score was as follow:

Table 4.6
The Comparison of Students' Pre-Test and Post Test I in Cycle I

No	Description	Test	
		Pre-Test	**Post-Test I**
1.	Complete	2	5
2.	Incomplete	8	5
	Total	**10**	**10**

Then, the graph of comparison students reading comprehension pre-test and post test I Grade in cycle I could be seen as follows:
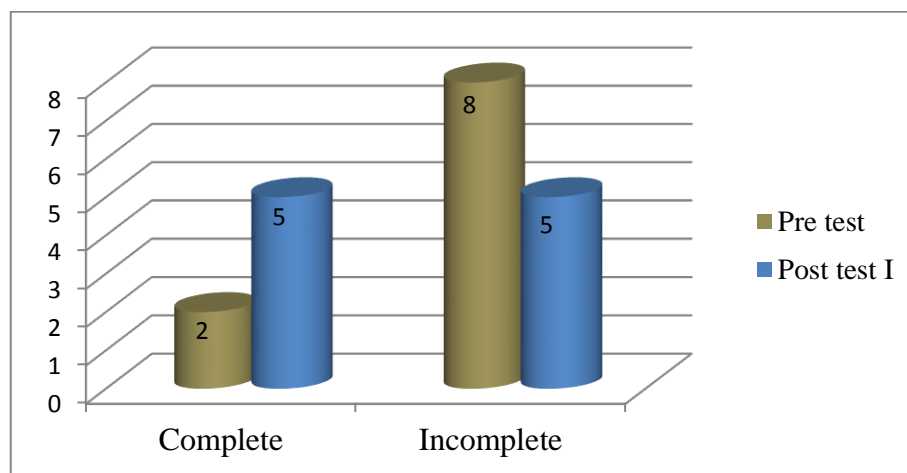
Figure 4.4
The Comparison of Students' Completeness Grade on Pre-test and post test I

The table and the graphic above, in pre-test it can be seen that total from 10 students, it can be concluded that 20% or 2 students were able to achieve the passing grade that is 68. Then the students who were not able to achieve the passing grade were 80% or 8 students. In post-test I, it can be concluded that 50% or 5 students were able to achieve the passing grade. Then, the students who were not able to achieve the passing grade were 50% or 5 students. Average grade of pre-test was 55,9 and average Grade of post-test I was 59,3. There was improvement between pre-test and post-test I but it did not fulfill the indicator of success. This research is categorized success if it achieves the indicator of success that is 70% of the total students must pass the passing grade. It can be concluded that the result was unsuccessful because the indicator of success can not be achieved yet.

c. **Cycle II**

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

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension of descriptive text with the strategy of fix-up strategy.

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

2) **Acting**

a) The first meeting

The first meeting was conducted on Tuesday, October 8th 2019 at 13.00 until 14.00 p.m followed by 10 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the first meeting cycle II, review material about descriptive text, the generic structure, and example.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of fix-up strategy. The first step of acting phase is identifying two or three clunks in the passage. The title of passage is *my mother*. In addition, clunks are words contained in the reading passage that represent the important information of the text. The clunks of passage are *strong and taking care*. The researcher read the passage of *my mother* out loud to students. In this step, the students paid attention to the teacher

explanation related to clunk identification. They listened to what the teacher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *strong* to help students figure out the meaning of the first clunk. In this case, the students focused on the researcher's explanation in modeling the *strong*. The researcher repeated the process of figuring out the meaning for other clunk that is *taking care.*

Furthermore, the third step is writing down the clunks that are *strong and taking care.* In this case, the researcher wrote down all of the clunks that are *strong and taking care* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that was their seatmate. It was done to explain the clunks and to find the meaning of clunks including of *teacher and helped*. One student became a expert clunk by holding and by reading the clunk cards including of *teacher and helped*. The expert clunk was the student who had higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had lower score than the pair based on the pre-test

result. The student who did not become the expert clunk try to find out the meaning of the clunk cards including of *teacher and helped* in the reading text *my mother.*

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunks *teacher and helped* from the reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunks *teacher and helped* based on the result of previous reading process.

Finally, in the last step, the expert clunk read the appropriate meaning of the clunks *teacher and helped.* It was done to confirm the definition of each clunk.

b) The second meeting

The second meeting was conducted on Tuesday, October15[th] 2019 at 13.00 until 14.00 p.m for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about descriptive text. The researcher instructed the students by implementing fix-up strategy by applying the same steps in the first meeting.

In implementing fix-up strategy in teaching reading comprehension in the process of action, the researcher applied

the steps of fix-up strategy. The first step of acting phase is identifying two or three clunks in the passage. The title of passage is *way kambas*. In addition, clunks are words contained in the reading passage that represent the important information of the text. The clunks of passage are *park and elephant*. The researcher read the passage of *way kambas* out loud to students. In this step, the students paid attention to the teacher explanation related to clunk identification. They listened to what the teacher had been reading.

In addition, the second step is giving the model of how to use the fix-up strategy by explaining the first clunk that is *park* to help students figure out the meaning of the first clunk. In this case, the students focused on the researcher's explanation in modeling the *park*. The researcher repeated the process of figuring out the meaning for other clunk that is *elephant.*

Furthermore, the third step is writing down the clunks that are *park and elephant*. In this case, the researcher wrote down all of the clunks that are *park and elephant* and the brief definition in the whiteboard. Meanwhile, the students read what the researcher had written in the whiteboard.

Moreover, the fourth step is working with a partner. In this case, the students actively worked with their partner that

was their seatmate. It was done to explain the clunks and to find the meaning of clunks including of *conserving and endangered.* One student became a expert clunk by holding and by reading the clunk cards including of *conserving and endangered.* The expert clunk was the student who had higher score than the pair based on the pre-test result. Another student who did not become the expert clunk who had lower score than the pair based on the pre-test result. The student who did not become the expert clunk try to find out the meaning of the clunk cards including of *conserving and endangered* in the reading text *way kambas.*

In addition, in the fifth step, after reading a section of the passage, the students stopped to identify clunks *conserving and endangered* from the reading text. In this case, the students who did not become the expert clunk mentioned their comprehension about the meaning of the clunks *conserving and endangered* based on the result of previous reading process.

Finally, in the last step, the expert clunk read the appropriate meaning of the clunks *conserving and endangered.* It was done to confirm the definition of each clunk.

Furthermore, on Tuesday, October 22[th]2019 at 13.00 until 14.00 p.m, the researcher gave post test of cycle II with similar task on post-test before. Kinds of the test were multiple

choices which consisted of 30 items. The result of the students'

test in post test II was better than test in post test I before. There

were only 2 of 10 students got the score under the passing grade

in MA Muhammadiyah Metro.

Table 4.7
The Frequency Distribution based on Reading Grade
Interval of Post-Test II

No.	Grade Interval	Frequency
1.	53 – 61	1 Student
2.	62 – 70	3 Students
3.	71 – 79	3 Students
4.	80 – 88	3 Students
Total		**10 Students**

Table 4.8
The Frequency of students' Grade in Post test II

No	Grade	Frequency	Percentage	Explanation
1.	≥ 68	8	80 %	Complete
2.	<68	2	20%	Incomplete
Total		**10**	**100 %**	

Source: The students' grade of reading post test II of the tenth
graders at MA Muhammadiyah Metro, October 29th 2019.
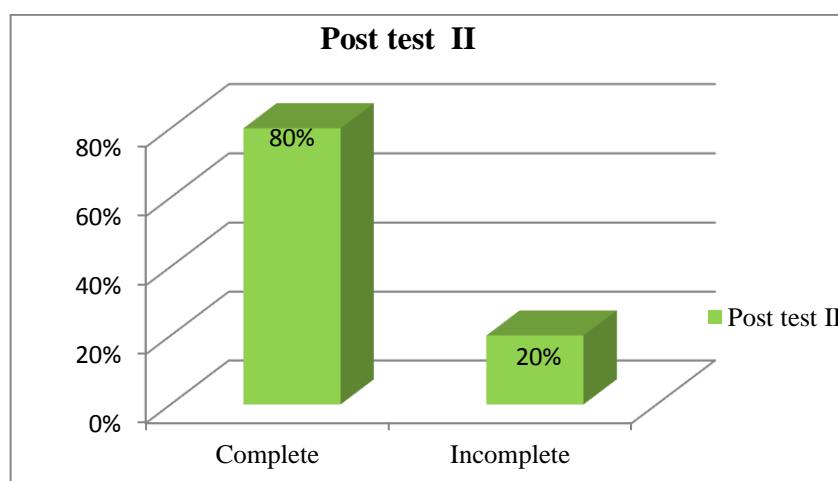
Figure 4.5
The Percentage of The Students' Grade in Post test II

Based on the result above, it can be inferred that 8 students (80%) were successful and 2 other students (20%) were not successful. From the post test II results, the researcher got the average of 73,3. It was higher than post test I in cycle I.

3) **Observing**

In this step, the researcher presented the material by fix-up strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 4.9
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	8	80%
2.	Asking or answering the teacher's question	7	70%
3.	Being active in the class discussion	7	70%
4.	Doing the task given by the teacher	8	80%
Total Students		**10**	
The percentage of students' learning activity		**75%**	

Source: The students' activity of the tenth grade at MA Muhammadiyah Metro on October 8th 2019.

Then, the graph of percentage students' activities in cycle II, as follow:
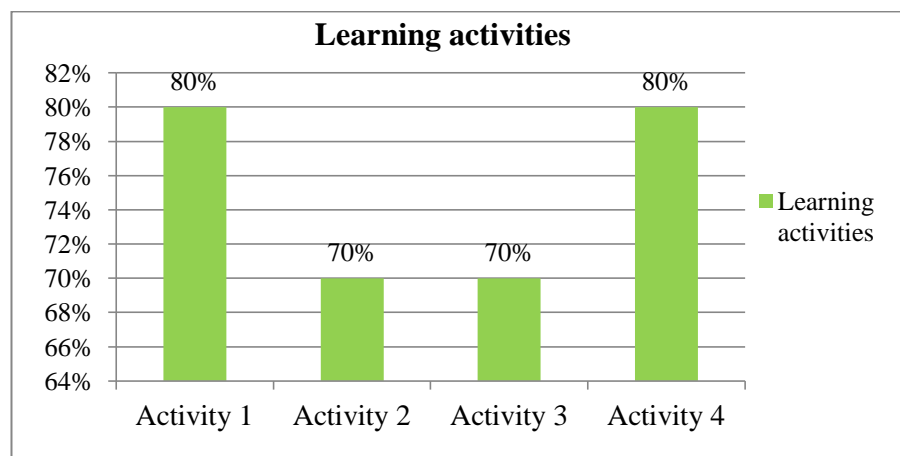
Figure 4.6
The Percentage of Students Activities in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 80%, then, the students ask/answer the question from the teacher 70%, the students active in the class 70%, and the last the students who able do the task 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using fix-up strategy, the reading comprehension would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of student's

post-test II score. The comparison between students post-test I and post test II score could be compared on the following table:

Table 4.10
The Comparison of Students' Grade in Post-test I and Post-Test II

No.	Description	Test	
		Post-Test I	**Post-Test II**
1.	Complete	5	8
2.	Incomplete	5	2
Total		**10**	**10**

Then, the graph of comparison students reading comprehension post-test I and post-test II score in cycle I and II could be seen as follow:
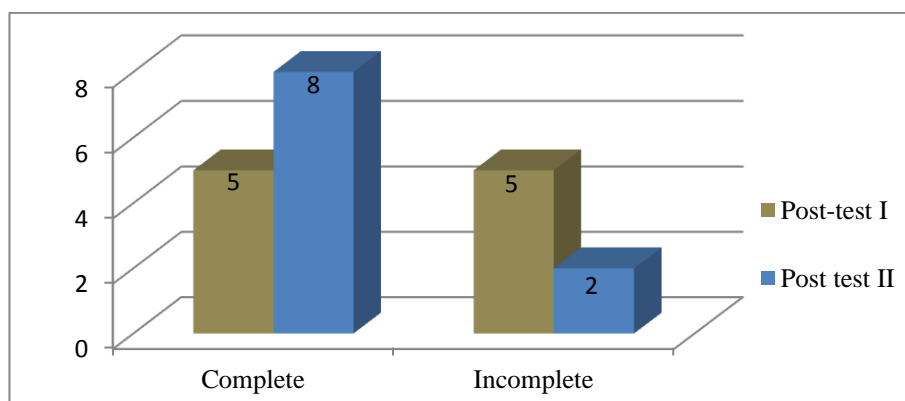
Figure 4.7
The Comparison of Students' Completeness Grade on Post-test I and Post-test II

From the table above, it can be seen that the score of the students in post-test II was various. The highest score was 83 and the lowest score is 53. The average score of post-test II was 73,5. Besides, the percentages of students' successfulness of post-test II score was 80% or 8 students of the total students passed the passing grade and 20% or 2 students did not pass the passing grade at least 68. It means that the indicator of success of this research had been achieved that

was 70% students was gotten score 68. It indicated that the students' reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that fix-up strategy improve students ability in reading comprehension.

B. Interpretation

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

The researcher assumes that teaching reading by using fix-up strategy can improve students' reading comprehension. Fix-up strategy is rereading, reading ahead to clarify to confusing point and figuring out word meaning from context.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which

completed for 60 minutes. It was done on Tuesday, September 10th 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 6 the students average were 55,9, it showed that most of the students have not passed yet in achieving the passing grade at least 68. In this phase, only 2 students out of 10 students passed of the passing grade.

b. Result of Students Post- Test I Grade

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the post-test I. It was done on Tuesday, October 1st 2019. Based on table 8 the students' average was 59,3.It shown that most of the students have not passed yet in achieving the passing grade at least 68. In this stage there are 5 students out of 10 students passed of the passing grade. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the passing grade yet that was only 50% passed the passing grade. The researcher presented the post-test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on Tuesday, October 22th 2019. Based on the table 10 students average were 73,3, it showed that most of the students have achieving the

passing grade at least 68. In this stage there are 8 students out of 10 students of 80% students' passed of the passing grade and the research was successful.

d. Comparison of Grade in Pre-Test, Post-Test I and Post-Test II

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

Table 4.11
The Comparison of Students' Pre-Test, Post-Test I and Post-Test II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥68	2	20%	5	50%	8	80%	Complete
<68	8	80%	5	50%	2	20%	Incomplete
Total	**10**	**100%**	**10**	**100%**	**10**	**100%**	

Based on the result of the pre-test, post-test I, and post-test II, it was know that there was a positive significant improving of the students' grade. It can be seen from the students get grade 68 from 2 to 5 became 8. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II as follow:
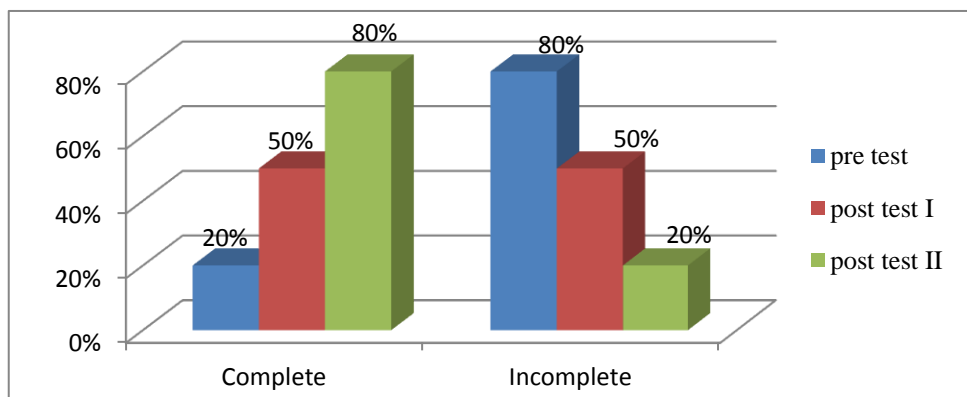
Figure 4.8
The Comparison Grade of Students Reading Comprehension in Pre-Test, Post Test I in Cycle I, and Post Test II in Cycle II

Based on the graph above, it can be inferred that fix-up strategy can improving the students' ability in reading comprehension. It is supported by improving grade of the students from pre-test to post test I and from post test I to post test II.

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

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

Table 4.12

The Percentage of Students Activities in Cycle I and Cycle II

N o	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	7	70%	8	80%	Improved
2	Asking /answering question from the teacher	5	50%	7	70%	Improved
3	Being active in the class	5	50%	7	70%	Improved
4	Doing the task given by the teacher	6	60%	8	80%	Improved
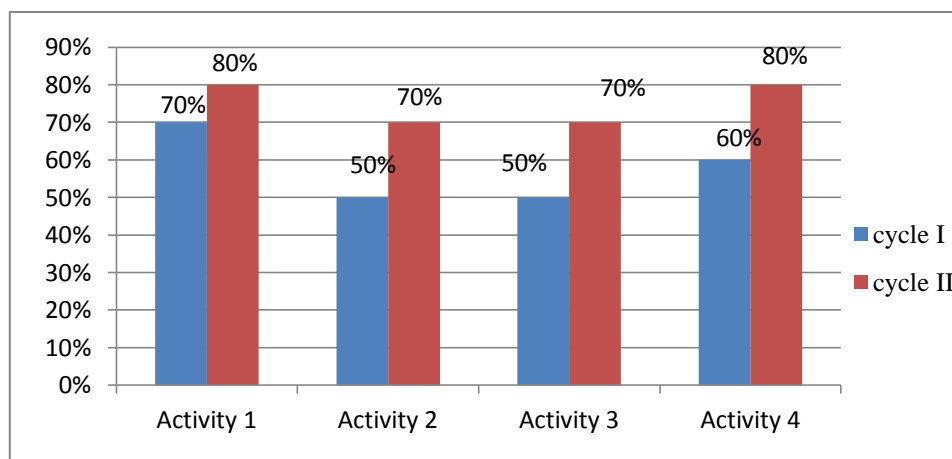
Figure 4.9

The Graph of Learning Activity in Cycle I and Cycle II

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

a. Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only

70%, in cycle II 80%. The percentage of students' progress in paying attention to the teacher's explanation from cycle I to cycle II is 20%.

b. Asking or answering the teacher's question

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. The percentage of students' progress in asking/answering question from the teacher from cycle I to cycle II is 20%.

c. Being active in the class discussion

The active students in class were improved. It could be seen on the cycle I 50% and 70% in cycle II. The percentage of students' progress in being active in the class from cycle I to cycle II is 20%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in reading when fix-up strategy was applied in learning process from cycle I up to cycle II.

d. Doing the task given by the teacher

The students who had done the task were increased. It could be seen on the cycle I 60% and cycle II 80%. The percentage of students' progress in being able do the task from cycle I to cycle II is 20%.

C. Discussion

Based on the students' reading comprehension problem investigated from pre-survey, the researcher choose fix-up strategy to improve the students' reading comprehension. The researcher used this strategy to organize and to make students more active in learning reading comprehension. It was investigated that the use of fix-up strategy can improve students' reading comprehension and learning activity.

In addition, based on the explanation of Cycle I and Cycle II, it was investigated that use of fix-up strategy can improve the students' reading comprehension. There is progress from the students gets passing grade $\geq$68 from pre-test 20% or 2 students, post-test I 50% or 5 students and post-test II become 80% or 8 students. It is inferred that there is progress on the students' complete passing grade and total of passing grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 80% of students got passing grade $\geq$68 are reached.

The result of the student's activities in cycle I and cycle II are improved. Paying attention of the teacher's explanation from 70% become 80%, the students' ask/answer question from 50% become 70%, the students' activeness in the class from 50% become 70%, the students' able do the task from 60% become 80%. The result of students' activities in cycle I and cycle II, there is progress in students' learning activity.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension can be improved through fix-up strategy among the tenth graders at MA Muhammadiyah Metro, as follows:

1. Fix-up strategy can improve reading comprehension among the tenth graders at MA Muhammadiyah Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The average Grade from pre test 55,9 to post test I 59,3 became 73,3 in post test II. In cycle I, there were 5 students passed the test and in cycle II were 8 students who get grade $\geq$ 68. It means that result of cycle II had already reached the indicator of success that was >70 % students fulfill the passing grade.

2. Fix-up strategy can improve learning activity among the tenth graders at MA Muhammadiyah Metro. The student's activity in the implementation of cycle I and cycle II is active. It can be seen on the progress from cycle I and cycle II. The percentage of students' learning activity from cycle I 57,5% became 75% in cycle II. It means that Fix-up strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

B. Suggestion

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

1. For English Teacher

    a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.

    b. It is better for the teacher to use Fix-up strategy in English learning especially in reading because it can improve students' reading comprehension

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

2. For the Students

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

3. For Headmaster

    To support the English teacher to use fix-up strategy in learning process, because fix-up strategy is so helpful.

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APPENDICES

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

Nomor   : B-3804/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MA. MUHAMMADIYAH METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **LATIFATUN NIKMAH**
NPM   : 1501070265
Semester   : 7 (Tujuh)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : IMPROVING THE STUDENTS READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADE AT MA. MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2018-2019

untuk melakukan *pra-survey* di MA. MUHAMMADIYAH METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 November 2018
a.n Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19810610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372
Alamat : Jln. K.H Ahmad Dahlan No. I Imopuro Metro Pusat Kota Metro, 34111

Nomor : 090/IV.4.AU/F/2019   Metro, 21 Mei 2019
Lamp : -
Hal : **Surat Balasan**

Kepada Ykh.
Ketua Jurusan Tadris
Bahasa Inggris IAIN Metro
Di –
       Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Wakil Dekan Bidang Akademik dan Kelembagaan dengan nomor surat B-3804/In.28.1/J/TL.00/11/2019 tertanggal 27 November 2018 atas:

Nama   : LATIFATUN NIKMAH
NPM   : 1501070265
Semester   : 7 (Tujuh)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut untuk melakukan *Pra-Survey* di Madrasah kami, guna memenuhi Tugas Akhir/Skripsi Mahasiswa yang bersangkutan dengan judul **"IMPROVING THE STUDENTS READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADE AT MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2018-2019"**.

Demikian Surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612

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 PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Latifatun Nikmah   Jurusan : TBI
NPM : 1501070265   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 31/5 - 19	✓		- Revise your cover - Revise Background of study. - Revise Chapter II - Reference.	
2.	Jum'at 21/6 - 19	✓		- Revision is ok - Acc for seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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 PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Latifatun Nikmah   Jurusan : TBI
NPM : 1501070265   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	26/9 205			Prefer Journal of Fix up. 3 journ 9hoole Stope of Rela	
	12/5 2M			Jaada two journal about Fix up Strategy. And prepare chapter I.	
	22/5			Oning geneder book	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

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

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

Nama : Latifatun Nikmah   Jurusan   : TBI

NPM : 1501070265   Semester   : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	22/5/19			. prove you references ! . Add the theory by your own word ! . Add. Indicator of Real.	*(signature)*
	27/5/19			Ready to Seminar	*(signature)*

Diketahui :
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Andianto, M.Pd.**
NIP. 19750610 200801 1 014   NIP. 19871102 201503 1 004

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

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

Nama : Latifatun Nikmah
NPM   : 1501070265

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	4/9			acc for instrement	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

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

Nama : Latifatun Nikmah
NPM : 1501070265

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	26/8			Revise Instrument. Indicator	
	3/9			Acc Research	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

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

Nomor : B-2870/In.28/D.1/TL.00/09/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2869/In.28/D.1/TL.01/09/2019, tanggal 10 September 2019 atas nama saudara:

Nama   : **LATIFATUN NIKMAH**
NPM   : 1501070265
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADERS OF MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 September 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003

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

S U R A T   T U G A S
Nomor: B-2869/In.28/D.1/TL.01/09/2019

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

Nama	:	**LATIFATUN NIKMAH**
NPM	:	1501070265
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING FIX-UP STRATEGY AMONG THE TENTH GRADERS OF MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2019/2020".

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

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

Dikeluarkan di : Metro
Pada Tanggal   : 10 September 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372
Alamat : Jln. K.H Ahmad Dahlan No 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor   : 193/IV.4.AU/F/2019   Metro, 26 November 2019
Lamp   : -
Hal   : **Surat Balasan**

Kepada Yth.
Wakil Dekan 1
Fakultas Tarbiyah dan Ilmu Keguruan
Di –
       Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Institut Agama Islam Negeri Metro Nomor: B-2869/In.28/D.1/tl.-01/09/2019 tertanggal 10 September 2019 tentang izin *research* mahasiswa:

Nama   : LATIFATUN NIKMAH
NPM   : 1501070265
Semester   : 9 (sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : IMPROVING TEHE STUDENTS READING COMPREHENSIONS BY USING FIX-UP STRATEGY AMONG THE TENTH GREADERS OF MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2019/2020

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan *research* di madrasah Kami.

Demikian surat balasan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

Nomor : B-2608 /In.28.1/J/PP.00.9/8/2019   05 Agustus 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Latifatun Nikmah
NPM	:	1501070265
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving The Students Reading Comprehension By Using Fix-Up Strategy Among The Tenth Graders Of MA Muhammadiyah Metro In The Academic Year Of 2019/2020

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011027

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 : Latifatun Nikmah
NPM : 1501070265

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	21-11-19	✓		abstract → Revise Action Hypotesis → Revise	
2	26-11-19	✓		Chapter IV → actup revise	
3	5-12-19	✓		CV – cover → Revise	
4.	Kamis 12/12 19	✓		acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

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

Nama : Latifatun Nikmah   Jurusan : TBI
NPM   : 1501070265   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	11/11			Revise Chapter IV.	
	14/11			Revise and check all	
	21/11			Revise all Mistake	
	27/11			ACC Exam	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-950/In.28/S/OT.01/11/2019

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

Nama	: LATIFATUN NIKMAH
NPM	: 1501070265
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070265.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Nopember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LATIFATUN NIKMAH

NPM : 1501070265

Fakultas : ILMU DAN KEGURUAN

Angkatan : 2015

Telah menyerahkan buku berjudul : The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LATIFATUN NIKMAH

NPM : 1501070265

Fakultas : TARBIYAH DAN ILMU KEGURUAN

Angkatan : 2015

Telah menyerahkan buku berjudul : The effectiveness of a Task-Based instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.

Metro,

Ketua Jurusan TBI

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

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial*	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.	Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan*	• Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain,	• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian		• www.dailyenglish.co m • http://americanengli sh.state.gov/files/ae /resource_files
3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri,	*My name is... I'm ... I live in ... I have .... I like .... dan semacamnya* *Unsur kebahasaan:*	perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	**Unjuk kerja** • Melakukan monolog yang		• http://learnenglish.b ritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata,	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal).	**Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* "Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you," *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.co m • http://americanengli sh.state.gov/files/ae /resource_files • http://learnenglish.b ritishcouncil.org/en/

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MA Muhammadiyah Metro

Kelas/ Semester   : X/ 1 (Ganjil)

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 4 x 45 Menit

Siklus/ Pertemuan   : 1/1 dan 2

A. Kompetensi Inti (KI)

KI-1   **:** Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI-3 (Pengetahuan)   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budata, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (keterampilan) : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.1 Mencocokkan kata-kata sifat dengan gambar yang tepat.
1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2 Melengkapi kalimat rumpang dengan kata sifat.
1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	2.3 Menjawab pertanyaan dari teks descriptive.
1.4 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.4 Menyebutkan kata-kata sifat dalam teks descriptive.
1.5 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.5 Mendeskripsikan tentang seseorang

C. **Tujuan Pembelajaran**

1. Diberikan materi dan contoh teks deskriptif tentang tempat wisata dan orang, siswa dapat mengidentifikasi fungsi sosial dan struktur teks dalam teks deskriptif terkait tempat wisata dan tempat bersejarah.

2. Diberikan materi dan contoh teks deskriptif tentang tempat wisata dan orang, siswa dapat membedakan fungsi sosial dan struktur teks dari berbagai teks deskriptif terkait tempat wisata dan tempat bersejarah.

3. Diberikan soal pilihan ganda deskriptif teks tentang tempat wisata dan tempat bersejarah, siswa dapat menjawab soal pilihan ganda tersebut dengan benar dan tepat.

D. **Pembelajaran**

   1. **Fungsi social**

   Ungkapan untuk memaparkan, menanyakan, dan merespon mengenai deskriptif teks dengan teman dan guru.

   2. **Struktur teks**

   - Memulai

   - Menganggapi (diharapkan/ di luar dugaan)

   3. **Unsur kebahasaan**

   - Kata terkait dengan hubungan kekeluargaan dan kekerabatan,profesi pekerjaan, hobi.

   - Pronoun: subjective, objective, possessive.

   - Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

   - Rujukan kata.

4. Topik

    a. Generic Structure Descriptive Text

Descriptive text has two main parts :

    1) Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

    2) Description

This part describes the parts and characteristics. Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya. Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

E. Strategy

- Fix-up Strategy

F. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

G. Kegiatan Pembelajaran

Kegiatan	Aktifitas Guru/Murid	Nilai Karakter	Waktu
Pendahuluan	• Guru member salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa.	Religious	10'
Inti Mengeksplorasi	• Guru menanyakan apa saja jenis teks. • Guru menjelaskan kepada peserta didik	Teliti	25'

	tentang materi descriptive text. • Guru meminta siswa membuat grup dengan teman sebangku. • Guru membagikan text. • Salah satu siswa memegang clunk card yang diberikan oleh guru. • Siswa lainnya diminta untuk menemukan makna kata kunci tersebut.		
Penutup	• Guru memberikan pertanyaan tentang isi text. • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a.	Religious	10'

H. Teknik penilaian

1. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	1. The text mainly talks about … A. The location B. The direction C. The thing D. A city state E. The history of orchard

2. Instrument :

Terlampir

3. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions

			completely.
75 – 85	B	Good	b. The students answer only 13-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete, they only answer 11-13 questions of 20 items.
0 - 65	D	Fair	d. The students answer 11- 0 question of 20 items.

Metro, August 2019

Collaborator   Researcher

FAISAL FAZRI, S. Pd   **LATIFATUN NIKMAH**
                                                     NPM. 1501070265

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MA Muhammadiyah Metro

Kelas/ Semester   : X/ 1 (Ganjil)

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 4 x 45 Menit

Siklus/ Pertemuan   : 1/5 dan 6

A. Kompetensi Inti (KI)

KI-1   **:** Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI-3 (Pengetahuan)   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budata, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (keterampilan) : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.6 Mencocokkan kata-kata sifat dengan gambar yang tepat.
1.7 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.7 Melengkapi kalimat rumpang dengan kata sifat.
1.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	2.8 Menjawab pertanyaan dari teks descriptive.
1.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.9 Menyebutkan kata-kata sifat dalam teks descriptive.
1.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.10 Mendeskripsikan tentang seseorang

C. **Tujuan Pembelajaran**

1. Diberikan materi dan contoh teks deskriptif tentang tempat wisata dan orang, siswa dapat mengidentifikasi fungsi sosial dan struktur teks dalam teks deskriptif terkait tempat wisata dan tempat bersejarah.

2. Diberikan materi dan contoh teks deskriptif tentang tempat wisata dan orang, siswa dapat membedakan fungsi sosial dan struktur teks dari berbagai teks deskriptif terkait tempat wisata dan tempat bersejarah.

3. Diberikan soal pilihan ganda deskriptif teks tentang tempat wisata dan tempat bersejarah, siswa dapat menjawab soal pilihan ganda tersebut dengan benar dan tepat.

D. **Pembelajaran**

1. **Fungsi social**

Ungkapan untuk memaparkan, menanyakan, dan merespon mengenai deskriptif teks dengan teman dan guru.

2. **Struktur teks**

- Memulai

- Menganggapi (diharapkan/ di luar dugaan)

3. **Unsur kebahasaan**

- Kata terkait dengan hubungan kekeluargaan dan kekerabatan,profesi pekerjaan, hobi.

- Pronoun: subjective, objective, possessive.

- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

- Rujukan kata.

4. Topik

   b. **Generic Structure Descriptive Text**

Descriptive text has two main parts :

   1) Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

   2) Description

This part describes the parts and characteristics. Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

E. Strategy

- Fix-up Strategy

F. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

G. Kegiatan Pembelajaran

Kegiatan	Aktifitas Guru/Murid	Nilai Karakter	Waktu
Pendahuluan	- Guru member salam (greeting) dan berdoa (pray). - Guru memeriksa kehadiran siswa.	Religious	10'
Inti Mengeksplorasi	- Guru menanyakan apa saja jenis teks. - Guru menjelaskan kepada peserta didik	Teliti	25'

	tentang materi descriptive text. • Guru meminta siswa membuat grup dengan teman sebangku. • Guru membagikan text. • Salah satu siswa memegang clunk card yang diberikan oleh guru. • Siswa lainnya diminta untuk menemukan makna kata kunci tersebut.		
Penutup	• Guru memberikan pertanyaan tentang isi text. • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a.	Religious	10'

H. Teknik penilaian

1. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	**4.** The text mainly talks about singapore as… A. A nation B. An island C. A republic D. A city state E. A member of ASEAN

2. Instrument :

Terlampir

3. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions

			completely.
75 – 85	B	Good	b. The students answer only 13-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete, they only answer 11-13 questions of 20 items.
0 - 65	D	Fair	d. The students answer 11- 0 question of 20 items.

Metro, August 2019

Collaborator

Researcher

FAISAL FAZRI, S. Pd

LATIFATUN NIKMAH
NPM. 1501070265

PRE TEST

Name : M. IZZATUL HAQAT.
Class : 1P5
Time : 30 Minute

Directions: Read the following texts and then answer the questions about them by choosing A, B, C, or D that best answers each question.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. "Orchard Road runs along about 2.2 km". The sentence implies that Orchard Road is ....
   a. A big place of Business and Entertainment Centre.
   b. A small place to become a shopping centre.
   c. A big place just for a food centre
   d. A big place for parking area.

2. What kind of the text is?
   a. Narrative Text
   b. Report Text
   c. News Item Text
   d. Descriptive Text

3. In the third paragraph discuss about?
   a. The location of Orchard Road
   b. The direction to get to Orchard Road
   c. The things that we can see at orchard road
   d. The history of Orchard Road

4. Which statement is TRUE?
   a. At first Orchard Road is a crowded settlement.
   b. Orchard road became business and entertainment center since 1974
   c. The shopping area provides a wide range of Things, food, and entertainment
   d. Orchard road is infamous place at Singapore

5. Which is following statement is NOT TRUE ?
   a. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction.
   b. Orchard Road is located in Singapore.
   c. Orchard Road has a shopping centre and it was build in 1970.

d. Orchard Road is a place of business and entertainment centre.

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat.

People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We ea t them fresh, just as they are!

6. What is the text about?

a. Vitamins.
b. Energy
c. Fruits
d. Minerals.

7. What is the main idea of the second paragraph?

a. We make juice from fruits.
b. People use fruits for many things.
c. Some beer and brandies are made of fruits.
d. We freeze fruits to eat whenever we need later.

8. Which substance do we need to have a healthy digestive system?

a. Vitamins
b. Calories.
c. Fiber.
d. Carbohydrate

9. The first paragraph is called .....

a. Introduction
b. Orientation

c. General classification
d. Description

Suramadu Bridge

The Suramadu Bridge (Indonesian: JembatanSuramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers. The bridge was built by a consortium of Indonesian companies PT AdhiKarya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009.Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

10. What are the generic structure of descriptive text?

    a. Identification and description.

    b. Identification and reorientation.

    c. Description and orientation.

    d. Orientation and resolution.

11. Suramadu"s bridge also known as...

    a. Longest bridge.

    b. Sura and madu.

    c. Surabaya-Madura bridge.

    d. Toll bridge.

12. Suramadu"s bridge connects the island...

    a. Java and Sumatra.

    b. Java and Bali.

    c. Sumatra and Kalimantan.

    d. Java and Madura.

13. The length of the Suramadu"s bridge is...

    a. 5.400 meters.

    b. 192 meters.

    c. 494 meters.

    d. 526 meters.

14. The following statement is true, except...

    a. Suramadu"s bridge is also known Surabaya-Madura bridge.

    b. Suramadu"s bridge connects the islands of Java and Madura.

    c. Bridge was opened on March 31, 2009.

    d. Car charged at 30000 rupiahs.

15. When the bridge was built?

    a. March 31, 2009.

    b. August 20, 2003.

    c. June 10, 2009.

    d. November 2005.

16. The bridge has two lanes in each direction plus an emergency lane ....(line 7) The underline word means ....

    a. A good way

    b. A back up lane

    c. A right side

    d. A left side

17. Which is the paragraph that show the identification of the text ?

    a. Paragraph 1-2

    b. Paragraph 3-4

    c. Paragraph 1-3

    d. Only paragraph 1

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comesfrom a local myth. The four major islands are Waigeo, Misool (which is home to ancient rockpainting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua.Underwater enthusiasts flock to this region because it offers the world's best marine sight. In theRaja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving isanother great challenge.

The territory within the islands of the Four Kings is enormous, covering 9.8 million acresof land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 typesof mollusks. This makes it the most diverse living library for world's coral reef and underwaterbiota. According to a report developed by The Nature Conservancy and ConservationInternational, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear peoplepraise God as they take in the remarkable scenery. Others prefer to remain in silence taking inthe overwhelming sight of so many islands with crystal clear water that softly brushes over thewhite sandy beaches.

18. The text is about ... of Raja Ampat.

    a. size of the islands

    b. scenery on the islands

c. underwater beauty

d. Amazing view

19. In the sentence "divers can explore vertical underwater walls", which word is a phrase?

a. Divers can explore

b. Underwater walls

c. Vertical underwater walls

d. Divers can

20. What is the topic of the monologue?

a. The size of the island of Raja Ampat.

b. The natural habitat of Raja Ampat.

c. The flora and fauna of Raja Ampat.

d. The underwater beauty of Raja Ampat.

21. Which of the following is implied in the passage?

a. Raja Ampat is a name that given by the local people in there.

b. Raja Ampat is a small island in Indonesia.

c. Raja Ampat is located in the west of Indonesia.

d. There are more that thousand types of coral in Raja Ampat.

22. What is the last paragraph mostly about ?

a. The sweetness of Raja Ampat Island.

b. Raja Ampat is a Four King in Indonesia.

c. Raja Ampat has many beautiful of its underwater scenery. 94

d. An amazement of the people about Raja Ampat with all of its beautiful scenery that was given God.

23. What is types of the tense that used by writer ?

a. Simple Perfect Tense

b. Simple Present Tense

c. Simple Present Perfect Tense

d. Simple Past Tense

Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins. This bay has stunning natural landscape and coast.

The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung. By using the small boat or Jukung, you will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

24. What is the text talking about ?

a. Tourism Place in Lampung

b. Kiluan Bay

c. Kiluan Bay is a tourist attraction in Lampung

d. Kiluan Bay is a tourism place to see an attraction of a group of dolphins. 166

25. Where is the location of Kiluan Bay ?

a. South Lampung

b. West Lampung

c. East Lampung

d. North Lampung

26. What does the mean of "It is quite harmonious with the blue color of the sea" ?

a. Kiluan Bay has so bad view with the natural landscape and dark color of sea.

b. Kiluan Bay has so beautiful view with the natural landscape and blue color of the sea.

c. Kiluan Bay is so amazing place in Lampung

d. Kiluan bay has not interest tourism place

27. Which of the following is TRUE about Kiluan Bay ?

   a. Kiluan Bay is a place of sharks attraction.
   b. Kiluan Bay is located in Pahawang village, Kelumbayan sub district, Tanggamus district, South Lampung
   c. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning.
   d. Kiluan Bay is just place to see dolphins attraction, not to swimming.

28. What is time an attraction of dolphins begin ?

   a. Around 06.00 to 10.00 p.m
   b. Around 05.00-08.00 a.m
   c. Around 06.00 – 09.00 a.m
   d. Around 06.00 – 10.00 a.m

"The Earth's greatest gorge", the Grand Canyon is located in northwestern Arizona. Its vastness is 217 miles long, and its widest spans over 17 miles across. It is not suprising that it has been designated one of the Seven Wonder of the World.The walls of the canyon are made of limestone, sandstone , lava, and other rocks. As the day passes, the rocks reflect different colours. Many tourist come to the canyon just to watch the rock change colour.

Cottonwood and willow trees grow at the bottom of the canyon. Many varieties of cacti grow here as well. The canyon is also home to many animal, such as bobcats, coyotes, kangaroo rats and deer. Today about 4 million visitor come to Grand Canyon each year. Seeing the Grand Canyon is always a breathtaking and unforgettable experience.

29. What makes the visitors feel interested watching the rocks?

   a. They have different sizes.
   b. They reflect human's life.
   c. They can change inti different colour.
   d. They can change its form.

30. "... Grand Canyon is always a breathtaking and unforgettable experience." The underlined word has the same meaning as...

   a. Strong emotional
   b. Available
   c. Amazing
   d. unbelievable

POST TEST 1

Name : Samaria
Class : X IIS
Time : 30 Minute

Directions: Read the following texts and then answer the questions about them by choosing A, B, C, D, or E that best answers each question.

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

1. The third paragraph discuss about...
   a. Wingo island.
   b. The weather on wingo island.
   c. The effect of the air.
   d. The place of wingo island.
   e. Fruji trees.

2. Fruji is ... on Wingo Island.
   a. Name of a river.
   b. Name of a mountain.
   c. Name of a tree.
   d. Name of a someone who lives.
   e. Name of a lake.

3. What are the chairs and tables in that island made of?
   a. Iron.
   b. Moss.
   c. Trees.
   d. Fruji trees.
   e. Fuji trees.

4. What causes windstorms at Wingo?
   a. Moss.
   b. The sand.

   c. Animals.
   d. The sea around Wingo.
   e. Stone.

5. Where do the people of the island live in?
   a. In the houses.
   b. In the forest.
   c. In the tree holes.
   d. In the land.
   e. In the big-gloos.

6. What is the story about?
   a. A lake.
   b. A river.
   c. An island.
   d. A continent.
   e. A mountain.

7. "People can only get to Wingo Island by boat." The sentence implies that Wingo Island is...
   a. Near to other islands.
   b. Close to another island.
   c. Near to another island.
   d. Far from other islands.
   e. Far from the land.

8. It is place to listen to the leaves whispering." The underlined word refers to...
   a. The telephone.
   b. The computer.
   c. An island.
   d. Wingo Island.
   e. Fruji.

Decolgen

Decolgen is well-known in our country as a medicine that we can take when we have cold or flu. This brand has already been known in the market since long time ago. People who don't want to see a doctor will simply take Decolgen when they catch a cold or flu. Since Decolgen can be found in any drug store, people can get it easily, even without prescription from doctors. Sometimes, they can buy or get Decolgen from small stores near the place where they live as well.

Decolgen is available in the form of small tablet containing three layers of colors; white, yellow and orange. One sachet of Decolgen consists of six tablets inside which taste quite bitter. Besides the tablet, Decolgen also offers syrup which tastes sweet since the target customers are kids. It is available in three dosages; 30 ml, 60 ml and 120 ml.

People make use of Decolgen to provide treatment or to cure cold symptoms such as headache, running nose, or fever. Some of them prefer to take this remedy even when they catch heavier cold to see a doctor. Decolgen is a really effective product and it costs less money to get this medicine.

9. What is the purpose of the text?
   a. To retell about Decolgen.
   b. To describe about Decolgen.
   c. To explain about Decolgen
   d. To inform about Decolgen.
   e. To persuade about Decolgen.

10. Which statement is NOT TRUE based on the text?
   a. Everybody knows about the product.
   b. Decolgen has two dosage forms.
   c. The product must be used under doctor's permission.
   d. People use this product to heal cold and flu.
   e. Decolgen is not only available in drugstores but also small stores.

11. What information does the text give about Decolgen dosage forms?
   a. Decolgen tablet has three dosage packages.
   b. Decolgen syrup taste bitter.
   c. All of Decolgen dosage forms taste sweet.
   d. Decolgen tablet consist of four tablets in each package.
   e. Decolgen syrup is designed for children.

12. Below is a list of adjectives best described Decolgen, except :
   a. Familiar
   b. Unusual
   c. Effective
   d. Easy
   e. Cheap

13. What is the advantage of taking this medicine
   a. It is cheap and available everywhere.
   b. It is used to reduce fever.
   c. The medicine has two dosage forms.
   d. The product can cure the headache.
   e. It has been used since long time ago.

14. The word "remedy" has the closest meaning to,
   ....
   a. Repetition
   b. Drug
   c. Examination
   d. Product
   e. Prescription

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

15. Masjid Sultan Suriansyah was constructed in the era of...
   a. Banjar people.
   b. Dutch colonial.
   c. Banjarnese King
   d. Kalimantan King.
   e. Sultan Suriansyah.

16. What is mainly discussed in the text?
   a. A king reign.
   b. A palace complex.
   c. An Islamic location.
   d. A historical mosque.
   e. A Mihrab.

17. From the text we know that...
   a. Some construction of the mosque takes the local style.
   b. Banjar people burned down the mosque.
   c. There is nothing special from this mosque.
   d. The Dutch colonial built the mosque.

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body. Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

18. The text tells us about?
    a. Giraffe's reproduction
    b. The strange animals
    c. The highest animal
    d. Baby giraffe
    e. Girrafe's food

19. The unique characteristic of giraffe is?
    a. Two horns on its head
    b. Their long neck
    c. Brown spot
    d. Their life
    e. Their food

20. The second paragraph mainly discussed about?
    a. Giraffe's food
    b. Giraffe's characteristic
    c. Giraffe's body
    d. Giraffe's life
    e. Giraffe's reproduction

Zoo

A zoo is a place where we can see animals from many different countries. There is usually at least one zoo in every country. Some people do not like zoo. They think that it is cruel to keep wild animals in cages. Other people think that if the cage is large the animals are not unhappy. The animals have good food every day and if they are ill they are given medicine. They do not have to worry about enemies.

In the jungle small animals often do not live for many years because they are killed and eaten by larger animals. In a zoo these small animals are safe. It is probably, therefore, only the very large animals – the lions, tigers, and bears – that are unhappy. They miss the wide open spaces where they roamed. Most children enjoy a visit to a zoo. They usually prefer to look at the large animals although, in fact, these are not always the most interesting. Sometimes visitors to a zoo are very unkind to the animals. They throw things at them and tease them. In one famous zoo there is a cage near the entrance. Inside the cage there is a statue of a small boy. The notice on the cage says " Cruel Boy, Found in all countries".

21. Some visitors are cruel to animals in a zoo and ...
    a. Tease them
    b. Put statue inside their cages
    c. Open some of the cages
    d. Put their cages near the entrance of the zoo
    e. There is a statue of a small boy

22. Some people dislike zoo because?
    a. They feel that keeping wild animals in cage is cruel
    b. They think that most of the cages are too small
    c. They wonder if the wild animals get enough food every day

d. They are worried about the enemies of wild animals
    e. They throw things at them and tease them

23. Small jungle animals live longer in a zoo because?
    a. They eat larger animals for food
    b. They do not miss the wide open spaces
    c. They are not killed and eaten by larger animals
    d. They are given medicine every day
    e. They are given food every morning

24. Probably the unhappiest animals is a zoo are....
    a. Monkeys
    b. Tigers
    c. Squirrels
    d. Anteaters
    e. Snake

Vicks Formula 44 is a cough and Cold brand which is referred as number 1 in the world in sales. Trusted by many generations to relieve symptoms of cough, colds, and flu, Vicks Formula is always developing for a century to remain comfortable for the family.

Vicks Formula 44 contains the active ingredients Dextromethorphan HBr and Guaifenesin. This medicine provides salve three action which against dry cough, sneezing, and the throat itch. It is available in three types. They are Vicks Formula 44 Cough Syrup, DT Vicks Formula 44 Cough Syrup, Vicks Formula 44 children Cough Syrup. Vicks Formula 44 children is specially designed for kids under 12 years old and taste strawberry flavour. All variants except DT Vicks Formula 44 cause drowsiness. Therefore, after taking this product, you must be careful when driving or operating machinery.

The product does not only make drowsiness, but also nausea, dizziness and constipation. However, these three unwanted effects are rare to be found. Vicks Formula 44 must be stored in the room which is in the temperature below 25 degrees Celsius. It also must be kept out of reach of children.

25. What is the purpose of the text?
    a. To describe about Vicks Formula 44.
    b. To retell about Vicks Formula 44.
    c. To explain about Vicks Formula 44
    d. To inform about Vicks Formula 44.
    e. To persuade about VicksFormula 44.

26. Which statement is false based on the text?
    a. The product contains two active ingredients.
    b. All the product variants taste strawberry flavor.
    c. The product has three variants.
    d. The product can make you sleep.
    e. It must be put away from kids.

27. The word "except" has opposite meaning to :
  a. Including
  b. Excluding
  c. Without
  d. Omitting
  e. Minus

28. The last paragraph is called .....
  a. Conclusion
  b. Orientation
  c. General classification
  d. Description
  e. Identification

29. What is the main idea of the first paragraph?
  a. Vicks Formula 44 as the number one brand.
  b. Vicks Formula 44 can heal cough and cold.
  c. Vicks Formula 44 is trusted by many generations.
  d. Vicks Formula 44 contains two active ingredients.
  e. Vicks Formula 44 has 3 types.

30. What is the social function of the text?
  a. To ask the readers about Vicks Formula 44.
  b. To give data about Vicks Formula 44.
  c. To persuade the readers.
  d. To tell the readers a story about Vicks Formula 44.
  e. To give description about Vicks Formula 44.

POST TEST II

Name : Karen Danuarta
Class : X IIS
Time : 30 Minute

Directions: Read the following texts and then answer the questions about them by choosing A, B, C, D, or E that best answers each question.

Singapore is a city state, it is a city but it is also a sate. It is a republic. Along with Indonesia, Malaysia, Thailand, Philippines, and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations. Like Indonesia, Singapore is a country of "Bhineka Tunggal Ika." Chinese, Malays, Indians, Eurasians make up its citizens. Other Asian, including Indonesians, Japanese, Philippines, Koreans, Thais, and Arabs also live on that tiny island. Singapore is sometimes called "Instant Asia" because you can see varieties of customs, culture, and food of nearly all Asia in Singapore.

1. The text mainly talks about Singapore as ...
   a. A nation
   b. An island
   c. A republic
   d. A city state
   e. A member of ASEAN

2. "............... Koreans, Thais and Arabs, live on that tiny island." The underlined word may be replaced by ...
   a. Cure
   b. Huge
   c. Small
   d. Broad
   e. Narrow

3. Singapore's citizens consist of ...
   a. Brunei, Indians
   b. Chinese, Thais, and Arabs
   c. Chinese, Malays, Indians, and Eurasians
   d. Eurasians and Philippines
   e. Asians and Arabs

Counterpain

Does the name of the product seem common to you? It is one of the most effective creams to relieve pain from muscle. This product provides quick and soothing relief for joint and muscle injuries such as aches and pains. Counterpain is a home remedy for treating mild pain in muscles and joints. Counterpain contains menthol and methyl salicylate, which causes a warming sensation of your skin, which distracts from the pain you feel.

Counterpain has no side effect, so it is safe for sensitive skin. This product comes in a small plastic tube just like travelling toothpaste pack which makes it easy to carry everyday. there are two kinds of Counterpain cream that you can choose from the drug store or pharmacy store. One

is with red color package is Counterpain Balm. It is the regular one which causes hot feeling on your skin. But after a few minutes, the painful muscles will slowly disappear. And the other Counterpain that you can get is the one with blue color package. It is Counterpain Cool which has menthol sensation that give cooling sense to your skin. If you apply this cream, you will not feel hot in the area where you apply the cream. It is not like the red one. But the results of those Counterpain products will be the same.

4. What is paragraph 2 about?
   a. How to use Counterpain.
   b. The types of counterpain dosage forms.
   c. The advantages of using counterpain.
   d. The use of Counterpain.
   e. Counterpain's side effects.

5. "This product provides quick and soothing relief...". The underline word has the similar meaning to :
   a. Soft
   b. Fast
   c. Slow
   d. Cool
   e. Smooth

6. What information does the text give about Counterpain balm?
   a. It is packaged in the blue box.
   b. The product has menthol sensation.
   c. It cannot relieve muscle injuries.
   d. The effect is different with Counterpain cool.
   e. It feels warm when you apply it on the skin.

7. What is the last paragraph discussed about?
   a. The package of Counterpain balm and cool.
   b. The difference of Counterpain balm and cool.
   c. The content of Counterpain balm and cool.
   d. How to use Counterpain.
   e. The side effect of Counterpain .

8. Based on the text, we know that ....
   a. Counterpain is used to relieve muscle injuries.
   b. The product must be used under doctor's prescription.
   c. The product has menthol sensation.
   d. It cannot relieve muscle injuries.

e. Counterpain has many dosage forms.

9. Which is adjective best described Counterpain?
   a. Available everywhere
   b. Easy to carry
   c. Warm
   d. Cool
   e. Comfort

10. "It is the regular one which causes hot feeling..." the underline word is refer to ...
    a. Counterpain dosage forms
    b. Counterpain cool
    c. Toothpaste
    d. Counterpain balm
    e. Counterpain hot

11. How is the product packaged?
    a. It is in the small box.
    b. It is in the small tube.
    c. It is in the big tube.
    d. It is in the toothpaste pack.
    e. It is the small pack.

Gedung Sate

For the people of West Java, the fact that Gedung Sate is now the headquarters of the Provincial Government of West Java gives pride. In addition to be having highly historical value, the presence of this building is also known not only by indigenous people but nationally. Built since July 27, 1920, this is a historical asset even internationally known, as this building was built in the Dutch colonial period. No wonder this building located in Bandung is a feature and a symbol of West Java. The skewers which were stuck at the top of the building is the reinforced characteristic of the building hat is now the center of the West Java Provincial Government. With the shape of a rectangular building, stretching from South to North, Gedung Sate's wheelbase is precisely at the middle of Mount Maras. Originally, this beautiful building was called the Houses Hebe, derived from the abbreviation BG or Gounvernent Bedrijven by residents that time, but later it's better known as Gedung Sate as the top of the tower building there is a skewer with six ornaments shaped like water apple...

The six ornaments were said to symbolize the start of construction of the center of government as much as 6 millions guilders. With the initial capital, the main buildings of Gedung Sate were completely constructed, the Center Office of Post Telegraph and Telephone (PPT), Laboratories, and Geological Museum as well as water and Electric Power Department. However, due to the global economic recession in 1930 which also hit the dutch government in Indonesia, the construction of the government center building cannot be finished entirely

Even so, the establishment of Gedung Sate which is such graceful, magnificent, and monumental, has it self become such a phenomenon of the history of west Java. Now, after 98 years, Gedung Sate is still standing storng and become a witness of the journey of West Java Government towards the creation of societies that Gemah Ripah Repeh Rapih Kerta Raharja.

12. What is the first paragraph called?
    a. Identification
    b. Description
    c. Prologue
    d. Orientation
    e. Conflict

13. During what period was the building built?
    a. Zayyanid dynasty
    b. Dutch colonial
    c. The fourth dynasty Pharoah of Egypt, Khufu
    d. Hafsid dynasty
    e. Ayyubid dynasty

14. Where is the location of Gedung Sate?
    a. Central Java
    b. Denpasar, Bali
    c. West Java
    d. East Java
    e. South Kalimantan

15. How old is the Gedung Sate now?
    a. 99
    b. 89
    c. 88
    d. 80
    e. 98

16. What is the social function of the text?
    a. To describe Gedung Sate
    b. To retell the reader about the story
    c. To guide the reader to make something
    d. To influence the reader to buy or use product or serve
    e. To give information about what will happen

Jatim Park

For people in East Java, Jatim Park may have been heard many times because it is one of the famous tourist objects in East Java province. Jatim Park offers a recreation pace as well as a study centre. Jatim Park is located at Jl. Kartika 2 Barn, East Java. The location is easy to reach because it is only 2,5 kilometres from Batu. This tourist object is about 22 hectares in width.

Visitors can enjoy more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Galvy Nusantara, continue further we will step into Taman Sejarah which display the miniature size of famous landmark in East Java like Sumberawan Tample, Custom House of Kiai Hasan Besari Pnorogo and Sumerawan Statue.

Another facility that can be enjoyed is Agro Park. This area has an array of rare crops, fruits and animal diorama which consist of unique animals that have been con-served. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour as an alternative media of study.

17. What does Jatim Park offer?
   a. A place at Jl. Kartika no 2 East Java
   b. A place for recreation and a study centre
   c. 22 hectares land used for used for Kiai Hasan"s house
   d. A sports centre for family and students

18. What is the main idea of the second paragraph?
   a. Gallery Nusantara area located next to the gate.
   b. East Java"s temple is displayed in miniature size.
   c. There are a lot facilities in Jatim Park.
   d. The Sumberawan Statue is a tourist object in Jatim Park.

19. How many facilities can be enjoyed by visitors?
   a. Two
   b. Five
   c. Fifty six
   d. Twenty two
   e. Thirty six

20. "The recreation area sites offer precious tour..." (Paragraph 3). The underline word is closest in meaning to...
   a. Important.
   b. Valuable.
   c. Worthless.
   d. Cheap.
   e. Good.

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city"s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

21. What does the text tell you about?
   a. Gondola.
   b. Traghetti.
   c. Venice.
   d. Canal.
   e. Italy.

22. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
   a. Bridges.
   b. Gondolas.
   c. Traghetti.
   d. Waterbuses.
   e. Lagoon.

23. From the text we can say that Venice belongs to a city of...
   a. Water.
   b. Island.
   c. Ceremonies.
   d. Buses.
   e. Funerals.

24. What does the second paragraph of the text tell us about?
   a. The forms of transport in the world.
   b. The canals and roads that people like to use.
   c. The archipelago that has a lot of islands.
   d. The city has many private boats.
   e. Venice as the world famous for its canals.

KOMODO DRAGON INDONESIA

The komodo dragon truly lives up to its name, being the largest species of lizard ever known and capable of growing up to 3 m in length and weighing up to 70 kg. This sheer size, when combined with the dragon's predatory nature, demands that cauntion be exercised whwn in its immediate vicinity.

Moreover, the dragon is also famous for its ferocious bite, which combines sarrated teeth with a mysterious toxic salivia. Scientists still debate whether this selivia contains venom or bacteria but either way, the dragon's fearsome reputation is well known.

This killing machine is only found on afew islands in the komodo National park, a conservation area listed in two international group:UNESCO World Heritage and the new 7 wonders of Nature.

25. Why is komodo lizard called komodo dragon?
   a. It lives in komodo island.
   b. It is a myterious lizard.
   c. It is the largest lixard.
   d. It looks ferocius.
   e. It is a predator

26. The bite of Komodo is ferocious because...

a. It has a famous bite.
b. It size is very big.
c. It combines with its predatory nature.
d. It contains venom and bacteria.
e. It has a combination of serrated teeth and toxic saliva.

27. The text suggest that...
a. All scientists agree that dragon's saliva contains venom.
b. Komodo dragon is the dragon is the largest species of animal in earth.
c. Komodo dragon can grow as tall as a men.
d. Komodo dragon is a dangerous creature.
e. Komodo's teeth are dull.

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroo eat grass and plant. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and jumping. Kangaroo have been known to make foward jumps of over eight metres and leap across fences more than three metres high. They can also run at speeds over 45 km per hour.

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adult grow to a lenght of 1.60 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on front of her body. A baby kangaroo is very tiny when it's born and it's first five months of life.

28. According to the text, the kangaroo...
a. Can grow as tall as a man.
b. Can run faster than a car.
c. Can walk as soon as it is born.
d. Can jump over a 3 metres-high fence.
e. Can live in a pouch during its life.

29. ..... are used for sitting up and jumping.
a. Long tails
b. Short legs
c. Body pouch
d. Short front legs
e. Strong back legs

30. We know from the text that a kangaroo...
a. Is bigger in size than a wallaby.
b. Is an omnivorous animal.
c. Has habbit in Tasmania.
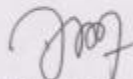d. Can be called wallaby in New Guinea.
e. Has another named called wallaby.

OBSERVATION SHEET OF RESEAERCHER'S ACTIVITIES

CYCLE 2

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

Metro, October 2019
Collaborator

FAISAL FAZRI, S. Pd
NIP: -
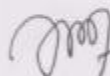
OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 1

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

Metro, September 2019
Collaborator

FAISAL FAZRI, S. Pd
NIP: -

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

School : MA Muhammadiyah Metro

Observation Class : X/ Ganjil

Cycle/ meeting : 1/ 1

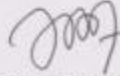| No	Student's Name	The aspect that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AAH	√	√	√	-
2	CRM	-	-	-	√
3	IL	√	√	√	√
4	JA	√	-	√	-
5	KD	-	√	-	-
6	MIH	-	-	-	√
7	NLA	√	-	-	√
8	SA	√	√	√	√
9	SM	√	-	√	√
10	WAH	√	√	-	-

Note:

- Tick (√) for each positive activity

- Percentage of student's activity

    1. The students pay attention of teacher's explanation

    2. The students ask & answer question

    3. The students are active in class

    4. The students able do the task

Metro, September 2019

Collaborator

Researcher

FAISAL FAZRI, S. Pd

LATIFATUN NIKMAH
NPM. 1501070265

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE II

School   : MA Muhammadiyah Metro

Observation Class   : X/ Ganjil

Cycle/ meeting   : 1/ 1

No	Student's Name	The aspect that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AAH	√	√	√	√
2	CRM	√	-	√	√
3	IL	√	√	-	√
4	JA	√	-	√	-
5	KD	-	√	-	√
6	MIH	√	√	√	√
7	NLA	√	-	-	√
8	SA	√	√	√	√
9	SM	√	√	√	-
10	WAH	-	√	√	√

Note:

- Tick (√) for each positive activity

- Percentage of student's activity

    1. The students pay attention of teacher's explanation

    2. The students ask & answer question

    3. The students are active in class

    4. The students able do the task

Metro, October 2019

Collaborator   Researcher

FAISAL FAZRI, S. Pd   **LATIFATUN NIKMAH**
                                     NPM. 1501070265

X IPS

ABSENSI
Pre-test

No.	Nama	Paraf
1.	Aisha Aurora H	
2.	Chandra Rama W	
3.	Ilzamuddin	
4.	Jhenica Aulia	
5.	Karen Danuarta	
6.	M. Izzatul Haq A.T	
7.	Nishrina Lutfi A	
8.	Samaria	
9.	Sekar Mailani	
10.	Wijdan Afifah H	

X IPS ABSENSI
Post-test I

No.	Nama	Paraf
1.	Aisha Aurora H	
2.	Chandra Rama W	
3.	Ilzamuddin	
4.	Jhenica Aulia	
5.	Karen Danuarta	
6.	M. Izzatul Haq A.T	
7.	Nishrina Lutfi A	
8.	Samaria	
9.	Sekar Mailani	
10.	Wijdan Afifah H	

X IPS

ABSENSI
Post-test I

No.	Nama	Paraf
1.	Aisha Aurora H	
2.	Chandra Rama W	
3.	Ilzamuddin	
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5.	Karen Danuarta	
6.	M. Izzatul Haq A.T	
7.	Nishrina Lutfi A	
8.	Samaria	
9.	Sekar Mailani	
10.	Wijdan Afifah H	

X IPS

ABSENSI
Post-test II

No.	Nama	Paraf
1.	Aisha Aurora H	
2.	Chandra Rama W	
3.	Ilzamuddin	
4.	Jhenica Aulia	
5.	Karen Danuarta	
6.	M. Izzatul Haq A.T	
7.	Nishrina Lutfi A	
8.	Samaria	
9.	Sekar Mailani	
10.	Wijdan Afifah H	

DOCUMENTATION

PRE-TEST

POST TEST 1

POST TEST II

CURRICULUM VITAE

LATIFATUN NIKMAH was born in Sri Rejosari on April, 9th 1998. She is one and only from happy couple namely Mr. Kamsidi and Mrs. Khayatin.

She took her elementary school at Elementary School for 6 years at MIMU Sumberjo, from 2003-2009. She continued her study in SMPN 1 Way Jepara, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMK YPI Way Jepara from 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.