

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING PRINTED MASS MEDIA
TO ENCOURAGE READING SKILL AT
STATE JUNIOR HIGH SCHOOL 7 METRO
ACADEMIC YEAR 2019/2020**

By :
SHELLA ELISHA
Students Number.1501070117



**Tarbiyah and Teacher's Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO
1441 H/2019 M**

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ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7
METRO IN ACADEMIC YEAR 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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NOTIFICATION LETTER

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To The Honorable,
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Assalamu'alaikum, Wr. Wb

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

Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No. b - 0038/11-23-1/D/PP-00-9/01/2020

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 2019/2020, written by Shella Elisha, student number 1501070117, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 30th December 2019 at 08.00 – 09.30 am.

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**THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO
ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7
METRO IN ACADEMIC YEAR 2019/2020**

ABSTRACT

By : Shella Elisha

The objectives of this research were to investigate the students' difficulties in using printed mass media, to know the cause of students' difficulties in using printed mass media, and to investigate the solution to overcome in using printed mass media to encourage reading skill. The researcher analyzed those phenomena based on the consideration of the students' problem in reading investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using the printed mass media to encourage reading skill.

The method of this research was qualitative research in the form of a case study carried out at State Junior High School 7 Metro. The primary sources of this research are the seventh graders students' of State Junior High School 7 Metro that consists of 27 students. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know difficulties in using printed mass media to encourage reading skill. The interview was conducted to investigate the factors and the solutions to overcome the students difficulties in using printed mass media of the research objectives.

The research results show students' difficulties in using printed mass media to encourage reading skill that consist of not being able to comprehend the central thought; to read and to follow specific direction; to read, to recall, or to organize the fact; and to understand and to explore the contents of the printed mass media. In addition, the second research result is about the factors that cause the students' difficulties in using printed mass media caused by having low vocabulary, having low pronunciation mastery, having bad spelling, having low learning intention, having low reading ability, and having wrong aim to read. Furthermore, another research result is about the solutions to overcome the students' difficulties in using printed media including of using the dictionaries, being assisted by the teacher, using the local printed media, reading the printed media included in the workbook, choosing the descriptive and narrative text, using headlines, using colorful and attractive print media, and being selective in the process of choosing print media.

Keyword: effectiveness, media, printed mass media, reading skill, qualitative research.

**EFEKTIVITAS PENGGUNAAN MEDIA MASSA CETAK UNTUK
MENDORONG KETERAMPILAN MEMBACA DI SMP NEGERI 7
METRO DI AKADEMIK TAHUN 2019/2020**

ABSTRAK

Oleh: Shella Elisha

Tujuan dari penelitian ini adalah untuk menyelidiki kesulitan siswa dalam menggunakan media massa cetak, untuk mengetahui penyebab kesulitan siswa dalam menggunakan media massa cetak, dan untuk menyelidiki solusi untuk mengatasi dalam menggunakan media massa cetak untuk mendorong keterampilan membaca. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam membaca yang diselidiki dalam proses pra-survei. Oleh karena itu, diharapkan penelitian ini bermanfaat dalam menggambarkan fenomena penggunaan media massa cetak untuk mendorong keterampilan membaca.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan di SMP Negeri 7 Metro. Sumber utama penelitian ini adalah siswa kelas tujuh di SMP Negeri 7 Metro yang terdiri dari 27 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Pengamatan dilakukan untuk mengetahui kesulitan dalam menggunakan media massa cetak untuk mendorong keterampilan membaca. Wawancara dilakukan untuk menyelidiki faktor-faktor dan solusi-solusi untuk mengatasi kesulitan siswa dalam penggunaan media massa cetak pada tujuan penelitian.

Hasil penelitian adalah tentang kesulitan siswa dalam menggunakan media massa cetak untuk mendorong keterampilan membaca yang terdiri dari tidak mampu memahami ide pokok; membaca dan mengikuti arahan khusus; membaca, mengingat, atau mengetahui fakta; dan untuk memahami dan memeriksa isi media massa cetak. Selain itu, hasil penelitian kedua adalah tentang faktor-faktor yang menyebabkan kesulitan siswa dalam menggunakan media massa cetak yang disebabkan oleh memiliki kosakata yang rendah, memiliki penguasaan pengucapan yang rendah, memiliki ejaan yang buruk, memiliki niat belajar yang rendah, memiliki kemampuan membaca yang rendah, dan memiliki kesalahan bertujuan untuk membaca. Selanjutnya, hasil penelitian lain adalah tentang solusi untuk mengatasi kesulitan siswa dalam menggunakan media cetak termasuk menggunakan kamus, dibantu oleh guru, menggunakan media cetak lokal, membaca media cetak yang termasuk dalam buku tugas, memilih deskriptif dan teks naratif, menggunakan tajuk utama, menggunakan media cetak yang berwarna dan menarik, dan selektif dalam proses memilih media cetak.

Kata Kunci: efektivitas, media, media massa cetak, kemampuan membaca, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

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Metro, Desember 2019
The writer



Shella Elisha
1501070117

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

Metro, Desember 2019
Yang membuat pernyataan



Shella Elisha
1501070117

MOTTOS

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

In fact after difficulty there are amenity

(Q.S Al Insyirah: 6)

Nobody Can Turn Back the Time

The Future Depends on What You Do Today

(Wise Word)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Bahaji, and Mrs. Samsiyah who always support me in finishing this thesis.
2. My beloved all of my family.
3. My best friends, they are Hety Rohaety, Anni Alimatul Azizah, and Sartika Sari Resti Fauzi who always help me in finishing this thesis.
4. My almamater IAIN Metro.

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Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “The Effectiveness Of Using Printed Mass Media To Encourage Reading Skill At State Junior High School 7 Metro In Academic Year 219/2020”. Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr. Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
2. Ahmad Subhan Roza, M.Pd, the head of English Education Department.
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6. All of the staff of English Education Department who helped the researcher in processing of administration.
7. All of the teacher of Junior High School 7 Metro who give the researcher opportunity to conducted this research.

8. My parents, all of my friends who always give me support, motivation, inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, December 2019

The researcher,

A handwritten signature in black ink, appearing to be 'Shella Elisha', with a long horizontal stroke extending to the right.

Shella Elisha

St. Number: 1501070117

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CHAPTER I

INTRODUCTION

A. Background of Study

English plays an important role in education because English is an international language that is used to communicate with people around the world. English learning must be started early, so that child is trained to speak in English. English learning has various methods, techniques, strategies and materials. The use of methods, techniques, strategies and materials must be in accordance with the age and level of students. The various methods, techniques, strategies and materials improve the ability of English students in learning English and also communication.

In Indonesia, learning English starts from the Kindergarten. In elementary school English learning is not required in the *Kurikulum 2013*. Learning English is held again in Junior High School. In Junior High School, the new students learn English, and students must understand basics English learning. New junior high school student's who learn English will not understand how to read, write, speak and also listen to English.

Reading is one of four language skills that is very important to learn and for all humans because by reading, people can know a lot of information from what they read. Reading is the basis of learning English, because by reading students can add vocabulary, understand pronunciation of words and intonation. Reading has several strategies, techniques, methods and materials to support reading skills. But most students do not know how to read a text,

sentence or English word properly, because English has a difference between writing and reading. If students want reading skills to improve, students must understand a lot of vocabularies and learn how to pronounce it. Students also have to diligently practice reading English texts. English text can be obtained easily in this era of globalization, for example, and it can be obtained through social media and mass media.

In line with the illustration above, the researcher had conducted a pre-survey to find out the students' problem in preferences on printed mass media in English reading class. Pre-survey was conducted on Saturday, May 11th, 2019 at State Junior High school 7 Metro. The pre-survey results are shown in the following table:

**Table 1. The Data of Pre-Survey Result Reading Skill
Among the Seventh Graders at State Junior High School 7 Metro
In the Academic Year of 2019/2020**

No	Student' Name	Grade	Category
1	AAP	45	Poor
2	AR	75	High
3	AZ	45	Poor
4	BRS	55	Poor
5	DS	45	Poor
6	DTS	45	Poor
7	DAM	75	High
8	EDK	80	Excellent
9	FA	45	Poor
10	FAN	45	Poor
11	GAP	65	Fair
12	IP	45	Poor
13	IVP	75	High
14	JRS	45	Poor
15	JAF	45	Poor
16	LEP	45	Poor
17	MPR	80	Excellent
18	MIZA	75	High
19	OEP	45	Poor
20	RA	75	High
21	RGAP	45	Poor
22	RANF	45	Poor
23	RH	80	Excellent
24	RI	45	Poor
25	SLS	45	Poor
26	ZF	45	Poor
27	ZNR	65	Fair

Source: Documentation of the Seventh Graders' Reading Skill at State Junior High 7 Metro

In addition, the reading skill of the seventh graders at State Junior High School 7 Metro was categorized in to two categories of reading skill assessment, as follows:

**Table 2. The Data of Pre-Survey Result Categorization of Reading Skill
Among the Seventh Graders at State Junior High School 7 Metro
Academic Year 2019/2020**

No	Grade	Frequency	Percentage	Category
1	80-100	3	11%	Excellent
2	66-79	5	19%	High
3	56-65	2	7%	Fair
4	20-55	17	63%	Poor
Total		27	100%	-

Source: documentation of the seventh graders' reading skill at State junior High School 7 Metro

Based on the data of pre-survey above, there is a proof that most of the students have low score in reading skill. The data pre-survey showed that 17 students belong to poor category, 2 students belongs to fair category, 5 students belong to high category and 3 students' excellent category. It means that the students' reading skill at the seventh graders of State Junior High School 7 Metro is still low because many students get score less than 65.

In addition, according to Kozma, the instructor can refocus the discussion to explore specific ways in which media abilities can be used to influence learning for individual learners who perform specific tasks specifically and understand how learners interact and use unique abilities from their respective formats each media is very important for understanding the effects of media on learning.¹

¹ Robert B. kozmar, "*The Influence Of Mediaon Learning: The Debate Continues*". (summer 1994), 9.

According to Rao, the mass media is this leads to the conclusion that introducing innovative material like newspaper, advertisement, sport news, film reviews, tourist pamphlets and many others authentic materials can create a sense of curiosity which can be exploited for transferring the language skill effortlessly.²

Other statements by Tafani using various types of media in the class can improve students' understanding and promote it if necessary and the media can also help with many problems such as: motivation, clarity, recycling, preparation, revision, editing, variation, mixed ability classes, updating information in textbooks, giving life and color to class procedures and methods, so that at the same time helping students improve accuracy and fluency.³

Based on the facts above, the researcher intends to conduct a research an undergraduate thesis entitled “the Effectiveness of Using Printed Mass media to Encourage Reading Skill.” Mass media is a very common technology that is intended to reach all levels of society through mass communication. Communication technology now varies greatly. Broadcast media such as radio, music recordings, films and television send their information electronically. Print media uses physical objects such as newspapers, books, pamphlets or comics, to distribute their information. Outdoor media is a form of mass media consisting of billboards, signs, or placards placed inside and

² Bolla Malikharjuna Rao, “*Use of Media as an Instructional Tool in English Language Teaching (ELT) in Graduate Level*” (India: P.V.K.N. Government Collage, Chittoor, 2014), P.142

³ Vilma Tafani, “*Teaching English Through Mass Media: Volume 2*”, Acta Didactica Napocensia, 2009. P.94

outside commercial buildings, sports stadiums, shops and buses. Therefore, mass media is media that connects or provides information to people who will provide specific results from that information. Mass media is a publication that contains news, information and advertisements.

Mass media can also be a reference for the public for a need, such as work and also school work. For school purposes, the teacher usually gives a task to students, and students must look for it on the internet as a reference for their school assignments. Students can easily get school assignments from mass media. If students have found a reference to the task sought in the mass media, then they print the reference and collect it to the teacher who gave the assignment. The mass printed media is a print media that is easier to read. Therefore, the reader focuses more on the news or reading without being disturbed by advertisements and others. Therefore, the researcher conducted a research an undergraduate thesis entitled “the Effectiveness of Using Printed Mass media to Encourage Reading Skill.”

B. Focus of the Study

Based on the illustration of background of the study above, it is clear that there are many phenomena in students' reading skill. The students tend to be difficult of using printed mass media to encourage reading skill. In this research, the researcher focuses on “The Effectiveness of Using Printed Mass Media to Encourage Reading Skill at State Junior High School 7 Metro Academic Year 2019/2020”.

C. Research Question

Based on the consideration of background of the study above, the researcher formulates a research question, as follows:

1. What are the students' difficulties in using printed mass media to encourage reading skill?
2. Why are there the students' difficulties in using printed mass media to encourage reading skill?
3. How to overcome the students' difficulties in using printed mass media to encourage reading skill?

D. Objective and Benefit of the Study

1. Objective of the Study

This study has three objectives, as follows:

- a. To investigate the students' difficulties in using printed mass media to encourage reading skill.
- b. To know the cause of students' difficulties in using printed mass media to encourage reading skill.
- c. To investigate the solution to overcome in using printed mass media to encourage reading skill.

2. Benefits of the Study

Hopefully, this research is beneficial for the researcher, the students, the teacher and the headmaster. The benefits of this study are, as follows:

a. For the Students

As an actual phenomenon that gives students a better understanding of the effectiveness of printed mass media to encourage reading skills.

b. For the English Teachers

As the information for the English teachers in getting better understanding of how far the students in capturing special subjects in using printed mass media to encourage reading skill.

c. For the headmaster

As the consideration for the headmaster to find out how quickly students learn especially in using printed mass media to encourage reading skill and will be evaluated together after the researcher has conducted his research.

E. Prior Research

This research was conducted by considering a number of prior researches which focus on the research domain of the students' preferences on printed mass media in English reading class. The first prior research was conducted by Jude and Udosen, the research method used in the first prior research is used two instruments for data collection which included a researcher-made four-Likert scale questionnaire called 'Print Media Strategy Questionnaire'

(PMSQ) and an adopted Reading Competence Test' (RCT).⁴ The sample of the first prior research is AkwaIbom State, Nigeria. The results of this study are that print media can significantly improve and develop student reading competencies that are indispensable for intellectual excellence.

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills. Both of these studies have similarities in the realm of research that is printed mass media in reading. In addition, this research and the first prior research use printed mass media. This research and the first prior research have differences in the research method, namely this study uses the qualitative method while the first prior research uses the method of Print Media Strategy Questionnaire" (PMSQ) and an adopted Reading Competence Test' (RCT). Then the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study was Grade VII Students' of State Junior High School 7 Metro, while the first prior research sample is AkwaIbom State, Nigeria.

The second prior research was carried out by Gulzar and Asmari, the research method used in the second prior research is quanti-experimental design and a structured questionnaire.⁵ The sample of the second prior research is one experimental group comprised of fifteen students was selected from Preparatory Year Programme (PYP) classes to determine the

⁴ Wisdom I. Jude and Alice E. Edosen, "*Print Media Strategies And Development Of Students' Competence In Reading*", No. 3 (2012): 474

⁵ Malik Ajmal Gulzar and AbdulRahman Al Asmari, "*effects of Print Media: A Study of Reading Skills among University EFL Students*", No. 28 (2014): 68

effectiveness of printed media material among Preparatory Year Programme (PYP) students of English Language Centre of Taif University. In the experimental group, the researchers taught four units from the prescribed textbook along with adapted supporting reading material of printed media to improve reading skills.

The researchers took the classes of experimental teaching for four weeks and five hours a week. This means that the researchers taught the Preparatory Year Programme (PYP) students 40 hours in four weeks. For the purpose of investigating the impact of printed media, the researchers developed two lesson plans each for both placement and achievement tests. Lesson plans for placement tests were simply based on textbooks, and lesson plan for achievement tests were devised after incorporating activities from printed media as a support material. Then, the results of the performance and achievement tests of the sample group were analyzed to present the results. The researchers also used the structured questionnaire to get the opinions of the Preparatory Year Programme (PYP) teachers about the use of printed media in the Saudi Preparatory Year Programme (PYP) classes to enhance students' reading competence. Finally, the researchers triangulated the results gathered from two different tools; i.e. placement, achievement tests, and a structured questionnaire and drew the conclusions from the findings accordingly.

This research and the second prior research have similarities and differences. The similarity between this study and the second prior research

lies in the similarity of language skills. Both of these studies have similarities in the realm of research, namely the research on the printed mass media in reading. This research and the second prior research have similarities in the use of printed media in reading. Then the difference between this study and the second prior research lies in the study sample. The sample of this study was Grade VII Students' of State Junior High School 7 Metro, while the second prior research was implemented in English Language Centre of Taif University. In addition, this research and the second prior research have differences in the research method, in this research use qualitative research and the second prior research use quanti-experimental design and a structured questionnaire.

The third prior research was conducted by Laila, the research method carried out in the third prior research is classroom action research.⁶ The sample from third prior research is the Eighth Grade Students of SMP N 3 Colomadu Karanganyar. The third prior research conducted two cycles of action. The result of the action showed that after the researcher in the third prior research conducted the actions, the students' reading comprehension ability improved as shown in the result of both the observation on the students activity during the actions and their pre-test and post-test mean scores.

From the observation, in the third prior research, the researcher found that during the action, the students have shown their improvement such as

⁶ Nur Hikmah Laila, "*Improving Students' Reading Ability by Using Printed Mass Media*", Surakarta, April 2009, p. v

they are able to comprehend the text well, the situation of the teaching and learning process became more joyful and interesting, the students also didn't reluctantly to open their dictionary, and all of the students were involved in the teaching and learning process.

This research and the third prior research have similarities and differences. The similarity between this research and the third prior research language skills. Both of these studies use the printed media in reading. The difference between this research and the third prior research is the method used in this research, namely qualitative research and the third prior research used classroom action research. Then the difference between this research and the third prior research lies in the sample. The study sample was Grade VII Students' of State Junior High School 7 Metro and the third prior research were conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar .

Based on all the descriptions related to some prior research, it can be concluded that printed mass media in reading is an important thing to study. That is because the application of printed mass media is very effective for use in teaching reading. Therefore taking into account the several prior researches, researchers have a strong foundation to improve the reading skills of grade VII Students of State Junior High School 7 Metro by the effectiveness of using printed mass media to encourage reading skill.

CHAPTER II

REVIEW OF THE LITERATURE

A. Concept of Reading

1. Definition of Reading

There are many definitions of reading proposed by some experts. The first definition proposed by Patel and Praveen, they say that reading is most useful and important skill for people and makes students read regularly which gives them pleasure and profit.⁷

According to Grabe, the nature of reading is something many of us take for granted, we read with what appears to be little effort and little planning.⁸

Nossek states reading as a cultural practice satisfies a few important personal and social needs better than use of any other medium, possibly accounting for its continuous resilience in the new media environment.⁹

Linse argue that reading is a set of skills that involves making sense and deriving meaning from the printed words.¹⁰ In order to read, the readers must be able to decode (should out) the pointed words and also comprehend what they read.

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Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique* (Sunrise Publishers & Distributors, 2008) P. 113.

⁸ William Grabe, *Reading In a Second Language: Moving From Theory to Practice* (Cambridge University press, 2009) P. 4

⁹ Hillel Nossek et.al, "Is Print Really Dying? The State of Print Media Use in Europe", No. 9 (2015):367

¹⁰ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (McGraw-Hill, 2005) P. 69.

Moreover, Brown states that reading is a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching.¹¹ It means that when people read a text, the reader find the meaning that will help him in learning something.

Based on statements about the essence of reading, it can be inferred that reading is a process that involves reader and text in order to understand the text as a source of information to extend someone's knowledge and to achieve various purpose.

2. The Importance of Reading

Reading is very important and has a major role in our lives. Reading can enrich our experience and knowledge. Therefore, reading is also something crucial and irreplaceable. By reading, the readers can increase their knowledge of science, technology, and easy ways to get a lot of information that is useful for us.

Reading is the main skill for achieving successful studies. Students who only limit what their teacher gives in class without trying to read many references will not get much information. More reading means more knowledge. Especially reading as the target language to build vocabulary for English lessons. It is realized that reading skills or reading activities will open knowledge widely, provide more useful vocabulary and information.

¹¹ H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* second edition (San Fransisco, California, 2000) p. 298

3. Models of Reading

There are three models of reading as follows:¹²

a. Top Down Model

In top down model, the readers must, through a puzzle-solving process, infer meanings, decide what to retain and not to retain, and move on. This is where a complementary method of processing written text is imperative top-down processing in which we draw on our own intelligence and experience to understand a text.

b. Bottom-Up Model

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letter, morphemes, syllables, word, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals.

c. The Interactive Model

The interactive reading is almost always a primary ingredient in successful teaching methodology because both processes are important.

From the statement above, the researcher conclude that ,odel of reading is a proces of drawing and organizing of the text on our intelligence and experience. This process to construct meaning and understand what is written in the text. The top-down models focused on working from meaning up text. The bottom-up model has a reader working from the text to meaning (with

¹² H. Douglas Brown, Teaching by principles: An Interactive Approach to Language Pedagogy second edition (San Fransisco, California, 2000) p. 299

focus at word and sentence level). The interactive model is combination among top-down model and bottom-up model.

4. Type of Teaching Reading

In teaching reading can be distinguished as follows:¹³

a. Reading Aloud

In reading aloud students read a text with correct spelling. It uses look and say technique students spell words, phrase, sentence, and intonation correctly.

b. Silent Reading

It means that the students read a text voiceless and train the student's to focus on the text, so the students can understand the text.

c. Reading Comprehension

The aim reading comprehension is to obtain information from the texts. The students are trained to gain the information about the value of the text.

d. Independent Reading

Independent reading can be taught if the students have understood the reading aloud, silent reading, and reading comprehension. In this level students guess the meaning of the text suitable with the context.

From the statement above, the researcher concludes that the type of reading is a type of technique used in reading learning to improve reading skills. In reading aloud students are trained to read properly and correctly according to the correct pronunciation. Silent reading teaches students to stay focused in the text and find meaning in the text. in reading comprehension

¹³ Kasihani K.E. *Suyanto. English For Young learners.* (Jakarta: BumiAksara.2007). p.64-66

students are taught to understand the text and find the core of the text and can understand what the meaning is in the text. Independent reading is a combination of reading aloud, silent reading and reading comprehension. Students must also be able to understand what the meaning is in the text in accordance with the context of the text story.

5. Reading Strategies

One of the objectives of reading skills is to develop students' reading skills. Reading is also one of important skill that should be mastered by the students. There are several reading strategies that it can be developed. These reading strategies could help the students to improve their skill in reading.

They are:

a. Predicting

The teacher tells the title of the text that is going to be read, show a picture of the text and ask the students to predict what the text is about or what information they expect from the text. The students can use their imagination based on the information they got (title or pictures) to give their ideas.

b. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. It is skill of getting general idea of a text.¹⁴

¹⁴ H. douglas Brown, *Taching by principles* (San Fransisco: San Fransisco state University, 2000), p.308.

c. Scanning

Usually the students tend to read to whole text carefully word by word. It's waste of time. Sometime when we read, we don't read, we don't always want to know the whole meaning of sentence or text. The most important thing is based on our aim. Then we want to know some specific information, we don't have to read the whole passage. Scanning is reading skill in getting specific information from a text.

d. Identifying Topic and Main Idea

Mikukecky suggests that students practice these skills in a developmental sequence from simple to more complex cognitive tasks.

B. Concept of Reading Skill

1. Definition of Reading Skill

Reading skill is individuals' standing on some reading assessment. Skilled readers are those who score above some standard on this assessment readers of low skill are those who score below some standard. The substantive question is this. What are the processes of reading that produce variation is assessed reading skill this question is the focus here given that two individuals differ in some global assessment of their reading, what are differences in reading processes are candidates to explain this differences.

According to Boyatzis and Kolb a skill is a combination of ability, knowledge and experience, that enables a person to do something well.¹⁵ It means that skill is the ability to comprehend the passage require the power of

¹⁵ Boyatzis, Richard E and Kolb, David A. "From Learning Styles to Learning Skills: The executive Skills Profile" *University Press* Vol.10, No.5, (1995) p.4.

understanding the total meaning of the passage. A skill is something you do automatically without thinking about it and you do it the same way every time.¹⁶

Moreover, skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high technology era.¹⁷ Based on the definition above, skill is the ability and capacity to comprehend the passage from the text and to do something well.

Reading is regarded as one of basic skills in English which is very important to develop and build students' knowledge and it is helpful to understand various written materials or textbooks.

Meanwhile, Grabe said that reading is a strategy process in that number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select the key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.¹⁸ On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

¹⁶ G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009). P.13.

¹⁷ Green, Francis. "What Is Skill? An Interdisciplinary Synthesis" (London. LAKES: 2011),p.4.

¹⁸William Grabe, *Reading in a Second Language Moving From Theory To Practice*, (New York, Cambridge University Press, 2009), p.15

Beside, Harmer said that reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.¹⁹ so reading can improve students' knowledge.

Furthermore, Patel and Jain reveal that reading is not only as a source of information and pleasurable activity but also as a means of extending and consolidating someone's knowledge.²⁰ from the statements it can be assumed that understanding the text has a goal to enrich someone's knowledge from many available sources.

Based on the quotation above, it can be inferred that reading skill is a kind of exercise in teaching reading to know how the students' understand about the text and read with pronunciation, accuracy, intonation well.

Based on statements about essence of reading, the researcher conclude that reading is a process that involves reader and text in order to understand the text as source of information to extend someone's knowledge and to achieve various purpose.

2. The Measurement of Reading Skill

To know the achievement of reading skill should be measurement use the assessmnet of reading. There are measurements of reading skill according to Grenall and Swan, as follows:²¹

¹⁹ Jeremy Harmer, *How to Teach English Second Edition*, (England, Longman, 2007, p.99

²⁰ M.F Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrises Publisher and Distributors, 2008), p.11

²¹ Simon Grenall and Michael Swan, *Effective Reading:Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1997), p.34

Table 3. The Measurement of Reading Skill

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (fair)	Question and answers were awkward and incomprehensible to understand at times
	1-2 (bad)	All question and answers were awkward and incomprehensible.
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3 (fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to express himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students' may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Students' noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3 (fair)	Some effort as required to maintain the conversation. There may have been long pauses
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses
Comprehension	5 (excellent)	The students' fully understood the text and question asked and answered correctly
	4 (good)	The students' understood most of what was asked text and question were only asked once
	3 (fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students' was unable to comprehend questions and text. Question were repeated more than one time.

Based on the data above, the researcher conducted about students' reading skill, because a person's level of reading skill is different. There is difficult to understand the answer on question.

C. The Concept of Printed Mass Media

1. The Nature of Educational Media

Television and radio as well as technical and technological implements that support learning, ranging from recording media such as cassette tapes or DVDs to advanced computers or even the iPad, one of the latest fads on the technology market".²²

In other words, Goodwyn and Branson state that the only subject that requires students to study the media is English because this form of study is more often called Media Education, with the implication that this is not an introduction to media study but a rather more general consideration of the media.²³

Wisdom and Alice argue media influences on youths in modern society are not likely to abate, as new technologies force rapid convergence of established communication tools with innovative ones.²⁴

Media are vehicles that convey message. There are print texts, such as newspapers, magazines, books, and catalogs; visual text, such as television, movies, computers, billboards, and performing arts; audio text, such as music

²² Wai Meng Chan et.al., *Media in Foreign Language and Teaching* (Singapore: Hubert & Co. GmbH & Co. KG, Göttingen. 2011). P.2

²³ Andrew Goodwyn and Jane Branson, *Teaching English: A Handbook For Primary And Secondary School Teacher* (London: Routledge Falmer. 2005). P 92.

²⁴ Wisdom I. Jude and Alice E. Edosen, "Print Media Strategies And Development Of Students' Competence In Reading", No. 3 (2012): 474

and radio; and multimedia such as computers, the World Wide Web, and Internet. So, media is very important in learning activities, because with learning media students can easily get knowledge from anywhere and anytime.

Media of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available

2. The Nature of Mass Media

According to Julie, mass media refers to industries and companies that make messages, then spread to many people such as newspapers and magazine are examples of print mass media as well as television, radio, DVDs, video games, and services Online computers are an example of electronic mass media..²⁵

Meulemann and Hagenah argue that mass media are defined as media which have their proper program and constitute their own audience.²⁶

Wahab states that mass media is a means of conveying information simultaneously and accessible to the community all over the world.²⁷

From the statements above, the researcher conclude that mass media is a tool or means to convey information to the public easily, quickly, and precisely.

²⁵ Julie D. frechette. *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for The Twenty-First-Century Classroom*. (London: Greenwood Publishing Group. 2002). P.25

²⁶ Heiner Meulemann and Jörg Hagenah. *Mass Media Research Journal*.

²⁷ Noradilah Abdul Wahab et.al, "The Influence of The Mass Media in The Behavior Students: A Literature Study", *International Journal of Academic Research in Business and Social Sciences*, No.4 (2017): 166

3. The Nature of Print Media

According to DonsBach, print media is a source of orientation and information, provides a model of behavior, and serves as a frame of reference for possible dissociation and identification, differentiation, and participation.²⁸

Nossoek states print media resilience or displacement in the new media environment may be explored from several points of view.²⁹

Patil holds print media as a traditional media plays a significant role in the development communication.³⁰

International comparative research on the use of print media has to take into account that motivation for using print media, as well as their circulation and availability, is embedded in the cultural, political, and societal structures of the national systems in question, and that it is also dependent on economic conditions.

²⁸ Wolfgang Donsbach. *The Concise encyclopedia of Communication*. (The atrium, southern gate, Chichester, West Sussex: spi publisher services, Pondicherry. 2015). P 192.

²⁹ Hillel Nossok et.al, "Is Print Really Dying? The State of Print Media Use in Europe", No. 9 (2015): 367

³⁰ Dhanshri M. Patil, "Recent Trends Of Print Media In Development Communication", No. 2 (2011): 1

4. Types of mass media

According to Torre, there are three types of mass media;³¹

a. Broadcast Media

Broadcast media (also known as digital or electronic media), is any media in which information is transmitted electronically and consists of television, radio, movies, and Internet.

b. Print Media

Print media uses a physical object as a means of sending information, such as newspapers, magazines, books, leaflets, and pamphlets.

c. Outdoor Media

Outdoor media encompasses a wide range of “out-of-home” media in which information is aimed at reaching consumers where they live, work, play drive, shop, and commute.

In the explanation, mass media has several types of uses to distinguish what types are in mass media, what tools are used in mass media, and how to obtain mass media.

³¹ Giuseppe La Torre, *Smoking Prevention and Cessation*. (Rome, Italy, Springer Science+Business Media. 2013). P.168.

5. The Kinds of Print Media

According to Gariyan, there are kinds of print media:³²

a. Newspaper

Newspapers are important platforms for mass communication because they reach every corner where electronic media fails to reach. It plays an important role in providing original direct information, building opinions, updating readers' knowledge, and functioning as a good platform for advertisers to promote their products.

b. Magazines

Magazines are another type of popular culture print media. They usually cater to a specific type of audience who are looking for information based on a particular subject. The frequency of magazines can be weekly, fortnightly, bi-monthly, quarterly, half-yearly, or yearly. These magazines are the best forum for advertisers as they have a niche readership. The readers look for a specific type of information. Also, the shelf life and brand recall of magazines is far better than newspapers which have a short life span.

c. Booklets and Brochures

Booklets and brochures are part of the promotional literature of a product, or an organization

d. Billboards

Billboards are huge advertisements that are put up at a height in strategic locations to draw more attention. Communication in these types of billboards

³² A. Gariyan, "Moscow Lomonosov State University Faculty of Physics English major", (2012): 1

should be in minimum words. The images should speak louder than the words. Billboards are a successful medium of communication as they are good at captivating and retaining customer's attention.

6. The Benefits of Printed Mass Media

- a. In order to determine the effects of print media usage on the development of children's foreign language reading abilities, based on DIBELS performance, participants were assigned to medium and high groups; implying the effect of direct instruction and print media usage in classrooms for developing foreign language reading abilities.³³
- b. Print media (magazines and novels strategies) significantly enhance the development of students' reading competence which is needed for intellectual excellence that can enrich their language competence and broaden their horizon for meaningful interaction in their environment.³⁴
- c. Print media are still an important component of the new communications environment.³⁵
- d. Print media has the advantage of making a longer impact on the minds of the reader with more in-depth reporting and analysis.³⁶

³³ Mansoor Tavakoli, "*The Effect of Using Print Media on Children's L2 Literacy Development: A Longitudinal Study*", No. 3 (2013): 570

³⁴ Wisdom I. Jude and Alice E. Edosen, "*Print Media Strategies And Development Of Students' Competence In Reading*", No. 3 (2012): 480

³⁵ Hillel Nossek et.al, "*Is Print Really Dying? The State of Print Media Use in Europe*", No. 9 (2015)

³⁶ Dhanshri M. Patil, "*Recent Trends Of Print Media In Development Communication*", No. 2 (2011): 2

D. The Difficulties in Using Printed Mass Media to Encourage Reading Skill

According to Barnard and Spencer, there are difficulties in using printed mass media to encourage reading skill:³⁷

1. One major problem is that the level of literacy contained in the printed media is difficult for many students to read with comprehension, ease and pleasure, and so they do not read.
2. The other main difficulty of reading the printed media is that the cost to prepare the printed media is expensive enough.
3. The written mass media remains the cultural influence to the students.

According to Hota, there are some difficulties got by the students in using printed mass media to encourage reading skill:³⁸

1. They can not read and comprehend the meanings of words contained in the printed media, including both commonly used words and technical words;
2. They can not read and comprehend specific facts contained in the printed mass media adequately;
3. They can not read and follow specific direction contained in the printed mass media precisely;
4. They can not comprehend the total meaning contained in the printed mass media;
5. They can not comprehend the central thought contained in the printed mass media;

³⁷ Alan Barnard and Jonathan Spencer. *The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition*. (London: Routledge Taylor and Francis Group. 2010). P.450-451

³⁸ A. K. Hota, "Encyclopedia of New Media and educational Planning", Vol. 1 (2000)

6. They can not read, recall, or organize the fact contained in the printed mass media.

E. The Factors that Cause Difficulties in Using Printed Mass Media to Encourage Reading Skill

According to Hermann and Hoffmann, there are factors that become the cause of students' difficulties in using printed mass media to encourage reading skill.³⁹

1. The semantic relationships cannot be represented by printed media completely in a clear and user-friendly way.
2. The text of printed media becomes hard to read if all points are given explicitly in brackets or table.
3. Another difficulty in reading the printed media appears when readers with different ability of knowledge look for information from the printed media.
4. The process of reading the printed media may be even more difficult if the reader isn't looking for a keyword but has only bias ideas of what the content of reading might be. In the worst case he has to start reading the text from the beginning until he finds what he is looking for.

³⁹ Hermann H. Hahn· Erhard Hoffmann. *Chemical Water and Wastewater Treatment Iv.* (Edinburg: Springer-Verlag Berlin Heidelberg. 1996). P.412

F. The Solution to Overcome Difficulties in Using Printed Mass Media to Encourage Reading Skill

According to Gulzar, there are solution to overcome difficulties in using printed mass media to encourage reading skill:⁴⁰

1. A variety of interesting and entertaining reading materials may be selected from locally published newspapers and magazines.
2. Those topics should be included in the textbooks which support the reading material from newspapers and magazines for enhancing the interest of the students.
3. Reading texts like advertisements, team records and train schedule may be selected for improving scanning skills. Longer texts like news reports about popular sports should be selected for improving skimming skills.
4. Headline lines from newspapers and magazines can be an effective source of improving anticipation skills.
5. Teachers can use activities devised from newspapers and magazines to avoid difficulties in controlling these overcrowded classes.
6. Variety of reading material should be selected to ensure reading for information as well as for pleasure.
7. While selecting reading material, the background knowledge and previous experiences of students need to be considered. However, over familiar topics should not be included in the lesson plans.

⁴⁰ Malik Akmal Gulzar, "*Effects of Print Media: A Study of Reading Skills among University EFL Students*", Vol. 4, No. 28 (2014)

8. Supporting reading materials can be selected from newspapers and magazines according to the needs and interest of the students, and the course books. And teachers should focus on the demands of reading lessons to stimulate the interest of the students through printed media.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The researcher focuses on the student's preferences on printed mass media in reading class to be explored. The researcher decides to use qualitative research to analyze what are the student's preferences on printed mass media in English reading class at State Junior High School 7 Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.⁴¹ It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

The definition of qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret the meaning of this data so that it can help us understand social life through the study of populations or targeted places. Qualitative research methods are subjective from the participant's perspective descriptively which proposes to gather information at this time, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions. In other words, this research method is more about giving a clear picture of a problem in accordance with the facts in the field.

⁴¹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*, (New Delhi: Sage Publications, 2003), p.4

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.⁴²

In line with the explanation above, the purpose of this research is printed media can be easier for students to using printed mass media in English reading learning at State Junior High School 7 Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are the document of students' reading assignment given by the English teacher in using printed mass media among the seventh grade of State Junior High School 7 Metro. The total is 27 students'. In addition, the primary sources of this research are the results of interview with the students and English teacher

⁴²Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

in getting the data about the students' difficulties and the solution to use the printed mass media in encouraging reading.

2. Secondary Sources

support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from the books, journals, e-books, articles and documented data related to English teaching and learning at State Junior High School 7 Metro that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.⁴³ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information"⁴⁴ The data collection is the accumulation of specific evidence that enables the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In

⁴³ Linda Kalof et.al., *Essential of Social Research*, (England: Open university press, 2008), p. 85.

⁴⁴ John W. Creswell, *Research Design*, p. 184

addition, the data are needed to substantiate the various arguments in research findings.⁴⁵

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.⁴⁶ The researcher in this research uses document to collect the data. The researcher takes documents from the students preferences on printed mass media in reading class. In the process of collecting the data, the researcher collects the results of the students preferences on printed mass media in reading class.

In this research the researcher use three techniques to collect the data, there are test, observation and documentation.

1. Observation

An assignment of 10 basic two-word verbs is given to the all respondents to be memorized, then put them into simple sentences, and finally put them into daily-activity paragraph. All respondents are to state the memorized words and put those simple sentences and paragraph at the appointed time of observation. The result of above instruction is then put into the table of score history. In this research the researcher observed the use of printed mass media in reading class at State Junior High School 7 Metro in order to analyze types of reading learning in English that encourage

⁴⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International Publisher, 2006), p. 212.

⁴⁶Donald Ary et. al., *Introduction to Research in Education Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), p.32

students to choose printed mass media and the difficulties that prevent students from using printed mass media in reading learning.

2. Interview

Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.⁴⁷ It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher used interview to collect the data from the students.

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.⁴⁸ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.⁴⁹ In this research the researcher documented the important data such as history of State Junior High School 7 Metro, structure

⁴⁷John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), p. 217

⁴⁸*Ibid.*, 432

⁴⁹Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

organization, total of the lectures and students, staff administration, sketch location of State Junior High School 7 Metro.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.⁵⁰ The componets of this analysis model are pictured by this figure.

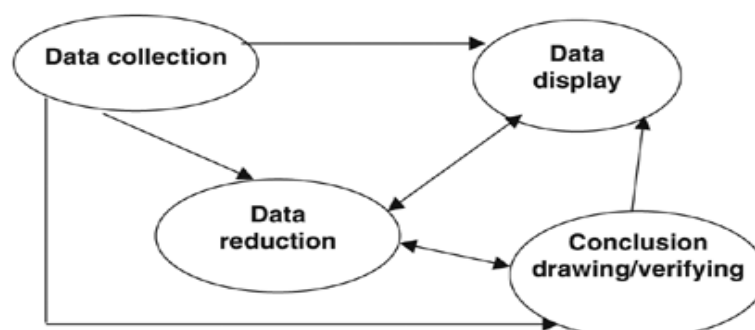


Figure 1. Analysis Components of Miles and Huberman Model

⁵⁰ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

Data analysis by Miles and Huberman model conducts the following steps:⁵¹

1. Data Collection

Data collection is the step when the researcher gather all data which are used to complete the research. In the process of collecting data the researcher collected the data in the form of evidence of the using printed mass media to encourage reading skills of seventh grade State Junior High School 7 Metro academic year 2019/2020 students'. In this case the researcher will come to class to observe and to document the use printed mass media to encourage reading skill in the seventh grade at State Junior High School 7 Metro in the Academic Year 2019/2020.

2. The Researcher Reduces the Data.

The researcher reduces the data he had gotten by summarizing and choosing specific things. In the process of parsing the data, the researcher was guided by the research question because in this study there are 3 research questions, there are:

- a. The first is what are difficulties in using printed mass media to encourage reading skill. Hence, the researcher focused on the data collected to answer students' difficulties in using printed mass media to encourage reading skills. Therefore, the researcher chose the data in accordance with this first research question.

⁵¹ *Ibid*

- b. The second, related to the causes of the difficulties, the researcher classified the data needed from interviews related to the factors that cause difficulties in the use of printed mass media in reading skill.
- c. The third, the researcher grouped the data according to the solution to answer and overcome the problem of printed mass media.

3. To Display the Data

In the display the data the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data. The researcher displayed data related to the answers in the research question using words, graphs, figures and charts to explain the answers of each research question in detail according to the correct interpretation.

4. Conclusion and Data Findings

The researcher verifies his research by making conclusion of data findings. Researcher made conclusions from the results of research related to the three research questions.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:⁵²

1. Identifying a Research Problem

Writer begins a research study by identifying a topic of study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, researcher needs to focus it so that researcher can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

⁵² John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the researcher engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the researcher developed a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result Of The Research

1. Description of the Research Setting

The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the researcher such as:

Condition of the Teacher and Official at State Junior High School 7 Metro, the numbers of teacher and official employers in State Junior High School 7 Metro in the academic year of 2019/2020 are that can be identified as follows:

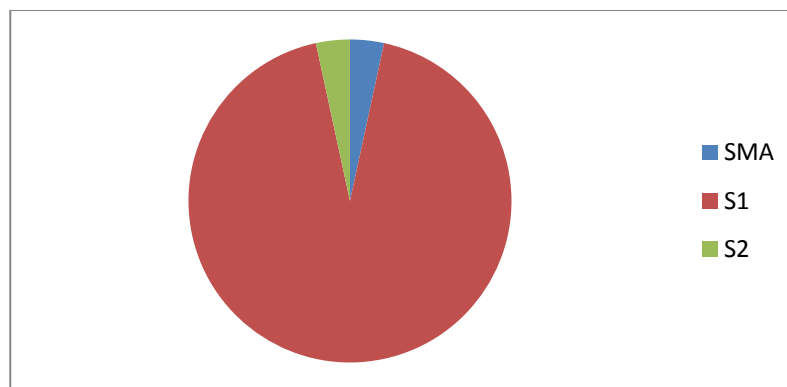


Figure 2. Condition of the Teacher and Official at State Junior High School 7 Metro in the academic year of 2019/2020

Based on figure II above, it can be seen that the condition of the teacher and official at State Junior High School 7 Metro in the academic year of 2019/2020. The condition of teacher's and official is SMA 2 teacher's, S1 55 teacher's and S2 2 teacher's.

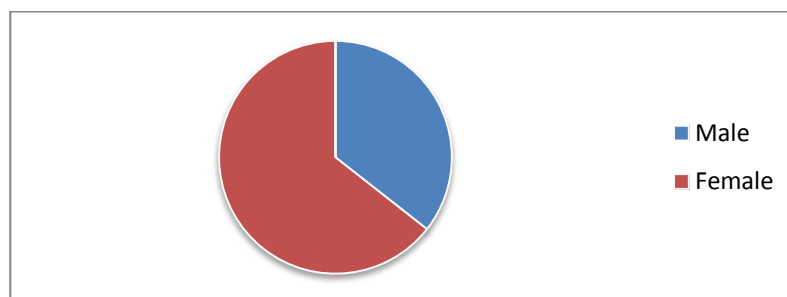


Figure 3. The Gender of Teacher's and Official at State Junior High School 7 Metro in the academic year of 2019/2020

Based on figure III, it can be seen the gender of teacher's and official at State Junior High School 7 Metro in the academic year of 2019/2020. The gender of teacher's and official is male 21 teacher's and female 38 teacher's.

The quantities of students at State Junior High School 7 Metro that can be identified as follows:

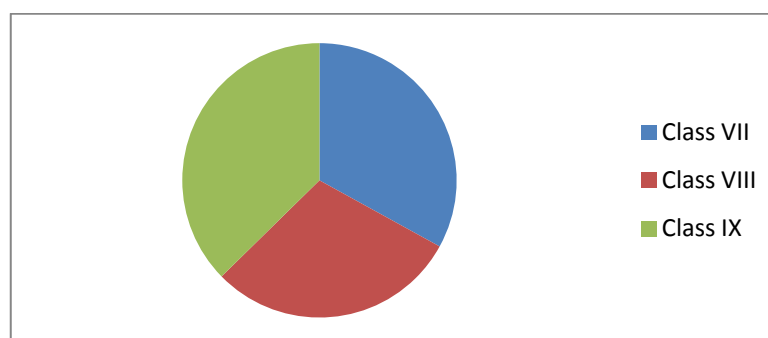


Figure 4. The Student's Quantity at State Junior High School 7 Metro academic year 2019/2020

Based on the figure IV, it can be seen that the students' quantity at State Junior High School 7 Metro in the academic year of 2019/2020. The students' quantity of class VII is 167 students', class VII is 150 students' and class IX is 189 students'.

2. Description of Research Result

Description of Research Result refers to the research question including of *What are the students' difficulties in using printed mass media to encourage reading skill; Why are there the students' difficulties in using printed mass media to encourage reading skill; How to overcome the students' difficulties in using printed mass media to encourage reading skill.*

a. The Students' Difficulties in Using Printed Mass Media to Encourage Reading Skill

In collecting the data of the first research question, the researcher used the techniques of observation and interview. Therefore, the instruments are observation sheet and interview sheet.

1) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the students' difficulties in using printed mass media to encourage reading skill is provided in Appendix 9. The data analysis is illustrated in the following table:

Table 4. Difficulties in Using Printed Mass Media to Encourage Reading Skill

No	Difficulties in Using Printed Mass Media to Encourage Reading Skill	Frequency	Percentage
1	Not being able to read and comprehend the meaning of words contained in the printed media	4 students	13%
2	Not being able to read and comprehend specific facts contained in the printed media adequately	6 students	22%
3	Not being able to read and follow specific direction contained in the printed media precisely	17 students	63%
4	Not being able to comprehend the total meaning contained in the printed media	12 students	44%
5	Not being able to comprehend the central thought contained in the printed media	20 students	74%
6	Not being able to read, recall, or organize the fact contained in the printed media	16 students	56%

The explanation of data in the table above is provided, as follows:

- a) Not being able to read and comprehend the meaning of words contained in the printed media

Based on the result of observation, it is investigated that there are 4 students of 27 students who are not able to read and to comprehend the meaning of words contained in the printed media. It means that most of the students (23 students) do not get difficulty in reading and comprehending the meaning of words contained in the printed media.

- b) Not being able to read and comprehend specific facts contained in the printed media adequately

Based on the result of observation, it is investigated that there are 6 students of 27 students who are not able to read and comprehend specific facts contained in the printed media adequately. It means that most of the students (21 students) do not get difficulty in reading and comprehending specific facts contained in the printed media adequately.

- c) Not being able to read and follow specific direction contained in the printed media precisely

Based on the result of observation, it is investigated that there are 17 students of 27 students who are not able to read follow specific direction contained in the printed media precisely. It means that most of the students (17 students) get difficulty in reading and following specific direction contained in the printed media precisely.

- d) Not being able to comprehend the total meaning contained in the printed media

Based on the result of observation, it is investigated that there are 12 students of 27 students who are not able to comprehend the total meaning contained in the printed media. It means that most of the students (15 students) do not get difficulty in to comprehend the total meaning contained in the printed media.

- e) Not being able to comprehend the central thought contained in the printed media

Based on the result of observation, it is investigated that there are 20 students of 27 students who are not able to comprehend the central thought contained in the printed media. It means that most of the students get difficulty in comprehending the central thought contained in the printed media.

- f) Not being able to read, recall, or organize the fact contained in the printed media

Based on the result of observation, it is investigated that there are 16 students of 27 students who are not able to read, recall, or organize the fact contained in the printed media. It means that most of the students get difficulty in reading, recalling, or organizing the fact contained in the printed media.

Based on the observation data above, there are three kinds of students' difficulties in using printed mass media to encourage reading skill that are, as follows:

- a) Not being able to comprehend the central thought contained in the printed media;
- b) Not being able to read and follow specific direction contained in the printed media precisely;
- c) Not being able to read, recall, or organize the fact contained in the printed media.

In addition, it was investigated that the most difficulty that students got in using printed mass media to encourage reading skill is not being able to comprehend the central thought contained in the printed media. It is because the highest percentage (74%) belongs to that difficulty.

2) The Data Analysis Based on Interview

The results of the interview data analysis related to the students' difficulty in using printed mass media to encourage reading skills, including:

a) Students' difficulties related to the cost of using printed mass media.

All of the students (100%) do not get difficulties related to the costs of using printed mass media. The students explained that is the printed mass media is not so thick that it does not require expensive printing costs. It means that the students do not have problem in the cost of using printed mass media.

b) Students' Difficulties in understanding the contents of printed mass media

All of the students (100%) answer briefly about the contents of the printed mass media. They did not explain in detail when asked about the content of the printed mass media. It means that they are not able to understand and to explore the contents of the printed mass media.

b. The Factors that Cause the Students' Difficulties in Using Printed Mass Media to Encourage Reading Skill

To find out the factors that cause students' difficulties in using print mass media in encouraging students' reading skills, the researcher used the instrument of interview with English teacher. These questions are developed from theories taken from Hahn and Hoffmann⁵³. Based on the result of interview, the researcher analyzed the factors that cause the students' difficulties in using printed mass media to encourage reading skill, including the following:

- 1) The students' difficulties in using printed mass media in the reading process are having low vocabulary, not being able to pronounce the alphabet correctly, having low pronunciation mastery, having bad spelling, and learning intention.
- 2) The students' reading ability is low so it greatly influences the ability to looking for information from the mass media. If students do not have the ability to read, they will be very difficult in finding information from the print media.
- 3) The students do not read print mass media comprehensively because they only read what they need and what they understand.

⁵³ Herman H. hahn and Erhard Hoffmann. *Chemical Water and Wastewater Treatment Iv. Edinburg: Springer-Velg Berlin Heidelberg, 1996, P.412*

c. The Solution to Overcome Difficulties in Using Printed Mass Media to Encourage Reading Skill

To analyze the solution to overcome difficulties in using printed mass media to encourage reading skill, the researcher used interview with English teacher. These questions are developed from theories taken from Gulzar based on the result of interview, the researcher analyzed the solution to overcome difficulties in using printed mass media to encourage reading skill, including the following:⁵⁴

- 1) In overcoming students' difficulties in using print mass media in the reading process, the students use a dictionary and assisted by the teacher in the reading process;
- 2) In the use of print mass media for the reading process, the students can use local or international print mass media because the language is the same. However, local print media is actually more interesting because the information provided is all related to events in their respective regions;
- 3) The topic of reading material from printed mass media as the student's assignment from the teacher must be included in the assignment book, so students can relearn what the teacher explained;
- 4) Suitable types of print mass media to improve scanning and skimming skills are descriptive text and narrative text;
- 5) The use of the main news from the print media in the reading process is to give an idea of the topic to be discussed;

⁵⁴ Malik Akmal Gulzar, "Effects of Print Media: A Study of Reading Skills among University EFL Students", Vol. 4, No. 28, 2014.

- 6) Colorful and attractive print media are very useful for controlling overcrowded classes;
- 7) The process of selecting print media is very important to know the topic and also the students' ability;
- 8) The important things that should be considered in the selection process of the printed media are the topic students want, the level of difficulty of the language and choose stories that allow children to have that experience.

B. Discussions

1. The Students' Difficulties in Using Printed Mass Media to Encourage Reading Skill

The students' difficulties in using printed mass media to encourage reading skill were analyzed based on the instrument of observation and interview. The first analysis of the students' difficulties in using printed mass media to encourage reading skill was conducted by observing the students' reading assignment given by the English teacher. It was adopted from the theory taken from Hota about some difficulties got by the students in using printed mass media to encourage reading skill:⁵⁵

- a. Not being able to read and comprehend the meanings of words contained in the printed media, including both commonly used words and technical words;
- b. Not being able to read and comprehend specific facts contained in the printed media adequately;

⁵⁵ A. K. Hota, "Encyclopedia of New Media and educational Planning", Vol. 1 (2000)

- c. Not being able to read and follow specific direction contained in the printed media precisely;
- d. Not being able to comprehend the total meaning contained in the printed media;
- e. Not being able to comprehend the central thought contained in the printed media;
- f. Not being able to read, recall, or organize the fact contained in the printed media.

Based on the observation result, each percentage of students' difficulties in using printed mass media to encourage reading skill is, as follows:

- a. The percentage of disability to read and follow specific direction contained in the printed media precisely is 17%
- b. The percentage of disability to comprehend the central thought contained in the printed media is 20%
- c. The percentage of disability to read, recall, or organize the fact contained in the printed media is 16%

Therefore, there are three of six difficulties derived from the theory of Hota found as students' difficulties in using printed mass media to encourage reading skill, as follows:

- a. Not being able to comprehend the central thought contained in the printed media
- b. Not being able to read and follow specific direction contained in the printed media precisely

- c. Not being able to read, recall, or organize the fact contained in the printed media

Moreover, the second analysis of the students' difficulties in using printed mass media to encourage reading skill was conducted by interviewing the students. It was adopted from the theory taken from Barnard and Spencer about some difficulties got by the students in using printed mass media to encourage reading skill, as follows:⁵⁶

- a. One major problem is that the level of literacy contained in the printed media is difficult for many students to read with comprehension, ease and pleasure, and so they do not read.
- b. The other main difficulty of reading the printed media is that the cost to prepare the printed media is expensive enough.
- c. The written mass media remains the cultural influence to the students.

In addition, the results of the interview data analysis related to the students' difficulty in using printed mass media to encourage reading skills, including:

- a. All of the students (100%) do not get difficulties related to the costs of using printed mass media. It means that the students do not have problem in the cost of using printed mass media.
- b. All of the students (100%) answer briefly about the contents of the printed mass media. It means that they are not able to understand and to explore the contents of the printed mass media.

⁵⁶ Barnard and Spancer, *"The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition"*. London: Routledge Taylor and Francis Group. P.450-451

Based on the result above, there is one of three difficulties derived from the theory of Barnard and Spencer found as the students' difficulties in using printed mass media to encourage reading skill. The difficulty is that the students are not able to understand and to explore the contents of the printed mass media.

Therefore, based on the discussion above, it is concluded that there are four students' difficulties in using printed mass media to encourage reading skill, as follows:

- a. Not being able to comprehend the central thought contained in the printed media
- b. Not being able to read and follow specific direction contained in the printed media precisely
- c. Not being able to read, recall, or organize the fact contained in the printed media
- d. Not being able to understand and to explore the contents of the printed mass media.

2. The Factors that Cause Difficulties in using Printed Mass Media to Encourage Reading Skill

In investigating the factors that cause students' difficulties in using print mass media in encouraging students' reading skills, the researcher used the instrument of interview with English teacher developed from theories taken from Hahn and Hoffmann. According to Hermann and Hoffmann, there are

factors that become the cause of students' difficulties in using printed mass media to encourage reading skill.⁵⁷

- a. The semantic relationships cannot be represented by printed media completely in a clear and user-friendly way.
- b. The text of printed media becomes hard to read if all points are given explicitly in brackets or table.
- c. Another difficulty in reading the printed media appears when readers with different ability of knowledge look for information from the printed media.
- d. The process of reading the printed media may be even more difficult if the reader isn't looking for a keyword but has only bias ideas of what the content of reading might be. In the worst case he has to start reading the text from the beginning until he finds what he is looking for.

Based on the result of interview, the researcher analyzed the factors that cause the students' difficulties in using printed mass media to encourage reading skill, including the following:

- a. The students' difficulties in using printed mass media in the reading process are caused by having low vocabulary, not being able to pronounce the alphabet correctly, having low pronunciation mastery, having bad spelling, and learning intention.
- b. The students' reading ability is low so it greatly influences the ability to looking for information from the mass media. If students do not have the

⁵⁷ Hermann H. Hahn· Erhard Hoffmann. *Chemical Water and Wastewater Treatment Iv.* (Edinburg: Springer-Verlag Berlin Heidelberg. 1996). P.412

ability to read, they will be very difficult in finding information from the print media.

- c. The students do not read print mass media comprehensively because they only read what they need and what they understand. It means that they have wrong aim to read.

In conclusion, the students' difficulties in using printed mass media in the reading process are caused by having low vocabulary, having low pronunciation mastery, having bad spelling, having low learning intention, having low reading ability, and having wrong aim to read.

3. The Solution to Overcome Difficulties in Using Printed Mass Media to Encourage Reading Skill

In analyzing the solution to overcome difficulties in using printed mass media to encourage reading skill, the researcher used instrument of interview with English teacher developed from theories taken from Gulzar. According to Gulzar, there are some solutions to overcome difficulties in using printed mass media to encourage reading skill:⁵⁸

- a. A variety of interesting and entertaining reading materials may be selected from locally published newspapers and magazines.
- b. Those topics should be included in the textbooks which support the reading material from newspapers and magazines for enhancing the interest of the students.

⁵⁸ Malik Akmal Gulzar, "Effects of Print Media: A Study of Reading Skills among University EFL Students", Vol. 4, No. 28 (2014)

- c. Reading texts like advertisements, team records and train schedule may be selected for improving scanning skills. Longer texts like news reports about popular sports should be selected for improving skimming skills.
- d. Headline lines from newspapers and magazines can be an effective source of improving anticipation skills.
- e. Teachers can use activities devised from newspapers and magazines to avoid difficulties in controlling these overcrowded classes.
- f. Variety of reading material should be selected to ensure reading for information as well as for pleasure.
- g. While selecting reading material, the background knowledge and previous experiences of students need to be considered. However, over familiar topics should not be included in the lesson plans.
- h. Supporting reading materials can be selected from newspapers and magazines according to the needs and interest of the students, and the course books. And teachers should focus on the demands of reading lessons to stimulate the interest of the students through printed media.

Based on the result of interview, the researcher analyzed the solution to overcome difficulties in using printed mass media to encourage reading skill, including the following:

- a. In overcoming students' difficulties in using print mass media in the reading process, the students use a dictionary and assisted by the teacher in the reading process.

- b. In the use of print mass media for the reading process, the students can use local or international print mass media because the language is the same. However, local print media is actually more interesting because the information provided is all related to events in their respective regions.
- c. The topic of reading material from printed mass media as the student's assignment from the teacher must be included in the assignment book, so students can relearn what the teacher explained.
- d. Suitable types of print mass media to improve scanning and skimming skills are descriptive text and narrative text.
- e. The use of the main news from the print media in the reading process is to give an idea of the topic to be discussed.
- f. Colorful and attractive print media are very useful for controlling overcrowded classes.
- g. The process of selecting print media is very important to know the topic and also the students' ability.
- h. The important things that should be considered in the selection process of the printed media are the topic students want, the level of difficulty of the language and choose stories that allow children to have that experience.

In conclusion, the solutions to overcome the students' difficulties in using printed media in encouraging reading skill are using the dictionaries, being assisted by the teacher, using the local printed media, reading the printed media included in the workbook, choosing the descriptive and

narrative text, using headlines, using colorful and attractive print media, and being selective in the process of choosing print media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about students' difficulties in using printed mass media to encourage reading skill the consist of not being able to comprehend the central thought contained in the printed media; not being able to read and follow specific direction contained in the printed media precisely; not being able to read, recall, or organize the fact contained in the printed media; and not being able to understand and to explore the contents of the printed mass media.

In addition, the second research result is about the factors that cause the students' difficulties in using printed mass media in the reading process caused by having low vocabulary, having low pronunciation mastery, having bad spelling, having low learning intention, having low reading ability, and having wrong aim to read.

Furthermore, the third research result is about the solutions to overcome the students' difficulties in using printed media in encouraging reading skill including of using the dictionaries, being assisted by the teacher, using the local printed media, reading the printed media included in the workbook, choosing the descriptive and narrative text, using headlines, using colorful and attractive print media, and being selective in the process of choosing print media.

B. Suggestion

The researcher provides some suggestion for the writer, the students', the teacher and the headmaster, as follows: the first, it is suggested that the students to use the printed media in encouraging their reading skill. In order to get more interest in using the printed media, it is suggested to use colorful and attractive print media; and using the dictionary in the process of reading skill mediated by the printed mass media. The second, it is recommended that the English teachers to assist the students in using the printed mass media, and to be selective in the process of choosing print media. The last, it is suggested that the headmaster to provide the source the local printed media included in the workbook, and to motivate the teachers in using the printed mass media in the process of teaching reading.

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APPENDICES

1. Blue Print of Interview Sheet

No	Aspect	Sub Aspect	References
1	Difficulties in using printed mass media to encourage reading skill	Difficulties in using the printed media in the process of reading	Barnard and Spencer. <i>The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition</i> . London: Routledge Taylor and Francis Group, 2010, P.450-45
		The difficulties in preparing the printed media	
		The cost to prepare the printed media	
		The content of printed media	
2	Factors in using printed mass media	Difficulty in using printed mass media in the reading process	Hermann H. Hahn· Erhard Hoffmann. <i>Chemical Water and Wastewater Treatment Iv. Edinburg</i> : Springer-Verlag Berlin Heidelberg, 1996, P.412
		Students' difficulties in using printed mass media in reading process	
		Different students' reading ability influences the difficulty in looking for information from the printed mass media	
		The students read the printed mass media comprehensively in the process of reading the printed mass media	
3	Solution in using printed mass media	Overcome the students' difficulties in using the printed media	Malik Akmal Gulzar, "Effects of Print Media: A Study of Reading Skills among University EFL Students", Vol. 4, No. 28, 2014
		Better to use the local printed mass media	
		The topics of reading material from the printed mass media be included in the textbooks	
		Types of the printed media are appropriate to improve scanning and skimming skills	
		The Use of headline from printed mass media in the process of reading	
		Beneficial of use printed media to control the overcrowled class	
		The importance of the selection process of the printed media	
		The selection process of the printed media	

2. Blue Print Observation Sheet

No	Aspect	Sub Aspect	References
1	The students' reading assignment given by the teacher	Not being able to read and comprehend the meanings of words contained in the printed media	Hota. <i>Encyclopedia of New Media and educational Planning</i> , New Delhi: Sarup & Sons Publisher, 2000, p.285
		Not being able to read and comprehend specific facts contained in the printed media adequately	
		Not being able to read and follow specific direction contained in the printed media precisely	
		Not being able to comprehend the total meaning contained in the printed media	
		Not being able to comprehend the central thought contained in the printed media	
		Not being able to read, recall, or organize the fact contained in the printed media	

3. The Condition of the Teacher and Official at State Junior High School 7 Metro

Condition of the Teacher and Official at State Junior High School 7 Metro, the numbers of teacher and official employers in State Junior High School 7 Metro in the academic year of 2019/2020 are that can be identified as follows:

Table 5. The Condition of the Teacher and Official at State Junior High School 7 Metro in the academic year of 2019/2020

No	Name	Sex	Occupation
1	Repiyati, S.Pd.	Female	Principal
2	Ribut Sudiyono	Male	School Committee
3	Agus S,S.Kom.	Male	Administration
2	Woro S, S.Pd.	Female	Deputy Head Of Curriculum
3	UnyahSanjaya, S.Pd.	Male	Deputy Head Of Student Affairs
5	RosnitaAriani, S.Pd.	Female	Deputy Head Of Infrastructure
6	Kusdarmaji, S.Pd	Male	Head of Biology Laboratory
7	EllayatiAstina, S.Pd.	Female	Head of Library
8	Wagino, S.Pd.	Male	Student Coach
9	Suhari, S.Pd	Male	Extracurricular Coach
10.	Suwarto	Male	Infrastructure Section
11	RosnitaAryani, S.pd.	Female	IPS teacher
12	Endang Trisilowati,S.Pd.	Female	IPS teacher
13	Drs.Supriyanto	Male	IPS teacher
14	Yusnita, S.Pd.	Female	IPS teacher
15	Sugito, S.Pd.	Male	IPS teacher
16	ElyatiAstina, S.Pd.	Female	IPS teacher
17	UnyahSanjaya, S.Pd.	Male	IPS teacher
18	EkaErnita, S.Pd.	Female	IPA teacher
20	IkaYunita F,S.Pd.	Female	IPA teacher
21	Febriyanti, S.Pd.	Female	IPA teacher
22	Dra. Efriani	Female	IPA teacher

23	Kusdarmanji, S.Pd.	Male	IPA teacher
24	Yunita, S.Pd.	Female	Indonesian teacher
25	Dra. Atinawati	Female	Indonesian teacher
26	Erma Noverda AZ, M.Pd.	Female	Indonesian teacher
27	Marsini, S.Pd.	Female	Indonesian teacher
28	SriningIshak, S.Pd.	Female	Indonesian teacher
29	Berta Desiani, S.Pd.	Female	PKN teacher
30	RestiFebriyanti, S.Pd.	Female	PKN teacher
31	Subroto, S.Pd.	Male	PKN teacher
32	Repiyati, S.Pd.	Female	English teacher
33	Wagino, S.Pd.	Male	English teacher
34	IkaRokhmawati, S.Pd.	Female	English teacher
35	Yulia Budi S, S.Pd.	Female	English teacher
36	Wiwik N.S, S.Pd.	Female	Sports Teacher
37	Wawn Imam G, S.Pd.	Male	Sports Teacher
38	Agustina K, S.Pd.	Female	Sports teacher
39	Prahastara, S.Pd.	Male	Sports Teacher
40	Nara Huripma R, S.S.Sn.	Female	Art teacher
41	Ade Juni Mundi Sari, S.Pd.	Female	Art teacher
42	Eva K, S.E.	Female	Craft techer
43	Febriyanti, S.Pd.	Female	Craft techer
44	Anita Esterlina, S.Pd.	Female	Craft techer
45	Dahmalia, B.A.	Female	Religion teacher
46	Dra. Montessori	Female	Religion teacher
47	DipiSilviFadiah, S.Pd.	Female	Religion teacher
48	Tumbur S, S.Pd, M.Pd.	Male	Mathematics teacher
49	WoroS, S. Pd.	Female	Mathematics teacher
50	RondangS, S.Pd.	Female	Mathematics teacher
51	DiniAtika Sari, S.Pd.	Female	TIK teacher
52	Agus S, S.Kom.	Male	TIK teacher
53	IndraYuniar, S.Kom.	Male	TIK teacher
54	Suhari, S.Pd.	Male	Counseler teacher
55	Erni, S.Pd.	Male	Counselor teacher
56	Rian Saputra, S.Pd.	Male	Counselor teacher

57	Anastasia Tursiah, S.Pd.	Female	Counseler teacher
58	Nova Santika D, S.Pd.	Female	B.Lampung Teacher
59	Irma Alicia, S.Pd.	Female	B.Lampung Teacher

5. The Location Sketch of State Junior High School 7 Metro

The Location Sketch of State Junior High School 7 Metro in the academic year 2018/2019 that can be seen on the figure below:

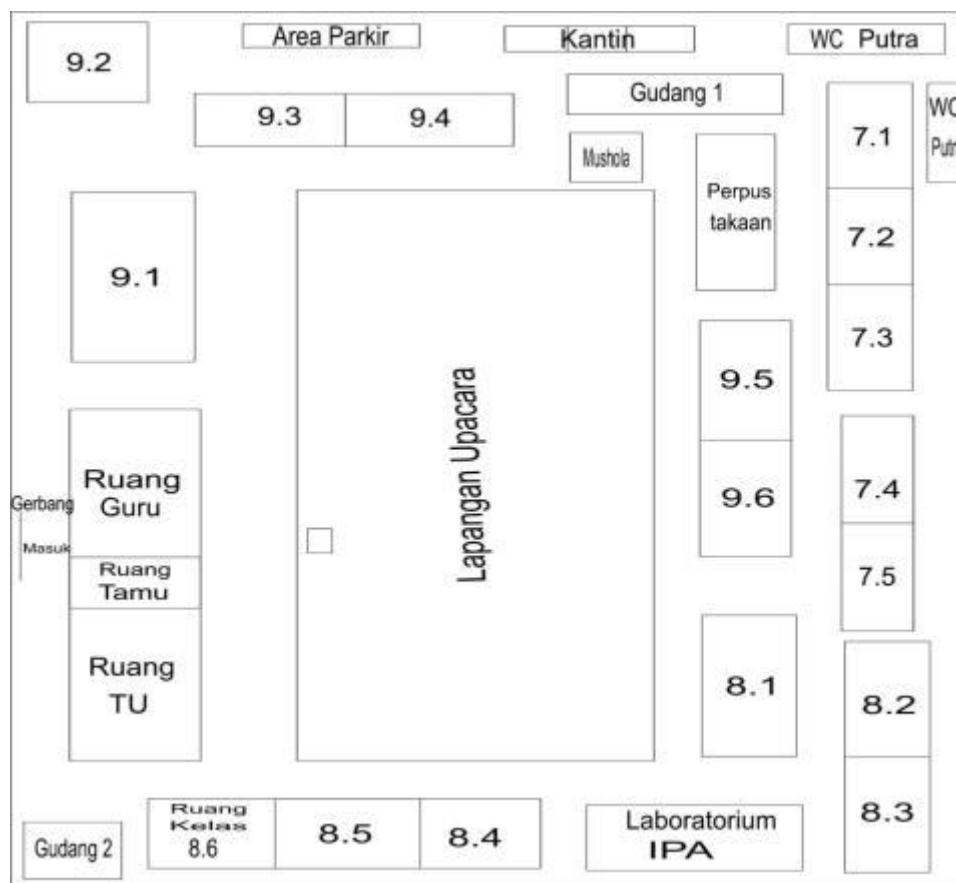


Figure 1. Location Sketch of State Junior High School 7 Metro in the academic year 2019/2020

6. The Documentation of Research at the VII Class in State Junior High School 7 Metro



The researcher interviewed the teacher



The researcher gives instructions to the students



The researcher interview the students

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Alokasi Waktu : 4 jam pelajaran/minggu
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
diwujudkan dalam semangat belajar.		
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>		
3.1 Memahami fungsi sosial, struktur teks,	Teks lisan untuk (a) sapaan, (b) pamitan, (c)	<u><i>Masing-masing menggunakan prosedur yang sama</i></u>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</p> <p><u><i>Masing-masing diajarkan secara terpisah</i></u></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan sebagainya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan sebagainya</p> <p>c. <i>Thank you. You are welcome.,</i> dan sebagainya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.,</i> dan sebagainya</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya (keteladanan). Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>e.</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. • Secara kolaboratif, siswa berusaha

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta	Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa melihat, mendengar, dan dan menyaksikan guru memperkenalkan dirinya dalam

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kosakata (2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepemilikan <i>my, your, his, their</i>, dst. (3) Ucapan, tekanan kata, dan intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam</p>	<p>bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat.</p> <ul style="list-style-type: none"> • Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri. • Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama	Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e)	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tanggal, dan (f) tahun</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</p> <p><i>Struktur teks</i></p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?</i>, dan semacamnya.</p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January</i>, dan semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p>	<p>dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five,</i> dan seterusnya</p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three.</i> dan sebagainya.</p> <p>Unsur kebahasaan</p> <p>(1) Kosa kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What time? What date?, When?</i></p> <p>(4) Kata ganti <i>it</i> dan artikel <i>the.</i></p> <p>(5) Angka kardinal dan angka</p>	<p>akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e)

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>ordinal</p> <p>(6) Ucapan, tekanan kata, intonasi,</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>tahun.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		belajar sederhana dalam bahasa Indonesia.
<p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>Teks lisan dan tulis untuk pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i> dan sebagainya.</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan menyaksikan guru memaparkan jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat, dalam maksimal 6 kalimat. Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam pemaparan jati diri. Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
sesuai konteks.	<p><i>classrooms</i>., dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Article <i>a, an, the</i>..</p> <p>(5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live</i>, dan sebagainya.</p> <p>(6) Penyebutan kata benda singular dan plural (<i>-s</i>), dan <i>children</i></p> <p>(7) Ucapan, tekanan kata, Intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Diri sendiri, orang tua, kakak, adik, famili,</p>	<p>bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan untuk pemaparan diri yang telah

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		bahasa Indonesia.
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i></p> <p>b. <i>Are they your toys? Which one is your book? What is in</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan). Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>your pocket? Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes</i>, dll.</p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag</i>, dll.</p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital</i>, dll.</p> <p>(4) Kata tanya <i>What? Which one? How many?</i></p> <p>(5) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(6) Kata ganti <i>it, they, this,</i></p>	<p>dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>that, those, these.</i></p> <p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take,</i> dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>)</p>	<p>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Mengenalkan, mengidentifikasi,</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>menginventarisasi.</p> <p>Struktur text</p> <p>a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.</p> <p>b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.</p> <p>Unsur kebahasaan</p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, peduli, kerjasama.</p>	<p>Jika memungkinkan memfoto setiap yang dilihat tersebut.</p> <ul style="list-style-type: none"> Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) label nama dan (b) daftar barang, dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) label nama dan (b) daftar barang, ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) label nama dan (b) daftar barang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan (b) daftar barang. • Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<ul style="list-style-type: none"> • Siswa membandingkan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) label nama dan (b)

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		daftar barang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan sebagainya.</i></p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan sebagainya.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata sifat terkait fisik, mental, psikologis</p> <p>(2) Kata tanya <i>What ... look like? How?</i></p> <p>(3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.</p> <p>(4) Adverbia: <i>very</i></p> <p>(5) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(6) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan</p>	<p>kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>,

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam

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<p>tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>bahasanya)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> dan sebagainya.</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.,</i> dan sebagainya.</p> <p>c. <i>This story makes her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm.,</i> dan sebagainya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan <i>-s</i>.</p>	<p>bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/

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		tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda</p>	<p>Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p>Struktur teks</p> <p>Menyebutkan tujuan dan informasi rinci dari:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy.</i></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c)

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<p>atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab,</p>	<p>tanda peringatan (<i>warning/caution</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan

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	<p>cinta damai, dan kerja sama.</p> <p>Multimedia</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>(<i>warning/caution</i>).</p> <ul style="list-style-type: none"> Siswa membaca secara lebih cermat semua (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber

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		<p>tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda

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		<p>baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p>	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>(gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam</p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>masing tentang isi deskripsi, dsb.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
<p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Teks lagu pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	<p>(3) Ejaan dan tanda baca.</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Profile: Joko Widodo

17 April 2019

From : <https://www.bbc.com/news/world-asia-28422179>



Joko Widodo was elected as Indonesia's president in July 2014, in a win that marked a sea change in the country's politics.

Coming from a humble background, he stands in sharp contrast to the country's previous leaders, who hailed from the political and military elite.

In 2014 Mr Widodo - more commonly known as Jokowi - stood on a "man of the people" anti-corruption platform, promising to tackle poverty and to stamp out nepotism and intolerance. He won decisively.

But the race is not over. Mr Widodo will stand for election again this year against his long-time rival, Prabowo Subianto.

Five years on from the last campaign, his one-of-us image has lost some of its sheen.

Rise to the top

Born in 1961 in Solo, a city in the centre of Java, Mr Widodo is the son of a wood-seller.

The furniture-maker began his political career with the Indonesian Democratic Party of Struggle (PDIP) when he was elected mayor of Solo in 2005.

Mr Widodo then ran to be Jakarta's governor, winning a resounding victory in 2012.

He was seen to empathise with the poor and grew in popularity through measures such as relocating slum-dwellers and boosting small businesses.

He first campaigned for the presidency on a platform of stamping out corruption, nepotism and intolerance - and pushed for investment in education, meritocracy and increased use of technology in governance.

At Mr Widodo's inauguration in October 2014, he called for a spirit of unity and hard work, and promised to restore national pride as well as building a stronger maritime presence.

Religion and resistance

Mr Widodo's administration had a somewhat shaky start.

Critics warned that he lacked experience in national politics and international relations.

His government rushed into some policies, such as banning the sale of alcohol in small shops and mandating Indonesian proficiency among foreign workers, only to backtrack on them later due to their unpopularity or unfeasibility.

Mr Widodo's first international controversy came in April 2015 when he faced global pressure to pardon two Australian members of the Bali Nine drug smuggling ring, who faced death sentences.

He refused, saying a hardline stance against drugs was necessary to protect Indonesia.

In recent years, Mr Widodo has pushed to advance Indonesia's infrastructure - building roads, dams and railways.

But in order to do it, he has welcomed Chinese investment and accepted loans and partnerships with foreign companies.

His rival, Mr Prabowo, has accused him of selling out the country to foreigners, and opposition lawmakers claim Indonesia is facing an influx of Chinese workers.

A long and occasionally violent history of anti-Chinese sentiment means these are contentious issues, especially in an election year.

Indonesia has in recent years seen conservative religious groups grow increasingly vocal.

Former Jakarta governor and Mr Widodo's ally Basuki Tjahaja Purnama, known more commonly as Ahok, was accused of blasphemy for comments he made during a pre-election speech in September 2016.

After mass rallies in the streets, he was imprisoned for two years - seen as a setback for religious tolerance.

Mr Widodo has shown that he is clearly aware of this rising trend, and has been working hard to display his Islamic credentials.



Though he himself has been shown to be a religious moderate, he surprised many by picking Ma'ruf Amin as his running mate for the 2019 election.

He's a powerful cleric who played a key role in the protests that led to Ahok's downfall.

The move has been seen as an attempt to sway more conservative Muslim voters his way, but may have lost him some support among younger, liberal voters.

QUESTION

1. What are the meaning of following words:
 - a. Previous leaders
 - b. Decisively
 - c. Campaign
 - d. Empathise
 - e. Governance
 - f. Accepted
 - g. Contentious issues
 - h. Religious tolerance
 - i. Working hard
 - j. Powerful
2. What are the spesific facts contain the text, at least 3 facts!
3. What is the main idea of each the title:
 - a. Title 1
 - b. Title 2
 - c. Title 3

Interview Sheet

G. The Students' Difficulties in Using Printed Mass Media to Encourage Reading Skill

The questions that are given to the students, as follows:

1. What do you think about the cost to prepare the printed media?

Answer : All of the students (100%) do not get difficulties related to the costs of using printed mass media. It means that the students do not have problem in the cost of using printed mass media.

2. What do you think about the content of printed media that you have read?

Answer : All of the students (100%) answer briefly about the contents of the printed mass media. It means that they are not able to understand and to explore the contents of the printed mass media.

(Source: Adapted from Barnard and Spencer. *The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition*. London: Routledge Taylor and Francis Group, 2010, P.450-45)

H. The Factors that Cause Difficulties in Using Printed Mass Media to Encourage Reading Skill

The questions that are given to the teacher, as follows:

1. What are the students' difficulties in using printed mass media in the reading process?

Answer : The students' difficulties in using printed mass media in the reading process are caused by having low vocabulary, not being able to pronounce the alphabet correctly, having low pronunciation mastery, having bad spelling, and learning intention.

2. Does the students' different reading ability influence the difficulty in looking for information from the printed mass media?

Answer : The students' reading ability is low so it greatly influences the ability to looking for information from the mass media. If students do not have the ability to read, they will be very difficult in finding information from the print media.

3. Do the students read the printed mass media comprehensively in the process of reading the printed mass media?

Answer : The students do not read print mass media comprehensively because they only read what they need and what they understand. It means that they have wrong aim to read.

(source: Hermann H. Hahn· Erhard Hoffmann. *Chemical Water and Wastewater Treatment Iv. Edinburg*: Springer-Verlag Berlin Heidelberg, 1996, P.412)

I. The Solution to Overcome Difficulties in Using Printed Mass Media to Encourage Reading Skill

The questions that are given to the teacher, as follows:

1. What are the students to overcome the students' difficulties in using the printed media in reading process?

Answer : In overcoming students' difficulties in using print mass media in the reading process, the students use a dictionary and assisted by the teacher in the reading process.

2. Is it better to use the local printed mass media?

Answer : In overcoming students' difficulties in using print mass media in the reading process, the students use a dictionary and assisted by the teacher in the reading process.

3. Should the topics of reading material from newspapers and magazines be included in the textbooks?

Answer : The topic of reading material from printed mass media as the student's assignment from the teacher must be included in the assignment book, so students can relearn what the teacher explained.

4. What types of the printed media are appropriate to improve scanning and skimming skills?

Answer : Suitable types of print mass media to improve scanning and skimming skills are descriptive text and narrative text.

5. What is the use of headline lines from newspapers and magazines in the process of reading?

Answer : The use of the main news from the print media in the reading process is to give an idea of the topic to be discussed.

6. Is the use of printed media beneficial to control the overcrowded class?

Answer : Colorful and attractive print media are very useful for controlling overcrowded classes.

7. What is the importance of the selection process of the printed media?

Answer : The process of selecting print media is very important to know the topic and also the students' ability.

8. What should be considered in the selection process of the printed media?

Answer : The important things that should be considered in the selection process of the printed media are the topic students want, the level of difficulty of the language and choose stories that allow children to have that experience.

(Source: Malik Akmal Gulzar, "Effects of Print Media: A Study of Reading Skills among University EFL Students", Vol. 4, No. 28, 2014)

Observation Sheet

No	Name	The Students' Reading Assignment Given by English Teacher							
		Students are able to read and comprehend the meanings of words contained in the printed media		Students are able to read and comprehend specific facts contained in the printed media adequately		Students are able to read and follow specific direction contained in the printed media precisely		Students are able to comprehend the total meaning contained in the printed media	
		Yes	No	Yes	No	Yes	No	Yes	No
1	AAP	√		√			√		√
2	AR	√		√		√		√	
3	AK		√		√		√		√
4	BRS	√		√			√		√
5	DS	√		√			√		√
6	DTS	√			√		√		√
7	DAM	√		√		√		√	
8	EDK	√		√		√		√	
9	FA	√		√			√		√
10	FAN	√			√		√	√	
11	GAP	√		√			√	√	
12	IP	√		√			√		√
13	IVP	√		√			√		√
14	JRS	√		√		√		√	
15	JAF	√		√			√	√	
16	LEP								
17	MPR	√		√		√		√	
18	MIZA								
19	OEP	√		√		√		√	
20	RA	√		√			√	√	
21	RGAP	√		√			√	√	
22	RANF	√		√		√		√	
23	RH		√		√		√		√
24	RI	√		√		√		√	
25	SLS	√		√		√			√
26	ZF	√		√		√		√	
27	ZNR	√		√			√	√	

(Source: Adapted from Hota. *Encyclopedia of New Media and educational Planning*, New Delhi:

Sarup & Sons Publisher, 2000, p.285)



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

Nama : Shella Elisha

Jurusan : TBI

NPM : 1501070117


Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	12/12/19		Chapter IV Tenses, display Please understand every single word.	
	16/12/19		Chapter IV & V Please revise accordingly	
	17/12/19		Chapter IV & V I need to see the whole parts	

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
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Pembimbing I


Dr. Dedi Irwansyah, M.Hum
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Nama : Sheila Elisha

Jurusan : TBI

NPM : 1501070117

Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	17/12/19		fee for Manusya	

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
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IAIN METRO

Nama : Shella Elisha

Jurusan : TBI

NPM : 1501070117

Semester : IX

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	Thursday 5/12/19		<ul style="list-style-type: none"> - Revise chapter IV elaborate the data clearly - revise your abstract - Reference ? 	
2	Thursday 12/12/19		<ul style="list-style-type: none"> * Acc and continue to the first sponsor 	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2960/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 7 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: SHELLA ELISHA
NPM	: 1501070117
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di SMP N 7 METRO.

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

Wassalamu'alaikum Wr. Wb.

September 2019
Kepala Jurusan
Pendidikan Bahasa Inggris

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



**PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 7 METRO**



Alamat: Jl. Stadion Tejosari, Kota Metro, telp. (0725) 7020642

Nomor : 173 /L.12.3/SMP.7/KP/2019
Lampiran :
Perihal : IZIN PRA -SURVEY

Kepada Yth.
Ketua Jurusan Tardis Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro.

Di

Tempat
Dengan hormt.

Sehubungan dengan surat saudara Nomor : B-3361/In.28.1/J/TL.00/10/2018 tentang permohonan izin Pra Survy mahasiswa.

1. Nama : Shella Elisha
NPM : 1501070117
Semester : 7 (tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SIKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 2019/2020

Pada dasarnya kami tidak keberatan memberikan izin Peneitian dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.

03 Juli 2019
Kepala Sekolah

R. P. Y AT I.S.Pd
19640511 198412 2 0 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH 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-3028 /In.28.1/J/PP.00.9/9/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

25 September 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Shella Elisha
 NPM : 1501070117
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Effectiveness Of Using Printed Mass Media To Encourage Reading Skill At State Jenior High School 7 Metro 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 ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.





**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-925/ln.28/S/OT.01/11/2019**

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

Nama : SHELLA ELISHA
NPM : 1501070117
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070117.

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, 12 Nopember 2019
Kepala Perpustakaan

(Signature)
Sudiro Montarid, Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:


Nama : Shella Elsha
 NPM : 1501070117
 Fakultas : Fakultas Tarbiyah dan Ilmu keguruan
 Angkatan : 2015
 Telah menyerahkan buku berjudul : *Linguistic Code Switching*


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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Shella Elsha
 NPM : 1501070117
 Fakultas : Fakultas Tarbiyah dan Ilmu keguruan
 Angkatan : 2015
 Telah menyerahkan buku berjudul : *Linguistic Code Switching*

Metro,
 Ketua Jurusan TBI

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-3427/In.28/D.1/TL.01/10/2019

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

Nama : SHELLA ELISHA
NPM : 1501070117
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 7 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 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 : 23 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



REPIYATI
NIP. 19640511 198412 2 002



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

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

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

Nomor : B-3428/In.28/D.1/TL.00/10/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMP NEGERI 7 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3427/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 atas nama saudara:

Nama : **SHELLA ELISHA**
 NPM : **1501070117**
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 7 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 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, 23 Oktober 2019
 Wakil Dekan I,

Dra. Isti Fatonah MA

19670531 199303 2 003/



**DINAS PENDIDIKAN KEBUDAYAAN
PEMUDA DAN OLAHRAGA KOTA METRO
SMP NEGERI 7 METRO**



Alamat: Jl. Stadion Tejosari, Kota Metro, telp. (0725) 7020642

Nomor : 136/L.12.3/SMP.7/KP/2019
Lampiran :
Perihal : Izin Research

Kepada Yth.
Dekan I Fakultas Keguruan dan Keilmuan Pendidikan (FKIP)
STAIN Metro
Di

Tempat
Dengan hormt.

Sehubungan surat saudara Nomor: B-3475/In.28/D.1/TL.00/10/2019 Tanggal 25 Oktober 2019 tentang permohonan izin Research mahasiswa :

1. Nama : Shella Elisha
- NPM : 1501070117
- Program Studi : Pendidikan Bahasa Inggris
- Semester : 9 (sembilan)
- Judul : "THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 2019/2020"

Pada dasarnya kami tidak keberatan memberikan izin Research dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.

Metro, 30 Oktober 2019

Dinas Pendidikan dan Olahraga Sekolah



REPPATI, S.Pd.

NIP. 19640511 198412 2 002



**PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 7 METRO**

Alamat, Jalan Raya Stadion Tejosari 24 Metro Timur



SURAT KETERANGAN

Nomor : 152 / 1.12.03/SMP.7/KP /2019

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 7 Metro, menerangkan bahwa :

Nama : **SHELLA ELISHA**
 NPM : 15010700117
 Fakultas : Pendidikan Bahasa Inggris
 Judul Skripsi : "THE EFFECTIVENESS OF USING PRINTED MASS MEDIA TO ENCOURAGE READING SKILL AT STATE JUNIOR HIGH SCHOOL 7 METRO ACADEMIC YEAR 2019/2020"

Benar telah melaksanakan Research di UPTD SMP Negeri 7 Metro Pada tanggal 31 Oktober sampai 14 November 2019

Demikian Surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 14 November 2019
Kepala Sekolah,



UPTD SMPN 7 METRO
PIYATIS Pd
 NIP.19640511 198412 2 002

CURICULUM VITAE

The name of writer is Shella Elisha. She was born in Jakarta, September 29, 1997. She is the first child of married couple Mr. Bahaji and Mrs. Samsiyah.

She was enrolled her study at TK Pertiwi 8 Nampirejo 2001-2002. She continued her study at SD N 1 Adiwarno on 2003-2009. She continued her study at SMP N 7 Metro on 2009-2012. She contined her study at MAN 1 Metro on 2012 and completed in 20015.

After graduating of MAN 1 Metro, the writer continued her study at Kota Metro. In 2015, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.

