AN UNDERGRADUATE THESIS

THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AMONG THE TENTH GRADE AT MA DARUL A'MAL METRO

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OF METRO
1440 H / 2019 M

THE USE OF SKIMMING TECHNIQUE
TO IMPROVE STUDENTS READING COMPREHENSION ABILITY
IN NARRATIVE TEXT AMONG THE TENTH GRADE
AT MA DARUL A'MAL METRO

Presented as a Partial Fulfillment of the Requirements

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

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

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AMONG THE TENTH GRADE AT MA DARUL A'MAL METRO, written by NUROH FAUZIANA, student number 14121927, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 13rd May 2019 at 08.00 – 10.00 p.m.

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PENGGUNAAN TEKNIK SKIMMING UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA DALAM TEKS NARATIF DI KELAS X MA DARUL A'MAL METRO

ABSTRAK

Oleh:

NUROH FAUZIANA

Tujuan utama dari penelitian ini adalah untuk mnegetahui apakah penggunaan skimming teknik dalam membaca teks dapat meningkatkan kemampuan pemahaman membaca pada siswa kelas X (Sepuluh) MA Darul A'mal Metro tahun akademik 2018/2019. Pre-test di gunakan untuk mengetahui kemampuan siswa dalam memahami bacaan teks dan post-test untuk mengetahui hasil dari kemampuan siswa dalam membaca teks setelah diberika treatment (perlakuan) yaitu berupa penggunaan teknik skimming dalam memabaca teks naratif.

Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Masing-masing siklus terdapat perencanaan, pelaksanaan, pengamatan dan refleksi. Objek dari penelitian ini adalah 33 siswa kelas X IPS 1 di MA Darul A'mal Metro. Dalam mengumpulkan data, penulis menggunakan test (pre-test, post-test I dan post-test II), pengamatan dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa teknin skimming dapat di gunakan sebagai teknin untuk meningkatkan kemampuan pemahaman mempaca siswa khususnya dalam teks naratif, ini di buktikan dengan rata-rata nilai hasil pre-test dan post-test. Rata-rata nilai pre-test adalah 53,6 kemudian post-test I rata-rata nilainya adalah 72,4, dan rata-rata nilai pada post-test II adalah 84,4. Berdasarkan hasil di atas, dapat dilihat bahwa terdapat penaingkatan nilai rata-rata dari pre-test, post-test I dan post-test II.

Kata-kata kunci: Skimming, Membaca, Naratif

THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AMONG THE TENTH GRADE AT MA DARUL A'MAL METRO

ABSTRACT

BY:

NUROH FAUZIANA

The primary goal of this research is to find out that skimming technique can improve reading comprehension among the tenth grade students at MA Darul A'mal Metro in academic year of 2018/2019. Pre-test is used to know the students ability in understanding reading text and post-test to know the result of the students ability in reading text after giving the treatment that was the use of skimming technique in reading narrative text.

The kind of this research was calssoom action research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. Object of this research was 33 students in X IPS 1 class of MA Darul A'mal Metro. In collecting data, the writer used test (pre-test, post-test I and post-test II), observation and documentation.

The result of this research shows that skimming technique can be used as a technique to improve students reading comprehension ability especially in narrative text, it proved by the average score result of pre-test and post-test. The average score at pre-test is 53,6 then at post-test I the average score is 72,4 and the average score at post-test II is 84,4. Based the result above, it can be seen that there were improvement average score from the pre-test, post-test I and post-test II.

Key words: Skimming, Reading, Narrative

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, 14 March 2019

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

Metro, 14 March 2019

Yang Menyatakan,

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

1 Read: In the name of thy Lord Who createth,

2 Createth man from a clot.

3 Read: And thy Lord is the Most Bounteous,

4 Who teacheth by the pen,

5 Teacheth man that which he knew not.

(Al-Alaq 1-5)

"Reading Changes Everything"

Mike Schmoker

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parents

(Mr. Badari and Mrs. Wayan Susarti)

My beloved sister and brothers

(Ria Oktavianti, Kurniawan Dwi Rianto, Farhan Ubaidlilah)

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

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To start with, the writer would like to extend her gratitude to Allah SWT for blessing, health, and also mercy beacause the writer can finally accomplish an undergraduate thesis by tittle **"The Use of Skimming Technique to Improve Students Reading Comprehension Ability in Narrative Text Among The Tenth Grade at MA Darul A'mal Metro"**. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the writer would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dean of the Faculty Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The writer's thanks also goes to Mr. Dr. Mahrus As'ad, M.Ag and Mr. Ahmad Subhan Roza, M.Pd. as the First and Second Advisors.

The writer realizes that this undergraduate thesis is nearly imperfect. Last but not least, the writer hopes that this undergraduate thesis beneficial or contribute in teaching learning activity of English Language in MA Darul A'mal Metro.

Metro,14 March 2019

Nuroh Fauziana
NPM. 14121927

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the main subject in communication. By using language most people will be able to communicate with the other, whether native or foreign language. Beside that, they can share their good ideas and interact in their environment well. People needed language not only for communicating but also for getting knowledge, science and technology.

Furthermore, English is an international language that is used by people in a whole of the world including Indonesia. In education, English is one of basic subject, which every student must master it. The students should be master four skills in English. The four skills that must be mastered by students are Listening, Speaking, Writing and Reading. Reading is very essential in language learning. Understanding of reading in one of particular important. Because, reading gives the way for the human to get information about something even though it is not natural part of human development.

Moreover, Reading comprehension is the understanding of massage from the text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Reading comprehension is one of the ways to make the readers get understanding when they are reading something.

Basically, reading is the main activity in senior high school. Most of the material in senior high school is about discourse text. There are two kinds of

text that students learn in the tenth graders, they are Descriptive and Narrative. The text that usually difficult to understand for the students is narrative text.

In addition, the students should learn reading effectively in order they can be find the information according the text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They got difficulties to answer the question in a text because they do not know how to get information of the text easily and they need much understanding a text exactly. Moreover, the students have low motivation in reading comprehension and they do not have much time to read the text word by word to find the main idea because of the length of the text.

Therefore, the writer choose skimming technique for teaching learning English, because of skimming is important to help students understand the text. Skimming is a reading or glancing quickly which possible save lost of time, especially when a reader is required to read a long article. Skimming is usually seen in adult than children, because in skimming technique the reader acquire a higher rate. If the readers get the meaning of the text in this activity the readers only reads the words that will help. They are pays attention to the part which gives him/her clues to the contents of the articles.

This table below is the result of pre-survey on April 29th, 2018 among the tenth grade at MA Darul A'mal Metro.

Table 1

The Result Test of Student's Reading Comprehension Ability in Narrative Text Score Among the Tenth Grade at MA Darul A'mal Metro

No	Name	English Learning Achievement	
		Score	Category
1	AK	80	Passed
2	AKW	25	Failed
3	AF	25	Failed
4	AM	40	Failed
5	AYAW	20	Failed
6	AAK	25	Failed
7	AII	75	Failed
8	AP	30	Failed
9	DH	35	Failed
10	FAAF	80	Passed
11	FS	80	Passed
12	HM	85	Passed
13	IFS	75	Failed
14	JS	40	Failed
15	KZS	35	Failed
16	LH	5	Failed
17	MBS	25	Failed
18	MM	15	Failed
19	MIF	80	Passed
20	MME	45	Failed
21	MN	25	Failed
22	N	40	Failed
23	NA	40	Failed
24	PS	50	Failed
25	RDS	15	Failed
26	RAK	30	Failed
27	RAG	80	Passed
28	SR	85	Passed
29	SC	30	Failed
30	Sra	50	Failed
31	SKAS	50	Failed

32	ZMS	45	Failed
33	ZF	60	Failed

Source: Documentation of the pre-survey data at MA Darul A'mal Metro in Academic Year of 2018/2019

Table 2

The Students Reading Achievement

No	Grade	Categories	Frequency	Precentages (%)
1	<76	Failed	26	78,8%
2	>76	Passed	7	21,2%
Total			33	100%

Source: The pre-survey result taken on 29th April 2018

Minimum Mastery Criteria (MMC) English at MA Darul A'mal is 76. Based on the data above there are many students failed in reading comprehension. From the result of pre-survey, it can be seen that just 7 of 33 students have good score in reading comprehension. It means that only 21,2% reach minimum requirement yet. Moreover, 26 of 33 students have low score in reading comprehension. It can be said that 78,8% students do not reach minimum requirement. Only 7 students who passed reading comprehension and 30 students failed.

The writer assume that the students in learning English especially reading comprehension in narrative text is low. It is because of the students did not understand how to read of narrative text. The writer is interested in using Skimming Technique to help students comprehension in narrative text.

Skimming can be an effectively way quickly to review something that has been read previously, so that the reader can recall the most significant parts. When students try to do skim, they can save a time for specific information, get a very basic idea what the reading is about, and then the students can decide whether or not they need to read it more carefully, it provides a general overview of the reading, it may get more interested in the subject.

B. Problem Identification

There are some problems related to reading comprehension:

1. The students have difficulties in reading comprehension ability especially in narrative text.
2. Student has less motivation in reading comprehension ability.
3. Students do not have much time to read the text word by word to find the main idea because of the length of the text
4. The students still use ineffective reading technique.
5. The students have difficulties to answer the question from the text.

C. Problem Limitation

Based on the background of study and problems identification above, the writer would like to focus on “The students have difficulties in reading comprehension ability, especially in narrative text”.

D. Problem Formulation

From the problem limitation above, it can be formulated problem formulation as follow “Can skimming technique improve the students reading

comprehension ability in narrative text among the tenth grade at MA Darul A'mal Metro?".

E. Objective and Benefits of the Study

1. The Objective of the Study

The objective of the study is to show that the use of Skimming Technique can improve the students reading comprehension ability in narrative text among the tenth grade at MA Darul A'mal Metro.

2. Benefits of the Study

The results of this research might be useful as follow:

a. For the students

1) By using Skimming Technique it is hoped that the students be able to increase their reading comprehension ability especially in narrative text.
2) The students can use the effective technique to improve their reading comprehension ability in narrative text.

b. For the Teacher

1) By using Skimming Technique it is hoped that the teacher can teach reading ability to their students in more efficient way.
2) By using Skimming Technique to give information about the importance of reading.
3) By using this technique, the teacher can improve teaching and learning process in the classroom.

c. For the Headmaster

This technique can be used in English learning process by preparing the teaching instrument's support in the school.

F. Prior Research

The studies of using skimming technique in reading comprehension have been widely conducted by some researchers. The first researcher by Ami Rahayu 2016 was research about "Improving Reading Comprehension Abilities in Descriptive Text by Using Skimming Technique Among Eleventh Grader of Senior High School Muhammadiyah Pekalongan in Academic Year 2016/2017",State Islamic College (STAIN) of Jurai Siwo Metro. The writer's research has similarity and differentiation with Ami Rahayu's research. The similarity is in form of the same is topic of Skimming Technique to improving students reading comprehension ability. Meanwhile, there are some differentiation related with the graders and kind of text. The writer research will be conducted at tenth grade of senior high school. Ami Rahayu's research was conducted at the eleventh grade of senior high school. Then, the writer will apply Skimming technique to improve students reading comprehension in Narrative text, Ami Rahayu applied Skimming technique to improve students reading comprehension abilities in Descriptive Text. The result of this reserach showed that Skimming technique had positive role in improving students reading comprehension ability at the eleventh graders of SMA Muhammadiyah Pekalongan. It can be proved by student's average score from pre test to post test. The average score in pre test was 57.5 and in post test was 59.79 became

69.73. it means that using Skimming technique in reading especially descriptive text can improve the students' reading comprehension ability.

Second conducted by G. Budi Prasetyo 2012 was research about "Improving Student's Reading Comprehension through the Implementation of Skimming Technique at Class VIII D SMPN 2 Sukoharjo, Pringsewu". The writer's reserach has similarity and differentiaton with the research that was do by G. Budi Prasetyo. The similarity is in form of the same topic that is about the implementation of Skimming technique to improve students reading comprahension. Meanwhile, there is differentiation related with the education level. G. Budi Prasetyo's research was conducted at the eight grade of Junior High School level. The result of this research proves that skimming technique can be used to improve students' reading comprehension. The indicators of the research are concerned on the learning product and learning process. The indicator of learning product is 80% of the students pass the passing grade which is 75 while the learning process is 80% of the students are active during the lesson. In the first cycle, there were only 31,8% of the students who passed the passing grade and 46% of the students who were active in the lesson. The rest of the students were still unable to use the techniques so that they could not participate more in the lesson. In the second cycle after students were given individual treatment based on their pace in understanding the technique and answering reading test, both of the indicators of this research were achieved. In students' reading score, 81.5% students passed the passing grade and 85% of students actively involved in teaching and learning process. Based on the data,

the G. Budi Prasetyo concludes that there is an improvement of students' reading comprehension after skimming techniques is implemented.

Based on researcher above, it is concluded that all of prior researchers have similarity with the research that will conducted by the writer. The similarity is in the use of Skimming technique in improving students reading comprehension. However, kind of the text that will be taught is different with the first prior reserach used Skimming technique in improving reading comprehension ability in Descriptive text meanwhile, the writer will apply Skimming technique to improve reading comprehension in Narrative text. In addition, the differentiation among the first and second prior research are in the graders of students. Where in the first prior reserach, the reseracher conducted the reserach at the eleventh grade of Senior High School and the second prior research conducted the research at eight grade of Junior High school. Meanwhile, the writer will apply Skimming technique at the tenth grade of Senior High School.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Description

1. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Reading is the process understanding to interpretation of the written language form.[1] It is a complex activity that involves both perception and thought. When the students read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and use brain to convert into words, sentences and paragraph that communicate something us.

Jane states that "Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them".[2] It means that reading is an activity that used to understand something by written or printed word and the way to know more about something to get information from organizing the ideas of the passage.

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

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

Reading is receipted skill. It is a skill to comprehend a piece of information in the written language.[3] In other word, to gain the messages conveyed by writer in the text, the reader must read them well.

Based on the quotation above, the writer conclude that reading is the act or activity to comprehend written language to get the meaning or what the writer wants and to get the information of the text. Reading used to ease people get information from the text, book, magazine, newspaper, and other.

Reading is one of the main skill that students must acquire in the process of mastering a foreign language in school. Through reading students get a lot information from the text and also reading can improve students skill in learning English exactly.

Comprehension is the power of understanding, an aimed improving testing, ones understanding of a language.[4] Elizabeth states that comprehension is the process of deriving meaning from connected text.[5] In addition, Gillet and Temple argues that comprehension is the readers' understand the content of the text by involving prior knowledge, knowledge of structure, and reader's active to look for information.[6] It can be concluded that comprehension is a process to produce meaning from the text by involving prior knowledge to look for information.

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[3] Thomas S.C Farrell, *Planning Lesson for a Reading Class*, (Singapore :SEMEO Reagional Language Centre, 2002), p.1.

[4] Harris J, Albert. Edward R. Supayat, *How to Increase Reading Ability*, (New York & London, 1985),p. 234

[5] Elizabeth S. Pang, *Teaching Reading*., p. 14

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

Jean Wallace Gillet states that reading comprehension is the search for meaning, actively using our knowledge of the word and of text to understand each new thing we read.[7] Furthermore, Janette argues that reading comprehension is a process that engages many interactions between the readers and what they get from the text (previous knowledge, strategy use) that related to the text.[8] Moreover, Soro defines that in reading comprehension requires the use of strategies before, during and after reading.[9] Reading comprehension is the activities that acquire the readers to read meticulously in order to understand the total meaning of a reading selection. The readers should use the strategy in their reading activity when they want to know the content of the text.

The word ability in Oxford Advance Learners' Dictionary means the power or capacity to do or act physically, mentally, legally or financially.[10] It means that ability is the quality of level skill or intelligent which is own by the people to do something.

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

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[7] *Ibid*, p. 40.

[8] Klinger, Janette K, *Teaching Reading Comprehension: Concept-Oriented Reading Instruction*, (London : Lawrence Erlbaum Associates, 2004), p. 227.

[9] Kristin Lems, Leah. D Miller, Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guildford Press, 2010), p. 172.

[10] A.S hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 2118.

b. The Kinds of Reading Comprehension Ability

Pearson and Nicholson in Vila Panton Smith categorized reading comprehension into four categories namely, literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability and creative reading comprehension ability.[11]

1) Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "what did little brother want to eat?" giving the answer requires no thinking because there are the exact words given in the book. Practicing in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used: (1) fact question based directly on the text, (2) true-false statements, (3) completion sentences, (4) multiple-choice exercise.

2) Interpretative Reading Comprehension Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than

[11] Vila Panto Smith, The Many Faces of Reading Comprehension, (Kansas City: ERIC, University of Southern California, 2003), p.9

literal comprehension. It is concerned with supplying meanings not directly stated in the text. For example, the type of question “Why was the cookie jar kept on the basement steps?” interpretative involves a cluster of several different kinds of thinking skills, such as : (1) making generalizations, (2) reasoning cause and effect, (3) anticipating endings, (4) making comparisons, (5) sensing motives, (5) discovering relationships.

3) Critical Reading Comprehension Ability

The critical reading skill category is the one most directly in need of development in American life at the present time. According to smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read. For example, the type of question, “Did mother do the right thing in leaving the children alone?” these skills should not be included under interpretation.

4) Creative Reading Comprehension Ability

The term “creative reading” is frequently used in as broad a sense as “inferences”, “critical reading” and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical

reading, but it is different from any one of these. For example, the type of question, “How would you have solved this problem?” creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency. We can’t expect this higher type of creative reading to happen in the classroom very often, unless the teacher does something to develop it.

Based on the explanation above, the student of Senior High School in tenth grader included in interpretation reading comprehension ability because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in text.

c. The Measurement of Assessment Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely:

1) Pronominal Questions, Imperatives

In pronominal questions, the students should answer the question by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students’ answer in this question. In these questions, short answer are required and these forms of questions are called short answer questions.

2) True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions forms, the students do not make their own answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3) Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.[12]

In conclusion, the measure of achievement focus on the learning done in a particular course. If the course focus on speed reading, the achievement measure would be a speed reading measure. Similarity, if the course has focus on reading academic texts, the measure could be comprehension measure using academic texts.

2. The Concept of Narrative Text

a. The Definition of Narrative Text

Narrative is an account of events in the past which entails following a time sequence or chronological order (i.e. earliest first).[13] A

[12] I.S.P Nation, Teaching ES/EFL Readinng and Writing, (New York: Rouletge, 2009), p. 77-79

[13] R. R Jordan, *Academic Writing Course Study Skill in English*, (UK: Cambridge University Pers, 2003), p. 27.

narrative text is a written craft that tell a story by representing a sequence of events.

Thomas Kane argue that narrative is a meaningful sequence if event told in words.[14] It is sequential in that the events are ordered, not merely random. Sequence always involves arragement in time (and usually other arragements as well).

A narrative is a text that tells a story and, in doing so, entertains the audience. [15] Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

From the explanation above, it can be concluded that narrative text is telling chronology an event. Besides, it is way to present a story that tells true or fictional. Knowing the pattern upon which creative narration is build will help a person to read stories with more interestingly.

b. Language Feature of Narrative Text

The language that usually found in a narrative text are:

1) Specific characters.
2) Time words that connect events to tell when they occur.
3) Verbs to show the actions that occur in the story.
4) Descriptive words to portray the characters and settings.[16]

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[14] Thomas Kane, *The Oxford Essential Guide to Writing*. (New York: Oxford Univeristy Press, Inc, 2000). p.336

[15] Mark Anderson and Khaty Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p.13

[16] *Ibid*., p.8

The language feature shown above are being used by a narrator. There always be specific characters in every story. For instance, in the story of Malin Kundang, the specific character is Malin Kundang. The time words are also used in that story, for example “One day...”. and also the last two language features.

The language feature provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.

From the explanation above, narrative text has certain language features which are adapted from a story. It shows how the whole story is, also becomes a special characteristic of narrative text among other text.

3. Concept of Skimming Technique

a. Definition of Skimming Technique

Edward B. Fry define skimming as “very fast reading”[17]. It means that skimming will assist the reader in finding the main idea in a reading quickly and accurately, because in reading a text is not all words or phrases that include the main idea or message of the author, could be a word phrase is just a complement.

Farrel states that skimming is a technique that involves students looking through the text rapidly for the general meaning of an article.[18]

[17] Edward B.Fry, *Skimming and Scanning*, (USA: Jamestown Publishing Group,2000), p.1.

[18] Thomas Farrel S.C., Planning Lesson., p.28-29.

Skimming implied obtain the main point or gist before one reads for details.

Then Richards describe that skimming is taking the most important information from the page without reading all the words.[19] It means that skimming is activity to find out information from the text or passage without read every single word in the text or passage, the reader just looking for and making off important ideas and skipping secondary material.

From the quotations above, it can be concluded that, skimming is a technique that used in reading process to identify the main idea or general knowledge in detail quickly without having to take a long time. Skimming is one of the ways in reading that the reader doesn't have to read all the words in passage, looking for and marking off important ideas and skipping secondary material. The student can then go back later to read more closely and take notes on important points.

In a reading text is not all words or phrases that include the main idea or message of the author, could be a word or phrase is just a complement, skimming might be helpful when someone wants to find out quickly about the writer's idea, It necessary to know that in skimming reading word by word is not important, because only the writer's point of view is needed.

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[19] Richard Stuz and Peter Weverka, *Speed Reading fo Dummies*, (Canada:Willey Publishing, 2009), p:166.

The students must try to skim as fast as they perhaps can while leaving out large chunks of material. Since this might slow and cause to read unnecessary details to be accurate to avoid getting too interested in the subject or the history. Skimming is done when the students do not have much time and when wish to cover material at the fastest possible rate. Remember that the aim of skimming is to get the author's main ideas at a very fast speed.

b. Definition of Scanning Technique

Brown define that scanning is reading quickly to locate specific information or details.[20] It means that, to get information from the text, readers should read a text quickly and focus on the reading passage. When the reader read that passage meticously they will find specific information or details clearly.

Edward B. Fry argue that scanning is a reading skill that use when the reader want to locate a single fact or a specific bit of information without reading every part of a story, article, list or document.[21] It means that when the readers want to finding a fact from the passage, the reader do not need to read all part of passage. the readers simply move their eyes quickly down the passage until they find the fact from the passage.

Based on the quotation above, it can be conclude that scanning is reading technique that used to find specific information of the text meticously. Sometimes the readers should read quickly or slow their

[20] Brown, H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Francisco: San Francisco State University, 2001), p.327.
[21] Edward B. Fry, *Skimming and Scanning.*, p. 40.

reading period that is depending on the text. If the txt is easy, the readers must be not slow their reading period.

c. The Difference Between Skimming and Scanning

The difference between skimming and scanning is that when the reader scan for information they looking for something very specific, for example a telephone number or an answer to a particular question. The reader generally stop once they have it. Skimming is used when the reader seeking more a general impression of what the text is about. The reader could skim a whole text if they wanted to, but they would probably not skim a whole telephone directory to find their number.[22] It can be said that the difference between skimming and scaning depend on the utilizing of the reader, if they want to looking for very specific information they can use scanning but when the reader want to seeking more general impression from the text, they can use skimming technique.

d. The Principles of Using Skimming Technique to Improve Reading Comprehension

There are a number of activities that teachers can apply to help students study from the text, they are divided into pre-reading, while-reading and post-reading activities, but some may be applied at diverse times. Albert J. Harris and Edward Sipay states there are strategies of reading as follow:

[22] Tina Constant, *The Teach Yourself,* (U.S.A: contemporary books, a Divison of the MoGrav-hill Companies, 2003), p.33.

1. Pre-reading

   Pre-reading activities is to increase the probability that the reading material will be understood by the students. Pre-reading activities may be grouped into general study strategies, procedures for relating prior knowledge to upcoming textual information and graphic representation these activities are not mutually exclusive.

2. While-Reading

   Study guide is teaching aid prepared by the teacher and used by students. The purpose is twofold: to facilitate the student's comprehension of the text and to develop comprehension skills. It usually a typewritten, keyed to the book, that be placed beside the textbook and referred to while-studying.

3. Post-reading

   The post reading activity it can help students learn to separate important from less important information and to organize information.[23]

Based on the theoretical foundation, it is clear that principles of reading comprehension is the activities of teaching reading that have stages in understanding of textual information and graphic representation. This activates facilitate and help student to learn important information and to organize this information. The activities can increase the students

[23] Albert J. Harris and Edward R. Sipay, *How to Increase*., p. 520-521.

reading comprehension ability so that students understand what they have read.

e. Types of Skimming

There are three different types of skimming to use depending on the user purpose:

1) Skimming to overview

The purpose of this method to get an outlines of what the material is about.

2) Skimming to preview

This is used when the student know, the students are going to re-read the material. Students' purpose is together as much background information as the student can read on the subject without spending too much time on it.

3) Skimming to review

The student would use this method when the student have already the material and students' purpose is to re-familiarize student with the event.[24]

From the explanation above, the writer conclude that the function of skimming it depending on the purpose of reading. Where skimming as a starting point in reading.

[24] Tina Constant, *The Teach Yourself.*, p.35.

f. Advantages and Disadvantages of Using Skimming Technique

Skimming is a high speed reading that can save time and help the readers get through lots of materials quickly.[25] Skimming is useful when the students have to decide if a long piece of writing is worth close study. If a student with an hour to do some research is presented with 10 textbooks and there will not be time to read them all. Skimming can also be an effective way of quickly reviewing that has been previously, so that the reader can recall the most significant parts. When the students to do skim, they can save a time for specific information, get a very basic idea what the reading is about, and then the students can decide whether or not they need to read it more carefully, it provides a general overview of the reading, it may get more interested in the subject.

Besides advantages, Skimming has disadvantages for students. They are:

1) Skimming technique is sometimes difficult to determine where is the main idea
2) The students are less understood of the whole content of the text.
3) Communication during skimming slower and less efficient than direct selection.[26]

Skimming a book, article or webpage only gives the reader a general idea of its contents. Nuances, vital detail and caveats are easily

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[25] Beatrice S. Mikulecky, More Reading Power, (USA: Addison-Wesley Publishing Company, Inc, 1996), p.132.

[26]Beukelman, *Augmentative and Alternative Communication*, 3rd Edition, (USA : American, Scientific Publisher, 1993), p.23.

missed. This can produce a confused or misleading impression. Skimming works well when it dealing with clear subjects that lend themselves to a general overview, such as a chronological description of an event. Skimming is far less effective in making sense of complex discussions or detailed arguments. It means that skimming is not effective for discussion, because not specific enough to be able to tell all the details, to pass an exam about it.

g. The Steps of Skimming Technique

Skimming is very useful for the student in getting the general idea of a text or passage easily. Knowing how to skim will make students be better reader, Fry gives several steps to increase our skimming rate as follows:

1) Read the first several paragraphs

Supose you are skimming a factual article with several thousand words. To read efectively, read all of the first several paragraph in order to identify the topic of the article, the subject, a litlle the author's style, the author's viewpoint, and so on.

2) Leave out material

Once, you have a general overview of the article, you should begin to leave out material right away if you are to achieve a high skimming rate. So, on the fourth or fifth paragraph you may read only the key sentences to get the main idea and skip the rest of the paragraph. Perhaps you will read the key sentences and let your eyes jump down

through the paragraph, picking up one or two important words, phrases, or numbers.

3) Find the main ideas

In skimming, try to get the main idea of every paragraph plus a few facts. You cannot hope to pick up all the facts in the article, but you might pick up some facts, names, or numbers.

Sometimes the min idea will not he first sentence in the paragraph. In some paragraphs the main ides is located in the middle of a paragraph otr at the end. You will then have to spend some time looking for the key sentence.

4) Read fast

Skimming must be done "against the clock." That is you nust try to skim as fast as you possibly can while leaving out large chonks of material. Be careful to avoid getting too interested in theh subject or the story, since this might slow you down and cause ypu to read unnecessary details.[27]

To get started, read the entire first several paragraph in order to identify the topic of the text, the subject, the little of author's style, the author's view point and so on. Leave nothing out, but read at top speed. Frequently, an author will give an introduction in the first view paragraph, it will help to give the student overall of the text.

[27] Edward.B.Fry. *Skimming and Scanning*, p.2.

Skimming rate should be about twice as fast as student's average reading speed. For example student's average reading speed is 400 words per minute, the student could achieve skimming rate 800 words per minutes or better.

When skimming, therefore, the readers do not need to read every single word to get the main idea of a text. They should know the location of the main idea. Most of the main ideas are in the first sentence of each paragraph but main idea may appear else where in the paragraph as well. By describing the common location of the topic sentence, students could practice in finding the topic sentence in a series of paragraph.

The students should read only key words. These key words would be the topic, the descriptive adjectives, the abstractions, and the punctuation words. So if the student knows these classes of the words, they will feel easy in reading the text. They should try to keep those words in mind while looking for them in the reading material. To skim by reading key words, the reader must be convinced that they can skip words and still continue reading. Some necessary words, phrases and sentences may omitted in order to absorb the material rapidly. After reading they should be able to conclude the reading material to the general idea.

Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Skimming is the first technique to do if the main

goal is to find general information within a text. But this technique also applies if the reader does not have a specific purpose, but just wanted to know whether a text contains some information that may suit their interests. In other words the purpose of reading have to very special, but can also be a desire to knowing a reading worth reading further not.

B. Action Hypothesis

Based on the review, the writer formulates the hypothesis as follows:

Using Skimming Technique can improve students reading comprehension ability in narrative text among the tenth graders of MA Darul A'mal Metro in Academic Year of 2018/2019.

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Research

The research was conducted at the MA Darul A'mal Metro which located in Pesantren Street, Mulyojati, West Metro, Lampung Province.

The subject of this research is the tenth grade students at MA Darul A'mal Metro in Academic year of 2018/2019. There are six classes in the tenth graders and the writer chooses class X IPS 1 consists of 33 students.

The writer chooses class X IPS 1 as subjects of the research based on suggestion from the teacher and the writer observation during job training in MA Darul A'mal, most of students are very low in English lesson especially in reading comprehension ability.

In this research, the writer need a collaborator to help this research, she is Mrs. Husnil Fajariah, S.Pd. She is an English teacher at MA Darul A'mal Metro.

B. Object of Research

The object of this research is reading comprehension ability. In this research, the writer selects Skimming Technique as a technique to improve reading comprehension ability of the students. By using skimming technique, writer hopes that students will be able to find main idea in a text easily.

C. Action Plan

The research method used in this study is classroom action research. Action research is a method for improving and modifying the working system of a classroom in school.[28] It means that classroom action research is a research that is used to investigate and evaluate they work in teaching and learning with the aim of collect information about what they want.

According to Kumar, action research is research method which is aimed improving and modifying the working system of a classroom in the school or institution.[29] It means that classroom action research have a important role to increase teaching and learning process in the classroom.

Mc. Niff defines that action research is a name given to particular way of researching your own learning.[30] It means that classroom action research is the research which the aim is to solve the problem in teaching and learning process in the class.

From the quotation above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The writer hopes that this research can improve students reading comprehension in narrative text by using skimming technique.

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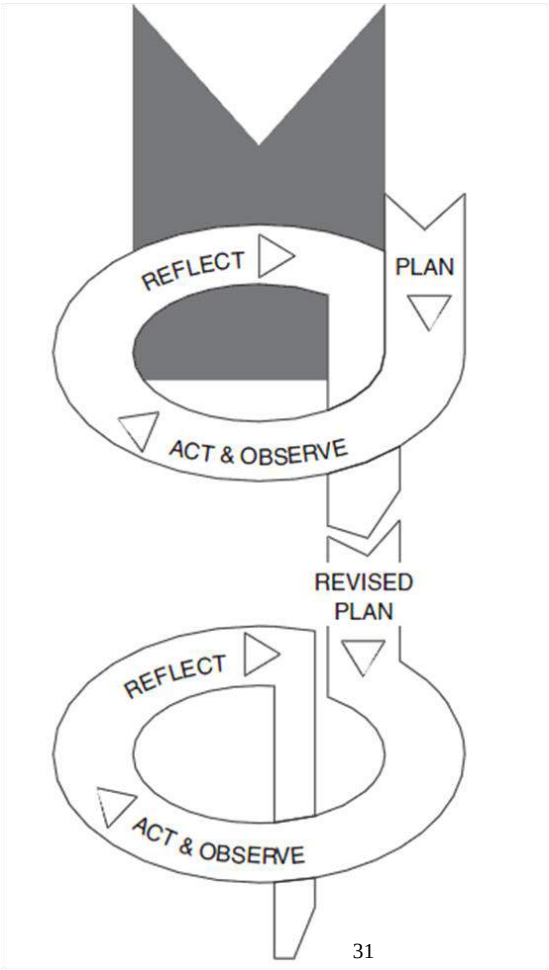
[28] Gray Anderson with Nancy Arsenault, *Fundamental of Education Research*, (USA: Flamer Press, 2015) p.261.

[29] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Agge International Publisher, 2006), p.261.

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

This research conducted by using of the cycle process. Next, the writer conducted the study following the procedures consist of planning, acting observing and reflecting.

Figure 1: The Action Research Cycles.



D. Research Procedures

In this classroom action research, the writer was conducted the research in two cycles. Between of the cycle has relationship each other. Generally, there are four steps in the implementation of classroom action research, including:

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

planning, acting, observation and reflection. If the first cycle will not reach the requirement grade yet, the cycle must be reviewed in the second cycle.

The writer has to implement the good procedure as well in Classroom Action Research (CAR). The writer has to conduct at least two cycles. If the first cycle is fail, it will be continued in the second cycle and soon. It will be conducted for the purpose to improving students reading comprehension ability. The classroom action research that will be conducted by the writer can be illustrated as follow:

a. Cycle I

1) Planning

Planning will be the first step of this teaching context and it is prepared before the writer did the action. In this activity, the writer and collaborator were focus to make lesson plan. There are activities in planning:

a) The writer prepared the material, making lesson-plan, and designing the steps in doing action.
b) The writer prepared list of students' name.
c) The writer prepared sheet for classroom observation.
d) The writer prepared a test (to know the students reading comprehension ability in narrative text).

2) Acting

Doing action is the second step in the activity. Action is the realization of the plan that writer has made before. The writer will

implement skimming technique in the teaching learning process. Those activities as follow:

a) Pre-teaching activities

1. The writer greeted the students.
2. The students and the writer prayed together.
3. The writer checked the attendant list.
4. The writer asked the students condition.

b) While teaching activities

1. The writer applied lesson plan.
2. The writer explained about skimming technique as a technique used in teaching learning.
3. The writer gave reading text about narrative text to students.
4. The writer gave a list of questions based on the text.
5. The writer asked the students to do skimming in reading the text then they asked answer questions based on the text.
6. Students read the entire first several paragraph in order to identify the topic of the text, the subject, the little of author's style, the author's view point and so on. On the fourth or fifth paragraph students may read only the key sentence to get the main idea. Students should read at a spped three to four times faster than normal reading.
7. After students finished answer the question, the writer asked the students to read their answer in front of the class one by one.

c) Post teaching activities

1. The writer asked to the students about difficulties of the material.
2. The writer gave explanation and then make conclusion together.
3. The writer greeted the students.

3) Observing

In this step, the observer observed the student's activities, their participations, class and learning process, and the writer performance by using structure observation form make note the overall activities. Furthermore, the writer will also collect the data from the post test and result of student's activity. In other word, the writer would observe and collect the data when the learning process is doing.

4) Reflecting

Reflecting is the last step of classroom action research cycles. The writer reflected the activities in the first cycle what disadvantages of the action must be improved and planned for the next treatment. By reflection, the writer will know the strength and the weakness from the action that the writer has done.

The writer analyzed and observed the test result during teaching learning process. If in the cycle I there are some students not successful, the writer must conduct cycle II. The result from cycle I is for evaluation material for reflection to cycle II. If the cycle I is failed, it must review in cycle II, and if the cycle I is successful, cycle II is continuation from cycle I.

b. Cycle II

1) Planning

a) The writer studied the reflection result in the first action.

b) The writer and the collaborator discussed the action that would be done on cycle II.

c) The writer and the collaborator arranged the detail plan about the action on cycle II

2) Acting

In this step, it regarded with same step in previous cycle in which the writer and the collaborator applied the revised plan such as lesson plan, selected material and instrument for evaluation to be implemented in teaching and learning process in the classroom.

3) Observing

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

4) Reflecting

In this step, the writer and the collaborator compared the score of pre-test and post-test. The writer knew the strengths and weakness of the action. The writer reviewed and reflected on students' activities whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

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

1. Test

Test is a set of stimuli which given to the personal to obtain the respond based on what is assessed.[32] In this research, the test will be given to the students consist of two types; pre-test and post-test:

a. Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of Skimming Technique to evaluate their ability first. The type of pre-test is reading comprehension test. In this pre-test the writer applied objective test in the form of multiple choice.

b. Post-test

Second, post-test examined to the students after they are taught reading comprehension by using Skimming Technique as the treatment to find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test. In this post-test the writer applies objectives test in the form of multiple choice.

2. Observation

According to Wallace, observation is data collection technique which concerns on some form of observation of learning processes and it may involves the use of video or audio techniques or of checklist or

[32] Donald Ary, et.al, *Introduction to Research*., p.201.

observational schedule.[33] In this research, the writer using observation to obtain the data about students' learning activity or participation in the classroom which observed by observer.

3. Documentation

Documentation is the way that used to get more information about the setting of the research. In this research, the writer took the data from school about total of the students, the teachers and the condition of the school.

4. Field Note

Field note is observation instrument used in Classroom Action Research (CAR) to provide a record of what is going an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.[34] In this research, the researcher using filed note to record the student's activity during the learning process in narration form.

F. Data Analysis Method

The writer collected and analyzed the entire data by taking average score between pre-test and post-test of students reading comprehension ability per action in each cycle. The formula to figure out average between pre-test and post-test as follow:[35]

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[33] Michael J Wallace, *Action Research for Language Research*, (Cambridge: Cambridge University Press, 1998), p.46.

[34]Donald Ary, et.al, *Introduction to Research..*, p.526

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

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

X = Mean

Σx = Sum of the scores

N = Number of scores

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and the post-test, then the result will be matched with the minimum standard in the school. In the tenth grade at MA Darul A'mal the minimum standard in English subject is 76. If there were some students that are not successful in cycle I it means that the writer has to conduct the cycle II, if in the cycle II there were some students that are not successful, the cycle III has to be conducted and so on. But if in the cycle II all of students were successful, the cycles were able to be stopped in the classroom (CAR) the minimum cycle that must be conducted are two cycles.

G. Indicators of Success

The indicator success takes from the process and the result of the learning activities. The students are called success if 76% students get 76 score in the post test, it means that the Skimming Technique can give positive effect on improving students reading comprehension ability.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research Setting

1. Description of Research Location

a. Brief History at MA Darul A'mal Metro

Madrasah Aliyah (MA) Darul A'mal is one of Islamic Senior High School in Metro City. located in Mulyojati Village, Metro City, estabilished in 1990, founded by the Mr. KH. Khusnan Mustafa Ghufran and gained support from the surronding community.

Madrasah Aliyah Darul A'mal Mulyojati who is now include in the Mulyojati district, Central Lampung in blooming into three district/ cities of East Lampung. City Administration Metro and Central Lampung itself this happened in 1999, then in 2000 district/ municipal administrasion Metro in substitute to Metro City and from then on the location of Madrasah Aliyah is set at jalan Pesantren Mulyojati 16 B sub-disctrict West Metro, Metro City.

At the beginning, Madrasah Aliyah Darul A'mal was headed by Dra. Susiyati until 2001 then in the next year headmaster held by Mr.Drs. Hi. Sutrisno until now.

At this time Madrasah Aliyah Darul A'mal is accredited with a Decree (SK) from Ministry of Religious Affair of Lampung Province Number : D/KW/MA/MT/235/2006, and rank "B'' with Madrasah Statistic Number .131218720003.

b. Teacher and Staff in MA Darul A'mal Metro

There are 39 teacher and staff in MA Darul A'mal in academic year 2018/2019. The list can be seen on the table as bellow:

Table 3

The Teacher and Staff in MA Darul A'mal Metro

No	Name	Sex	Position
1.	Drs. H. Sutrisno, M.Pd.I	Male	Headmaster
2.	Kh. Zainal Abidin	Male	Fiqih Teacher
3.	Drs. Warsikan	Male	Aqidah Akhlak Teacher
4.	Wahid Asngari, M.Pd.I	Male	Arabic Teacher
5.	Muqorobin ,M.Pd.I	Male	Qur'an Hadist Teacher
6.	Muhammad Ansori, SHI	Male	Islamic Teacher
7.	H. Mustofa, S.Pd.I	Male	Islamic Teacher
8.	Zainal Mahmudi, S.Pd. I	Male	Islamic Teacher
9.	Lukman Hakim, S.Pd. I	Male	Islamic Teacher
10.	Dra. Siti Subha	Female	Treasurer
11.	Zamroni Aly, S.Pd.I	Male	Islamic Teacher
12.	Binti Ngasarotun, M.Pd.I	Female	Economic Teacher
13.	Supriyati,S.Pd	Female	Science Teacher
14.	Ngatiman,S.Pd.I	Male	Mathematic Teacher
15.	Suwarni,S.Pd.	Female	Mathematic Teacher
16.	Yos Eka Virman,S.Pd	Male	Indonesian Teacher
17.	Husnil Fajariah,S.Pd	Female	English Teacher
18.	Samini,S.Pd	Female	Indonesian Teacher
19.	Dra. Ambar Yogianti	Female	Councelor
20.	Siti Zubaidah,S.Pd	Female	Indonesian Teacher
21.	Dwi Pertiwi,S.Pd	Female	Indonesian Teacher
22.	Wahadi Guna,SHI	Male	Social Teacher

23.	Siti Mudawamah,SHI	Female	Counselor
24.	Elly Prasetyo,S.Pd	Male	Science Teacher
25.	Wahyu Titi Pratitis,S.Pd	Male	Science Teacher
26.	Meilina Vika H, S.Kom	Female	Computer Teacher
27.	Agus Angga Prabowo, S.Pd	Male	Social Teacher
28.	Novika Saputri,S.Pd	Female	Science Teacher
29.	Johan Iswahyudi, S.Pd	Male	Sport Teacher
30.	Mufid Arsyad,M.Pd. I	Male	Science Teacher
31.	Tony Wijaya	Male	Social Teacher
32.	Julyanto,S.S	Male	English Teacher
33.	Muhammad Taufiq	Male	Computer Laboran
34.	M. Zakaria Mahmudi	Male	Adminstration Staff
35.	Abdul Aziz	Male	Counselor
36.	Mu'arifatul Latifah	Female	Adminstration Staff
37.	Ridlo Alfansuri,S.Pd	Male	Mathematic Teacher
38.	Eko Puji Astuti	Female	Mathematic Teacher
39.	Rendi Sonia Terwendi	Male	Security

Source: The documentation result at MA Darul A'mal Metro

c. The Quantity of the Student at MA Darul A'mal Metro

The Quantity of the students at MA Darul A'mal Metro in Academic year 2018/2019. MA Darul A'mal separated male and female students. There are 18 classes consist of tenth grade, eleventh grade and twelfth grade, the details can be seen on the table below:

Table 4

The Quantity of the Students at MA Darul A'mal Metro in Academic Year 2018/2019

NO	Class	Sex	
		Male	Female
1.	X IPA 1	38	
2.	X IPA 2		38
3.	X IPA 3		37
4.	X IPS1	33	
5.	X IPS 2		36
6.	XI IPS3		31
7.	X IPA 1	30	
8.	XI IPA 2		32
9.	XI IPA 3		35
10.	XI IPS1	33	
11.	XI IPS 2		41
12.	XI IPS 3		28
13.	XII IPA 1	25	
14.	XII IPA 2		36
15	XII IPA 3		35
16	XII IPS 1	24	
17	XII IPS 2		29
18	XII IPS 3		25
TOTAL		**183**	**403**
		586	

Source : The documentation at MA Darul A'mal Metro in academic year2018/2019

B. Implementation of the Use of Skimming Technique to Improve Students Reading Comprehension Ability in Narrative Text

In this process before the process of cycle one, the writer conducted the pre-test on 12th of January 2019 at 12.30-01.30 pm and it took about 60 minutes. The result of the students' pre-test can be seen on the table below

Table 5

Table of the Students' Score in Pre-Test

No	Name	Score	Category
1	AK	60	Failed
2	AKW	55	Failed
3	AF	50	Failed
4	AM	55	Failed
5	AYAW	75	Failed
6	AAK	65	Failed
7	AII	35	Failed
8	AP	50	Failed
9	DH	65	Failed
10	FAAF	40	Failed
11	FS	45	Failed
12	HM	65	Failed
13	IFS	40	Failed
14	JS	40	Failed
15	KZS	50	Failed
16	LH	60	Failed
17	MBS	50	Failed
18	MM	45	Failed
19	MIF	65	Failed
20	MME	75	Failed
21	MN	60	Failed
22	N	55	Failed
23	NA	55	Failed
24	PS	80	Passed
25	RDS	45	Failed
26	RAK	45	Failed
27	RAG	50	Failed
28	SR	40	Failed
29	SC	60	Failed
30	Sra	55	Failed
31	SKAS	30	Failed
32	ZMS	40	Failed
33	ZF	70	Failed
Total		**1770**	
Average		**53,6**	
High Score		**80**	
Low Score		**30**	

Source: The result of student's pre-test taken on 12th January 2019.

Table 6

The Students Reading Achievement in Pre-Test

No	Grade	Categories	Frequency	Percentages (%)
1	<76	Failed	32	97,0%
2	>76	Passed	1	3,0%
Total			33	100%

Source: The pre-test result taken on 12th January 2019

Furthermore, because of the Minimum Mastery Criteria (MMC) in MA Darul A'mal Metro was 76, based on the data above, it can be seen that there was only 1 (3,0%) student who fulfilled the minimum mastery criteria and there were 32 (97,0%) students were failed . it means that in pre-test there were more than a half of the students were failed. Moreover, from the result of the pre-test, we got students' average score 53,6. So the result was still unsatisfactory. That is the reason, why the writer chooses Skimming Technique to improve students reading comprehension especially in narrative text.

1. Cycle I

a. Plan

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

b. Acting

The first meeting in cycle I was treatment. The researcher conducted the treatment on Saturday, January 19th, 2019. In this meeting, the researcher as the English teacher and Mrs. Husnil Fajariyah, S.Pd as the collaborator. The researcher started the meeting by praying, greeting, cheek attendance list and asking the condition of the students. Afterwards, the researcher gave some motivation and then gave the material about narrative text.

At the beginning of teaching learning process, the researcher gives a motivation about "English is Easy" and the researcher asked the students about Narrative text. Some of the students forgot and just a little of them have known the definition about Narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of Narrative text. After that, the researcher gave a narrative text, the title is "The Story of The Smart Parrot", then the researcher asked the students to read the text and then asked to find the main idea from the text.

Afterwards, the researcher explained about the use of skimming technique in reading narrative text. The researcher asked students to read the text anymore in several minutes then they should answer the question from the text. Students follow the steps in reading text using skimming technique, they read at the first paragraph from the text to identify the topic of the text, the subject, a little the aouthor's style, the author's

viewpoint and so on. The students should begin to leave out material right away if they are to achieve a high skimming rate. So, on the fourth or fifth paragraph they may read only the key sentences to get the main idea and skip the rest of the paragraph. Perhaps they will read the key sentences and let their eyes jump down through the paragraph, picking up one ortwo important words, phrases, or numbers. Next, students try to get the main idea of every paragraph plus a few facts. Then, Students must try to skim as fast as possible they can. After the students done skim and answer all the question from the text, they should stand in front of the class to read their answer.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test I to the students. The post-test I was conducted on Saturday, January 26th, 2019. The post-test I was done to know the students' reading comprehension ability after giving treatment. The researcher gave 20 multiple chooice. The result of post-test in cycle I could be seen on the table, as follow:

Table 7

Table of Students' Score in Post-Test I

No	Name	Score	Category
1	AK	85	Passed
2	AKW	65	Failed
3	AF	70	Failed
4	AM	70	Failed
5	AYAW	95	Passed
6	AAK	80	Passed
7	AII	55	Failed
8	AP	60	Failed
9	DH	85	Passed
10	FAAF	50	Failed
11	FS	60	Failed
12	HM	85	Passed
13	IFS	75	Failed
14	JS	60	Failed
15	KZS	60	Failed
16	LH	90	Passed
17	MBS	65	Failed
18	MM	75	Failed
19	MIF	75	Failed
20	MME	90	Passed
21	MN	70	Failed
22	N	85	Passed
23	NA	80	Passed
24	PS	95	Passed
25	RDS	60	Failed
26	RAK	70	Failed
27	RAG	70	Failed
28	SR	65	Failed
29	SC	75	Failed
30	Sra	80	Passed
31	SKAS	50	Failed
32	ZMS	55	Failed
33	ZF	85	Passed
Total		**2390**	
Average		**72,4**	
High Score		**95**	
Low Score		**50**	

Source: The result of students' post-test I taken on 26th January 2019.

Table 8

The Students Reading Achievement in Post-Test I

No	Grade	Categories	Frequency	Percentages (%)
1	<76	Failed	21	63,3%
2	>76	Passed	12	36,4%
Total			**33**	**100%**

Source: The post-test I result taken on 26th January 2019

From the table 11, it could be analyzed that the students' average score was 72,42. The highest score was 95 and the lowest score was 50. Based on the minimum mastery criteria (MMC), there were 21 or about 63,3% students was failed because they got score less than 76 and there were 12 or about 36,4% students passed on post-pest I or got score more than 76. It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

c. Observing

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

In the learning process, there were three activities that used to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The result of the students' learning activities could be seen as follow:

Table 9

The Result of Students Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Giving attention to the teacher's explanation	15	45,5%
2	Asked/ answered the question from the teacher	16	48,5%
3	The students active to give an idea	12	36,4%
4	Students are able to do the task	16	48,5%

The table shown that not all the students' active in learning process. There were 15 students (45,5%) who gave attention to the teacher's explanation, 16 students (48,5%) who understood the materials, 12 (36,4%) students active to give an idea and 16 students (48,5%) were able to do task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because there are not got percentage more than 76%.

d. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

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

1) There were students that shown unenthusiastic to the teacher's explanation.
2) Some students did not ask and answer the teacher's questions.

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

1) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
2) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
3) The teacher guided the students to understand about the material.

2. Cycle II

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

a. Plan

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

b. Acting

The first meeting in cycle II was done on Saturday, February 1st 2019 at 12.30-01.30 p.m. the researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text and explain anymore how to use skimming technique in reading narrative text. The researcher gave a narrative text with the title “Sangkuriang”. The researcher asked students to skim the text then find the main idea from the text. Similar with the cycle I, the Students follow the steps in reading text using skimming technique, they read at the first paragraph from the text to identify the topic of the text, the subject, a little the aouthor’s style, the author’s viewpoint and so on. The students should begin to leave out material right away if they are to achieve a high skimming rate. On the fourth or fifth paragraph they may read only the key sentences to get the main idea and skip the rest of the paragraph. Perhaps they will read the key sentences and let their eyes jump down through the paragraph, picking up one or two important words, phrases, or numbers. Next, students try to get the main idea of every paragraph plus a few facts. Then, Students must try to skim as fast as possible they can. After that, the researcher asked the students to answer the short answer question from the text. There are 5 questions that students should answer it.

In the end of meeting, the researcher gave motivation and feedback to the students of the learning process. Then, the researcher closed the material and praying together.

After did a treatment in cycle II, the researcher gave post-test II to the students. The post-test II was conducted on Saturday, February 9th, 2019. The post-test II was similar with post-test I, it consist of 20 multiple choice questions and they must finished it in 60 minutes. The score of post-test II can be seen on the table below:

Table 10

Table of Students' Score in Post-Test II

No	Name	Score	Category
1	AK	85	Passed
2	AKW	90	Passed
3	AF	85	Passed
4	AM	80	Passed
5	AYAW	95	Passed
6	AAK	80	Passed
7	AII	80	Passed
8	AP	85	Passed
9	DH	85	Passed
10	FAAF	75	Failed
11	FS	80	Passed
12	HM	90	Passed
13	IFS	80	Passed
14	JS	85	Passed
15	KZS	75	Failed
16	LH	95	Passed
17	MBS	70	Failed
18	MM	90	Passed
19	MIF	95	Passed
20	MME	90	Passed
21	MN	85	Passed
22	N	95	Passed

23	NA	90	Passed
24	PS	95	Passed
25	RDS	85	Passed
26	RAK	75	Failed
27	RAG	85	Passed
28	SR	80	Passed
29	SC	80	Passed
30	Sra	90	Passed
31	SKAS	70	Failed
32	ZMS	80	Passed
33	ZF	85	Passed
Total		**2785**	
Average		**84,4**	
High Score		**70**	
Low Score		**95**	

Source: The result of students' post-test II taken on 9th February2019.

Table 11

The Students Reading Achievement in Post-Test II

No	Grade	Categories	Frequency	Percentages (%)
1	<76	Failed	5	15,2%
2	>76	Passed	28	84,8%
Total			**33**	**100%**

Source: The post-test II result taken on 9th February 2019.

From the result table above, it could be analyzed that the students' average score was 84,39. The highest score was 95 and the lowest score was 70. Based on the minimum mastery criteria (MMC), there were 5 or about 15,2% students was failed because they got score less than 76 and there were 28 or about 84,8% students passed on post-pest II or got score more than 76. It means that there was an improvement from post-test I to post-test II.

c. Observing

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

Table 12

The Result of Students Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Giving attention to the teacher's explanation	26	78,8%
2	Asked/ answered the question from the teacher	30	90,9%
3	The students active to give an idea	28	84,8%
4	Students are able to do the task	29	87,9%

The table above shown that the students' activity in cycle II was improve. The students' activity that had high percentage were students asked/answered the question from the teacher that were 30 or about 90,9% students. Furthermore, the students' who giving attention to the teacher's explanation there were 26 or 78,8% students. Then, there are 28 or about 84,8% students active to give an idea as long teaching learning process. The last, students are able to do task were 29 or 87,9%. Based on the result above, the researcher indicated that learning process in cycle II was successful because students percentage more than 76%.

d. Reflecting

The result of cycle II was better than cycle I, it can be seen that the most of students have not difficulties to find main idea and got a lot information from narrative text. By using skimming technique the

students do not have to take a long time to get information from the text, it is the most efficient technique in reading.

Moreover, in cycle II the students more enthusiastic as long teaching learning process, most of students got good score. It is happened caused the researcher and the collaborator has revised and improved the teaching and learning process in cycle I. In cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Skimming technique. The students help students to find the main idea or get information from the text with more efficient way and the students reading comprehension ability were improve.

C. Discussion

1. Action and Learning Result at Cycle I

Table 13

Students' Score at Pre-Test and Post-Test I

No	Name	Score		Improvement	Improvement (%)	Category
		Pre-Test	Post Test I			
1	AK	60	85	25	42	Improve
2	AKW	55	65	10	18	Improve
3	AF	50	70	20	40	Improve
4	AM	55	70	15	27	Improve
5	AYAW	75	95	20	27	Improve
6	AAK	65	80	15	23	Improve
7	AII	35	55	20	57	Improve
8	AP	50	60	10	20	Improve
9	DH	65	85	20	31	Improve
10	FAAF	40	50	10	25	Improve
11	FS	45	60	15	33	Improve

12	HM	65	85	20	31	Improve
13	IFS	40	75	35	88	Improve
14	JS	40	60	20	50	Improve
15	KZS	50	60	10	20	Improve
16	LH	60	90	30	50	Improve
17	MBS	50	65	15	30	Improve
18	MM	45	75	30	67	Improve
19	MIF	65	75	10	15	Improve
20	MME	75	90	15	20	Improve
21	MN	60	70	10	17	Improve
22	N	55	85	30	55	Improve
23	NA	55	80	25	45	Improve
24	PS	80	95	15	19	Improve
25	RDS	45	60	15	33	Improve
26	RAK	45	70	25	56	Improve
27	RAG	50	70	20	40	Improve
28	SR	40	65	25	63	Improve
29	SC	60	75	15	25	Improve
30	Sra	55	80	25	45	Improve
31	SKAS	30	50	20	67	Improve
32	ZMS	40	55	15	38	Improve
33	ZF	70	85	15	21	Improve
Total		1770	2390	620	1236	
Average		53,6	72,4	18,8	37,5	

From the result of pre-test and post test I, we know that there was an improvement from the students result score. It can be seen from average 53,6 to 72,4, all of students' score were improve. But, because the result of the students' score couldn't achieve the target, so the researcher decided to continue to the next cycle.

Table 14

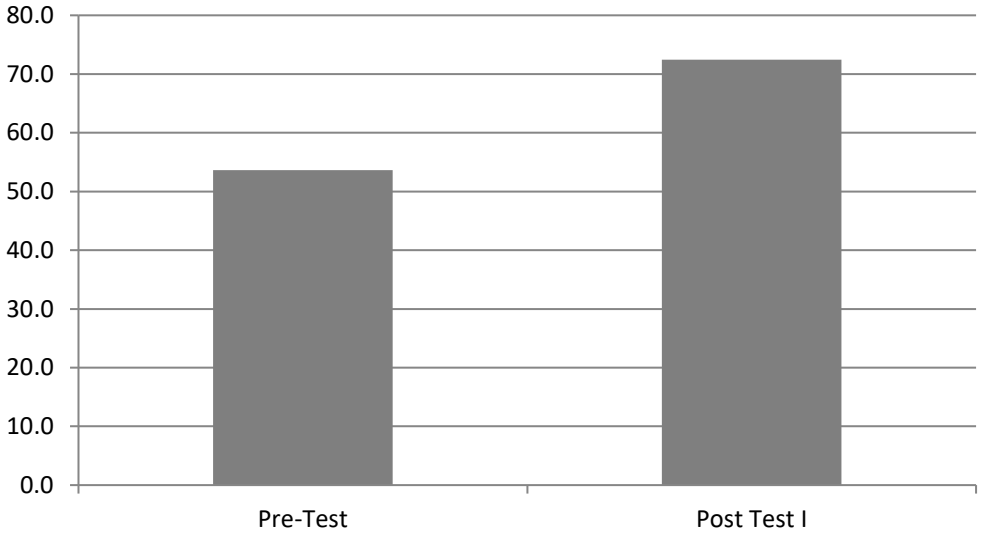
The Result of Pre-Test and Post-Test I

No	Score	Pre-Test	Post-Test I
1	31-40	7	–
2	41-50	9	–
3	51-60	9	9
4	61-70	7	8
5	71-80	1	7
6	81-90	–	7
7	91-100	–	2
Total		**33**	**33**

The table above is the result of pre-test and post-test I, it can be seen that the score of students' reading comprehension various. Therefore, there were 7 students gained score 31-40 in Pre-Test, 9 students gained score 41-50 in Pre-Test, 9 students in pre-test and 9 students in post-test gained score 51-60, 7 students in pre-test and 8 students in post-test I gained score 61-70, 1 student in pre-test and 7 students in post test I gained score 71-80, 7 students in post-test I gained score 81-90, and the last there are 2 students gained score in post-test I 91-100.

The Graph 1

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



In this research, pre-test and post-test I were done individually. The aim of those test were to know the ability of the students before and after the treatment. From the result of pre-test and post test I, we know that there was an improvement in the students result score. It can be seen from the average score 53,6 to 72,4.

2. Action and Learning in Cycle II

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

Table 15

Students' Score at Post-Test I and Post-Test II

No	Name	Score		Improvement	Improvement (%)	Category
		Post Test I	Post Test II			
1	AK	85	85	0	0	Constant
2	AKW	65	90	25	38	Improve
3	AF	70	85	15	21	Improve
4	AM	70	80	10	14	Improve
5	AYAW	95	95	0	0	Constant
6	AAK	80	80	0	0	Constant
7	AII	55	80	25	45	Improve
8	AP	60	85	25	42	Improve
9	DH	85	85	0	0	Constant
10	FAAF	50	75	25	50	Improve
11	FS	60	80	20	33	Improve
12	HM	85	90	5	6	Improve
13	IFS	75	80	5	7	Improve
14	JS	60	85	25	42	Improve
15	KZS	60	75	15	25	Improve
16	LH	90	95	5	6	Improve
17	MBS	65	70	5	8	Improve
18	MM	75	90	15	20	Improve
19	MIF	75	95	20	27	Improve
20	MME	90	90	0	0	Constant
21	MN	70	85	15	21	Improve
22	N	85	95	10	12	Improve
23	NA	80	90	10	13	Improve
24	PS	95	95	0	0	Constant
25	RDS	60	85	25	42	Improve
26	RAK	70	75	5	7	Improve
27	RAG	70	85	15	21	Improve
28	SR	65	80	15	23	Improve
29	SC	75	80	5	7	Improve
30	Sra	80	90	10	13	Improve
31	SKAS	50	70	20	40	Improve
32	ZMS	55	80	25	45	Improve
33	ZF	85	85	0	0	Constant
Total		**2390**	**2785**	**395**	**627**	

Average	**72,4**	**84,4**	**12,0**	**19,0**	

Based on the table above, it could be seen the improvement of students' score in post-test 1 and post-test II, 26 from 33 students' score were improve in post-test I to post-test II then 7 students' score were constant in post-test I to post-test II. The average score was improve from 72,4 to 84,4.

Table 16

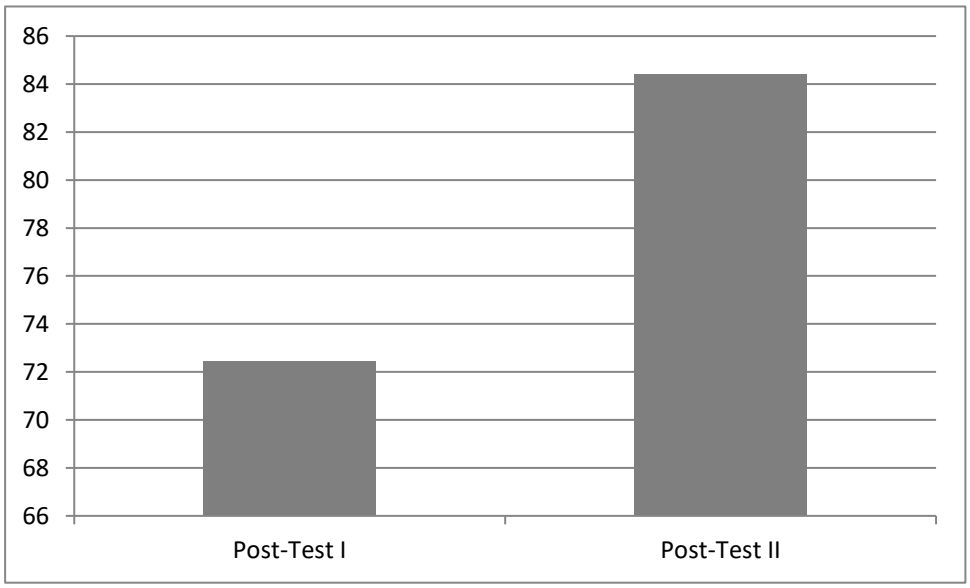
. The Result of Post-Test I and Post-Test II

No	Score	Post-Test I	Post-Test II
1	41-50	9	–
2	51-60	8	–
3	61-70	7	2
4	71-80	7	11
5	81-90	2	15
6	91-100	–	5
Total		**33**	**33**

The table above, is the result of post-test I and post-test II, it can be seen that the score of the students' reading comprehension especially in narrative text various. Therefore, there were 9 students in post-test I gained score 41-50, 8 students in post-test I gained score 51-60, 7 students in post-test I and 2 students in post-test II gained score 61-70, 7 students in post-test I and 11 students in post-test II gained score 71-80, 2 students in post-test I and 15 students in post-test II gained score 81-90 and the last, 5 students in post-test II gained score 91-100.

The Graph 2

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

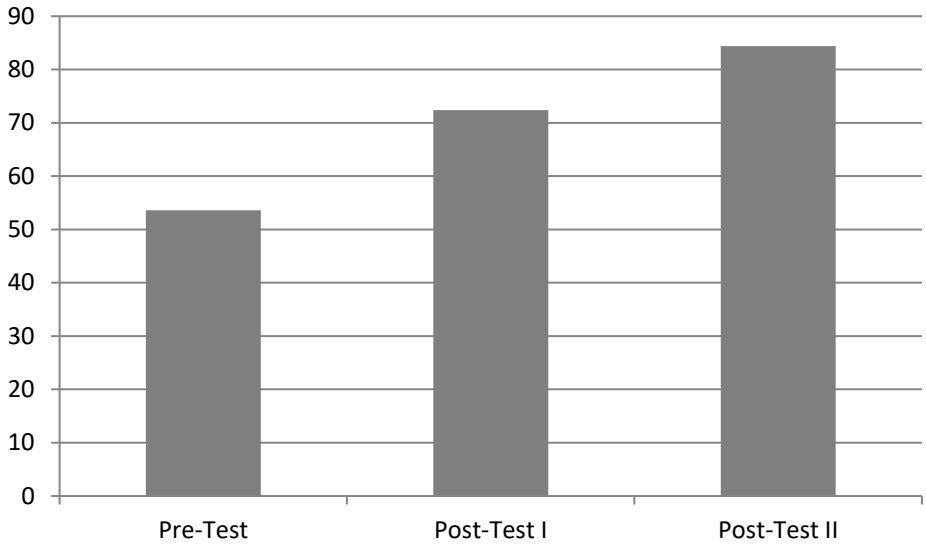


From the result of post-test I and post-test II, it is known that was an improvement from the result score. It can be seen from the average both of the test. The average score in post-test I was 72,4 and average score in post-test II was 84,4.

3. The Result of The Research

The Graph 3

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



Based on the result of pre-test, post-test I and post-test II, it could be concluded that was an improvement of students' reading comprehension ability especially in narrative text. There were progress from 53,6 in pre-test to 72,4 in post-test I and 84,4 in post-test II. It means that Skimming Technique has positive effect toward the teaching learning process, especially in improvement students reading comprehension ability in narrative text.

Based on the result of post-test II, the researcher stop the cycle of this research because in cycle II there are 28 or about 84,8 students passed the minimum mastery criteria (MMC) that is 76.

4. The Result of The Students' Observation Sheet

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

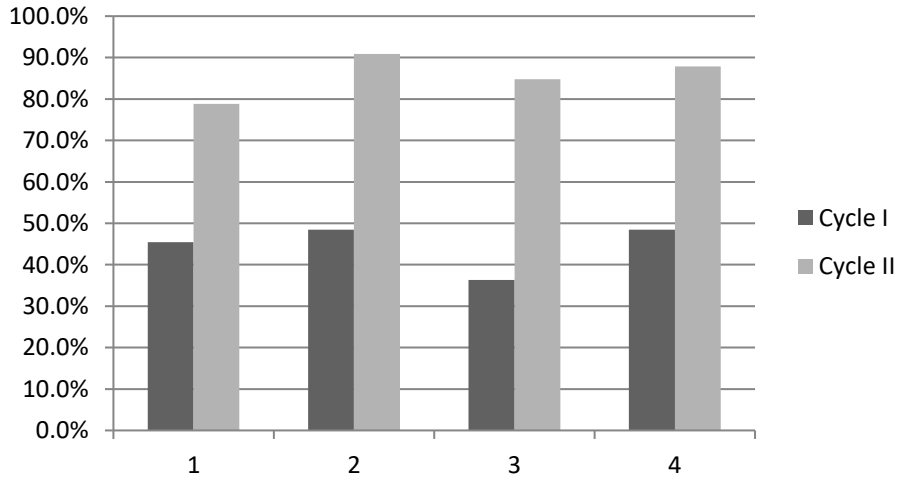
Table 17

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

No	Students Activities	Cycle I	Cycle II	Improvement
1	Giving attention to the teacher's explanation	45,5%	78,8%	33,4%
2	Asked/ answered the question from the teacher	48,5%	90,9%	42,4%
3	The students students active to give an idea	36,4%	84,8%	48,4%
4	Students are able to do the task	48,5%	87,9%	39,4%

The Graph 4

The Average Students Activities Result in Pre-Test, Post-Test I and Post-Test II



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

Related this research, the students who pay attention to the teacher's explanation has improved from 45,5 % became 78,8%. There were only 48,5% who asked and answered the question that given by teacher has improved up to 90,9%. The students were active to give an idea during teaching learning process has reached out from 36,4% up to 84,8%. The students were able to do task has reached out from 48,5% up to 87,9%.

CHAPTER V

CONCLUSION

A. CONCLUSION

Based on the result of the implementation of learning reading through the use of Skimming technique in two cycle of the classroom action research, the researcher would like to give conclusion that Skimming Technique can be an effective way to improve students reading comprehension ability especially in narrative text.

In addition, there is significant improvement of students learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 53,6 by the percentage success was 3,0%, in post-test I the average score was 72,4 by the percentage success was 36,4% and in the post-test II the average score was 84,4 by the percentage success was 84,8%.

Moreover, this classroom action research was successful in improving students reading comprehension especially in narrative text viewed from indicator of success because of 84,4% of the total students already passed the Minimum Mastery Criteria (MMC) score at least 76. As a result, the cycle could not be conduct in the next cycle.

B. SUGGESTION

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

1. For the students

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

2. For the English Teacher

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

3. For the Researcher

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

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APPENDIXES

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

Nomor : B-1346/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA DARUL A`MAL METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**NUROH FAUZIANA**
NPM	:	14121927
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF MA DARUL A`MAL METRO

untuk melakukan *pra-survey* di MA DARUL A`MAL METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 April 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

PONDOK PESANTREN DARUL A'MAL
MADRASAH ALIYAH
Alamat : Jl. Pesantren, Mulyojati 16 B Metro Barat Kota Metro. Telp. (0725) 44418. POS: 34125
NPSN : 10648371 NSM : 131218720003 Terakreditasi A
SALAFIAH - DINIYAH - MADRASAH TsANAWIYAH - MADRASAH ALIYAH

SURAT KETERANGAN

Nomor: 134 /MADA/SKP/V/2018

Berdasarkan Surat dari IAIN Metro Nomor: B-1346/In.28.1/J/TL.00/04/2018 tanggal 23 April 2018 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama	: NUROH FAUZIANA
NPM	: 14121927
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

telah mengadakan Pra Survey di MA. Darul A'mal Metro dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul :

" THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF MA DARUL A'MAL METRO"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 21 Mei 2018
Kepala MA Darul A'mal

Drs. Hi. SUTRISNO, M.Pd.I.
NIP. 196704091995031002

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

SURAT TUGAS

Nomor: B-4248/In.28/D.1/TL.01/12/2018

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

Nama	:	**NUROH FAUZIANA**
NPM	:	14121927
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA DARUL A`MAL, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF MA DARUL A`MAL METRO".
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 : 27 Desember 2018

Mengetahui,
Pejabat Setempat

Dra. Sutrisno, M.Pd.I
NIP. 196704091995031002

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4249/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA DARUL A`MAL
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: ,B-4248/In.28/D.1/TL.01/12/2018, tanggal 27 Desember 2018 atas nama saudara:

Nama	:	**NUROH FAUZIANA**
NPM	:	14121927
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUL A`MAL, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF MA DARUL A`MAL METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Desember 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

PONDOK PESANTREN DARUL A'MAL
MADRASAH ALIYAH
Alamat : Jl. Pesantren, Mulyojati 16 B Metro Barat Kota Metro. Telp. (0725) 44418. POS: 34125
NPSN : 10648371 NSM : 131218720003 Terakreditasi A
SALAFIAH - DINIYAH - MADRASAH TsANAWIYAH - MADRASAH ALIYAH

SURAT KETERANGAN

Nomor: /MADA/SKP/II/2019

Berdasarkan Surat dari IAIN Metro Nomor: B-4248/In.28/D.1/TL.01/12/2018 tanggal 27 Desember 2018 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama	: NUROH FAUZIANA
NPM	: 14121927
Semester	: 10 (sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Telah mengadakan Observasi/Survey di MA. Darul A'mal Metro dalam rangka menyelesaikan Tugas Akhir/Skripsi dari tanggal 12 Januari s/d 09 Februari 2019 dengan judul :

"THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF MA DARUL A'MAL METRO"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 Februari 2019
Kepala MA. Darul A'mal

MADRASAH ALIYAH MULYOJATI 16 B DARUL A'MAL TERAKREDITASI A METRO BARAT KOTA METRO

Drs. EL SUTRISNO, M.Pd.I.
NIP. 196704091995031002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Telp (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-4132 /In.28.1/J/PP.00.9/12/2018 19 Desember 2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Nuroh Fauziana
NPM	:	14121927
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Skimming Technique To Improve Students Reading Comprehension Ability In Narrative Text At The Tenth Grade Of MA darul A'mal Metro

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.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN

Nama : Nuroh Fauziana
NPM : 14121927
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Kamis, 16 Agustus 2018	- Revise cover - Revise Table of content - Revise Chapter I, II, III	
2	Jumat, 24 Agustus 2018	- Revise chapter I, II, III	
3	Kamis, 30 Agustus 2018		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Pembimbing II

Ahmad Subhan Roza, M.Pd.
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KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN

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

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Senin, 03 September 2018	- Revise Chapter II	
2.	Senin, 17 September 2018	- Revise table of content - Revise Chapter II	
3.	Jum'at, 21 September 2018	- Revise Chapter II - Level of Reading	
4.	Senin, 24 September 2018	- explain about level of Reading and kind of reading. Perbaiki sesuai saran	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Mahrus As'ad, M.Pd
NIP. 19611221 199303 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nuroh Fauziana
NPM : 14121927
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX/ 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	kamis, 13 Des 2018		

Mengetahui,
Ketua Jurusan TBI

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

Pembimbing II

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nuroh Fauziana
NPM : 14121927

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

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Sum'at, 14 Desember 2018	- give the source of the instrument. - give time in every text. [illegible]	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Mahrus As'ad, M.Ag
NIP. 19611221 199303 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nuroh Fauziana
NPM : 14121927
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : X/ 2019

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Kamis, 21 Maret 2019	Chapter IV - add improvement Chapter V - Make paragraph	
2	Kamis, 28 Maret 2019	- Revise chapter IV add percentage	
3	Kamis, 4 April 2019	Acc Munaqosah See you	

Mengetahui,
Ketua Jurusan TBI

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

Pembimbing II

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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nuroh Fauziana
NPM : 14121927
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : X/ 2019

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Selasa, 9 April 2019	- Revise Chapter II - Revise Chapter III - Revise Chapter IV - Revise Chapter V	[signature]
2.	Kamis, 11 April 2019	Pembentuk Tahunan Bee Do mung asahlan	[signature]

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Mahrus As'ad, M.Ag
NIP. 19611221 199303 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nuroh Fauziana

NPM : 14121927

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : Morphological Theory

Metro, 03 Januari 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01078/In.28/S/OT.01/12/2018

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

Nama	: Nuroh Fauziana
NPM	: 14121927
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 14121927.

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, 31 Desember 2018
Kepala Perpustakaan

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

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS

Kelas : X

Kompetensi Inti :

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

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari	**Teks lisan dan tulis sederhana, untuk**	**Mengamati** • Siswa mendengarkan/membaca	**Kriteria penilaian:** • Pencapaian fungsi		• Audio CD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan	**memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan* *My name is... I'm ... I live in ... I have … I like ….* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi	pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber.	sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan**	2 x 2 JP	VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	pekerjaan, hobi. (2) Kata kerja dalam simple present tense: *be*, *have* dalam simple present tense (3) Kata tanya *What*? *Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	• Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri	**(observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	lain. *Ungkapan* "*Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris	• Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk		• http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain.	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcounc

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	*Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara	penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk		il.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung	**Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu** *Fungsi Sosial* Menyatakan rencana *Struktur Teks* 'I'd like to tell my name,' I will tell him about my job,	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru	**Kriteria penilaian**: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/reso

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya 4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan	I'm going to introduce my friend *Unsur Kebahasaan* Kata kerja *I'd like to .., I will .., I'm going to* ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu • Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengekslorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks	tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Pengamatan (observasi)** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam		urce_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan, yang benar dan sesuai konteks		simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning*	melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		journal)			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan	**Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)** *Fungsi Sosial* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. *Struktur text* Ungkapan baku dari sumber-sumber otentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan	**Mengamati** • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) menggunakan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. 4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur	ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat	• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan).	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya,	waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan	**Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam	tujuan memberi balikan. Sasaran penilaian • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa	berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli,	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik,	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/reso

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang,	mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan	**Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi	penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli,		urce_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan,	yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja	kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk	proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal'			
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari	**Teks tulis berbentuk *announcement* (pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks*	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru,	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi	siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan.	pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan *(announcement)* **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Multimedia: Layout, dekorasi, yang membuat tampilan teks lebih menarik	• Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks	damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa:		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Membuat jurnal belajar (*learning journal*)	draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/	7 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial,	*Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak	**Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat	penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung		• http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasi kan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	• Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan	jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		(*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)	dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa	**Teks naratif lisan dan tulis berbentuk legenda**	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/	Kriteria penilaian: • Pencapaian fungsi sosial	6 x 2 JP	• Audio CD/ VCD/DVD

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna	**sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary	diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi**	• Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan**		• SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks naratif lisan dan tulis berbentuk legenda, sederhana	verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	• Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada	**(observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin	2 x 2 JP	• Audio CD/ VCD/DVD • www.youtube • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Satuan Pendidikan : MA Darul A'mal Metro

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : X/ 2

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

A. Kompetensi Inti

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

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

B. Kompetensi Dasar

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

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

C. Indikator Pencapaian Kompetensi

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

3.8.2 Mengidentifikasi berbagai informasi dalam teks narrative.

3.8.3 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.

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

4.8.2 Menyimpulkan pesan moral dari teks narrative.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

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

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

E. Materi Pembelajaran

a) Pengertian Narrative Text

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

b) Fungsi Narrative Text

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

c) Struktur teks dari teks Narrative

a. Orientation

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

b. Complication

It shows a prolem arises followed y other probloems.

c. Resolution

It contains the solution to the problem.

d) Unsur kebahasaan

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

b. The use of connectives (first, before, that, then, finally)

c. The use of adverbial phrases of time and places (in the market, three days ago)
d. The use of simple past tense (She cried lodly)
e. The use of thinking verbs, feeling verbs, verbs of sense (She felt hungry; she thought she was clever, she smelt something burning).

e) Unsur intrinsik

a. Plot: What is going happen?
b. Setting: Where will the story take place? When will the story take place?
c. Characterisation: Who are the main characters? What do they look like?
d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
e. Theme: what is the theme/message the writer is attempting to communicate.

f) Contoh teks narrative

THE STORY OF THE SMART PARROT

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

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

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

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

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

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

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

1. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires
   Answer: b
2. What is the word that the parrot cannot say?
   a. Catano
   b. Tacano
   c. Canato
   d. Nacato
   Answer: a
3. How often did the owner teach the bird how to say the word?
   a. Always
   b. Everyday
   c. Many times
   d. Every second
   Answer: c
4. Which statement is true according to the text?
   a. The parrot could say Catano
   b. At last the parrot could say Catano
   c. Catano was the name at the parrot
   d. The man never got angry at the parrot
   Answer: b
5. What does the man do to the bird because the bird cannot say the name of a place.
   a. The man ate the bird
   b. The sold the bird
   c. The man killed the bird.

d. The man taught the bird.

Answer: d

H. Pendekatan dan Metode

1. Pendekatan : Ilmiah (Scientific)
2. Metode : *Observation, Discussion, Question and Answer*

G. Media/Alatdan Sumber Pembelajaran

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

H. KegiatanPembelajaran

Pertemuan ke-1

1. Pendahuluan (10 Menit)

a. Guru masuk kelas dan mengucapkan salam.
b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.
c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.
d. Guru memeriksa kehadiran peserta didik.

2. Kegiatan Inti

a) Mengamati

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

b) Menanya

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

c) Mengumpulkan Informasi

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

d) Mengasosiasi

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

e) Mencoba

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

3. Penutup

a) Refleksi

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

b) Menyimpulkan

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

Pertemuan ke-2

1. Pendahuluan (10 Menit)

a. Guru masuk kelas dan mengucapkan salam.

b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.

c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.

d. Guru menanyakan kesulitan peserta didik dalam menemukan informasi di dalam teks dengan cepat.

2. Kegiatan Inti

a) Mengamati

1) Guru menjelaskan ulang mengenai materi teks narrative.

2) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.

3) Guru memberikan penjelasan ulang mengenai tehnik skimming dan cara penggunaan skimming dalam membaca teks narrative.

4) Guru membagi peserta didik kedalam beberapa kelompok.

5) Guru meminta peserta didik untuk mengamati teks narative.

6) Guru meminta peserta didik untuk mencoba tehnik skimming untuk mengumpulkan informasi-infromasi penting dari dalam teks..

7) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan karakter dan setting cerita yang terdapat dalam teks narrative.

8) Peserta didik mengamati nilai moral dari teks narative tersebut.

b) Menanya

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

c) Mengumpulkan Informasi

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

d) Mengasosiasi

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

e) Mencoba

1) Guru menyiapkan beberapa teks dengan judul yang berbeda.
2) Guru membagi peserta didik dalam beberapa kelompok yang terdiri dari 4-5 orang.
3) Masing-masing kelompok akan dibagikan satu judul teks.
4) Guru akan meminta mereka untuk mengumpulkan informasi dari teks dengan menggunakan tehnik skimming.
5) Peserta didik mendiskusikan dari informasi yang telah mereka dapatkan.
6) Guru meminta peserta didik dari masing-masing kelompok untuk menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang terdapat di dalam teks.

3. **Penutup**

a) Refleksi

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

b) Menyimpulkan

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

I. Penilaian Hasil Belajar

1. **Teknik**

- Tes unjuk kerja

2. **Bentuk**

- Tes Reading Narrative Skill

3. **Instrumen**

- Terlampir

4. Rubrik penilaian

Explain	Score
Right Answer	5
Wrong Answer	0

The total of score is the right answer x 5

The score maximum is 100

The value of student = **The Result of Score** X 100
The Score Maximum

Metro, Desember 2018

Collaborator

HUSNIL FAJARIAH, S.Pd

Researcher

NUROH FAUZIANA

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Satuan Pendidikan : MA Darul A'mal Metro
Mata Pembelajaran : Bahasa Inggris
Kelas/Semester : X/ 2
Materi Pokok : Narrative Text
Alokasi : 4 x 45 menit

F. Kompetensi Inti

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

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

G. Kompetensi Dasar

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

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

H. Indikator Pencapaian Kompetensi

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

3.8.5 Mengidentifikasi berbagai informasi dalam teks narrative.

3.8.6 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.

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

4.8.4 Menyimpulkan pesan moral dari teks narrative.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

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

J. Materi Pembelajaran

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spolited.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father’s magic powers. She

named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He pro posed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valpley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

Taken from: All Around Bandung , Gottfrid Roelcke, Gary Crabb.

1. Who was Dayang Sumbi's husband ?
   a. The King
   b. Sangkuriang
   c. Tumang
   d. Her fiancee
   e. Her father

   Answer: c
2. Why did she marry her dog, Tumang ? because...
   a. She exclaimed to marry one who gave it back her shuttle
   b. It was a companion Sangkuriang
   c. She fell in love with it
   d. It was a demigod possessing magic powers
   e. She detected the scar on the temple

Answer: a

3. What did Dayang Sumbi do after she knew about Tumang ?
   a. She married Sangkuriang
   b. She struck her son so hard
   c. She exclaimed she would marry him
   d. She asked Sangkuriang to make a lake
   e. She kicked the half-finished boat back into the forest

Answer: b

4. Why did Dayang Sumbi avoid to marry Sangkuriang ? because .....
   a. Sangkuriang had shot her dog
   b. She didn't love him
   c. Dayang Sumbi elected the scar on her fiancee's head
   d. Sangkuriang was not a king
   e. Sangkuriang didn't have magic powers

   Answer: c

5. What did Sangkuriang have to do to mary Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn
   b. He had to make a lake and built a temple after dawn
   c. He had to make a palace and built a boat before dawn
   d. He had to be a king and built a boat before dawn
   e. He had to make a lake and built a boat before evening

   Answer: a

K. Pendekatan, Model dan Metode

3. Pendekatan : Ilmiah (Scientific)
4. Metode : *Observation, Discussion, Question and Answer*

L. Media/Alatdan Sumber Pembelajaran

3. Media/Alat
   d. Papan Tulis
   e. Spidol
   f. Teks narrative
4. SumberPembelajaran
   c. Hidayat, Seto. et.al. *Bahasa Dan Sastra Inggris, Jakarta: CV. Mediatama,* 2013.
   d. Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK Semester 2

M. KegiatanPembelajaran

Pertemuan ke-1

1. Pendahuluan (10 Menit)

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

2. Kegiatan Inti

f) Mengamati

7) Guru menjelaskan ulang mengenai materi teks narrative.
8) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
9) Guru meminta peserta didik untuk mengamati teks narative.
10) Guru meminta peserta didik untuk mencoba untuk menemukan informasi-infromasi penting dari dalam teks dalam waktu beberapa menit dengan menggunakan tehnik skimming.
11) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan berasama-sama karakter dan setting cerita yang terdapat dalam teks narrative.
12) Peserta didik mengamati nilai moral dari teks narative tersebut.

g) Menanya

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

h) Mengumpulkan Informasi

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

i) Mengasosiasi

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

j) Mencoba

4) Guru memberikan teks narrative kepada peserta didik.
5) Guru meminta kepada peserta didik untuk mengumpulkan informasi dari teks dalam waktu beberapa menit dengan menggunakan tehnik skimming.
6) Peserta didik membacakan di depan kelas informasi-informasi yang telah mereka dapatkan dari teks.

4. Penutup

c) Refleksi

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

d) Menyimpulkan

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

Pertemuan ke-2

1. Pendahuluan (10 Menit)

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

h. Guru menanyakan kesulitan peserta didik dalam memahami penggunaan tehnik yang telah di jelaskan di pertemuan sebelumnya.

3. Kegiatan Inti

f) Mengamati

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

g) Menanya

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

h) Mengumpulkan Informasi

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

i) Mengasosiasi

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

j) Mencoba

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

8) Guru meminta peserta didik mengumpulkan informasi dari teks dengan menggunakan tehnik skimming.
9) Guru meminta peserta didik di depan kelas menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang mereka dapatkan dari teks dalam teks.

4. Penutup

c) Refleksi

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

d) Menyimpulkan

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

I. Penilaian Hasil Belajar

4. Teknik

- **Tes unjuk kerja**

5. Bentuk

- **Tes Reading Narrative Skill**

6. Instrumen

- **Terlampir**

D. Rubrik penilaian

Explain	Score
Right Answer	5
Wrong Answer	0

The total of score is the right answer x 5

The score maximum is 100

The value of student = **The Result of Score** X 100

The Score Maximum

Metro, Desember 2018

Collaborator

HUSNIL FAJARIAH, S.Pd

Researcher

NUROH FAUZIANA

INSTRUMENT TEST IN PRE-TEST

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

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

b. Malin Kundang's father
c. Malin Kundang and his wife
d. Malin Kundang's servants
e. Maling Kundang's son

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

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

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

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

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

a. He died
b. He disappeared
c. He ran to his house
d. He hid behind a tree
e. He ran into the wood

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

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

The Legend of Beowulf

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

useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

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

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

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

Taken from: Opportunities Elementary 2003

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

b. He pulled off Grendel's arm
c. He stabbed Grendel
d. He kicked Grendel
e. He smacked Grendel

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

c. Fourthy years
d. Fifty years
e. Fifteen years

20. What attacked the people in Beowulf's country?
    a. Snake
    b. Lion
    c. Dragon
    d. Tiger
    e. Bear

KEY ANSWER OF PRE-TEST

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

Answer Sheet

(Pre-Test)

Name : Ahmad Fauzi

Class : X IPS 1

Score: 50

Cross the right answer!

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

10 x 5 = 50

Answer Sheet

(Pre-Test)

Name : Dava Hendriansyah

Class : X IPS 1

Score: 65

Cross the right answer!

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

13 x 5 =

Answer Sheet

(Pre-Test)

Name : MANSUR MUARIF

Class : X IPS 1

Score: 45

Cross the right answer!

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

9 x 5 = 45

INSTRUMENT TEST IN POST-TEST I

Name :

Class :

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

The Legend of Lahilote

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

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

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

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

1. Where did the story happen?
   a. Flores
   b. Gorontalo
   c. Surabaya
   d. Solo
   e. Medan
2. What was Hutiya Mala?
   a. It was a big log
   b. It was a small rattan
   c. It was a big rattan

d. It was a big cow
e. It was a small log

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

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

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

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

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

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

7. Who was called Dewi Srengenge?
   a. King Mundang
   b. Kadita
   c. Dewi Mutiara
   d. Dewi Mutiara's son

e. The queen

8. Why was King Mundang Wangi unhappy?
   a. Because he was ugly
   b. Because he didn't have a wife
   c. Because he expected a baby boy
   d. Because he had a beautiful daugter
   e. Because he lived poorly
9. Why Dewi Mutiara wanted to chase away Kadita?
   a. Because she felt jealous with Kadita's beauty
   b. Because she didn't like her
   c. Because she can't dance beautifully
   d. Because she wanted her son to be the King
   e. Because her request to kill Kadita was declined by the King
10. How did princess cure her disease?
   a. By taking medicine
   b. By meditating at the sea
   c. By jumping into the south sea
   d. By asking the medicine to Dewi Mutiara
   e. By hiding her self from the sun

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

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

Manik Angkrean was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always advised Manik Angkrean to stop his bad habit, but he never listened to them. Instead he kept on begging to his parents to give him a lot of money. The parents then did not have the heart to see him begging. Sidi mantra then went to Agung

Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. “My name is Sidi Mantra. I have problem. My son likes gamble. He made me poor. And now he asks a lot of money. I want to give him some, but now i want him to promise to stop his bad behavior,” explained Sidi Mantra then said the prayers and rang the bell. Suddenly, jewelries came out from the dragon’s body. He was happy and immediately brought jewelries home.

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

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

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

11. Where did the story take place?
    a. In Bali
    b. In Java
    c. In Kalimantan
    d. In Sumatra

e. In Madura

12. What was Manik Angkrean's bad habit?
    a. He was lazy
    b. He was foolish son
    c. He liked gamble
    d. He didn't like vegetable
    e. He was a bad tempered person
13. Who was Sidi Mantra?
    a. The Dragon
    b. Manik Angkrean's brother
    c. Manik Angkrean's uncle
    d. Manik Angkrean's father
    e. Manik Angkrean's friend
14. How did people ask for jewelry to the dragon?
    a. They had to bring offering to the Dragon
    b. They had said the right prayer and rang the bell
    c. They had to sacrifice their cattle
    d. They had to make certain move
    e. They had to mediate for few days
15. Where did the Dragon live?
    a. He lived at the river
    b. He lived in the mountain
    c. He lived in a cave
    d. He lived in a house
    e. He lived underground

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

The Legend of Calonarang

Long ago in Girah Village, there lived an old woman. Her name was Calonarang. She had magical power. Calonarang had a daughter. Her name was Ratna Mangali. She was very beautiful. Yet, nobody wanted to marry her because they were afraid of her mother. People began to talk about Ratna Mangali. Calonarang didn'tlike people talking about her daughter. She love Ratna Mangali so much. When she heard people talking about her daughter, she got angry. She cured the village. People got ill and die.

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

16. Who had magical power?
    a. Ratna Mangali
    b. Mpu Baradah
    c. Calonarang
    d. Mpu Bahula
    e. The King

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

KEY ANSWER OF POST-TEST I

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

Answer Sheet

(Post-Test I)

Name : Ahmad fauzi

NIS : .....

Class : X IPS 1

Score: 70

Cross the right answer!

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

14 x 5 = 70

Answer Sheet

(Post-Test I)

Name : 1 Dava Hendriansyah

NIS : .....

Class : X IPS 1

Score: 85

Cross the right answer!

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

17 x 5 = 85

Answer Sheet

(Post-Test I)

Name : MANSUR MUARIF

NIS : .....

Class : X IPS 1

Score: 75

Cross the right answer!

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

15 + 5 = 75

INSTRUMENT TEST IN POST-TEST II

Name :

Class :

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

Why does Sea Become Salty?

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

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

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

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

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

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

Snow Maiden

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

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

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

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

25. What was the couple's expectation after they got married for a long time?
    a. They expected to have a baby
    b. They wanted to be rich
    c. They expected to lead the village
    d. They wanted to have a mansion
    e. They wanted to climb the snowy mountain
6. What did the couple make on the snow mountain?
    a. They made a hut
    b. They made an igloo
    c. They made a statue of a snow girl
    d. The made cups of soup
    e. They didn't make anything
7. Who knocked the door of the couple's house?
    a. An old man
    b. Gods
    c. Snow mountain
    d. Neighbor's children
    e. A young girl
8. How was the Snow Maiden?
    a. She was naughty
    b. She wasn't afraid of anything
    c. She was helpful
    d. She was lazy
    e. She was unliked
9. What was the Snow Maiden afraid of?
    a. She was afraid of fire
    b. She was afraid to be lonely
    c. She was afraid of her friends
    d. She was afraid of the dark
    e. She was afraid of insects.

10. “Days passed but their dreams never came true.” (Paragraph 4) What were their dreams?
    a. Healthy and wealthy
    b. To have enough food to face the winter
    c. To play with fire again
    d. To play in the snow mountain
    e. To have new Snow Maiden and able to play with her again

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

The Legend of Rawa Pening

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

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

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

Taken from: Bahasa dan Sastra Inggris untuk SMA/MA X

11. What is the text about?
    a. Rawa Pening Lake

b. A little poor boy
c. Lesung
d. Generous woman
e. Flood

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

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

Sendang Sani

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

be patient. “Ki Rangga was embarrassed to be walking together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for Zuhur pray. But remember, everything happens because of Allah SWT. Don’t act alone. You must inform me when water came out. So Sunan Kalijaga went behind the hill and Ki Rangga with his servants sat under the big tree.

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

Taken from: Modul Pengayaan Bahasa Inggris Untuk SMA/M dan SMK/MAK

16. Where did Sunan Kalijaga go?
    a. Ki Rangga’s house
    b. Pati
    c. Kudus
    d. Kadipaten
    e. West Java
17. Who joined Sunan Kalijaga?
    a. Sunan Muria
    b. Sunan Giri
    c. The turtles
    d. Ki Rangga
    e. His wife
18. Why Ki Rangga felt embarrassed to Sunan Kalijaga?
    a. He did not look tired
    b. He was handsome
    c. He was rich
    d. He was charming
    e. He was gorgeous

19. What was Sunan Kalijaga message to Ki Rangga?
    a. To inform him when Zuhur pray time came
    b. To inform him when the water came out
    c. To inform him when he hungry
    d. To inform him when he tired
    e. To inform him when he sleepy
20. What happened to Ki Rangga in the end of the story?
    a. He changed into cat
    b. He changed into fish
    c. He changed into duck
    d. He changed into bird
    e. He changed into turtles

KEY ANSWER OF POST-TEST II

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

Answer Sheet

(Post-Test II)

Name : Ahmad fauzi

Class : X IPS 1

Score: 85

Cross the right answer!

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

17 x 5 = 85

Answer Sheet

(Post-Test II)

Name : Dava Hendriansyah

Class : X IPS I

Score: 85

Cross the right answer!

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

17 * 5 = 85

Answer Sheet

(Post-Test II)

Name : MANSUR MUARIF

Class : X IPS 1

Score: 90

Cross the right answer!

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

18 × 5 = 90

THE STUDENT'S READING SCORE

PRE-TEST

NO	NAME	SCORE
1	Abdul Kholik	60
2	Abdullah Khoirul Wahid	55
3	Ahmad Fauzi	50
4	Ahmad Mukhlasin	55
5	Ahmad Yazid Ali Wafa	75
6	Ananda Aris Kurniawan	65
7	Andika Irfan Ilmi	35
8	Arif Permadi	50
9	Dava Hendriyansyah	65
10	Fauzul Akbar Al Fajri	40
11	Ferdi Saputra	45
12	Haris Munandar	65
13	Idham Ferdian Saputra	40
14	Jaya Saputra	40
15	Kays Zuhdan Syaid	50
16	Lukman Hakim	60
17	M. Badrus Sholeh	50
18	Mansur Muarif	45
19	Muhammad Iqbal Faturrahman	65
20	Muhammad Miftah Eraldi	75
21	Muhammad Ngazizi	60
22	Nasirudin	55
23	Nur Apriyansyah	55
24	Putra Sukmawan	80
25	Rahmad Dede Suderma	45
26	Rangga Ari Kusuma	45
27	Rizki Ahmad Gumelar	50
28	Saifur Rizal	40
29	Suandika Chandra	60
30	Surya Ramadhani	55
31	Syahrul Kurniawan As-Sidiq	30
32	Zaenury Muhammad Syaipudin	40
33	Zakinul Fikri	70
Total		**1770**
Average		**53,6**
High Score		**80**
Low Score		**30**

THE STUDENT'S READING SCORE

CYCLE I

NO	NAME	SCORE
1	Abdul Kholik	85
2	Abdullah Khoirul Wahid	65
3	Ahmad Fauzi	70
4	Ahmad Mukhlasin	70
5	Ahmad Yazid Ali Wafa	95
6	Ananda Aris Kurniawan	80
7	Andika Irfan Ilmi	55
8	Arif Permadi	60
9	Dava Hendriyansyah	85
10	Fauzul Akbar Al Fajri	50
11	Ferdi Saputra	60
12	Haris Munandar	85
13	Idham Ferdian Saputra	75
14	Jaya Saputra	60
15	Kays Zuhdan Syaid	60
16	Lukman Hakim	90
17	M. Badrus Sholeh	65
18	Mansur Muarif	75
19	Muhammad Iqbal Faturrahman	75
20	Muhammad Miftah Eraldi	90
21	Muhammad Ngazizi	70
22	Nasirudin	85
23	Nur Apriyansyah	80
24	Putra Sukmawan	95
25	Rahmad Dede Suderma	60
26	Rangga Ari Kusuma	70
27	Rizki Ahmad Gumelar	70
28	Saifur Rizal	65
29	Suandika Chandra	75
30	Surya Ramadhani	80
31	Syahrul Kurniawan As-Sidiq	50
32	Zaenury Muhammad Syaipudin	55
33	Zakinul Fikri	85
Total		2390
Average		72,4
High Score		95
Low Score		50

THE STUDENT'S READING SCORE

CYCLE II

NO	NAME	SCORE
1	Abdul Kholik	85
2	Abdullah Khoirul Wahid	90
3	Ahmad Fauzi	85
4	Ahmad Mukhlasin	80
5	Ahmad Yazid Ali Wafa	95
6	Ananda Aris Kurniawan	80
7	Andika Irfan Ilmi	80
8	Arief Permadi	85
9	Dava Hendriyansyah	85
10	Fauzul Akbar Al Fajri	75
11	Ferdi Saputra	80
12	Haris Munandar	90
13	Idham Ferdian Saputra	80
14	Jaya Saputra	85
15	Kays Zuhdan Syaid	75
16	Lukman Hakim	95
17	M. Badrus Sholeh	70
18	Mansur Muarif	90
19	Muhammad Iqbal Faturrahman	95
20	Muhammad Miftah Eraldi	90
21	Muhammad Ngazizi	85
22	Nasirudin	95
23	Nur Apriyansyah	90
24	Putra Sukmawan	95
25	Rahmad Dede Suderma	85
26	Rangga Ari Kusuma	75
27	Rizki Ahmad Gumelar	85
28	Saifur Rizal	80
29	Suandika Chandra	80
30	Surya Ramadhani	90
31	Syahrul Kurniawan As-Sidiq	70
32	Zaenury Muhammad Syaipudin	80
33	Zakinul Fikri	85
Total		**2785**
Average		**84,4**
High Score		**70**
Low Score		**95**

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

School : MA Darul A'mal Metro
Class /Semester : X/2
Subject : English

NO	NAME	The Aspects that Observed			
		1	2	3	4
1	AK	–	–	–	–
2	AKW	–	–	√	√
3	AF	–	√	–	√
4	AM	–	√	√	–
5	AYAW	√	√	√	√
7	AII	–	–	–	–
6	AAK	√	–	–	√
8	AP	–	√	–	–
9	DH	–	√	√	–
10	FAAF	√	–	–	–
11	FS	√	√	√	√
12	HM	–	–	√	–
13	IFS	√	√	–	√
14	JS	√	√	–	√
15	KZS	–	–	–	–
16	LH	√	–	–	–
17	MBS	–	√	–	√
18	MM	–	√	–	–
19	MIF	√	–	√	√
20	MME	√	√	√	√
21	MN	–	√	–	–
22	N	√	–	–	√
23	NA	–	√	–	–
24	PS	√	–	√	–
25	RDS	√	–	√	√
26	RAK	–	–	–	√
27	RAG	√	–	–	–
28	SR	√	√	√	–
29	SC	–	√	–	√
30	Sra	–	√	–	√
31	SKAS	√	–	–	√
32	ZMS	–	–	–	–

33	ZF	–	–	√	–
Total		**15**	**16**	**12**	**16**
Percentage		**45,45%**	**48,48%**	**36,36%**	**48,48%**

Note: Give tick (√) for score of aspect students reading skill.

No	Students Activities	Frequency	Percentage
1	Giving attention to the teacher's explanation	15	45,5%
2	Asked/ answered the question from the teacher	16	48,5%
3	The students students active to give an idea	12	36,4%
4	Students are able to do the task	16	48,5%

Metro, January 2019

Collaborator

HUSNIL FAJARIAH, S.Pd

Researcher

NUROH FAUZIANA

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

School : MA Darul A'mal Metro
Class /Semester : X/2
Subject : English

NO	NAME	The Aspects that Observed			
		1	2	3	4
1	AK	√	√	–	–
2	AKW	√	√	√	√
3	AF	√	√	√	√
4	AM	√	√	√	√
5	AYAW	√	√	√	√
7	AII	√	–	√	√
6	AAK	√	–	√	√
8	AP	–	√	–	√
9	DH	–	√	√	√
10	FAAF	√	√	–	√
11	FS	√	√	√	√
12	HM	√	√	√	–
13	IFS	√	√	√	√
14	JS	√	√	√	√
15	KZS	√	√	√	√
16	LH	√	√	√	√
17	MBS	√	√	√	√
18	MM	√	√	√	√
19	MIF	√	–	√	√
20	MME	√	√	√	√
21	MN	–	√	–	√
22	N	√	√	–	√
23	NA	√	√	√	–
24	PS	√	√	√	√
25	RDS	√	√	√	√
26	RAK	–	√	√	√
27	RAG	√	√	√	√
28	SR	√	√	√	√
29	SC	√	√	√	√
30	Sra	–	√	√	√
31	SKAS	√	√	√	√
32	ZMS	–	√	√	√

33	ZF	–	√	√	–
Total		**26**	**30**	**28**	**29**
Percentage		**78,8%**	**90.9%**	**84,8%**	**87,9%**

Note: Give tick (√) for score of aspect students reading skill.

No	Students Activities	Frequency	Percentage
1	Giving attention to the teacher's explanation	26	78,8%
2	Asked/ answered the question from the teacher	30	90,9%
3	The students students active to give an idea	28	84,8%
4	Students are able to do the task	29	87,9%

Metro, February 2019

Collaborator

HUSNIL FAJARIAH, S.Pd

Researcher

NUROH FAUZIANA

STUDENTS ATTENDANCE LIST

(PRE-TEST)

Class: X IPS 1 **Date:** January 17th 2019

NO	NAME	SIGNATURE
1	ABDUL KHOLIK	1
2	ABDULLAH KHOIRUL WAHID	2
3	AHMAD FAUZI	3
4	AHMAD MUKHLASIN	4
5	AHMAD YAZID ALI WAFA	5
6	ANANDA ARIS KURNIAWAN	6
7	ANDIKA IRFAN ILMI	7
8	ARIEF PERMADI	8
9	DAVA HENDRIYANSYAH	9
10	FAUZUL AKBAR AL FAJRI	10
11	FERDI SAPUTRA	11
12	HARIS MUNANDAR	12
13	IDHAM FERDIAN SAPUTRA	13
14	JAYA SAPUTRA	14
15	KAYS ZUHDAN SYAID	15
16	LUKMAN HAKIM	16
17	M. BADRUS SHOLEH	17
18	MANSUR MUARIF	18
19	MUHAMMAD IQBAL FATURRAHMAN	19
20	MUHAMMAD MIFTAH ERALDI	20
21	MUHAMMAD NGAZIZI	21
22	NASIRUDIN	22
23	NUR APRIYANSYAH	23
24	PUTRA SUKMAWAN	24
25	RAHMAD DEDE SUDERMA	25
26	RANGGA ARI KUSUMA	26
27	RIZKI AHMAD GUMELAR	27
28	SAIFUR RIZAL	28
29	SUANDIKA CHANDRA	29
30	SURYA RAMADHANI	30
31	SYAHRUL KURNIAWAN AS-SIDIQ	31
32	ZAENURY MUHAMMAD SYAIPUDIN	32
33	ZAKINUL FIKRI	33

STUDENTS ATTENDANCE LIST

(FIRST MEETING IN CYCLE I)

Class: X IPS 1 **Date:** January 14th, 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	2
2	ABDULLAH KHOIRUL WAHID		
3	AHMAD FAUZI	3	4
4	AHMAD MUKHLASIN		
5	AHMAD YAZID ALI WAFA	5	6
6	ANANDA ARIS KURNIAWAN		
7	ANDIKA IRFAN ILMI	7	8
8	ARIEF PERMADI		
9	DAVA HENDRIYANSYAH	9	10
10	FAUZUL AKBAR AL FAJRI		
11	FERDI SAPUTRA	11	12
12	HARIS MUNANDAR		
13	IDHAM FERDIAN SAPUTRA	13	14
14	JAYA SAPUTRA		
15	KAYS ZUHDAN SYAID	15	16
16	LUKMAN HAKIM		
17	M. BADRUS SHOLEH	17	18
18	MANSUR MUARIF		
19	MUHAMMAD IQBAL FATURRAHMAN	19	20
20	MUHAMMAD MIFTAH ERALDI		
21	MUHAMMAD NGAZIZI	21	22
22	NASIRUDIN		
23	NUR APRIYANSYAH	23	24
24	PUTRA SUKMAWAN		
25	RAHMAD DEDE SUDERMA	25	26
26	RANGGA ARI KUSUMA		
27	RIZKI AHMAD GUMELAR	27	28
28	SAIFUR RIZAL		
29	SUANDIKA CHANDRA	29	30
30	SURYA RAMADHANI		
31	SYAHRUL KURNIAWAN AS-SIDIQ	31	32
32	ZAENURY MUHAMMAD SYAIPUDIN		
33	ZAKINUL FIKRI	33	

STUDENTS ATTENDANCE LIST

(POST-TEST I)

Class: X IPS 1 **Date:** January 26th, 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	2
2	ABDULLAH KHOIRUL WAHID		
3	AHMAD FAUZI	3	4
4	AHMAD MUKHLASIN		
5	AHMAD YAZID ALI WAFA	5	6
6	ANANDA ARIS KURNIAWAN		
7	ANDIKA IRFAN ILMI	7	8
8	ARIEF PERMADI		
9	DAVA HENDRIYANSYAH	9	10
10	FAUZUL AKBAR AL FAJRI		
11	FERDI SAPUTRA	11	12
12	HARIS MUNANDAR		
13	IDHAM FERDIAN SAPUTRA	13	14
14	JAYA SAPUTRA		
15	KAYS ZUHDAN SYAID	15	16
16	LUKMAN HAKIM		
17	M. BADRUS SHOLEH	17	18
18	MANSUR MUARIF		
19	MUHAMMAD IQBAL FATURRAHMAN	19	20
20	MUHAMMAD MIFTAH ERALDI		
21	MUHAMMAD NGAZIZI	21	22
22	NASIRUDIN		
23	NUR APRIYANSYAH	23	24
24	PUTRA SUKMAWAN		
25	RAHMAD DEDE SUDERMA	25	26
26	RANGGA ARI KUSUMA		
27	RIZKI AHMAD GUMELAR	27	28
28	SAIFUR RIZAL		
29	SUANDIKA CHANDRA	29	30
30	SURYA RAMADHANI		
31	SYAHRUL KURNIAWAN AS-SIDIQ	31	32
32	ZAENURY MUHAMMAD SYAIPUDIN		
33	ZAKINUL FIKRI	33	

STUDENTS ATTENDANCE LIST

(FIRST MEETING IN CYCLE II)

Class: X IPS 1 **Date:** February 2nd 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	2
2	ABDULLAH KHOIRUL WAHID		
3	AHMAD FAUZI	3	4
4	AHMAD MUKHLASIN		
5	AHMAD YAZID ALI WAFA	5	6
6	ANANDA ARIS KURNIAWAN		
7	ANDIKA IRFAN ILMI	7	8
8	ARIEF PERMADI		
9	DAVA HENDRIYANSYAH	9	10
10	FAUZUL AKBAR AL FAJRI		
11	FERDI SAPUTRA	11	12
12	HARIS MUNANDAR		
13	IDHAM FERDIAN SAPUTRA	13	14
14	JAYA SAPUTRA		
15	KAYS ZUHDAN SYAID	15	16
16	LUKMAN HAKIM		
17	M. BADRUS SHOLEH	17	18
18	MANSUR MUARIF		
19	MUHAMMAD IQBAL FATURRAHMAN	19	20
20	MUHAMMAD MIFTAH ERALDI		
21	MUHAMMAD NGAZIZI	21	22
22	NASIRUDIN		
23	NUR APRIYANSYAH	23	24
24	PUTRA SUKMAWAN		
25	RAHMAD DEDE SUDERMA	25	26
26	RANGGA ARI KUSUMA		
27	RIZKI AHMAD GUMELAR	27	28
28	SAIFUR RIZAL		
29	SUANDIKA CHANDRA	29	30
30	SURYA RAMADHANI		
31	SYAHRUL KURNIAWAN AS-SIDIQ	31	32
32	ZAENURY MUHAMMAD SYAIPUDIN		
33	ZAKINUL FIKRI	33	

STUDENTS ATTENDANCE LIST

(POST-TEST II)

Class: X IPS 1 **Date:** February 9th 2019

NO	NAME	SIGNATURE	
1	ABDUL KHOLIK	1	2
2	ABDULLAH KHOIRUL WAHID		
3	AHMAD FAUZI	3	4
4	AHMAD MUKHLASIN		
5	AHMAD YAZID ALI WAFA	5	6
6	ANANDA ARIS KURNIAWAN		
7	ANDIKA IRFAN ILMI	7	8
8	ARIEF PERMADI		
9	DAVA HENDRIYANSYAH	9	10
10	FAUZUL AKBAR AL FAJRI		
11	FERDI SAPUTRA	11	12
12	HARIS MUNANDAR		
13	IDHAM FERDIAN SAPUTRA	13	14
14	JAYA SAPUTRA		
15	KAYS ZUHDAN SYAID	15	16
16	LUKMAN HAKIM		
17	M. BADRUS SHOLEH	17	18
18	MANSUR MUARIF		
19	MUHAMMAD IQBAL FATURRAHMAN	19	20
20	MUHAMMAD MIFTAH ERALDI		
21	MUHAMMAD NGAZIZI	21	22
22	NASIRUDIN		
23	NUR APRIYANSYAH	23	24
24	PUTRA SUKMAWAN		
25	RAHMAD DEDE SUDERMA	25	26
26	RANGGA ARI KUSUMA		
27	RIZKI AHMAD GUMELAR	27	28
28	SAIFUR RIZAL		
29	SUANDIKA CHANDRA	29	30
30	SURYA RAMADHANI		
31	SYAHRUL KURNIAWAN AS-SIDIQ	31	32
32	ZAENURY MUHAMMAD SYAIPUDIN		
33	ZAKINUL FIKRI	33	

The Facilities and Infrastructure in MA Darul A'mal Metro Barat

No	Facilities	Conditions			Total
		Good	Slightly Damaged	Serious Damaged	
1.	Principal room	1			1
2.	Vice principal room	1			1
3.	Teacher room	2			2
4.	OSIS room	1			1
5.	BP room	1			1
6.	Administrasi staff room	1			1
7.	Skill room	1			1
8.	Library	1			1
9.	Computer lab	1			1
10.	Science lab	1			1
11.	Language lab	1			1
12.	Classroom	10	4		10
13.	Principal bathroom	1			1
14.	Teacher bathroom	1			1
15.	Student bathroom	1			1
16.	UKS	1			1
17.	Hall	1			1
18.	Mosque	1			1
19.	Canteen	1			1
20.	Warehouse	1			1
21.	Student dorm	14			14
22.	School keeper house	1			1
Total		**50**	**4**		**54**

Source: The documentation result of facilities and infrastructure of MA Darul A'mal Metro in academic year of 2018/2019.

PICTURES

CYCLE I

(The researcher gives explanation about narrative text, skimming technique and how to use skimming technique in reading narrative text)

CYCLE II

(The researcher gives explanation about narrative text, skimming technique and how to use skimming technique in reading narrative text)

THE STUDENTS DO THE TASK

FIELD NOTE

The Field Note of First Cycle

The first meeting on January, 19 2019, the researcher gave explanation to the students about narrative text, researcher explain about the definition of narrative text, the function of narrative text, and generic structure of the text. in this meeting, there are some students were active to answer the researcher's question and there are some students were active to ask to the researcher about the material.

Then, after all students understood about narrative text, the researcher gave a narrative text to the students, the researcher asked students to find the main idea from the text in five minutes. The students can found out the main idea from the text but they need more than five minutes to found it. The students have difficulties in find the main idea from the text quickly. For the solution the researcher introduced one of simple technique to get information or main idea from the text quickly, that is skimming technique.

The last, the researcher asked the students to answer the 5 questions from the text in ten minutes by using skimming technique and students tried it.

The second meeting on January 26, 2019, the researcher conducted a post-test for the cycle I which consisted 20 multiple choices, in every text students given time five till ten minutes to answer the question from the text. The researcher asked the students to use skimming technique to answer every question from the text. The researcher asked the students to collect their assignment to be scored. Finally, the researcher closed the meeting by prayed together with the students.

The Field Note of Second Cycle

The researcher continued the treatment in the second cycle on February, 2 2019. Firstly, the researcher gave students result of post-test I score, from the

result there are a lot of students have not reach Minimmum Mastery Criteria (MMC) in English subject that is 76.

Next, in this meeting the researcher gave more explanation about skimming technique and how to use skimming technique to find the main idea or information from the text. After the students understood about skimming technique the researcher gave students a narrative text again and asked the students to find the main idea from the text then answer 5 questions from the text in ten minutes. Most of students can finished the task less than ten minutes and most of their answer was correct.

The last meeting in cycle II was conducted on February 9, 2019. In this meeting the researcher conducted post-test II. It is similar with post-test I where the researcher gave the students 20 multiple choice questions and in each question consist of several narrative text, in every text the researcher gave time to students skim and answer the question from the text start from five till ten minutes.

After finished the task, the students collected their answer sheet to the researcher, then the researcher closed the meeting after all the students' answer sheet collected. The students closed the meeting by prayed together with students.

CURRICULUM VITAE

The name of the writer is Nuroh Fauziana, she was born in Metro on 24th November 1996. She is the third child of happy family, Mr. Badari and Mrs. Wayan Susarti.

She graduated from elementary school at SDN 4 Metro Barat in 2008. Since 2008 to 2011 she studied in Junior High School of Muhammadiyah 1 Metro, then she continued to MAN 1 Metro and graduated in 2014. Since 2014 she continued her study in State Institute for Islamic Studies of Metro as an English Education Department Student.