AN UNDERGRADUATE THESIS

USING EXPOSITORY LEARNING STRATEGY
TO ENHANCE READING COMPREHENSION ABILITY
IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS
OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH

By:
LUTFI AZIZAH
Students Number 1501070270

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

USING EXPOSITORY LEARNING STRATEGY
TO ENHANCE READING COMPREHENSION ABILITY
IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS
OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH

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

By:
LUTFI AZIZAH
Students Number 1501070270

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

Sponsor   : Dr. MahrusAs'ad, M.Ag
Co-Sponsore : TrisnaDinillahHarya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441/2020

APPROVAL PAGE

Title	:	USING EXPOSITORY LEARNING STRATEGY TO ENHANCE READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH
Name	:	Lutfi Azizah
NPM	:	1501070270
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Metro,   January 2020
Co-Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Head of English Education Department

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

APPROVAL PAGE

Title	USING EXPOSITORY LEARNING STRATEGY TO ENHANCE READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH
Name	Lutfi Azizah
NPM	1501070239
Department	English Education
Faculty	Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Metro, January 2019
Co-Sponsor

Dr. Makrup As'ad, M.Ag
NIP. 19631221 199603 1 001

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

Head of English Education Department

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

NOTIFICATION LETTER

Number
Appendix
Matter   In order to hold the munaqosyah
                of Lutfi Azizah

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

Assalamu'alaikum Wr.Wb.

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

Name   Lutfi Azizah
Student Number   1501070270
Department   English Education
Faculty   Tarbiyah and Teaching Training
Title   **USING EXPOSITORY LEARNING STRATEGY TO
                        ENHANCE READING COMPREHENSION ABILITY IN
                        PROCEDURE TEXT AMONG THE TENTH GRADER
                        STUDENTS OF MA. MA'ARIF 9 KOTAGAJAH
                        LAMPUNG TENGAH**

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

Wassalamu'alaikum Wr.Wb.

                                        Metro, January 2019
            Sponsor   Co-Sponsor

Dr. Mahrus As'ad, M.Ag   **Trisna Dinillah Harya, M. Pd**
NIP. 19611221 199603 1 001   NIP. 19830511 200912 2 004

NOTA DINAS

Number :
Appendix :
Matter : Pengajuan Munaqosyah

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

Assalamu'alaikum Wr. Wb.

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

Nama : Lutfi Azizah
NPM : 1501070270
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **USING EXPOSITORY LEARNING STRATEGY TO ENHANCE READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH**

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

Wassalamu'alaikum Wr. Wb.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, January 2019
Co-Sponsor

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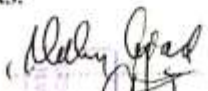
RATIFICATION PAGE

No. B-0359/In.20.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled USING EXPOSITORY LEARNING STRATEGY TO ENHANCE READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS OF MA MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH, written by Lutfi Azizah, student number 1501070270, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22th January 2019 at 14.30 - 16.30 pm

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad M. Pd	( )
Examiner I	: Ahmad Subhan Roza, M.Pd	( )
Examiner II	: Trisna Dinillah Harya M. Pd	( )
Secretary	: Pika Merliza, M.Pd	( )

The Dean of Tarbiyah and Teaching Training Faculty

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

USING EXPOSITORY LEARNING STRATEGY
TO ENHANCE READING COMPREHENSION ABILITY
IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS
OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH

ABSTRACT

By:

LUTFI AZIZAH

The objective of this research is to know whether of Expository Learning Strategy toenhance students' Reading Comprehension Abilityin procedure text in teaching learning process. The object of this research was twenty-eight students oftenth graders of the MA. MA'arif 9 Kotagajah East Lampung. This research was done in two cycles. Each cycle is done in two meetings. Each cycle is consists of planning, action, observation, and reflection.

In collecting data, the researcher uses test, there are pre-test and post-test, documentation, observation, and field note. The purposes of pre-test and post-test are to know the students reading comprehension ability before and being given the treatment.

The result in cycle I showed that the average percentage of active students 43% and in the cycle 2 is 78%. The average pre-test and post-test showed an increase in these results.The average of post-test is higher than Pre-test and post-test show that there is an increase from Pre-test and post-test. The students' average in pre-test was 58, the average score in post-test I was 67, and the average score in post-test II was 78. The students' percentage who passed the minimum standard of criteria (MSC) in pre-test was 25%, in post-test I was 43%, and post-test II was 78 %.

It is clear that based on the result pre-test and post-test, it can be said expository learning strategy has positive to enhance in learning reading comprehension ability. By using expository learning strategy, the students are easier and undersand in following the class. So they enjoy doing the task. It also makes themexcited in studying the material.

Referring to the analysis of the students score above, it can be said expository learning strategy is one of strategy can be enhance towards the students reading comprehension ability.

Keywords:*Expository Learning Strategy, Procedure Text, and Reading Comprehension Ability.*

PENGGUNAAN STRATEGI PEMBELAJARAN EKSPOSITORIUNTUK MENINGKATKAN KEMAMPUAN MEMBACA KOMPREHENSI MAHASISWADALAM TEKS PROSEDUR UNTUK KELAS SEPULUH DI MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH

ABSTRAK

OLEH :

LUTFI AZIZAH

Tujuan dari penelitian ini adalah untuk mengetahui apakah Strategi Pembelajaran Ekspositoris dapat meningkatkan Kemampuan Pemahaman Membaca Siswa pada teks prosedur dalam proses belajar mengajar. Objek penelitian ini adalah dua puluh delapan siswa kelas sepuluh MA. MA'arif 9 Kotagajah Lampung Timur. Penelitian ini dilakukan dalam dua siklus. Setiap siklus dilakukan dalam dua pertemuan. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi.

Dalam mengumpulkan data, peneliti menggunakan tes, yaitu pre-test dan post-test, dokumentasi, observasi, dan catatan lapangan. Tujuan pre-test dan post-test adalah untuk mengetahui kemampuan membaca pemahaman siswa sebelum dan diberikan dilaksanakan penelitian tindakan kelas.

Hasil pada siklus I menunjukkan bahwa persentasi rata-rata keaktifan siswa 43% dan pada siklus 2 adalah 78%. Rata-rata pre-test dan post-test menunjukkan peningkatan pada hasil tersebut. Rata-rata post-test lebih tinggi dari Pre-test dan post-test menunjukkan bahwa ada peningkatan dari Pre-test dan post-test. Rata-rata siswa dalam pre-test adalah 58, skor rata-rata pada post-test I adalah 67, dan skor rata-rata pada post-test II adalah 78. Persentase siswa yang lulus Kriteria Ketuntasan Minimal (KKM) pada pra -test adalah 25%, pada post-test I adalah 43%, dan post-test II adalah 78%.

Berdasarkan hasil analisis siswa di atas dapat disimpulkan bahwa Strategi Pembelajaran Ekspositoris adalah salah satu startegi yang dapat meningkatkan kemampuan pemahaman membacasiswa.

Kata Kunci : *Strategi Pembelajaran Ekspositori, Teks Prosedur, dan Kemampuan Membaca Pemahaman*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned;

Name   : Lutfi Azizah

NPM   : 1501070270

Faculty   : Tarbiyah

Department   : English Education Department (TBI)

States that this undergraduate thesis is originality the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, January2019

Writer

LUTFI AZIZAH
Std. No. 1501070270

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini;

Nama   : Lutfi Azizah

NPM   : 1501070270

Fakultas   : Tarbiyah

Jurusan   :Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil dari penelitian

penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan

disebutkan dalam daftar pustaka.

Metro, 2 Januari 2019

Writer

LUTFI AZIZAH
Std. No. 1501070270

MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

</div>

" Indeed, there are difficulties in addition to ease of "

(Q.S.Al-Insyirah: 5)

"You can do anything if you believe you can do it"

(Writer)

DEDICATION PAGE

This piece work is dedicated to:
Almighty Allah SWT, thanks God all about the precious to me.

My beloved parents
(Mr. Agus Suyono and Mrs. Nur Asiyah)
Who always support, protect and advice my life and my study, thank you very much for your everlasting love and incessant prayer.

My beloved sisters (Annisa Latifatul Mahmuda and Syifa Naura Aslah).

My honorable lectures especially in English Education Department of State Institute for Islamic Studies of Metro

My sweetest friends

My almamater IAIN Metro

ACKNOWLEDGEMENT

Inthe name of Allah, the most gracious and the most merciful. All praise is Allah almighty, who has given the mercy, direction and guidance to us. The invocation and regard may go to the greatest prophet Muhammad peace is upon him, to his family, his friends as well as to us.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the writer could not mention one by one. The researcher would like to thanks and appreciate to Mr. Mahrus As'ad as sponsor and Trisna Dinillah Harya, M.Pd as Co-sponsor. Who have constantly given their endorsement, time, and guidance so that the research could finish this undergraduate thesis. The writer also gives his thanks to all family and friends who have given support and spirit.

Finally, the writer hope hopes that this little piece of work can be useful for her and for all the readers and also this paper an contribute soothing to the better of English teaching and learning in general.

Metro, 2 January, 2019

Writer

LUTFI AZIZAH
Std. No. 1501070270

TABLE OF CONTAIN

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF APPENDIXES

1. Research Letter
2. An Undergraduate thesis Consultation Cards
3. Profile of the School
4. Syllabus
5. Attendance List of Pre-test
6. Pre Test Student Worksheet
7. The Assessments of the Students Ability in Writing Analytical Exposition Essay (Pre-test)
8. Lesson Plan 1
9. Attendance List of Cycle I
10. Post-test 1 Student Worksheet
11. Observation Sheet of Students' Activities in Cycle I
12. The Assessments of the Students Ability in Writing Analytical Exposition Essay (Post-test 1)
13. Lesson Plan 2
14. Attendance List of Cycle II
15. Post-test 2 Student Worksheet
16. Observation Sheet of Students' Activities in Cycle II
17. The Assessments of the Students Ability in Writing Analytical Exposition Essay (Post-test 2)
18. Field Note
19. Documentation

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the gifts given from Allah SWT that must be grateful for the benefit by human. It is can be used help convey everything well. The language is related to the Qur'an Surah Ar-rum verse 22 "And of His Signs is the creation of the heavens and the earth and the diversity of your language and your colors. Indeed in that are signs for those of language."[1] Its mean that, language is created in the world in different kind of the language so that it is make people know and meditate on the greatness of Allah SWT.

Generally, language is a tool of communication that human utilization and it has proved of rules. Human language as a means of expressing one's thoughts, feelings, and expectation in interaction. Language English as international language plays an important role in communication with the world community.

In Indonesia, English is the first foreign language students should learn. It is also become one of the subjects that must be taught to by all students. Indonesia department of education also used this language as one

---

[1] M. Taqi-ud-Din Al Hilali and M. Muhsin Khan, *The Noble Qura'an English Translation of The Meaning and Commentary,* (Madinah Munawwaroh: King Fahd Complex for The Printing of The Holy Qura'an, 1419 H), p. 542

of the compulsory subject that must be learned by all of students in Indonesia.

Teaching English as a foreign language in Indonesia is not easy teaching English as second language, so the teacher should motivate the student to learn English in interesting and fun ways, because the students are interested in learning English they will have a good motivation. The goals of teaching English in Indonesia are mainly to enable the students to the useEnglish for communication, the read books, and references written in English. The writer assumed that if students are strongly motivated, the English learning process would be more effective and affect their learning outcomes.

There are many kinds of skill in English, namely listening, speaking, reading, writing, and other language elements that must be taught by the themes chosen by the students. Reading is one of the main ways to enhance general language ability in English. When students are good reader, they must be able to manage and organize every part of text, because it is easy to understanding the comprehension in reading.

In this study, procedure text is direct, inform, and explain. Besides, the purpose of this text is how series the steps can be used to do something.

In this case, teacher must choose strategy that decent and successful strategies to make easier in the classroom. However, not all methods or strategies can answer all the needs of students. Expository learning is the

one of the strategies often used by teachers as a method of learning. As people reject this method because it is considered less

thinking skills, for example the ability to analyze, synthesize something, or maybe evaluate something, but that does not mean that the goal of low-level thinking skills need not be formulated. It is precisely this goal that must be used as a measure in using expository learning.

Here, the writer uses the expository learning to make the learning process more effectively. The writer had conducted pre-survey on April, 13th, 2019 MA. MA'ARIF 9 KOTAGAJAH. The table below is the result of pre-survey of a English learning among the tenth graders at MA. MA'ARIF 9 KOTAGAJAH.

Table 1

Pre-survey result of English learning score among the tenth graders

No	Score	Category	Frequency	Percentage
1	>70	Passed	9	31%
2	<70	Failed	20	69%
Total			29	100%

Source: The Teacher Achieves, taken on March 29, 2019

Based on the table above, the total students failed higher then pass category. There are 20 students how include in failed category (69%) and students how includes in passed 9 category (31%). It can be inferred that the most students belong to low reading comprehension.

It could be assumed that students reading comprehension is still low. Students are still trying to increase their reading comprehension because they rarely do the reading activity at school. Besides students have trouble when they read, the students have score still low under the passing grade.

B. Problem Identification

Based on pre-survey conducted by the writer, it can be seen that:

1. The students have problems when they read.

2. The students feel bored when they read a long text or uninteresting text, so they difficult to understand.

3. The students paid more attention, but their score still low under the passing grade.

4. The teacher rarely uses different technique techniques and media in the teaching process, so that can make the students feel bored.

C. Problem Limitation

As the writer has defined that there was the low English result especially on reading comprehension, it needs the appropriate technique in teaching learning English. In order that this research wouldbe focused, the researcher limited the problem only to using expository learning to enhance students' reading comprehension in procedure text at the tenth graders of MA. MA'ARIF 9 KOTAGAJAH Lampung Tengah.

D. Problem Formulation

Based on the above formulation of the problem, this is the problem which formulated:

"Can Expository Learning Strategy enhance the students' reading comprehension in procedure text among the tenth graders at MA. MA'ARIF 9 KOTAGAJAH Lampung Tengah?"

E. Objective and Benefits of The Research

1. The Objective of The Research

   Knowing whether the Expository Learning Strategy can enhance the students' reading comprehension in procedure text

2. The Benefits of The Research

   This research is expected to have the benefits for:

   a. The students

      By using expository learning, it is hope that the students can master learning material optimally.

   b. The teacher

      Hopefully this research can be used as contribution to English teachers.

   c. The other researchers

      Finally, this study will give inspiration to other writers to carry out similar study but in other chance.

3. Prior Research

There are many researcher that had done researcher about Expository learning. One of researcher by Herviani Sevrika who conducted a research and entitled "Expository Teaching Strategies in Teaching Learning Process a Study At SMA Kartika 1-5 Padang".[2] She basically focused on the using of this technique, especially how the students could solve their problems in this method. The result show being significant effect to the students because they are learning by doing.

The second researcher was conducted by Wahyudin Nur Nasution which entitled "The effectiveness of STAD and Expository learning strategy on the fiqih learning achievement based on the students' self concept in MTS Medan, Indonesia".[3] The result show that the students often very active in expository learning by reading material, answering question, and demonstrating skill that are consider important.

The third research by Edinyang which entitled "Relative effectiveness of inquiry and Expository Method of teaching Social studies on academic performance of secondary students in Akwa Ibom

---

[2] Herviana Sevrika. *"Expository Teaching Strategies in Teaching Learning Process a Study At SMA Kartika 1-5 Padang"*. STKIP PGRI Sumatera Barat. 2015

[3] Wahyudin Nur Nasution. *"The effectiveness of STAD and Expository learning strategy on the fiqih learning achievement based on the students' self concept in MTS Medan, Indonesia"*.International Journal of Science and Research (IJSR). Universitas Negeri Malang. 2015

State, Nigeria".[4] This research focus on the combining two of teaching strategies, the aim at comparing the inquiry and expository method of teaching social studies with a view determine which of two, if well used. By the teacher can have a higher effect on a students' academic achievement in social studies.The differences of this research with the other are, this research focus on using Expository learning in procedure text to increase students' Reading Comprehension.

[4]Edinyang, S.D. PhD. *"Relative effectiveness of inquiry and Expository Method of teaching Social studies on academic performance of secondary students in Akwa Ibom State, Nigeria".*Journal of Education and Practice, Vol 3, No. 15. University of Technology, Calabar, Nigeria. 2012.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Ability defined as the capacity of individual in a specific job to perform various tasks. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

Function of reading as the window of knowledge in which people can know much information they cannot get completely from the other skill, such as listening, speaking or writing. It might be said that through speaking with the other people, and listening radio or TV, someone get information or knowledge, but it will not to be perfect as we do not reading.

Brown states that reading is a process of negotiation of meaning.[5] In this process, the readers eventually achieve their knowledge of the significant of the texts their read through their early thoughts to the next components of the reading process.

According to Hammer, when the learners read a story or newspaper, they deploy a range of respective skills.[6]

---

[5]Ibid, p.189

[6] Jeremy Hammer. *The Practice of English Language Teaching*. Essex:Longman. 2001. P. 199

As it was cited by Farrel from Anthony, Pearson, and Raphael, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[7]

It means that reading gets through dynamic interaction process in writer intended. In that process, the readers integrate their existing knowledge with the information containing in the text, and context of the reading situation.

In oxford advance learner's dictionary the word of comprehension is defined as:[8]

1) The ability to understand: speech and comprehension.

2) An exercise that trains students to understand a language.

Moreover, Cunningham States that comprehension is making sense of what we read.[9] Meanwhile, Gillet and Temple state that comprehension is understand new information in light of what we already know.[10]

Furthermore, Anderson in Janette states that reading comprehension is the process of constructing meaning by

---

[7]Thomas S. C. Farrell, *Planning Lesson for a Reading Class*, (SEAMEO Regional Language Center, Singapore. 2002. P.1

[8]A S Hornby, *Oxford advanced Learners's Dictionary of Current English.* New York: Oxford University Press. 200. P.263

[9] Andie Cunningham and Ruth Shagoury, *Starting with Comprehension: Reading Strategies for the Youngest.* Boston: Stenhouse Publishers. 2006. P.11

[10] Wallace Gillet and Charles Temple, *Understanding Reading Problem.* Harper Collins Publisher, New York, 1994. P.35

coordinating a number of complex processes that include word reading, word and world knowledge, and fluently.[11]

Reading comprehension requires the use of strategies before, during, and after reading. In the context of reading comprehension, Jimenez defined strategies as deliberate action that readers take to establish and enhance their comprehension.[12] The reading comprehension strategies require the reader to use their life experiences to connect with the texts they read.[13]

Moreover, reading comprehension consist of the processes of constructing conceptual knowledge from a text through cognitive interactive and motivational involvement with the text.[14]

It can be concluded that, reading comprehension ability is the ability to process text, understand its meaning, and integrate with what the reader already knows.

B. The ability of Reading Comprehension

The level of reading comprehension involves more of an

role on the part of the reader:

1. Literal comprehension.

---

[11]Janette K. Klinger, *et. Al, Teaching Reading Comprehension to Students with Learning Difficult.* USA: The Gilford Press. 2007. P.2

[12]Lems, Kristin et al. *Teaching Reading to English Language Learner Insights from Linguistics,* New York: The Guilford Press. 2011. P.172

[13]Andie Cunningham and Ruth Shagoury. p.33

[14]Guthrie T. John, et. *Al. Motivating Reading Comprehension Concept-Oriented Reading Instruction.* London: Lawrence Erlbaum Associates Publishers. 2004. P.226

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author‟s massage is received but not examined, evaluated, or utilized in any way.

2. Interpretive comprehension.

At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the massage. It requires a more active participation on the part of the reader.

3. Applied comprehension.

At this level reader does more than merely receiving and interpreting the massage. The reader evaluates the author‟s ideas, either accepting or rejecting them or applying then to some new situation.

4.Critical comprehension.

At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

Generally the emphasis at this level of comprehension is on actively bringing the reader‟s general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis

is necessary for higher comprehension, especially on difficult material.

2. The Concept of Procedure Text

a. Definition of Procedure Text

Based on Curriculum 2013 (K13), standard competence of the tenth grade students Islamic Senior High School is learning various genres of text. One of the texts is procedure text.

According to Nystrand and Himley A text is explicit not because it says everything all by itself but rather because it 21 strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.[15]

According to Anderson an Anderson in Aswandi Jaya, the procedure text is a piece of text that give us interactions for doing something.[16]

Creating a text requires can to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others.

---

[15] Ken Hyland. *Teaching and Researching Writing*. London: Longman, 2002. p.81

[16] Anderson, Mark & Anderson., Kathy. *Text Type in English 2*. Malaysia: MacMillan. 2007. p.50

Thechoice of words will depend on our purpose and our surroundings (context).[17]

As procedure, therefore, is a piece of text that can gives instructions for doing something.[18] Thus, from the explanation above, the writer concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

b. **The Characteristics of Procedure Text**

According to Swales, structure of texts is a device that supports communicative purpose.[19] Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However, there are similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.The generic structure of procedure text also called as constructing a procedure text.

Constructing itself comes from the verb construct, which has meaning: to build something, to put or fit something together,

---

[17] Mark Anderson and Kathy Anderson, *op.cit*,p.1.
[18] Ibid.
[19]Swales, J., *Genre Analysis,* UK: Cambridge University Press, 1990.

to form together.[20]Both of them have same meaning, there are three generic structure of procedure text, they are:[21]

1) An Introductory statement that gives the aim or goal.

2) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).

3) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieve the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make or how to operate something.

3. **The Concept of Expository Learning Strategy**

a. **Definition of Expository Learning Strategy**

Practically, teachers are planning a learning activity based on teaching strategy to make a teaching successful. This strategy is adjusted with the student characteristic and teaching material. Method was described as an overall plan for systematic presentation of

---

[20] Oxford,. p. 247.
[21] Mark Anderson and Kathy Anderson,. p. 53

language based upon a selected method.[22] One of teaching methods is Expository Learning Strategy.

Expository teaching is a teaching strategy where the teacher presents students with the subject matter rules andprovides examples that illustrate the rules.[23] Its means the teacher not only provides an explanation of the learning material,but also provides an example for the student's description. So, students can get on overview of the material being explained.

Roy Killen stated that, teacher-centered approaches are sometimes referred to as direct instruction, deductive teaching or expository learning.[24]Its means the teacher gives instructions or explanations directly in appropriate with what has been prepared.

According to Ulit, expository learning is known as direct instruction in which the teachers role as information giver.[25]Its means the teacher gives direct instruction learning by explaining the learning material.

From many definitions above, the writer assumes that expository learning strategy is learning strategies that emphasize the process of

---

[22]Brown H Dougles, *Teaching by Prinspiles: An Interactive Method to Language Pedagogy 2ⁿᵈ Ed.* Addison Wesley, New York, 2001, p.14

[23]Maheswari V.K, Expository Teaching – A Direct Instructional Strategy. K.L.D.A.V.(P.G) College, India. 2003. P.1

[24]Roy Killen. "*Teaching Strategies for Outcomes-Based Education*". Cape Town: Juta & Co. 2007. P. 78

[25]Ulit and Enriqueta. *Teaching the Elementry SCHOOL Subject*. Manila: Book Store. 2004. P.235

delivering material verbally from teacher to students with intention that student can master the material optimally.

b. The Characteristic of Expository Learning Strategy

The expository learning involves several processes that the teacher can apply in the operation of the classroom. Procedure in one strategy is different with the others. It makes distinct features of strategy. By seeing its characteristic, it can be know what kind of strategies the teacher applies.

Mangal state that expository learning has two characteristics. The first is the teacher sequences and organizes the subject matter first logically. It means that the teacher explained material firstly, explored students' mind, and gave assignment to evaluate students' knowledge.

The second is the teacher puts the subject matters in a clear and interesting way so that it may be easily grasped and understood. It can be seen from teacher way in creating classroom atmosphere.

c. The Types of Expository Learning

These following statements are kinds of expository learning strategies based on experts' explanations as specified bellow:[26]

1) Concept Maps

Zhounghua assumes that a concept map is expository that includes a diagram in which various forms or lists of information are classified and their linkages are shown. For example, the teacher can use concept map yo introduce the content of the course.

2) Lecturer Strategy

Lecturer Strategy defined can be described as a mode or system intended and applied by the teacher to present to group learners the required section or unit subject material through lessons clearly related to teaching and learning goals, in general for cognitive and affective student behaviour.

3) Demonstration Strategy

Mangal state that while using this strategy, a teacher demonstrates the objects, instruments, phenomenon, actions and events related to the teaching of his lesson in a practical form.

4) Narration Strategy

Narrative as an expository teaching strategy stands to tell some past experiences or events, tell stories and the like for

---

[26]Mangal and Mangal. *Essential of Educational Technology*. New Delhi: PHI Learning Private Limited. 2009. P.238

students with interesting and creative ways so that they can produce clear images in the minds of students for quickly understanding of the material.

5) Illustration Strategy

Illustration as expository learning stands of the means and material verbal or correct to help students get the right knowledge about the material presented by making it quite clear, interesting, intelligible or comprehensible.[27]

6) Exposition Strategy

Exposition, the main emphasis in the exposition strategy is on the manner and way of exposing the topic and subject matter to the students. While using this strategy the subject matter is first logically sequenced and organized by the teacher.

7) Description Strategy

Description as an expository learning strategy refers to an act representing an object, individual or event through word, oral or written in its full or form to give the learner a definite mental picture.

8) Explanation Strategy

Mangal define that dictionary meaning of the word explanation is "to make plain or clear", "to lay open the

_____

[27]Ibid.,

meaning of", "to elucidate the matter and ideas in questions", etc.

9) Drillwork Strategy

Drill work as an expository teaching strategy is said to be one of the most significant and indispensable devices used by teachers in their teaching-learning process to fix the material they have already learned in the minds of the students.[28]

10) Review Strategy

Review strategy can be defined as a fixing device or strategy that the teacher uses to repair things already taught to the students by resorting to the review or critical examination.

Expository learning strategy includes several procedures that can be applied by teacher in classroom with others. The writer takes one of strategy above that is lecture strategy. The writer uses this strategy because this strategy aims at attaining specific learning objective related particularly to the cognitive and affective domains of the learner behavior.

---

[28]Ibid.,

d. Implementation of Expository Learning Strategy

According to Romiazowski, the expository learning strategy takes place through several stages.[29] First is the presentation of information. The presentation of this information can be done with lectures, exercises, or demonstrations. Second is a test of mastery and restatement when deemed necessary. Third is providing the opportunities of application in the form of examples and problems, with increasing numbers and difficulty levels. Fourth is providing an opportunity to apply new information in real situations and problems.

4. Action Hypothesis

Based on the above, the writer formula the hypothesis as follows:

"By using expository learning strategy, the students' reading comprehension and their learning activities can increased among the tenth grader at MA. MA'ARIF 9 KOTAGAJAH."

---

[29]Romiszowski, *Producing Instructional System: Lesson Planning for Individualizes and Group Learning Activities* (London: Kogan Page, 1984), p.56

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operasional Definition of Variables

The writer will be conducted Classroom action research at MA. MA'ARIF 9 KOTAGAJAH in this resarch. There are two variables in this research, independent variable and dependen variable.

Variable can be defined a general, class of object, event, situations, characters, and atributes that are of interest to writer.[30] The operational definition of variable is direction how to determine of the variables that are independent variable and depedent variable.

1. Independent Variable

Independen variable of this research is expository learning. In this researcher, writer used observation to know about the condition of the students, especially in the score of reading subject and also to know the strategy that used by teacher when they were teaching reading. Then, the writer analyzes the data and writes in the observation sheet as the reslut of pra-survey data.

---

[30] Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi : Sage Publications, 200

2. Dependent Variable

Dependent variable of this research is student's reading comprehension in procedure text (variable Y). Variable Y dependent variable was measure by a test. In this research, the writer explored the student's reading comprehension.

B. Research Location

Classroom action research will be conducted at MA. MA'ARIF 9 KOTAGAJAH which was located in Jl. Pendidikan No. 07, Purworejo, Kotagaja, Lampung Tengah, code post: 34153. E-mail : maarif9koga@gmail.com

C. Subject and object of Study

The subject of this research is the eleventh grader of MA. MA'ARIF 9 KOTAGAJAH. The total of students are 29 students. While, the object of this research is the students' procedure text reading comprehension at class XI of MA. MA'ARIF KOTAGAJAH.

Table 3

The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	XI	11	18	29

D. Action Plan

1. Classroom Action Research

The research uses the classroom action research. According to Car and Kemmis by Annu Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.[31] It means that through self-reflection the teacher conducts that study in own class.

In addition, Donald Ary, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account

---

[31]Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30

of local conditions.[32] It means that we focus on the use of action research in education. Meanwhile, Patrick explanaion above, action research is described as cyclic, with action and critical reflection taking place in turn.[33] It means that action research is reflection to used to review the previous action and plan the next one.

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

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[34] This phases can be seen by following figured:

---

[32]Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2010, 2006), p512

[33]Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.4

[34]Ibid, p.32
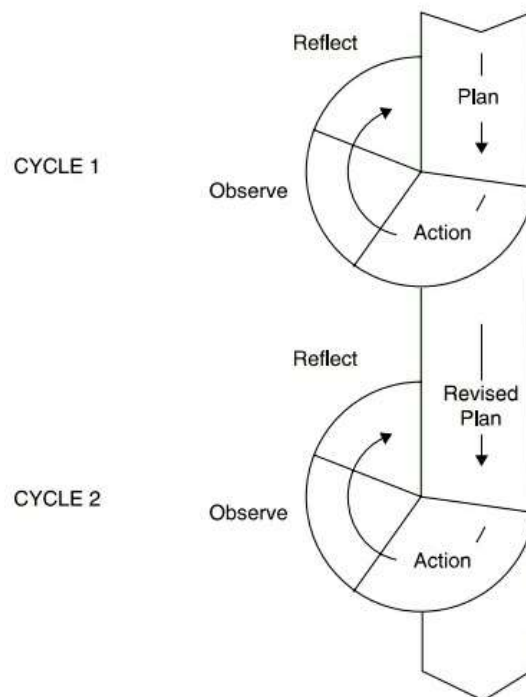
Figure 1. Kemmis and Mc Taggart Model[35]

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The acumption is if the determine outcame in the first cycle cannot be achive or there may be found new problem, so it will probably be continue and resive in the next cycle that have same phase on the first cycle.

In this case, the researcher will conduct classroom action research of the eleventh graders MA. MA'ARIF 9 KOTAGAJAH. The reason of why the reseracher will conduct classroom action research is because the

---

[35]Anne Burns, *Doing Action Reasearch in English Language Teaching*, (New York: Routledge, 2010), p.9

researcher want to enhance the reading comprehension of the eleventh graders of MA. MA'ARIF 9 KOTAGAJAH by using expository learning.

2. The steps in the research

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

a. Cycle 1

1) Planning

There are four steps that will be applied in this stage:

a) The writer prepares the lesson plan including learning procedure, media, and relevant material to be apply in acting phase.

b) The writer prepares learning resource for students.The researcher determines the method to be apply in acting phase. In this case, the writer uses expository learning to enhance reading comprehension.

c) The writer prepares observation format and also evaluating format to evaluate the student's activity after learning process.

d) The writer designs the criteria of success.

2) Action

This step is implementation of planning, the writer acts as follows:

a) Pre teaching avtivity

1. The writer starts the lesson by pray together and greeting to the students.

2. The writer checks students' attendance.

3. The writer informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

1. Doing pre-test.

2. The teacher gives the material and facilities in the form of procedure text topics and the steps of how to read comprehending procedure text to the students during the discussion.

3. The writer affirms student's reading comprehension by checking their understanding.

4. After the students become more proficient in using this technique, gradually the writer transfer the responsibilities to the students to lead the discussion by applying this technique .

c) Post teaching activity

1) The writer gives positive feedback to the students.

2) The writer and the students conclude the learning topic that have been discussed.

3) The writer greetes the students in end of the meeting.

4) After giving treatment in cycle 1. The researcher give the post-test. The instrument which is giving to the students have different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the writer observes the student' activity, their participations, class situation during learning process, and writer perfomance by using structure observation form and made note the overall activities.

Furthemore, the writer also collects the data from the post test and result of student's activity. The writer observes the overall activities to find out the effectiveness of learning process which have be occure and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the writeranalyzes and discusses the observation result during teaching process, like weakness and strength from the action in this step; the writer use the data from evaluation to make improvement for the second cycle. The writer decide that the next cycle focus on the weakness in preview cycle.

b. Cycle 2

1) Planning

The first step in each activity is planning. Without planning the activities of the writer will not to be focus. These are the steps the writer can make planning:

a) The writer prepares the lesson plan based on the reflection of cycle I.

b) The writer prepares the material, procedure, media, source learning and relevant material.

c) Thewriter prepares instrument of observation.

d) Thewriter determines the evaluation instrument of the test (pre-test and post-test).

2) Action

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

a) Pre teaching activity

1. The writer starts the lesson by pray together and greeting to the students.

2. The writer checks students' attendance.

3. The writer informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

1. Applying the lesson plan that will be done in learning process.

2. The writer reminds how to make something.

3. The writer gives the material and facilitates the students during the discussion by applying procedure text.

4. The writer affirms student's reading comprehending by ckecking their understanding.

5. After the students become more proficient in using this technique, gradually the writer transfers the responbilities to the students to lead the discussion by applying this technique.

6. The researcher gives the evaluation to the students.

c) Post teaching activity

1. The writer gives positive feedback or reinforcement to the students.

2. The writer and students conclude the learning topic that have been discussed.

3. The writer greets the students in the end of the meeting.

3) Observation

In the third phase, the writer observes the student's activity, their participations, class situation during learning process, and writer perfomance by using structure observation form and made

note the overall activities. Furthemore, the writer also collects the data from the post test and the result of student's activity.

4) Reflection

In the fourth phase, the writer discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of procedure text run successsful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collecting Technique

In collecting data the writer will use the following steps:

1. Test

Test of this writer consits of pre-test that will be conducted before the treatment and post-tests that will be done at the end of each cycle. The post test will be done after the treatments. After the treatment, the student will have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the writer will do the test in

order to know the reading comprehension of the eleventh graders of MA. MA'ARIF 9 KOTAGAJAH.

The tests that will be done include of pre-test and post-test. Both of the tests are in form of asking the students to read and answer from material of procedure text guided by clear pictures that are related on the topics of procedure text. The writer will provide two optional topics that will be given to the students. The topics of procedure text are how to wash the clothes by using washing machine, and how to drive a car. The reason of why the writer decides the topics is because the major of the eleventh graders of MA. MA'ARIF 9 KOTAGAJAH that writer chooses as the sample is social science.

2. Observation

The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyse, again employing systematic and plan procedures.[36]It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer will observe the learning proccess of the eleventh graders of MA. MA'ARIF 9 KOTAGAJAHin their classroom. During the

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

learning procces, the writer is going to observe the students'
activeness in learning to read comprehending the procedure text.

3. Documentation

Documentation may refer to particular individuals, as with school
records and reports about pupils, or may concern more 'macro' issues,
as with one of her Majesty's Inspectorate reports on the physical state
of schools, it can have a number of features.[37] For the example, they
may be made up exclusively of written words, or they may include
statistics, as in a survey research report. It means that documentation is
note of information in the form of documentation.

In this case, documentations is needed by the writer in order to get
the complete data about the estabilisment history of MA. MA'ARIF 9
KOTAGAJAH, the organization structure of MA. MA'ARIF 9
KOTAGAJAH, the names of teacher in each subject, the data about the
school building sketch in order to know the location of each classes,
the office, the library, the canteen, the mosque, the laboratory, the
parking area, and the yard.

4. Field Note

Field note is observation instrument used in CAR to provide a
record of what is going on during an observation which includes
descriptions of places, people, objects, acts, activities, events,

---

[37]Ibid, p. 273.

purposes, times and feelings.[38] In this research, the researcher will use field note to record the student's activity during the learning process.

In this research, the writer will conduct the field note in order to get the complete data from the eleventh graders of MA. MA'ARIF 9 KOTAGAJAH about the students activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Research Instrument

To collect data, the writer used the data collection technique as follow:

1. Test

   To measure students' procudere text reading comprehension of the eleventh graders of MA. MA'ARIF 9 KOTAGAJAH, the writer will apply some tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to read comprehension procedure text based on the pictures that are related on the topics of procedure text.Test used to measure the ability of students individually or in grou ps . tests conducted are written tests of the form of essays . The aim of that is to see the students ' ability to increase understanding before and after learning .

   There will be two choices of procedure text topics such as how to wash the clothes by using washing machine, and how to drive a car.

---

[38]Ibid, p. 526.

2. Observation sheet

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

a. Interaction with classmate

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

c. Frequency of the student-initiated responses

d. Quality of teachser-elicited responses

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

f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.[39]

G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher will analyze the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher will do is in form of making abstraction of all collecting data. After conducting the research, she will make an

[39]H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

abstraction of all data. Then, she will select the data that is related to the research question and classified them into the tow categories data sin learning process.

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

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

Notes: $\overline{X}$ = Mean of average score

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

N = the total number of students[40]

H. Indicators of Success

To know the gain of data, the writer will analize the result of test by taking the avarage score of pre-test and post-test. Furthemore, the result must reach the minimum standard of writing ability in this class at least 70. If the mean of post-test has fulfilled at least 70, and 70% of the students has been passed, the writer will not continue to the next cycle. There will be two minimum cycles in this classroom action.

---

[40]Ibid, p.110

CHAPTER IV

RESEARCH AND RESULT DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of MA Ma'arif 9 Kotagajah

Based on the colleted documents, the first time this Madrasah was established in the Metro. The name of Madrasah is Ma'arif NU when it is located in Metro. Since 1990, Ma'arif NU moved to Kotagajah. Then, this Madrasah changed name to be MA Ma'arif 9 kotagajah. Madrasah aliyah has been established for 25 years and has changed of leadership as follows:

1) Mr. Daroeni, BA

2) Mr. Muhammad Tauchid

3) Mr. Suhadi Martono

4) Mr. Drs. Hi Rozilie Z

5) Mrs. Gustin Darwis, S.Pd.I

6) Ms. Hj. Yunani, S. Pd

b. The Quantity of the Students of MA Ma'arif 9 Kotagajah

There are 280 students in Ma Ma'arif 9 Kotagajah. Each graders consists of two until four classes. The tenth grade consists of two classes with 64 students, the eleventh grade consists of three classes with 92 students, and the twelfth grade consists of four classes

with 124 students. The Quantities of the students at MA Ma'arif 9

Kotagajah that could be identified as follows:

Table 4
The Students Quantity of at Ma Ma'arif 9 Kotagajah Lampung tengah
in the academic year 2019/2020

No	Class	Male	Female	Total
1	X IPA 1	7	22	29
2	X IPS 1	9	20	29
3	XIIPA 1	10	21	31
4	XI IPS 1	7	21	28
5	XI IPS 2	13	19	32
6	XII IPA 1	10	13	33
7	XII IPA 2	7	24	31
8	XII IPS 1	9	21	30
9	XII IPS 2	6	24	30
Total				276

*Source: Documentation of Students' Quantity at Ma Ma'arif 9
Kotagajah in the academic year 2019/2020*

c. **Infrastructures of MA Ma'arif 9 Kotagajah**

The success in carrying out learning activities in schools does

not be separated from the availability of the required infrastructure,

facilities and infrastructure in education will have a good effect on

improving the quality of education at schools.

Facilities and infrastructure available in the MA Ma'arif 9

Kotagajah sufficient to support the learning process. Facilities and

infrastructure owned MA Ma'arif 9 Kotagajah can be seen in the following table:

Table 5

Facilities and infrastructure MA Ma'arif 9 Kotagajah

No.	Type	Total
1.	Office room	1
2.	BK Lounge	1
3.	Principal's office	1
4.	Teacher's room	1
5.	Classroom	11
6.	Library	1
7.	Mushola	1
8.	WC Teacher	2
9.	WC Learners	7
10.	Administration room	1
11.	Computer lab	1
12.	Science lab	1
	Total	29

2. **Description of Research Data**

This research used classroom action research. It has purpose to enhance the activities and the result of study in MA Ma'arif 9 Kotagajah conducted in two cycles. The results of the students were obtained through test given to the students at the beginning of the research and at the end of each cycle, while the data of an activity was obtained from the observation of the learning activity.

In this research, researcher collaborated with Mrs. Indah Ansani as an English teacher of the tenth graders at Ma. Ma'arif 9 Kotagajah. Before the implementation of treatment, researcher and collaborator prepared the lesson plans. One cycle in the study was achieved in two meetings.

This research involves four steps in each cycle; planning, acting, observing, and reflecting. This is a research finding from cycle 1 and cycle 2 by each step in it.

1. Action and learning at pre-test

    a. Pre-test activity

        The researcher was conducted pre-test on Tuesday, November 11th, 2019 for 2x45 minutes. The researcher was a teacher at this meeting and the collaborator was an observer. The collaborator opened class by greeting, praying, and checking attendance, and asking students' conditions. The researcher told students that the researchers would conduct research in their class to find out their reading comprehension in procedure text before conducting classroom action research. The researcher informed that they were going to do a pre-test to investigate to reading comprehension in their procedure text. The kind of the test was a reading comprehension test in form of multiple choice test that asked the students read a composition of procedure text.

b. The students' score of pre-test

Table 6

The Students Reading Comprehension Ability in Procedure text

Score in Pre-Test

No	Name	Score	Target ≥70
1	AF	50	Incomplete
2	AS	60	Incomplete
3	DR	70	**Complete**
4	DT	40	Incomplete
5	DS	70	**Complete**
6	DS	60	Incomplete
7	DR	60	Incomplete
8	FL	70	**Complete**
9	FA	60	Incomplete
10	FM	60	Incomplete
11	IA	50	Incomplete
12	KK	70	**Complete**
13	KA	60	Incomplete
14	KN	70	**Complete**
15	KU	60	Incomplete
16	LR	60	Incomplete
17	MR	50	Incomplete
18	MZ	40	Incomplete
19	MD	50	Incomplete
20	NE	60	Incomplete
21	NK	90	**Complete**
22	OF	60	Incomplete
23	QA	40	Incomplete
24	RT	50	Incomplete
25	TO	50	Incomplete
26	TT	50	Incomplete
27	TS	60	Incomplete
28	VK	70	**Complete**
Total score		1640	
Average		58,5	
Higest score		90	
Lowest score		40	

Source: The Grade Result of Reading Comprehension pre-test at X IIS 1 class of MTs MA Ma'arif 9 Kotagajah on November 11th 2019

Based on the table above, the researcher measured the frequency of students' score in pre-test could be seen as follow:

Table 7

Frequency Students of Reading Comprehension Ability score in Pre-Test

No	Score	Frequency	Percentage	Category
1	≥ 70	7	25%	Complete
2	< 70	21	75%	Incomplete
TOTAL		20	100%	

The Percentage of the Students' Completeness Grade on Pre-test
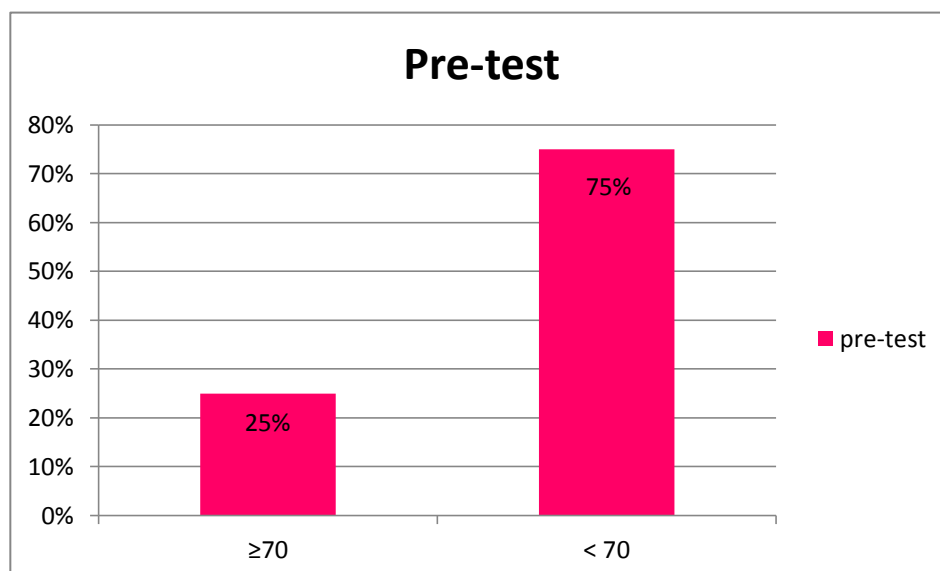
Figure 2
The Percentage of the Students' Completeness Grade on Pre-test

Based on the result above, it can be seen that the highest is 90 and the lowest score was 40 so the average score of pre-test was 58,5. From the table above, that were 21(75%) students who got the below target score and 7 (25%) students got ≥ 70 score. Then, based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieved yet.

2. Cycle 1

   a. Planning

       In this stage the researcher and the collaborator prepared several things related to the process of teaching and learning, such as: preparing of the lesson plan, preparing the material, and making the items which will be examined in post-test cycle 1. Making learning media and make observation sheet of the students' activity.

   b. Acting

     1) The first meeting

       The first meeting was used in cycle 1 to implement the acti on. The first meeting was held for 2x45 minutes on Thursday, November 11th, 2019. The meeting started by praying, greeting, checking the list of attendance, and asking condition of students. The researcher asked the students about the procedure text before going the material. Then, the researcher gives pre-test to students, the type of test is multiple choice. The teacher and students correct the assignment. But in this meeting, most students find it difficult to answer the question, because of 28 students only 7 students who are the pre-test to achieved minimum criteria mastery.

2) The second meeting

The second meeting was used in cycle I to implement the action. The second meeting was conducted on November 14th, 2019 for 2x45 minutes. It started by praying, greeting, checking attendance list and asking about students' condition. The researcher continues the material of the last meeting, then the researcher gave the student a post-test. Before continue, the material to know how far the material that has been taught can be accepted by the students. In the end of meeting, the researcher gave post-test to the students. The kind of test is reading test use objective test in the form of multiple choice. The researcher gave a text related with previous material. In the post test I only 16 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 8
The Students of Reading Comprehension Ability in Procedure
text Score in Post test 1

No	Name	Score	Target ≥70
1	AF	75	**Complete**
2	AS	55	Incomplete
3	DR	80	**Complete**
4	DT	40	Incomplete
5	DS	85	**Complete**
6	DS	80	**Complete**
7	DR	55	Incomplete
8	FL	90	**Complete**
9	FA	65	Incomplete
10	FM	60	**Complete**
11	IA	60	Incomplete
12	KK	80	**Complete**
13	KA	60	Incomplete
14	KN	80	**Complete**
15	KU	85	**Complete**
16	LR	60	Incomplete
17	MR	60	Incomplete
18	MZ	70	**Complete**
19	MD	65	Incomplete
20	NE	60	Incomplete
21	NK	95	**Complete**
22	OF	55	Incomplete
23	QA	55	Incomplete
24	RT	60	Incomplete
25	TO	55	Incomplete
26	TT	60	Incomplete
27	TS	65	Incomplete
28	VK	75	**Complete**
Total score		1885	
Average		67	
Highest score		95	
Lowest score		50	

Source: The Grade Result of Reading Comprehension post-test 1 at X IIS 1 class of MTs MA Ma'arif 9 Kotagajah on November 14th 2019.

Table 9
Frequency of Students of Reading Comprehension Ability
score in Post-Test 1

| No	Score	Frequency	Precentage	Category
1	≥70	12	43%	Complete
2	<70	16	57%	Incomplete
TOTAL		28	100%	
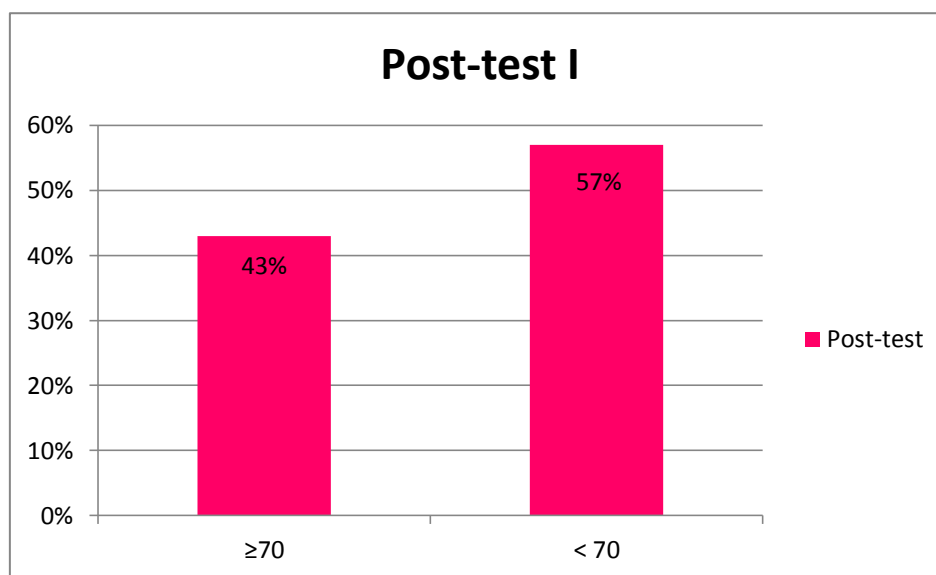
Figure 4
The Percentage of the Students' Completeness Grade on Post-test

From the result of post-test 1, it can be seen that the highest was 95 and the lowest score 55. So, the average score of post-test 1 was 69,85. Then, that were 14 (50%) students who got the below target of score (under the MSC) and 14 (50%) students got above score from the MSC. Then, based on the result of post-test 1, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet. But the result of the students test was better than the students test before giving treatment.

c. Observation

While the treatment has given, observation also made. The researcher was a teacher and the English teacher was a collaborator who helped the researcher observed the activities of the students during the teaching learning process. There were some observation that had been done such as; observation on the students' activities, and observation on the result of the evaluation. These were explanations from the points above:

1) The Students Activities Result

Every meeting in Cycle 1 was conducted by the researcher in classroom action research and the collaborator, she was Mrs. Indah Ansani S.Pd as an English teacher at MA Ma'arif 9 Kotagajah. The learning process was conducted by the researcher and the collaborator observed the teaching and learning situation that was happening in the classroom.

Table 10
The frequency of Students' learning activities in cycle I

No	Students' Activitas	Frequency	Percentage
1.	The students pay attention of the teacher explanation	16	57 %
2.	The students ask/answer the question from the teacher	9	32%
3.	Giving attention to the teacher's explanation.	10	35%
4.	The students were active in following Expository Learning Strategy.	12	42 %
5.	Doing the task	25	89%
The Average percentage		**59%**	

Total Students	28 Students

Source: The result grade of students' activities in cycle 1 at class X IIS 1 of MA Ma'arif 9 Kotagajah August 14th 2019

Figure 5
The Percentage of Students Learning Activities in Cycle I
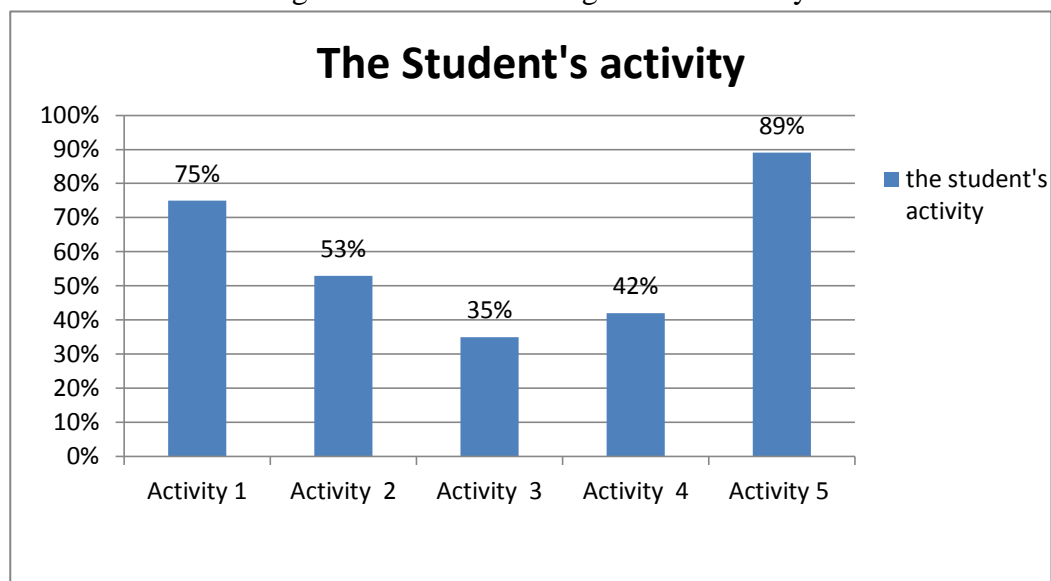
The table above shows that not all the students pay attention of the teacher explanation. There were 15 students who gave respond to the teacher's explanation question, students who answer question from the teacher,10 students giving attention to the teacher's explanation, 12 students active in following Expository Learning Strategy and there are 28 students done the test.

2)   The result of Teachers' Activities Observation

During learning process, the teacher's activities was observed by observer. The activities were done by the understanding about the material. The result of teacher's

activities in observation sheet could be seen on table 3.15

bellow:

Table 11
The result of teachers' learning activities in cycle 1

Teacher Activities	Good	Enough	Less

1. Pre teaching
   a. Prepare the lesson plan
   b. Prepare the media that will be used
   c. The teacher greets the students
   d. The teacher does socializing example asking their health condition
	√
	
	√
	√
			√

1. While teaching
   a. Inform the objective of learning
   b. Explain the material chronological
   c. Guide the students follow the lesson
   d. Motivate the students
   e. Guide the students to practice the material.
   f. The teacher gives the students time to ask question if they do not understand
	√
	
	√
	
	√
		
		√
		
		√
		√	

2. Post teaching
   a. Conclude the result of learning
   b. Close the learning process
	√
	√		

TOTAL	8	3	1
Total score	12		

Based on the table above, it could be seen that the teacher's activities during learning process achieved 12 score. 8 score is good, 3 score is enough and 1 score is less. There are 3 good score and 1 less score in pre-teaching, 3 good score and 3 score enough in while teaching, and 2 good score in post teaching.

d. Reflecting

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

Tabel 12
The Comparison Students of Reading Comprehension Ability
Score in Pre-Test and Post-Test 1

No	Name	Score	Target ≥70	Score	Target ≥70	Category
1	AF	50	Incomplete	75	**Complete**	**Increased**
2	AS	60	Incomplete	55	Incomplete	Constant
3	DR	70	**Complete**	80	**Complete**	**Increased**
4	DT	40	Incomplete	40	Incomplete	Constant
5	DS	70	**Complete**	85	**Complete**	**Increased**
6	DS	60	Incomplete	80	**Complete**	**Increased**
7	DR	60	Incomplete	55	Incomplete	Constant
8	FL	70	**Complete**	90	**Complete**	**Increased**
9	FA	60	Incomplete	65	Incomplete	**Increased**
10	FM	60	Incomplete	60	**Complete**	Constant
11	IA	50	Incomplete	60	Incomplete	**Increased**
12	KK	70	**Complete**	80	**Complete**	**Increased**
13	KA	60	Incomplete	60	Incomplete	Constant
14	KN	70	**Complete**	80	**Complete**	**Increased**
15	KU	60	Incomplete	85	**Complete**	**Increased**

16	LR	60	Incomplete	60	Incomplete	**Increased**
17	MR	50	Incomplete	60	Incomplete	**Increased**
18	MZ	40	Incomplete	70	**Complete**	**Increased**
19	MD	50	Incomplete	65	Incomplete	**Increased**
20	NE	60	Incomplete	60	Incomplete	**Increased**
21	NK	90	**Complete**	95	**Complete**	**Increased**
22	OF	60	Incomplete	55	Incomplete	Constant
23	QA	40	Incomplete	55	Incomplete	**Increased**
24	RT	50	Incomplete	60	Incomplete	**Increased**
25	TO	50	Incomplete	55	Incomplete	**Increased**
26	TT	50	Incomplete	60	Incomplete	**Increased**
27	TS	60	Incomplete	65	Incomplete	**Increased**
28	VK	70	**Complete**	75	**Complete**	**Increased**
Total Score		640		1885		
Average		58		67		
Highest score		90		95		
Lowest score		40		50		

Based on the data above, the researcher measured the frequency of students' score in pre-test and post-test 1 could be seen as follow:

Table 13
The Comparison of Students' Frequency of
Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	7 Students	12 Students	Complete
< 70	21 Students	16 Students	Incomplete
Total	**28**	**21**	

Source: the result of reading comprehension comparison between pre-test and post-test 1 grade in cycle 1 at the tenth of MA Ma'arif 9 Kotagajah

Then, the graph of comparison students' procedure text reading comprehension pre-test and post-test I Grade in cycle I could be seen as follows:

Figure 6
The Comparison of Percentage of the Students' Completeness
Grade on Pre-test and post-test I
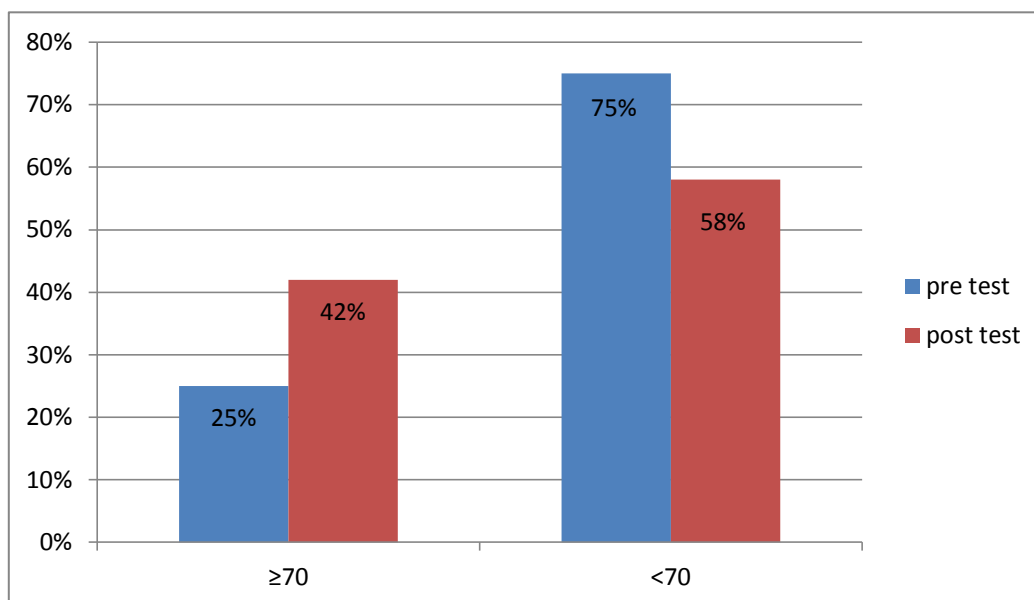
The table and the graphic above, in pre-test it could be seen that total from 28 students, it could be conclude that 25% or 7 students among the interval ≥70 students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 42% or 21 students among the interval ≤70. In post-test I, it could be concluded that 42% or 12 students among the interval ≥70 students, was complete the minimum standard criteria. Then, who incomplete the minimum standard criteria were 58% or 16 students among interval ≤70. Average Grade of pre-test was 58 and average Grade of post-test I was 67. There was improvement between pre-test and post-test 1, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

3. Cycle 2

The action in cycle I was insufficiently successful, cycle II must be continued. Cycle II has been used to repair cycle I weakness. Cycle II steps as follows:

a. Planning

Based on the observation and reflection in cycle 1, it shows failure. So, researchers and collaborators try to evaluate and regulate planning cycle II. Therefore, Researchers and collaborators prepare lesson plans, observation sheets of students, identified problems, and found the causes of problems in the first and last learning activities. The researcher also planned to provide an evaluation to measure student mastery on the material provided.

b. Acting

1) The first meeting

The first meeting was done on Monday, November 18th, 2019 for2x45 minutes. This meeting was opened by greeting, praying, asking the students' condition, checking the attendance list and motivating the students. In addition, the teacher asked students to learn to read texts again. The theme of reading is procedure texts that different from cycle I. The teacher explains a little explanation about the procedure text in the generic structure. Furthermore, Students are asked to use an expository

learning strategy to read the procedure text that is looking for which parts are in accordance with the generic structure.

The conditions of this class in this meeting more effective than before because the students more understand the meaning of the material after using expository learning strategy. In the end of meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. Then, the teacher greets to closing the meeting.

2) The second meeting

The second meeting was conducted on Tuesday, November 21th, 2019 for 2x45 minutes. It started by praying, greeting, checking attendance list and asking about students' condition. The researcher continued the material of the last meeting. The teacher gives examples of questions to students. It has been done in order to find out how far they really understand the material that has been explained. Furthermore, the teacher informs that at the next meeting a post-test will be held. This type of exam is multiple choices. Moreover, in the next meeting the researchers conducted a post-test 2 about reading comprehension ability on November 21th, 2019.

Table 14
The Students of Reading Comprehension Ability score in Post-Test 2

No.	Name	Score	Target ≥70
1.	AF	80	**Complete**
2.	AS	75	**Complete**
3.	DR	90	**Complete**
4.	DT	65	Incomplete
5.	DS	85	**Complete**
6.	DS	85	**Complete**
7.	DR	65	Incomplete
8.	FL	100	**Complete**
9.	FA	75	**Complete**
10.	FM	80	**Complete**
11.	IA	55	Incomplete
12.	KK	85	**Complete**
13.	KA	80	**Complete**
14.	KN	80	**Complete**
15.	KU	85	**Complete**
16.	LR	65	Incomplete
17.	MR	85	**Complete**
18.	MZ	90	**Complete**
19.	MD	85	**Complete**
20.	NE	70	**Complete**
21.	NK	95	**Complete**
22.	OF	75	**Complete**
23.	QA	55	Incomplete

24.	RT	85	**Complete**
25.	TO	85	**Complete**
26.	TT	60	Incomplete
27.	TS	80	**Complete**
28.	VK	75	**Complete**
Total		2190	
Average		78	
Highest score		100	
Lowest score		55	

Table 15
Frequency of Students' Score in Post-Test 2

No	Score	Category	Frequency	Percentage
1	≥70	Complete	22	78%
2	<70	Incomplete	6	22%
Total			28	100%

From the table above, it can be seen that there was 22

(78%) students who passed in Minimum Standard Criteria (SMC).

It means that post-test 2 successful because the indicator of success

was achieved.

c. Observing

At this stage, the observation was done by the researcher

and collaborator during learning process. There were some

observation that had been done such as: observation on the

students' activities, and observation on the teachers' activities.

3) The result of Students' Learning Activities Observation

Observations was done in cycle II, the results were higher than cycle I. At this stage, students were more enthusiastic in participate in learning and doing assignments. It can be seen in the table below:

Table 16
The result of students' learning activities in cycle II

No	Students' Activitas	Frequency	Percentage
1	The students pay attention of the teacher explanation	25	89 %
2	The students ask/answer the question from the teacher	19	67%
3.	Giving attention to the teacher's explanation.	20	71%
4.	The students were active in following Expository Learning Strategy.	19	67 %
5.	Doing the task	28	100%
The Average percentage		**78%**	
Total Students		**28 Students**	

Source: The result grade of students' activities in cycle 1 at class X IIS 1 of MA Ma'arif 9 Kotagajah August 18th 2019

Figure 7
The Percentage of Students Learning Activities in Cycle I
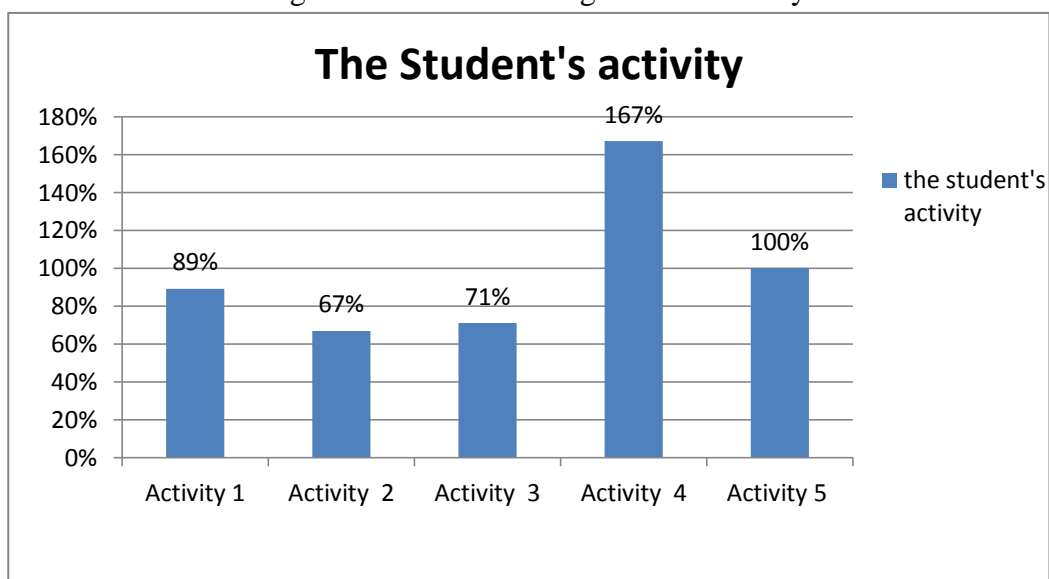
The table above shows that not all the students pay attention of the teacher explanation. There were 19 students who gave respond to the teacher's explanation question, students who answer question from the teacher,20 students giving attention to the teacher's explanation, 19 students active in following Expository Learning Strategy and there are 28 students done the test.

4) The result of Teachers' Activities Observation

During learning process, the teacher's activities was observed by observer. The activities were done by the understanding about the material. The result of teacher's activities in observation sheet could be seen on table 3.16 bellow:

Table 17
The result of Teachers' Activities Observation in Cycle I

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used	√	√	
c. The teacher greets the students			
d. The teacher does socializing example asking their health condition	√		

2. While teaching g. Inform the objective of learning	√		
h. Explain the material chronological	√	√	
i. Guide the students follow the lesson	√	√	
j. Motivate the students			
k. Guide the students to practice the material.	√		
l. The teacher gives the students time to ask question if they do not understand			
3. Post teaching a. Conclude the result of learning	√		
b. Close the learning process	√		
TOTAL	9	3	
Total score	12		

Based on the table above, it could be seen that the teacher's activities during learning process achieved 12 score. 9 score is good, 3 score is enough and 0 score is less. There are 3 good score and 1 enough score in pre-teaching, 4 good score and 2 score enough in while teaching, and 2 good score in post teaching.

Table 18
The Comparison Students' Score in Post-Test 1 and Post-Test 2

No	Name	Score of post-test 1	Score of post-test 2	Category
1	AF	75	80	**Increased**
2	AS	55	75	**Increased**
3	DR	80	90	**Increased**
4	DT	40	65	**Increased**
5	DS	85	85	**Increased**
6	DS	80	85	**Increased**
7	DR	55	65	**Increased**
8	FL	90	100	**Increased**
9	FA	65	75	**Increased**
10	FM	60	80	**Increased**
11	IA	60	55	Constant
12	KK	80	85	**Increased**
13	KA	60	80	**Increased**
14	KN	80	80	**Increased**
15	KU	85	85	**Increased**
16	LR	60	65	**Increased**
17	MR	60	85	**Increased**
18	MZ	70	90	**Increased**
19	MD	65	85	**Increased**
20	NE	60	70	**Increased**
21.	NK	95	95	**Increased**
22.	OF	55	75	**Increased**
23.	QA	55	55	Constant
24.	RT	60	85	**Increased**
25.	TO	55	85	**Increased**
26.	TT	60	60	Constant
27.	TS	65	80	**Increased**
28.	VK	75	75	Constant
Total Score		1390	2190	
Average		69,5	78	
Highest score		85	100	
Lowest score		55	55	

Based on the table above, the researcher measured the frequency of students' score in post-test 1 and post-test 2 could be seen as follow:

Table 19
The Comparison Frequency of Students' Score in Post-Test 1
and Post-Test 2

No	Score	Category	Post-test 1		Post-test 2	
			F	P	F	P
1	≥70	Complete	12	43%	22	78%
2	≤70	Incomplete	16	57%	6	22%
Total			20	100%	28	100%

Notes:

F: Frequency   P: Percentage

4. Interpretation

1. The Result of Cycle I and II

In the cycle I, English learning process was successful, altought the students' average is low. Nevertheless, there is increasing score of the students' post-test I than pre-test. In cycle II the students' average score was higher than in cycle I. The following table as the table of illustration score in cycle I and II, as follow:

Table 20

No	Score	Category	Pre-test		Post-test 1		Post-test 2	
			F	P	F	P	F	P
1	≥70	Complete	7	25%	12	43%	22	78%
2	≤70	Incomplete	21	75%	16	57%	6	22%
Total			28	100%	28	100%	28	100%

Notes:

F: Frequency   P: Percentage

Based on the table of the improvement of the students' activities in the cycle I and cycle II, it can be described in the graph as follows:

Figure 8
The Comparison Percentage of the Procedure Text Reading Comprehension
Ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
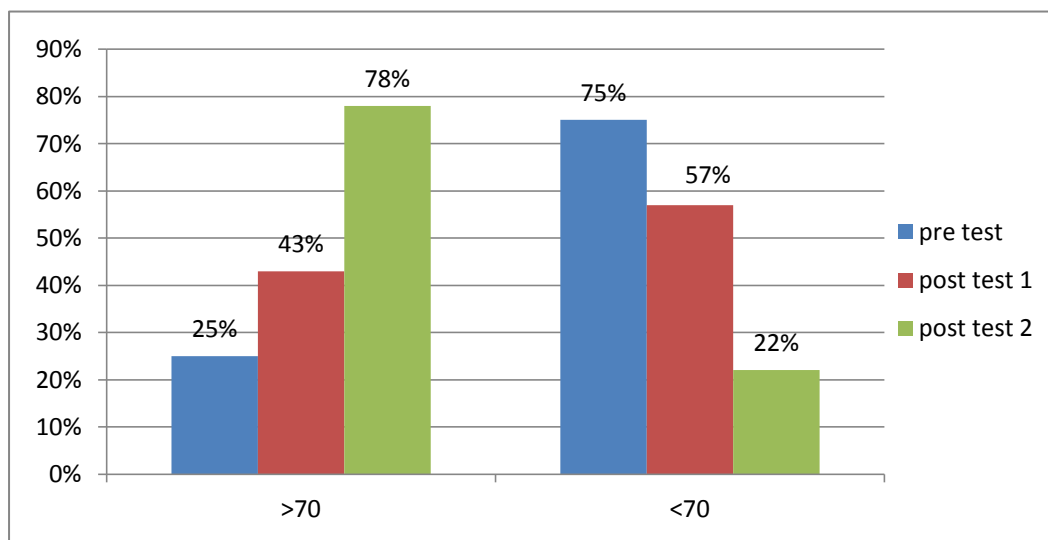
Based on the result of pre-test, post-test I and post-test II, it could be conclude that was an increasing of students' reading comprehension ability. There is progress from 7 (25%) to 12 (43%)and 22 (78%). It means that expository learning strategy have positive effect toward the teaching and learning process, especially in increasing the students' reading comprehension ability in procedure text. Based on the result of post-test II, the researcher was stopped the research because it was more than the minimum standard of criteria (MSC) OF English (70) in the MA. Ma'arif 9 Kotagajah.

2. The result of the students' activities

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

Table 22
The Result of the Students' Activities in Cycle 1 and Cycle 2

No	Students'activities	Cycle 1		Cycle 2		
		F	P	F	P	Increasing
1.	The students pay attention of the teacher explanation	16	57 %	5	89 %	14%
2.	The students ask/answer the question from the teacher	9	32%	19	67%	14%
3.	Giving attention to the teacher's explanation.	10	35%	20	71%	36%
4.	The students were active in following Expository Learning Strategy.	12	42 %	19	67 %	25%
5.	Doing the task	25	89%	28	100%	11%

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

a. The students pay attention of the teacher explanation

The students' learning activity in paying attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 57% and in cycle II 89%, it improved 32%.

b. The students ask/answer the question from the teacher

The students ask/answer the question from the teacher was increased from meeting to next meeting. In cycle I was 32% and cycle II 67%, it increase 35%.

c. Students giving attention to the teacher's explanation.

In learning process the students gave attention to the teacher's explanation also increase. From 42% in cycle I became 71% in cycle II, so it increase 29%

d. The students were active in following Expository Learning Strategy.

This activity was increase from activity before. It can be seen in cycle I 42% and cycle II 67%, there were increase 78%.

e. Doing the task

All of students done the task in all of task of this research.

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when expository learning activities was applied in learning process from cycle I and cycle II.

5. **Discussion**

There were some problems based on pre-survey in teaching reading comprehension ability, such as some students have problems when they read, students feel bored when they read a long text or uninteresting text, so they difficult to understand, students paid more attention, but their score

still low under the passing grade, and teacher rarely uses different technique techniques and media in the teaching process, so that can make the students feel bored. The researcher chose expository learning strategy to enhance students' reading comprehension ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use expository learning strategy could enhance the students' reading comprehension ability. There was a progress in average score from pre-test was 58, post-test I was 67, and post-test II was 78. It could be seen that was an increasing on the average score and total of the students who passed the test from pre-test, post-test I, and post-test II.

Based on the discussion above, it can be concluded that by using expository learning strategy, the students felt more confidence and have habit to learn English. It is shown in their learning result which are enhance well while using expository learning strategy in the learning process Moreover, the standard criteria with the score minimum was 70 in this from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The research conclude that by using Expository Learning Strategy can enhance the students' reading activity in procedure text, interested in learning process and the students reading comprehension ability among the tenth gradersat MA Ma'arif 9 Kotagajah Lampung Tengah.

Expository Learning Strategy can enhance students' reading comprehension ability in procedure text among tenth graders at MA Ma'arif 9 Kotagajah Lampung Tengah. It can be seen the progress from the pre-test to cycle I and cycle II. The average score of the pre-test is 58, then the average score of post test I is 67, and the average score of post-test II is 78. It is clear that Expository Learning Strategy will be able to enhance the students reading comprehension ability.

Moreover, Expository Learning Strategy can enhance learning activity among tenth graders at MA Ma'arif 9 Kotagajah Lampung Tengah. The percentage of learning activity was investigated of cycle II is 78%. It means that Expository Learning Activity can enhance the students' learning activity.

B. SUGGESTION

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

1. For English Teacher

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

   b. It is suggested for the teacher to use Expository learning strategy in English learning especially in writing, because it can enhance the procedure text reading comprehension ability.

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

2. For the Students

      It is suggested to the students to be more active in learning process in the class and improve their procedure text reading comprehension ability so they can be successfull in English learning.

3. For Headmaster

      It is recommended for the headmaster to support the English teacher to use Expository learning strategy in learning process because Expository learning strategy is so helpfull.

BIBLIOGRAPHY

Anderson, Mark & Anderson., Kathy. *Text Type in English 2*. Malaysia: MacMillan. 2007.

Andie Cunningham and Ruth Shagoury, *Starting with Comprehension: Reading Strategies for the Youngest.* Boston: Stenhouse Publishers. 2006.

Anne Burns, *Collaborative Action Research for English Language* Teacher,. Cambridge; Cambridge University Press, 1999.

_____, Doing Action Reasearch in English Language Teaching, New York: Routledge, 2010.

Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003.

_____, *Teaching by Prinspiles: An Interactive Method to Language Pedagogy 2nd Ed.* Addison Wesley, New York, 2001.

Donald Ary, Introduction to Research in Education 8th Edition, Wadsworth, Cengage Learning, 2010, 2006.

Edinyang, S.D. PhD. "*Relative effectiveness of inquiry and Expository Method of teaching Social studies on academic performance of secondary students in Akwa Ibom State, Nigeria".* Journal of Education and Practice, Vol 3, No. 15. University of Technology, Calabar, Nigeria. 2012.

Feez, S. and Joyce, H. *Text-based Syllabus design.* Sydney: Macquarie University/AMES. 1998.

Gillet Wallace and Charles Temple, *Understanding Reading Problem.* Harper Collins Publisher, New York, 1994.

Guthrie T. John, et. *Al. Motivating Reading Comprehension Concept-Oriented Reading* Instruction. London: Lawrence Erlbaum Associates Publishers. 2004.

Herviana Sevrika. *"Expository Teaching Strategies in Teaching Learning Process a* Study *At SMA Kartika 1-5 Padang".* STKIP PGRI Sumatera Barat. 2015.

Hornby A S, *Oxford advanced Learners's Dictionary of Current English.* New York: Oxford University Press.

Hyland Ken. *Teaching and Researching Writing*. London: Longman, 2002.

Janette K. Klinger, *et. Al, Teaching Reading Comprehension to Students with Learning* Difficult. USA: The Gilford Press.

Jeremy Hammer. *The Practice of English Language Teaching*. Essex:Longman. 2001.

Lems, Kristin et al. *Teaching Reading to English Language Learner Insights from Linguistics,* New York: The Guilford Press. 2011.

M. Taqi-ud-Din Al Hilali and M. Muhsin Khan, *The Noble Qura'an English Translation of The Meaning and Commentary,* (Madinah Munawwaroh: King Fahd Complex for The Printing of The Holy Qura'an, 1419 H), p. 542

Maheswari V.K, Expository Teaching – A Direct Instructional Strategy. K.L.D.A.V.(P.G) College, India. 2003.

Mangal and Mangal. *Essential of Educational Technology*. New Delhi: PHI Learning Private Limited. 2009.

Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi : Sage Publications.

Nur Wahyudin Nasution. *"The effectiveness of STAD and Expository learning strategy on* the *fiqih learning achievement based on the students' self concept in MTS Medan, Indonesia"*. International Journal of Science and Research (IJSR). Universitas Negeri Malang. 2015

Patrick J. M. Costello, *Action Research*, British Library Cataloguing-in-Publication Data, 2003.

Patrick J. M. Costello, *Action Research*, British Library Cataloguing-in-Publication Data, 2003.

Richard Jack. *Methodology in Language Teaching : An Anthology of Current Practice.* Cambrige : University Press. 2002.

Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, India at Gopsons Papers Ltd, Noida, 2006.

Romiszowski, Producing Instructional Systems: Lesson Planning for Individualized and Group Learning Activities. London: Kogan Page, 1984.

Roy Killen. "*Teaching Strategies for Outcomes-Based Education*". Cape Town: Juta & Co. 2007.

Swales, J., *Genre Analysis,* UK: Cambridge University Press, 1990.

Thomas S. C. Farrell, *Planning Lesson for a Reading Class*, SEAMEO Regional Language Center, Singapore. 2002.

Ulit and Enriqueta. *Teaching the Elementry SCHOOL Subject*. Manila: Book Store. 2004.

APPENDIXES

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

Nomor : B-3912 /In.28.1/J/PP.00.9/11/2019   19 November 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Trisna Dinillah Harya, 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   : Lutfi Azizah
NPM   : 1501070270
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : Using Expository Learning Strategy To Enhance Students' Reading Comprehension In Procedure Text Among The Tenth Graders At MA Maarif 9 Kotagajah Lampung Tengah

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 2008011049

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

Nomor : B-4145/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.
KEPALA MA MA ARIF 9
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor B-4144/In.28/D.1/TL.01/12/2019 tanggal 03 Desember 2019 atas nama saudara

Nama	LUTFI AZIZAH
NPM	1501070270
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 MA ARIF 9 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING EXPOSITORY LEARNING STRATEGY TO ENHANCE STUDENTS READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADERS AT MA MA ARIF 9 KOTAGAJAH LAMPUNG TENGAH"

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Desember 2019
Wakil Dekan I,

Dra. Hj. Fatonah MA
NIP 19830531 199302 2 002

LEMBAGA PENDIDIKAN M A'ARIF NU

MA. MA'ARIF 9 KOTAGAJAH

TERAKREDITASI DENGAN NILAI B (84) NOMOR : Ma. 014467 Tahun 2016
Jln. Pendidikan No.07 Purworejo, Kec. Kotagajah Telp. (0725) 44557 Fax. 0725 - 44557
Website : www.ma-maarif 9kotagajah.sch.id

Nomor : MA-h / 089/ 422 / VI/ 2019

Lampiran : -

Perihal : **SURAT BALASAN RESEARCH/PENELITIAN**

Kepada Yth

Rektor IAIN Metro

Di-

Metro

Assalamualaikum Wr. Wb

Dengan hormat, berdasarkan Surat Izin Research dengan Nomor : B-4144/In.28/D.1/TL.01/12/2019 pada tanggal 3 Desember 2019 maka, dengan ini kami Kepala MA. Ma'arif 9 Kotagajah Kab. Lampung Tengah menerangkan bahwa:

Nama : **LUTFI AZIZAH**

NPM : 1501070270

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan : Tadris Bahasa Inggris

Nama tersebut diatas telah melaksanakan Penelitian sejak dari tanggal 10 November 2019 sampai dengan selesai dalam rangka menyelesaikan Tugas Akhir / Skripsi dengan judul **"USING EXPOSITORY LEARNING STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION ABILITY IN PROCEDURE TEXT AMONG THE TENTH GRADERS AT MA NA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH".**

Demikian surat balasan ini dibuat, semoga dapat dipergunakan dengan semestinya.

Wallahulmuafiq Ilaa Aqwamithoriq
Wassalamulaikum Wr. Wb

Kotagajah, 10 Desember 2019
Kepala Sekolah

LAILA RAHMAWATI, S. Ag

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-0765/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MA. MAARIF 9 KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **LUTFI AZIZAH**
NPM : 1501070270
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : USING EXPOSITORY LEARNING TO ENHANCE STUDENTS READING COMPREHENSION IN PROCEDURE TEXT AT THE ELEVENTH GRADERS OG MA MAARIF 9 KOTAGAJAH LAMPUNG TENGAH THE ACADEMIC YEAR 2018/2019

untuk melakukan pra-survey di MA. MAARIF 9 KOTAGAJAH.

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, 28 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

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

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

Nama : LUTFI AZIZAH Fakultas/Jurusan : TBI

NPM : 1501070270 Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
		✓		Acc seminar	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing I

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

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

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

Nama : LUTFI AZIZAH   Fakultas/Jurusan : TBI
NPM : 1501070270   Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
	Senin 18 - 11 - 2010 Kamis 28 -11 -2019			- Revise title - Revise instrument - Revise Instrument again Rebala ditulia... See Proprosila!	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

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

Nama : LUTFI AZIZAH
NPM : 1501070270

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Sabtu 25/ 2019	✓		- Revise title	
2	Senin 23/ 2019	✓		Revise chapter I - Revise theoretical review Explain about ability needed in reading comprehension	
3	Senin 10/ 2020	✓		- Revise chapter I - Add strategy in word of expository learning - Procedure exct	
4	Senin 14/ 2020	✓		Revise chapter I	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrud As'ad, M. Ag
NIP. 19611221 199603 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

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

Nama : LUTFI AZIZAH   Fakultas/Jurusan : TBI
NPM : 1501070270   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 25/7-19		V	Revise ch.I.	
	Kamis 1/8-19		V	Acc ch-II (continue to ch.III	
	Kamis 15/8-19		V	Revise ch-III	
	Senin 2/9-19		V	elaborate more about test.	
	Senin 30/9-19		V	Acc ch-III	

Mengetahui : .
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 200801 1 014   NIP. 19830111 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 fax. (0725) 47296 Email: _____

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

Nama : LUTFI AZIZAH
NPM : 1501070270

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 11/14			Revise Ch. IPD	
	Selasa 26/11-19			Acc IPD	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830111 200901 2 008

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

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

Nama   : Lutfi Azizah
NPM   : 1501070270

Fakultas/Jurusan   : TBI/FTIK
Semester   : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 20/12-7		N	Revise ch IV	
	Kamis		✓	Acc ch. IV.	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

SILABUS SMA/MA

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**

Kelas   : **X**

Kompetensi Inti   :

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

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

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

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

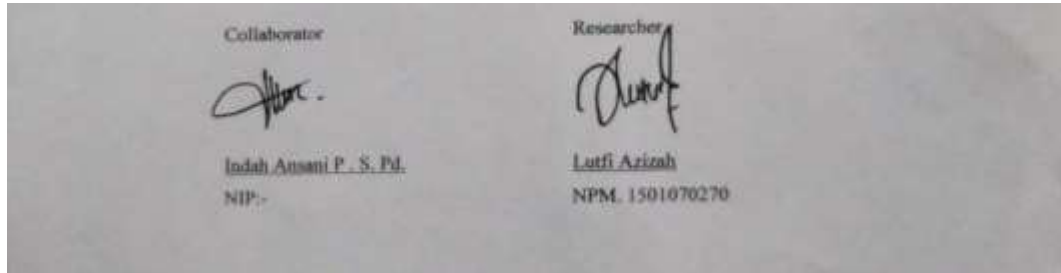| Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar

4. Mengungkap kan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari	4.1Mengung kap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	· Perform ing a monologue of a procedure text	· Menyamp aikan undangan lisan secara individu di depan kelas	· Menggunaka n bahasa lisan dalam menyampaikan teks fungsional pendek	Perfor mans	2 x 45	Developing English Competenc ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

| | 4.2 Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition | · Performing a monologue of a procedure text | · Melakukan case building ber dasarkan kelompok pro dan kontra. · Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat. | · Menggunakan kalimat simple present dalam menyampaikan report · Melakukan monolog berbentuk narrative · Melakukan monolog berbentuk analytical exposition · Melakukan debat | Unjuk kerja | 4 x 45 4 x 45 | Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet |

| Membaca 5. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan | 5.1 Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari | · Identifying the structure of a procedure text | · Membaca nyaring bermakna teks berita/deskrip si/naratif secara individu · Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. · Berlatih menggunakan kalimat simple present untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita | · Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar · Mengidentifikasi topik dari teks yang dibaca · Mengidentifikasi informasi tertentu dari teks fungsional pendek | Performans Tertulis (Pilihan Ganda) | 1 x 45 1 x 45 1 x 45 | Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet |

| | 5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition | · Reading procedure texts | · Membaca nyaring bermakna teks narrative/report/ analytical exposition secara individu

· Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. | · Mengidentifikasi makna kata dalam teks yang dibaca.

· Mengidentifikasi komplikasi dalam sebuah cerita narasi

· Mengidentifikasi kejadian dalam teks yang dibaca

· Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan

· Mengidentifikasi kasus yang dibahas dalam teks

· Mengidentifikasi argument yang diberikan

· Mengidentifikasi langkah-langkah retorika dari teks

· Mengidentifikasi tujuan komunikasi teks dibaca | Quiz

Tes tertulis

Tugas | 2 x 45

2 x 45 | Developing English Competencies

for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbehasa Inggris

Majalah

Internet |

Metro, ...Mei 2019

Collaborator   Researcher

Indah Ansani P . S. Pd.   Lutfi Azizah
NIP:-   NPM. 1501070270

PRE-TEST QUESTION

Name   : Qhddam Angger Rahmadi

Class   :

Petunjuk   : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 2

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist.

Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it.

A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

1. Where is the life jacket located? (Literal type)
   a. Over the head
   b. Around the waist.
   c. Outsite the aircraft.
   d. In the back of the seat.
   e. Under the seat.

2. What can interfere the navigatioan system? (Interpretive type)
   a. Table.
   b. The life jacket.
   c. Mobile phones
   d. The attached light.
   e. Tapes around the waist.

Read the text to answer question number 3 to 5

A quick and easy cheese cake recipe
Yield   : 6 servings
Prep. Time   : 5 minutes
Cook Time   : 40 minutes
Total Time   : 45 minutes
Ingredients:
16 ounces cream cheese, 2 packages, softened
½ cup sugar
½ teaspoon vanilla
2 large eggs
4 ounces semi-sweet chocolate chips
1 prepared Graham cracker crust
Directions:
Beat cream cheese, sugar and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker chust. (you may sprinkle ¼ cup mini semi sweet chocolate chips on top if you desire).
Bake at 35calcius for 40 minutes, or until certer is almost set. Cool.
For best results refrigerate for 3 hours.

3. How many persons is the cake for? (Interpretive type)
   a. 2   d. 35
   b. 5   e. 7
   c. 6

4. The goal of the text is to tell about . . . . (Inference type)
   a. How to beat cream cheese
   b. How to blend sugar and vanilla
   c. How to bake chocolate cheese and cake

Source: English Reading Textbook Of Procedure Text

ATTENDANCE LIST

Class : X IIS I

Date :

NO	STUDENTS NAME	SIGNATURE	
1	Alif Ferdia Setyo	1.	
2	Ahmad Sholeh		2.
3	Devi Restiana Putri	3.	
4	Deviana Triyanti		4.
5	Desnila Sari	5.	
6	Dewi Savitri		6.
7	Diana Rahmwati	7.	
8	Fineli Lutfiana		8.
9	Fenti Ayu Renata	9.	
10	Futty Maharani		10.
11	Indah Ayu Kumala Sari	11.	
12	Kala Krisna Damawan		12.
13	Kumala Ayu	13.	
14	Khoirul Nasrudin		14.
15	Kholifatul Ulya Aslah	15.	
16	Lutfiana Ratna Dewi		16.
17	Muhammad Roni	17.	
18	Muhammad Zaki		18.
19	Mei Desvita Putri	19.	
20	Nani Era Wati		20.
21	Nurbaiti Kristiana	21.	
22	Okta Febriani		22.
23	Qhoddam Angger Rahmadi	23.	
24	Rendi Tegar Saputra		24.
25	Tio Oktavianton	25.	
26	Trio Tri Andika		26.
27	Tessa Wulandari	27.	
28	Via Kifti Salsabila		28.

PRE-TEST QUESTION

$\frac{9+5}{2} = \boxed{70}$

Name : Fitah Luntiana

Class :

Petunjuk : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 2

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist.

Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it.

A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

1. Where is the life jacket located? (Literal type)
   a. Over the head
   b. Around the waist.
   c. Outsite the aircraft.
   d. In the back of the seat.
   e. Under the seat. ✗

2. What can interfere the navigatioan system? (Interpretive type)
   a. Table.
   b. The life jacket.
   c. Mobile phones ✗
   d. The attached light.
   e. Tapes around the waist.

Read the text to answer question number 3 to 5

A quick and easy cheese cake recipe

Yield : 6 servings
Prep. Time : 5 minutes
Cook Time : 40 minutes
Total Time : 45 minutes

Ingredients:
16 ounces cream cheese, 2 packages, softened
½ cup sugar
½ teaspoon vanilla
2 large eggs
4 ounces semi-sweet chocolate chips
1 prepared Graham cracker crust

Directions:
Beat cream cheese, sugar and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker chust. (you may sprinkle ¼ cup mini semi sweet chocolate chips on top if you desire).
Bake at 35calcius for 40 minutes, or until certer is almost set. Cool.
For best results refrigerate for 3 hours.

3. How many persons is the cake for? (Interpretive type)
   a. 2 ✗   d. 35
   b. 5   e. 7
   c. 6

4. The goal of the text is to tell about . . . . (Inference type)
   a. How to beat cream cheese
   b. How to blend sugar and vanilla ✗
   c. How to bake chocolate cheese and cake

Source: English Reading Textbook Of Procedure Text

PRE-TEST QUESTION

$\frac{9+5}{2} = \boxed{70}$

Name : Fitah Luksiana

Class :

Petunjuk : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 2

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around you're your waist.

Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it.

A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

1. Where is the life jacket located? (Lateral type)
   a. Over the head
   b. Around the waist.
   c. Outsite the aircraft.
   d. In the back of the seat.
   e. Under the seat. [x]

2. What can interfere the navigatioan system? (Interpretive type)
   a. Table.
   b. The life jacket.
   c. Mobile phones [x]
   d. The attached light.
   e. Tapes around the waist.

Read the text to answer question number 3 to 5

A quick and easy cheese cake recipe

Yield : 6 servings
Prep. Time : 5 minutes
Cook Time : 40 minutes
Total Time : 45 minutes

Ingredients:
16 ounces cream cheese, 2 packages, softened
½ cup sugar
½ teaspoon vanilla
2 large eggs
4 ounces semi-sweet chocolate chips
1 prepared Graham cracker crust

Directions:
Beat cream cheese, sugar and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker chust. (you may sprinkle ¼ cup mini semi sweet chocolate chips on top if you desire).
Bake at 35calcius for 40 minutes, or until certer is almost set. Cool. For best results refrigerate for 3 hours.

3. How many persons is the cake for? (Interpretive type) [x]
   a. 2 [x]   d. 35
   b. 5   e. 7
   c. 6

4. The goal of the text is to tell about . . . . (Inference type)
   a. How to beat cream cheese
   b. How to blend sugar and vanilla [x]
   c. How to bake chocolate cheese and cake

Source: *English Reading Textbook Of Procedure Text*

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING
COMPREHENSION ANALYTICAL EXPOSITION MULTIPLE CHOICE
(PRE-TEST)

NO	STUDENTS NAME	Score of Pre-Test
1	Alif Ferdia Setyo	50
2	Ahmad Sholeh	60
3	Devi Restiana Putri	70
4	Deviana Triyanti	40
5	Desnila Sari	70
6	Dewi Savitri	60
7	Diana Rahmwati	60
8	Fineli Lutfiana	70
9	Fenti Ayu Renata	60
10	Furry Maharani	60
11	Indah Ayu Kumala Sari	50
12	Kala Krisna Darmawan	70
13	Kumala Ayu	60
14	Khoirul Nasrudin	70
15	Kholifatul Ulya Aslah	60
16	Lutfiana Ratna Dewi	60
17	Muhammad Roni	50
18	Muhammad Zaki	40
19	Mei Desvita Putri	50
20	Nani Era Wati	60
21	Nurhaiti Kristiana	90
22	Okta Febriani	60
23	Ghoddam Anggit Rahmadi	40
24	Rendi Tegar Saputra	50
25	Tio Oktaviantom	50
26	Trio Tri Andika	50
27	Tessa Wulandari	60
28	Via Eifti Salsabila	70
	Total	640
	Average	58

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: MA Ma'arif 9 Kotagajah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
MateriPokok	: Procedure Text
Alokasi Waktu	: 2 x 2JP

A. 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.	• Mengidentifikasi struktur teks untuk memahami teks prosedur • Mengidentifikasi unsur kebahasaaan teks untuk mengetahui unsur teks prosedur • Mengidentifikasi fungsi sosial dari sebuah teks prosedur
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang mengharuskan membaca, memahami, dan menanggapinya dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks	• Menjawab pertanyaan yang ada berkaitan dengan sebuah teks • Mengambil nasehat dari sebuah teks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menunjukkan kesungguhan belajar Bahasa Inggris dalam menjawab pertanyaan
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam menjawab pertanyaan
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada jawaban setiap soal

D. Materi Pembelajaran

➢ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

➢ Struktur Teks

   - Memulai

   - Menjawab

   - Menanggapi (diharapkan/di luar dugaan)

➢ Unsur Kebahasaan

   - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➢ Topik

Dapat Memahami dan menjawab pertanyaan dalam soal yang sesuai dengan teks

E. MetodePembelajaran

1. Metode   : Discussion
2. Strategi   : Expository Learning

F. Media, Alat dan SumberPembelajaran

1. Media

   - Worksheet atau lembar kerja (peserta didik).

   - Lembar penilaian

2. Alat

   - Marker, papan tulis.

   - Laptop

3. Sumber Belajar

   - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016.

   - www.britishcourse.com.

G. KegiatanPembelajaran

Kegiatan Pendahuluan (10 Menit)

Orientasi

✓ Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran

✓ Memeriksa kehadiran peserta didik sebagai sikap **disiplin**

✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

✓ Menyiapkan peserta didik untuk mengikuti proses pembelajaran

Apersepsi

✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya

✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Pocedure teks

Pemberian Acuan

✓ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

✓ Pembagian kelompok belajar

✓ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.

Kegiatan Inti (60 Menit)

Mengamati (Observing)

✓ Peserta didik mengamati interaksi saat menjawab soal

✓ Peserta didik memberikan responnya

✓ Dengan bimbingan dan arahan guru, peserta didik menjawab pertanyaan

dengan strategi yang diberikan (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya (Questioning)

✓ Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antara berbagai bentuk teks dalam bahasa Inggris dan bahasa Indonesia

Mengumpulkan Informasi (Exploration)

✓ Peserta didik mendalami prosedur teks dari banyak sumber contoh dari buku teks, dsb.

✓ Secara kolaboratif, peserta didik berusaha menjawab dengan bahasa Inggris agar mendapat feedback dari guru, serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Menalar (Associating)

✓ Peserta didik membandingkan teks prosedur yang telah dipelajari dengan yang ada di berbagai sumber lain.

✓ Peserta didik membandingkan antara teks dalam bahasa Inggris dan dalam bahasa peserta didik.

Mencoba (Experimenting)

✓ Peserta didik mengolah informasi dari materi teks procedure yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

Mengkomunikasikan (Networking)

✓ Peserta didik dapat menjelaskan kegunaan teks prosedur sesuai dengan konteks penggunaannya

Kegiatan Penutup(10 Menit)

Menyimpulkan

✓ Guru menyimpulkan materi tentang prosedur teks yang baru dilakukan

Refleksi

✓ Guru menanyakan kepada peserta didik mengenai kegitian pembelajaran yang telah berlangsug

Umpan Balik

✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung

Pemberian Tugas

✓ Mengagendakan memahami teks prosedur dirumah

Informasi Kegiatan Pembelajaran Pertemuan Berikutnya

✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menangkap makna teks prosedur	Teks tertulis	Pilihan ganda	Soal Pilihan ganda (tertulis)
Menemukan informasi yang terdapat dalam teks prosedur	Teks tertulis	Pilihan ganda	Soal Pilihan ganda (tertulis)

Menyusun teks prosedur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Pilihan ganda	Soal Pilihan ganda (tertulis)

Metro,5 November 2019

Collaborator

Researcher

Indah Ansani, S.Pd

Lutfi Azizah
NPM: 1501070270

ATTENDANCE LIST

CLASS : VIII A
DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
2	Agita Triyas A		2
3	Agustina Novita Sari	3	
4	Albita Deswita Rani		4
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma		6
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani		8
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani		10
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati		12
13	Erda Anggun F	13	
14	Fany Indi Aisyafira		14
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani		16
17	Keysa Putri R	17	
18	Marsya Aulia		18
19	Nabila Diva H	19	
20	Nabila Shofia R		20
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P		22
23	Nita Ambarwati	23	
24	Ririn Inayatul F		24
25	Safina Rahadatul A	25	
26	Sherly Ayunda P		26

ATTENDANCE LIST

Class   : X IIS 1

Date   :

NO	STUDENTS NAME	SIGNATURE	
1	Alif Ferdia Setyo		
2	Ahmad Sholeh		
3	Devi Restiana Putri		
4	Deviana Triyanti		
5	Desnila Sari		
6	Dewi Savitri		
7	Diana Rahmwati		
8	Fineli Lutfiana		
9	Fenti Ayu Renata		
10	Futty Maharani		
11	Indah Ayu Kumala Sari		
12	Kala Krisna Damawan		
13	Kumala Ayu		
14	Khoirul Nasrudin		
15	Kholifatul Ulya Aslah		
16	Lutfiana Ratna Dewi		
17	Muhammad Roni		
18	Muhammad Zaki		
19	Mei Desvita Putri		
20	Nani Era Wati		
21	Nurbaiti Kristiana		
22	Okta Febriani		
23	Qhoddam Angger Rahmadi		
24	Rendi Tegar Saputra		
25	Tio Oktavianton		
26	Trio Tri Andika		
27	Tessa Wulandari		
28	Via Kifti Salsabila		

POST-TEST 1 QUESTION

Name : QHOddam Angger RAHMADi

Class :

Petunjuk : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 3

Ingredients

1 tb margarine, dairy free

1 tb Vegetables oil

1 c onion – chopped

8 oz Mushrooms – sliced

1 lg Garlic clove – minced

1/3 celery – thinly sliced

3 c Soybean milk

4 c Potatoes – cubed ½ inch

¼ ts Black pepper

1 ts Salt, or to taste

1 tb Parsley – chopped

Directions

a. Saute onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and sauté 3 more minutes.

b. Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil, reduce heat and simmer 25 minutes, stirring occasionally.

c. Make about 6 cups. Thin with extra soybean milk if soup is too thick.

d. Garnish with parsley and serve with the veal.

1. The text states that ... (Inference type)

a. Extra soybean milk must be added if the soup is too thick

b. Six cups of soy bean milk must be added to the soup

c. Soybean milk is used merely for garnish

d. Extra cups must be provided for everybody

e. The soup must be thick to make it easy

2. According to the text when should we add sliced mushroom? (Inference type)

a. After adding soybean milk, black pepper, salt & potatoes.

b. After frying onions, garlic, celery & green pepper.

c. As soon as we heat and simmer onion, garlic and green pepper.

d. Before pouring the oil and margarine.

e. Before we serve the meal.

3. 1tb parsley – chopped. The word "chopped" is closest in meaning to ... (Lexical type)

a. Drawn   d. Stirred

b. Hacked   e. Cut

c. Poured

Read the text to answer question number 4 to 6

Oraganic Fermentation Bacteria To Increase Cattle Productivity

EM- 4 is a mixture of micro-organisms that gives the benefit for cattle growth and product.

Usage:

1. Decrease smell pollution

2. Balance mutual micro-organisms

3. Increase quality and quantity of cattle product

How to use:

a. To get satisfying result, dissolve 1cc EM-4 per liter water every day

Source: *English Reading Textbook Of Procedure Text*

10

OBSERVATION SHEET OF TEACHERS' ACTIVITIES IN CYCLE I

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used			√
c. The teacher greets the students	√		
d. The teacher does socializing example asking their health condition	√		
1. While teaching			
a. Inform the objective of learning	√		
b. Explain the material chronological		√	
c. Guide the students follow the lesson	√		
d. Motivate the students		√	
e. Guide the students to practice the material.		√	
f. The teacher gives the students time to ask question if they do not understand	√		
2. Post teaching			
a. Conclude the result of learning	√		
b. Close the learning process	√		
TOTAL	8	3	1
Total score		12	

POST-TEST 1 QUESTION

Name : Fitah Astgata
Class :

Petunjuk : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 3

Ingredients

1 tb margarine, dairy free
1 tb Vegetables oil
1 c onion – chopped
8 oz Mushrooms – sliced
1 lg Garlic clove – minced
1/3 celery – thinly sliced
3 c Soybean milk
4 c Potatoes – cubed ½ inch
¾ ts Black pepper
1 ts Salt, or to taste
1 tb Parsley – chopped

Directions

a. Saute onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and saute 3 more minutes.

b. Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil, reduce heat and simmer 25 minutes, stirring occasionally.

c. Make about 6 cups. Thin with extra soybean milk if soup is too thick.

d. Garnish with parsley and serve with the veal.

1. The text states that ... (Inference type)
   a. Extra soybean milk must be added if the soup is too thick
   b. Six cups of soy bean milk must be added to the soup
   c. Soybean milk is used merely for garnish
   d. Extra cups must be provided for everybody

e. The soup must be thick to make it easy

2. According to the text when should we add sliced mushroom? (Inference type)
   a. After adding soybean milk, black pepper, salt & potatoes.
   b. After frying onions, garlic, celery & green pepper.
   c. As soon as we heat and simmer onion, garlic and green pepper.
   d. Before pouring the oil and margarine.
   e. Before we serve the meal.

3. 1tb parsley – chopped. The word "chopped" is closest in meaning to ... (Lexical type)
   a. Drawn   d. Stirred
   b. Hacked   Cut
   c. Poured

Read the text to answer question number 4 to 6

Organic Fermentation Bacteria To Increase Cattle Productivity

EM- 4 is a mixture of micro-organisms that gives the benefit for cattle growth and product.

Usage:
1. Decrease smell pollution
2. Balance animal micro-organisms
3. Increase quality and quantity of cattle product

How to use:
a. To get satisfying result, dissolve 1cc EM-4 per liter water every day

Source: **English Reading Textbook Of Procedure Text**

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING
COMPREHENSION ANALYTICAL EXPOSITION MULTIPLE COICE
(POST-TEST 1)

NO	STUDENTS NAME	Score of Post-Test 1
1	Alif Ferdia Setyo	75
2	Ahmad Sholeh	55
3	Devi Restiana Putri	80
4	Deviana Triyanti	40
5	Desnila Sari	85
6	Dewi Savitri	80
7	Diana Rahmwati	55
8	Fineli Lutfiana	90
9	Fenti Ayu Renata	65
10	Futty Maharani	60
11	Indah Ayu Kumala Sari	60
12	Kala Krisna Darnawan	80
13	Kumala Ayu	60
14	Khoirul Nasrudin	80
15	Kholifatul Ulya Aslah	85
16	Lutfiana Ratna Dewi	60
17	Muhammad Roni	60
18	Muhammad Zaki	70
19	Mei Desvita Putri	65
20	Nani Era Wati	60
21	Nurbaiti Kristiana	95
22	Okta Febriani	55
23	Qboddam Angger Rahmadi	55
24	Rendi Tegar Saputra	60
25	Tio Oktavianton	55
26	Trio Tri Andika	60
27	Tessa Wulandari	65
28	Via Kifti Salsabila	75
	Total	1885
	Average	67

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: MA Ma'arif 9 Kotagajah
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/1
Materi Pokok	: Procedure text
Alokasi Waktu	: 2 JP

A. KOMPTENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, 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 ingintahunya 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.

B. KOMPETENSI DASAR (KD)

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya

4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).

4.10 Menyusun teks prosedur, lisan dan tulis dalam berbentuk manual terkait kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Dengan diberi contoh oleh guru tentang langkah-langkah membuat sesuatu atau melakukan sesuatu, siswa mampu menjelaskan langkah-langkah dalam membuat sesuatu atau melakukan sesuatudengan tepat.
2. Diakhir pembelajaran, siswa mampu menyusun teks prosedur secara lisan dan tulis tentang langkah-langkah membuat sesuatu atau melakukan sesuatu tersebut dengan tepat.

D. INDIKATOR

Diakhir pembelajaran:

1. Siswa mampu mengidentifikasi alat dan bahan serta langkah-langkah dalam membuat sesuatu atau melakukan sesuatu.
2. Siswa mampu menyebutkan ungkapan-ungkapan yang digunakan dalam proses membuat segelas minuman.
3. Siswa mampu menyebutkan unsur-unsur kebahasaan dalam teks prosedural mengenai cara membuat minuman seperti nomor-nomor yang menyatakan urutan: *first, second, then, next, after that, finally.*
4. Siswa mampu menjelaskan langkah-langkah dalam membuat sesuatu atau melakukan sesuatu.
5. Siswa mampu membuat teks prosedur tentang langkah-langkah dalam membuat sesuatu atau melakukan sesuatu tersebut dengan tepat.

E. MATERI PEMBELAJARAN

1. Definisi Procedure Text: Procedure text ishow something works or how to use instruction / operation manuals. Example: how to use the video, the computer, the tape recorder, the photocopier, the fax.
2. Tujuan Procedure Text: The purpose procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.
3. Struktur umum procedure text:
   a. Goal (Maksud atau tujuan)
   b. Material Needed (Materi / alat / bahan yang dibutuhkan)
   c. Methods or Steps (Metode / langkah-langkah)
4. Ciri-Ciri Procedure Text.
   a. mengunakan Simple Present Tense (S+V1)
   b. berbentuk imperative/bentuk perintah,
   c. menggunakan action verbs, contoh: make, take, boil, cook,

    d. menggunakan temporal conjunctions, contoh: First, then, next, after that, last

F. Tecknique of Learning
  1. Strategi   : Expository Learning

G. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Rincian Kegiatan	Waktu
Pendahuluan	1. Guru memberikan salam. 2. Guru menanyakan kabar siswa. 3. Guru mengecek kehadiran siswa. 4. Guru memberikan pertanyaan mengenai materi pelajaran yang telah dipelajari sebelumnya dan materi yang akan dipelajari. 5. Siswa bermain "Guess what it is" 6. Guru menjelaskan materi yang akan diajarkan dengan cara memberi gambaran umum mengenai materi yang akan diajarkan. 7. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai tentang materi yang akan diajarkan.	10'
Inti	**Mengamati** 1. Siswa mengamati demonstrasi tentang cara membuat segelas minuman. 2. Siswa belajar menemukan informasi terkait demonstrasi yang ditampilkan oleh guru. 3. Dengan bimbingan dan arahan guru, siswa mengidentifikasi alat dan bahan yang diperlukan serta langkah-langkah dalam membuat segelas minuman.	8'
	Menanya Dengan bimbingan dan arahan guru, siswa diberi kesempatan untuk bertanya mengenai teks prosedural mengenai cara membuat membuat segelas minuman.	2'
	Mengumpulkan Informasi 1. Melalui metode *Total Physical Response* yang diperagakan oleh guru, siswa memperoleh informasi mengenai kosa kata yang biasa dipakai dalam langkah-langkah membuat	30'

	segelas minuman. 2. Siswa mempelajari nomor-nomor yang menyatakan urutan didalam teks prosedur dari penjelasan guru. (*Game session*) 3. Guru membagi siswa kedalam beberapa kelompok. 4. Siswa mencari informasi tentang resep membuat segelas minuman melalui *Chinese Whispers*. 5. Siswa menyusun informasi yang didapatkan menjadi langkah-langkah yang benar sesuai dengan urutan.	
	Mengasosiasikan 1. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks prosedur mengenari cara membuat minuman. 2. Dengan diberikan bimbingan dan arahan dari guru, secara berkelompok siswa menulis teks prosedur tentang cara membuat jenis minuman hangat dan dingin. 3. Siswa memperoleh *feedback* dari guru. 4. Siswa menghapalkan langkah-langkah dalam membuat segelas minuman	20'
	Mengomunikasikan 1. Siswa mempresentasikan langkah-langkah membuat segelas minuman secara lisan dan tulis. 2. Siswa akan memposting hasil tulisanya kedalam *Students' recipe books*.	15'
Penutup	1. Siswa diberikan kesempatan jika ada hal yang ingin ditanyakan mengenai pembelajaran hari ini. 2. Siswa menyimpulkan pembelajaran. 3. Guru melengkapi kesimpulan siswa. 4. Guru memberikan arahan tentang pembelajaran yang akan dilaksanakan pada pertemuan berikutnya. 5. Guru mengakhiri pembelajaran dan memberi salam.	5'

H. PENILAIAN HASIL BELAJAR

1. Penilaian Partisipasi siswa menjawab pertanyaan, menyimpulkan, dll)
   :(20%)
2. Penilaian Kelompok : (30%)
3. Penilaian Individu : (50%)

a. **Penilaian Kelompok (total x2)**

Aspek Penilaian	Bobot	Nilai
Kerjasama	5 = selalu bekerjasama 4 = sering bekerjasama 3 = Beberapa kali melakukan kerjasama 2 = pernah bekerjasama 1 = tidak pernah bekerjasama	
Tindak Komunikasi	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = Tidak pernah melakukan kegiatan komunikasi yang tepat	

b. **Penilaian Individu**
   Format Lembar Pengamatan Perilaku Ilmiah Peserta Didik

Nama Peserta Didik   :
Nomor Absen   :
Materi saat diobservasi   :
Tanggal Observasi   :

No.	Sikap	Kriteria	Hasil Pengamatan	
			Ya	Tidak
1	Jujur	1. Melaporkan data sesuai dengan kenyataan/sesuai dengan apa yang diamati. 2. Menyampaikan pendapat disertai data konkret/data yang diamati.		

2	Disiplin	1. Mengerjakan tugas sesuai waktu yang ditetapkan. 2. Mengumpulkan hasil pekerjaan tepat waktu.		
3	Tanggung jawab	1. Melaksanakan tugas yang diberikan oleh guru. 2. Menyelesaikan pekerjaan sampai tuntas.		
4	Peduli lingkungan	1. Membersihkan meja dan kursi yang ditempatinya/meja dan kursi yang ditempati dalam keadaan bersih/ rapi. 2. Menata/menempatkan kembali alat/bahan/buku/sumber belajar lainnya dengan rapi atau menempatkan kembali pada tempat semula.		
5	Kerjasama	1. Menghargai pendapat teman 2. Mengambil bagian dalam kerja kelompok		
Skor maksimum				

Catatan:

Nilai = Skor perolehan x 100%
$$\frac{\text{Skor perolehan}}{10} \times 100\%$$

Penilaiaan Keterampilan:
1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. English Score

IndikatorPencapaianKompetensi	TeknikPenilaian	BentukPenilaian	Instrumen
Menangkapmaknateks prosedur	Tekstertulis	Pilihan ganda	SoalPilihan ganda(tertulis)

Menemukaninformasi yang terdapatdalam teks prosedur	Tekstertulis	Pilihan ganda	SoalPilihan ganda(tertul is)
Menyusun teks prosedur dengan memperhatikanfungsisosial, strukturteks, danunsurkebahasaan yang benardansesuaikonteks	Tekstertulis	Pilihan ganda	SoalPilihan ganda(tertul is)

H. MEDIA DAN SUMBER PEMBELAJARAN

1. Alat & Media : Papan Tulis, laptop, proyektor, spidol, kertas karton, speaker, video, gambar-gambar, dan video.
2. Sumber : Buku, internet

Metro,5 November 2019

Collaborator   Researcher

Indah Ansani, S.Pd

Lutfi Azizah
NPM: 1501070270

ATTENDANCE LIST

Class   : X IIS 1

Date   :

NO	STUDENTS NAME	SIGNATURE	
1	Alif Ferdia Setyo	1.	
2	Ahmad Sholeh		2.
3	Devi Restiana Putri	3.	
4	Deviana Triyanti		4.
5	Desmila Sari	5.	
6	Dewi Savitri		6.
7	Diana Rahmwati	7.	
8	Fineli Lutfiana		8.
9	Fenti Ayu Renata	9.	
10	Futty Maharani		10.
11	Indah Ayu Kumala Sari	11.	
12	Kala Krisna Darmawan		12.
13	Kumala Ayu	13.	
14	Khoirul Nasrudin		14.
15	Kholifatul Ulya Aslah	15.	
16	Lutfiana Ratna Dewi		16.
17	Muhammad Roni	17.	
18	Muhammad Zaki		18.
19	Mei Desvita Putri	19.	
20	Nani Era Wati		20.
21	Nurbaiti Kristiana	21.	
22	Okta Febriani		22.
23	Qheddam Angger Rahmadi	23.	
24	Rendi Tegar Saputra		24.
25	Tio Oktavianton	25.	
26	Trio Tri Andika		26.
27	Tessa Wulandari	27.	
28	Via Kifti Salsabila		28.

POST-TEST 2 QUESTION

Name : Qhousum Anggi Rahmadi

Class :

Petunjuk : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau e yang anda anggap benar

Read the text to answer question number 1 to 3

How to Make Starfruit Punch

Ingredients

1. 250 gr yellow starfruit in slices
2. 100 ml water 2 spoonful of vanilla
3. 8 teaspoonful of lemonade extract

Procedure

4. Put slices of starfruit and water in the blender. Wait until it's soft. Skim it.
5. Add syrup, lemonade extract, and soda water. Stir thoroughly.
6. Pour it in the glass and put in the ice cubes.

1. What is the text about? (Literal type)
   ✗ How to make starfruit punch
   b. The ingredients of starfruit punch
   c. How to use blender
   d. How to stir thoroughly
   e. How to slice starfruit

2. ...lemonade extract and soda water. Stir thoroughly. The word "stir" means..... (Lexical type)
   a. To make smooth
   b. To boil
   c. To cut
   d. To make dry
   e. To move an object in order to mix it

3. Which of the following procedures is true? (Inference type)
   a. Put slices of starfruit in the glass.
   b. Put ice cubes in the blender.
   c. Skim two spoonful of vanilla.

d. Skim the slices of starfruit and water which have already been softened

e. Wait until the ice cubes are melted.

Read the text to answer question number 4-5

Burning a CD allows you to take music from one CD and transfer it onto another CD. This process is possible with any computer that has a CD-driver, but it is easier on a computer that can run two CDs at once. Either way, you can copy all your music from one CD to the next. Here is how to copy from one CD to another, using one and two CD drivers. Instructions Burning with two CD Trays

1. Insert the CD from which you want to burn music into your computer's CD tray. Insert a blank CD into your computer's second CD tray.
2. Open windows media player and wait for it to recognize the CD.
3. Click the "burn" option at the top of Windows Media Player. Drag the songs you want from the list of your songs into the area on the right labeled "Burn List".
4. Choose the blank CD onto which you want to burn your song. This can be done at the top of the Burn List Menu.
5. Click the "Start Burn" button when you have all the song you want for the CD added to the Burn List. Wait for your computer to finish the CD, then take both of the CDs out.

Source: *English Reading Textbook Of Procedure Text*

POST-TEST 2 QUESTION

Name   : Fendi Lubjana
Class   :
Petunjuk   : Berilah tanda silang (x) pada salah satu jawaban alternatif a, b, c, d atau
e yang anda anggap benar

Read the text to answer question number 1 to 3

How to Make Starfruit Punch

Ingredients

1. 250 gr yellow starfruit in slices
2. 100 ml water 2 spoonful of vanilla
3. 8 teaspoonful of lemonade extract
Procedure
4. Put slices of starfruit and water in the blender. Wait until it's soft. Skim it.
5. Add syrup, lemonade extract, and soda water. Stir thoroughly.
6. Pour it in the glass and put in the ice cubes.

1. What is the text about? (Literal type)
   a. How to make starfruit punch
   b. The ingredients of starfruit punch
   c. How to use blender
   d. How to stir thoroughly
   e. How to slice starfruit

2. ___ lemonade extract and soda water. Stir thoroughly. The word "stir" means.... (Lexical type)
   a. To make smooth
   b. To boil
   c. To cut
   d. To make dry
   e. To move an object in order to mix it

3. Which of the following procedures is true? (Inference type))
   a. Put slices of starfruit in the glass.
   b. Put ice cubes in the blender.
   c. Skim two spoonful of vanilla.
   d. Skim the slices of starfruit and water which have already been softened
   e. Wait until the ice cubes are melted.

Read the text to answer question number 4-5

Burning a CD allows you to take music from one CD and transfer it onto another CD. This process is possible with any computer that has a CD driver, but it is easier on a computer that can run two CDs at once. Either way, you can copy all your music from one CD to the next. Here is how to copy from one CD to another, using one and two CD drivers.

Instructions Burning with two CD Trays

1. Insert the CD from which you want to burn music into your computer's CD tray. Insert a blank CD into your computer's second CD tray.
2. Open windows media player and wait for it to recognize the CD.
3. Click the "burn" option at the top of Windows Media Player. Drag the songs you want from the list of your songs into the area on the right labeled "Burn List".
4. Choose the blank CD onto which you want to burn your song. This can be done at the top of the Burn List Menu.
5. Click the "Start Burn" button when you have all the song you want for the CD added to the Burn List. Wait for your computer to finish the CD, then take both of the CDs out.

Source: *English Reading Textbook Of Procedure Text*

8

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

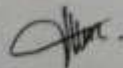| NO	STUDENTS NAME	THE STUDENTS' ACTIVITIES				
		1	2	3	4	5
1	Alif Ferdia Setyo	√		√		√
2	Ahmad Sholeh	√		√	√	√
3	Devi Restiana Putri	√	√	√	√	√
4	Deviana Triyanti	√	√	√	√	√
5	Desnila Sari	√	√	√		√
6	Dewi Savitri	√	√	√	√	√
7	Diana Rahmwati	√	√	√		√
8	Fineli Lutfiana	√	√	√	√	√
9	Fenti Ayu Renata	√	√	√		√
10	Futty Maharani	√		√	√	√
11	Indah Ayu Kumala Sari	√	√	√	√	√
12	Kala Krisna Damawan		√		√	√
13	Kumala Ayu	√	√	√	√	√
14	Khoirul Nasrudin	√	√	√	√	√
15	Kholifatul Ulya Aslah	√	√	√	√	√
16	Lutfiana Ratna Dewi	√	√	√	√	√
17	Muhammad Roni					√
18	Muhammad Zaki	√	√	√		√
19	Mei Desvita Putri	√		√	√	√
20	Nani Era Wati	√			√	√
21	Nurbaiti Kristiana	√	√	√	√	√
22	Okta Febriani	√		√		√
23	Qhoddam Angger Rahmadi	√			√	√
24	Rendi Tegar Saputra	√	√		√	√
25	Tio Oktavianton				√	√
26	Trio Tri Andika	√				√
27	Tessa Wulandari	√	√	√		√
28	Via Kifti Salsabila	√	√	√	√	√
	Total	25	19	20	19	28
	Percentage	89%	67%	71%	67%	100%

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING
COMPREHENSION ANALYTICAL EXPOSITION MULTIPLE CHOICE
(POST-TEST 2)

NO	STUDENTS NAME	Score of Post-Test 2
1	Alif Ferdia Setyo	80
2	Ahmad Sholeh	75
3	Devi Restiana Putri	90
4	Deviana Triyanti	65
5	Desnila Sari	85
6	Dewi Savitri	85
7	Diana Rahmwati	65
8	Fineli Lutfiana	100
9	Fenti Ayu Renata	75
10	Futty Maharani	80
11	Indah Ayu Kumala Sari	55
12	Kala Krisna Damawan	85
13	Kumala Ayu	80
14	Khoirul Nasrudin	80
15	Kholifatul Ulya Aslah	85
16	Lutfiana Ratna Dewi	65
17	Muhammad Roni	85
18	Muhammad Zaki	90
19	Mei Desvita Putri	85
20	Nani Era Wati	70
21	Nurbaiti Kristiana	95
22	Okta Febriani	75
23	Qhaddam Angger Rahmadi	55
24	Rendi Tegar Saputra	85
25	Tio Oktavianton	85
26	Trio Tri Andika	60
27	Tessa Wulandari	80
28	Via Kifti Salsabila	75
	Total	2190
	Average	78

DOCUMENTATION

Pre-Test

Pre-Test

Treatment Cycle I (First Meeting)

Treatment Cycle I (First Meeting)

Treatment Cycle I (Second Meeting)

Post- Test I

Treatment Cycle II (First Meeting)

Treatment Cycle II (First Meeting)

Treatment Cycle II (Second Meeting)

Treatment Cycle II (Second Meeting)

Post- Test 2

Post- Test 2