AN UNDERGRADUATE THESIS

THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE STUDENTS' DESCRIPTIVE READING ABILITIES AT THE EIGHT GRADE OF THE SMP NEGERI 1 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

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STATE INSTITUTE FOR ISLAMIC STUDIE OF METRO

1439 H/ 2018 M

**THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY
TO IMPROVE THE STUDENTS' DESCRIPTIVE READING ABILITIES
AT THE EIGHT GRADE OF THE SMP NEGERI 1 BATANGHARI EAST
LAMPUNG IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

in English Education Department

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Setelah membaca dan   mengadakan bimbingan serta perbaikan seperlunya   maka Skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

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

Name   : Eksanti
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                    Improve the Descriptive Reading Abilities at the Eight Grade
                    of SMP Negeri 1 Batanghari in Academic Year 2017/2018

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

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

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The Undergraduate Thesis Entitled: THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE DESCRIPTIVE READING ABILITIES AT THE EIGHT GRADER OF SMP NEGERI 1 BATANGHARI EAST LAMPUNG

Written by Eksanti, Student Number 13107087 English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 18th, 2018 at 15.00-17.00.

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ABSTRACT

THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE STUDENTS' DESCRIPTIVE READING ABILITIES AT THE EIGHT GRADE OF THE SMP NEGERI 1 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

By:

EKSANTI

The aim of this research was to show that the use of One-To-One teaching learning strategy can improve the descriptive reading ability and learning activities at the eight grade of SMP Negeri 1 Batanghari. The problem which have been identified was the students have low ability in reading learning .

This research is categorized to Classroom Action Research (CAR). In order to acuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research is the students of class VIII of SMP negeri 1 Batanghari.

Based on the result and the discussion of this research, it can be said that the use of One-To-one teaching learning strategy to improve the descriptive reading ability is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria (MMC) 70. The result show that there were 84,29% of students who passed the minimum standard criteria in the post-test 2. Before the action was conducted, there were just 34,28% of students who passed the minimum standard criteria in the pre-test. It means that , the use of One-To-One teaching learning strategy can improve the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari.

Keywords: Descriptive Reading , One-To-One teaching learning , Reading Abilities.

ABSTRAK

PENGGUNAAN STRATEGI PEMBELAJARAN MENGAJAR DARI SATU KE SATU UNTUK MENINGKATKAN KEMAMPUAN MEMBACA DESCRIPTIF PADA SISWA KELAS 8 SMP NEGERI 1 BATANGHARI TAHUN AJARAN 2017/2018

OLEH:

EKSANTI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan One-To-One teaching learning strategy dapat meningkatkan kemampuan membaca descriptive dan aktifitas belajar kelas VIII SMP Negeri 1 Batanghari. Masalah yang telah diidentifikasi adalah siswa memiliki kemampuan membaca yang rendah dalam proses pembelajaran.

Penelitian ini dikategorikan sebagai penelitian tindakan kelas.agar terdapat ketelitian dalam mengumpulkan data, peneliti menggunakan teknik pengumpulan data yaitu meliputi tes, observasi, dan dokumentasi. Penelitian ini dilakukan dalam 2 siklus dan setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas VIII SMP Negeri 1 Batanghari.

Berdasarkan hasil dan pembahasan penelitian ini , menunjukkan bahwa penggunaan One-To-one teaching learning strategy untuk meningkatkan kemampuan membaca deskriptif adalah sukses karena kriteria keberhasilah tercapai. Penelitian ini dapat dikatakan berhasil jika 80 % atau lebih siswa dapat meraih KKM 70. Hasil penelitian menunjukan bahwa 84,29% siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 34,28% siswa yang dapat mencapai KKM pada pre-test. Maka dari itu artinya, penggunaan One-To-One teaching learning strategy dapat meningkatkan kemampuan membaca descriptif siswa kelas VIII SMP Negeri 1 Batanghari pada tahun ajaran 2017/2018.

Kata Kunci: Bacaan teks Deskriptive, Pembelajaran One-To-One, Keterampilan membaca

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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

Metro, January   2018

The researcher,

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

Metro,   Januari 2018

Penulis

EKSANTI

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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ

Read By Calling The Name Of Your God Who Created

Bacalah Dengan Menyebut Nama Tuhanmu Yang Menciptakan

(Q.S. 96:1)

DEDICATION PAGE

This undergraduate thesis is dedicate to :

My beloved parents (Ikhsanuddin & Marwiyah) who always give love, pray, financial, and great support to finish this paper.

My beloved brothers and sister (Wahid Setiawan, Agus Wahyono,Tri Nur'aini & Alvian Oskara), and all of my big family thanks for love, pray, help, and motivation.

All of my lecturers of IAIN Metro

May Allah SWT Bless Us

Amin ya Rabb.

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All praises to Allah SWT, the most gracious, and the most merciful, who always give us what we need and has taught human being what we didn't know before. All thanks to Allah SWT for this gift especially the precious health tho the writer that she could accomplish this an undergraduate thesis. Peace always gives to our prophet Muhammad SAW, the best person in the world thanks for good guidance.

An undergraduate thesis entitles "The Use of One-To-One Teaching Learning Strategy To Improve The Descriptive Reading Abilities At The Eight Grade of SMP Negeri 1 Batanghari In The Academic Year 2017/2018". This proposal is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Departement of IAIN Metro.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis , so the researcher would like to express her gratitude thanks to :

1. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
2. Mr. Ahmad Subhan Roza, M. Pd.,as the the Head of English Education Department.
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9. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally the writer hopes this undergraduate thesis can be useful for whoever who read anduse it, especially for teachers who want to use One-To-One Teaching Learning Strategy in learning process.

Metro, January   2018

The writer,

EKSANTI

St. ID 13107087

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important languages in the world. It is used in many countries in the world. English has been studied by Indonesian people from kindergarten up to university. There are four language skills in English. Those are listening, speaking, reading and writing. Realizing that, English plays a very important role in the world of communication. In Indonesian English is taught at school from elementary school, junior high school and senior high school to university as a foreign language. So, English become important in today's era as a means of transferring science, technology, art, culture, and also to maintain good relationship with others countries.

From the statement above, the aim of teaching reading is to make students are expected to read effectively and efficient. It means they really understand about the content. Students do not only have to know about the meaning of the text, but also must have good ability to know about the content of the text. However, the descriptive reading ability is not easy to learn, because English is still our foreign language and student should have fully understanding about the text.

According to the English teachers of SMP Negeri 1 Batanghari, most of their students still get the difficulties in reading a text. Considering with

writer's experience when practice teaching at SMP Negeri 1 Batanghari, there are many problems the writer founds. First, if teacher give a question about reading text, many of them did know of the text. Second, reading not interesting of them, So make the students difficult to comprehend the text. Third, lack of vocabulary and translation of word so make the students difficult to find the meaning of the text. Next, the students less motivation, if the teachers ask to the students read of the text, many of them only read the text without to try comprehending the text. The last problems by strategy the teacher used, the teacher often translate word by word, made the students not interesting about reading. This happened to the most students of SMP Negeri 1 Batanghari due to the low of their score.

Related to the statement above, the writer interest to do this research by using One-To-One Teaching Learning. The writer chooses this approach because it assumes that to realize creative teaching should have learning process more interesting to invite students in reading. One-to-One Teaching Learning is approach that the teacher focuses with the student to improve their reading ability. Beside can improve reading ability, One-To-One Teaching Learning can stimulate students to thinking their ideas before they imagine the content of the text. With use One-To-One Teaching Learning can help students in learning activity in comprehending the text especially in Descriptive text. In other word, students more effective and can comprehend about content of the text.

This research will be held at the eighth grade of SMP Negeri 1 Batanghari which is consist of one class for about 35 students, and after doing the pra-survey at the eighth grade of SMP N 1 Batanghari which located in Kapten Harun Street No 46, Batanghari east Lampung, the writer gets the result as bellow: **Table 1**

The Students' Reading Score of Pre-Survey

No	Name	Score
1	ANS	80
2	AK	40
3	AFZ	66
4	AYP	60
5	AAR	53
6	AGB	66
7	BE	46
8	BA	73
9	CK	46
10	DM	40
11	DPK	73
12	EDPN	53
13	FA	66
14	FAS	46
15	GEP	53
16	GSA	40
17	HMC	60
18	HS	46
19	IE	40
20	LNA	53
21	MF	26
22	MSP	53
23	NLS	40
24	NA	73
25	NEP	66
26	OS	53
27	RDE	40
28	SY	66
29	SYA	80
30	VNH	53
31	VD	40
32	SJB	53
33	SAA	80
34	VPA	66
35	WA	53

Source: Teacher's archive, English Reading Score at the eight grade of SMP N 1 BATANGHARI, on January 3rd, 2017.

Table 2

The Students' Reading Score Frequency

No	Grade	Explanation	Frequencies	Percentage
1	≥70	Complete	5	17,5%
2	≤70	Incomplete	30	82,5%
Total			35	100%

The pre-survey was done on January 3rd, 2017 they are 35 students at the eighth grade of SMP Negeri 1 Batanghari. The English Minimum Creteria of Mastery Learning in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, there 30 students who incomplete category is (82,5%), there are only 5 students who complete category (17,5%), it can be concluded that students' reading score at the Eighth Grade is still low.

Based on the pre-survey result above the students has problems in learning activity, especially in reading subject, those are:

1. Students do not have much motivation to read.

2. The students do not active to follow the lesson English it is like talking and playing with friend while the teacher is explaining the lesson.

3. The students feel bored in English learning process.

4. Most of students can not imagine the object, because they do not know the topic.

5. Most of the students cannot imagine the object of the topic and can comprehend the main idea of the text.

Considering the statement above, the writer should help the students to overcome the problem or to minimize the problem. The writer interest to finding out an effective way in teaching English, especially in improving descriptive reading ability by using One-To-One Teaching Learning.

B. Problem Identification

Based on explanation above, there problems can identify that is:

1. Students have difficulties in learning English.

2. Students have low motivation to learn descriptive reading ability.

3. Students have difficulties to learn descriptive reading.

4. Students also lack of prior knowledge and this makes they cannot understand the text well.

C. Problem Limitation

Based on the identification of the problems above the writer would like to focus on Students have difficulties to learn descriptive reading. So the writer the use of One-To-One Teaching Learning can improve student's Descriptive reading abilities and student learning activity at the eighth grade of SMP Negeri 1 Batanghari in academic year 2017/2018.

D. Problem Formulation

Concerning with the background of the study above, the writer formulated the problem as follows:

"Can using One-To-One Teaching Learning to improve students' descriptive reading abilities and their learning activity at the eighth grade of SMP Negeri 1 Batanghari?"

E. Objective of the Study

Generally, the objective of this research is to show that the use One-To-One teaching learning strategy can improve the descriptive reading ability and student activity at the eight grade of SMP Negeri 1 Batanghari in Academic Year 2017/2018.

F. Benefit of the Study

The results of this classroom action research are expected.

a. For the students

The results of this study can motivate the students that learning or mastery of descriptive text is needed in improving reading ability.

b. For the teacher

The results of this study can inform the teacher that teaching using One-To-One Teaching Learning should be started by reading a text especially descriptive text.

c. For the Headmaster

The results of this study, the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Reading Ability

1. The definition of Reading

a. Definition of Reading

There are so many experts that have different definition for reading, but here the writer will take several definitions according to the experts as follows:

According to Jeremy Harmer in his book, Reading is useful for other purpose too any exposure to English students provided students understand it less is a good thing for language students. At the very least, some of the language sticks in their minds as part of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.[1]

Reading is the skill of a reader or a group of reader to interpret information transferred by a writer. This skill is also realizes by the ability of the readers to identity the rules of the language used by the writer to transfer the information she/he puts in the language.[2]

Meanwhile in other definition, Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the the vocabulary and background knowledge of the learner in the second language. During the reading

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[1] Jeremy Harmer, *How to teach English*, (England: Longman, 1998), p. 68.
[2] Sanggam Siahaan, *English Paragraph,* (Yogyakarta: Graha Ilmu, 2008), p. 3.

process, the English language learner can improve his vocabulary and terms, acquire new information and ideas enhance his real world knowledge.[3]

Based on the explanation above, we can conclude that reading is the process by reader or someone to understanding the content of written text. Reading without understanding what has been read is useless. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

b. Types of Reading

There are some types of reading, these terms for different types of reading are often used in the literature, yet they often appear to be used in different ways. These will be discussed in detail that is follows:

Patel Praveen M.Jain highlighted say that the type of reading there are follows:

1. Intensive Reading

   Intensive reading is text reading or phrase reading. In this reading the analyze of the text to acquire recognizing. The goal of this reading is to read shorter text. This reading is done to carry out to find specific information.

---

[3] Bassma Basheer Nomass*, "The Impact of Using Technology in Teaching English as a Second Language"* , (University of Baghdad, Iraq: Canadian Center of Science and Education), Vol. 3, No. 1; 2013, h. 113.

2. Extensive Reading

Extensive reading can make the reason for oral report, to the rest of the class, or full class discussion. It may be the source for written composition in which students deal with specific issues arising from the material in the book. Extensive reading is the reading for pleasure. The reader wants identity about something. The reader not accuracy specific or important after reading.

3. Aloud reading

Reading aloud also important role in educate of English. Teacher should understand that the training of reading aloud must be given at first level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

4. Silent reading

Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.[4]

c. **Models of Reading**

According to H. Douglas Brown, argues that there are three models of reading as follows:

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[4] M.F. Patel and Praveen M. Jain, *English Language Teaching Method*, *Tool & Technique*, (Jaipur: Sunrise. 2008), p.115.

1.) The Top-Down Model

The top-down model is the Processing in which we draw on our own intelligence and experience to understand a text

2.) The Bottom-Up Model

The bottom-up model is the processing readers must first recognize a multiplicity of linguistic signals (letters, morpheme, syllables, word, phrase, grammatical, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signal. in order to construct meaning from what was written in text meaning depends both on knowledge of vocabulary and syntax.

3.) The Interactive Model

The interactive model argues that that a combination of top-down and bottom- up processing. In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.[5]

From the statement above, the writer can conclude that model of reading is process of drawing and organizing of the text on our intelligent and experience. This process to contract meaning and understand what is written in the text.

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[5] H. Douglas Brown, *Teaching by principles As Interactive Approach to Language Pedagogy*, (Longman: San Francisco State University. 2001), *second edition*. P.299.

2. **The Definition Of Descriptive Reading Ability**

   a. **Definition of Descriptive Reading Ability**

   A text can be any linguistic unit. It means that text is a group of entities, used as signs that are selected, and arranged by an author to convey a specific meaning to an audience in a certain context.[6] Then, Halliday defines text is the means of exchange of meanings among societal members in the context of situation.[7] It means that text have the form and the function. Text is the main printed part of a book or magazine, pictures, etc. Descriptive text is also in used in all forms of writing to create a vivid impression of a person, place, object or event.

   Terminologically, there are so many experts that have the different definitions for description, but here the writer will take several definitions according to the experts as following:

   According to Troyka, he said that description are mastering these elements was crucial in writing which allows the students to explore thoughts and ideas and make them visible and concrete.[8] In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them.

   Siahaan defines "description is a paragraph in which a writer tries to picture out an object to his readers."[9] It means that in a description

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[6] Jorge J.E. Gracia, *Texts*, (New York: State University of Albany Press. 1996), p.9.
[7] M.A.K Halliday, *Text and Discourse*, (New York: Continuum. 1977), p.4.
[8] Troyka, L.Q... *Simon & Schuster Handbook for Writers. (*New York: Prentice-Hall. 1987).
[9] Sanggam Siahaan, *the English Paragraph*, (Yogyakarta: Graha Ilmu. 2008), p. 119.

type, the writer tries to make the readers to image or to visualize the object that the writer describes about.

Furthermore, Wishon and Burks state "description gives sense impressions – the feel, sound, taste, smell, and look of things."[10] In the other words, description reproduces the way how things the feel, sound, taste, smell, and look. It is used to make a visual image of people, places or things.

Moreover, in a description type, the writer tries to analyze and explain an object with a purpose to reveal out its aspects and their interrelationship vividly.[11] It means that the writer tries to describe an object which contains the relevant and details information so it can make the readers image the object clearly.

Based on definition above ,we can conclude that descriptive text is one kind of the text which used to describe a particular person, place or thing. Descriptive is saying what somebody look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and details information and try to make the readers to image or to visualize the object clearly.

b. Components of Descriptive Reading

According to National Reading Panel, There are the five components of descriptive reading ability, as follow:

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[10] George E, Wishon and Julia M. Burks, *op. cit.,* p. 128
[11] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008), p. 217.

1. Phonemic Awareness

   A phoneme is the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words.

2. Phonics

   Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction, teach the students how to use these relationships to read and spell words.

3. Fluency

   Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

4. Vocabulary

   Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

5. Comprehension

   Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

   In the other explanation , descriptive have several components, as we know that is important to comprehen the components of descriptite

text. Then the writer would explain the component of descriptive text, as bellow;

Descriptive text is one kind of the text which used to describe a particular person, place or thing. Descriptive is saying what somebody look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and details information and try to make the readers to image or to visualize the object clearly.

a. Generic Structure of Descriptive Text

In other definition, Descriptive is a text focusing some specific participants that have several structural features make different from other genres. In descriptive text consists of the following structures:

1. Identification; identifying the phenomenon to be described. Beside, identification is the part of paragraph that introduces the character.

2. Description; describing the phenomenon in parts, qualities, or/and characteristic.

b. Language Feature or Characteristic of Descriptive Text

Descriptive text have some characteristic that we must know, there are characteristic in descriptive text, as follow :

1. Using attributive and identifying process.

2. Relational process.

3. Using specific noun.

4. Using figurative language.

5. Using simple present tense.

Based on the definition we can conclude ,that the descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

c. The Measurement of Descriptive Reading Ability

The following is the score rubric in reading:

Table 3:

The Scoring Rubric of Reading

Measurement	Indicators	Score
Content	1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure	0-25
Organization	1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclusion	0-15
Discourse	1. The competence in making goal 2. The competence in making material 3. The competence in making steps	0-15

Vocabulary	1. The competence in choosing vocabularies	0-15
Mechanics	1. The competence in spelling 2. The competence in punctuation	0-15
Grammar	1. The competence in using appropriate grammar	0-15
Total		100

B. The Concept of One-To-One Teaching Learning Strategy

a. Definition of One-To-One Teaching Learning Strategy

Before explain the concept of One-To-One Teaching Learning Strategy, it is important to know about the definition of strategy. Strategy is a term that refers to a complex of thoughts, ideas, experiences, goals, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Meanwhile, the strategy is one way to improve the method of teahing learning, as the writer using one method that is one-to-one teaching learning strategy.

One-To-One teaching is a valuable and timely contribution about an important and relatively neglected area in the field of language learning and teaching. It is important because it is a more common form of teaching than is often acknowledged.

According to Ian Reece and Stephen Walker , One-To-One teaching is the teacher and the student working together on a one-to-one basis which may be the full teaching strategy, or part of another teaching strategy , say demonstration followed by individual practice.[12]

According to Lepper" The history of one- to- one teaching learning is both rich and lengthy to present one- to- one instruction has led to significant learning gains and provided personalized learning that can't be achieved in larger language classrooms.[13]

From the definition above, the writer can conclude that one-to-one teaching learning is strategy between the teacher and the student learning together to get the relation and contribution in the process learning teaching based on the research classroom .

b.   Principle of One-To-One Teaching Learning Strategy

1.   Ability as Domain Referenced

Carroll states that "although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered.[14] Indeed, some historians of science believe that scientific progress consists not only in the development of new concepts

[12] Ian Reece and Stephen Walker, *Business Education Publishers Limited*, (Great Britain: SS Media Limited. 2007):Sixth Edition Revise), p.149.

[13] Lepper, M. R., Drake, M. F., & O' Donnell- Johnson, T. *Scaffolding student learning: Instructional approaches and issues. Scaffolding techniques of expert human tutors.* (Cambridge: Brookline Books.In K. Hogan & M. Pressley Eds, 1997), p. 108– 144.

[14] Carroll, J. B. *Human cognitive abilities.* Cambridge: University Press. 1993).

but also in the repeated refinement of definitions by which old concepts are articulated.

2. Ability as Trait

The first and by far most popular way in which ability is defined is as a latent trait inferred from consistencies in patterns of individual differences across tasks. In the limiting case of a single task, the latent variable is synonymous with the true score of classical test theory. When scores on multiple tasks are considered simultaneously, the latent trait is estimated from the covariation in individual differences across tasks.[15]

3. Ability as Task Performance

Ability is also sometimes defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner (1982) define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best."[16]

4. Ability as Process

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[15] Spearman, C. E. *"General intelligence" orjectively determined and measured.* (American Journal of Psychology. 1904.) vol: 15, p. 201-293.

[16] Widgor, A. K., & Garner, W. R. (Eds.). *Ability testing: Uses, Consequences, and Controversies.* Part 1. Report of the Committee. (Washington, DC: National Academy Press. Spearman Conference, 1982).

Whereas ability is inferred from the comparison of one individual's performance to that of other individuals or to an external standard,and also process is inferred from the comparison of performance in one condition to performance in another condition. Furthermore, since processes occur within individuals, the inference of process is not grounded in individual differences.

5. Ability as situated

Ability is seen not as the relative standing along some cognitive dimension of an individual within a group , or an individual's performance, or even of facility in performing certain types of cognitive processes, but rather is a joint property of the union of person and environment.

From the definition above , we can conclude that reading ability is not only the acquirement of ideas, enlarging interest, seeking support ideas, obtaining the information needed to getting answer to question given, but also the communication trough language. As the communication trough language, it always involves two elements namely the ideas or experiences that one to be communicated and the signs that are used to convey these ideas or experiences.

c. Benefit of One-To-One Teaching Learning Strategy

According to Bloom and Merrill, they said that one- one- one tutoring can be more effective than classroom instruction and colleagues outline the benefits of quality tutors who are able.[17]

According to Ireson "maintain a delicate balance, allowing students to do as much of the work as possible and to maintain a feeling of control, while providing students with enough guidance to keep them from becoming frustrated or confused".[18] added to the list of reasons why tutoring is so successful by highlighting the flexibility in length ofsessions and focus in instruction.

C. The Use of One-To-One Teaching Learning Strategy to Improve Descriptive Reading Ability

Reading descriptive text is a text difficult enough for the students. The students will meet some difficulties such as; they might have low abilities to know the meaning of word or sentences and they have less understanding about the text.

1. Procedures of One-To-One teaching learning strategy

According to Scruggs and Mastropieri, they states that Although classroom research can provide important advantages, enhancement of experimental power is not among them. If the

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[17] Bloom, M. (2008). Second language composition in independent settings: *Supporting the writing process with cognitive strategies*. In T. Lewis & S. Hurd (Eds), *Language learning strategies in independent settings* (pp. 103– 118). Bristol, UK: Multilingual Matters.

[18] Ireson, J. (2004). *Private tutoring: How prevalent and effective is it?* London Review of Education, 2(2), 109– 122. doi: 10.1080/1474846042000229458

researcher's question is whether a particular teaching routine or learning strategy is effective at all, the following considerations are important in maximizing experimental power, so that any evidence of treatment effectiveness is made apparent and important details procedures of One-To-One teaching learning strategy :[19]

1. Assign individual students at random to experimental conditions and train them in one-to-one teaching and testing situations.

2. Keep the experimental sessions brief and intensive to avoid fatigue and/or inattentiveness.

3. Develop experimental materials that directly reflect the strategies being taught, and for which learners are likely to have little or no prior knowledge. Any information included in experimental materials already known by learners will not discriminate among experimental conditions, and will serve to weaken the experiment.

According to Mastropieri, Scruggs ,they were unsure whether students with learning disabilities would be able to execute the complicated cognitive routines necessary for mnemonic encoding and retrieval. This being the case, we employed the procedures described above: one-to-one treatments, delivered in one brief (about 20 minutes) session, using only three conditions and 30 students to a group.[20]

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[19] Scruggs, T.E. & Mastropieri, M.A. (1990a). The case for mnemonic instruction: From laboratory investigations to classroom applications. *Journal of Special Education,* 23, 7-29.

[20] Scruggs, T.E. & Mastropieri, M.A. (1985). The first decade of the journal

2. Step Of One-To-One Teaching Learning Strategy

There are several steps to using One-To-One Teaching Learning Strategy, as follows:

1) For the first, the teacher had prepared to make descriptive text using one-to-one teaching as the strategy in learning.

2) In the classroom, the teacher gives explanation about descriptive text above, as the strategy like suggestions for the students in teaching and learning.

3) After the students understand, the teacher gives exercise for the students.

4) Then, the teacher asks the students to read before doing the exercise.

5) After the students comprehend of the descriptif text, the teacher asks the students to do the exercise.

6) Finally, the students answer all of exercise from the teacher.

As the person who observer the classroom activity, the writer acts collaboration with the teacher. The writer may use One-To-One Teaching Learning to meet a specific instructional need. Through One-To-One Teaching Learning the writer can motivate the students to learn reading more enjoyable and interesting ways. The students can enrich their new participating in learning so that students can develop their creativity in reading subject especially.

Behavioral Disorders: A quantitative evaluation. *Behavioral Disorders,* 11, 52-59.

D. Action Hypothesis

Based on the theories above, the researcher formulates the hypothesis as the following "Using One-To-One Teaching Learning Strategy, the students can   improve the descriptive reading ability and student learning activity at the eight graders of SMP N 1 Batanghari".

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operation Definition of Variable

1. Variable of Research

There are two kinds of research variables as follows:

a. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the writer. Independent variable of this research is using One-To-One Teaching Learning Strategy. One-To-One Teaching Learning Strategy is a strategy between the teacher and the student learning together to get the relation and contribution in the process learning teaching based on the research classroom . One-To-One Teaching can be defined as a the teacher and the students working together on a one-to-one basis which may be the full teaching strategy, say on a ward, or part of another teaching strategy say demonstration followed by individual practice

b. Dependent variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is descriptive reading ability that defined as activities in describing a person, place, or thing

which purposes the readers get information and understand what the meaning from the texts.

2.   **The Definition of Operational Variable**

Operational definition of variable is the instruction of how to measure of variables. In this definition, the indicators included in a variable are result of the synthesis theory which is used on the theoretical review. Therefore, operational definitions of variable in this research are independent variable and dependent variable. The two variables can be explained as follow:

a. **Independent variable**

Independent variable is a variable which function to influence the other variable. The independent variable in this research is One-to-one teaching learning strategy. This method can be used to improve student descriptive reading.

In measuring this variable, the writer will used observation sheet to observe the use One-to-one teaching can be seen as follow:

1) The students have good participation of teaching descriptive reading by using One-to-one teaching learning strategy.

2) This strategy run well and the students are enthusiastic to follow teaching learning process.

3) The students' achievement of descriptive reading can improve by using One-to-one teaching learning strategy in teaching learning process.

b. **Dependent Variable**

Dependent variable is a variable that can be influence by an independent variable. The dependent variable in this research is students' descriptive reading. The indicator of student descriptive reading as follow:

1) The students can understand the descriptive reading in learning process.

2) The students can develop their descriptive reading in learning process.

B. **Setting of the Research**

The writer would be done this research in SMP Negeri 1 Batanghari, East Lampung. The location is Kapten HarunStreet No.46 Batanghari East Lampung. Total of the students from the seven up to nine graders were 711 students. However, the writer chose the eight graders 3 class with the total students that students because their reading descriptive ability had low. It is based on the result of pre survey score of students at the eight graders at SMP Negeri 1 Batanghari.

C. **Subject of the Research**

Subject of the research is the eight grade students of SMP N 1 Batanghari. The eight grades has divided into seven classes. In this

research, the writer chose VIII.3. This class consists of 35 students. They are 14 boys and 21 girls. The writer chooses this class because from the fact and the result of pre-observation, it is show that the students' interest and achievement of reading are still low.

D. Research procedure

1. Classroom Action Research

The research is aimed The Use of One-To-One Teaching Learning Strategy to Improve the Descriptive Reading Abilities, so the writer using classroom action research.

The kinds of this research is Classroom Action Research. Acording to Donald Ary, Action Research is about taking action based on research and researching the action taken.[21]

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.[22]

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

a.   It aims improve workplace practice throught improving learning.

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[21]Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010), p.512

[22] Anne Burns , *Doing Action Research in English Language Teaching,* (Roudledge: New York and London, 2001) p.1

b.   It aims to promote the on going democratic evaluating of learning and practices.

c.   It aims to create good social orders by influencing the education of social formation.

From statement above, we can conclude that actions research is a form of collective self-reflective enquiry undertaken by participants is social situation in order to improve the rationality and justince of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these practices are carried out. The idea of self-reflection is central. In traditional form of research, research does research on themselves in company with other people, and those other are doing the same.

1. Action Plan

In this research, the writer needs a collaborator to help her in this research it is caused to share the problem that arise in learning process. Therefore, in this research, the researcher uses collaborative research. The researcher uses collaborative research, because the result of research can be objectively. It is similarity with Anne Burns's defines, she said that if research doing by another people, the research will be carefully and objectively.

There are two cycle in classroom action research, Cycle 1 and Cycle II. Each cycle is consisting of four activities; they are Planning, Action, Observation, and Reflection, as follows:

Figure 1
Classroom Action Research Model
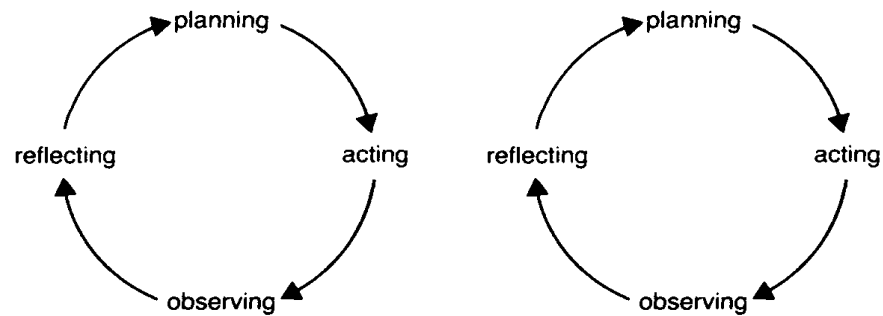
Classroom Action Research model of Jean and Jack[23]

1. **Cycle 1**

   There are the four activities in each meeting of cycle 1 such as planning, action, observation, and reflection.

a. Planning

   Planning is the first step in every activity, Researcher explained about what, why, when, who, and how the action has done. Without planning, the researcher's activity would difficult to focus. The planning would be reference in doing action. There is steps that the writer make in planning:

1) Reviewing the subject matter, preparing the syllabus, and lesson plan, and student activity sheets.

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[23] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.

2) Preparing the learning of the learning scenario, media, materials and tools, instruments of observation, and evaluation.

3) Setting up observation instrument that has been discussed with collaborator, so that things will be observed to have the same concepts. For this activity the writer is helped by collaborator.

b. Action

Doing action is the second step in activity. It has the realization from the planning the writer has made. Without the action the planning just imagination that never could be real. After finishing the planning, the learning process would be done in the eighth graders of SMP Negeri 1 Batanghari. It described about teaching procedures of the research.

c. Observation

Observation conducted to gather information about the learning process conducted by writers in accordance with the actions that have been prepared. Through the collection of information, the writer may note the weaknesses and strength are conducted by researchers in carrying out the action, so the results can be used as input when the writers conducted a reflection for the preparation of plans in the next cycle. The observation is doing in teaching learning process. In this step, the writer observed the process of teaching learning by using observation sheet.

d. Reflection

Reflection is an activity to analyze and make conclusions based on test result and observations. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

2. **Cycle 2**

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle would be successful if the indicators of success have been achieved.

1) Planning

a) The writer identified the problem and found the problem from the first cycle.

b) The writer prepared a lesson plan.

c) Writer prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

d) The writer prepared the source of learning.

e) The writer prepared format to observe.

f) The writer prepared the instrument of evaluation.

2) Acting

a.) The teacher gave the students motivation to study harder.

b.) The teacher did the treatment by using One-To-One Teaching Learning Strategy.

c.) The teacher gave post-test after the treatment.

3.) Observing

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

4.) Reflecting

In this step, the writer compared the score of pre-test and post test. The writer reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

In collecting the data, the writer used the following technique:

1. Test

In this research the writer used test as data collection method to measure both of variables. The test is using students' descriptive reading abilities. The test is about descriptive text. In this research there are two kinds of test, they are pre-test and post-test. The material in pre-test and post-test are different but have same difficulties. The type of the test is oral test.

a) Pre test

Pre test is administered before treatment is given to know how far the students descriptive reading abilities, especially for the

material will be taught by the writer in this research. The writer gave the students pretest by asking the students to answer the questions about descriptive text with used multiple choice questions to assess the student's reading abilities.

b) Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. This step will do after the treatment to know the improving of students' desciptive reading abilities with using One-To-One Teaching Learning Strategy. The test was similar to pre-test where the students are asked to answer the multiple choice questions about descriptive text, but the topic which is give in the post-test and it is different with in the pre-test.

2. **Observation**

Observation is a monitoring and recording systematically to the phenomenon that is investigates. Its mean that, observation is data collecting strategy to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

In this research, the writer observed the students' activities in the learning using One-To-One Teaching Learning Strategy to know how the process of learning will be held. In doing the

observation, the writer will make the observation sheet that contains of list of the students' activities.

3. **Documentation**

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The writer used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. **Field Note**

Field note is a not that is used in the research to write the activities during learning process. So, if the teacher is teaching, the collaborator notes everything that happened in the class. This is to know students activities during teaching process.

F. **Data Analysis Technique**

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

Tabulating the result of the test, finding the mean of the pre test and post test. The mean was calculated by applying the following formula:[24]

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$ = Average Sore

$\sum x$ = Total of Score

N = Total of Students

Besides that, to measure of percentage of students' activities the researcher used the formula:

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

Notes: P = Mean Score

F = Total of the Students

n = Number of the Students

G. The Indicator of Success

The research will be called success if 80% of students got score higher than 70 and 70% and there is improvement in students learning activity after using One-to-one teaching learning strategy.

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[24] John K. Taylor, *Statistical Techniques for Data Analysis*, (USA: Chapman, 2004)p.49

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Setting

a. Brief History of SMP Negeri 1 Batanghari.

This classroom action research was conducted in SMP Negeri 1 Batanghari, which is located at Kapten Harun Street 46 Banarjoyo, Batanghari, East Lampung. It has good environment, the location is near with the main street and the enviroment surrounding is peaceful. Historically, the school was SMP Persiapan, it was established on April 2nd 1981. SMP Persiapan was run for 2 years, in 1983 this school changed the name with SMP Negeri 1 Batanghari.

SMP Negeri 1 Batanghari have changed leader nine times. These school had been led by the following proncipals:

1. Drs. Baharudin Harahap (1983-1990)

2. Drs. Hasan Basri (1990-1997)

3. Mr. Sugeng H.A (1997-1998)

4. Drs. Edi Sutrisno, MM (1998-2006)

5. Mr. Sugeng, S.Pd (2006-2007)

6. Drs. M. Ngadenan (2007-2009)

7. Drs. Sunardi, M.M.PD (2009-2010)

8. Mr. Suroso, S.Pd. M.Si (2010-2012)

9. Drs. Budianto (2012-2013)

10. Hj. Ngatemi, S.Pd. M.M (2013 until now) she is the tenth headmaster

of SMP Negeri 1 Batanghari.

b. The Condition of Teachers in SMP Negeri 1 Batanghari

The data of teachers in academic year of 2017/2018 based on the

employment of the status, it can be identified as follow;

Table 4
The Data of Teachers in SMP Negeri 1 Batanghari

Employment Status	Sex		Total
	Male	**Female**	
Permanent Teacher	17	31	**48**
Non-Permanent Teacher	3	2	**5**
Total	**20**	**33**	**53**

Source: The documentation result of teacher in academic year of 2017/2018 SMP Negeri 1 Batanghari.

c. The Quantity of SMP Negeri 1 Batanghari

The quantity of SMP Negeri 1 Batanghari Students in academic

year of 2017/2018 can be identified as follows;

Table 5

The Quantity of the Students at SMP Negeri 1 Batanghari

No	Class	Sex		Total
		Male	**Female**	
1.	**VII**	113	123	**236**
2.	**VIII**	99	151	**250**

3.	IX	87	138	225
	Total	**299**	**412**	**711**

Source: The documentation result of teacher in academic year of 2017/2018 SMP Negeri 1 Batanghari.

d. Facilities and Infrastructure

The facilities and infrastructure of SMP Negeri 1 Batanghari in academic year of 2017/2018 can be identified as follows;

Table 6
The Facilities and Infrastructure in SMP Negeri 1 Batanghari

N	Facilities	Conditions			To
		Good	Slightly damaged	Seriously damaged	
1	Headmaster room	1			1
2	Teacher room	3			3
3	Office house	1			1
4	Library		1		1
5	Computar lab		1		1
6	Science lab	1			1

1	Language lab	1			1
1	Hall	1			1
1	Mosque	1			1
	Total	**9**	**2**		**11**

Source: The documentation result of teacher in academic year of 2017/2018 SMP Negeri 1 Batanghari.

e. **Organization Structure of SMP Negeri 1 Batanghari**

Organization of SMP Negeri 1 Batanghari in academic year of 2017/2018 can be identified as follow:

Figure 2
Organization Structure of SMP Negeri 1 Batanghari in academic year of 2017/2018

```
                    ┌─────────────────────────┐
                    │      Principal          │
                    │  Hj. NGATEMI, S.Pd. M.M │
                    └─────────────────────────┘
         ┌───────────────────┼───────────────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Vice of Curriculum│ │ Vice of Kesiswaan│ │ Vice of Facility │
│ RATNANINGSIH, S.Pd│ │ Drs.JOKO MURSITO │ │  MIHAYA, S.Pd    │
└──────────────────┘ └──────────────────┘ └──────────────────┘
                          │
                    ┌──────────────────┐
                    │   Head of Adm.   │
                    │   M A R Y O N O  │
                    └──────────────────┘
    ┌──────────┬─────────────┼──────────────┬──────────────┐
┌─────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────────┐
│ Library │ │LAB.Science│ │ Concelor.│ │ Head of Students.│
│ERMAWATI,│ │M.YANI,S.Pd│ │Dra. SRI  │ │ Slamet Riyadi    │
│ S.Pd    │ │          │ │ SUPARTI  │ │ Sri Wahyuningsih,│
└─────────┘ └──────────┘ └──────────┘ │      S.Pd        │
                                      └──────────────────┘
                    ┌──────────┐
                    │ Teacher  │
                    └──────────┘
    ┌──────────────────┼──────────────────┐
┌──────────────────┐      ┌──────────────────┐
│Responsible Teacher│     │ Personal Teacher │
│   of Class       │      │   25 PERSON      │
│   21 PERSON      │      └──────────────────┘
└──────────────────┘
                ┌──────────┐
                │ Students │
                └──────────┘
```
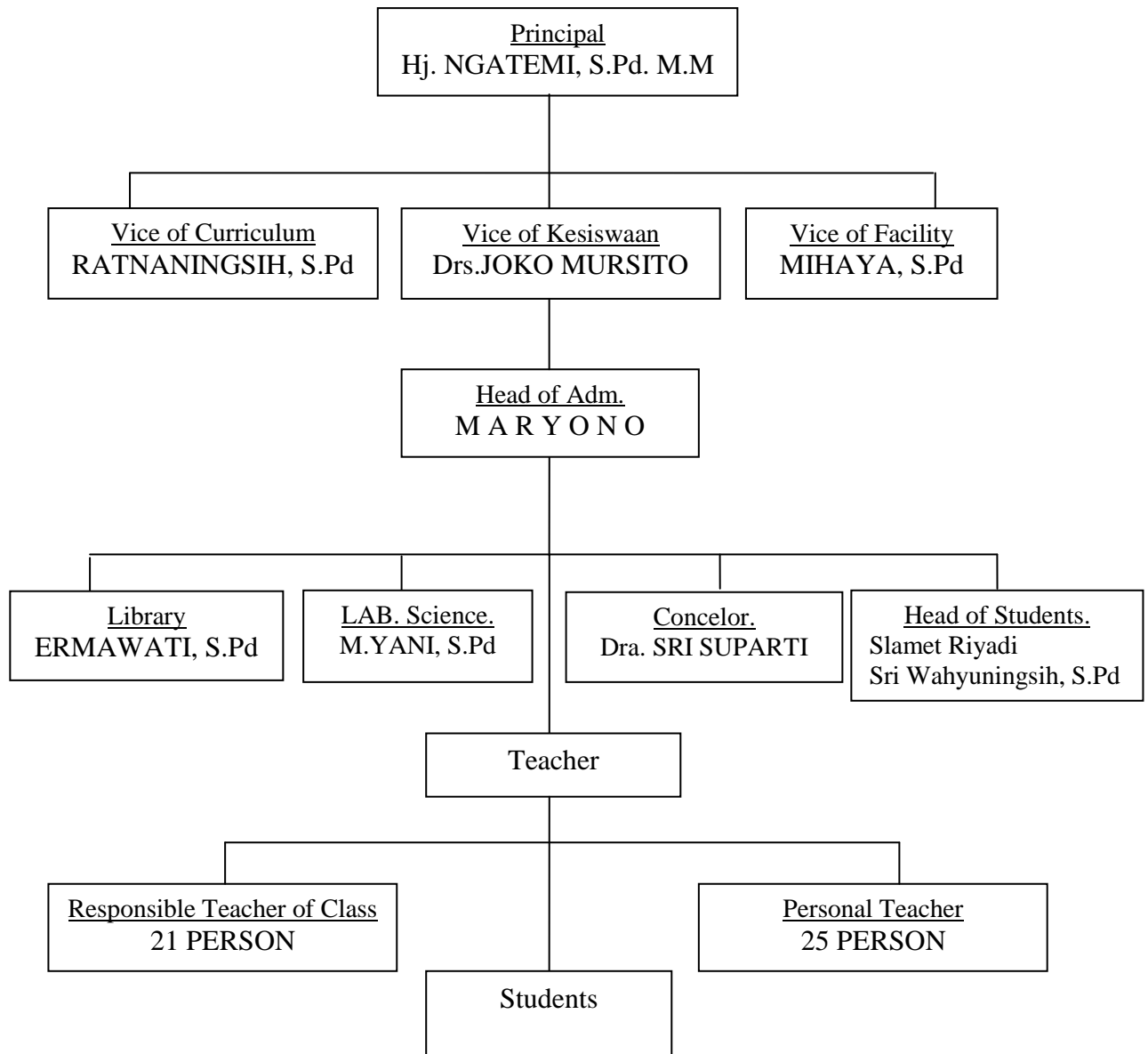
f. Teacher and Staff Names of SMP Negeri 1 Batanghari

The teacher and staff names of SMP Negeri 1 Batanghari.in academic year of 2017/2018 can be identified as follows;

Table 7
The Teacher and Staff Names in SMP Negeri 1 Batanghari

No.	NAME	SUBJECT	STATUS
1	Hj. Ngatemi, S.Pd. M.M	Mathematics	Headmaster
2	Hi.Sokhip, S.Pd	Mathematics	Teacher
3	Hj. Prayuni, S.Pd	Mathematics	Teacher
4	Sukartini, S.Pd	Mathematics	Teacher
5	Titik Handayani	Mathematics	Teacher
6	Roisatul Aminah, S.Pd	Mathematics	Teacher
7	Drs. Sumadi	Indonesian Language	Teacher
8	Suparni, S.Pd	Indonesian Language	Teacher
9	Suprapto, S.Pd	Indonesian Language	Teacher
10	Suharsi	Indonesian Language	Teacher
11	Siti Aisyah, S.Pd	Indonesian Language	Teacher
12	Nurnaningsih, S.Pd	Indonesian Language	Teacher
13	Ermawati, S.Pd	Indonesian Language	Teacher
14	Drs. Hayumi	Islam Religion	Teacher
15	Drs. M.Nasir	Islam Religion	Teacher
16	Susi Nawanti	Islam Religion	Teacher
17	Drs. Joko Mursito	Science	Teacher
18	Mahfian Yani, S.Pd	Science	Teacher
19	Drs. Sismadi	Science	Teacher
20	Siti Rupiah, S.Pd	Science	Teacher
21	Sumadewi	Science	Teacher
22	Suwarjo,S.Pd	Science	Teacher
23	Drs. Teguh Pribadi	Social	Teacher
24	Sarimin, S.Pd	Social	Teacher
25	Ratnaningsih, S.Pd	Social	Teacher
26	Hj. Mihaya,S.Pd	Social	Teacher
27	Misinah, S.Pd	Social	Teacher
28	Mariaty Sirait	Social	Teacher
29	Muawi Martun, S.Pd	English	Teacher
30	Sri Lestari, S.Pd	English	Teacher
31	Laras Wiraswesti,S.Pd	English	Teacher
32	Anien Khusnayati, S.Pd	English	Teacher
33	Setiti Ernawati	English	Teacher
34	Sutri Wuryani, S.Pd	Civics	Teacher
35	Sudarsih, S.Pd	Civics	Teacher

36	Srie Eliyati Hs. S.Pd.I	Lampungness	Teacher
37	Suherni	Lampungness	Teacher
38	Muhyar, S.Pd	Sport	Teacher
39	Slamet Riyadi	Sport	Teacher
40	Sri Wahyuningsih	Sport	Teacher
41	Siti Nurlela	Art	Teacher
42	Nurmauli Sitorus	Art	Teacher
43	Insiyah, S.Pd	Computer	Teacher
44	Mistini	Computer	Teacher
45	Dra. Sri Suparti	Conselor	Teacher
46	Suyadi		Staff
47	Maryono		Staff
48	Sarwoko		Staff
49	Lugiyanto		Staff
50	Listinah		Staff
51	Indra Kiswanto		Staff
52	Nurbaya Br Barus		Staff
53	Buas Jumanto	Cristian Religion	Teacher

Source: The documentation result of teacher in academic year of 2017/2018 SMP Negeri 1 Batanghari.

g. Location Sketch

Figure 3
Location Sketch of SMP Negeri 1 Batanghari

Source: The documentation result of teacher in academic year of 2017/2018 SMP Negeri 1 Batanghari.

2. Description of Data

In this research, the researcher and the Collaborator Mrs. Sri Lestrari, S.Pd, conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

a. Cycle 1

1) Planning

In this research, the researcher is as an English teacher with Mrs. Sri Lestari, S.Pd as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

(1) Preparing the material of rdescriptive text.

(2) Preparing the lesson plan.

(3) To make the items that will be examined as the pre test and the post-test I in the cycle 1.

(4) Preparing One-To-One teaching learning strategy that used in the action learning.

(5) To make the observation sheet of the students activity 1.

The Minimum Mastery Criteria (MMC) at SMP Negeri 1 Batanghari for English was 70. The lesson is reading, descriptive text especially. In this meeting, the students were expected by the teacher got specific information of the descriptive text. In the first and second meeting, the teacher would explain about descriptive text using One-To-One teaching learning strategy. Therefore, In

The last meeting, The teacher would evaluate multiple choice for the 35 students Of VIIĪ3 class. The evaluation was about multiple choice, It consisted of twenty questions based on the descriptive text.

2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

a) The first meeting

The first meeting was conducted on Thursday, November 9th 2017, this meeting used as the pre-test for 2x35 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the students to answer the pre test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about descriptive text and some students are very enjoy to do their test and others looked very annoying.

The table belows shows the data and the frequency of the students pre-test score:

Table 8
The Result of the Students' Score in Pre-Test

N	Students' Code	Score
1	ANS	30
2	AK	50
3	AFZ	80
4	AYP	30
5	AAR	60
6	AGB	30
7	BE	80
8	BA	40
9	CK	40
1	DM	30
1	DPK	80
1	EDPN	40
1	FA	40
1	FAS	40
1	GEP	80
1	GSA	50

1	HMC	40
1	HS	40
1	IE	80
2	LNA	40
2	MF	40
2	MSP	80
2	NLS	50
2	NA	80
2	NEP	80
2	OS	30
2	RDE	70
2	S	70
2	SYA	80
3	VNH	30

3	VD	40
3	SJB	40
3	SAA	80
3	VPA	40
3	WA	40
Total Score		1050
Average		52.86
Highest Score		80
Lowest Score		30

Table 9
The Frequency of the Students' Score in Pre-Test

N	Students' Score	Percentage	Frequency	Explanation
1	≥70	34.28	12	Complete
2	≤70	65.71	23	Incomplete
Total		100%	35	

The result of the pre-test showed that there were 23 students incomplete to achive the minimum standard of

mastery (MMC). There were only 12 students (34.28%) who gained score 70 or above, and23 students (65.71%) who gained score under 70.The highest score in pre-test was 80 and the lowest score was 30.

Figure 4
Graph of the Result Students in the Pre-Test
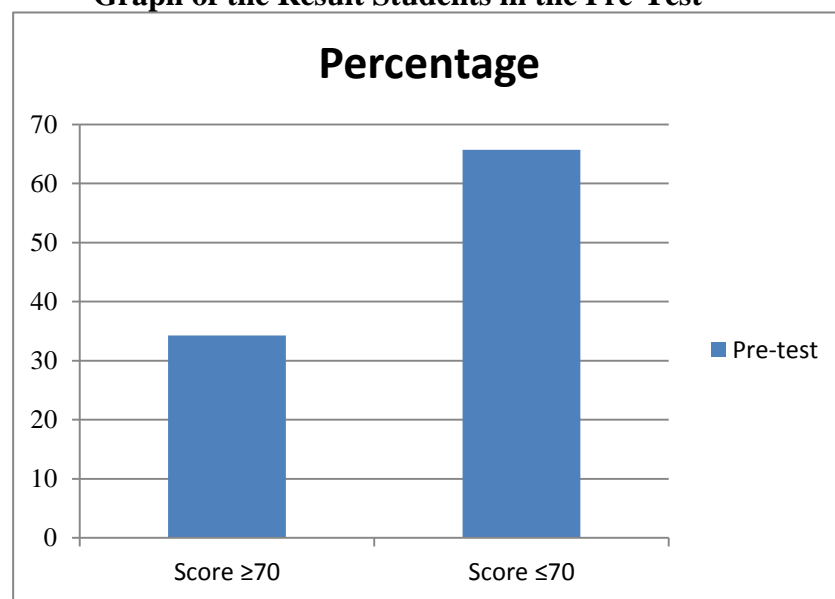
Based on the result of the pre-test above, it can be inferred that students still have low in descriptive reading ability. Furthermore, this condition was appropriate with the background problem in the chapter I that they need new media to improve their descriptive reading ability.

b) The Second Meeting

In the second meeting was conducted on Friday, November 10th 2017 for 2x35 minutes. In this meeting, the researcher was

being the teacher and the collaborator was being the observer, the action as follow:

(1) The teacher greeted the students and checks the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave the material about the descriptive text.

(4) The teacher gave the example.

(5) The teacher asked the student about the material that was related and the students answered.

(6) The teacher and the students made conclusion together before closed the meeting.

c) **The Third Meeting**

The third meeting was conducted on Thursday, November 17th 2017, this meeting used as the post-test 1 for 2x35 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 10
The Result of the Students' Score in Post-Test 1

N	Students' Code	Score
1	ANS	80
2	AK	70

3	AFZ	70
4	AYP	80
5	AAR	80
6	AGB	50
7	BE	80
8	BA	80
9	CK	90
1	DM	90
1	DPK	80
1	EDPN	90
1	FA	80
1	FAS	90
1	GEP	80
1	GSA	90
1	HMC	80
1	HS	40
1	IE	70

2	LNA	90
2	MF	80
2	MSP	60
2	NLS	70
2	NA	50
2	NEP	50
2	OS	80
2	RDE	50
2	S	80
2	SYA	60
3	VNH	80
3	VD	100
3	SJB	50
3	SAA	40

3	VPA	90
3	WA	60
Total Score		2560
Average		72,14
Highest Score		100
Lowest Score		40

Table 11
The Frequency of the Students' Score in Post-Test I

N	Students, Score	Percentage	Frequency	Explanation
1	≥70	71.42	25	Complete
2	≤70	28.57	10	Incomplete
Total		100%	35	

The result of the post-test 1 showed that there were 10 students Incomplete to achive the minimum standard of mastery (MMC). There were 25 students (71.42%) who gained score 70 or above, and 10 students (28.57%) who gained score under 70.The highest score in post-test 1 was 100 and the lowest score was 40. But, the result of the students' test was better than the students' test before giving treatment.

Figure 5
Graph of The Students' Result in Post Test I

Percentage

Post-test I

Score ≥70   Score ≤70
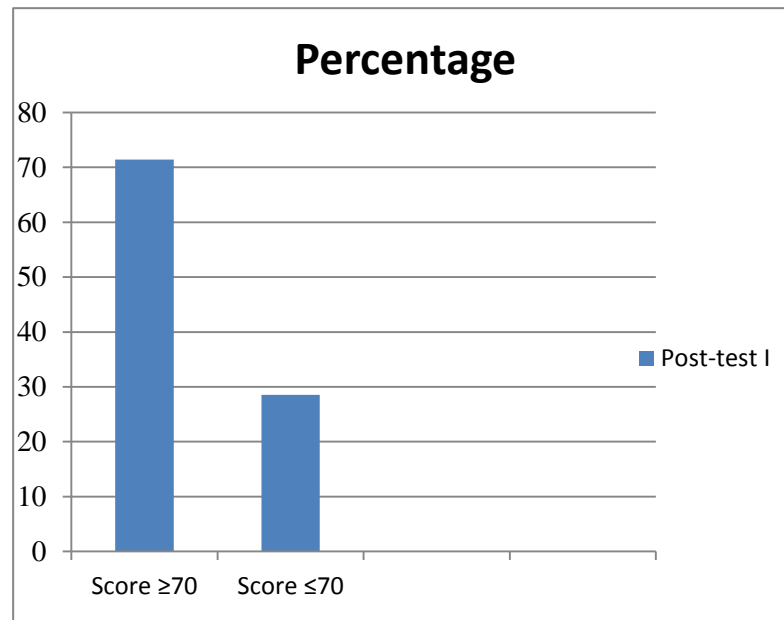
3) Observing

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of the text in reading lesson. This observation was conducted by the collaborator, Mrs. Sri Lestari, S.Pd. She is English teacher for the eighth students' of SMP Negeri 1 Batanghari. For the first meeting the teacher only gave the pre test for the students. The students who got the score more than 70 in pre test cycle 1 only 12 students of 35 students.

For the second meeting the teacher explained the material about descriptive text and using One-To-One teaching learning strategy in the process teaching learning. A highly appreciation

came to their interest in doing the task and example from the teacher because they found the media was very interesting.

In the third meeting, the teacher gave the post test 1 for the students. The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 25 students of 35 students who got 70 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table 11 bellows:

Table 12
The Result of the Students' Activity in
the Learning Process of Cycle 1

	udents' Activity	equency	rcentage
1	ving attention to the teachers' explanation	22	62.85%
2	ving respond to the teacher explanation	20	57.14%
3	king-answering the question	10	28.57%
4	aking note from the material	15	42.85%
5	ing the Task	21	60%

The data above explained that the total of students who paid attention to the teacher explanation were 22 (62.85%), 20 students (57.14%) responded to the teacher explanation. Students were very inactive in asking or answering question, they were only 10 students (28.57%). 15 students (42.85%) were to make the note based on the material.There were 21 students (60%) still did the task given from the teacher.

4) Refrecting

Based on the result of cycle I, it can be seen that most of students get difficulty in answering the questions about descriptive text. It happens because the students do not understand the meaning of the text although the teacher has guided the students to do the task. In the end of cycle 1 the result of students' activities increase from the first meeting until next meeting. The students' score also improve from the average in the pre test 52.86 and the average of post test 72.14 but it was not fulfill the completeness Standard (MMC) at least 80% students must get ≥70. In the post test of cycle 1 showed that only 25 students (71.42) who got score more than 70. It is not fulfill the MMC.

For the information related to the indicator of success has not been achieved then the research continued on cycle II.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

(1) Preparing the material of descriptive text.

(2) Preparing the lesson plan.

(3) Preparing the items that will be examined as the post-test in the end cycle.

(4) Preparing One-To-One teaching learning strategy that used in the action learning.

(5) Preparing the observation sheet of the students' activity 2.

(6) To plan the scenario of the implementation of action and the implementation of One-To-One teaching learning strategy will be used in the class.

2) Acting

The action in the cycle II, consist of three meetings, two meetings for the action, and one meeting for the post-test in the end cycle. They are:

a) The First and the Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings (4 x 35 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Thursday, November 23th, 2017. The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendace list.

(2) The teacher gave the information about the subject that would study.

(3) The teacher reviewed the material that had studied in the cycle 1 that was descriptive text.

(4) The teacher gave the example of the descriptive text by using One-To-One teaching learning strategy.

(5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.

(6) The students were asked to review again about the descriptive text.

(7) For the last, the teacher and students made a conclution and closing the class.

The second meeting was conducted on Thursday, November 24th, 2017. The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the subject material would studied.

(3) The teacher reviewed the material that had studied in the cycle 1.

(4) The teacher gave the example and task about descriptive text for the students.

(5) After the task is collected, the teacher and students to study the answer that corrects from the task it. To study the post-test I item that has been done in the end cycle 1.

(6) The teacher and the students to review and made the conclusion about the subject material that was studied.

(7) Closing the learning process.

b) The Third Meeting

The third meeting was conducted on Friday, November 30th 2017. This meeting used as the post-test II in the end of cycle II, for 2x 35 minutes the students was given the action. It has been finished well by the students where they had to make good descriptive text and comprehend the meaning of a text by using One-To-One teaching learning strategy. The result of the students' score in post-test II can be seen in the following table:

Table 13
The Result of the Students' Score in Post-Test II

N	Students' Code	Score
1	ANS	90
2	AK	90
3	AFZ	90
4	AYP	60
5	AAR	80
6	AGB	90
7	BE	90
8	BA	90
9	CK	80
1	DM	100
1	DPK	90
1	EDPN	50
1	FA	90
1	FAS	80
1	GEP	80
1	GSA	100

1	HMC	100
1	HS	100
1	IE	80
2	LNA	80
2	MF	90
2	MSP	80
2	NLS	80
2	NA	50
2	NEP	70
2	OS	90
2	RDE	100
2	S	90
2	SYA	70
3	VNH	100

3	VD	100
3	SJB	80
3	SAA	100
3	VPA	80
3	WA	60
Total Score		**2950**
Average		**84.29**
Highest Score		**100**
Lowest Score		**50**

Table 14
The Frequency of the Students' Score in Post-Test II

N	Students, Score	Percentage	Frequency	Explanation
1	≥70	84,29	31	Complete
2	≤70	11.42	4	Incomplete
Total		**100%**	**35**	

The result of the post-test II showed that there were 4 students failed to achive the minimum standard of mastery (MMC). There were 31 students (88.57%) who gained score

70 or above, and 4 students (11.42%) who gained score under 70. The highest score in post-test was 100 and the lowest score was 50. But, the result of the students' test was better than the students' post test in cycle I.

Figure 6
Graph of The Students' Result at Post Test II
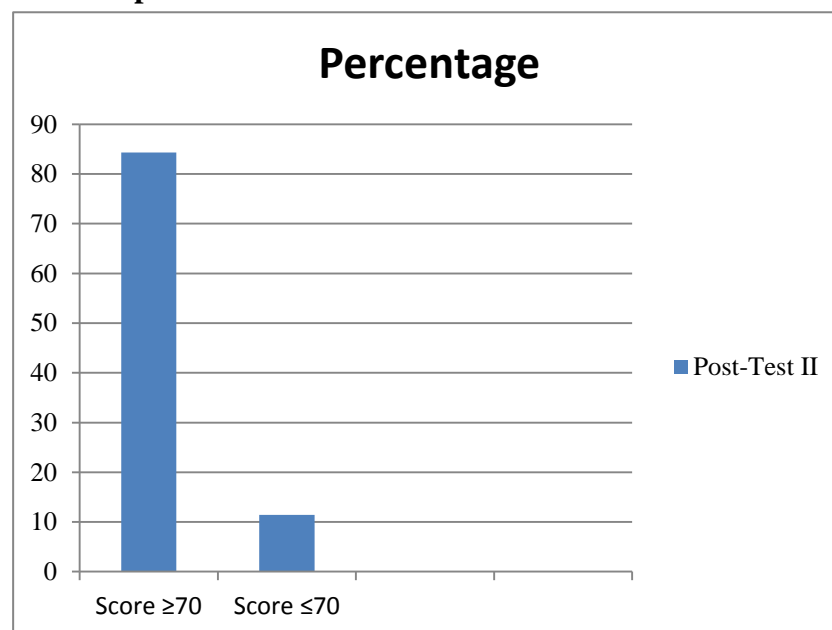
1) Observing

In this step, the researcher presented the material by using One-To-One teaching learning strategy in learning process, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of students' learning activities observation, as follow:

Table 15
The Result of the Students' Activity in
the Learning Process of Cycle II

	udents' Activity	equency	rcentage
1	ving attention to the teachers' explanation	30	85.71%
2	ving respond to the teacher explanation	28	80%
3	king-answering the question	25	71.42%
4	aking note from the material	30	85.71%
5	ing the Task	35	100%

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (85.71%) and the students able to do the task (100%), the students who gave respond to the teacher explanation (82.14%). Then, the students was the students ask/answer the question (71.42%), and the last the students made the note (85.71%) . Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage ≥80%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were ≥80% of

students passed the examination. It means the students'
descriptive reading ability had improved. From the result above,
the researcher concluded that this research was successful and
would be not continued in the next cycle.

The students score on reading comprehension from pre-test
I to post-test II could be seen on the table below:

Table 16
Students' score at post-test I and post-test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	ANS	80	90	10	12.5	Improved
2	AK	70	90	20	28.5	Improved
3	AFZ	70	90	20	28.5	Improved
4	AYP	80	60	20	25	Improved
5	AAR	80	80	0	0.00	Constant
6	AGB	50	90	40	80	Improved
7	BE	80	90	10	12.5	Improved
8	BA	80	90	10	12.5	Improved
9	CK	90	80	10	11.1	Improved
10	DM	90	100	10	11.1	Improved
11	DPK	80	90	10	12.5	Improved
12	EDPN	90	50	40	44.4	Improved
13	FA	80	90	10	12.5	Improved
14	FAS	90	80	10	11.1	Improved
15	GEP	80	80	0	00.0	Constant
16	GSA	90	100	10	11.1	Improved
17	HMC	80	100	20	25	Improved

18	HS	40	100	60	150	Improved
19	IE	70	80	10	12.2	Improved
20	LNA	90	80	10	11.1	Improved
21	MF	80	90	10	12.5	Improved
22	MSP	60	80	20	33.3	Improved
23	NLS	70	80	10	14.2	Improved
24	NA	50	50	0	0.00	Constant
25	NEP	50	70	20	40	Improved
26	OS	80	90	10	12.5	Improved
27	RDE	50	100	50	100	Improved
28	S	80	90	10	12.5	Improved
29	SYA	60	70	10	16.6	Improved
30	VNH	80	100	20	25	Improved
31	VD	100	100	0	0.00	Constant
32	SJB	50	80	30	60	Improved
33	SAA	40	100	60	150	Improved
34	VPA	90	80	10	11.1	Improved
35	WA	60	60	0	0.00	Constant
Total		**2560**	**2950**	**330**	**605**	
Average		**73.14**	**84.29**	**9.43**	**67.22**	

Based on the result above, it could be inferred that using One-To-One teaching learning strategy to teach descriptive text could improve the students' descriptive reading ability because there was improving from average in post-test I 73.14 became 84.29 in post-test II. In the cycle II,

most of the students could develop their descriptive reading ability. It means that cycle II was successful.

2) Reflecting

According to the result of the observation above, it can be inferred that the result of using One-To-One teaching learning strategy was good. The researcher checked the students' score before and after using One-To-One teaching learning strategy. The researcher found the significant improvement in students' score in descriptive text. The comparison between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

B. **Discussion**

1. **Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II**

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

Table 17
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Giving attention to the teachers' explanation	22	62.85%	30	85.71%	22.86%
2	Giving respond to the teacher explanation	20	57.14%	28	80%	22.86%
3	Asking-answering the question	10	28.57%	25	71.42%	42.85%
4	Making note from the material	15	42.85%	30	85.71%	42.86%
5	Doing the Task	21	60%	35	100%	14%

Based on the table, the students' activities has got improvement from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 22 students (62.85%) became 30 students (85.71%). There were 20 students (57.14%) become 28 students (22.86%). Then there were only 10 students (28.57%) who interested in

asking-answering the question has increased up to 25 students (71.42%). The students' activity in making note from the material has reached out from 15 students (42.85%) up to 30 students (85.71%). The most increasing reached out of all students (100%) from 21 students (60%) was in giving contribution in doing task.

2. Action and Learning Result in Cycle I

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 52.86 became 73.14 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, was known that there was an increasingfrom the result score and through there was a student got score or constant from the result score and through there was a students got score or constant from thepre test, but commonly their comprehension increased. There are 20.28 points from the average pre test and post test.

At the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning pocess. It is happened because they were not focus to join the class and another case the students hard to understand the material

3. Action and Learning Result in Cycle II

The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I.

Finnaly, the learning process could be better. It can be seen that the students score was increased. Actually, the result of pre test and post test I is good enough. But the students score could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of them increased. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the average pre test is 52.86, post test in cycle I is 73.14, and the average post test in cycle II is 84.29. It means that using One-To-One teaching learning strategy can increase the students' descriptive reading ability.

It could be conclude that the One-To-One teaching learning strategy have positive affect toward theteaching learning process, especially in learning reading. Those were good to help the students to understand the content of the text in their learning process.

Figure 7
Graph of the Comparison Score Average in Pre-test, Post-test I,
and Post-test II
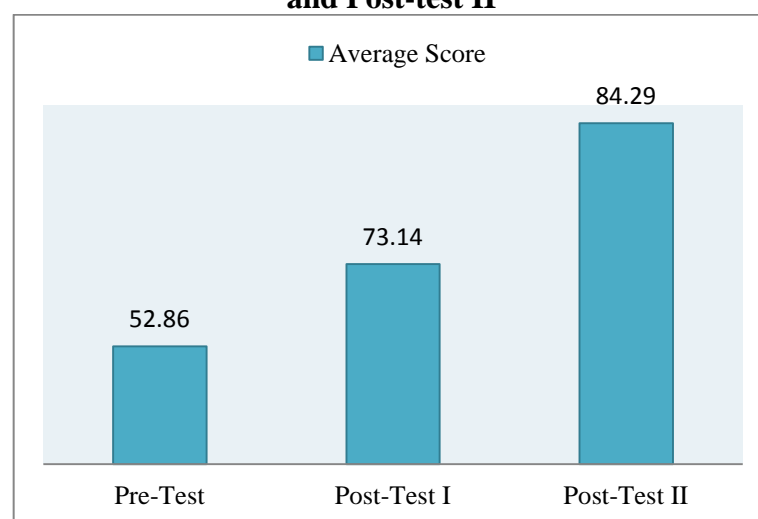
Based on the chart above, it can be concluded that the using of One-To-One teaching learning strategy can increase the students' descriptive reading ability. It can be seen from the chart, there were significant improvement of students' average score from the pre-test, post-test 1, and post-test 2. All of the students were succeessfully reached out the minimum creteria of mastery (MMC) namely 70. The average of students' score was increased from 52.86 to 73.14 and finally became 84.29. It can be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 80% in the last cycle.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the result of using One-To-One teaching learning strategy can improve the descriptive reading ability by two cycles of the classroom action research. It can be concluded that there is any improving of the students' descriptive reading ability by using One-To-One teaching learning strategy at the eighth graders of SMP Negeri 1 Batanghari. Therefore, One-To-One teaching learning strategy can be used as the alternative media in teaching learning especially descriptive reading ability. One-To-One teaching learning strategy can make the students comprehend the text easily. Beside that One-To-One teaching learning strategy can improve the students' descriptive reading ability and help the students accomplish the task. There is a significant improving onthe students' average in pre test and post test. It is proofed on students' average in pre test and post test I was from 52.86% to 73.14% or improve 20.28% while in post test I and post test II was from 73.14% to 84.29% or improve 11.15%. It means that the use of One-To-One teaching learning strategy can improve the students descriptive reading ability at the eighth graders SMP Negeri 1 Batangghari.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To English Teacher

    The teacher should be more active to motivate the students in learning English. So, the teacher give the students' opportunity to comprehend what their read. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

2. To Students

    The students should improve their descriptive reading ability and exploring their comprehension in descriptive text by using One-To-one teaching learning strategy. So, they have to give attention well and focus the material. They also have enrich vocabulary so they can answer the teacher's question by using English.

3. To other Researcher

    The researcher suggests other reseracher to conduct a further study. So, they can develop of this research and focus on the using One-To-one teaching learning strategy to improve students' descriptive reading ability.

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APPENDICES

SILABUS SMP

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII

Kompetensi Inti   :

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI 3:   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:   Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

	Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentifikasi,	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	mengkritik, dsb. ***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.	• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di		interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyen glish.com - http://americ anenglish.sta te.gov/files/a e/resource_fi les - http://learnen glish.britishc ouncil.org/en / - https://www. google.com/

	orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.
	
	(4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*
	
	(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.
	
	(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
	
	(7) Ucapan, tekanan kata, intonasi
	
	(8) Ejaan dan tanda baca
	
	(9) Tulisan tangan
	
	Topik
	
	Orang, binatang, benda di
		• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		
		  - fungsi sosial setiap teks
		
		  - nama orang, binatang, benda yang dideskripsikan
		
		  - sifat orang, binatang, benda yang dideskripsikan
		
		  - tindakan orang, binatang, benda yang dideskripsikan
		
		  - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
		
		• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.
		
		Mengasosiasi
		
		• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang,
			lingkungan sekitar.
			
			Observasi:
			(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
			
			• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.
			
			• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
			
			• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.		

sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan •	**Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil •		

		• yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		

Guru Kelas

SRI LESTARI, S.Pd
NIP. 19680712 199203 2 003

Metro,   November 2017
Peneliti

EKSANTI
NPM.13107087

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Batanghari

Mata Pelajaran : B. Inggris

Kelas/Semester : VIII/1

Pertemuan ke : 1

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

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 menunjukan 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 dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.2   Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10   Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.

4.11   Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12   Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah diberikan descriptive text siswa mampu:

1. Menyebutkan pengertian dan tujuan dari teks descriptive. (Definitition and Purpose).

2. Menganalisis struktur teks dan unsur kebahasaan pada teks berbentuk Descriptive text. (Generic Structure)

3. Menangkap ide pokok (Main idea) dalam teks descriptive.

4. Menangkap gambaran umum (General Description) dalam teks descriptive.

5. Menangkap informasi spesifik (Specific Information) dalam teks descriptive.

D. Materi Pembelajaran

Fungsi sosial

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

Struktur teks

The generic structure of descriptive text is identification and description.

1. **Identification**: to identify the thing, person, animal or place will be described. It is the part of descriptive text contain about topic or "what" will be described.

2. **Description**: to describe the thing, person, and animal or place. It is the last parts of descriptive text that contain about discussion or describe about topic.

The Example of Descriptive Text

My Mother

I love my mother so much. My mother's name is Betty. She was born 49 years ago. She is short, but not too short. She is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Unsur kebahasaan

a) Pertanyaan dan pernyataan tentang deskripsi.
   -. *How does your mother look like?*
   - *He's short and little fat*

b) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

c) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

d) Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti , *He's short and little fat ,short white straight hair, She is beautiful*, dan semacamnya.

e) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

f) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Strategi Pembelajaran: Self Regulated Learning Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Teks.

2. Alat   : Laptop, whiteboard, spidol.

3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, teks *descriptive*, lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *descriptive* .
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

b. Kegiatan Inti

Planning:		
Mengamati	Guru memberikan beberapa siswa untuk teks *descriptive pada* kertas yang telah dibagikan.	Siswa menganalisa teks *descriptive* yang terdapat pada lembar untuk menemukan informasi-informasi yang terdapat dalam teks tersebut

		seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *descriptive*.	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada *descriptive*.
Monitoring		
Mengeksplorasi	Guru memberikan pengarahan tentang materi descriptive yang membuat siswa untuk berfikir lebih keras.	Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam *descriptive* serta strategi yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.
	Guru membantu memberikan informasi yang dibutuhkan siswa	Siswa menyimak penjelasan dan mulai menyiapkan strategi yang tepat

		ketika mengalami kesulitan dalam berlatihmenemukan gagasan pokok, informasi tertentu, dan informasi rinci dari descriptive.
Mengasosiasi	Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal. ru memantau perkembangan pengetahuan siswa.	Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari *descriptive* pada lembar kegiatan yang telah disediakan oleh guru. Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.
Reflection		

| Mengkomunikasikan | Guru meminta siswa untuk mengumpulkan hasil kerja siswa dan meminta mereka untuk menyampaikan hal hal yang sudah mereka pelajari | Siswa mengevaluasi dari hasil diskusi dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari *descriptive*. Siswa merefleksikan diri terhadap apa yang siswa temukan mengerjakan teks descriptivedan menyimpulkan hal hal yang telah dipelajari. |

c. Penutup

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru mengucapkan salam perpisahan.

Post-Activity	a. Teachers will provide the conclusions of the material have been learned.
	b. Teacher gives reflection.
	c. Teachers assign tasks (homework) to students.
	d. Teachers give closing greeting.

H. Penilaian

　　Teknik　　　　　　　　: Tes tertulis

　　Bentuk　　　　　　　　: Multiple choices

　　Orientasi penilaian　　:

　　　- Setiap jawaban yang benar diberikan nilai 2

　　　- Total nilai maksimal 100

　　　- Jumlah soal 20

　　　- Jumlah $= \frac{Nilai\ siswa}{Jumlah\ soal} \times 100$

Batanghari,   November 2017

Mengetahui,

Guru Kelas

SRI LESTARI,S.Pd

NIP. 19680712 199203 2 003

Peneliti

EKSANTI

NPM. 13107087

RENCANA PELAKSANAAN PEMBELAJARAN

NamaSekolah	:	SMP Negeri 1 Batanghari
Mata Pelajaran	:	B. Inggris
Kelas/Semester	:	VIII/1
Pertemuan ke	:	2
Alokasi Waktu	:	2 x 45 menit

E. Kompetensi Inti (KI)

KI1 : 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-aktifdan menunjukan 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 dan metakognitif 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.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait denganpengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

F. KompetensiDasardanIndikatorPencapaianKompetensi

Kompetensi Dasar (KD)

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dans ederhana, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.14 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

G. TujuanPembelajaran

Setelah diberikan descriptive textsiswa mampu:

6. Menyebutkan pengertian dan tujuan dari teks descriptive. (Definitition and Purpose).

7. Menganalisis struktur teks dan unsure kebahasaan pada teks berbentuk Descriptive text. (Generic Structure)

8. Menangkap ide pokok (Main idea) dalam teks descriptive.

9. Menangkap gambaran umum (General Description) dalam teks descriptive.

10. Menangkap informasi spesifik (Specific Information) dalam teks descriptive.

H. Materi Pembelajaran

Fungsi sosial

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

Struktur teks

The generic structure of descriptive text is identification and description.

3. **Identification**: to identify the thing,person,animal or place will be described.It is the part of descriptive text contain about topic or "what" will be described.

4. **Description**: to describe the thing,person,and animal or place. It is the last parts of descriptive text that contain about discussion or describe about topic.

5. **The Example of Descriptive Text**

My Timmy

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

Unsur kebahasaan

g) Pertanyaandanpernyataantentangdeskripsi.

-. *How does your favourite pet look like?*

- *He is very adorable*

h) Penyebutan kata benda singular dengan*adan*the, dan plural (*-s*).

i) Kata ganti*it, they, she, we, dst; our, my, your, their, his*dst.

j) Kata sifat, tanpa atau dengan penambahan kata *very*, atau kombinasi seperti sweet voice, soft stripes fur, dan semacamnya.

k) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

l) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Strategi Pembelajaran: Self Regulated Learning Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Teks.

2. Alat   : Laptop, whiteboard, spidol.

3. Sumber Belajar   : Buku Bahasa Inggris kelas VIII, teks *descriptive*, lembar kerja, lembar jawaban.

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.

- Memotivasi peserta didik akan manfaat pembelajaran teks *descriptive*.

- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

b. Kegiatan Inti

Planning:		
Mengamati	Guru memberikan beberapa siswa untuk teks *descriptive pada* kertas yang telah dibagikan.	Siswa menganalisa teks *descriptive* yang terdapat pada lembar untukmenemu kaninformasi-informasi yang

		terdapat dalam tekstersebut seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *descriptive*.	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada *descriptive*.
Monitoring		
Mengeksplorasi	Guru memberikan pengarahan tentang materi descriptive yang membuat siswa untuk berfikir lebih keras. Guru membantu	Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsure kebahasaan yang terdapat dalam *descriptive* serta strategi yang tepat

	memberika ninformasi yang dibutuhkan siswa	agar mudah memahami informasi apa saja yang terkandung dalam teks. Siswa menyimak penjelasan danmulaimeny iapkanstrategi yang tepatketika mengalami kesulitan dalam berlatihmenem ukan gagasan pokok, informasi tertentu, dan informasi rinci dari descriptive.
Mengasosiasi	Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal.	Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan

		informasi rinci dari *descriptive* pada lembar kegiatan yang telah disediakan oleh guru.
	...ru memantau perkembangan pengetahuan siswa.	
		Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.
Reflection		
Mengkomunikasi kan	Guru meminta siswa untuk mengumpulkan hasil kerja siswa dan meminta mereka untuk menyampaikan hal-hal yang sudah mereka pelajari	Siswamengevaluasi dari hasil diskusi dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci

		dari *descriptive*. Siswa merefleksikan diri terhadap apa yang siswa temukan mengerjakan teks descriptive dan menyimpulkan hal hal yang telah dipelajari.

H. **Penilaian**

    Teknik   **: Tes tertulis**

    Bentuk   **: Multiple choices**

    Orientasi penilaian   :

      - Setiap jawaban yang benar diberikan nilai 2

      - Total nilai maksimal 100

      - Jumlah soal 20

      - Jumlah $= \frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

                                         Batanghari, November 2017

                                         Mengetahui,

Guru Kelas   **Peneliti**

SRI LESTARI,S.Pd   **EKSANTI**

NIP. 19680712 199203 2 003   NPM. 13107087

Pre Test Instrument for Reading Skill
(Descriptive Text)

Direction:

1. **Write your identity in the answer sheet first.**
2. **You may not open the dictionary.**
3. **You have to do this test individually.**
4. **Read the text carefully.**
5. **If you have finished, submit your answer sheet with the question paper.**
6. **Correct your answer before you submit it to the teacher.**

Choose the best answer by crossing (X) a, b, c or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-4.

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April , but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

1. Where is Bali located?
   a. It is a long the equator
   b. In the south of equator Agung
   c. 120 km from east to west
   d. Close to many temples and Mount Agung

2. The tourism industry in Bali offers us the following thing, except …
   a. Culture and nature
   b. Belief and religion
   c. handicraft and tradition
   d. painting and wood crafting

3. Which one of the following statements is NOT TRUE according to the text?
   a. Bali has four seasons
   b. Bali is beautiful and interesting in Indonesia
   c. Bali is surrounding by the sea
   d. Bali is one of tourism destination

4. The last paragraph is about …
   a. The location of Bali
   b. The most important industry in Bali
   c. The most popular thing in Bali
   d. Culture and nature

Text 2. Read carefully and answer the questions from number 5 - 7.

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newpapers and magazines after school.

5. The text above discusses about ...
   a. the writer's family
   b. the writer's special friend
   c. Rohmi and her brother
   d. Rohmi's parents

6. What does the second paragraph tell you about?
   a. Rohmi and her family
   b. Rohmi and her father
   c. Rohmi and her brother
   d. Rohmi and her friends

7. "…Rohmi and her brother <u>work part-time</u> to earn some money." What do the underlined words mean?
   a. work for the whole of working week
   b. work for only part of each day or week
   c. work for the purpose of getting money as much as possible
   d. work for family

Text 3. Read carefully and answer the questions from number 8 -11.

My Timmy

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

8. When does Timmy usually give a kiss to the writer? When the writer….
   a. fells hungry   c. leaves home
   b. goes to sleep   d. comes home

9. "I'm so happy to spend my time with <u>him</u>." The underlined word refers to …
   a. The writer   c. Timmy
   b. The writer's pets   d. The all choices are wrong

10. Why is the writer almost impossible to be angry at his cat? Because ….
    a. It has innocent round eyes   c. It always wakes up early
    b. Most of the time, it is a good cat   d. It gives the writer kiss

11. What is the purpose of the text about?
    a. To describe place   c. To tell how to care for cats
    b. To describe something   d. To entertain the reader

Text 4. Read carefully and answer the questions from number 12 - 17.

Kediri is a name of a town. It is situated in avalley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the centerof the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

12. What kind of the text above?
   a. Report
   b. Recount
   c. Narrative
   d. Descriptive

13. The generic structure of the text is ...
   a. Description-Identification
   b. Identification-description
   c. Reorientation-Events-Orientation
   d. Orientation-Events-Reorientation

14. "Kediri is a name of a town. It is situated in a valley…" The sentence is belongs to.... of the text.
   a. Description
   b. Orientation
   c. Identification
   d. Events

15. What is the large mountain in center of the town?
   a. Kelud
   b. Wilis
   c. Dathok
   d. Brantas

16. What are famous products of Kediri?
   a. Seafood and cigarette
   b. Milk and bean curd
   c. Cigarette, coffee, and tea
   d. Tofu, bean curd, and cigarette

17. "it is considered the biggest cigarette factory in Indonesia." The similarity of underlined word is …
   a. Meandered   b. Pondered   c. Substituted   d. Consisted

Text 5. Read carefully and answer the questions from number 18 -20.

My family and I have a new house. Our new house is nicer and bigger than the old one. There are several rooms in the house, like a spacious living room, three bedrooms, two bathrooms, a dining room and a modern kitchen which I like the most. There is also a backyard where my father bulit a gazebo.

The house is located in a good neighbourhood. The people are friendly, kind and helpful. Though we've just stayed here for a while, we know all our neighbours. Te most important thing is it is not noisy with vehicles' horns and engines. The air is still fresh. I feel comfortable.

Furthermore, there is also a shopping centre just down the street with a minimarket, quite good restaurants and stores. My mother usually shops there every weekend.

18. What is the writer's favourite room?
    a. The living room   c. The kitchen
    b. The dining room   d. The gazebo

19. "There are several rooms in the house, like a <u>spacious</u> living room...."(paragraph 2) . the underlined word has similar meaning to.....
    a. Roomy   c. Narrow
    b. Cozy   d. Pleasant

20. How does the writer possibly feel living in the new house?
    a. Strange   c. Boring
    b. Comfortable   d. Safe

ANSWER KEY

PRE-TEST

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

Post Test Instrument for Reading Skill
(Descriptive Text)

Direction:
7. **Write your identity in the answer sheet first.**
8. **You may not open the dictionary.**
9. **You have to do this test individually.**
10. **Read the text carefully.**
11. **If you have finished, submit your answer sheet with the question paper.**
12. **Correct your answer before you submit it to the teacher.**

Choose the best answer by crossing (X) a, b, c or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-2.

Sragen is one of regencies in Central Java. Sragen Regency which is usualy called "Tlatah Sukowati" is 941, 55 km^2 wide with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and the western part is a famous region called "the Sangiran Dome."

One of interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the Depression of Solo in the North-west slope of Mount Lawu. This area is about 56 km^2 which consist of three districts in the Sragen Regency (the Gemolong, Kalijambe, plupuh district) and one in the Karang Anyar Regency (the Gondang Rejo district). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology and geology.

1. What does the text tell us about?
    a. Bengawan Solo   c. Sragen
    b. Sangiran   d. Central Java

2. What passes through the middle of the Sragen Regency?
    a. The Bengawan Solo River   c. The Kendeng Mountain
    b. The Sangiran Dome   d. The Plupuh District

3. "This area is about 56 km^2 which consist ......" (paragraph 2)

The underlined phrase refers to....
a. The Sangiran Museum   c. Mount Lawu
b. The Sangiran Dome   d. The Depression of Solo

Text 2.Read carefully and answer the questions from number 4 - 9.
The Terrifying Headmaster

Mr.Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separetely, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awardly smile at us. He really terrifies me.

4. What kind of the text above?
   a. Report   c. Narrative
   b. Recount   d. Descriptive

5. The generic structure of the text is ...
   c. Description-Identification   c. Orientation-Events-Reorientation
   d. Identification-description   d. Reorientation-Events-Orientation

6. What is the purpose of the text?
   a. to terrify the readers   c. to promote the writer's headmaster career
   b. to describe the writer's headmaster   d. to inform the readers about a terrifying school

7. Why does the writer refuse to face the headmaster? Because …
   a. Headmaster's eyes frighten the writer
   b. Headmaster doesn't wear glasses
   c. Headmaster is very kindly
   d. Headmaster washes his hand

8. Where does Mr. Tucker usually wash his hands?
   a. corner of the room
   c. beside of the room
   b. in front of the room
   d. behind of the room

9. "He dries each finger separately, <u>beginning</u> with the first finger." What is the synonym of the underlined word …
   a. Terrifying
   c. Refusing
   b. Looking
   d. Commencing

Text 3. Read carefully and answer the questions from number 10-14.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

10. How old is Peter? He is … years old.
    a. Four   b. Fourteen   c. Forty   d. Ten

11. The writer is … years old.
    a. Fourteen   b. Sixteen   c. eighteen   d. nineteen

12. Which of the following statement is not true about Peter?
    a. He has long and straight hair
    b. He has bright eyes
    c. He is not interested in sports
    d. He plays football and tennis

13. According to the passage, we know that Peter is ….
    a. The writer's youngest brother   c. A naughty boy
    b. The writer's elder brother   d. A friendly boy

14. What is the text mostly about?
    a. Peter   b. Peter's hobby   c. Peter's family   d. peters' elder brother

Text 4. Read carefully and answer the questions from number 15-17.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brwonie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong.

15. What kind of text is the text above?
    a. Recount   b. Narrative   c. Descriptive   d. Report

16. 'They are Casper, Midas, Brownie and Dottie'. The sentence is the …. of the text.
    a. Description   b. Identification   c. Orientation   d. Events

17. What does Casper look like?
    a. short with long body and strong legs   c. slim body, long legs
    b. Brown, with long and thick fur   d. thin fur and dots

Text 4. Read carefully and answer the questions from number 18-20.

My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stess but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

18. The text above is about ...
    a. Pet lovers   c. the weapon of turtle
    b. The writers' turtle   d. turtles' habit

19. "<u>Inadequate</u> conditions can cause not only stress but also affect their growth." (paragraph 2) The underlined word can be best replaced by …
    a. Insufficient   b. indiscipline   c. ineffective   d. inedible

20. What is the purpose of the text above?
    a. To tell the readers that the writer's family is pet lovers
    b. To describe the writer's turtles to the readers
    c. To persuade the readers to keep turtles as a pet
    d. To show the advantages of keeping turtles

ANSWER KEY

POST-TEST

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

ANSWER SHEET PRE - TEST

NAME : IKHSAN EFRYANSYAH

CLASS : VIII³

Please Give The Cross (X) To The Right Answer.

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

40

ANSWER SHEET PRE - TEST

S=6

NAME : Dwi Prajha Kesuma

CLASS : VIII. 3

Please Give The Cross (X) To The Right Answer.

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

40

ANSWER SHEET PRE - TEST

NAME : ~~~~ ARTHA . G . BINTARO

CLASS : VIII C

Please Give The Cross (X) To The Right Answer.

1	A	B̶	C	D
2	A	Ⓑ	C	D̶
3	A̶	B	C	D
4	A	B̶	C	D
5	A	B̶	C	D
6	A̶	B	C	D
7	A	B̶	C	D
8	A	B	C	D̶
9	A	B	C̶	D
10	A̶	Ⓑ	C	D
11	A	B̶	C	D
12	A	B̶	C	Ⓓ
13	A	B̶	C	D
14	A	B	C̶	D
15	A	B	C̶	D
16	A	B	C	D̶
17	A	B̶	C	D
18	A	B	C̶	D
19	A̶	B	C	D
20	A	B̶	C	D
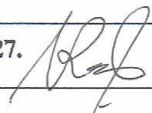
S = 3

50

ATTENDANCE LIST

Day/Date : Friday, November 30th 2017
Class : VIII . 3

| NO	NAME	SIGNATURE
1.	AJENG NIKEN ASHARI	1. *(signature)*
2.	Akmal Kamajaga	2. *(signature)*
3.	ALAN FIRMAN AZIZ	3. *(signature)*
4.	ALDO YOVANDO PRADANA	4. *(signature)*
5.	ANISA AULIA RAHMA	5. *(signature)*
6.	Artha . G. Dintaro	6. *(signature)*
7.	BELLA ERLITA	7. *(signature)*
8.	BERLIANA ARNETA	8. *(signature)*
9.	CYBUDI KURNAWATI	9. *(signature)*
10.	Dwi Maharani	10. *(signature)*
11.	Dwi Prayoga KESUMA	11. *(signature)*
12.	EVA DELLA PUSPITA NINGRUM	12. *(signature)*
13.	Fadila Al Zahara	13. *(signature)*
14.	FAN FITTO ARIFNDANI SAPUTRA	14. *(signature)*
15.	Galuh Easa Putri	15. *(signature)*
16.	gladis syucinta Aura	16. *(signature)*
17.	HAPPY MELVI CILINA	17. *(signature)*
18.	Heni Sukmawati	18. *(signature)*
19.	IKHSAN EFRYANSYAH	19. *(signature)*
20.	LULU NGASROTUN AMNURIYAH	20. *(signature)*
21.	M. Lutfi yani	21. *(signature)*
22.	May Sinte Purnama Sari	22. *(signature)*
23.	Nadya lailly syaputri	23. *(signature)*
24.	NOVA AMELIA	24. *(signature)*
25.	Nova Eliza Putri	25. *(signature)*

26.	Otha Estiani	26.
27.	Ratna Dewi E.	27.
28.	SOFYAN	28.
29.	Stephanus Yudo A.	29.
30.	Valen Nanda H.	30.
31.	Viky Darmawan	31.
32.	Saferino Jos Bengwang	32.
33.	Sekar Apprilia Anggraini	33.
34.	Vanny Putri Arini	34.
35.	Wildan Alghozari	35.

ATTENDANCE LIST

Day/Date : Friday , 24 November 2017
Class : VIII · 3

NO	NAME	SIGNATURE
1.	AJENG NIKERI ASHARI	1.
2.	AKMAL KAMAJAYA	2.
3.	ALAN FIRMAN AZIZ	3.
4.	ALDO YOVANDO PRADANA	4.
5.	ANISA AULIA RAHMA	5.
6.	ARTHA · G. BINTARO	6.
7.	BELLA ERLITA	7.
8.	BERLIANA ARNETA	8.
9.	CYNDI SKURNIAWATI	9.
10.	DWI maharani	10.
11.	DWI PRAJHA KESUMA	11.
12.	EVA DELLA PUSPITA NINGRUM	12.
13.	FADILA AIZAHARA	13.
14.	FITTO ARIENDANI SAPUTRA	14.
15.	Galuh Ensa Putri	15.
16.	GLADIS SYUCINTA AURA	16.
17.	HAPPY MELVI CILINA	17.
18.	HENI SUKMAWATI	18.
19.	IKHSAN EFRYANSYAH	19.
20.	LULU NGASROTUN AMNURIYAH	20.
21.	M. LUTFI Yani	21.
22.	May Sinta Purnama Puri	22.
23.	NADYA LAILLY SYAPUTRI	23.
24.	NOVA AMELIA	24.
25.	NOVA ELISA PUTRI	25.

26.	Ocha Estiani	26. [signature]	
27.	Ratna Dewi E.		27. [signature]
28.	SOFYAN	28. [signature]	
29.	Stephanus Yudo A.		29. [signature]
30.	Valen Nanda H.	30. [signature]	
31.	Viky Darmawan		31. [signature]
32.	Saferino Jos Benguwang	32. [signature]	
33.	Sekar Aprilia A.		33. [signature]
34.	Vanny Putri A.	34. [signature]	
35.	Wildan Alghofari		35. [signature]

ATTENDANCE LIST

Day/Date : Thursday, November 17th 2017

Class : VIII . 3

NO	NAME	SIGNATURE
1.	AJENG NIKEN ASHARI	1.
2.	Akmal Kamajaya	2.
3.	ALAN FIRMAN AZIZ	3.
4.	AIDO YOVANDO PRADANA	4.
5.	ANISA AULIA RAHMA	5.
6.	Artha . G. Bintoro	6.
7.	BELLA ERLITA	7.
8.	BERLIANA ARNETA	8.
9.	CYNDI KURNIAWATI	9.
10.	Dwi Maharani	10.
11.	Dwi Prajha Kesuma	11.
12.	EVA DELLA PUSPITA NINGRUM	12.
13.	Fadila Alzahara	13.
14.	Fitto ARIENDANI SAUTRA	14.
15.	Galuh Ernsea Putri	15.
16.	gladis Syucinta Aura	16.
17.	HAPPY MELVI CILINA	17.
18.	Heni Sukmawati	18.
19.	IKHSAN EFRYANSYAh	19.
20.	LULU NGASROTUN AMNURIYAH	20.
21.	M.Lutfi Yani	21.
22.	May Sinta Purnama Sari	22.
23.	Nadya Lailly Syaputri	23.
24.	Nova AMELIA	24.
25.	Nova Elisa Putri	25.

26.	Ocha Estiani	26.
27.	Ratna Dewi E.	27.
28.	SOFYAN	28.
29.	Stephanus Yudo Anggoro	29.
30.	Valen Nanda Hidayat	30.
31.	Viky Darmawan	31.
32.	Saferino Jos Benggawang	32.
33.	Sekar Aprilia A.	33.
34.	Vanny Putri A.	34.
35.	Wildan Alghofari	35.

ATTENDANCE LIST

Day/Date : Friday, 10th November 2017
Class : VIII.3

NO	NAME	SIGNATURE
1.	AJENG NIKEN ASHARI	1.
2.	Akmal Kamajaya	2.
3.	ALAN FIRMAN AZIZ	3.
4.	ALDO YOVANDO PRADANA	4.
5.	ANISA AULIA RAHMA	5.
6.	ARTHA . G . Bintaro	6.
7.	BELLA ERLITA	7.
8.	BERLIANA ARNETA	8.
9.	CANDI JEURNIAWATI	9.
10.	Dwi maharani	10.
11.	Dwi PRAJHA KESOMA	11.
12.	EVA DELLA PUSPITA NINGRUM	12.
13.	Fadila Aizahara	13.
14.	FITTO ARIENDANI SAPUTRA.	14.
15.	Galuh Enso Putri	15.
16.	GLADIS Syucinta Aura	16.
17.	HAPPY MELVI CILINA	17.
18.	Heni Sukarawati	18.
19.	IKhSAN EFRYANSYAH	19.
20.	LULU NGASROTUN AMNURIYAH	20.
21.	M.LUFFI yani	21.
22.	May Sinta Purnama Sari	22.
23.	Nadya Lailly Syaputri	23.
24.	NOVA AMELIA	24.
25.	Nova Lisa Putri	25.

26.	Ocha Estiani	26.	
27.	Ratra Dewi Ertina		27.
28.	SOFYAN	28.	
29.	Stephanus Judo A.		29.
30.	Valen Nanda H.	30.	
31.	Vity Darmawan.		31.
32.	Saferino Jos B.	32.	
33.	Sekar Aprilia A.		33.
34.	Vanny Putri A.	34.	
35.	Wildan Alghofari		35.

ATTENDANCE LIST

Day/Date : Thursday, November 9th 2017
Class : VII . 3

NO	NAME	SIGNATURE
1.	AJENG NIKEN ASHARI	1.
2.	Akmal Kamajaya	2.
3.	ALAN FIRMAN AZIZ	3.
4.	ALDO YOYANIDO PRADANA	4.
5.	ANISA AULIA RAHMA	5.
6.	ARTHA .G. Bintaro	6.
7.	BELLA ERLITA	7.
8.	BERLIANA ARNETA	8.
9.	CYNDI FERNAWATI	9.
10.	Dwi maharani	10.
11.	Dwi PRATHA KESUMA	11.
12.	EVA DELLA PUSPITA NINGRUM	12.
13.	Fadila Aizahara	13.
14.	FITTO ARDENDAMI SAPUTRA	14.
15.	Galuh Ensa Putri	15.
16.	gladis Syucinta Aura	16.
17.	HAPPY MELDI CILAKA	17.
18.	Heni Sukmawati	18.
19.	IKhSAN EFRYANSYAh	19.
20.	LULU NGASROTUN AMNURIYAH	20.
21.	M.Lutfi yani	21.
22.	May Sinta Purnama Sari	22.
23.	Nadya Lailey Syaputri	23.
24.	NOVA AMELIA	24.
25.	Nova Elisa Putri	25.

The Students' Score in Post-Test II

No.	Students' Code	Score
1.	ANS	90
2.	AK	90
3.	AFZ	90
4.	AYP	60
5.	AAR	80
6.	AGB	90
7.	BE	90
8.	BA	90
9.	CK	80
10.	DM	100
11.	DPK	90
12.	EDPN	50
13.	FA	90
14.	FAS	80
15.	GEP	80
16.	GSA	100
17.	HMC	100
18.	HS	100
19.	IE	80
20.	LNA	80
21.	MF	90
22.	MSP	80
23.	NLS	80
24.	NA	50
25.	NEP	70
26.	OS	90
27.	RDE	100
28.	S	90
29.	SYA	70
30.	VNH	100
31.	VD	100
32.	SJB	80
33.	SAA	100
34.	VPA	80
35.	WA	60
Total Score		**2950**
Average		**84.29**
Highest Score		**100**
Lowest Score		**50**

The Students' Score in Post-Test 1

No.	Students' Code	Score
1.	ANS	80
2.	AK	70
3.	AFZ	70
4.	AYP	80
5.	AAR	80
6.	AGB	50
7.	BE	80
8.	BA	80
9.	CK	90
10.	DM	90
11.	DPK	80
12.	EDPN	90
13.	FA	80
14.	FAS	90
15.	GEP	80
16.	GSA	90
17.	HMC	80
18.	HS	40
19.	IE	70
20.	LNA	90
21.	MF	80
22.	MSP	60
23.	NLS	70
24.	NA	50
25.	NEP	50
26.	OS	80
27.	RDE	50
28.	S	80
29.	SYA	60
30.	VNH	80
31.	VD	100
32.	SJB	50
33.	SAA	40
34.	VPA	90
35.	WA	60
Total Score		2560
Average		72,14
Highest Score		100
Lowest Score		40

The Students' Score in Pre-Test

No.	Students' Code	Score
1.	ANS	30
2.	AK	50
3.	AFZ	80
4.	AYP	30
5.	AAR	60
6.	AGB	30
7.	BE	80
8.	BA	40
9.	CK	40
10.	DM	30
11.	DPK	80
12.	EDPN	40
13.	FA	40
14.	FAS	40
15.	GEP	80
16.	GSA	50
17.	HMC	40
18.	HS	40
19.	IE	80
20.	LNA	40
21.	MF	40
22.	MSP	80
23.	NLS	50
24.	NA	80
25.	NEP	80
26.	OS	30
27.	RDE	70
28.	S	70
29.	SYA	80
30.	VNH	30
31.	VD	40
32.	SJB	40
33.	SAA	80
34.	VPA	40
35.	WA	40
Total Score		**1050**
Average		**52.86**
Highest Score		**80**
Lowest Score		**30**

26.	Ocha Estiani	26.
27.	Ratna Dewi E.	27.
28.	SOFJAN	28.
29.	Stephanus Judo A.	29.
30.	Valen Nanda H.	30.
31.	Viky Darmawan	31. minka
32.	Safertno Jos Bengwang	32.
33.	Setar Aprilia A.	33.
34.	Vanny Putri A.	34.
35.	Wildan Alghofari	35.

LEARNING ACTIVITY IN POST-TEST

LEARNING ACTIVITY IN PRE-TEST

LEARNING ACTIVITY IN TREATMENT II

LEARNING ACTIVITY IN TREATMENT I

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Telp (0725)468982

SURAT KETERANGAN
No: 422/50 / 02 /SMPN.1/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan:

Nama	: EKSANTI
NPM	: 13107087
Jurusan	: Pendidikan Bahasa Inggris

Telah melaksanakan research/survey dalam rangka menyelesaikan skripsi, dengan judul:

"THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE DESCRIPTIVE READING ABILITIES AT THE EIGHTH GRADE OF SMP NEGERI 1 BATANGHARI IN ACADEMIC YEAR 2017/2018.", pada tanggal 24 November 2017.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 24 November 2017
Kepala Sekolah,

ATEMI, S.Pd., M.M.
NIP. 19620202 198301 0 002

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Telp (0725)468982

SURAT KETERANGAN
No: 422/507 02 /SMPN.1/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan:

Nama	: EKSANTI
NPM	: 13107087
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE DESCRIPTIVE READING ABILITIES AT THE EIGHTH GRADE OF SMP NEGERI 1 BATANGHARI IN ACADEMIC YEAR 2017/2018.

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan survey dalam rangka menyelesaikan tugas akhir/skripsinya.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 21 November 2017
Kepala Sekolah,

NGATEMI, S.Pd., M.M.
NIP. 19620202 198301 0 002

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

S U R A T   T U G A S
Nomor: B-2726/In.28/D.1/TL.01/11/2017

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

Nama	:	**EKSANTI**
NPM	:	13107087
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMP NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE DESCRIPTIVE READING ABILITIES AT THE EIGHT GRADE OF SMP NEGERI 1 BATANGHARI IN ACADEMIC YEAR 2017/2018".

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 20 November 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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-2727/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGER! 1
BATANGHARI
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2726/In.28/D.1/TL.01/11/2017,
tanggal 20 November 2017 atas nama saudara:

Nama	:	**EKSANTI**
NPM	:	13107087
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ONE-TO-ONE TEACHING LEARNING STRATEGY TO IMPROVE THE DESCRIPTIVE READING ABILITIES AT THE EIGHT GRADE OF SMP NEGERI 1 BATANGHARI IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 20 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Telp (0725)468982

SURAT KETERANGAN
No: 422/350/ 11 /SMPN.1/2016

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan:

Nama	: EKSANTI
NPM	: 13107087
Jurusan	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Judul	:The use of One-to-One Teaching Strategy to Improve The Descriptive Reading Abilities as The Eighth Grade of SMP Negeri 1 Batanghari

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan pra-survey dalam rangka menyelesaikan tugas akhir/skripsinya.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 03 Januari 2017
Kepala Sekolah,

Hj. NGATEMI, S.Pd., M.M.
NIP. 19620202 198301 0 002

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor	: Sti.06/JST/PP.00.9/3509/2016	Metro, 08 November 2016
Lamp	: -	
Hal	: IZIN *PRA SURVEY*	

Kepada Yth.,
Kepala Sekolah SMP N 1 Batanghari
Di –
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Eksanti
NPM	: 13107087
Jurusan	: Tarbiyah
Prodi	: PBI
Judul	: The Use of One-to-One Teaching Strategy to Improve The Descriptive Reading Abilities at The Eight Grade of The SMP Negeri 1 Batanghari

Untuk melakuan *PRA SURVEY* di SMP N 1 Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

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

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

Nama   : **Eksanti**   Jurusan   : TBI
NPM   : 13107087   Semester : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 27 April 2017		✓	Revise Chapter I	
2.	Kamis, 09 Mei 2017		✓	-Revise Grammar on Ch I -Please attention the using of verb 3.	
3.	Selasa, 30 mei 2017		✓	ACC chapter I Continue to chapter II	

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

Jl. Ki hajar dewantara kampus 15 a iringmulyo metro timur kota metro lampung 34111
Telp.(0725) 41507; faksimili (0725)47296; website: www.metrouniv.ac.id;E-mail:iainmetro@metrouniv.ac.id

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

Nama : Eksanti   Jurusan/ Prodi : Tarbiyah/ TBI

NPM : 13107087   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, 29 July 2017	✓		Revise Table of Content and chapter III	
2.	Tuesday, 8 August 2017			*[handwritten]* ACC to seminarle	

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 199303 1 001

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

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

Nama   : **Eksanti**   Jurusan   : TBI
NPM   : 13107087   Semester   : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
4.	Selasa, 02 / 01 / 2018	✓		- Revise Action Hypothesis - Revise ch. IV & V	*(signature)*
5.	Senin, 08 / 01 / 2018	✓		*(handwritten notes)*	*(signature)*

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

| Nama | : **Eksanti** | Jurusan | : TBI |
| NPM | : 13107087 | Semester | : IX |

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
4.	Rabu, 26 Juli 2017		✓	Revise the using of article !	
5.	Jum'at, 04 Agustus 2017		✓	ACC chapter II Continue to chapter III	

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eksanti   Jurusan : TBI
NPM : 13107087   Semester : IX

`No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 20/12/2017		✓	Revise the using of capitzl letter.	
2.	Rabu 27/12-17		✓	Revise table 16 — Revise cycle II.	
3.	Selasa 3/1-18		✓	Acc Munaqosa	

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

CURICULUM VITAE

The writer was born at Batanghari, East Lampung on September 9th, 1995. Her name is Eksanti. She is daughter of Mr. Ikhsanuddin and Mrs. Marwiyah. She began study at SD N 2 Banarjoyo Batanghari, East Lampung and finished his study in 2007. She continued her study at SMP N 1 Batanghari, and graduated in 2010. Then she continued her study at SMA N 1 Batanghari, and finished in 2013.

After pass of SMA N 1 Batanghari, the writer continued her study at Kota Metro. In 2013, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then after eight semesters, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.