AN UNDERGRADUATE THESIS

IMPROVING

THE STUDENTS' READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING APPROACH AT TENTH GRADE OF SMA N 1 RAMAN UTARA

EAST LAMPUNG

By:

Krisna Septiana

St. NUMBER. 13107557

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/2018 M

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THE STUDENTS' READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING APPROACH AT TENTH GRADE OF SMA N 1 RAMAN UTARA

EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirement

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in English Education Department

By:

KRISNA SEPTIANA

Student Number: 13107557

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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

APPROVAL PAGE

Title : IMPROVING THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING AT TENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Name : Krisna Septiana
Students Number : 13107557
Faculty : Tarbiyah and Teacher Training
Department : English Education

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, January 2018

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Co-sponsor

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

The Head of English Education Department

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

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Krisna Septiana
NPM : 13107557
Title :IMPROVING THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING AT TENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

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

Metro, January 2018

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Co-sponsor

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

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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal **: Mohon dimunaqosyahkan Skripsi**
Saudari Krisna Septiana

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri(IAIN) Metro

AssalamualaikumWr. Wb.

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

Nama : Krisna Septiana
NPM : 13107557
Judul Skripsi :IMPROVING THE STUDENTS READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING AT TENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami Atas perhatiannya kami ucapkan terimakasih.

Metro, January 2018

Sponsor	Co-Sponsor
Dr. Widhiya Ninsiana, M.Hum	**Trisna Dinillah Harya, M.Pd.**
NIP. 19720923 200003 2 002	NIP.19830511 200912 2 004

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

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BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum (.....)
Examiner I : Drs. Kuryani Utih, M.Pd (.....)
Examiner II : Trisna Dinillah Harya, M.Pd (.....)
Secretary : Eka Yuniasih, M.Pd (.....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI METRO

The Dean of Tarbiyah
and Teacher Training faculty

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

PENINGKATAN KEMAMPUAN MEMBACA SISWA DI TEKS DESKRIPSI MELALUI PENDEKATAN MEMBACA LUAS DI KELAS 10 SMA N 1 RAMAN UTARA LAMPUNG TIMUR

ABSTRAK

OLEH:

KRISNA SEPTIANA

Tujuan penelitian ini adalah untuk mengetahui apakah pendekatan membaca luas dapat meningkatkan kemampuan pemahaman membaca siswa. Peneliti menyadari bahwa pendekatan membaca luas dapat menjadi salah satu pendekatan dalam proses belajar mengajar. Karena pendekatan membaca luas merupakan suatu pemahaman strategi pendekatan membaca.

Penelitan ini merupakan jenis peneltian tindakan kelas dan dilakukan dengan dua siklus. Setiap siklus terdiri dari tiga pertemuan. Selanjutnya penelitian ini terdiri dari empat langkah yaitu perencanaan, akting, pengamatan, dan refleksi. Dalam penelitian ini, peneliti menggunakan metode pengumpulan data antara lain tes, observasi, dokumentasi. Setelah menganalisa dan mengolah data, penggunaan pendekatan membaca luas dapat membuat siswa-siswa menjadi lebih aktif dan lebih berantusias untuk mengikuti proses belajar mengajar.

Berdasarkan hasil penelitian, nilai rata-rata pada pre test 53,85 menjadi 63,86 pada post test di siklus I menjadi 75 di post test siklus II. Hal tersebut menandakan bahwa adanya peningkatan nilai rata-rata setelah melakukan atau menggunakan pendekatan membaca luas dalam proses belajar dan mengajar. Dapat disimpulkan bahwa pendekatan membaca luas dapat meningkatkan kemampuan membaca siswa kelas 10 di SMA N 1 Raman Utara Lampung Timur.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Krisna Septiana
NPM	: 13107557
Study Programme	: English Education Study Programme (TBI)
Department	: Tarbiyah and Teacher Training

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

Metro, Januari 2018

The writer,

Krisna Septiana

St. ID 1310757

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Krisna Septiana
NPM	: 13107557
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Kegururuan

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
Yang Menyatakan

Krisna Septiana
NPM. 13107557

MOTTOS

ا قْرَ أْ بِا سْمِ رَ بِّكَ ا لَّذِ ى خَلَقَ (1)

“Recite in the name of your Lord who created”

ا لَّذِ ى عَلَّمَ بِا لْقَلَمِ (4)

“(Lord) who taught by the pen”

عَلَّمَ ا لْاِ نْسَانَ مَا لَمْ يَعْلَمْ (5)

“Taught man that which he knew not know”

(Al-Alaq)

DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this Undergraduate Thesis to:

My beloved parents Mr. Suyatno and Mrs. Zaitun for giving their endless love, and who always support and love me, who always pray for my success and as my inspiration of my life, thank you so much for everything.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this thesis entitles "IMPROVING THE STUDENTS' READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING APPROACH AT SMA N 1 RAMAN UTARA".

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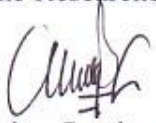
As human being, the writer completely realizes that this thesis still has a plenty of weaknesses. The writers do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, Januari 2018
The Researcher



KrisnaSeptiana
ST. N : 13107557

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. Many languages are used in the world, one of which is English. Nowadays, it has become an international language that is almost used by all country as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

English is one of the languages in the world. English is an international language that can be used as an instrument to write important information and knowledge. English has become more and more important in the world. It is used in the international communication or in the international conference. English is not only useful for the present time, but also for the future. Some students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to involve in international interaction. However, mastering this language is not easy to do. But if we know nothing about

English, of course it will be very hard for us to prevent our existence in modern world.

In Indonesia, English is the second foreign language and it becomes one of the major subjects that should be taught by all students. Nowadays, Indonesian Department of Education also takes this language as on of the must subject of the formal education that must be learned by all learners in Indonesia. There are four skills that should be taught to the student at the school, namely listening, speaking, reading and writing.

Reading is not easy to be learned because it needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, motivation and reading interest. Motivation is needed by reader to read texts or books. Unfortunately, most of readers do not have motivation to read, they think that reading is something bore. Reading is very important because by mastering reading skill, people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes we read a text to learn materials, sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, much of reading will be to learn assigned material.

In fact, many students have some difficulties in reading comprehension on Descriptive text especially at the students' of Senior high school. In this case, the writer interested in focusing her attention on students' mastery of reading especially in descriptive text. Descriptive text is a text which say

what a person or a thing is like. Its purpose is to describe and revveal a particular person, place, or thing. It is as media to teaching reading comprehension. As media, descriptive text is expected can make students more active again in teaching learning process. Because media can help the teacher sending material to their students so that can be easy to understand by them.

A lot of ways can be used by the teacher to help in learning process descriptive text. One of them is extensive reading. Based on the problems stated above, the researcher belives that the students need effort to facilitate them to comprehend English text well, especially in Descriptive text. the researcher uses extensive reading beacuse of several reason. Extensive reading is the reading of large amounts of materials, the materials are easy to understand, it is usually done outside the classroom and the students read at ther comfort zone.

Table 1

Student's Reading Score

Score	Frequency	Percentage
≤ 65	15	46%
≥ 65	9	37%
Total		

Source: Teacher's archive, English Reading Score at the Tenth position of SMA N 1 Raman Utara

The pre-survey was done on April 25th, 2017. They were 24 students at the tenth grade at SMA N 1 Raman Utara. The English minimum passing grade in this school is 65. It means that the student who get the score ≤ 65 don't pass examination. In fact, there only 4 students who got 65- 74 or 17%, 11 students got score 55-64 or 46% and 9 students got 0- 54 or 37%. The average score is 66 the total of students, it can be concluded that students' reading score at tenth grade is still low.

Based on the pre-survey result above the students have problems in learning activity, especially in reading subject, those are : 1) students do not have much motivation a read the English text; 2) students have low ability in comprehending the meaning of the text; 3) students do not know how to read a text reading well; 4) most of students find the difficult in reading comprehension; and 5) students have low vocabulary.

Realizing the demand that the students are hoped to master in reading comprehension, the researcher should help the students to overcome the problem or to minimize the problem. Dealing with this case the researcher interested in finding out an effective way in teaching English. Especially in developing students' reading comprehension in Descriptive text through Extensive Reading Technique.

B. Problem Identification

Based on the explanation above, the researcher identifies the problem as follows:

1. The students have low motivation in learning English.

2. Most of the students have low in reading comprehension.
3. The students have difficulties to comprehension the English text.

C. Problem Limitation

The writer will conduct the research in the Tenth Grader because they have low reading comprehension. Therefore the writer limits the problem only the "improving the students reading comprehension in descriptive text through extensive reading technique at tenth grader of SMAN 1 Raman Utara".

D. Problem Formulation

The writer formulates the problem as follow :

1. Can the Extensive Reading technique improve the students' reading comprehension in descriptive text at the tenth grader of SMAN 1 Raman Utara Central Lampung?
2. How far the Extensive Reading technique can improve the students' reading comprehension of descriptive text at the tenth grader of SMAN 1 Raman Utara Central Lampung?

E. Objectives and Benefit of Study

1. Objectives of the study

The objective of the writer is:

a. To know the level of the students' reading comprehension of descriptive text at the tenth grader of SMAN 1 Raman Utara Central Lampung.

b. To know how far the extensive reading technique to improve the students' reading comprehension of descriptive text at the tenth grader of SMAN 1 Raman Utara Central Lampung.

2. Benefits of the study

a. For the students

1) To help the students to enjoy the process of English learning in the class.

2) To enable the students to understand learning English easly.

3) To enable the students to get good achievement in learning English.

4) The students will know more the importance of the extensive reading technique in their learning process, so that they can improve their achievement.

b. For the teacher

1) To give information about a technique in learning English especially extensive reading for a teacher.

2) To help the teacher to choose appropriate technique in teaching English materials.

c. For the researcher

This research is expected as a contribution for other researchers to conduct the further studies.

CHAPTER II

THEORICAL FRAMEWORK

A. Concept of Reading Comprehension

1. Definition of Reading

Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when learn English as a foreign language.

If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. Willis explain that reading is not a natural part of human development. It is part of skills in learning language that is effective to learn to improve language development. Reading gives way for human to get information about something even though it is not natural part of human development.[1]

Etymologically, in oxford Advanced Learners Dictionary is the word of reading derived from the word "read" that can be defined as follows; a) to look at and understand the meaning of written or printed words or symbol. b) To go through written or printed word, silently or a loud to other. c) To discover or find out about somebody or something by reading.[2]

[1] Wilis, Judy, *teaching the brain to read*, Virginia USA : Alexandria, 2008,p.2

[2] A S Hornby, Oxford Advanced Learner's,New York,Oxford University Press,2010,the eight edition,p.1262

Terminologically, there are some expert that have different definitions for reading, but here the write will take several definitions according to the experts as follows;

Reading is one of four language skills. It is categorized into the area a receipted skill. This category is a skill to comprehend a piece of information in the written language.[3]

Reading is cognitive activity takes places rapidly and privately in our mind.[4] Reading is the meaningful interpretation of printed written verbal symbols. Reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skills, and knowledge of the word. In this process the readers tries to re-create the meaning intended by the writer.[5]

Reading is not only cognitive activity, it is also complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiential background, mind sets, and reasoning abilities as they anticipate meaning on the basic of what they have read. The total process is gestalt, or whole; a serious flaw in may prevent adequate performance.[6]

Moreover, Jane states that " Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you

[3] Sanggam Siahaan, *Issues in Linguistic*, Graha ilmu, Yogyakarta,2008,P.106
[4] Albert J. Harris and Edward R. Sipay, *How To Increase Reading Abiliy*. Longman New York & London. 1985, p.7
[5] *Ibid.p.12*
[6] *Ibid.p.13*

already know, and then organizing all the ideas so you can remember and use them". [7]

It means that reading is an activity that used to understand something by written or printed word and the way to know more about something to get information from organizing the ideas of the passage. Reading is receipted skill. It is a skill to comprehend a piece of information in the written language.[8] In other word, to gain the messages conveyed by a writer in his/her texts; we must read them well.

Furthermore, Anthony, Pearson, and Raphael in Thomas S.C Farrell state that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[9]

Based on the quotation above, the writer can make a conclusion that reading is the act or activity of reading aloud written to get the meaning or what the writer want and to get information of the text. Reading is used ease people get information from the text, book, magazine, newspaper, and other. with reading the learners can also improve their skills in learning English exactly.

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[7] Mcgrath, Jane L, *Building Strategies for College Reading* , New Jersey; Prentice Hall, 1998, P.1

[8] Sanggam Siahaan,*Loc.Cit*

[9]Thomas S.C Farrel, *Planning Lesson for A Reading Class*, Singapore, SEMEO Regional Language Centre,2002,P.1

2. The Models of Reading

A reading models is a graphic attempt "to depict how an individual perceives a word, processes a clause, and comprehends a text."[10] It means that reading describe the people to process a word and sentences and analysis it. There are three models of reading as follows:

1) Top –down model

Based on Albert J Harris and R. Sipay state " in top down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the construction of meaning".[11] It means that top down models describe in processing reading. The reader's predictions about are rejected, confirm, and refined. The reader who an active role in the process, it is believed to supply more information than the printed materials.

From explanation above, it is clear that in the top-down models, the process of comprehension deals with the back ground knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentence, than tries to find the information by guessing the meaning.

2) Bottom-up models

Reading based on bottom-up models essentially a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading. The readers than applies previously

[10]http;//www.sil.org/lingualinks/literacy/referencematerials/glossyofliterayterms/whatsisAReadingModel

[11]Albert J Harris and Edward R Sipay, *Op.Cit*..,P.9

acquired listening comprehension skills.[12] Most bottom-up models theorists believe the written language is subservient to, or parasitic on, oral language; the only activity unique to reading " breaking the written code".[13] It means that bottom-up models in reading, it is processing best describes learning to read.

3) Interactive models

It recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. Reading as an active process that depends on reader characteristic, the text, and the reading situation. Attempts to combine the valid insights of bottom-up and top-down models.

3. The Types of Reading

The are several types of reading performance are typically identified, namely:

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involves attending to the components of larger stretches of discourse; letters, words, punctuation, and other symbols. Bottom-up processing is implied.

[12] *Ibid.p.8*
[13] *Ibid*

2. Selective

This category is largely an artifact of assessment formats. In order to as certain one reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used; picture-cued task, matching, true/false, multi-choice, etc.

3. Extensive Reading

Williams as quoted by Solak & Altay states that extensive reading as the “relatively rapid reading of long texts”. According to Nuttal, extensive reading is essentially a private activity and the reader dwells in is/her private world of reading for his/her own internet. Nuttal has ponted out two reasons for extensive reading. The first reason is that extensive reading helps to improve the reading skills of the students. The second reason is that extensive reading not only serves a different atmosphere for the students but also provides them with enjoyment.

4. Intensive Reading

In intensive reading, readers extract specific information in shorter texts. Brown in Solak & Altay says that resembles intensive reading to a zoom lens strategy and states that “intensive reading calls attention to grammatical forms, discourse markers and other surface structure

details for the purpose of understanding literal meaning, implementations, rhetorical relationships".[14]

4. The Techniques of Reading

In the reading comprehension, there are several techniques that must be followed by students, namely:

1. Skimming Technique

A skimming technique is a technique which deals with the ability in finding general ideas or information from the text. Reading quickly to looking for the main idea of the text. It means that this technique used to get the specific information of the text.

2. Scanning Technique

A scanning technique is a technique which deals with the ability to find out the specific information in the text. Gellet as cited by suggest that the scanning technique is quickly going through a text to find a particular piece of information. Besides that, the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers' ability in finding certain information they need in the text without reading the whole of text.[15]

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[14] E. Solak & F, I. Altay. (2014). *The Reading Strategies used By Prospective English Teacher in Turkish ELT Context. International Online Journal of Education and Teaching (IOJET).* Turkish: Amasya University, P.252-253

[15] Nofelia, Lana. "*The Effect of Using Skimming and Scanning Techniques on the Eight Grade Students' Reading Comprehension Achievement" in* http//.google.co.id/search?ie=ISO-8859-1&q=the+effect+ of+using+skimming+scanning+technique+onthe+eight+grade+thesis&btng Downloading at February, 25 2016.

Based on the technique above, the writer concludes that skimming is a technique of reading at high speed to look for important things or the main idea of a reading, while scanning is a technique of reading quickly to get an information without reading the others. Both techniques are very important to be used for reading.

5. The Concept of Reading Comprehension

Based on Oxford Advanced Learner's Dictionary the word of comprehension " is defined as;[16]

(a) The power of understanding

(b) An exercise aimed at improving or testing one understands of a language (written or spoken). Meaning to say comprehension is an exercise which is aimed at improving or testing one understand of written or spoken language.

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written materials, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know; 3) think deeply about what they have read. One of big part of comprehension is having a sufficient vocabulary, or knowing the meaning of enough words.[17]

Comprehension involves prior knowledge , knowledge of text structure, and an active search for information.[18] The simplest

[16]A.S Hornby,*Op.Cit.,*P.106

[17] http://www.readingrockets.org/helping/target/comprehension (15 oktober 2011)

[18]Gillet,jean Wallace and temple Charles. *Understanding reading problems assessment and instruction, fourth edition*, herper collin college publisher, USA ,p.34

definition of comprehension is understanding new information in light of what we already know.[19]

According to Webster's Dictionary, comprehension is " the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that is " to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.[20]

Based on these explanation above that the writer can make a conclusion that comprehension is a reading process which requires delicate information, understanding and interpretation from reading materials and students can understand it with their background knowledge and experience.

There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[21] It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

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[19] *Ibid.*p.35

[20] http://academic,cuesta.edu. (January, 13 2012)

[21] H, douglas brown, *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition* (san francisco state university),p.306

Janette States that a reading comprehension involves much more than reader's responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[22]

According to Harris and Sipay, reading comprehension is the result of the instruction among the readers perception of the graphic symbols that represent language, linguistic skills, cognitive skills, and knowledge of the world.[23]

Based on quotations above, the researcher can make a conclusion that reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text are selection.

6. The Strategy of Reading Comprehension

Many of the reading comprehension strategies that have been associated with the effect for students with learning disabilities are those that teach students strategies that prompt them, during and after reading. These strategies ask student to:

1. Consider their background knowladge on the topic they are reading.
2. Summarizes key ideas, and

[22]Jannete K.Klinger, Sharoon Vaughn, And Alison Boardman, *Teaching Comprehension To Students With Learning Difficult,* USA: The Guilford Press,2007,P.8

[23]Albert J Harris And Edward R Sipay ,*Op.Cit.,*P.444

3. Self-question while they read.[24]

The strategy of reading comprehension instruction have the following components in common:

1. Assessment and evaluation of learning objectives, including orienting students to what they will be learning.
2. Daily reviews of material taught to assure mastery.
3. Teacher presentation of new material, including giving examples and demonstrating what students need to do.
4. Guided information, including questions to determine understanding .
5. Feedback and correction.
6. Independent practice and review.[25]

B. Concept of Descriptive Text

1. Definition Of Descriptive Text

According to Matthews descriptive text is a way to explain about events in or states of the world.[26] Schwegler adds that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc.[27]

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[24] Klinger, K. J, Vaughn, S and Boardman, Alison.2007. *Teaching Reading Comprehension to Students with Learning Difficulties.* London: New York. P.4

[25] *Ibid.* P.5

[26] Matthews, Peter. 1997. *The Concise Oxford Dictionary Of Linguistics*. Oxford: Oxford University Press.

[27] Schewegler, Robert A.. 2010. *Pattern Of Exposition 9th Ed*. Boston: Pearson Education Inc.

Wyrick states a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. [28]

Based on statement above can conclude the descriptive is a kind of genre text that contains describing about people, place or thing. Descriptive text has it's own specification that is different from other.

2. Generic Structure Of Descriptive Text

There several common used in descriptive text, namely:

a. Identification

Introduces to the subject of the description, contains the identification of matter/ a will be described.

b. Description

Contain the explanation, description of the thing, person to mention a few properties. In this part gives details of the characteristic features of the subject. It may describes parts, qualities, characteristic, size, physical, ability, habit, daily live etc.

c. Conclusion

Optional statement to sum up main ideas.

3. Specific Text of Descriptive Text

a. Using attribute and identifying process.

[28] Wyrick, Jean.1987. *Steps To Writing Well*. New York: Rinehart And Winston Inc.

b. Using adjective and classifies in nominal group.

c. Using simple past tense.[29]

C. Concept of Extensive Reading

1. Definition of Extensive Reading

Extensive reading is an approach to language teaching in which learners read to lot of easy material in the new language. They choose they own reading materials and read it independently of the teacher. They read for general, overall meaning and they read for information and enjoyment. The are encouraged to stop reading if the material is not interesting or if it is too difficult.

Day and Bamford state that extensive reading purposely focuses on students' reading as much as possible; not only in classroom but also out of classroom. The variety of reading material on different topics is available; students themselves select the books according to their level and interest.[30]

According Susser and Rob, Extensive reading is also called "pleasure reading, free voluntary reading, and sustained silent reading". The very important point of extensive reading is generally large quantities of

[29] Departemen Pendidikan Nasional. 2003. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah.* Jakarta: Pusat Kurikulum Balitbang Depdiknas

[30] Day, R.R & Bamford, J. (2005). *Extensive Reading In The Second Language Classroom*. Cambrigde: Cambrigde University Press.

materials with the aim of getting general understanding and obtaining pleasure from the text. [31]

According Waring and Takahashi, in extensive reading classroom, students read a "huge amount of very simple text. Thus, they can read smoothly, confidently and pleasurably".[32] In addition, Nuttal describes extensive reading as "the easiest and most effective way to improve students skill and claimed that it is "much easier to teach student to read better if they are learning in a favorable climate".

Palmer who is the originator of the term defines that extensive reading means rapid reading. Those, who obtained some amount of foreign language understanding and without that process of mental translation, referring to the dictionary frequently.[33]

Based on these definitions of extensive reading, it can be concluded that extensive reading is a language teaching procedure where students have to read large quantities of materials for general understanding and the main goal of it is obtaining pleasure from the text.

2. Benefits of Extensive Reading

There are many benefits of extensive reading that have been reported by many language researchers. Nuttal states, extensive reading in effective way to improve vocabulary mastery. Students might have many chances to

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[31] Susser, B. & Robb, T. N.(1990). *EFL Extensive Reading Instruction: Research And Procedure. JALT Journal,* Vol.12. No.2

[32] Takase, A (2007). Japanese High School Students' Motivation For Extensive Reading L2 Reading.*Reading In A Foreign Language,19*, 1-18.

[33] Smith, F (1994b). *Understanding Reading: A Psycholinguistic Analysis Of Reading And Learning To Read* (5th Ed). Hillsdale,N.J: Erlbaum.

see word repeatedly by reading a large quantity of materials and become familiar with them. This help students study vocabulary or words that are recognized automatically.[34] Once students learn many words from extensive reading, they can improve the speed of reading with better comprehension skills, in this way, students will be more confident in reading English text.

Krashen states that extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and studying English. Students who do not feel confident in reading English texts tend to give up reading a whole book.[35] This is because they are not interested in reading complicated reading materials. At this point, extensive reading is an effective way to motivate students to choose what, when, how, and where to read by themselves.

Furthermore, Nuttal addresses that "the best way to improve the knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensive in it". She also claims that extensive reading has a close relationship with reading speed, enjoyment, and comprehension by emphasizing "the vicious circle of the weak reader" and "the virtuous circle of the good reader". The more students practice reading, the better and faster their English.

Day and Bamford identify several benefits of extensive reading. It van be presented as follows:

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[34] Nuttan ,*Teaching Reading Skills In A Foreign Language*.Oxford: Heineman 1996

[35] Krashen, S.(1993). *The Power Of Reading: Insight From The Research*. Englewood, Co:Libraries Unlimited.

a. Increasing reading ability. This is unsurprising since that is the stated goal of extensive reading.
b. Increasing interest and motivation. Reading is one type of skills that is enjoyable. Students read books that they choose based on their level. This pleasure can impact the success of learning English.
c. Improving vocabulary. Students need to meet words or vocabulary in a context many times to acquire it. Extensive reading seems to be good way to achieve this.
d. Improving listening, speaking and spelling abilities. If listening and speaking are unsuccessful in the class, extensive reading can support these skills. It increases exposure to English vocabulary and discourse.
e. Facilitating acquisition. Most current theories of second language acquisition recognize the role of language input and intake. Extensive reading provides these necessities.

Moreover, Elley and Mangubhai in Day and Bamford show the great effect of extensive reading on the second language learners that shows good development in language proficiency. Extensive reading can increase the other aspect of second language learning because there are two factors involved. Firstly, learning vocabulary is on of the keys to learning a new language.

3. Principles of Extensive Reading

Extensive reading is one of the teaching and learning approach, which has been emphasized to improve vocabulary mastery and to encourage a

liking for reading. In extensive reading, students may choose reading materials which are interesting and read them in the class and out of class.

The following are ten principles of extensive reading proposed by Day and Bamford :

a. The reading material is easy. Students read material that contain few or no unfamiliar items of vocabulary and grammar. There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate not struggle with materials.
b. A variety of material on a wide range of topics is available. There should be a variety in the library for students to choose what they really like. This contains graded reading for students at different levels.
c. Students choose what they want to read. Self-selection puts students in a different role from that in a traditional classroom, where the teacher chooses the textbook or supplies reading material. This is what students really enjoy about extensive reading. They are also encouraged to stop reading anything that is not interesting or that they find too difficult;
d. Students reads as much possible. The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book per week is appropriate goal. This is a realistic target as books written for beginning language learners are very short.

e. Reading speed is usually faster rather than slower. The reading material is easy to understand for students. They are discouraged from using dictionary as this interrupts reading and makes fluency impossible. Instead, they are encouraged to ignore or guess the meaning of a few unknown items from context.

f. The purpose of reading is usually related to pleasure, information and general understanding. In spite of intensive reading which requires detailed understanding, extensive reading encourages reading for pleasure and information.

g. Reading in individuals and silent. Students read their own speed. Sometimes silent reading period reserves from the class time when students read themselves selected books in the classroom. However, most of the reading is homework. They read out of the classroom, in their own time, when and where they choose.

h. Reading is its own reward. Extensive reading is not usually followed by comprehension question. The goals of reading are readers' own experience and joy of reading. These are designed to reflect student's experience of reading rather than comprehension.

i. The teacher orients and guides the students. Before starting an extensive reading, they have to be familiarized what it is, why they are going it, what benefits it will bring them and how are they going to proceed. The teacher keeps track of what and how much students read,

he/she is interested in their reactions to what was read in order to guide them in getting the most out of their reading.

j. The teacher is a role model of a reader. The teacher gives a model of what is to be a reader e.g. during the silent reading periods teacher should read as well. He/she should also be familiar with all the books students are reading in order to recommend reading to individual students and their share reading experience. If teacher and students talk about what was read, they create an informal reading community, experiencing together the value and pleasure to be found in written word.[36]

Organizing extensive reading consist of five sections. They are getting started, introducing reading material, motivating and supporting reading, monitoring reading, and evaluating reading. The activities include ways for engaging students in discussing their attitudes toward reading, introducing them to the books or other reading materials, helping the students find the most appropriate level of books for them to read, and for teacher to identify and organize the reading levels. This section also includes ideas for arranging, monitoring, and evaluating materials and students progress.

In addition, teachers can find suggestions for setting up a classroom library or identifying extensive reading materials by level, keeping records of students reading, and ways to introduce books to the learns. Since

[36] Ibid .,p 137.

extensive reading does not involve heavy duty testing, the section on evaluating includes activities like one-minute reading, cloze test, one-sentence summary test, and speed answering.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

1. Location Setting

The researcher will do this research of SMAN 1 Raman Utara Central Lampung. It is located in Jl.Raya Raman Aji Kecamatan Raman Utara, Lampung Timur.

2. Subject of the study

Subject of the study is the students of tenth grader at SMAN 1 Raman Utara Central Lampung. The researcher chooses this class because the students have difficulties in reading.

B. Object of the study

The object of the research was to know whether using Extensive reading can improve the students' Reading Comprehension. The kind of this research is Classroom Action Research (CAR). In this research, the writer will collaborate with an English teacher, his name is Hairul Syahri, S.Pd.

C. Classroom Action Research

1. The definition of classroom action research

Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' the teacher as researcher. Action research taking a self-reflective,

critical, and systematic approach to exploring your own teaching context.[37] Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the students body, motivate apathetic students, figures out ways to use technology to improve the teaching or increase funding.

2. Action plan

Action research is any systematic inquiry conducted by teachers, principals, school counselors, or order stakeholders in teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachet teach, and the students learn.[38]

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of:

[37] Anne Burns, *Doing Action Research in English language Teaching*, (New York: Routledge, 2010), p. 13

[38] L. R. Gay, *Educational Research Competencies for Analysis and Aplications*, Tenth Edition (Boston: Pearson, 2012), p.507

The action research Spiral

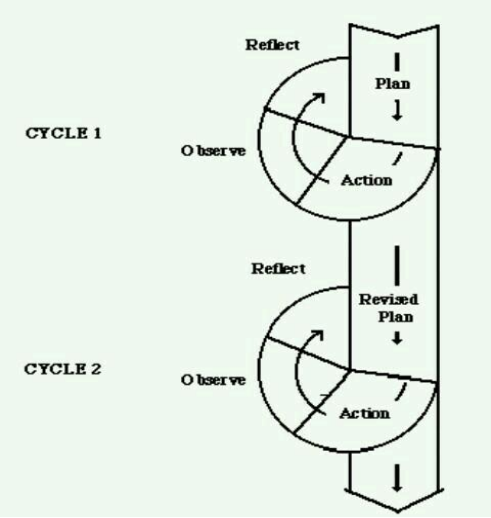


Figure 1.1 illustrates the spiral model by Kemmis and McTaggart[39]

From the design above, here is the explanation about procedures that will be conducted by the writer in classroom action research.

There are two cycle to conduct in the Classroom action research, those are:

a. Cycle 1

1) Planning

The first step in every activity is planning. Planning is the first step of the teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project which explains about what, why, when, who and how the action will be done. The planning stage consist of the activities below:

[39] I*bid*. p. 20

a) The researcher identifies the proplems and found the problem solving.
b) The researcher makes a lesson plan to teach reading.
c) The researcher prepares the material, technique, and medio of teaching reading.
d) The researcher prepares observation and evaluation sheet.

2) Acting

The second step from classroom action research is acting. This step is the realization from the planning that has made by researcher. The planning is just imagination without action. The writer will do the steps in some action:

a) The teacher is prectices the lesson plan.
b) The teacher makes plan the benefits of using descriptive text as media.
c) The teacher tells the strategies of learning reading.
d) The teacher guides and helped the students in the learning process.

3) Observing

The third step is observing. In observing the teacher must be able to analyze the learning process, the students' activities, the teacher performance, the material and the result of simulation. The important things in teaching learning process are not by observer.

4) Reflecting

The last step is reflecting. Reflecting is the last step in this process. The researcher will be analyzed the observation result during teaching process, like weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle and can be better from this cycle.

b. Cycle II

1) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the researcher can make in planning:

a) The researcher will make a lesson plan based on the competence and the syllabus.
b) The researcher prepares the lesson plan.
c) The researcher prepares the material, source, and strategy of learning.
d) The researcher prepares the format to observe.
e) The researcher determines the instrument evaluation of the test (pre-test and post-test).

2) Acting

The second step in the classroom action research is acting. It is the implementing of the planning. The general steps will be done by the researcher as follows:

a) Pre Teaching Activities

1) Praying and greeting the students.
2) Checking the attendant list.
3) Choosing the appropriate with the material going to be taught.

b) While teaching process

1) The teacher applies the lesson plan.
2) The teacher explains about what is the descriptive and extensive reading in reading.
3) The teacher gives example of extensive reading by paper and give the idea for students.

c) Post teaching activities

1) The teacher asked and giving the idea to students then choose the students one by one to read it infront of class.
2) The teacher gives the score for students.

3) Observing

In this step, the researcher will be observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the

students activities, fluency, vocabulary, phonics, and comprehension when reading in front of class.

4) Reflecting

The researcher will correct and analyze the res=ult of the action. By reflecting, the researcher will know the wakness and strength of the action. In the step the researcher will compare the score distribution of pre test and post test. The researcher reviews and reflect on the student's attitude whether it is positive and negative. So, the researcher could be stopped this research until cycle I.

D. Data collecting method

1. Observation

In this research, the researcher will be observes something that related to activities of teacher that appropriate with the problem. By observing the researcher could observe directly the object that would be research without other mediator.

2. Test

According to Douglas Brown that test is method of measuring a person's ability or knowledge in a given domain.[40] The researcher used test, from pre-test and post-test.

[40] H. Douglas Brown, *Teaching by Principles,* Longman, San Fransisco State University, 2000, p. 384

a. Pre-test

The researcher gives the learners the pre-test. The test have the purpose to know how far comparison the students reading comprehension of narrative text before given treatment.

b. Post-test

The researcher is managing the post-test after giving treatment to know the end result of the research. the post-test is to know whether the treatment give improvement to the students reading comprehension at seven grade of Junior High School (SMP) Wiratama or not.

3. Documentation

Documentation is a method to get information from written sourceor document as books, magazine, regulation, notes or meeting and daily report. The researcher applied this method to get the data of the history of the school at the vocational high school.

4. Field Note

To collect the data more accurately in Classroom Action Research (CAR), the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process.

E. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.[41]

Analyzing the data will be organized step by step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test. Then the result will be matched by the minimum standard in this semester at least 68. If from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in Classroom Action Research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow[42] :

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

[41] Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, New Age International Publisher, New Delhi, 2006, P. 212

[42] Donald Ary, *Introdaction to Research in Education,* (USA: Wadsword), 2010, P. 108-109.

Notes :

X = Mean

Σ = Sum Of

X = Raw Score

N = Number Of Cases

Σx = The Total Number Of Student Score

To get total score and increased the student progress from the implemented treatments, the researcher compre the average of pre-test and post-test.

F. Indicator of Success

The indicator of success in needed to know the successfull of the process and learning result. In this research, student are called success if 70% of student active in learning process and get minimal score 65, so this research could he done.

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of The Research

1. The History of SMAN 1 Raman Utara

SMAN 1 Raman Utara was the only state high school in Raman Utara. It was located at Jl. Raya Raman Aji, Desa Raman Aji. Kecamatan Raman Utara, East Lampung. SMAN 1 Raman Utara was established in 2004 and legitimated at september 30^{th} 2004 by the Regent of East Lampung, Bahusin. The school standing on a land area of 19,500 m^2 and leaded by its first head-master, Dra. Sulimasdiu. SMAN 1 Raman Utara began to receive an operating permit on September 30^{th} 2004 and operational in 2004/2005.

2. The Condition of Teachers and Official Employers of SMAN 1 Raman Utara

The number of teachers and official employers in SMAN 1 Raman Utara in Academic Year of 2017/2018 could be identified as follows:

Table 3

Teachers Educational Background

No	SMA/MA	D2	S1	Total
1	3	1	46	50

Source: Documentation of SMAN 1 Raman Utara

From the data above, it showed that the condition of teachers and the official employers at SMAN 1 Raman Utara, consists of 46 teachers in level of degree S1, 1 teacher in level of degree D2 and 3 teacher in level of degree Senior High School (SMA/MA).

Table 4

Teachers Data of SMAN 1 Raman Utara

No	Name	Gender	Occupation
1	Agus Sudibyo	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Eko Suaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	Hairul Syahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arab Language
11	I Nengah Heri Susanta, A.Md, S.Pd	Male	Mathematics
12	I Nengah Rudiana, S.Pd	Male	Physics
13	I Putu Muliadianta, S.Pd	Female	Geography
14	Ika khoiriati, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics
17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics
19	Lia Septiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn

24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum Semerba Putri, S.Pd	Female	Counselor
26	Mertania Suhaya, S.Pd	Female	Perpustakaan
27	Ni Putu Yuli Wiraningsih, S.Ag	Female	Hinduism
28	Ni Wayan Sriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia Yeni Damayanti, S.Pd	Female	Geography
32	Pramudi Astuti, S.Pd	Female	Seni Budaya, History
33	Pristiyani, S.Pd	Female	Mathematics
34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	Sartika Fitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	Sazli Ostian, S.E.	Male	Admin
38	Siti Fajar Nurhasanah,S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	Tengku Melviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. Untung Haryanto	Male	TIK
46	Watiman	Male	Admin
47	Wayan Dewi Asih, S.E.	Female	Economy, Seni Budaya
48	Dra. Wiwik Pujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	Yulius Ferdi Untoro, S.Pd	Male	Penjas

Source: Documentation of SMAN 1 Raman Utara

Table 5

Data of Administration Staff

No	Name	Occupation
1	azli Ostian, S.E	eader of TU
2	arwanto, S.Pd	dministration Management
3	in	ecurity

Source: Documentation of SMAN 1 Raman Utara

3. The Number of Students of SMAN 1 Raman Utara

There were 326 students of SMAN 1 Raman Utara. The tenth graders consists of 93 students, the eleventh graders consists of 133 students, and the twelfth graders consists of 100 students. There were fifteen classes. The number of students of SMAN 1 Raman Utara in the academic year of 2017/2018 could be identified as follows:

Table 6

The Number of Students in The Academic Year of 2017/2018

No	Class	Male	Female	Total
1.	X	35	58	93
2.	XI	29	104	133
3.	XII	27	73	100
Total		**91**	**235**	**326**

Source: Documentation of SMAN 1 Raman Utara

Table 7

The List of Students Name of Class X.MIA.1

No	Nama	Gender
1	Ahmad Rio	Male
2	Alya Olifa Zunai Robbi	Female
3	Ani Lusiana	Female
4	Arjanti Sito Resmi	Female
5	Carin Novita Ningrum	Female
6	Cindy Sismaniah	Female
7	Daniel Apriansyah	Male
8	Dian Nadila Putri	Female
9	I Putu Gheri Darma Putra	Male
10	Iqbal Syarif Makhiya	Male
11	Kadek Ayu Lestari	Female
12	Muhammad Rhisna Vratama	Male
13	Ni Made Mesha Guritna	Female
14	Ni Wayan Vera Nadia Sari	Female
15	Nurul Muslimah	Male
16	Silvia Widiawati	Female
17	Soni Hari Sanjaya	Male
18	Sulistia Sari	Female
19	Vivi Kinanti	Female
20	Yuftihu Bab El Kautsar Rasul	Male
21	Yeri Hanifah	Female
22	Yohana Svelman	Female

Source: Dumentation of SMAN 1 Raman Utara

4. Building Condition and School Facilities

SMAN 1 Raman Utara has some facilities and infrastructures. It was explained as follows:

a. Facilities and Infrastructure

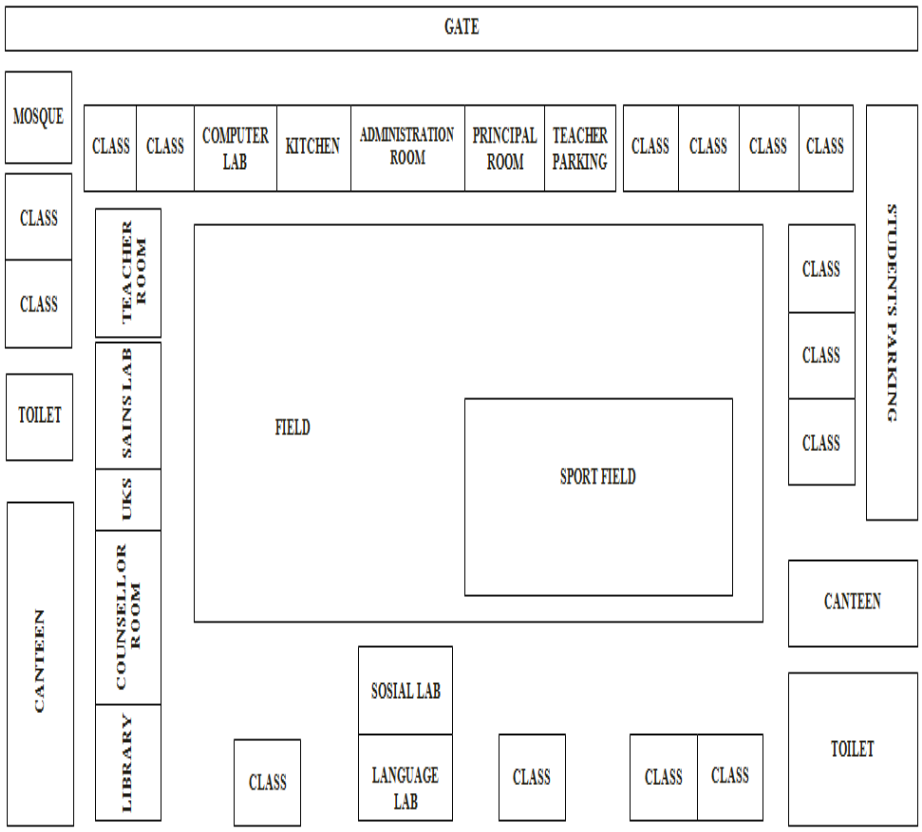
SMAN 1 Raman Utara has permanent facilities and infrastructure that divided into several rooms for support teaching learning process such as:

1) Classroom : 15 Rooms
2) Laboratory
    a) Computer Laboratory : 1 Room
    b) Language Laboratory : 1 Room
    c) Sains Laboratory : 1 Room
    d) Social Laboratory : 1 Room
3) Office and Staff Room
    a) Principal room : 1 Room
    b) Administration room : 1 Room
    c) Kitchen : 1 Room
4) Facilitation
    a) The Library : 1 Room
    b) UKS room : 1 Room
    c) Mosque : 1 Room
    d) The Counsellor room : 1 Room
    e) Toilet : 10 Rooms

b. Location Sketch of SMAN 1 Raman Utara

Figure 2

Location Sketch of SMAN 1 Raman Utara

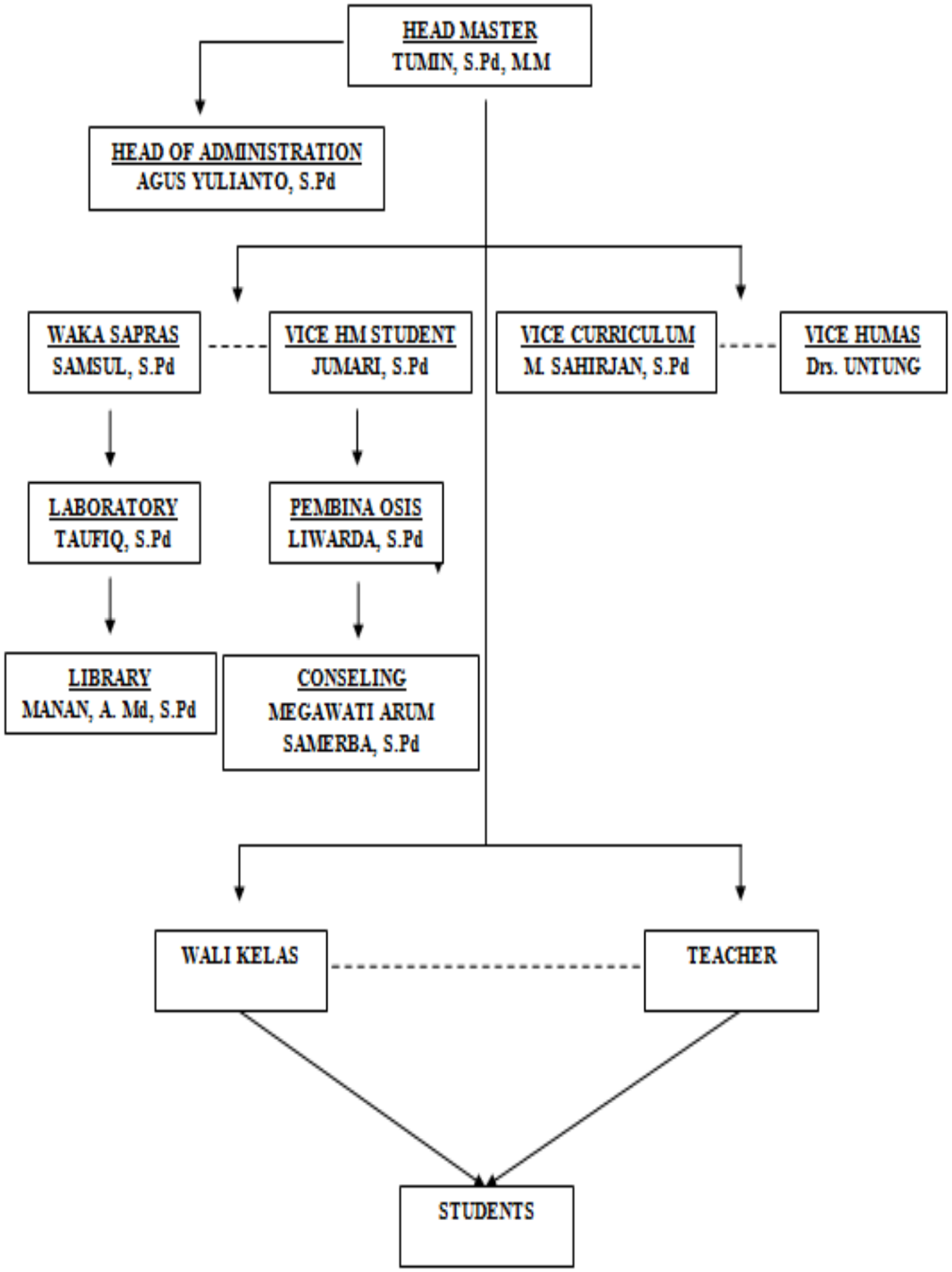


Source: Documentation of SMAN 1 Raman Utara

5. Organization Structure of SMAN 1 Raman Utara

Figure 3

Organization Structure of SMAN 1 Raman Utara



Source: Documentation of SMAN 1 Raman Utara

B. Description of The Research Result

This research used classroom action research (CAR). It has aim to improve the activity and the study result of students of SMAN 1 Raman Utara that was done in two cycles. The students result was gotten from test that was given to the students at the beginning and the ending of the research in every cycle. Meanwhile, the activity data was gotten from observation in the progress of learning process.

In this research, the writer used Extensive Reading Approach to improve student's reading skill of tenth grade of SMAN 1 Raman Utara because based on the pra-survey data they had low score in reading. There were only 6 students who reach or pass score ≥ 65 with precentage 27.2% from the 22 students. It shows that many students who still have difficulties in reading skill because the students minimum mastery criteria (MMC) for English at SMAN 1 Raman Utara is 65.

1. Pre-Test

The first meeting was pre-test. Pre-test was done on Friday, November 17th, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Pre-test consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the student's reading skill before giving treatment and it used as the comparison score with post-test. The students read

about descriptive text. The result of pre-test could be seen on the table below:

Table 8

The Students' Pre-Test Score

No	Nama	Score	Criteria
1	AR	30	Incomplete
2	AOZ	70	Complete
3	AL	40	Incomplete
4	ASR	60	Complete
5	CNN	60	Incomplete
6	CS	30	Incomplete
7	DA	60	Incomplete
8	DNP	60	Complete
9	IPGDP	75	Complete
10	ISM	65	Complete
11	KAL	40	Incomplete
12	MRV	50	Incomplete
13	NMMG	40	Incomplete
14	NWVNS	50	Incomplete
15	NM	70	Complete
16	SW	55	Complete
17	SHS	40	Incomplete
18	SS	50	Inomplete
19	VK	65	Complete
20	YBEKR	70	Complete
21	YH	50	Incomplete
22	YS	65	Complete
Total		1295	
Average		53,86	
The highest score		75	
The lowest score		30	

Source: The result of pre-test

The table above was the result of pre-test, it could be seen that the score of the students' speaking performance were various. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 9

The Students Minimum Mastery Criteria of Pre-Test Score

Score	Frequency	Precentace (%)	Criteria
≥ 65	7	31.2%	Complete
≤ 65	15	68.2%	Incomplete
∑	22	100%	

Based on the table 8 and 9 above, it could be seen that 6 (31,8%) students from 22 students were success and 16 (68,2%) students were not success. The the highest score was 75 and the lowest was 40. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65. From the pre-test result, the writer got the average is 53,86. So, the result was unsatisfactory and the students could not achieve the target.

2. Cycle I

It has explained before that every cycle consist of four steps. They were planning, acting, observing, and reflecting. Each steps was explained clearly as below:

a. Planning

In the cycle I, the writer and the collaborator (Mr. Hairul Syahri, S.Pd) planned 3 meetings and distribution of materials.

Meeting	Day/date	Activities
irst meeting	Friday November, 17th 2017	he writer gave the descriptive text to students and they were asked to read a text one by one. It was used to know the students' reading skill. From the pre-test the writer prepared the material.
econd meeting	Saturday November, 18th 2017	he implementation of Extensive reading approac. The writer explained the roles of learning used Extensive reading. The material was about descriptive text, and then the writer explained about definition of descriptive text.
hird Meeting	Friday November, 24st 2017	he writer gave task about descriptive text to students and they were asked to read a text one by one as post-test in cycle I.

b. Acting

The implementation of this cycle was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of this cycle:

1) The First Meeting

The meeting was done on Friday, November, 17th 2017. In the first meeting, the writer gave the descriptive text to students and they were asked to read a text one by one. It was used to know the students' reading skill. From the pre-test the writer prepared the material.

2) The Second Meeting

The meeting was done on Saturday, November, 18th 2017. In the second meeting, the writer was being a teacher. The teacher explained about descriptive text. The teacher gave examples of descriptive text. The teacher taught the students' to comprehend the text suitable with Extensive Reading Approach. The teacher closed the meeting with motivated to learn and practice more in reading.

3) The Third Meeting

The third meeting was conducted on Friday November, 24st 2017. In this meeting, it was started by praying together, and then the teacher checked the students' attendance and asked the condition of students. After that, the writer gave task about

descriptive text to students and they were asked to read a text one by one. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the writer presented two meetings in cycle 1. In the first meeting, the writer gave treatment. The students were more active and interested in learning process. They could read better than before. In the last meeting, the writer gave post-test to knew the improved at the cycle I. The table below showed the result of students' at the post-test cycle I as follows:

Table 10

The Students' Score of Post-Test 1

No	Nama	Score
1	AR	55
2	AOZ	75
3	AL	55
4	ASR	65
5	CNN	60
6	CS	55
7	DA	65
8	DNP	65
9	IPGDP	75
10	ISM	70
11	KAL	60
12	MRV	60
13	NMMG	60
14	NWVNS	55
15	NM	70

16	SW	65
17	SHS	60
18	SS	65
19	VK	70
20	YBEKR	75
21	YH	60
22	YS	65
Total		1405
Average		63,86
The highest score		75
The lowest score		55

Source: The result of post-test cycle I

The table above was the result of post-test cycle I, it could be seen that the score of the students' Reading Skill were still unsatisfactory. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 11

The Students Minimum Mastery Criteria of Post-Test I

Score	Frequency	Precentace (%)	Criteria
≥ 65	12	54.5%	Complete
≤ 65	10	45.5%	Incomplete
∑	22	100%	

Based on the table 10 and 11 above, it could be seen that 12 (54.5%) students from 22 students were success and 10 (45.5%) students were not success. The the highest score was 75 and the lowest was 55. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65, but the result of the students' test was better than the students' test before giving treatment. The improving could be seen as bellow:

Table 12

The Students' Score Improvement in Pre-Test and Post-Test 1

No	Nama	Students' Result			
		Pre-Test	Post-Test 1	Improving	Category
1	Ar	30	55	25	Improve
2	AOZ	70	75	5	Improve
3	AL	40	55	15	Improve
4	ASR	60	65	5	Improvet
5	CNN	60	60	0	Constant
6	CS	40	55	15	Improve
7	DA	60	65	5	Improve
8	DNP	60	65	5	Improve
9	IPGD	75	75	0	Constant
10	ISM	65	70	5	Improve
11	KAL	40	60	20	Improve
12	MRV	50	60	10	Improve
13	NMMG	60	60	0	Constant
14	NWV	50	55	5	Improve
15	NM	70	70	0	Constant
16	SW	55	65	10	Improve
17	SHS	60	60	0	Constant
18	SS	60	65	5	Improve

19	VK	65	7	5	Improve
20	YBEKR	70	75	5	Improve
21	YH	55	60	5	Improve
22	YS	65	65	0	Constant
Total		985	1355	150	Improve
Average		53,86	63.86	6,81	Improve

Based on the score table pre-test and post-test cycle I above, the writer concluded that the result of students' improved, the average was 58,86 and the post-test I 63,86. The average improved 5,2 point.

2) The Success of The Process

The writer used the observation sheet at the cycle I. The students' activities in cycle I could be seen on the table below:

Table 13

The Result of the Students' Activity in Learning Process of Cycle I

o	**tudents' Activity**	**requency**	**ercentage**
1	The students were fluency in reading text.	17	77.27%
2	Ask/answer the question from the teacher.	15	68.18%
3	The student were control their speed.	17	72.27%
4	Read and comprehend the text.	12	54.54%

The data above explained that the total of students who gave fluency in reading text 17(77.27%), 15 students (68.18%)

ask/answers the question from the teacher and 17 student (72.27%) were control their speed, and 12 students (54.54%) who read and comprehend the text.

Based on the result of cycle I, it could be seen that most students got difficulties in reading skill. It was happened because the students have lack vocabulary, so they felt difficult to express ideas in English. In the end of cycle I the result of students' activities increase from the first meeting until next meeting. The result of cycle 1, it showed that there was an improved of the result at pre-test and post-test 1. The students' score also increase from the average in the pre-test 58.86 and the average of post-test 63.86 but it was not fulfil the completeness standard at least 80% students must get ≥65. In the post-test of cycle I showed that only 12 students (54.5%) who got score more than 65.

For the information related to the indicator of success has not been achieved then the research continued on cycle II. The writer tried to get solution as follows:

a) The writer should manage class well.
b) The researcher asked students to study hard.
c) Teacher should motivate students to be more active in class.

3. Cycle II

Cycle II were similar with cycle I, it was divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. Planning

In the planning at Cycle II, the writer and collaborator (Mr. Hairul Syahri, S.Pd) were going to make and discuss about the lesson plan. Before the writer and collaborator made a lesson plan, they wanted to identify the problem in the classroom. Based on the students' result in cycle I, the writer concluded the problem that the students' had difficulties to comprehend the content of text, So when they were asked to deliver it one by one they were confused and were not confident. From the problem, the writter gave the solution to the students. The researcher prepared the materials and motivate them in reading.

b. Acting

The implementation of cycle II was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of cycle II, as follows:

1) The First Meeting

The meeting was done on Friday, November, 25th, 2017. In this meeting the writer was being a teacher. The teacher entered the classroom. The teacher said opening and asked the condition of students. The teacher was remembering the previous materials. The teacher continued the material. Then the asked the students about the material to checked their

understanding. The students gave example by their own language.

2) The Second Meeting

The meeting was done on Saturday, December, 2th, 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave the task about descriptive text to students and they were asked to read a text one by one. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the researcher presented two meetings in cycle II. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could speak better than before. In the second meeting, the writer gave post-test to knew the improvement at the cycle II. The table below showed the result of students' at the post-test cycle II as follows:

Table 14

The Students' Score of Post-Test 2

No	Nama	Score
1	AR	60
2	AOZ	95
3	AL	60
4	ASR	80

5	CNN	80
6	CS	70
7	DA	80
8	DNP	75
9	IPGD	90
10	ISM	80
11	KAL	60
12	MRV	70
13	NMM	65
14	NWV	60
15	NM	90
16	SW	75
17	SHS	75
18	SS	75
19	VK	80
20	YBEK	95
21	YH	70
22	YS	85
Total		1650
Average		75
The highest score		95
The lowest score		60

Source: The result of post-test cycle II

Table 15

The Frequency Distribution of Students' Score of Post-Test 2

Score	Frequency	Precentace (%)	Criteria
≥ 65	18	81.8%	Complete
≤ 65	4	18.2%	Incomplete
∑	22	100%	

Based on the table 14 and 15 above, there was an improvement. It could be seen that 18 (81.8%) students from 22 students got score ≥ 65 and 4 (18.2%) students got score ≤ 65. The the highest score was 95 and the lowest was 60. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65, but the result of the students' test was better than the students' test before giving treatment and from post-test in cycle I.

2) The Success of The Process

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

Table 16

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

o	**tudents' Activity**	**requency**	**ercentage**
1	The students were fluency in reading text.	20	90.90%
2	Ask/answers the question from the teacher.	19	86.36%
3	The students were control their speed.	17	77.27%
4	Read and comprehend the text.	19	86.36%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were fluency in reading text (90.90%) and the students ask/answer the question from the teacher (86.36%), the students were control their speed (77.27%). Then, the students read and comprehend the (86.36%). Based on the result above, the writer 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 concluded that cycle II was successful. The writer felt satisfied about the result of the research. There were ≥80% of students passed the examination. It means the students' reading skill had improved. From the result above, the writer concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' inproving speaking performance in pre-test, post-test I, and post-test II.

.Table 17

The Result Score of Students' Pre-Test, Post-test 1 and Post-Test 2

No	Nama	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
1	AH	40	55	60	Improve
2	AOZ	70	75	95	Improve
3	AL	40	55	60	Improve
4	ASR	60	65	80	Improve
5	CNN	60	60	80	Improve
6	CS	50	55	70	Improve
7	DA	60	65	80	Improve
8	DNP	60	65	75	Improve
9	IPGD	75	75	90	Improve
10	ISM	50	70	80	Improve
11	KAL	50	60	60	Constant
12	MRV	50	60	70	Improve
13	NMM	60	60	60	Constant
14	NWV	50	55	60	Improve
15	NM	70	70	90	Improve
16	SW	55	65	75	Improve
17	SHS	60	60	75	Improve
18	SS	60	65	75	Improve
19	VK	65	70	80	Improve
20	YBEK	70	75	95	Improve
21	YH	55	60	65	Improve
22	YS	65	65	85	Improve
Total		1295	1405	1650	
Average		53,86	63,86	75	
The Highest Score		75	75	95	
The Lowest Score		40	55	60	

3) Reflecting

Based on the result of the observation above, it could be inferred that the result of using Extensive Reading was good. The writter checked the students' score before and after using Extensive Reading Approach. It was founded the significant increased in students' score in reading skill. The comparison between the students' score at pre-test, post-test I, and post-test II has taken and showed that there was the improvement from students before and after giving treatment.

The score of pre-test showed that the average of students' reading score was 53,86%. Then after they were given the treatment using Extensive Reading Approach, it was improved to be 63,86%. Until the next cycle the average was improve more to be 75%. Here was the graph that showed the improvement from pre-test, post-test 1 and post-test 2:

C. Interpretation

1. **Improving The Students' Reading Skill In Descriptive Text Through Extensive Reading Approach At Tenth Grade of SMA N 1 Raman Utara East Lampung**

There were differences between result of pre-test and post-test at the tenth grade of SMA N 1 Raman Utara. There was some improving could be seen on the table above:

Table 18

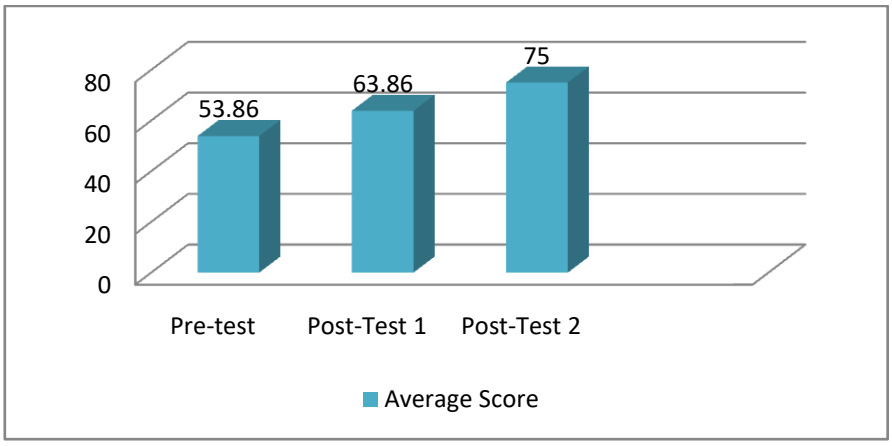
No	Name	Students' Result				
		Pre-Test Cycle I	**Post-Test Cycle I**	**Improving**	**Post-Test Cycle II**	**Improving**
	R	30	55	25	60	5
	OZ	70	75	5	95	20
	L	40	55	15	60	5
	SR	60	65	5	80	15
	NN	60	60	0	80	20
	S	30	55	15	70	15
	A	60	65	5	80	15
	NP	60	65	5	75	10
	GD	75	75	0	90	15
0.	M	65	70	5	80	10
1.	AL	40	60	20	60	10
2.	RV	50	60	10	70	10
3.	MM	40	60	0	60	0
4.	WV	50	55	5	60	5
5.	M	70	75	0	90	25
6.	W	55	65	10	75	10
7.	HS	40	60	0	75	15
8.	S	50	65	5	75	10
9.	K	65	70	5	80	10
0.	BEK	70	75	5	95	20
1.	H	50	60	5	65	5
2.	S	65	65	5	85	20
Total		**1295**	**1355**	**150**	**1650**	**265**
Average		**53,86**	**63,86**	**6,81**	**75**	**12,04**
Highest Score		**75**	**75**		**95**	
Lowest Score		**30**	**55**		**60**	

Based on the table in the previous page, it could be seen there was improving between pre-test, post-test I and post-test II. Almost all of the students got score more than 65. We could be seen the average in pre-

test=53,86, in post-test I=63,86. It improves 6,81 point. The average score in post-test II=75. It improved 12,0 point. It means that more than 70% students passed. So, the research stopped in cycle II. The following chart was to described the analysis data result:

Graph 1

The Improvement From Pre-Test, Post-Test 1 And Post-Test 2



Based on the graph above, it could be concluded that the using of Extensive Reading could improve the students' reading skill. It was shown from the graph, there were significant increasing of students' average score from the pre-test, post-test 1, and post-test 2. The students were successfully reached out the minimum mastery criteria (MMC) of the tenth grade, 65. The average of students' score was increased from 53,86 to 63.86 and finally became 75. It could 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 75% in the last cycle.

The data of interpretation the result of students' learning activities in cycle I and cycle II was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 19

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

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	ercentage	F	ercentage	
1	The students were fluency in reading text.	17	77.27%	20	90.90%	13.63%
2	Ask/answer the question from the teacher.	15	68,18%	19	86,36%	18.18%
3	The students were control speed in reading text.	17	68.18%	20	86.36%	18.18%
4	Read and comprehend the text.	12	54.54%	19	86.36%	31.82%

Based on the table, the students' activities has increased from cycle 1 and cycle 2. The students who gave fluency in reading text has increased from 17 students (77.27%) became 20 students (90.90%). There were 15 students (68.18%) became 19 students (86.36%) in control speed in reading text. Then there were only 17 students (72.27%) who made new phrase or sentence has increased up to 20 students (90.90%). The last to read and comprehend the text. there were 12 students (54,54%) up to 19 students (86.36%).

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher got some conclusions of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of the analysis of chapter IV, it can be seen that in the cycle I the average score of pre-test cycle I was 53.86 and the average of post-test in cycle I was 63.86. In the post-test in cycle II the average score was 75. There are some progresses after being given treatment by using Extensive Reading Approach. It means that the use of the Extensive Reading Approach can improve the students' reading skill. By using Extensive Reading in teaching reading, especially reading skill, it can improve the students' reading skill at the tenth graders of SMAN 1 Raman Utara. The students are more enjoyed because Extensive Reading can help them to read. So, Extensive Reading Approach can improve students' reading skill.

B. Suggestion

The researcher proposes some suggestions as follows:

1. The students should be more active and interested in learning process, especially in English program. Because, English is very important in globalization.

2. The teacher should choose suitable strategy in learning process that can improve the students' ability in English especially reading skill.
3. The headmaster should be more care to the teacher and to the students in learning process, especially English.

SILABUS PEMBELAJARAN

Sekolah : SMA N 1 Raman Utara
Kelas : X (Sepuluh)
(Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Membaca

1. **Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar**

Kompetensi Dasar	**Materi Pembelajaran**	**Kegiatan Pembelajaran**	**Indikator Pencapaian Kompetensi**	**Penilaian**			**Alokasi Waktu**	**Sumber Belajar**
				Teknik	**Bentuk Instrumen**	**Contoh Instrumen**		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks tulis berbentuk *descriptive* 2. Main idea	1. Brain storming tentang berbagai hal terkait teks *descriptive* 2. Mendengarkan teks yang dibacakan oleh guru/teman 3. membaca nyaring teks *descriptive* 4. menjawab pertanyaan tentang isi teks	• Membaca dengan nyaring teks berbentuk *descriptive* • Mengidentifikasi gagasan utama dari teks berbentuk *descriptive* • Menentukan gambaran umum dari teks berbentuk *descriptive* • Menentukan tujuan	Tes lisan Tes tertulis	1. Membaca nyaring 2. Pilihan ganda 3. Uraian	1. *Read the the text aloud and clearly.* 2. *Choose the correct answer* 3. *Answer the following questions*	4x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3. kamus

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive.*	1. Teks tulis berbentuk descriptive dan recount • Makna gagasan • Makna tekstual dalam teks *descriptive* • 2. Langkah retorika teks descriptive 3. Tujuan komunikatif teks descriptive 4. Ciri kebahasaan teks *descriptive*.	*descriptive*" 5. Menyebutkan tujuan komunikatif teks *descriptive*" 6. Menjwab pertanyaan tentang gagasan utama *descriptive* 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount	komunikasi dari teks brbentuk *descriptive* • • Mengidentifikasi gagasan utama dari teks berbentuk *descriptive* • Menentukan gambaran umum dari teks berbentuk *descriptive* • Menentukan tujuan komunikasi dari teks	Tes lisan Tes tertulis	1. Pilihan ganda 2. Uraian	*based on the text* *1. Choose the correct answer* *2. Answer the following questions based on the text*	4 x 40 menit	1. Buku teks yang relevan 2.Gambar terkait tema/topik 3. kamus

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive.* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca *7.* Membaca nyaring dan bermakna teks *descriptive.*	brbentuk *descriptive*					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA N 1 Raman Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X /Ganjil
Materi Pokok : Descriptive Text
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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

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

B. Kompetensi Dasar

D 1: .1 Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasin Internasional.

D 2: .1 Iengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

.2 Iengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.

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

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

D 3: .5 Iembedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, sederhana, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *passive voice*).

D 4: .5 Ienyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan perlakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

1.1 Iengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.

2.1 Iemahami materi yang dipelajari.

2.2 ertanggung jawab terhadap tugas yang diberikan.

2.3 Iengakui kesalahan yang diperbuat.

2.4 idak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

2.1 Memahami pengertian teks deskriptif

2.2 Mengidentifikasi struktur teks deskriptif

2.3 Memahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

3.1 Memahami kembali contoh-contoh teks deskriptif

3.2 Mengerjakan soal-soal yang berkaitan dengan teks deskriptif

Pertemuan 3 (2JP)

4.1 Mengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif

D. Materi Pembelajaran

Materi pembelajaran yang digunakan yaitu buku cetak, dan internet.

Fungsi Sosial

- Mengidentifikasi teks deskriptif pendek dan sederhana terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif.

Unsur kebahasaan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Example of descriptive text:

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is

now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level.

The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Topik

Diri sendiri, guru, dan orang-orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.

E. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu :	15 menit

	descriptive text - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Fungsi sosial: - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah.	

	- Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**a. Mengamati** 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. **b. Menanya** 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. **c. Mengeksplorasi** 1) Siswa membaca beberapa teks deskriptif. 2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia. **d. Mengasosiasi** Mengamati cara mendeskripsikan teks deskriptif secara benar.	60 menit

	e. Mengkomunikasi-kan Siswa praktek membaca teks deskriptif.	
Kegiatan Penutup	1. Guru memberikan kesimpulan tentang teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 2. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami materi yang disampaikan. 3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	15 menit

Pertemuan 2 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman	15 menit

	peserta didik dengan tema yang sudah ditentukan yaitu : *descriptive text* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Fungsi sosial: - Mendeskripsikan dengan benar	

	tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**a. Mengamati** Siswa mengamati beberapa contoh teks deskriptif. **b. Mengkomunikasi-kan** Siswa mengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif	60 menit
Kegiatan Penutup	a. Guru mengevaluasi sejauh mana hasil belajar siswa b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri proses pembelajaran.	15 menit

Pertemuan 3 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi	15 menit

	- Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : *descriptive text* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-	

	langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Fungsi sosial: - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**Mengkomunikasi-kan** Siswa mengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif	60 menit
Kegiatan Penutup	a. Guru mengevaluasi sejauh mana hasil belajar siswa. b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	15 enit

	c. Guru mengakhiri proses pembelajaran.	

F.Metode Pembelajaran/Strategi

Extensive Reading Approach

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks dekriptif, struktur yang ada dalam teks deskriptif, dan contoh teks deskriptif teks.
- Guru membimbing siswa untuk mengorganisasikan teks, dan menulis gagasan/ide yang terdapat dalam teks.
- Guru membimbing siswa untuk memahami isi dari teks tersebut berdasarkan gagasan/ide yang telah ditemukan.
- Guru membimbing siswa untuk mengerjakan soal-soal latihan berdasarkan teks yang telah dibaca dan dipahami pada langkah sebelumnya.
- Kemudian guru mengevaluasi hasil jawaban para siswa berkaitan dengan teks deskriptif yang telah dipelajari.

F. Penilaian

1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis

2. Bentuk instrumen

- Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
- Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.
- Penilaian Observasi

No	**Name**	**Indicators**			
		Pay attention of the teacher's explanation	**Ask/answer the question from the teacher**	**The students able do the task**	**Practice**
1					

2					
3					
Total					
Percentage (%)		**%**	**%**	**%**	**%**

Note: Tick (√) for each positive activity
Percentage of students' activities:

$P = \frac{I}{n} \times 100\%$

P = Percentage
I = Indicator
N = total of students

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat : Papan Tulis, Work Sheet
2. Bahan : Teks
3. Sumber Belajar :
   a. Internet

Metro, November 2017

Guru Mata Pelajaran | Mahasiswa

H.HAIRUL SYAHRI, S.Pd
NIP.196508181992031012

Krisna Septiana
NPM. 13107557

Mengetahui
Kepala Sekolah SMA N 1 Raman Utara

TUMIN, S.Pd. M.M
NIP.196305151985031009

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA N 1 Raman Utara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI /Genap

Materi Pokok : Descriptive Text

Alokasi Waktu : 6 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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

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

B. Kompetensi Dasar

D 1: .1 Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasin Internasional.

D 2:	.1	Iengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
	.2	Iengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.
		Iengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
		Iengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
D 3:	.5	Iembedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, sederhana, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *passive voice*).
D 4:	.5	Ienyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan perlakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

1.1	Iengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
2.1	Iemahami materi yang dipelajari.
2.2	ertanggung jawab terhadap tugas yang diberikan.
2.3	Iengakui kesalahan yang diperbuat.
2.4	idak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

2.1 Ɪemahami pengertian teks deskriptif

2.2 Ɪengidentifikasi struktur teks deskriptif

2.3 Ɪemahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

3.1 Ɪemahami kembali contoh-contoh teks deskriptif

3.2 Ɪengerjakan soal-soal yang berkaitan dengan teks deskriptif

Pertemuan 3 (2JP)

4.1 Ɪengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif

D. Materi Pembelajaran

Materi pembelajaran yang digunakan yaitu buku cetak, dan internet.

Fungsi Sosial

- Mengidentifikasi teks deskriptif pendek dan sederhana terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif.

Unsur kebahasaan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Example of descriptive text:

Monas National Monument

Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.

The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture.

Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

Topik

Diri sendiri, guru, dan orang-orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.

E. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : *descriptive text* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran	15 menit

	- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Fungsi sosial: - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur	

	dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**a. Mengamati** 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. **b. Menanya** 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. **c. Mengeksplorasi** 1) Siswa membaca beberapa teks deskriptif. 2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia. **d. Mengasosiasi** Mengamati cara mendeskripsikan teks deskriptif secara benar. **e. Mengkomunikasi-kan** Siswa praktek membaca teks deskriptif.	60 menit
Kegiatan Penutup	1. Guru memberikan kesimpulan tentang teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 2. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami	15 menit

	materi yang disampaikan. 3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	

Pertemuan 2 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : *descriptive text* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan.	15 menit

	3. Penyampaian Tujuan Pembelajaran - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Fungsi sosial: - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau	

	penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**a. Mengamati** Siswa mengamati beberapa contoh teks deskriptif. **b. Mengkomunikasi-kan** Siswa mengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif	60 menit
Kegiatan Penutup	a. Guru mengevaluasi sejauh mana hasil belajar siswa b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri proses pembelajaran.	15 menit

Pertemuan 3 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	15 menit

	2. Apersepsi - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : *descriptive text* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Pembagian kelompok belajar. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 4. Motivasi - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	

	Fungsi sosial: - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	**Mengkomunikasi-kan** Siswa mengerjakan soal-soal latihan yang berkaitan dengan teks deskriptif	60 menit
Kegiatan Penutup	a. Guru mengevaluasi sejauh mana hasil belajar siswa. b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri proses pembelajaran.	16 enit

F.Metode Pembelajaran/Strategi

Extensive Reading Approach

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks dekriptif, struktur yang ada dalam teks deskriptif, dan contoh teks deskriptif teks.

- Guru membimbing siswa untuk mengorganisasikan teks, dan menulis gagasan/ide yang terdapat dalam teks.
- Guru membimbing siswa untuk memahami isi dari teks tersebut berdasarkan gagasan/ide yang telah ditemukan.
- Guru membimbing siswa untuk mengerjakan soal-soal latihan berdasarkan teks yang telah dibaca dan dipahami pada langkah sebelumnya.
- Kemudian guru mengevaluasi hasil jawaban para siswa berkaitan dengan teks deskriptif yang telah dipelajari.

F. Penilaian

1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis

2. Bentuk instrumen

- Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
- Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.
- Penilaian Observasi

No	**Name**	**Indicators**			
		Pay attention of the teacher's explanation	**Ask/answer the question from the teacher**	**The students able do the task**	**Practice**
1					
2					
3					
Total					
Percentage (%)		**%**	**%**	**%**	**%**

Note: Tick (√) for each positive activity
Percentage of students' activities:

$$P = \frac{\text{I}}{\text{n}} \text{ x } 100\%$$

P = Percentage
I = Indicator
N = total of students

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat : Papan Tulis, Work Sheet
2. Bahan : Teks
3. Sumber Belajar :
   a. Internet

Metro, November 2017

Guru Mata Pelajaran | Mahasiswa

H.HAIRUL SYAHRI, S.Pd
NIP.196508181992031012

Krisna Septiana
NPM. 13107557

Mengetahui

Kepala Sekolah SMA N 1 Raman Utara

TUMIN, S.Pd. M.M

NIP.196305151985031009

Table
Score Pre-Test of Students' Reading Skill

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AR		√						√				√					√				**30**
2	ALZ			√						√					√				√			**70**
3	AL		√						√				√					√				**40**
4	ASR			√					√					√					√			**60**
5	CNN			√						√				√				√				**60**
6	CS		√						√				√					√				**30**
7	DA		√							√				√					√			**60**
8	DNP		√							√				√					√			**60**
9	IPGD			√							√				√				√			**75**
10	ISM			√							√			√					√			**65**
11	KAL		√						√				√					√				**40**
12	MRV			√						√			√						√			**50**
13	NMM		√						√				√					√				**40**
14	NWV		√							√				√				√				**50**
15	NM			√							√				√				√			**70**
16	SW		√							√				√					√			**55**
17	SHS		√					√						√				√				**40**
18	SS		√						√				√						√			**50**
19	VK			√							√				√				√			**65**
20	YBEK				√					√				√					√			**70**
21	YH		√						√					√					√			**55**
22	YS			√						√				√					√			**65**

Note:

- Tick (√) for score of aspect student reading skill
- Total score = ((score of aspect)X 5)

5 = Exellent
4 = Good
3 = Fair
1-2 = Bad

Raman Utara, November 2017

English Teacher — The Researcher

H.Hairul Syahri, S.Pd
NIP.

Krisna Septiana
NPM. 13107557

Table
Score Post-Test 1 of Students' Reading Skill

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AR		√						√					√					√			**55**
2	ALZ				√					√				√						√		**75**
3	AL		√						√					√					√			**55**
4	ASR			√						√				√					√			**65**
5	CNN			√					√					√					√			**60**
6	CS		√						√					√					√			**55**
7	DA			√					√					√					√			**65**
8	DNP			√						√				√					√			**65**
9	IPGD			√						√					√					√		**75**
10	ISM			√						√				√						√		**70**
11	KAL		√						√					√					√			**60**
12	MRV			√					√					√					√			**60**
13	NMM		√						√					√					√			**60**
14	NWV		√						√					√					√			**55**
15	NM			√						√				√						√		**70**
16	SW			√					√					√					√			**65**
17	SHS			√					√					√					√			**60**
18	SS			√					√					√					√			**65**
19	VK			√						√				√						√		**70**
20	YBEK			√						√					√					√		**75**
21	YH			√					√						√			√				**60**
22	YS			√					√						√				√			**65**

Note:

- Tick (√) for score of aspect student reading skill
- Total score = ((score of aspect)X 5)

5 = Exellent
4 = Good
3 = Fair
1-2 = Bad

Raman Utara, November 2017

English Teacher — The Researcher

H.Hairul Syahri, S.Pd
NIP.

Krisna Septiana
NPM. 13107557

Table
Score Post-Test 2 of Students' Reading Skill

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AR			√					√					√					√			**60**
2	AOZ				√						√					√					√	**95**
3	AL			√					√					√					√			**60**
4	ASR				√					√					√					√		**80**
5	CNN				√					√					√					√		**80**
6	CS			√						√					√				√			**70**
7	DA				√					√					√					√		**80**
8	DNP				√					√					√				√			**75**
9	IPGD					√					√					√				√		**90**
10	ISM				√					√						√			√			**80**
11	KAL			√					√					√					√			**60**
12	MRV			√						√					√				√			**70**
13	NMM			√					√					√						√		**65**
14	NWV			√					√					√					√			**60**
15	NM				√						√					√				√		**90**
16	SW				√					√					√					√		**75**
17	SHS			√						√					√				√			**75**
18	SS			√						√				√						√		**75**
19	VK				√					√					√					√		**80**
20	YBEK				√						√					√					√	**95**
21	YH			√						√					√				√			**65**
22	YS				√					√					√						√	**85**

Note:

- Tick (√) for score of aspect student reading skill
- Total score = ((score of aspect)X 5)

5 = Exellent
4 = Good
3 = Fair
1-2 = Bad

Raman Utara, November 2017

English Teacher — The Researcher

H.Hairul Syahri, S.Pd
NIP.

Krisna Septiana
NPM. 13107557

Observation Sheet
Cycle 1

No	Student's Name	Activity			
		The students were fluency in reading text	**Ask/answer the question from the teacher**	**The students were control their speed**	**Read and comprehend the text**
1	AR	√	-	-	-
2	AOZ	√	√	√	√
3	AL	-	-	√	-
4	ASR	√	√	√	-
5	CNN	√	√	√	√
6	CS	√	-	√	-
7	DA	-	√	√	√
8	DNP	√	√	√	-
9	IPGDP	√	√	√	√
10	ISM	√	√	-	-
11	KAL	-	-	√	-
12	MRV	√	-	√	√
13	NMNG	√	√	-	-
14	NWVNS	-	√	-	-
15	NM	√	√	√	√
16	SW	√	√	-	-
17	SHS	-	√	√	-
18	SS	√	-	-	√
19	VK	√	√	√	√
20	YBEKR	√	√	√	√
21	YH	√	-	√	√
22	YS	√	√	-	√
Total		**17**	**15**	**17**	**12**
Percentage (%)		**77.27 %**	**68.18 %**	**72.27 %**	**54.54 %**

Note: Tick (√) for each positive activity
Percentage of students' activities:

$$P = \frac{\mathrm{I}}{\mathrm{n}} \text{ x } 100\%$$

P= Percentage
I= Indicator
n= Total of Students

Raman Utara, November 2017

English Teacher | The Researcher

H.HAIRUL SYAHRI, S.Pd | Krisna Septiana

NIP.196508181992031012 | NPM. 13107557

Observation Sheet
Cycle 2

No	Student's Name	Activity			
		The students were fluency in reading speed	**Ask/answer the question from the teacher**	**The students were control their speed**	**Read and comprehend the text**
1	AR	√	-	√	√
2	AOZ	√	√	√	√
3	AL	√	√	-	-
4	ASR	√	√	√	√
5	CNN	√	√	√	√
6	CS	√	√	√	√
7	DA	√	-	√	√
8	DNP	√	√	√	√
9	IPGDP	√	√	√	√
10	ISM	√	√	-	√
11	KAL	√	-	√	-
12	MRV	-	√	√	√
13	NMNG	√	√	-	-
14	NWVNS	√	√	-	√
15	NM	√	√	√	√
16	SW	√	√	√	√
17	SHS	-	√	-	√
18	SS	√	√	√	√
19	VK	√	√	√	√
20	YBEKR	√	√	√	√
21	YH	√	√	√	√
22	YS	√	√	√	√
Total		**20**	**19**	**20**	**19**
Percentage (%)		**90.90 %**	**86.36 %**	**90.90 %**	**77.27 %**

Note: Tick (√) for each positive activity
Percentage of students' activities:

$$P = \frac{\mathrm{I}}{\mathrm{n}} \text{ x } 100\%$$

P= Percentage
I= Indicator
n= Total of Students

Raman Utara, November 2017

English Teacher | The Researcher

H.HAIRUL SYAHRI, S.Pd | Krisna Septiana

NIP.196508181992031012 | NPM. 13107557

TEXT Of POST-TEST 2

Dirrections !

1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

My best friend

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

Salsha 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 Yoga. In order to help their father, Salsha and her brother work part-time to earn some money. Salsha sells food during our class break, while her brother sells newpapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

TEXT of PRE-TEST

Dirrections !

1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climates is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to may. The average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

TEXT OF POST-TEST 1

Dirrections !

1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

Kediri City

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 center of 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.

FIELD NOTES

No	Meeting	Day/ Date	Students' Attitude in Learning Process
1	1st Meeting		
2	2nd Meeting		
3	3rd Meeting		
4	4th Meeting		
5	5th Meeting		

ATTENDANCE LIST

Day/Date : 17th, November 2017
Class : X-Mia 2

NO	NAME	SIGNATURE
1	Ahmad Rio	1
2	Alya Olifa Zunai	2.
3	Ani Luciana	3
4	Arsanti Sito Rezmi	4
5	Carin Novita Ningrum	5
6	Cindy Sismaniah	6
7	Daniel Apriancyah	7
8	Dian Nadila Putri	8
9	I Putu Gheri Darma Putra	9
10	Kabal Syarif Makhiya	10
11	Kartek Ayu lestari	11
12	Muhammad Rhisna Uratama	12
13	Ni made Mesha Guritna	13
14	Ni Wayan Vera Nadia S.	14
15	Nurul muslimah	15
16	Silvia Widiawati	16
17	Soni Hari Sanjaya	17
18	Sulistia Sari	18
19	Vivi Kinanti	19
20	Yuftihu Bab El kautsar R	20
21	Yeri Hanifah	21
22	Yohana Svelman	22

ATTENDANCE LIST

Day/Date : November, 18th 2017
Class : XMIA 2

NO	NAME	SIGNATURE
1	Ahmad Rio	1
2	Alya Olifa Zunai	2.
3	Ani Luciana	3
4	Arsanti Sito Resmi	4
5	Carin Novita Ningrum	5
6	Cindy Cicmaniah	6
7	Daniel Apriansyah	7
8	Dian Nabila Putri	8
9	I Putu Gheri Darma Putra	9
10	Iqbal Syarif Makhiya	10
11	Kasek Ayu Lestari	11
12	Muhammad Rhicna Uratama	12
13	Ni Made Mesha Guritna	13
14	Ni Wayan Vera Nadia S.	14
15	Nurul Muslimah	15
16	Silvia Widiawati	16
17	Soni Hari Sanjaya	17
18	Sulistia Sari	18
19	Vivi Kinanti	19
20	Yuftihu Bab El Kautsar R.	20
21	Yeri Hanifah	21
22	Yohana Sveliman	22

ATTENDANCE LIST

Day/Date : November, 24th 2017
Class : X mia 2

NO	NAME	SIGNATURE
1	Ahmad Rio	1
2	Alya Olifa Zunai	2.
3	Ani Luciana	3
4	Arbanti Rizto Recmi	4
5	Carin Novita Ningrum	5
6	Cindy Cismaniah	6
7	Daniel Apriancyah	7
8	Dian Nadila putri	8
9	I Putu Cheri Darma Putra	9
10	Iqbal Syarif Makhiya	10
11	Kadek Ayu lestari	11
12	Muhammad Rhisna Viratama	12
13	Ni Made Mecha Guritna	13
14	Ni Wayan Vera Nadia Sari	14
15	Nurul Muclimah	15
16	Silvia Widiawati	16
17	Soni Hari Sanjaya	17 Soni
18	Sulistia Sari	18
19	Vivi Kinanti	19
20	Yufthu Bab El Khaitcar Racul	20
21	Yeri Hanifah	21
22	Yohana Suelman	22

ATTENDANCE LIST

Day/Date : Saturday, 25th November 2017
Class : XMIA 2

NO	NAME	SIGNATURE
1	Ahmad Rio	1
2	Alya Olifa Zunai	2.
3	Ani Luciana	3
4	Arsanti Sito Recmi	4
5	Carin Novita Ningrum	5
6	Cindy Sicmaniah	6
7	Daniel Apriansyah	7
8	Dian Nabila Sari	8
9	I Putu Gheri Darma Putra	9
10	Iqbal Syarif Makhiya	10
11	Kadek Ayu lestari	11
12	Muhammad Rhisna Viratama	12
13	Ni Made Mesha Guritna	13
14	Ni Wayan Vera Nadia Sari	14
15	Nurul Muslimah	15
16	Silvia Widiawati	16
17	Soni Hari Sanjaya	17
18	Sulistia Sari	18
19	Vivi Kinanti	19
20	Yuftihu Bab El Kautsar R.	20
21	Yeri Hanifah	21
22	Yohana Sueliman	22

ATTENDANCE LIST

Day/Date : Saturday, 1st December 2017
Class : X mia. 2

NO	NAME	SIGNATURE
1	Ahmad Rio ANDRIYANTO	1
2	Alya Qifa Zunai	2.
3	Ani Luciana	3
4	Arsanti Sito Resmi	4
5	Carin Novita Ningrum	5
6	Cindy Sismaniah	6
7	Daniel Apriansyah	7
8	Dian Nabila Sari	8
9	I Putu Gheri Darma Putra	9
10	Iqbal Syarif Makhiya	10
11	Kasek Ayu lestari	11
12	Muhammad Rhisna Uratama	12
13	Ni Made Mecha Guritna	13
14	Ni Wayan Vera Nabia sari	14
15	Nurul Muslimah	15
16	Silvia Widiawati	16
17	Soni Hari Sanjaya	17 Soni
18	Sulistia sari	18
19	Vivi Kinanti	19
20	Yuftahu Bab EL kautsar R.	20
21	Yeri Hanifah	21
22	Yohana Sivelman.	22

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-055/In.28/S/OT.01/01/2018

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

Nama	: KRISNA SEPTIANA
NPM	: 13107557
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107557.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Januari 2018
Kepala Perpustakaan,

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

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

SURAT TUGAS

Nomor: B-2791/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	:	**KRISNA SEPTIANA**
NPM	:	13107557
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING APPROACH AT SMA N 1 RAMAN UTARA EAST LAMPUNG".
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 : 15 November 2017

Mengetahui,
Pejabat Setempat

TUMIN, S.Pd.M.M
196305151985031009

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-2792/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2791/In.28/D.1/TL.01/11/2017, tanggal 15 November 2017 atas nama saudara:

Nama	:	**KRISNA SEPTIANA**
NPM	:	13107557
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILL IN DESCRIPTIVE TEXT THROUGH EXTENSIVE READING APPROACH AT SMA N 1 RAMAN UTARA EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2017
Pjs. Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

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

Nomor : B-2857/In.28.1/J/TL.00/11/2017 — 15 November 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum.
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama	: Krisna Septiana
NPM	: 13107557
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 19850610200801 1014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Krisna Septiana

NPM : 13107557

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul A Course in Language Teaching

Metro,
Ketua Jurusan TBI

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

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

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

Nama : Krisna Septiana **Jurusan : TBI**

NPM : 13107557 **Semester : X**

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	16/01/2018		V	Insert the sources of data Explain how do you get the data.	
2	29/01/2018		V	Revise how to write table Number	
3	30/01/2018		V	Acc to 1st Advisor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing 2

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

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

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

Nama : Krisna Septiana **Jurusan : TBI**

NPM : 13107557 **Semester : X**

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	19/01 2018	✓		- Revise ~~Abs~~ Cover - Revise Abstract - Revice Acknowledgment - Revice Dedication Page - Revice Statement of research - Revice Grammar	
2.	26/01 2018	✓		- Revice Abstract - Revice Table of Content - Revice Subject of Study - Revice Conclucion	
3	31/1/18	✓		Acc to munaqasah	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Documentation of pre-test

Documentation of post-test

CURRICULUM VITAE

The researcher was born on September 6th, 1995 in Cempaka Nuban, Lampung from nice and happy couple Mr. Suyatno and Mrs. Jaitun. She is first daughter in her family. She has one younger sister.

The researcher graduated from SDN 2 Cempaka Nuban in 2007 and then she continued to SMPN 3 Batanghari Nuban and graduated in 2010. In that year she entered in SMA Wiratama Kotagajah and graduated in 2013. The researcher continued her study in IAIN Metro in the academic year 2013/2014.