

AN UNDERGRADUATE THESIS

**THE USE OF TEAM WORD-WEBBING STRATEGY
TO INCREASE STUDENTS' READING COMPREHENSION AT THE
SEVENTH GRADE OF SMPN 2 KOTAGAJAH**

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**STATE ISLAMIC INSTITUTE OF METRO
1439 H/ 2018 M**

**THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE
STUDENT'S READING COMPREHENSION
AT THE SEVENTH GRADE OF SMPN 2 KOTAGAJAH**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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

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RATIFICATION PAGE


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**PENGUNAAN STRATEGI *Team Word-Webbing*
UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
DI KELAS TUJUH SMP NEGERI 2 KOTAGAJAH**

ABSTRAK

**By:
INDRAWAN AFRIYAN JAYA**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa dengan menggunakan *Team Word-Webbing*. *Team word-Webbing* memberikan kesempatan kepada siswa untuk bekerjasama secara berkelompok terdiri dari 2 sampai 3 siswa dalam setiap kelompoknya.

Penelitian tindakan kelas ini dilakukan kedalam dua siklus dan setiap siklus terdiri dari dua pertemuan. Ada empat tahap dalam setiap siklus, yaitu: perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data meliputi observasi, test, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dikelas VII J SMPN 2 Kotagajah. Penelitian ini melibatkan 32 siswa sebagai objek penelitian.

Temuan penelitian ini menunjukkan bahwa ada peningkatan secara signifikan. Peningkatan secara signifikan pada rata rata nilai siswa melalui pre-test, post test I dan post test II. Rata rata nilai siswa mengalami peningkatan yaitu pre-test 57,5, post test I 69 dan post test II yaitu 82,7. Sehingga dapat disimpulkan bahwa ada peningkatan secara signifikan pada pemahaman membaca siswa kelas VII J SMPN 2 Kotagajah setelah menggunakan *Team Word-Webbing*

**THE USE OF *TEAM WORD-WEBBING STRATEGY*
TO INCREASE STUDENT'S READING COMPREHENSION
AT THE SEVENTH GRADE OF SMPN 2 KOTAGAJAH**

ABSTRACT

**By:
INDRAWAN AFRIYAN JAYA**

This research is aimed to increase the student's reading comprehension by using Team Word Webbing. Team Word Webbing one of strategy that give student to work together consist of 2 until 3 student each group.

The classroom action reasearch was conducted by two cycle and each cycle consist two meetings. There are four steps in each cycle: planning, acting, observing and reflecting. The data collecting technique or observation, test, documentation and field note. The subject of this action research are the seventh grade students in SMPN 2 Kotagajah. This reasearch used 32 students as object of research.

The finding of the research were the students reading comprehension increase significantly. Those were significant increasing of student's average score from the pre-test, post test I and post test II. The average of students score was increase from pre-test 57,5 to post test I 69 and finally become 82,7 on post test II. So, it can be concluded that there was significant increasing by using Team Word-Webbing of student's reading comprehension in VII J class of SMPN 2 Kotagajah.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : INDRAWAN AFRIYAN JAYA

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

Metro, November 2017

The writer,



INDRAWAN AFRIYAN J

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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient” (QS.Al-Baqarah:153).

Another people said that “Experience is the best teacher”

But I say that “Mistake is a marvelous teacher”

DEDICATION PAGE

This piece of work's dedicated to:

1. My beloved parents (Jabari and Erdawati).
2. My Besties (Annisa Pratiwi, Dika Alfatana, Inggit Vera Wati, and Nur Yunika Cipta Dewi)
3. My beloved almamater IAIN METRO.

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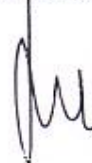
Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE STUDENT'S READING COMPREHENSION AT THE SEVENTH GRADE OF SMPN 2 KOTAGAJAH". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

First of all, the writer would like to express this thank fullness to the Sponsor, Dr. Widhiya Ninsiana, M.Hum and Co-Sponsor Trisna Dinillah Harya, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during research writing process. The writer also gives her thanks to all of my family and friends who have given support and spirit, so the writer could finish this a research.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this an undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 01 December 2017



INDRAWAN AFRIYAN JAYA
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CHAPTER I

INTRODUCTION

A. Background of The Research

English is the first foreign language in Indonesia. It means that English is a compulsory learning subject where must be taught from elementary student up to university. Mastering English as a foreign language of course is not as simple as learning English as a national language. Teacher and students must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

To comprehend the text, the student should have an ability in reading, such as : motivation and knowledge of reading, the specific cognitive, motivational, linguistic capacities, and the knowledge. In Indonesia, English teachers still use traditional or conventional method to teaching reading. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored.

There are so many ways to make the teaching reading effective. We can make the students active so they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy in reading. We should have strategy or technique in teaching reading to make learning effectively. Students need technique in reading to achieve reading goals. Strategy and technique can be an activity in reading. It means students should to get something which makes them interested in learning reading. To

achieve the expected situation, teacher should give the students more activities that can attract their attentions to participate in the lesson actively.

In Junior High School, the basic competence should be achieved in the English subject that is the students have ability how to read the text well and to get meaning from the text. At Junior High School the students are expected to have high reading comprehension, especially in getting the meaning and main idea from a text. English teacher at the Seventh Grade (VII.D) of SMPN 2 KOTAGAJAH decided 70 as the completeness Standard (CS). It seen from pre-survey at November, 19th 2016, as follows:

Table 1

**The Pre survey Result of Students' Reading Comprehension
at the Seventh Grade of SMPN 2 KOTAGAJAH**

NO	Name	Engilsh learning Achievement	
		Score	Category
1	ADNH	69	Failed
2	AF	50	Failed
3	AAYK	88	Pass
4	ABF	40	Failed
5	AYSS	45	Failed
6	BGK	78	Pass
7	CR	80	Pass
8	DLK	58	Failed
9	DMS	50	Failed
10	EKA	67	Failed
11	ERP	78	Pass
12	FG	88	Pass
13	FDI	54	Failed
14	FN	50	Failed
15	HA	42	Failed
16	IGPN	50	Failed

17	IL	78	Pass
18	LAM	62	Failed
19	LEW	67	Failed
20	MSGF	80	Pass
21	NRP	48	Failed
22	NMBAP	46	Failed
23	NP	78	Pass
24	PN	60	Failed
25	RBS	64	Failed
26	RIY	80	Pass
27	RI	45	Failed
28	SALZ	67	Failed
29	SRP	68	Failed
30	SAR	50	Failed
31	SRA	47	Failed
32	SR	43	Failed
33	TW	54	Failed
34	TTW	58	Failed
35	TF	60	Failed
Total Average		61,2	

Based on the table above, it can be categorized that there are many student failed. There are 9 students who get the pass score. Meanwhile, there are 26 students who get failed score.

Table 2

No	Score	Category	Total
1	≥ 70	Pass	25,7 %
2	≤ 70	Failed	74,3 %
Result			100%

Source:Pretest Result on November, 19th 2016

Based on the table above, the total students failed category higher than the pass category. The student who passed for the material of reading is 25,7 % and the students who include failed category 74,2%, with the highest grade 88 and the lowest grade 40 with the minimum mastery criteria (MMC) for English is 70.

Seeing from the data and the case above, the researcher tries to motivate students or to lead them in order to develop their reading comprehension. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to a second language. Reading comprehension involves much more than readers' responses to text. Reading comprehension is multicomponents, 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). It needs the technique that can be used to improve ability in reading comprehension. To modify positively the situation of the classroom and to make the teaching-learning process lively, the researcher would like to propose an alternative technique, that is the one which common known under the term "Team word-Webbing".

Word webbing is a strategy that builds on prior knowledge about a word and explores related words. Partners will choose a content-area word and fill out the web with related words. When we work together on the web, it will pool students' prior knowledge and promote use of the word in their reading

ability. Explain to students that one way to get to know a word is through word webbing. One word goes in the center of the web, and other words that relate to it come out from the center. Ask students: What words can you think of that are related to the word desert? (Answers could include cactus, rattlesnakes, tumbleweeds, sand, dry, and hot.) Pair up students, then pass out a copy of the Word Web graphic organizer to each pair. Instruct partners to choose a content-area word to write on the spider at the center of the web. It might be a math word like geometry, a geography word like landforms, or a science word like skeleton. Then, they must have partners work together to fill in the word web with as many related words as possible. This strategy is an effective tool for the reading process.

Based on the background above, the researcher takes a title of this research, *The Use of Team-word Webbing Strategy to Increase Students' Reading Comprehension at the Seventh Grades of SMPN 2 Kota Gajah.*”

B. Problem Identification

The researcher has stated the problem of the use of team-word webbing strategy to increase student reading comprehension at the seventh Graders of SMPN 2 KOTA GAJAH. Based on the pre survey result, the problem identification as follows:

1. The students still have difficulties to get meaning from a text.
2. The students have low score in reading.

C. Problem Limitation

Based on the problems identification above, the researcher would like to limit the problem only to “The students still have difficulties to get meaning from a text”. And focus this research is the use of Team Word-Webbing Strategy to increase their reading comprehension.

D. Problem Formulation

Concerned with the background of the research and problem identifications above, the researcher formulates the problem as follow: “ Can Using of Team word-webbing increase students’ reading comprehension at the seventh grades of SMPN 2 Kota Gajah ?”.

E. Objectives of the Research

In line with the problem above, the objective of the research is to know whether using of team word-webbing to increase students reading comprehension.

F. Benefits of the Research

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows:

a. For the Students

The result of this research is to make the students will be more interested and motivated in learning English.

b. For the Teacher

The result of this research is as the contribution for the teacher in order to apply the team word-webbing strategy to increase the students' reading comprehension.

c. For the other researchers

The result of the research is expected to be a reference to give some knowledges about a research in reading learning process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Reading

1. Definition of Reading

Many children have not had experiences that make them “love” reading. For these students who are not as interested by as the individuals. The teacher should to make the students interested to lesson reading and know that reading is the part even more important. Teacher needs to listen our students and find some solution to their reading. We can do this done for several way. We can use interested inventories that help students identify their own experiences and preferences. We can find something like their diversions and more \ind the investment and print materials that make their interested to our material. Most important, we can listen to and watch our students to find the right moments to connect them with reading materials.for example when thera are event of football or volleyball the students generally get excited about the sports and about particular athletes. It make the student more effective and interested to read their lesson.¹

According to gerald (The main thing in reading is to develop students who do read. That means motivating them to read. But how do we do that? We are helped to do it if we keep in mind an enduring teaching

¹ Camille Blachowicz n Donna Ogle, *Reading Comprehension* 2thEd (New York: The Guilford Press, 2008), p.7

principle that says: “What they do is what they think it is.” That is, what students do during “reading” time is what they think is the main thing about reading.²

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time.

A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.³

Reading has been described as what happens when people look at a text and assign meaning to the written symbols in that text (Aebersold

² Gerald.G.Duffy, *Explaining Reading: A resource for Teaching Concept, Skills, and Strategies* 2thEd, (New York, The guildford Press, 2009), p.3

³ David Nunan,*Practical English Language Teaching* 1st Ed,(America, The McGraw Hill Inc, 2003), p.68

and Field). The goal of most second/foreign language reading programs is to turn "learning to read" into "reading to learn" (Carrell, 1998).⁴

Reading is as natural as recognizing and interpreting facial expressions. Understanding reading becomes complicated when certain metaphorical states of affairs are taken as being literally true.⁵

Reading is an activity that has a purpose. When you want to know how to change a flat tire on your bicycle, you pick up a bicycle maintenance manual and flip to the section on tires. If you are researching the history of the computer, you would select a book that outlines the progression of computer use and its influence on society over time. If you are interested in adventure travels, you might look for a book about a person who toured the world in a hot air balloon. Whether you are reading for enjoyment, to gain factual or procedural knowledge, or to learn skills such as, how to analyze poetry, being aware of the purpose for reading is an essential first step. Whereas good readers easily determine why they are reading a specific text, readers who struggle may need help in setting the purpose for reading. Blanton and colleagues suggest that for struggling readers, it is best to set one purpose for reading, as opposed to multiple purposes (Blanton, Wood, & Moorman, 1990). Furthermore, the purpose should be broad enough to apply to an entire reading selection.⁶

⁴ Thomas.S.C.F, *A Strategic Approach to Teaching Reading*, (Singapore, National Institute of Education), Vol 21, No.2

⁵ Frank Smith, *Understanding Reading : A Psycholinguistic Analysis of Reading and Learning to Read*, 6th Ed, (London, Lawrence Erlbaum Associates Publisher, 2004). p.

⁶ Karen R and Steve Graham, *Teaching Reading Comprehension to Students With Learning*, (New York, The Guildford Press, 2008). p.16

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it. Elizabeth said that Reading is a skill that will empower everyone who learns it.

Reading is both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one learns from the reading, and more). Even word identification itself can be affected by these factors, because reading is as much or more a brain-to-text process as a text-to-brain process. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.⁷

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.⁸

⁷ Heinman, *Reading Process : Brief Edition of Reading Process and Practice*, 3rd Ed, (Ohio, Winthrop Publisher, 2009).p.24

⁸ S.Pang, Elizabet and Muaka Angaluki. *Teaching reading*, (new york, language center, 2006).p.35

Remember that the reading process is the same whether the text is long or short, complex or simple, and the way to respond to the questions correctly is to read closely and carefully.

2. Model of reading

There are several type model of reading such as:

a.) Top-down model

Argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations. This top-down process can be explained as follows: the reader first looks at a passage or a text.

Then he/she guesses about or predicts what the text will be about (based on their prior knowledge and experience of the topic) after reading the title, the headings and sub headings. The reader then continue to read the text seeking confirmation about the topic based on their prior knowledge of that topic. So readers fit the text into knowledge an experiences they already hold.

b.) Bottom-up model

Suggests that a reader reads the words and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text-meaning depends both on knowledge of vocabulary plus syntax. The bottom-up process can be explained as follows: when we read, one thing we do is extract the propositions from the text. How?

By chunking the sentences into constituents and constructing the propositions from there. Comprehension then depends on the propositions we have extracted which serve as the basis of what we understand and recall (Richards, J. C., personal communication). This is the opposite of the top-down approach; instead of working from meaning to text (top-down), this model has a reader working from text to meaning (with a focus at word and sentence level).

c.) Interactive model

Argues that both top-down and bottom-up processes occur when a person reads a text.⁹

3. Type Of Reading

There are several type of reading performance are typically identified and these will serve as organizer of various assessment tasks :

a.) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered , except with some some differing terminology to capture the uniqueness of reading.

Perceptive reading involve attending to the component of larger stretches of discourse: letters, word, punctuation, and other graphemic symbols.

⁹ Thomas. S.C.F, A Strategic Approach to Teaching Reading, (Singapore, National Institute of Education), Vol 21, No.12

b.) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammar or discourse features of language within a very short stretch of language, certain typical tasks are used : picture cued tasks, matching, true/false, multiple choice, etc.

Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well.

c.) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader should in a psycholinguistics sense. interact with the text. Typical genres that lend themselves to the interactive reading are anecdotes, short narratives, descriptions, questionnaires, memos, announcements, directions and the like.

d.) Extensive

Extensive reading as discussed in this book applies to texts of more than a page, up to and including professional article, essay, technical reports, short stories, and books.

4. Genre of Reading

a.) Academic reading

General interest articles (in magazines, newspapers, etc.), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries, etc.), textbooks, thesis, essays, papers, test directions editorials and opinion writing.

b.) Job-related reading

Messages (e.g., phone messages), letters/letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents directories (telephone, office, etc.), manuals and directions.

c.) Personal reading

News papers and magazine, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements (commercials), novels, short stories, jokes, drama, poetry etc.¹⁰

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background

¹⁰H. Douglass.B, *Teaching by Principles: An interactive Approach to Language Pedagogy* 2nd Ed, (Longman 2009).p.30

knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Much of what we know about reading is based on studies conducted in English and other alphabetic languages. The principles we list in this booklet are derived from them, but most also apply to non-alphabetic languages. They will have to be modified to account for the specific language. Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities

It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language.

Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language.¹¹

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly

¹¹ S.Pang, Elizabet and Muaka Angaluki. *Teaching reading*, (new york, language center, 2006),p.30

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).

Reading comprehension is usually taught in schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text.

The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stresses important components of reading comprehension, but treats them purely as products (i.e., interpretations) rather than as processes (i.e., constructing interpretations). In particular, it does not teach students what to do when they have difficulty comprehending parts of the text; nor does it teach them how to construct and revise hypotheses about what is likely to occur in the text based on what they have already read. Both of these aspects are important in constructing an interpretation of the text.

Grabe points out that a student should be able to read and understand second language (L2) texts on his/her own. It is the main reason why reading comprehension is important for second and foreign language learning.

Therefore, reading comprehension plays an important role in the learning process. Sometimes, the reading text is complex, so if students

work together using a suitable technique, they could interact and increase their understanding, and overcome their comprehension problems (Zoghi, 2010).¹²

2. Assess of Reading Comprehension

In this chapter we describe how to assess the reading comprehension of students with learning disabilities (LD). Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than these.

Reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling. Teachers must be adept at collecting assessment data so that they can plan what, how, and when to teach (Haager & Klingner, 2005) .

The types of assessment materials and activities the teacher (or other examiner) uses should be determined by the purpose of the

¹² Abbas.Ali.zarei and Maryam.S.G, *L2 Vocabulary Learning Through Collaborative Techniques*, (iran, Islamic Azab University, 2013).p.89

assessment. If we know what type of information we need, we can decide what process to follow. As Salvia and Ysseldyke suggest, we should not talk about assessment unless we talk about “assessment for the purpose of . . .” (2001, p. 5).¹³

3. Principal Strategies For Reading Comprehension

There are several principal strategies for reading comprehension, such as:

- a.) Identify your purpose in reading a text.
- b.) Apply spelling rules and conventions for bottom up decoding.
- c.) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d.) Guess at meaning (of words, idioms, etc.) when you are not certain.
- e.) Skim the text for the gist and for main ideas.
- f.) Scan the text for specific information (names, dates, key words).
- g.) Use silent reading techniques for rapid processing.
- h.) Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.
- i.) Distinguish between literal and implied meanings.
- j.) Capitalize on discourse markers to process relationships¹⁴

¹³ Karen R and Steve Graham, Teaching Reading Comprehension to Students With Learning, (New York, The Guildford Press, 2007).p.29

¹⁴ H.Douglash.B, Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed, (Longman 2009).p. 105

C. Concept Of Team Word-Webbing

1. Definition Of Word-Webbing

Word webbing is a strategy that builds on prior knowledge about a word and explores related words. Partners will choose a content-area word and fill out the web with related words¹⁵. Word webbing technique can help the students to build the composition of their writing easily.

Stone argues that word webbing is a tool in concept development and information exchange. By using it, the students are motivated to be creative because they are free to create new ideas and put it on the piece of paper and become a writing product. Word webbing also helps the students to be free to use their background knowledge which can be related with the topic that they want to write.

Moreover, the students can make list of words to the topic, then organize them in graphic, identify the relationship by drawing lines to represent the connections. By exploring the topic that they are familiar with, the students can be driven to develop reading because this technique is more visual¹⁶. Working together on the web will pool students' prior knowledge and promote use of the word in their reading ability. Explain to students that one way to get to know a word is through word webbing.

One word goes in the center of the web, and other words that relate to it come out from the center. Ask students: What words can you

¹⁵ Beauer Stamper, Judith, *Vocabular-Building Graphic Organizer and Mini Lessons*.(USA.ScholasticInc.2006).p.17

¹⁶ Firdhaus,I.Diana and Munir Ahmad, “ Word Webbing Technique in EFL Writing Class “, Downloaded at <https://www.scribd.com/doc/272347413/WORD-WEBBING-TECHNIQUE-IN-EFL-WRITING-CLASS> , on june 26 2016

think of that are related to the word desert? (Answers could include cactus, rattlesnakes, tumble weeds, sand, dry, and hot.) Pair up students, then pass out a copy of the Word Web graphic organizer (page 9) to each pair.

Instruct partners to choose a content-area word to write on the spider at the center of the web. It might be a math word like geometry, a geography word like landforms, or a science word like skeleton. Then have partners work together to fill in the word web with as many related words as possible.

This strategy is suitable for students who depend more on visual knowledge. Word webbing starts with a large piece of paper and several color markers. This technique helps the students who understand how ideas connect with each other and recognize how information is obtained. New knowledge or information is added to prior knowledge easily by word webbing. First, the teacher writes the main topic in the center of the board or paper, then, students write the subtopics on four corners of the paper with different color markers. They add some ideas and relate them to the subtopics or the main topic. All students have a chance to add their ideas.¹⁷

Another useful activity which aids comprehension and study skills is that of 'word webbing'. The process of word webbing is also known as 'thought mapping' or 'concept mapping'. The 'web', or diagram, produced is often referred to as a 'graphic organizer'. Word webbing is advocated as

¹⁷ Bauer Stamper, Judith. 2006 .*Vocabular-Building Graphic Organizer and Mini-Lessons*.USA.Scholastic Inc.p.17

a way of preparing the student for entry into a text and for recording information while reading. It is also useful for organizing ideas prior to writing on a new theme. Charts containing key words to be encountered in the text are prepared in advance by the teacher, or the teacher and students together brainstorm ideas and write key words on the blackboard. Tentative connections are made between some of the words, and these connections are discussed. As the reading of the text proceeds, new connections are made and additional important words added to the web. Word webs help students to organize their thoughts and link new ideas with what they already know. The final chart serves as a useful aid for students when they begin to write a summary for the topic studied. When students have become proficient at word webbing they may use the technique as individuals, or apply it collaboratively in groups.¹⁸

2. Definition Of Team Word-Webbing

Before knowing the meaning of team word-webbing clearly, we should understand that team word webbing is The kind of strategy in cooperative and collaborative learning. maintain that cooperative learning is a method and a set of strategy for helping students work together effectively. believe that collaborative learning refers to interactive learning in higher education.

Word webs are a very good activity for building students' reading skills. Begin by writing a key concept in the middle of the chalkboard.

¹⁸ Peter Westwood, *Commonsense Methods For Children With Special Needs*, (London and New York: First Publish, 1997), h. 133.

Choose a concept that is central to the reading you are about to do. Have the students work individually, in small groups, or as a class in building from the center of the word web by adding other vocabulary that is related to the key word. For example, if the key word is music, students could create a word web similar to the one in the web.¹⁹

Word webbing strategy has been conducted by some researchers. The first research is conducted by Diana Ika Firdhaus. She concluded that the students can increase their creativity in writing and produce an excellent writing. She also concluded that webbing strategy can be the good technique in teaching writing. The differences is about skill. The second thesis is conducted by Haris (2011). It is a case of the ten year students of MA Darul Amanah Sukorejo, Kendal in academic year of 2010/2011. The similarities are the technique and grade of students. The differences between the researcher and his research is the responden and place. He used word webbing to increase students' reading comprehension. He concluded that using word webbing make teaching and learning reading more effective. Word webbing also makes the students increase their score in reading comprehension.

The goal of cooperative learning is for students to work together to find a solution, but the goal of collaborative learning is to develop autonomous learning and articulation among the students.

¹⁹ Nunan David, *Practical English Language Teaching*, USA, 2003, h. 80

Cooperative learning is more suitable for children and collaborative learning is more appropriate for college students. This idea is not correct all the time. Nowadays, college teachers use cooperative learning as well. Collaborative learning uses self-contained tasks and involves older learners, but cooperative learning uses a wide range of programs and activities. In other words, students carry out individual tasks and then share the outcomes. They maintain that cooperative learning research relates to socio psychological work on teams and collaborative learning refers to socio-cognitive conflicts. In the present study collaborative and cooperative learning are interchangeably.

It compares a few of the collaborative learning techniques namely Jigsaw, Rotating circles, Snowball, Think-pair-square, and Word webbing.²⁰

3. Implementation of Teaching Team Word-Webbing Strategy

1.) Learning Activities

The teacher will choose a topic to read aloud to the students that captures a range of themes or perspectives on a game, variety of games or competition. Each team receives a key theme word, or they may choose their own. Teams will brainstorm the main concepts and minor concepts as they relate to their theme. Word webbing is a powerful tool in concept development and exchange. The different coloured markers allow for individual accountability. Some students may see more connections, some

²⁰ Ali zarei, Abbas and Sahami Gilani, Maryam.2. *Collaborative Techniques. Germany*. LAP Lambert Academic Publishing, 2012.p.19

go for details, others are main idea people. The students need to be reminded of the need to take turns, praise one another and help one another as they work toward a common goal.

2.) Closure

The group will come together as a whole class to present their ideas. Following their presentation, the class may contribute ideas to extend the group's web.

Using Team Word-Webbing, individual students on each team take turns the theme, each with a different colored marker, words that they associate with the concept of the topic. Teacher stimulates student thinking by asking, "When you hear the word of the topic, what words come to mind?" Teacher may want to use interested topic to stimulate the students' imagination.

Referring to the world map, teacher leads whole class discussion highlight-ing similarities and patterns of the topic.²¹

3.) How to Use Team Word Webbing Strategy

Explain to students that one way to get to know a word is through word webbing. One word goes in the center of the web, and other words that relate to it come out from the center. Ask students: *What words can you think of that are related to the word family? (Answers could include father, mother, uncle, grand mother, grand father, sister, age and etc.).* Instruct partners to choose a content-area word to write on the spider at the center of the web. It might be a math word like *geometry*, a geography word like *landforms*, or a

²¹ D.Holt, Daniel. *Cooperative Learning : A Response to Linguistic and Cultural Diversity*, (USA, Center of Applied Linguistics, 1993),p.59

science word like *skeleton*. Then have partners work together to fill in the word web with as many related words as possible.

4. Advatage and Disadvantage of Team Word-Webbing Strategy

1) Advantage

Team Word-Webbing has advantage in teaching learning. The general advantage in team word webbing is to motivate students and to make students interacting with other student because students has to work together doing activities.

2.) Disadvantage

Team Word-Webbing has disadvantage in learning english. Team word webbing is monotone. In team word webbing sometimes not all students can be participant to work a task.

D. Action Hypothesis

Based on the frame of theories and assumption the research formulate the hypothesis as follow : Can Team Word-Webbing Strategy Increase Students Reading Comprehension at the Seventh Grade of SMP N 2 KOTA GAJAH ?

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics in this discussed about object of the research, setting of the research, subject of the research, action plan, data collection method, data analysis technique and indicator of success.

A. Object of The Research

Object of this research is the students' reading comprehension. In this research, the researcher choose reading because the researcher would be hoped that it could improved students' learning results in teaching and learning process.

B. Setting of the Research

SMPN 2 Kota Gajah is located on Jl. Srirahayu kec. Kotagajah kab. Lampung Tengah. Prov. Lampung. It consists of 13 classes, a computer laboratory, IPA laboratory, an office, and a library. It has 22 teachers, 4 staff, and 452 students. The total students of the SMPN 2 Kotagajah are:

1. The Seventh Graders	= 173 students
2. The Eighth Graders	= 139 students
3. The Ninth Graders	= 140 students
Total	= 452 students

C. Subject of The Research

The subject of this research is VII D students of SMPN 2 Kota Gajah East Lampung. Actually in the Seventh grade of SMPN 2 Kota Gajah there

are eight classes, those are VII A, VII B, VII D, VII E, VII F, VII G, VII H and VII I. But, the researcher choose VII D grade, because the students have lower score than the other class. Below data subject of the research.

Table 3
The Subject of The Research

No	Grade	Sex		Total
		Male	Female	
1	VIII ⁴	12	23	35

Source: The Document of SMPN 2 Kotagajah

D. Research Procedure

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school.²² It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is

²² Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

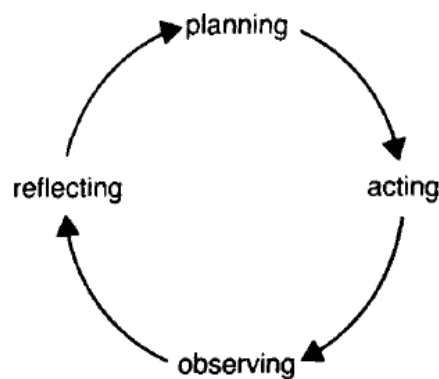
meaningless.²³ It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

From some opinion above, it can be concluded that Classroom Action Research (CAR) is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the classroom.

The Research consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jack White head like the figure below:²⁴

Figure 2

The cycle of the Classroom Action Research (CAR)



CAR Model Jack McNiff

²³ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.8

²⁴ Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow

a. Cycle I

1) Planning

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action.”⁷

Without planning, the researchers’ activity will not be focus. Here is the step that the writer can make in planning:

- a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Clustering Technique by guiding and consideration from the English Teacher at the seventh Grade (VII D) at SMPN 2 Kota Gajah.
- b) The researcher prepares media that will use; handout, pictures about the Team Word-Webbing.
- c) The researcher prepares research instrument, such as; observation sheet, score sheet.
- d) The researcher prepares the students’ task by English teacher’s consideration with consideration from the English Teacher.

2) Action

⁷*ibid*, p. 17.

This activity is the implementation of learning activities that have been prepared in the planning. “It is the realization from the planning that the researcher has made.”⁸ Without the action, the planning is just imagination that is never real.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the researcher does in the action:

- a) Pre teaching activities
 - (1) Greetings, Apperception.
 - (2) Checking the attendant list.
 - (3) To give information about the material.
- b) While teaching activities
 - (1) The teacher writing the material about holiday or daily activities.
 - (2) The teacher asks the students to comprehend the text.
 - (3) The teacher teaches about the materials; explain about Generic Structure, and Language Features.
 - (4) The teacher explains about material and gives an example how to apply Team Word-Webbing.
- c) Post teaching activities
 - (1) Evaluate with the student.
 - (2) The teacher reviews the material.

⁸*Ibid.*, p. 18.

(3) Closing.

3) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by researchers and conducted every hour lessons. The researcher observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning recount text by giving test after CAR in Cycle I. The researcher calculates the students' increased score test before CAR and test after CAR. It is to know how far the students' understood about the using of Team Word-Webbing in reading comprehension.

4) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the

students were successful, the cycle able to be stopped until cycle 2 only.

The procedures of the research are:

a. Planning

- 1) The researcher identified the problem and found the problem from the reflection result in cycle I.
- 2) The researcher discusses with the teacher about obstacles in students' learning activity.
- 3) The researcher revises lesson plan (RPP) with consideration from the teacher.
- 4) The researcher prepares and modifies the material with Team Word-Webbing Strategy.

b. Action

The researcher modifies Team Word-Webbing Strategy by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

E. Data Collection Method

In collecting the data, the researcher applied some methods as follows:

a. Test

In educational research achievement tests are most commonly used.²⁵ The writer uses test to get data result of students' reading comprehension. The result of this test is students' reading based on the topic given by the teacher. The aim of this test is to measure the students' ability in reading comprehension based on the topic. These tests are of two types there are:

²⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

1) Pre- test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable).²⁶ The researcher will give the students pretest at the first meeting. The kind of test is essay form.

2) Post–test

Post-test is conducted to assess the effectiveness of the independent variable.²⁷ The post-test will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the post-test are the same as pretest.

b. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.²⁸ In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' reading in that school and the researcher will take the data of the class VII D.

²⁶ Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p. 187

²⁷ *Ibid.*.,

²⁸ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.98.

c. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture.²⁹ The researcher uses to documentation obtain data about state of students, the history of SMPN 2 Kota Gajah, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

Here are the list of the documentation:

- a.) Documentation about historical background of SMP N 2 KOTAGAJAH.
- b.) Documentation about structural Organizational of SMP N 2 KOTAGAJAH.
- c.) Documentation about facilities of SMP N 2 KOTAGAJAH.
- d.) Documentation about skatch of location SMP N 2 KOTAGAJAH.
- e.) Documentation about condition of the teachers and official employees of SMP N 2 KOTAGAJAH.
- f.) Documentation about students of SMP N 2 KOTAGAJAH.

²⁹ *Ibid.*, p.96.

d. Field Note

The field note will be used to describe the activities in every meeting. The use of field note to get the data objectively, which cannot be recode through observation sheet, such students activities during the treatment, their reaction or other guidance which can be used which in reflection.

F. Data Analysis Technique

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula to get the average as follows:³⁰

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

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (MMC) 70, uses the formula:³¹

³⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

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

Note:

P = The class percentage

F = Total percentage score

N = Number of the students

Next, step the researcher identifies the improving score on students' reading comprehension from pre-test up to post-test score in cycle I and cycle II.

The researcher uses the formula:³²

$$P = \frac{y1 - y}{y} \times 100\%$$

Note:

P = Percentage of Students' Increased

y = Pre-test result

y1 = Post-test 1

G. Indicator of Success

The using of Team Word-Webbing Strategy to Increase Reading Comprehension can said successful if:

³¹ *Ibid.*, p. 278.

³² David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Jowa Department of Physics and Astronomy, 2008), p. 3.

1. Percentage of students' activity increased in every cycle, and reached high predicate or $\geq 80\%$ from Minimum Mastery Criteria (MMC) 70.
2. There are increased average score in every cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. The History of SMP N 2 Kotagajah

SMP N 2 Kotagajah was established in 1968. It is located at Jl. Sri Rahayu No. 17, Kotagajah, Central Lampung. it was built 15.000 m². Since SMP N 2 Kotagajah was established, it has been led by the following principles:

- 1) Soekram (1968-1976)
- 2) FX. Djumeno (1976-1985)
- 3) Hadi Soeratman (1985-1989)
- 4) Syarief Barjan, S. H (1989-1993)
- 5) Drs. Zubairi Saibi (1993-1997)
- 6) Drs. Sudibyoy (1997-2001)
- 7) Drs. Mariyoto (2001-2005)
- 8) Drs. Asep Hadi Saputra, M.M (2005-2009)
- 9) Drs. Hi. Meseriyanto (2009-2013)
- 10) Prayitno Untoro, S.Pd (2013-2017)
- 11) Pahotan Sihaloho, S.Pd (2017-now)

b. The Condition of Teachers in SMP N 2 Kotagajah

Condition of teacher and official employers in SMP N 2 Kotagajah, the numbers of the teacher and official employers in SMP N 2 Kotagajah that can be identified, as follows:

Table 3
The Data of Teachers in SMPN 2 Kotagajah

Employment Status	Sex		Total
	Male	Female	
Permanent Teacher	38	38	76
Non-Permanent Teacher	4	6	10
Total	42	44	86

Source: The Documentation result of teacher' condition in SMP N 2 Kotagajah

Table 4
The formation of the teacher and official employers in SMP N 2 Kotagajah

No	Subject	Staff			
		Needed	Available	Sufficient	Insufficient
1	Religion Education				
	a. Islam		5		
	b. Catholic		1		
	c. Kristen Protestant		1		
	d. Hindu		1		
	e. Buddha		1		
2	Science				
	a. Biology		6		
	b. Physics		5		
3	Indonesian Language		13		
4	English		5		
5	Social		7		
6	Mathematics		7		
7	Sport		4		

8	TIK		5		
9	BK		5		
10	Civic Education		4		
11	Art		5		
12	Officer		2		

Source: The Documentation result of teacher' condition in SMP N 2 Kotagajah

c. The Quantity Students of SMP N 2 Kotagajah

The quantity students of SMP N 2 Kotagajah that can be identified, as follows:

Table 5

The quantity students of SMP N 2 Kotagajah

No	Class	Sex		Total
		Male	Female	
1.	Class VII	152	168	320
2.	Class VIII	156	193	349
3.	Class IX	146	191	337
Total		456	550	1006

Source: The Documentation result of students' quantity in SMP N 2 Kotagajah

d. Facilities and infrastructure of SMP N 2 Kotagajah

The facilities and infrastructure of SMP N 2 Kotagajah can be identified as follows:

Table 6

Facilities and infrastructure of SMP N 2 Kotagajah

No.	Facilities	Conditions			Total
		Good	Slightly Damage	Seriously Damage	
1	Principal Room	1			1
2	Teachers Room	2			2
3	Administration Room	1			1
4	Library	1			1

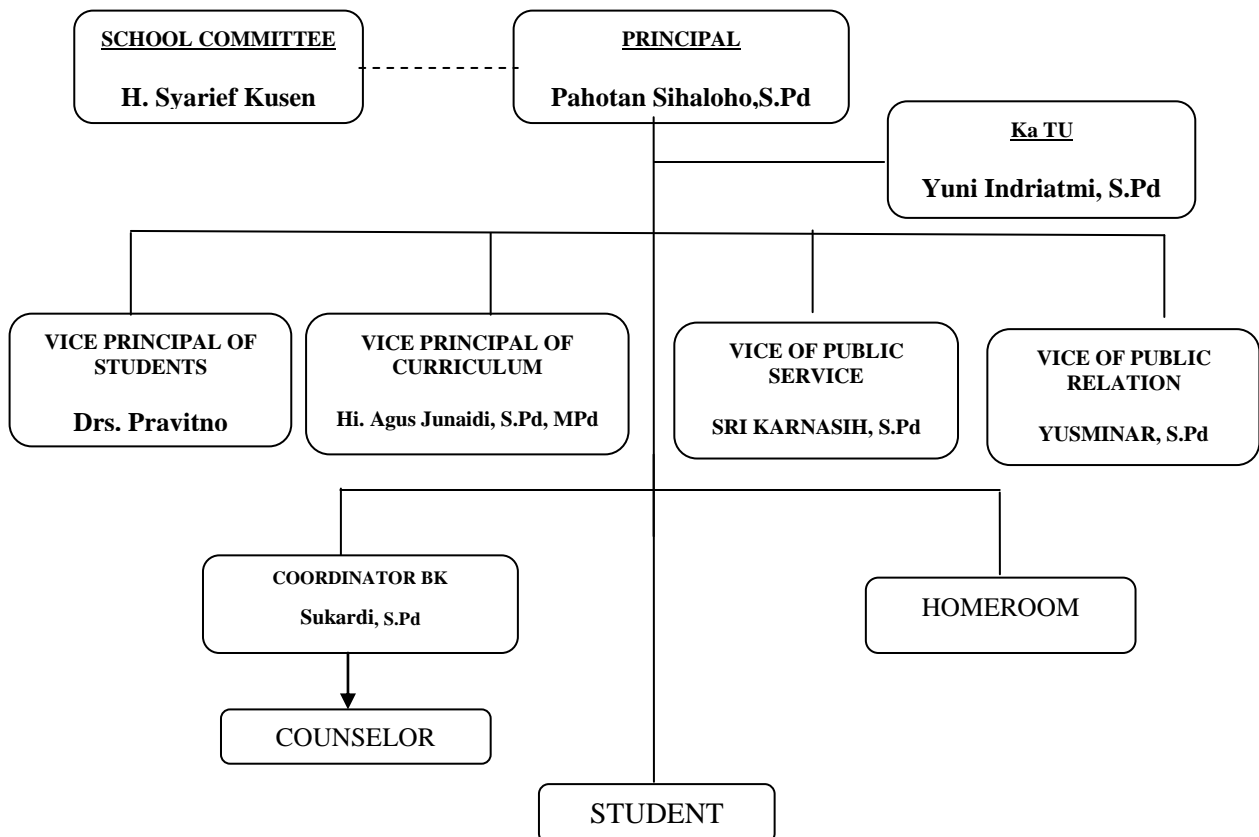
5	Laboratory	1			1
6	UKS/M	1			1
7	OSIS Room	1			1
9	Counselor Room	1			1
10	Classroom	30			30
11	Toilet	24			24
12	Mosque	1			1
Total		65	0	0	65

Source: The documentation result of facilities and infrastructure in SMP N 2 Kotagajah

e. The Organization Structure of SMP N 2 Kotagajah

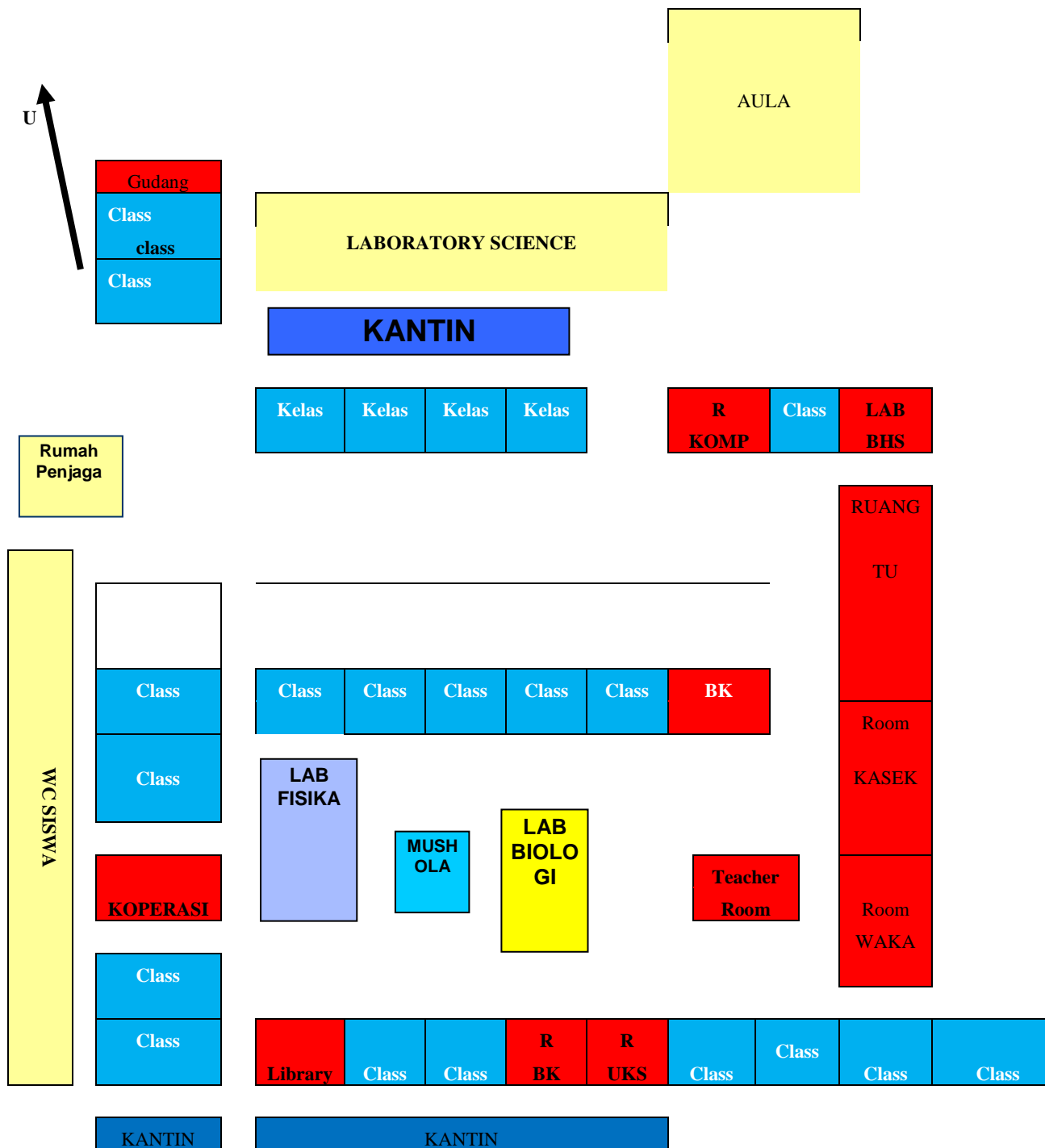
The Organization Structure of SMP N 2 Kotagajah in the academic year of 2017/2018 can be shown in the following figure:

Figure 3



f. Location Sketch of SMP N 2 Kotagajah

Figure 4
The Location Sketch of SMP N 2 Kotagajah



1. Descriptions of The Research Result

This research used classroom action research to increase the students' reading comprehension and the students result among the seventh grade of SMP N 2 Kotagajah. In this research, the researcher conducted the research in two cycles which is each cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment that was aimed to know how far the students' reading comprehension before they were given the treatment. The students' result of reading comprehension was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on November 8th, 2017. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave written test which was consist of twenty one essay. And than the researcher was conducted treatment I on november 9th, 2017. The reasearcher gave for the students about the material of people with using team word webbing. And the last step in this research is Post Test II was conduct on 15th November, 2017. The researcher gave Post-test II for the students to see how far the students' reading comprehension. Each cycle consist of planning, acting,

observing and reflecting. Then, the result of Cycle I can be seen on the table below:

Pre-Test

a. Pre-test Activity

The pre-test was done on Wednesday, November 8th, 2017 began at 08.30 until 10.00. In this meeting, to know the students' reading comprehension, the researcher gave pre-test which consist of 20 tasks. After they finished and submitted the answer sheet, the researcher and students discussed about some questions. Most of them had difficulties in reading, especially to comprehend.

b. The Students' Pre Test Result

The frequency of students' score at pre-test could be seen in the following table:

Table 5

The Students' Score at Pre-Test

No	Name	Students' Score
1.	AAA	50
2.	AYT	70
3.	ALA	35
4.	AYS	40
5.	APD	40
6.	AAA	70
7.	AFH	35
8.	ASY	45
9.	CPR	75

10.	DRD	55
11.	DK	60
12.	ET	50
13.	FA	30
14.	FHM	65
15.	FS	70
16.	GKHM	70
17.	HS	55
18.	HK	45
19.	KAS	80
20.	LPS	50
21.	MWSA	65
22.	MSW	30
23.	MJH	70
24.	MK	75
25.	NA	40
26.	OLI	75
27.	PTM	60
28.	PAP	70
29.	RR	55
30.	SKZ	75
31.	SH	70
32.	ZA	65
Total		1840
Average		57,5
Highest Score		80
Low Score		30

Source: The result of pre-test on November 8th, 2017

Based on the pre-test table, it can be inferred that all of the students got score < 70 . Here are the students' mark of Reading Comprehension, as follows:

Table 6
Students' Mark of Reading Comprehension Pre-Test

No	Mark	Frequency	Percentage	Category
1	≥ 70	12	37,5%	Complete
2	< 70	20	62,5%	Incomplete
Total Students		32		

Based on the table above, it could be analyzed that there were 12 students (37,5%) who get a complete score and 20 students (62,5%) who incomplete the pre test. The lowest score in pre-test was 30 and the highest score was 80. It means that the students did not fulfill the minimum score at SMP N 2 Kotagajah Lampung and the students' reading comprehension was low. Besides, from the result of pre-test the researcher got the average 57,5. Therefore, it was the reason why the researcher used Team Word-Webbing as a strategy to increase the students' Reading Comprehension. And than the reseacher was conducted cycle I seen in the description below:

1. Cycle I

Cycle I divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. Planning

In the cycle I, the researcher and the collaborator (Mrs. Umi Sumarmi, S.Pd) planned 3 meetings and distribution of materials.

Meeting	Day/date	Activities
First meeting	Wednesday November, 8 th 2017	The reseacher gave Pre test consist of 20 tasks. The researcher gave pre-test to know the students' reading comprehension. From the pre test, the researcher prepared the material.
Second meeting	Thursday November, 9 th 2017	The implementation of Team Word-Webbing Strategy. The researcher explained the roles of learning by this strategy. The material was about descriptive text, and then the researcher explained about definition of descriptive text.
Third Meeting	Wednesday November, 15 th 2017	The researcher gave task consist of 20 tasks as post-test I in cycle I

b. Acting

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

1) The First Meeting

The meeting was done on Wednesday, November 8th, 2017. In the first meeting, the researcher gave pre-test consist of 20 tasks. The researcher gave pre-test to knew the students' reading comprehension. From the pre-test, the researcher prepared the material.

2) The Second Meeting

The meeting was done on Thursday, November 9th, 2017. In the second meeting. The teacher explained about descriptive text. The teacher gave examples of descriptive text. The teacher taught the students' to comprehend the text suitable with Team Word-Webbing Strategy. The teacher give example of descriptive text and using Team Word Webbing to comprehend the example of descriptive text. The teacher motivated the students to learn and practice more in reading, Then closed the meeting.

3) The Third Meeting

The third meeting was conducted on Wednesday, November 15th, 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 tasks related to the descriptive text consist of 20 tasks.

c. Observing

1) The Success of The Product

In observation of teacher's action the researcher presented two meetings in cycle 1. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could read better than before. In the last meeting, the researcher gave post test to know the improvement at the cycle I. The table result of students' post test in cycle I can be seen on the following table:

Table 7

The Result of The Post-Test of Cycle I

No	Name	Students' Score
1.	AAA	55
2.	AYT	75
3.	ALA	60
4.	AYS	65
5.	APD	70
6.	AAA	65
7.	AFH	65
8.	ASY	70

9.	CPR	80
10.	DRD	70
11.	DK	70
12.	ET	75
13.	FA	50
14.	FHM	70
15.	FS	75
16.	GKHM	75
17.	HS	70
18.	HK	75
19.	KAS	80
20.	LPS	70
21.	MWSA	70
22.	MSW	65
23.	MJH	75
24.	MK	75
25.	NA	65
26.	OLI	80
27.	PTM	65
28.	PAP	75
29.	RR	65
30.	SKZ	80
31.	SH	70
32.	ZA	65
Total		2235
Average		69
Highest Score		80
Low Score		50

Source: The result of post-test cycle I on November 15th 2017

Based on the table above, there were 21 students got ≥ 70 and 11 students got < 70 . The following were the table of students' score mark of post-test I:

Table 8

Students' Mark of Post-Test 1 of Reading Comprehension

No	Mark	Frequency	Percentage	Category
1	≥ 70	21	65,62%	Complete
2	< 70	11	34,37%	Incomplete
Total Students		32		

From the table above, it could be analyzed that the students' average score was 69. The highest score was 80 and the lowest score was 50. Based on the minimum mastery criterion (MMC), there were 21 on post test-test I or got score ≥ 70 . It means that in cycle I the students' achievement could increase enough, but it was not successful yet.

1. Observation

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about Descriptive text and trained them by Team Word Webbing.

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave a tick in observation sheet. Then,

the students were not active in learning process, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities were:

- a) Cooperate in apply Team Word-Webbing
- b) Comprehend the main word of the text
- c) Comprehend the sub word of the text

The observation that was conducted on students' activities as follows:

Table 9
The Students' Activities Result in Cycle I

No	Indicator of Process Success in Learning	Result		
		1 st Meeting	2 nd meeting	3 rd meeting
1.	Cooperate in applying Team Word-Webbing strategy	31,5%	46,8%	53,1%
2.	Comprehend the main word of the text	50%	56,25%	71,6%
3.	Comprehend the sub word of the text	37,25%	40,6%	65,6%

Source: The result of observation sheet

Based on the table in the previous page, it could be seen that the highest activity was the students able to comprehend the main word of the text and the lowest activity was the student should cooperate in apply Team Word Webbing.

2. Reflection

Based on the result of the first meeting, the researcher analyzes the difficulties in reading comprehension. In the second meeting, the factor that is made it not effective because the students were noisy during the learning process and the possible factors that caused those problems were the researcher did not give sufficient explanation about the topic.

With the end of cycle 1, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there were; while the researcher explain the materials, the researcher gave less attention to every student, the researcher was low in explain the material, so that students who were noisy and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

- 1) The researcher should be more paying more attention to the students.

- 2) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.
- 3) The researcher should motivate students to be more active in the class by Team Word Webbing Strategy
- 4) Furthermore, the result of the learning results in cycle I before and doing the treatment could be concluded in the following table

Table 10

The increasing of students' score at pre-test and post-test I

No	Name	Pre Test score	Post Test 1 score	Improving	Explanation
1	AAA	50	55	5	Increase
2	AYT	70	75	5	Increase
3	ALA	35	60	25	Increase
4	AYS	40	65	20	Increase
5	APD	40	70	30	Increase
6	AAA	70	65	-5	Decrease
7	AFH	35	65	30	Increase
8	ASY	45	70	25	Increase
9	CPR	75	80	5	Increase
10	DRD	55	70	15	Increase
11	DK	60	70	10	Increase
12	ET	50	75	25	Increase
13	FA	30	50	20	Increase

14	FHM	65	70	5	Increase
15	FS	70	75	5	Increase
16	GKHM	70	75	5	Increase
17	HS	55	70	15	Increase
18	HK	45	75	30	Increase
19	KAS	80	80	0	Constant
20	LPS	50	70	20	Increase
21	MWSA	65	70	5	Increase
22	MSW	30	65	35	Increase
23	MJH	70	75	5	Increase
24	MK	75	75	0	Constant
25	NA	40	65	25	Increase
26	OLI	75	80	5	Increase
27	PTM	60	65	5	Increase
28	PAP	70	75	5	Increase
29	RR	55	65	10	Increase
30	SKZ	75	80	5	Increase
31	SH	70	70	0	Constant
32	ZA	65	65	0	Constant
Total Score		1840	2235		
Average		57,5	69		

In this research, pre test and post-test 1 had done individually. It was aimed to know the ability of the students' reading comprehension before and after the treatment. From the result of pre-test and post test I, we knew that there was an increase from the students' result score. It could

be seen from the average in pre-test was 57,5 and post-test I was 69. Although there was an increase of the students' achievement, cycle I was not successful yet because only 11 students (34,37%) who complete in post test I.

It can be concluded that cycle I was not successful yet because the indicator of successful was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the cycle II. It can be seen in this description below:

2. Cycle II

Based on the result of cycle 1, I was not success and in the stage need to be held the cycle II again to repair the weakness in the cycle 1.

The step of cycle II as follow:

1. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many weaknesses on cycle I such as the students not focus to join the class and them hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the pot-test and gave evaluation. In this research used the book of beaur stemper and david nunan to make the material more effective and to gave the evaluation to measure how far the material that reasearher explain can be understand by the students. By using Team

Word-Webbing Strategy, the researcher tried to increase the students' reading comprehension and hoped it would help to increase the students' interested in learning English.

2. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

a. The First Meeting

The first meeting was done on November 22th, 2017 for 2x45 minutes. In the second meeting, the researcher 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 Team Word-Webbing Strategy. The teacher give example of descriptive text and using Team Word Webbing to comprehend the example of descriptive text. The teacher closed the meeting with motivated to learn and practice more in reading.

The condition of this class is more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

3. The Second Meeting

The second meeting was conducted on Augustus 22th, 2017. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test to the students.

Table 11
The Students Post-Test 2 Score of Reading Comprehension

No	Name	Post Test II
1	AAA	75
2	AYT	90
3	ALA	65
4	AYS	80
5	APD	75
6	AAA	70
7	AFH	100
8	ASY	90
9	CPR	80
10	DRD	80
11	DK	75
12	ET	95
13	FA	60
14	FHM	95
15	FS	80
16	GKHM	75
17	HS	70
18	HK	70

19	KAS	85
20	LPS	95
21	MWSA	100
22	MSW	65
23	MJH	100
24	MK	70
25	NA	80
26	OLI	85
27	PTM	95
28	PAP	95
29	RR	70
30	SKZ	100
31	SH	100
32	ZA	80
Total Score (Σx)		2645
Lowest Score		60
Higher Score		100
Average \bar{x}		82,7

Source: The result of post test II on November 22, 2017

Based on the table above, there were 29 students got ≥ 70 and 3 students got < 70 . The following were the table of students' score mark of post-test I:

Table 12

Students' Mark of Post-Test II of Reading Comprehension

No	Mark	Frequency	Percentage	Category
1	≥ 70	29	90,62%	Complete
2	< 70	3	9,37%	Incomplete
Total Students		32		

Based on the table above, it could be seen that the students' average score in post test II was 82,7. The highest score was 100 and the lowest score was 60. Most of students could increase reading comprehension. It mean that cycle II was successful.

4. Observation

In this step, the researcher presented the material by using Team Word-Webbing Strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

The result score of students' in do the taks, as follows:

Table 13
Students' Observation Sheet In Cycle 2

No	Indicator of Process Success in English Learning	Result	
		4 th Meeting	5 th meeting
1.	Cooperate in apply Team Word-Webbing	71,8%	84,4%
2.	Comprehend the main word of the text	78,1%	90,6%
3.	Comprehend the main word of the text	75%	90,6%

Source: The observation sheet in cycle II

Based on the table above, it could be seen that the students' activity was higher than before. The students were more active. The highest activity was Comprehend the main word of the text. It showed that the used Team Word-Webbing strategy could increased the students' reading comprehension.

5. Reflection

Based on the result of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, the researcher found that in this phase, students had a good progress. They increased their understanding of Team Word-Webbing significantly and increasing to comprehend the text that has increased by successfully doing the post test.

Table 14

The Students' Score at Cycle I and Cycle II of Reading Comprehension

No	Name	Post Test 1 score	Post Test II score	Improving	Explanation
1	AAA	55	75	20	Increase
2	AYT	75	90	15	Increase
3	ALA	60	65	5	Increase
4	AYS	65	80	15	Increase
5	APD	70	75	5	Increase
6	AAA	65	70	5	Increase
7	AFH	65	100	35	Increase

8	ASY	70	90	20	Increase
9	CPR	80	80	0	Constans
10	DRD	70	80	10	Increase
11	DK	70	75	5	Increase
12	ET	75	95	20	Increase
13	FA	50	60	10	Increase
14	FHM	70	95	25	Increase
15	FS	75	80	5	Increase
16	GKHM	75	75	0	Constans
17	HS	70	70	0	Constans
18	HK	70	70	0	Constans
19	KAS	80	85	5	Increase
20	LPS	70	95	25	Increase
21	MWSA	70	100	30	Increase
22	MSW	65	65	0	Constans
23	MJH	75	100	25	Increase
24	MK	75	70	-5	Decrease
25	NA	65	80	15	Increase
26	OLI	80	85	5	Increase
27	PTM	65	95	30	Increase
28	PAP	75	95	20	Increase
29	RR	65	70	5	Increase
30	SKZ	80	100	20	Increase
31	SH	70	100	30	Increase
32	ZA	65	80	15	Increase
Total Score		2230	2645		

Average		69	82,7		
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From the table above, in post-test 1 in cycle 1 and post-test II in cycle II was increase the students' reading comprehension. Their average scores increases from 69 up to 82,7. From the table we known that in post-test II, there were 3 students who got the score below the target or under minimum standard criteria (MSC), and 29 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test II, it can be seen that the target of teaching based on MSC has been achieved and also mean that Team Word-Webbing can increase the students' reading comprehension. Because the indicator of success had been achieved in this cycle, it means that it not to continue in the next cycle.

A. Interpretation

During research process, the researcher observed that the students were interested in teaching and learning reading comprehension. They were enthusiastic the learning process. The researcher assumes that teaching by using Team Word-Webbing can increase the students' reading comprehension. By using Team Word-Webbing Strategy to the students learn reading easier. So, it has proved that using Team Word-Webbing Strategy can be interesting in learning reading. Especially for the students' of seventh grade at SMP N 2 Kotagajah.

1. The Result of Students Learning

a. The Result of Students Pre-Test

The researcher conducted the pre-test to know the students' reading comprehension before implementing the treatment. It was done on November 8th 2017. From the result of pre-test shown that most of the students difficult in doing the test from the researcher. Based on the table, the students' average was 57,5. it shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 70. In this stage, only 12 students out of 32 students passed of the minimum standard criteria.

b. The Result of Students Post-Test 1

In this research, to know the students' vocabulary mastery after implementing the treatment the researcher conducted the post-test 1. It was done on November 15th 2017. Based on the table the students' average was 69. It shows that most of the students have not passed yet in achieving the minimum standard criteria 70. In this stage there are 21 students out of 11 students passed of the minimum standard criteria.

c. The Result of Students Post-Test 2

The researcher conducted the post-test 2 had been finished to know the students' vocabulary mastery after implementing the treatment. It was done on August 22th 2017. Based on the table, it can be seen that the students' average was 82,7. It shown that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 29 students

passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. The Comparison of Pre-Test and Post-Test

The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below.

Table 15

**The Increasing of Students' Score In Pre-Test,
Post Test I and Post Test II**

No	Name	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AAA	50	55	75	Increase
2	AYT	70	75	90	Increase
3	ALA	35	60	65	Increase
4	AYS	40	65	80	Increase
5	APD	40	70	75	Increase
6	AAA	70	65	70	Increase
7	AFH	35	65	100	Increase
8	ASY	45	70	90	Increase
9	CPR	75	80	80	Increase
10	DRD	55	70	80	Increase
11	DK	60	70	75	Increase
12	ET	50	75	95	Increase
13	FA	30	50	60	Increase
14	FHM	65	70	95	Increase
15	FS	70	75	80	Increase
16	GKHM	70	75	75	Increase

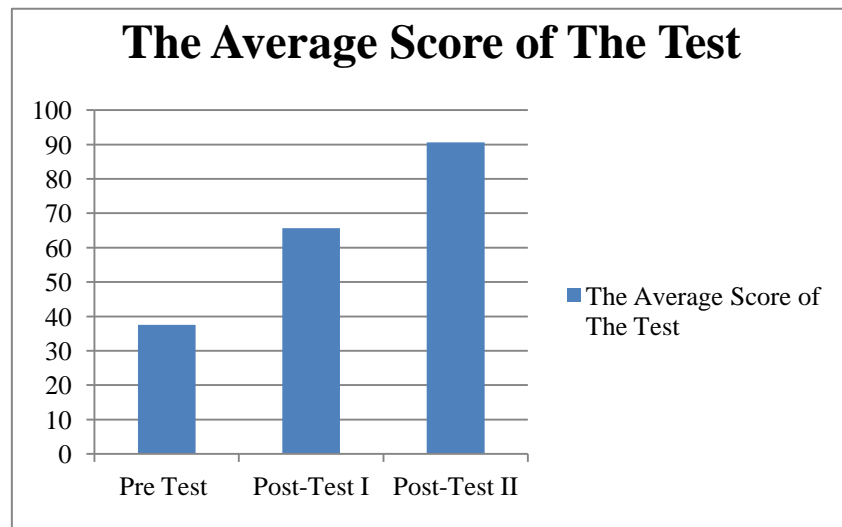
17	HS	55	70	70	Constant
18	HK	45	70	70	Increase
19	KAS	80	80	85	Increase
20	LPS	50	70	95	Increase
21	MWSA	65	70	100	Increase
22	MSW	30	65	65	Constant
23	MJH	70	75	100	Increase
24	MK	75	75	70	Constant
25	NA	40	65	80	Increase
26	OLI	75	80	85	Increase
27	PTM	60	65	95	Increase
28	PAP	70	75	95	Increase
29	RR	55	65	70	Increase
30	SKZ	75	80	100	Increase
31	SH	70	70	100	Increase
32	ZA	65	65	80	Increase
Total Score		1840	2230	2645	
Average		57,5	69	82,7	

Table 16

The Comparison Complete of Pre-test, Post Test I, and Post Test II

No	Score	Pre-Test		Post Test I		Post Test II		Category
		F	(%)	F	(%)	F	(%)	
1.	≥ 70	12	37,5	21	65,62	29	90,62	Complete
2.	< 70	20	62,5	11	34,37	3	9,37	Incomplete

Figure 4



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test I have progress average score from 57,5 to 69. There is increasing about 11,5 point. Then from the cycle II have progress average score from 69 to 82,7 there is increasing about 13,7 point.

2. The Result of Observation in Students' Activity

This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in the table below:

Table 17

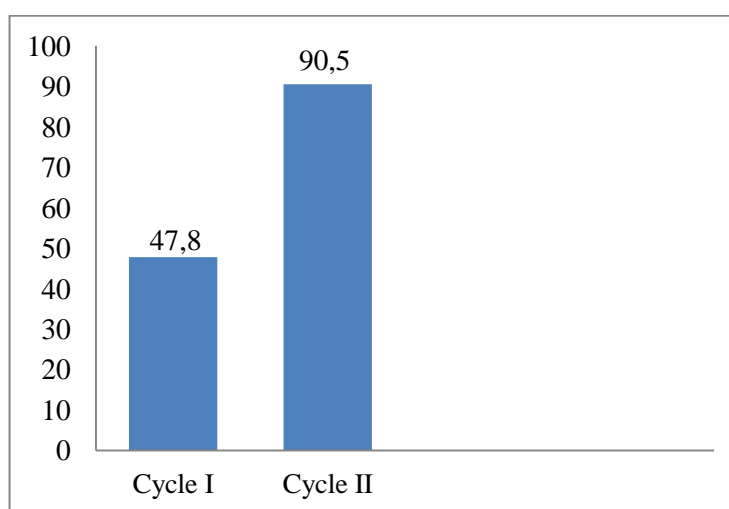
The result of students' activity of Reading Comprehension

No	Students' Activity	Cycle I		Cycle II		Note
		F1	(%)	F	(%)	
1	Cooperate in apply Team Word-Webbing	15	46,8%	27	84,3%	Increase

2	Comprehend the main word of the text	18	56,2%	29	93,7%	Increase
3	Comprehend the sub word of the text	13	40,6%	29	93,7%	Increase
	Total Score		143,60%		271,70%	Increase
	Average		47,8%		90,5%	Increase

Figure 5

The Result of Students' Activities



Based on the table and graph, the students' activities have got increasing from cycle I and cycle II. The students who Comprehend the main word of the text has increase from 18 students (56,2%) became 29 students 93,7%). Then there were only 13 students (40,6%) who Comprehend the sub word of the text was increase up to 29 students (93,7%). The students' cooperate in apply Team Word-Webbing has reached out from 15 students (46,8%) up to 27 students (84,3%). It can be seen that total average the students activities in cycle I up to cycle II increased from 47,8% to 90,5% . The improving point was 42,7%. Therefore this research considered finish at cycle 2. It can be concluded that

theses of Team Word Webbing Strategy can increase the students' reading comprehension at the seventh grade of SMP N 2 Kotagajah Lampung.

B. Discussion

In teaching reading in Junior High School especially in students of SMP N 2 Kotagajah Lampung, based on pre-survey there were some problems, such as students still have difficulties to get meaning from a text and low score in reading. The researcher choose The use of Team Word-Webbing Strategy to Increase the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Team Word-Webbing Strategy could increase the students' reading comprehension. There was a progress average score from pre-test was 57,5 ,post-test I was 69 and become 82,7 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In increasing the students' reading comprehension, the researcher used Team Word-Webbing Strategy to make the students interest and easier in comprehend the text. The students' score increased because the researcher in learning used to present reading by using Descriptive text. Moreover, the students should to comprehend the text and find out the main word and sub word from the text.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher got some conclusion 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 57.5 and the average of post-test in cycle I was 69. In the post-test in cycle II the average score was 82,7. There are some progresses after being given treatment by using Team Word-Webbing strategy. It means that the use of the Team Word-Webbing strategy can increase the students' reading comprehension. By using Team Word-Webbing strategy in teaching reading, especially reading comprehension, it can increase the students' reading comprehension at the seventh grade of SMPN 2 Kotagajah. The students are more enjoyed because Team Word-Webbing strategy can help them to comprehend a text. So, Team Word-Webbing strategy can increase the students' reading comprehension.

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 comprehension.
3. The headmaster should be more care to the teacher and to the students in learning process, especially in English learning activity.

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APPENDICES



**MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)**

**MATA PELAJARAN
BAHASA INGGRIS**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017**

II. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN

A. Kelas : VII
Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaiikonteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkantindakan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
<p>Siswa mampu:</p> <p>3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar

<p>informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya - Memaparkan jati dirinya yang sebenarnya - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan</p> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang

	<p><i>31st, of May</i></p> <ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulisan): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitarsiswayang dapat menumbuhkanperilaku yang termuat di KI</p>	<p>waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi

	<ul style="list-style-type: none"> • Topik Benda, binatang, dan bangun yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. 	<ul style="list-style-type: none"> - Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian

<p>tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaiikonteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogatif: <i>Yes/No question, Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI</p> 	<p>menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</p> • Struktur teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> 	<ul style="list-style-type: none"> - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan - Dalam kelompok membuat proyek kecil: dengan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMPN 2 Kotagajah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /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

- KD 1: 1.1 Menunjukkan perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KD 2: 2.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
- KD 3: 3.1 Membedakan 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*).

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Memahami materi yang dipelajari.
- 2.2.2 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.3 Mengakui kesalahan yang diperbuat.
- 2.2.4 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

- 3.2. Memahami pengertian deskriptif teks.

Fungsi Sosial

- Mengidentifikasi teks deskriptif pendek dan sederhana terkait dengan lingkungan sekitar, penggambaran seseorang dan lain lain.
- Mencermati beberapa deskripsi tentang produk seni budaya, macam macam hewan dan lain sebagainya.

Unsur kebahasaan

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

- Example of descriptive text:

Provo

I have been in Provo for almost eleven months. I have seen winter, spring, summer, and fall. Provo's winter is so beautiful. The mountains are covered with a lot of snow. They look like many beautiful brides wearing wedding dresses, and veils. In spring, Provo doesn't have many trees; when the snow melts the mountains are bald as strong bald men. Summer in Provo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. I never used my umbrella. Provo was like a huge clothes dryer; it is very dry in spring and summer. In the fall the weather in Provo is very strange. One late September morning when I woke up, the mountaintops was covered with snow. Provo is a lovely and strange place. I love it very much.

Topik

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

D. Kegiatan Pembelajaran

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	15 menit

	<ul style="list-style-type: none"> - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi</p> <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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- 	
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	<p>langkah pembelajaran.</p> <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang bacaan. - Mengenalkan tempat-tempat, nama hewan dan lain sebagainya. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. 	
Kegiatan Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. <p>b. Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. 	60 menit

	<p>c. Mengeksplorasi</p> <p>1) Siswa membaca beberapa teks deskriptif.</p> <p>2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia.</p> <p>d. Mengasosiasi</p> <p>Mengamati cara mendeskripsikan teks deskriptif secara benar.</p> <p>e. Mengkomunikasi-kan</p> <p>Siswa praktek membaca teks deskriptif.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 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

E. 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	Understanding the material	Active in Group	The student s able do the task
1					
2					
3					
4					
Total					
Percentage (%)		%	%	%	%

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

N = total of students

F. Media/alat, Bahan, dan Sumber Belajar

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

Guru Mata Pelajaran

Metro, November 2017
Mahasiswa

Umi Sumarmi, S. Pd
NIP. 19710308 199403 2003

Indrawan Afriyan Jaya
NPM. 13107247

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMPN 2 KOTAGAJAH
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /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

- KD 1: 1.1 Menunjukkan perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KD 2: 2.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
- KD 3: 3.1 Membedakan 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*).

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Memahami materi yang dipelajari.
- 2.2.2 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.3 Mengakui kesalahan yang diperbuat.
- 2.2.4 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

- 3.2.1 Memahami pengertian teks deskriptif
- 3.2.2 Mengidentifikasi struktur teks deskriptif
- 3.2.3 Memahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

- 4.3.1 Memahami kembali contoh-contoh teks deskriptif
- 4.3.2 Mengerjakan soal-soal yang berkaitan dengan teks deskriptif

Pertemuan 3 (2JP)

5.4.1 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 lingkungan sekitar, penggambaran seseorang dan lain lain.
- Mencermati beberapa deskripsi tentang produk seni budaya, macam macam hewan dan lain sebagainya.

Unsur kebahasaan

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

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

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: <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i> 	15 menit

	<ul style="list-style-type: none"> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 	
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	<p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang bacaan. - Mengenalkan tempat-tempat, nama hewan dan lain sebagainya. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. 	
Kegiatan Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. <p>b. Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Siswa membaca beberapa teks deskriptif. 2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia. <p>d. Mengasosiasi</p> <p>Mengamati cara mendeskripsikan teks deskriptif secara benar.</p>	60 menit

	<p>e. Mengkomunikasi-kan</p> <p>Siswa praktek membaca teks deskriptif.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 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	<p>Guru:</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis 	15 menit

	<p>peserta didik dalam mengawali kegiatan pembelajaran.</p> <p>2. Apersepsi</p> <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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. 	
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	<p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata, nama hewan dan lain sebagainya. - Mengenalkan tempat-tempat wisata, nama hewan dan lain sebagainya. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. 	
Kegiatan Inti	<p>a. Mengamati</p> <p>Siswa mengamati beberapa contoh teks deskriptif.</p> <p>b. Mengkomunikasi-kan</p> <p>Siswa mengerjakan soal latihan yang berkaitan dengan teks deskriptif</p>	60 menit
Kegiatan Penutup	<p>a. Guru mengevaluasi sejauh mana hasil belajar siswa</p> <p>b. Guru menginformasikan rencana</p>	15 menit

	kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri proses pembelajaran.	
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Pertemuan 3 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran 	15 menit

	<p>yang akan dilakukan.</p> <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata, nama hewan dan lain sebagainya. - Mengenalkan tempat-tempat wisata, nama hewan dan lain 	
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	<p>sebagainya.</p> <p>- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.</p>	
Kegiatan Inti	<p>Mengkomunikasi-kan</p> <p>Siswa mengerjakan soal latihan yang berkaitan dengan teks deskriptif</p>	60 menit
Kegiatan Penutup	<p>a. Guru mengevaluasi sejauh mana hasil belajar siswa.</p> <p>b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>c. Guru mengakhiri proses pembelajaran.</p>	15 menit

F. Metode Pembelajaran/Strategi

Team Word Webbing Strategy

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru membagi siswa dalam beberapa kelompok. Setiap kelompok terdiri dari 2 orang atau lebih.
- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks dekriptif, struktur yang ada dalam teks deskriptif, dan contoh teks deskriptif teks.
- Setelah siswa memahami teks deskriptif, guru membagikan contoh teks deskriptif kepada setiap kelompok.
- Kemudian guru mengajarkan kepada siswa untuk memprediksi gagasan/ide yang terdapat dalam teks.
- Guru membimbing siswa untuk mengorganisasikan teks, dan menulis gagasan/ide yang terdapat dalam teks atau menemukan kata utama dan sub sub kata pada teks.

- Guru membimbing siswa untuk memahami isi dari teks tersebut berdasarkan gagasan/ide yang telah ditemukan.
- Guru membimbing siswa untuk mengerjakan 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.

G. 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 sejauh mana siswa dapat memahami isi dari teks tersebut.
- 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	Understanding the material	Active in Group	The student s able do the task
1					
2					
3					
Total					
Percentage (%)		%	%	%	%

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

N = total of students

H. Media/alat, Bahan, dan Sumber Belajar

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

Metro, November 2017

Guru Mata Pelajaran

Mahasiswa

Umi Sumarmi, S. Pd
NIP. 19710308 199403 2003

Indrawan Afriyan Jaya
NPM. 13107437

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMPN 2 KOTAGAJAH
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII /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 ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- KD 1: 1.1 Menunjukkan perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KD 2: 2.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
- KD 3: 3.1 Membedakan 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*).

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Memahami materi yang dipelajari.
- 2.2.2 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.3 Mengakui kesalahan yang diperbuat.
- 2.2.4 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

- 3.2.1 Memahami pengertian teks deskriptif
- 3.2.2 Mengidentifikasi struktur teks deskriptif
- 3.2.3 Memahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

4.3.1 Mengerjakan soal-soal 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 tempat-tempat wisata, nama hewan dan lain sebagainya.

Unsur kebahasaan

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

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

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: <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : 	15 menit

	<p><i>descriptive text</i></p> <ul style="list-style-type: none"> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 	
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	<p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang bacaan. - Mengenalkan tempat-tempat, nama hewan dan lain sebagainya. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. 	
Kegiatan Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. <p>b. Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Siswa membaca beberapa teks deskriptif. 2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia. <p>d. Mengasosiasi</p> <p>Mengamati cara mendeskripsikan teks deskriptif secara benar.</p>	60 menit

	<p>e. Mengkomunikasi-kan</p> <p>Siswa praktek membaca teks deskriptif.</p>	
Kegiatan Penutup	<p>4. Guru memberikan kesimpulan tentang teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>5. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami materi yang disampaikan.</p> <p>6. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	15 menit

Pertemuan 2 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis 	15 menit

	<p>peserta didik dalam mengawali kegiatan pembelajaran.</p> <p>2. Apersepsi</p> <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - 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. 	
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	<p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah, - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata, nama hewan dan lain sebagainya. - Mengenalkan tempat-tempat wisata, nama hewan dan lain sebagainya. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. 	
Kegiatan Inti	<p>a. Mengamati</p> <p>Siswa mengamati beberapa contoh teks deskriptif.</p> <p>b. Mengkomunikasi-kan</p> <p>Siswa mengerjakan soal latihan yang berkaitan dengan teks deskriptif</p>	60 menit
Kegiatan Penutup	<p>a. Guru mengevaluasi sejauh mana hasil belajar siswa</p> <p>b. Guru menginformasikan rencana</p>	15 menit

	kegiatan pembelajaran untuk pertemuan berikutnya.	
	c. Guru mengakhiri proses pembelajaran.	

F. Metode Pembelajaran/Strategi

Team Word Webbing Strategy

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru membagi siswa dalam beberapa kelompok. Setiap kelompok terdiri dari 2 orang atau lebih.
- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks deskriptif, struktur yang ada dalam teks deskriptif, dan contoh teks deskriptif teks.
- Setelah siswa memahami teks deskriptif, guru membagikan contoh teks deskriptif kepada setiap kelompok.
- Kemudian guru mengajarkan kepada siswa untuk memprediksi gagasan/ide yang terdapat dalam teks.
- Guru membimbing siswa untuk mengorganisasikan teks, dan menulis gagasan/ide yang terdapat dalam teks atau menemukan kata utama dan sub sub kata pada teks.
- Guru membimbing siswa untuk memahami isi dari teks tersebut berdasarkan gagasan/ide yang telah ditemukan.
- Guru membimbing siswa untuk mengerjakan 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.

G. 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	Understanding the material	Active in Group	The student s able do the task
1					
2					
3					
Total					
Percentage (%)		%	%	%	%

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

N = total of students

H. Media/alat, Bahan, dan Sumber Belajar

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

Metro, November 2017

Guru Mata Pelajaran

Mahasiswa

Umi Sumarmi, S. Pd
NIP. 19710308 199403 2003

Indrawan Afriyan Jaya
NPM. 13107437

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMPN 2 KOTAGAJAH

Grade/Semester : VII/I

Cycle

: _____

Cycle 1

No	Name	Indicators		
		Cooperate in apply Team word webbing	Comprehend the main word of the text	Comprehend the sub word of the text
1	AAA			
2	AYT	✓	✓	✓
3	ALA			
4	AYS			
5	APD	✓	✓	
6	AAA			
7	AFH			
8	ASY			
9	CPR			
10	DRD	✓	✓	
11	DK	✓	✓	
12	ET			
13	FA	✓	✓	
14	FHM	✓	✓	
15	FS			
16	GKHM			
17	HS	✓	✓	✓
18	HK	✓	✓	✓
19	KAS		✓	✓
20	LPS	✓	✓	✓
21	MWSA	✓	✓	✓
22	MSW		✓	✓

23	MJH	✓		
24	MK	✓	✓	✓
25	NA			
26	OLI	✓	✓	✓
27	PTM	✓		
28	PAP		✓	✓
29	RR			
30	SKZ	✓	✓	✓
31	SH	✓	✓	✓
32	ZA		✓	✓
Total		15	18	13
Percentage		46,8%	56,2%	40,6%

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

N = total of students

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMPN 2 KOTAGAJAH

Grade/Semester : VII/I

Cycle

: _____

Cycle II

No	Name	Indicators		
		Cooperate in apply Team word webbing	Comprehend the main word of the text	Comprehend the sub word of the text
1	AAA	✓	✓	✓
2	AYT	✓	✓	✓
3	ALA			
4	AYS	✓	✓	✓
5	APD	✓	✓	✓
6	AAA	✓	✓	✓
7	AFH		✓	✓
8	ASY	✓	✓	✓
9	CPR	✓	✓	✓
10	DRD		✓	✓
11	DK	✓	✓	✓
12	ET	✓	✓	✓
13	FA			
14	FHM	✓	✓	✓
15	FS	✓	✓	✓
16	GKHM		✓	✓
17	HS	✓	✓	✓
18	HK	✓	✓	✓
19	KAS	✓	✓	✓
20	LPS	✓	✓	✓
21	MWSA	✓	✓	✓
22	MSW			

23	MJH	✓	✓	✓
24	MK	✓	✓	✓
25	NA	✓	✓	✓
26	OLI	✓	✓	✓
27	PTM	✓	✓	✓
28	PAP	✓	✓	✓
29	RR	✓	✓	✓
30	SKZ	✓	✓	✓
31	SH	✓	✓	✓
32	ZA	✓	✓	✓
Total		27	29	29
Percentage		84,3%	90,5%	90,5%

Note:

Percentage of students' activities:

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

P = Percentage

I = Indicator

N = total of students

READING COMPREHENSION TEST
(PRE TEST)

Name : _____
Class : _____
Student Number : _____
Date : _____

Find the main word and sub word from the text below :

Tokyo

I have been in Tokyo for almost eleven months. I have seen winter, spring, summer, and fall. Tokyo's winter is so beautiful. The mountains are covered with a lot of snow. They look like many beautiful brides wearing wedding dresses, and veils. In spring, Tokyo doesn't have many trees; when the snow melts the mountains are bald as strong bald men. Summer in Tokyo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. I never used my umbrella. Tokyo was like a huge clothes dryer; it is very dry in spring and summer. In the fall the weather in Tokyo is very strange. One late September morning when I woke up, the mountain tops was covered with snow and many trees, river and and beautiful sunset. Tokyo is a lovely and strange place. I love it very much. In Tokyo there is a place a very travelers to do list. The popular place in tokyo are Tokyo Skytree, Asakusa, Odaiba, and Tokyo Towe.

READING COMPREHENSION TEST
(POST-TEST I)

Name : _____
Class : _____
Student Number : _____
Date : _____

Find the main word and sub word from the text below :

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing, swim and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

READING COMPREHENSION TEST
(POST TES II)

Name : _____
Class : _____
Student Number : _____
Date : _____

Find the main word and sub word from the text below :

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

FIELD NOTE

School : SMPN 2 Kotagajah

Class : VII J

Cycle	Meeting	Day/date	Activities
1	First meeting	Wednesday November, 8 th 2017	The reseacher gave pre-test consist of 20 tasks. The researcher gave pre-test to knew the students' reading comprehension. From the pre-test, the researcher prepared the material.
1	Second meeting	Thursday November, 9 th 2017	The implementation of Team Word-Webbing Strategy. The researcher explained the roles of learning by this strategy. The material was about descriptive text, and then the researcher explained about definition of descriptive text.
1	Third Meeting	Wednesday November, 15 th 2017	The researcher gave task consist of 20 tasks as post-test in cycle I
2	Fourth	Thursday	The implementation of Team

	Meeting	November, 16 th 2017	Word-Webbing Strategy. The researcher explained the roles of learning by this strategy. The material was about descriptive text, and then the researcher explained about definition of descriptive text.
2	Fifth Meeting	Wednesday November, 22 th 2017	The researcher gave task consist of 20 tasks as post-test in cycle II

**STUDENT'S SCORE
(PRE-TEST I)**

Day/Date/Cycle : 8 November 2017

No	Name	Score
1	AAA	50
2	AYT	70
3	ALA	35
4	AYS	40
5	APD	40
6	AAA	70
7	AFH	35
8	ASY	45
9	CPR	75
10	DRD	55
11	DK	60
12	ET	50
13	FA	30
14	FHM	65
15	FS	70
16	GKHM	70
17	HS	55
18	HK	45
19	KAS	80
20	LPS	50
21	MWSA	65
22	MSW	30
23	MJH	70
24	MK	75
25	NA	40
26	OLI	75
27	PTM	60

28	PAP	70
29	RR	55
30	SKZ	75
31	SH	70
32	ZA	65

**STUDENT'S SCORE
(POST-TEST I)**

Day/Date/Cycle : _____

No	Name	Score
1	AAA	55
2	AYT	75
3	ALA	60
4	AYS	65
5	APD	70
6	AAA	65
7	AFH	65
8	ASY	70
9	CPR	80
10	DRD	70
11	DK	70
12	ET	75
13	FA	50
14	FHM	70
15	FS	75
16	GKHM	75
17	HS	70
18	HK	75
19	KAS	80
20	LPS	70
21	MWSA	70
22	MSW	65
23	MJH	75
24	MK	75
25	NA	65
26	OLI	80
27	PTM	65

28	PAP	75
29	RR	60
30	SKZ	80
31	SH	70
32	ZA	65

**STUDENT'S SCORE
(POST-TEST II)**

Day/Date/Cycle : _____

No	Name	Score
1	AAA	75
2	AYT	90
3	ALA	65
4	AYS	80
5	APD	75
6	AAA	70
7	AFH	100
8	ASY	90
9	CPR	80
10	DRD	80
11	DK	75
12	ET	95
13	FA	60
14	FHM	95
15	FS	80
16	GKHM	75
17	HS	70
18	HK	70
19	KAS	85
20	LPS	95
21	MWSA	100
22	MSW	65
23	MJH	100
24	MK	75
25	NA	80
26	OLI	85
27	PTM	95

28	PAP	95
29	RR	70
30	SKZ	100
31	SH	100
32	ZA	80



**PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KOTAGAJAH**



Jl. Srirohayu No. 17 Kotagajah Lampung Tengah 34153 Telp. 0725 48606 e-mail: smpn2kotagajah@yahoo.co.id.

DAFTAR HADIR KELAS VII J
TAHUN PELAJARAN 2017/2018

L : 15
P : 15

BULAN : TAHUN 201...

NO	NIS	NISN	NAMA	L/P	TANGGAL					KET
1			AERLENE ARIQOH ARTANTI	P	Emp	Emp	Emp	Emp	Emp	
2			ANGGUN YUSNIA TERNINDA	P	Suyt	Suyt	Suyt	Suyt	Suyt	
3			AFIFATUL LUHTFI AINIYAH	P	Hand	Hand	Hand	Hand	Hand	
4			ANDIRA YOFI SULENDRA	L	Ang	Ang	Ang	Ang	Ang	
5			ADIGUNA PUTRA DINATA	L	adp	adp	adp	adp	adp	
6			ALL ABEL AKBAR	L	ad	ad	ad	ad	ad	
7			AL FARIDZA HAMID	L	Hand	Hand	Hand	Hand	Hand	
8			ARDA SATRIO YULANDI	L	ad	ad	ad	ad	ad	
9			CHINTANA PUTRI RAMADHANI	P	Caqa	Caqa	Caqa	Caqa	Caqa	
10			DESTA RAHMA DONNA	P	Dut	Dut	Dut	Dut	Dut	
11			DEWI KURNIAWATI	P	Di	Di	Di	Di	Di	
12			ELIN TIKA	P	Hand	Hand	Hand	Hand	Hand	
13			FAJAR ARIFIN	L	Ar	Ar	Ar	Ar	Ar	
14			FAWAWAS HARITS MUSYARY	L	Har	Har	Har	Har	Har	
15			FIRMAN SAPUTRA	L	Ar	Ar	Ar	Ar	Ar	
16			GIHAN KRISNA HAMONANGAN.MK	L	Har	Har	Har	Har	Har	
17			HADI SETIAWAN	L	Har	Har	Har	Har	Har	
18			HENDRI KURNIAWAN	L	Di	Di	Di	Di	Di	
19			KEYSHA ALEA SAFWKA	P						
20			LENI PUSPITA SARI	P	Har	Har	Har	Har	Har	
21			M. WISNU SYAID AL-QODRI	L	Caqa	Caqa	Caqa	Caqa	Caqa	
22			MAYONG SURYO WIBOWO	L	Har	Har	Har	Har	Har	
23			MUHAMMAD JIBRIL HAVIVI	L	Har	Har	Har	Har	Har	
24			MELIA KRISDAYATI	P	Har	Har	Har	Har	Har	
25			NAURA AZZAHRA	P	Har	Har	Har	Har	Har	
26			ORVA LUTAYYAPUTRI ILFI	P	Caqa	Caqa	Caqa	Caqa	Caqa	
27			PUZY TRI MAULANA	L	Har	Har	Har	Har	Har	
28			PUTRINDU AURA PRIMADANTI	P	Har	Har	Har	Har	Har	
29			RIO RAMADANI	P	Har	Har	Har	Har	Har	
30			SASI KIRANA ZAHRANI	P	Har	Har	Har	Har	Har	
31			SITI HAFIZAH	L	Har	Har	Har	Har	Har	
32			ZAHRATUL AENI	P	Har	Har	Har	Har	Har	

KETIDAK HADIRAN GURU

HARI TANGGAL	NAMA GURU	MATA PELAJARAN	ALASAN	TINDAK LANJUT

Wali Kelas

Kotagajah,, 201...
Ketua Kelas

Descriptive Text

1. Definition (Pengertian)

Descriptive text (teks deskriptif) adalah teks yang menjelaskan atau mendeskripsikan sesuatu, seperti: mendeskripsikan seseorang (about someone), mendeskripsikan suatu tempat (about place), atau mendeskripsikan tentang hewan (about animal).

2. Purpose (Tujuan)

Tujuan dari descriptive text adalah untuk menjelaskan, menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

3. Generic Structure of Descriptive Text (Struktur Descriptive Text)

- a. Identification: Bagian ini – pada paragraf pertama – tujuannya adalah untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Penjelasan mudahnya, identification berfungsi untuk memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya. Tujuannya agar jangan sampai pembaca salah orang.
- b. Description: Bagian ini – pada paragraf kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

4. Language Features of Descriptive Text (Ciri Kebahasaan Descriptive Text)

Pada saat membaca descriptive text akan ditemukan ciri-ciri kebahasaan sebagai berikut:

- a) Menggunakan simple present tense
- b) Terdapat banyak adjective (kata sifat)

5. Contoh Descriptive Text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

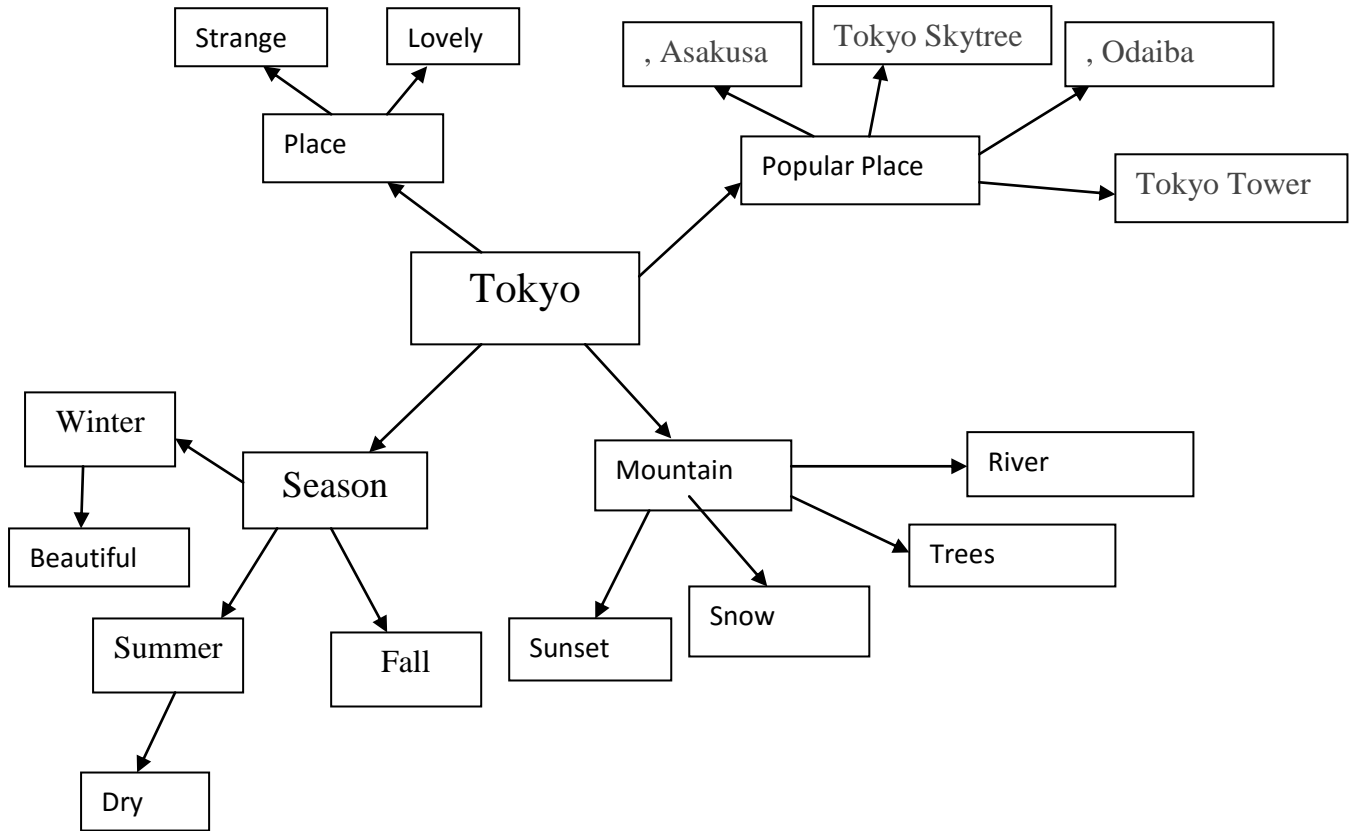
She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

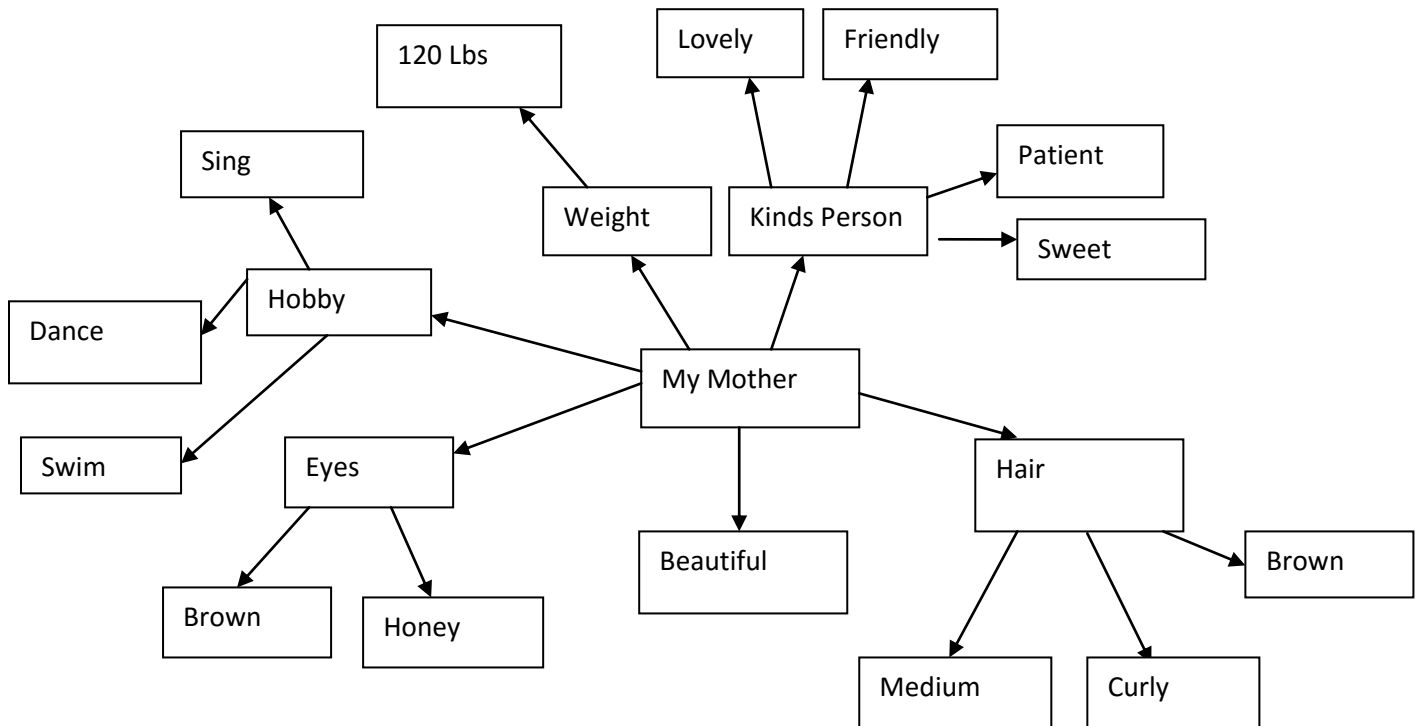
She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

KUNCI JAWABAN

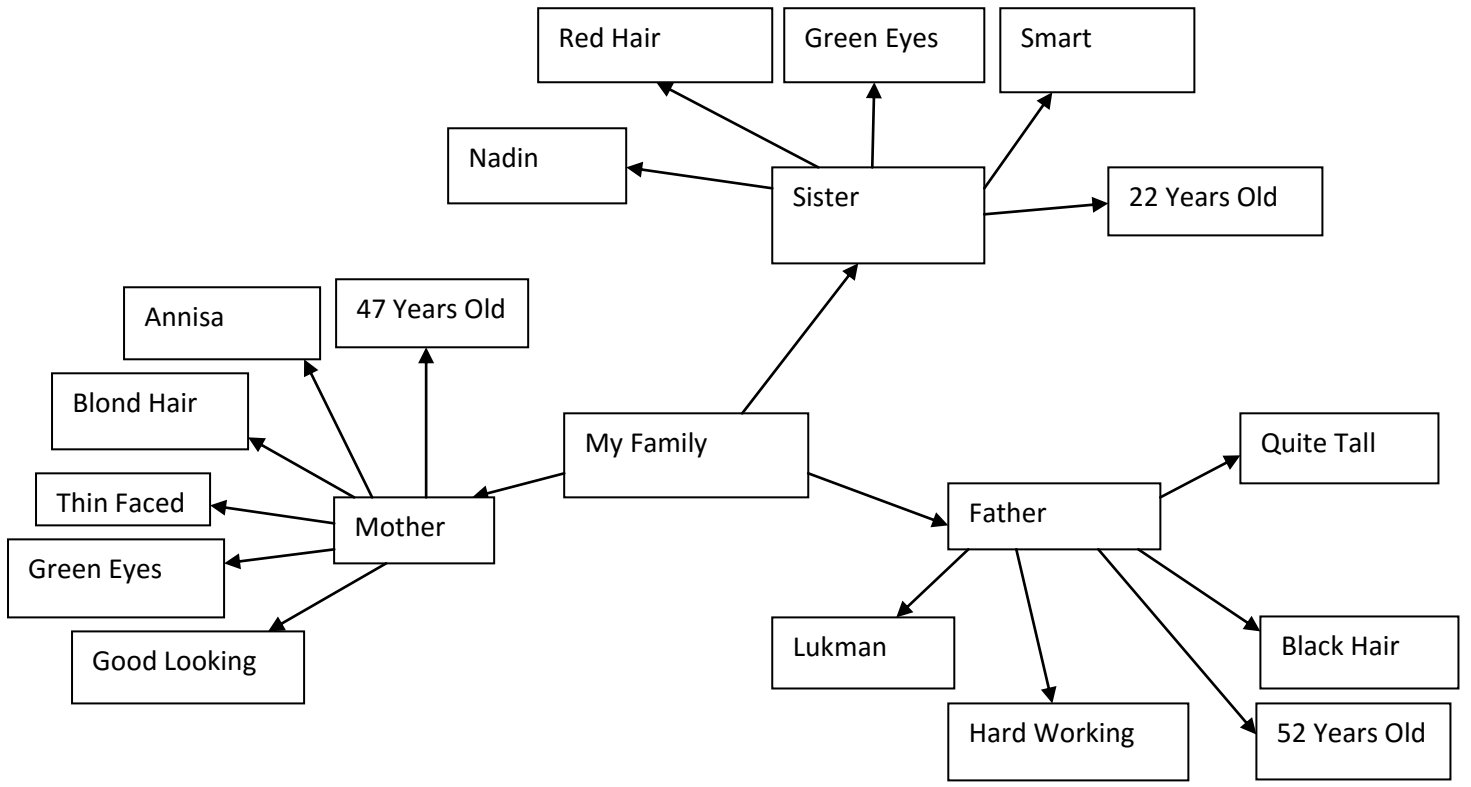
PRE-TEST



KUNCI JAWABAN**POST TEST I**

KUNCI JAWABAN

POST TEST II



PRE-TEST

NAME : AL FARIDZA H. (35)
ID.NUMBER : 07
CLASS : VII 3

B = 7 x 5

ANSWER SHEET



GOOD LUCK!

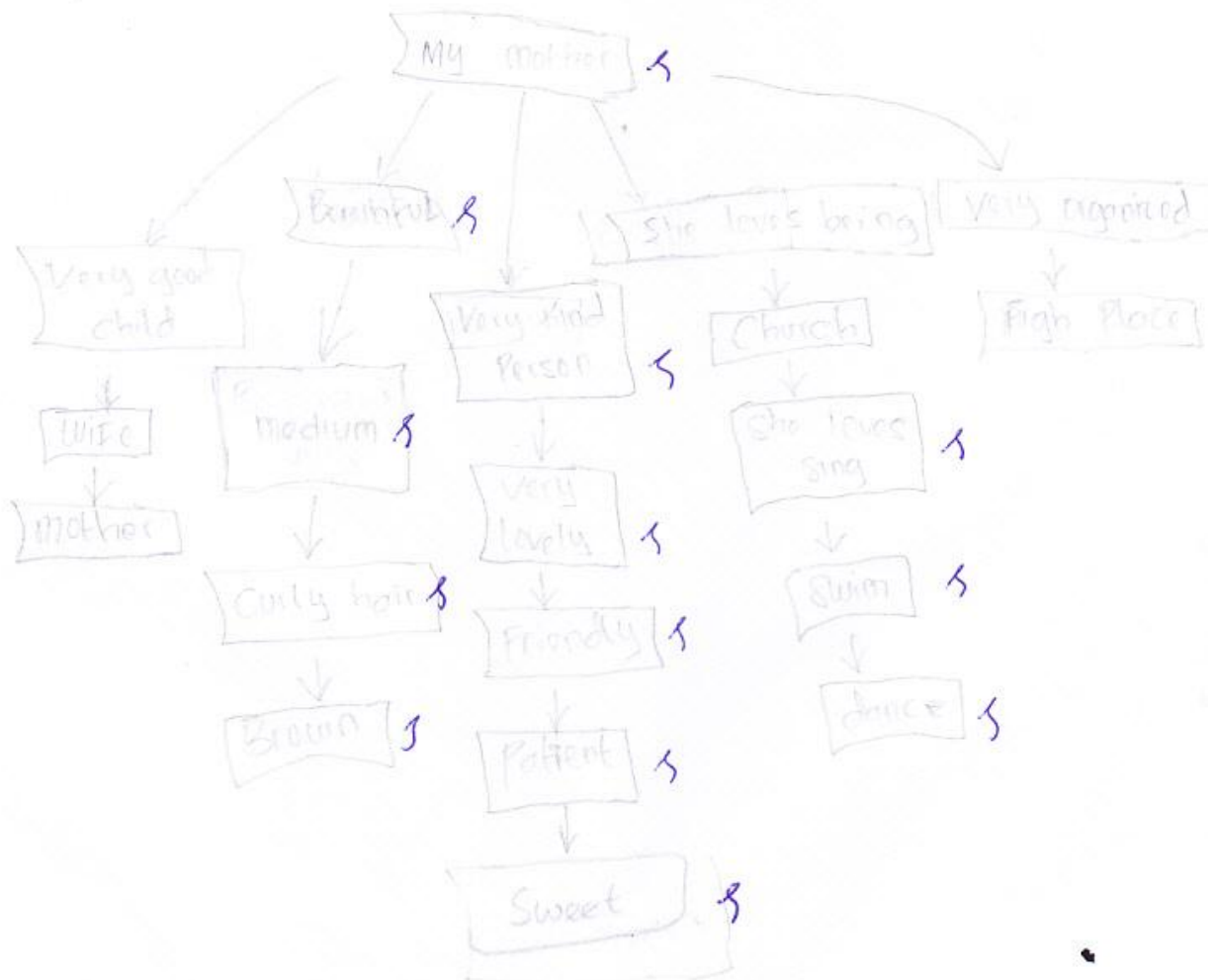
POST-TEST 1

65

NAME : AL FARIDTA H
ID.NUMBER : 09
CLASS : VII

B: 13 x 5

ANSWER SHEET

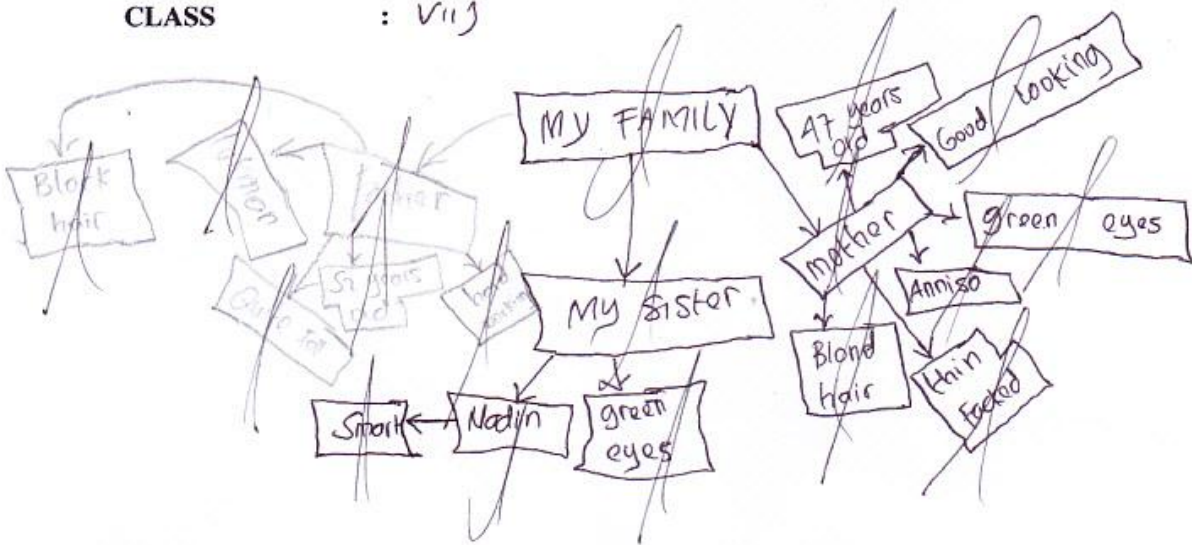


GOOD LUCK!

POST-TEST 2

100

NAME : AL FARIDZA H.
ID.NUMBER : 07
CLASS : VIIJ



GOOD LUCK!



PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 2 KOTAGAJAH



JL. SRIRAHAYU NO.17 KOTAGAJAH LAMPUNG TENGAH 34153 Telp. 0725 48606 e-mail: smpn2kotagajah@yahoo.co.id

SURAT KETERANGAN
No.420/126/C.II/D.a.VI/0.1/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Kotagajah, Kabupaten Lampung Tengah :

Nama : PAHOTAN SIHALOHO, S.Pd
NIP : 19661215 199303 1 007
Pangkat/Gol : Pembina (IV/a)
Jabatan : Kepala SMP Negeri 2 Kotagajah

Dengan ini menerangkan bahwa :

Nama : INDRAWAN AFRIYAN JAYA
NPM : 13107437
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Telah selesai melaksanakan Research di SMP Negeri 2 Kotagajah Kabupaten Lampung Tengah Tanggal 22 November 2017.

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Kotagajah, 23 November 2017
Kepala Sekolah

PAHOTAN SIHALOHO, S.Pd
NIP. 19661215 199303 1 007





PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KOTAGAJAH



JL. SRIRAHAYU NO.17 KOTAGAJAH LAMPUNG TENGAH 34153 TELP. 0725 48605 e-mail: smpn2kotagajah@yahoo.co.id

Nomor : 420/119/C.II/D.a.VI.01./2017 Kotagajah, 15 Nopember 2017
Lamp : -
Hal : Mengizinkan Research

Kepada
Yth. Wakil Dekan 1 IAIN Metro
Ibu. Dra.Isti Fatonah MA
di
Tempat

Dengan hormat,

Berdasarkan permohonan izin Research nomor : B-2486/ln.28/D.1/TL.00/2017, kami tidak keberatan menerima mahasiswa dari Institut Agama Islam Negeri Metro (IAIN) untuk melaksanakan Research di SMP Negeri 2 Kotagajah yang dilaksanakan mulai 08 s.d 22 Nopember 2017, Nama mahasiswa sebagai berikut :

N a m a : INDRAWAN AFRIYAN JAYA
NPM : 13107437
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Demikian surat balasan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah



PAHOTAN SIHALOHO, S.Pd.
NIP. 19661215 199303 1 007



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2486/In.28/D.1/TL.00/11/2017
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 2 KOTAGAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2485/In.28/D.1/TL.01/11/2017, tanggal 07 November 2017 atas nama saudara:

Nama : **INDRAWAN AFRIYAN JAYA**
 NPM : 13107437
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF SMPN 2 KOTAGAJAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 November 2017

Wakil Dekan I,



[Signature]
 Dra. Isti Fatonah MA
 NIP. 19670531 199303 2 0034



**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-2485/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 : **INDRAWAN AFRIYAN JAYA**
NPM : 13107437
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 2 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF SMPN 2 KOTAGAJAH".
 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 : 07 November 2017

Mengetahui,
Pejabat Setempat



Wakil Dekan I,
Isti Fatonah
Dra. Isti Fatonah MA
19670531 199303 2 003

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Indrawan Afriyan Jayo

NPM : 13107437

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Cultural Bodies
(Lethnography and Theories)

Metro, 23 November 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Indrawan Afriyan Jayo

NPM : 13107437

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Cultural Bodies
(Lethnography and Theories)

Metro, 23 November 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1166/ln.28/S/OT.01/11/2017**

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

Nama : INDRAWAN AFRIYAN JAYA
NPM : 13107437
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 13107437.

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, 21 November 2017
Kepala Perpustakaan



[Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195908311981031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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

PENUNJUKAN TIM UJIAN SKRIPSI

No: P- /In.28.1/TL.00/01/2018

NAMA / NPM : Indrawan Afriyan Jaya/13107437
 JURUSAN : TBI
 TEMPAT : Gedung Dosen Lt. III B
 JUDUL : The Use Of Team Word-Webbing Strategy to Increase Student's Reading Comprehension At The Seventh Grade of SMPN 2 Kotagajah

Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Jum'at, 05 Januari 2018	16.00-18.00 WIB	Dr. Widhiya Ninsiana, M.Hum	1. Dra. Umi Yawisah, M.Hum 2. Frisna Dimillah Harya, M.Pd	M. Fauzi Sholeh, M.Pd	Eka Yuniasih, M.Pd

ALOKASI WAKTU

	Ketua	Ketua	ASPEK YANG DIUJI/PENILAIAN
Ketua	Maks. 30 Menit	Ketua	Penampilan dan pembelaan, ketekunan dlm proses bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, relevansi & penguasaan materi, penampilan dim ujian & pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan materi, penampilan Dalam ujian dan pembelaan

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Ketua Jurusan Syariah
3. Mahasiswa Ybs. (Papan Pengumuman)



Ahmad Subhan Roza, M.Pd

NIP: 19750610 200801 1 014



PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 2 KOTAGAJAH



JL. SRIRAHAYU NO.17 KOTAGAJAH LAMPUNG TENGAH 34153 TELP. 0725 48606 e-mail: smpn2kotagajah@yahoo.co.id

SURAT KETERANGAN

No.420/126/C.II/D.a.VI/0.1/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Kotagajah, Kabupaten Lampung Tengah :

Nama : PAHOTAN SIHALOHO, S.Pd
NIP : 19661215 199303 1 007
Pangkat/Gol : Pembina (IV/a)
Jabatan : Kepala SMP Negeri 2 Kotagajah

Dengan ini menerangkan bahwa :

Nama : INDRAWAN AFRIYAN JAYA
NPM : 13107437
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Telah selesai melaksanakan Research di SMP Negeri 2 Kotagajah Kabupaten Lampung Tengah Tanggal 22 November 2017.

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Kotagajah, 23 November 2017
Kepala Sekolah

PAHOTAN SIHALOHO, S.Pd
NIP. 19661215 199303 1 007





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH 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-2486/In.28/D.1/TL.00/11/2017
 Lampiran : -
 Perihal : IZIN RESEARCH

Kepada Yth.,
 KEPALA SMPN 2 KOTAGAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2485/In.28/D.1/TL.01/11/2017, tanggal 07 November 2017 atas nama saudara:

Nama : **INDRAWAN AFRIYAN JAYA**
 NPM : 13107437
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF SMPN 2 KOTAGAJAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 November 2017

Penil Dekan I,

Mies
 Dra. Ish Fatonah MA
 NIP. 19670531 199303 2 0034





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-2485/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 : **INDRAWAN AFRIYAN JAYA**
 NPM : 13107437
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 2 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAM WORD-WEBBING STRATEGY TO INCREASE STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF SMPN 2 KOTAGAJAH".
 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 : 07 November 2017

Mengetahui,
 Pejabat Setempat





PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 2 KOTAGAJAH



JL. SRIRAHAYU NO.17 KOTAGAJAH LAMPUNG TENGAH 34153 Telp. 0725 48606 e-mail: smpn2kotagajah@yahoo.co.id

Nomor : 420/119/C.II/D.a.VI.01./2017

Kotagajah, 15 Nopember 2017

Lamp : -
Hal : Mengizinkan Research

Kepada
Yth. Wakil Dekan 1 IAIN Metro
Ibu. Dra. Isti Fatonah MA
di
Tempat

Dengan hormat,

Berdasarkan permohonan izin Research nomor : B-2486/ln.28/D.1/TL.00/2017, kami tidak keberatan menerima mahasiswa dari Institut Agama Islam Negeri Metro (IAIN) untuk melaksanakan Research di SMP Negeri 2 Kotagajah yang dilaksanakan mulai 08 s.d 22 Nopember 2017, Nama mahasiswa sebagai berikut :

Nama : INDRAWAN AFRIYAN JAYA
NPM : 13107437
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Demikian surat balasan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah





KEMENTERIAN AGAMA
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 Website www.tarbiyah.metrouniv.ac.id Email tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Indrawan Afriyan Jaya

Jurusan : Tarbiyah / TBI

NPM : 13107437

Semester / T A : IX / 2017-2018

No.	Hari / Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Senin 27/11-17		✓	Revisi figure	
2.	11/12-17		✓	Acc ch-ty, Acc to 1st Advisor	

Mengetahui :
Ketua Jurusan TBI

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

Pembimbing II

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



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

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Telp. (0725) 41507; Fax (0725) 47296 Website www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iaim@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Indrawan Afriyan Jaya

Jurusan : Tarbiyah / TBI

NPM : 13107437

Semester / T A : IX / 2017-2018

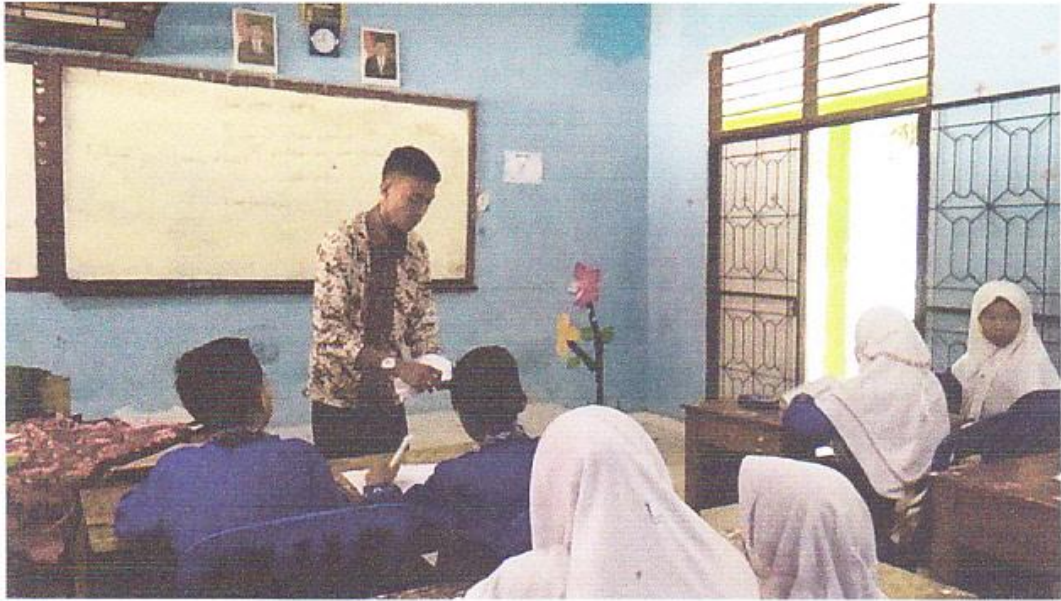
No.	Hari / Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Senin, 4 Desember 2017	✓		Revisi - abstract - chapter 1-3 - chapter 4-5 - Appendix	
2.	Senin, 11 Des 2017	✓		Revisi - outline - observation sheet - table and space	
3	20/12/17	✓		Acc to Mumpah	

Mengetahui :
Ketua Jurusan TBI

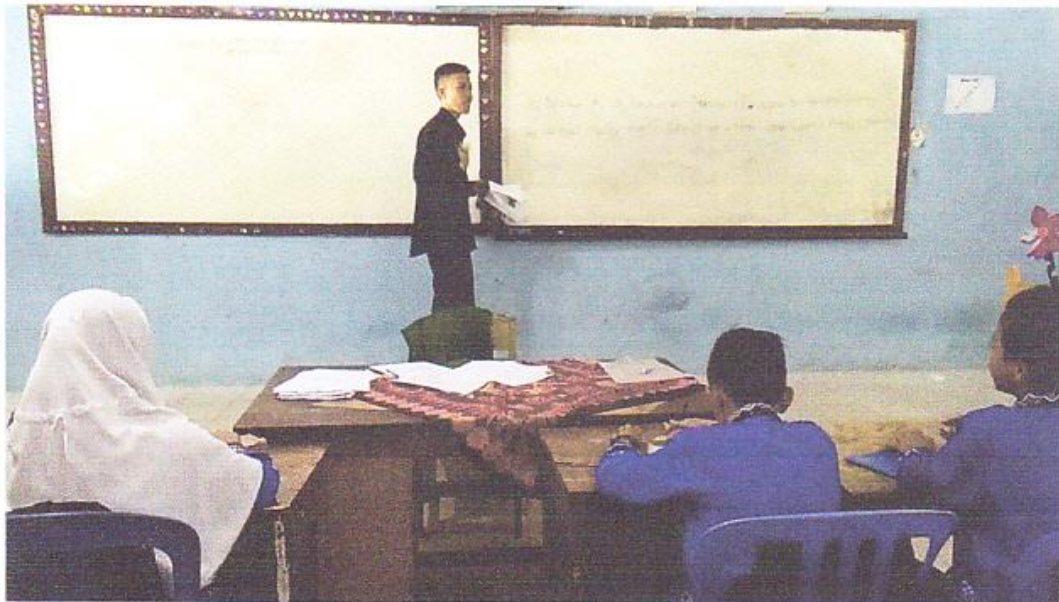
Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pembimbing I

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



The researcher conduct the post test 1



The researcher explain the material (cycle 2)



The researcher conduct the post test II



CURRICULUM VITAE



Indrawan Afriyan Jaya was born in Kotagajah, East Lampung on April 30th 1995. He lives in Kotagajah. Ethnically speaking, she comes from Lampung descent. He is the Third child of six children of Basir and Siti Maryam.

He took his Elementary Sschool at SDN 3 Kotagajah finished in 2007, He continued to Junior High School (SMPN 2 Kotagajah) finished in 2011. Having graduated from junior high school he continued his study on Senior High School (MA. Ma'arif 9 Kotagajah) an was finished in 2013. After graduating from MA. Ma'arif 9 Kotagajah , he decided to have lecture in English major at IAIN Metro from 2013 until now.