

AN UNDERGRADUATE THESIS

**THE USE OF SHORT STORY
TO IMPROVE READING COMPREHENSION ABILITY
OF THE TENTH GRADERS
OF MAN 1 LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2019/2020**

By:

Diana Suryani

Student Number: 1501070039



Tarbiyah and Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Department

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Sponsor : Dr. Umi Yawisah, M.Hum

Co –Sponsor : Syahreni Siregar, M.Hum

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ABSTRACT

By:

DIANA SURYANI

The purposes of this research are to determine whether the use of Short story Media can improve the students' mastery of Reading Comprehension and students' learning activities of tenth grade at MAN 1 Lampung Timur in the academic year 2019/2020. The researcher had outlined the problems in this research that focused on Reading Comprehension. It is related on the problem identification that the students have low motivation to learn English especially in Reading Comprehension, they have insufficient Reading Comprehension, and they are also not interested about the learning method in the class. They always feel bored in English class.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the tenth grade at MAN 1 Lampung Timur.

Finally, the data confirmed that pre-test just 13% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 59. It proves that the result of pre-test was unsatisfactory. Moreover, in post-test I there are 40% students that can fulfill MMC and the average score of the post-test was 68. Then, the result in post-test II was 87% students that can fulfil MMC with the average score was 78. In addition, the student's learning activity in the implementation of cycle I, cycle II very active. It means that the use of Short Story Media in Reading Comprehension can improve the students' Reading Comprehension and learning activity at the tenth graders of MAN 1 Lampung Timur in the academic year 2019/2020.

Keywords: *Reading Comprehension, Short Story Media.*

**PENGGUNAAN MEDIA *SHORT STORY*
UNTUK MENINGKATKAN KEMAMPUAN MEMBACA
DI KELAS SEPULUH PADA MAN 1 LAMPUNG TIMUR**

ABSTRAK

OLEH

DIANA SURYANI

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Short story Media dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas sepuluh MAN 11 Lampung Timur pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya membaca, mereka mempunyai kemampuan membaca yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas X MAN 1 Lampung Timur.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 13% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan nilai rata-rata 59. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan, hasil post-test I adalah 40% siswa yang dapat memenuhi KKM dengan nilai rata-rata 68. Kemudian, hasil post-test II adalah 87% siswa yang dapat memenuhi KKM dengan nilai rata-rata 78. Selain itu, aktivitas belajar siswa dalam pelaksanaan siklus I dan siklus II sangat aktif. Hal ini dapat disimpulkan bahwa penggunaan media short story dalam kemampuan membaca dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas X MAN 1 Lampung Timur tahun ajaran 2019/2020.

Kata Kunci : *Kemampuan Membaca, Short Story Media.*



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APPROVAL PAGE

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

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Assalamu'alaikum Wr. Wb.

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YEAR OF 2019/2020**

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

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

No. B-1178/In-23-1/D/PP-00-9/06/2020

An Undergraduate thesis entitled: THE USE OF SHORT STORY TO IMPROVE READING COMPREHENSION ABILITY OF THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020 written by Diana Suryani, student number 1501070039, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 12th May 2020 at 10.00 – 12.00 pm.

BOARD OF EXAMINERS:

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, March 2020
The Writer,



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

Metro, Maret 2020
Penulis,



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MOTTO

“Never give up on what you really want to do. The person with big dreams is
more powerful than the one with all the fact”

– Albert Einstein

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents

who always show patience,

support, and love to me

and

my beloved friends Riadi, Cindy Nur Azizah and Risma Istiqomah

who have supported me throughout the process of undergraduate thesis

writing.

I will always appreciate all they have done..

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "The Use of Short Story to Improve Reading Comprehension Ability among The Tenth Grade at MAN 1 Lampung Timur in The Academic Year 2019/2020".

The writer would like to express her sincere gratitude to her sponsor and co-sponsor, Dr. Umi Yawisah, M. Hum and Syahreni Siregar M. Hum that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

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The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, March 2020
The Researcher



DIANA SURYANI
Student Number 1501070039

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
STATEMENT OF RESEARCH ORIGINALITY	v
MOTTO	vi
DEDICATION PAGE.....	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURE	xiii
LIST OF APPENDIX	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Problem Identification.....	6
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefit of Study	7
F. Prior Research	8
CHAPTER II REVIEW OF THE RELATED THEORIES	11
A. The Concept of Reading Comprehension Ability.....	11
1. The Definition of Reading	11
2. Definition of Comprehension	12
3. The Definition of Ability.	13
4. Definition of Reading Comprehension	14
5. Strategies for Reading Comprehension	14
6. Models of Reading Comprehension	16
7. The Measurement of Reading Comprehension	17
B. The Concept of Short Story	18
1. The Nature of Short Story	18
2. The Element of Short Story	19

3. Language of Short Story	21
4. Characteristics of Successful Short Story	22
5. The function of short story	22
6. Procedure of Teaching Reading by Using Short Story	22
7. Benefits of Short Story	23
C. Action Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Variables and Definition of Operational Variables.....	25
B. Setting of The Research	27
C. Subject of the Research	27
D. Action Plan	27
E. Data Collection Technique.....	36
F. Data Collection Instrument	38
G. Data Analysis Method.....	39
H. Indicators of Success.....	40
CHAPTER IV RESEARCH RESULT AND DISCUSSION	41
A. Result of the research	41
1. Description of Research Location	41
a. History of MAN 1 Lampung Timur	41
b. Teacher of MAN 1 Lampung Timur	42
c. Quantity Students of MAN 1 Lampung Timur	44
d. Building of MAN 1 Lampung Timur	44
2. The Description of Research Data	45
B. Discussion	63
CHAPTER V CONCLUSION AND SUGGESTIONS.....	65
A. Conclusion	65
B. Suggestions	65

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
1. Date Of Pre-Survey Result Reading comprehension of the eleventh grade at MAN 1 Lampung Timur	3
2. Categorization of Reading Comprehension of the Tenth Graders of MAN 1 Lampung Timur	4
3. The Number of Students	41
4. Condition of the Teacher and Official at MAN 1 Lampung Timur in the academic year of 2019/2020	43
5. Students Quantity of MAN 1 Lampung Timur In The Academic Year 2019/2020.....	43
6. Building of MAN 1 Lampung Timur In The Academic Year 2019/2020 .	45
7. The Frequency Distribution based on Reading Score Interval Pre-Test....	45
8. The Frequency of Student's Grade in Pre-Test.....	49
9. The Frequency Distribution based on Reading Score Interval Post-Test I	
10. The Frequency of Students Grade in Post-test I	50
11. Table of result student's activities cycle I.....	51
12. The Comparison of Students' Pre-Test and Post-Test I in Cycle I.....	52
13. The Comparison of Students' Pre-Test and Post-Test I in Cycle I.....	52
14. The Frequency Distribution based on Reading Score Interval Post – Test II	58
15. The Frequency of students' Grade in Post-test II.....	58
16. Table of result student's activities cycle II	59
17. The Comparison between Post-Test I Grade and Post-Test II Grade	60
18. The Comparison of Students' Grade in Post-Test I and Post-Test II.....	61

LIST OF FIGURE

Figure	Page
1. Figure 1.ZinaO'leary.....	28
2. The Percentage of the Students' Grade Pre-test.....	45
3. The Percentage of the Students' Grade Completeness on Post-test I	50
4. The Percentage of Students' Learning Activities in Cycle I.....	51
5. The Comparison of Percentage of the Students' Grade Completenessbased on Pre-test and post-test I	53
6. The Percentage of the Students' Grade Completeness on Post-test II.....	58
7. The Percentage of Students Activities in Cycle II	59
8. The Percentage of Comparison of Students' Grade on Post-test I and Post-test II	61

LIST OF APPENDIXES

- Appendix 1. Permit of Pre-survey
- Appendix 2. Response Letter of Pre-survey
- Appendix 3. Research Proposal Guidance Letter
- Appendix 4. APD Guidance Letter
- Appendix 5. Thesis Guidance Letter
- Appendix 6. Letter of Assighment
- Appendix 7. Permit of Research
- Appendix 8. Response Letter of Research
- Appendix 9. The Letter of Free to the Book Major
- Appendix 10. The Letter of Free to the Book Library
- Appendix 11. Syllabus
- Appendix 12. Lesson Plan Field Note
- Appendix 13. Instrument of Pre-test
- Appendix 14. Instrument of Post-test I
- Appendix 15. Instrument of Post-test II
- Appendix 16. Answer Sheets on Pre-test
- Appendix 17. Answer Sheets on Post-test I
- Appendix 18. Answer Sheets on Post-test II
- Appendix 19. Students' Scores on Pre-test
- Response Letter of Pre-survey
- Appendix 20. Students' Scores on Post-test I
- Appendix 21. Students' Scores on Post-test II
- Appendix 22. Observation Sheet of Students' Activities in Cycle I
- Appendix 23. Observation Sheet of Students' Activities in Cycle II
- Appendix 24. Documentation
- Appendix 25. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language that plays many important roles in many aspects of life. In Indonesia, English has included into curriculum as one of subject in teaching and learning process in every level of schools. Meanwhile, there are four basic skills in learning English that must be mastered by language learners namely, listening, speaking, reading, and writing. Consequently, the students should learn and master for all education levels will increase the quality of national education in Indonesia.

Therefore, English needs to be taught both in formal and informal institutions. Teaching English is a very valuable effort that aims not only to transfer knowledge of English but also to familiarize language learners to use English in their daily lives both in writing and orally. Teaching English includes four language skills which include listening, speaking, reading and writing.

The ability to read in English is influenced by several aspects that are categorized in the aspects of linguistics and non linguistics. The linguistics aspects of reading skills support includes English vocabulary mastery, mastery of grammar, skills in detecting the main idea, and supporting details, and the ability to understand the context of the readings. A high mastery of the vocabulary significantly supporting the ease of reading to understand text

content because readers can translate any words in a text. By having a good grammar readers can understand the contents of the text content. The ability to detect the main idea of the reader can grasp the main idea and supporting ideas in understanding the content of the text properly and quickly. It has a good ability in understanding the context of reading the reader can easily understand the entire content of the message reading taking into account the context of the proper readings.

The ability to read is also influenced by aspects of non linguistics. Non linguistics aspects includes use of media in reading, teaching strategy, support environmental suitability, and psychological factors. Appropriate media usage in the process of learning to read will increase the motivation of students to improve their reading skills by reading media elections because it must be done carefully matched with the ultimate goal of the process of reading or write, the appropriate teaching strategy will support the process of learning to read is becoming very effective strategy. Therefore, teaching reading should be attempted in order to support the achievement of the best results in the quality of student reading, support the environment also contribute significantly to the ability of reading.

However, reading is not an easy to understand in a short time. There are various problems got by students in the process of reading. Most readers have a limited English vocabulary so that they are difficult understand the content of the readings. In addition, the students also have insufficient English grammar. The process of understanding the main idea and supporting ideas is

hard to do by the students. In addition, reading problems are also caused by factors such as insufficient non linguistics motivation reading habits, low reading and low support environment.

In line with the problem of reading, the researcher had done pre-survey to know the students reading problem at MAN 1 Lampung Timur. Pre-survey was conducted on July 31th, 2019 while the pre-survey results are illustrated in the following table:

Table 1
Date Of Pre-Survey Result
Reading comprehension of the eleventh grade at MAN 1 Lampung Timur

No	Students Name	Grade	Criteria
1	AAA	60	Incomplete
2	AAB	50	Incomplete
3	AAC	50	Incomplete
4	AAD	80	Complete
5	CNA	50	Incomplete
6	DS	50	Incomplete
7	DL	50	Incomplete
8	DN	80	Complete
9	DK	50	Incomplete
10	DAP	50	Incomplete
11	ERY	50	Incomplete
12	EYL	50	Incomplete
13	EIW	50	Incomplete
14	FANY	50	Incomplete
15	GD	50	Incomplete
16	ITP	80	Complete
17	KHN	80	Complete
18	KR	70	Incomplete
19	LRR	70	Incomplete
20	LTF	80	Incomplete
21	MMA	60	Incomplete
22	MASS	60	Incomplete

23	MA	60	Incomplete
24	NAN	60	Incomplete
25	OK	40	Incomplete
26	RF	40	Incomplete
27	SSW	50	Incomplete
28	SAB	40	Incomplete
29	SCB	40	Incomplete
30	SSA	60	Incomplete

The students' reading skill result of MAN 1 Lampung Timur can be categorized based on the English Minimum Mastery Criteria (MMC) in the tenth graders of MAN 1 Lampung Timur is 75. The categorization of reading comprehension among the tenth graders at MAN 1 Lampung Timur is illustrated in the table as follows:

Table 1
Categorization of Reading Comprehension
of Tenth Graders of MAN 1 Lampung Timur

No.	Grade	Categorize	Frequency	Percentage
1	≥ 75	Complete	5	27%
2	< 75	Incomplete	25	73%
Total			30	100%

Source: English teacher's archives, taken on the pre-survey at July, 31 2019

Based on the table of pre-survey result above, it is investigated that 73% of the students have insufficient reading comprehension. It is because there are 25 of 30 students who are not able to complete MMC grade. Meanwhile, the percentage of students that are able to read well is 27%. It is because there are just 5 of 30 students who are able to complete MMC grade. It means that most of the students have low reading comprehension. They feel difficult in reading comprehension.

Base on the pre-survey results, it is also known that the reading comprehension of the tenth grade at MAN 1 Lampung Timur that is the students have limitations in mastering vocabulary and English grammar. In addition, they also have difficulty in solving and determining the main ideas and supporting ideas, therefore students who have difficulty understanding important information from a reading.

One of media in reading is short story. The use of short story in teaching reading make students interest in learning process. Short story is a form of fictional narrative prose. Short story tends to be solid and direct to their goals compared to the works of other fictions that are longer.such as novels. Successful short stories rely on literary techniques such as characters, plots, themes, languages and insights more broadly than longer fiction. Short stories take much less time to write than novels, so the researchers can get something completed quickly and have it on its way to the publisher. They are short, neat and compact, so it's possible to get many written within one year and they can be a good way to gain recognition in the field of publishing.

Based on all of the explanation above, the researcher conducted a classroom action research entitled “The Use of Short Story in Improving Students' Reading Comprehension Ability of the Tenth Grade of MAN 1 Lampung Timur.”

B. Problem Identification

This research was done based on the problems that are identified by the researcher. The problems statement that have been identified are as follows:

1. The students have limited vocabulary mastery.
2. The students have low motivation in reading.
3. The students are difficult in determining main idea.
4. The students have insufficient reading comprehension ability.

C. Problem Limitation

The researcher realizes that it is not possible to investigate all of the problems that have been identified. Therefore, the researcher limits the students' problems by focusing on students' low reading comprehension ability.

D. Problem Formulation

In line with the problem limitation above, the researcher tries to formulate the problem of this research as follows:

“Can the use of short story improve reading comprehension ability and learning ability of the tenth grade of MAN 1 Lampung Timur in the Academic Year 2019/2020”

E. Objective and Benefit of the Study

1. Objective of the study

Based on research questions that have been formulated, the researcher sets research objective to investigate wheather short story can improve reading comprehension ability and learning ability of the tenth grade of MAN 1 Lampung Timur in the Academic Year 2019/2020.

2. Benefit of the study

This research is expected to provide benefits for students, English teachers, and other researchers.

a. For the students

This research can be expected to benefit students by providing alternative teaching media, through the media students can be more motivated in the reading process. Therefore, it is expected that students' reading skills can improve.

b. For the English teacher

By implementing this research, it is expected that English teachers can use short story as an alternative medium that is effective in teaching reading.

c. For the Other Researchers

It is hoped that this research will be the real provement that short story media is able to be used to improve students reading ability. Therefore, the other researcher will carry out short story media to the next teaching and learning in the classroom in teaching reading.

F. Prior Research

This study was carried out by considering several previous studies related to the use Short Story in Improving Students' Reading Copenhension ability. The first prior research titled "The effect of using short stories on the development of 5th graders' reading comprehension skills in Hebron District conducted by Ameera Sultan, Jamal Nafi, Ziad Qabaja, Suad Al-abed¹. The research sample of the first prior research is the Hebron District. The research method used by the first prior research is quantitative research method. The results of the first prior research prove that the assessment increases after using short story media.

The first prior research and this research had similarities and differences with this study. The similarity between the first prior research and this study included of the same language skills, and teaching media. The teaching media is short story. As for the first difference is research method, meanwhile; the research method is quantitative and this research is CAR. The sample from the first study is Hebron Diatrict; while, the study sample was the tenth grades at MAN 1 Lampung Timur .

The second prior research titled "The effectiveness of using short stories in English teaching for PAI learners of IAIN Ambon on learners' perception" conducted by Djamila Lasaiba. The second prior research uses

¹Ameera Sultan, Jamal Nafi, Ziad Qabaja, Suad Al-abed "The effect of using short stories on the development of 5th graders' reading comprehension skills in Hebron District" Journal of English Language and Literature Studies Vol.5, No.4, pp.1-27, May 2018.

short stories in english teaching.² The research method used by the second prior research is a quantitative. The results of the second prior research prove that using short stories is effective in English teaching for PAI learners of IAIN Ambon on learners' perception.

The second prior research and this research had similarities and differences with this study. The similarity between the second prior research and this study included of the same language skills, and teaching media. The teaching media is short story. As for the first difference is research method, while; the research method is CAR and this research is quantitative. The sample from the second study is PAI learners of IAIN Ambon; while, the study sample was the tenth grades at MAN 1 Lampung Timur.

Furthermore, the third prior research was conducted by Omid Pourkalhor, Nasibeh Kohan with the research title “teaching reading comprehension through short stories in advance classes”.³ The research method of the third prior research is qualitative. The results of the third prior research prove that using short story is beneficial used in the process of teaching reading.

The third prior research and this research had similarities and differences with this study. The similarity between the third prior research and this study included of the same language skills, and teaching media. The

²Djamila Lasaiba “The Effectiveness Of Using Short Stories In English Teaching For Pai Learners Of Iain Ambon On Learners' Perception” Jurnal Fikratuna Volume 7, Nomor 2, Juli-Desember 2015.

³Omid Pourkalhor, Nasibeh Kohan “teaching reading comprehension through short stories in advance classes” Asian Journal Of Social Sciences & Humanities Vol. 2 No. 2 May 2013.

teaching media is short story. The sample from the third study is advance classes while, the study sample was the tenth grades at MAN 1 lampung Timur.

Based on the above research, there are similarities and differences between previous research and research that was conducted by the researcher. The similarity between the previous research and the research are conducted by short story media. Furthermore, the difference between previous research is the type of research that uses qualitative and quantitative research while the research that was conducted by the author is a classroom action research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension Ability

1. The Definition of Reading

Reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary.⁴ It means that reading is a significant thing that students should be mastered in learning English. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowlegde. Reading comprehension is an important tool for academic success.⁵

According to Douglas Brown, reading is a skill that teachers simply expects learners that aquire. Basic, beginning-levels textbooks in foreign language presuppose a student's if only because it's a book that is medium.⁶ It is in the process learning to get information in beginning level of bottom.

Based on some definition above, the researcher can be concluded that reading is basic of language and the important thing for student to be mastered, especially in learning English. Reading is also a process that is very useful in getting information or important message from the in reading.

⁴Andrew P. Johnson, *Teaching Reading and Writing*, (USA,2008), p.7

⁵Dr. M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), p.113

⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco, 2004), p.185

The readers also must understand the message and information what they have read.

2. Definition of Comprehension

The word “understanding” is a synonym of “comprehension”. Comprehension or the ability to understanding so that reading comprehension means, “understanding what you read”.

According to RAND Reading Study Group, comprehension is the process of eliciting and making meaning through interaction and involvement with written language.⁷ Thus, comprehension includes the ability to understand the meaning and meaning of the material being studied.

Moreover, Elizabeth states that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.⁸ Students are said to understand something if they can provide an explanation or give a more detailed description of it by using their own language.

Furthermore, Laura explains that comprehension is a complex process that has been understood and explained in a number of ways.⁹ Comprehension is also the next level of cognitive domain in the form of to understand the content of the lessons learned without the need to consider or relate them to other content.

⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, ‘How Can Students Improve Their Reading Comprehension Skill?’, *Journal of Studies in Education* 6, no. 2, (Iran: Canadian Center of Science and Education, 2016): 230.

⁸ Elizabeth S Pang Et Al., "Teaching Reading", *International Academy of Education*, n.d., (2003): 14.

⁹ Laura S. Pardo, "What Every Teacher Needs to Know About Comprehension", *The Reading Teacher* 58, no. 3 (2004): 272.

In conclusion, comprehension is the ability of a person to understand something by giving an explanation using their own language.

3. The Definition of Ability

Ability is a sign of some other mental state, the act of subsuming the perceived object under a pre-existing concept (e.g. the concept of a handle).¹⁰ It means that ability is a state of mental condition to accept an input and respond in the form of output.

Moreover, according to Waltraud Brennenstuhl, ability is condition for the *quality* of the performance, for the *extent* to which something is successfully done and for the *difficulty* of the task performed.¹¹ It means that ability shows the quality of certain condition of something that is successfully done in overcoming the difficulties.

In addition, ability is a word that seems to be accepted as a sort of conceptual primitive, and in fact it is intimately related to such commonly used words as *able* and the simple modal auxiliary *can*.¹² It means that ability shows the concepts that can be shown with the word *able*.

Based on some definition above, it is concluded that ability is a mental state to receive an input successfully as indicated by the output that is able to overcome difficulties.

¹⁰ Natika Newton, *Foundations Of Understanding*, (New York Institute of Technology, New York, 1996), p. 86

¹¹ Waltraud Brennenstuhl, *Control And Ability*, (Amsterdam/Philadelphia, 1982), p. 27

¹² John B. Carroll, *Human Cognitive Abilities*, (Cambridge : Cambridge University Press, 1993), p. 3

4. Definition of Reading Comprehension

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrated skill attracts many experts to highlight their opinion about the definition of reading comprehension.

Comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies.¹³ In other word comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.¹⁴

Based on the definition above, Reading Comprehension is an activity by human to read the text with constructing meaning through interaction and involvement to get the information when they read a text courageously.

5. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be use to help the readers comprehending the text. Those strategies can be explained as follows:

a. Skimming

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming give readers the advantage of being able to predict the purpose of passage, the main topic,

¹³ Linda J Dorn and Carla Soffos, "*Teaching Deep Comprehension: A Reading Workshop Approach*", (Stenhouse Publisher; 2005), p.6

¹⁴ Ibid.P 14

or message and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.¹⁵

b. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic english scanning is absolutely essential. In vocational or general english, scanning is important in dealing with genres like schedules, manuals, forms, etc.

c. Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- 1). Looking for prefixes (co-,inter-,etc) that may give clues.
- 2). Looking for suffixes (-tion,-ally,etc) that may indicate what part of speech it is.
- 3). Looking for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing that root ven comes from latin "to come" would yield the meaning "to come in between").
- 4). Looking for grammatical contexts that may signal information.

¹⁵ H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy*, (New York:Longman, 2004),P 308.

5). Looking at the simantic context (topic) for clues.

6. Models of Reading Comprehension

In the reading comprehension, there are three important models which should be paid more attention such as:

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word and decodes meaning.

b. Top-down Model

Top-down model emphasizes the importance of these schemata, and the reader's contribution, over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption.

c. Interactive Model

Interactive model is an adequaite characterisation of the reading process and more adequaite model. It means that interactive model is combination among bottom up and top-down models and emphasizes the interaction between a reader and the text.¹⁶

¹⁶J. Charles Alderson, *Assessing reading* (New York ; Cambridge University Press, 2000), p.16-18.

7. Assessment of Reading Comprehension

Cheryl A Jones state that Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.¹⁷

Regarding the definition of assessment, Iasonas and James define it as follows:

“Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against stablished criteria.”¹⁸

In other words, assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.¹⁹

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:²⁰

- a. Main idea (topic)
- b. Expressions/ idiom/ phrases in context
- c. Inference (implied detail)

¹⁷ Cheryl A Jones, Great Britain, and Learning and Skills Development Agency, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) 4.

¹⁸ Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009) 3.

¹⁹ Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

²⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 206.

- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting ideas
- h. Vocabulary in context

Based on the indicator above, the preparation process of reading comprehension test must considered completeness of the indicators of reading comprehension.

B. The Concept of Short Story

1. The Nature of Short Story

According to Rust Hills, short story is a prose narrative glibly described as "shorter than a novel".²¹ In the other words, a short story is different from a sketch because "a short story tells of something that happened to somebody."²² It means that the story is very short to be read.

Tim Killick explains that short stories are often defined not only in terms of magnitude, but also meritocratically, using stylistic, thematic and qualitative factors. From the point of view of many critics, the short story is a genre that differs in certain ways from the more diffuse form of short fiction.²³ According to Joyce Armstrong Carroll And Edward E. Wilson,

²¹Rust Hills, "*Writing in General and the Short Story in Particular*",(Library of Congress Cataloging in Publication Data, Copyright 1977), p.1.

²² Ibid, 2.

²³ TIM Killick, "*British Short Fiction in the Early Nineteenth Century*",(Library of Congress Cataloging-in-Publication Data, 2008), p.9.

the short story is finite, with "tight plotting, close character development, and concise, effective expression"²⁴

Based on the statement above the researcher concludes that short story can be defined as fiction work o prose that has character, plot, and setting to be read in a short time or one setting. Short story is one of an alternative media to improve English learning process and it can make an English learning process more effective and efficient.

2. The Element of Short Story

There are five element of short story, as follow:

a. Title

Short story titles can serve one or several purposes, the most common of which are as follows:

- 1). For the name of the main character
- 2). To provide a scene, or setting, a story.
- 3). To suggest a major incident.
- 4). To mention several objects that play an important role in the story.
- 5). To give the tone of the story.
- 6). To arouse curiosity.

b. Beginning

The opening paragraphs of a story can have a variety of purposes, one of which is the most common:

²⁴ Joyce Armstrong Carroll And Edward E. Wilson, "*Acts of Teaching How to Teach Writing*",(Library of Congress Cataloging-in-Publication Data, Copyright 1993), p.112.

- 1) To begin the action of the story, either by incident or by conversation.
- 2) To introduce characters, with descriptions or comments.
- 3) To state or suggest a central idea of the story.
- 4) To tell how the story was written or published.

c. Plot

The plot of the story can be described as "what the character likes." Plots can be classified based on their probabilities in three groups: probable, impossible, or impossible. In realistic fiction, the plot is always possible; in romantic fiction may not be possible or impossible.

d. Character

The character of short story should answer the following questions:

- 1) Are there many or little characters?
- 2) Is the character alive?

There are two ways to show character traits. The first is with aauthor comments, such as when Irving said, "Rip is a simple, kind person," etc. The second is to let characters show their characteristics through their words and actions. This is called the dramatic method.

e. Settings

To confirm the setting of the short story there are some question used to ceck the complitednes of setting as follows:

- 1) Is the time and place of the story clearly stated, or do you deduce it from ordinary cues?
- 2) Is surrounding made clear? Does the author provide a lot of details on the appearance of village roads, interior houses, etc.?
- 3) Are there many descriptions about nature?
- 4) In describing people, do the authors provide their features? Their figure? Their dress?

In some stories, characters or backgrounds are deliberately blurred, as in an image an artist can give us an outline that weakens a dark background, to give a certain atmosphere or move to the picture.²⁵

3. Language of Short Story

In the short story, language has a multitude of other roles, beyond simple achieving the narration. For instance, in any description of the setting — and the setting, whether it be lonely room or crowded city, will be chosen carefully for its connections with the theme as well as the action — the language (enhanced by symbol and imagery) will have the theme implicit in it. And language will also create style, will imply the author's tone, will be used for atmosphere or mood, may be a foreshadowing device of the plot, will certainly depend on the point of view from which the story is told (for language and style and tone are entirely interdependent with the

²⁵Benjamin A Heydrick, "*Types Of The Short Story*", (New York, copyright 2008), p.14-19.

angle of narration, the point of view chosen), and may contribute to the characterization of the point-of-view figure.²⁶

4. Characteristics of Successful Short Story

A successful short story will show a more harmonious relationship between parts to the whole, and parts to parts, than is usually found in a novel. Everything must work with the others. Everything enhances everything else, is interrelated with everything else, cannot be separated from everything else - and all this is done perfectly.²⁷

5. The function of short story

A short story can show how someone's character. Or a story can show extraordinary circumstances where the character breaks or jolts out of the story line. In rare cases, a story can show how a character loses his last chance to leave. But in any case, action in fiction is not static action. This is made with constant movements such as figures circling around the urn but not going anywhere. Such behavior patterns are explained at the beginning of the story to create characterization. Or they are suggested at the end of the story as a result of action, this shows what character is happening in the story.²⁸

6. Procedure of Teaching Reading by Using Short Story

Generally, the steps for presenting the short story are :

1. The resercher explains the characteristic of short story that usually begins with the words like ‘ Once upon a time..’ or “One day..”.

²⁶Rust Hills, “*Writing in General.* , p.4.

²⁷Rust Hills, “*Writing in General.* , p. 4.

²⁸Rust Hills, “*Writing in General.* , p. 9.

2. The resercher Introduces the characters of the story by mentioning the names of characters.
3. The resercher and the students discussion the setting of short story that include the place and time.
4. The resercher pronounces the name of characters and the key words then the students follow him/her.
5. The resercher and students discussion the main event of short story part by part by asking the question in the student.
6. The resercher gives the conclusion of short story.
7. The teacher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.²⁹

7. Benefits of Short Story

In writing, the short-short story rather than the more common short story comes closer to the classic etude, and for this reason is better suited to some of the initial needs of the creative writing student. there are several benefits of short story³⁰, as follow:

- a. Short story enrich learners' vocabulary.
- b. Short story are motivating and can help develop positive attitudes towards the foreign language.
- c. Short story can develop the imagination of students.
- d. Short story can also improve students' speaking skill.

²⁹ David A. Hill, "Resources For Teaching English: 14-16", (Library of Congress Cataloging-in-Publication Data, 2010), p.94.

³⁰Joyce Armstrong Carroll And Edward E. Wilson, "*Acts of Teaching.* ", p.114.

- e. Short story helps students to write more creatively.³¹

C. Action Hypothesis

The action hypothesis of this Classroom Action Research is stated as follows:

“The use of short story can improve reading comprehension ability and learning activity of the tenth grade at MAN 1 Lampung Timur in The Academic Year of 2019/2020”.

³¹Djamila Lasaiba “The *Effectiveness Of Using Short Stories In English Teaching For Pai Learners Of Iain Ambon On Learners' Perception*” Jurnal Fikratuna Volume 7, Nomor 2, Juli-Desember 2015.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Definition of Operational Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is short story that was implemented to improve the students' reading comprehension ability in easy way. This media is useful to make the students to understand the main idea of each paragraph.

The dependent variable of this research is reading as one of the four of language skills that has to be mastered by the students in order to be able to get information, or idea from the text what the researcher mean.

2. Definition of Operational Variables

An operational definition is the specification of how a reserchers defines and measures, the variable in their study. A sometimes published studies have sections titled "Definition of Terms." Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.³² Based on statement, the definition operational of the variabel in this research are:

³² John W. Creswell, *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research* (Boston: Parso, 2012), p.151

a. Dependent Variable

Dependent variable is variable that depends on the independent variable. It is the outcomes or results of influence of the independent variable. Dependent variable of this research is reading comprehension that includes of student content, main idea, and supporting idea. Then the researcher collected the data by using multiple choice test, the test is 10 item.

The indicators of this variable are:³³

- 1) The students are able to identify main idea of the text and answering the question well.
- 2) The students are able to identify the communicative purpose of the text.
- 3) The students are able to comprehend in forming words and building English sentences.

b. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is short story media. There are some of indicators that indicate the students be able to achieve the objectives of this strategy as follows:

- 1) The students are able to read and comprehend the story.
- 2) The students can mention the characters of the story.
- 3) The students are able to answer the question based on the story.

³³ Joan F. Groeber, *Designing And Using Rubric For Reading and Language Arts*, (India:Corwin press, 2007), P30

B. Setting of The Research

Classroom action research was conducted at MAN 1 Lampung Timur. The setting of the research is 38b Banjar Rejo, Kec. Batanghari, Kab. Lampung Timur.

C. Subject of the Research

The subject of this research is the students of the tenth grade of MAN 1 Lampung Timur. The data can be seen below:

Table 3
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	X	9	21	30

Based on the table above, there are 9 male students and there are 21 female students at the tenth grade. The total of the subject is 30 students.

D. Action Plan

1. Classroom action research

According to Jean McNiff and Jack Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.³⁴

In addition, Donald Ary et, al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to

³⁴Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Sage publications, 2006), 7.

many problems cannot be found in generalized truths that take no account of local conditions.³⁵ It means that researcher focus on the use of action research in education.

Meanwhile, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.³⁶ It means that action research is reflection to use to review the previous action and plan the next one.

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

Classroom action research (CAR) has various models but in this research the researcher uses ZinaO'leary research design. According to ZinaO'leary action research is a cyclical process that takes shape as knowledge emerges.³⁷ This phase can be seen by following figured:

³⁵Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning,2010, 2006), 512.

³⁶Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.

³⁷Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.

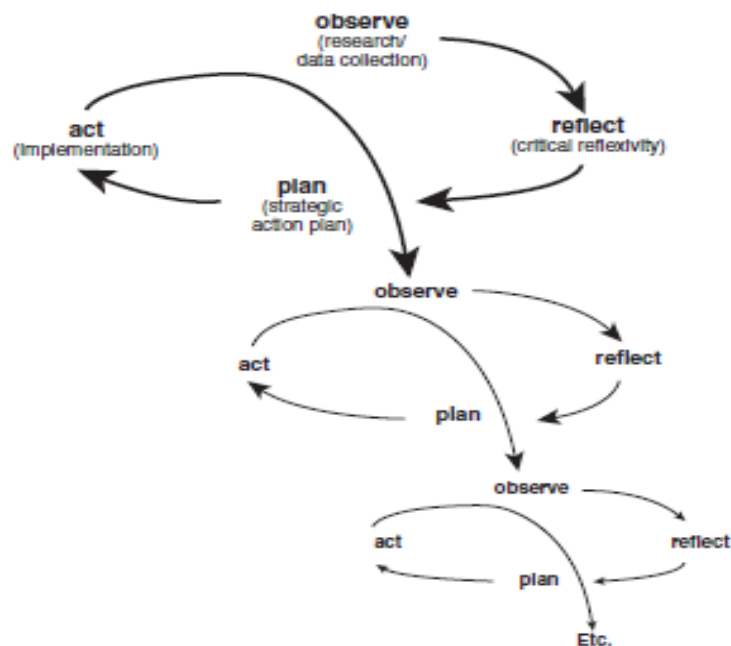


Figure 1. Zina O'leary³⁸

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

In this case, the researcher was conducted classroom action research of the tenth grade at MAN 1 Lampung Timur.

1. The steps in the research

There are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in

³⁸ Ibid, 141.

the second cycle and so on that can be illustrated by like this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading that occur in the classroom and concluding the finding in preliminary study. Then the researcher was prepares some plans to conduct the classroom. They are the following:

- a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
- b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher uses random textstrategy to improve reading comprehension.
- c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.
- d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

a) Pre teaching activity

- 1) The researcher starts the lesson by greeting to the students.
- 2) The researcher and students pray together.
- 3) The researcher checks students' attendance.
- 4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

- 1). The resercher explains the characteristic of short story that usually begins with the words like ' Once upon a time..'” or “One day..”.
- 2). The resercher Introduces the characters of the story by mentioning the names of characters.
- 3). The resercher and the students discussion the setting of short story that include the place and time.
- 4). The resercher pronounces the name of characters and the key words then the students follow him/her.

5). The researcher and students discuss the main event of short story part by part by asking the question in the student.

6). The researcher gives the conclusion of short story.

7). The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that has been discussed.

(3) The researcher greets the students in end of the meeting.

(4) After giving treatment in cycle 1, the researcher gives the post-test. The instrument which is given to the students has different type from the instrument which is given in the pre-test.

3) Observation

In the third phase, the researcher investigates the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the

effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

a. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher repairs the problem in the next cycle. It is explained as a follow:

- a) The researcher analyses the reflection result to obtain the solving problem.
- b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

- c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

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

a) Pre teaching activity

- (1) The researcher starts the lesson by greeting to the students.
- (2) The researcher and students prays together.
- (3) The researcher checks student's attendance.
- (4) The researcher informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

- 1). The resercher explains the characteristic of short story that usually begins with the words like ‘ Once upon a time..’ or “One day..”.
- 2). The resercher Introduces the characters of the story by mentioning the names of characters.

- 3). The researcher and the students discuss the setting of short story that include the place and time.
- 4). The researcher pronounces the name of characters and the key words then the students follow him/her.
- 5). The researcher and students discuss the main event of short story part by part by asking the question in the student.
- 6). The researcher gives the conclusion of short story.
- 7). The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

1) Post teaching activity

- (1) The researcher gives positive feedback or reinforcement to the students.
- (2) The researcher and students conclude the learning topic that have been discussed.
- (3) The researcher greets the students in the end of the meeting.

3) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also

collects the data from the post test and the result of students' activity.

4) Reflection

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

E. Data Collection Techniques

The data was collected by using method as follows:

1. Test

Test of this research consist of pre-test that was conducted before the treatment and post-tests that was done at the end of each cycle. The post test was done after the treatments. After the treatment, the student had a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher conducted the test in order to know the reading skill of the tenth grade of Man 1 Lampug Timur. The test includes of pre-test and post-test. Both of the tests are in form of asking the students' to read and arrange the text.

2. Observation

Observations are systematically recorded rather than stored only in personal memory, and are carefully interpreted and analysed, again employing systematic and planned procedures.³⁹ It means that observation is a data collection strategy in which the activities of subjects are visually examined. In this research the researcher observed the learning process of the tenth graders of MAN 1 Lampung Timur.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of Her Majesty's Inspectorate reports on the physical state of schools; it can have a number of features.⁴⁰ It means that documentation is a note of information in the form of documentation. The researcher uses this method to get data about the tenth grade of MAN 1 Lampung Timur.

4. Field Note

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

³⁹Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p.58.

⁴⁰Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p.273.

F. Data Collection Instrument

1. Reading Test

To identify the students' reading ability of the tenth grade of MAN 1 Lampung Timur, the researcher applied the reading test. The test measures the ability of the students about the topic of reading subject.

The test consists of pre-test and post-test, of this research is in the form of multiple choice test.

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It is used to observe the following items:

- a. The students' attention on the teacher's explanation.
- b. The students' activeness in asking and answering the question.
- c. The students' activeness in whole class activity.
- d. The students' ability in doing the task from the teacher.
- e. The students' activeness in the group activity.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of MAN 1 Lampung Timur.
- b. The vision and mission of MAN 1 Lampung Timur.
- c. The condition teachers and officials employees in MAN 1 Lampung Timur.
- d. The quantity of the students of MAN 1 Lampung Timur.

- e. The condition of building and the sketch of MAN 1 Lampung Timur.
 - f. The organization structure of MAN 1 Lampung Timur.
 - g. The writing worksheet, course overviews and classroom materials of the students at MAN 1 Lampung Timur.
4. Field Note Sheet

The field note supports the data from the research. It is aimed at recording the process of teaching and learning. The field note consists of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this research. Therefore, the researcher is able to see the students' progress on their writing skills. Then, it details on the teaching and learning process such as: classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students and students.

G. Data Analysis Method

Data analysis technique was used by taking the average score and the percentage of the pre-test and post-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:⁴¹

$$\bar{X} = \frac{\sum X}{n}$$

⁴¹Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:⁴²

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 75.

H. Indicators of Success

The indicator of students successful in English reading ability of using short story media can be seen in the criteria of students improvement in learning process as a result follows:

The research is categorized successful if 70% of the students can achieve the passing grade of English subject that is 75. In addition, 70% of the students are active in learning process.

⁴²Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012),41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. Description of Research Location

a. History of MAN 1 Lampung Timur

MAN 1 Metro Lampung Timur was established in 1968, at first the Madrasah was named the Metro Islamic State Institute (SPIAIN) Preparatory School. This madrasah stands on the enthusiasm of the Muslim community in Lampung Tengah to have a high school equivalent of a school characterized by Islam. In 1970, this Madrasah was changed to Madrasah Aliyah Agama Islam Negeri (MAAIN) Preparation, with its parent to MAAIN Tanjung Karang which now turns into MAN 1 Bandar Lampung. In 1978, this Madrasah changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30, 1978.

In 1999, Lampung Tengah Regency was held to expand the area of government into Lampung Tengah Regency, Lampung Timur and Metro City, then MAN 1 Metro Lampung Tengah was included in the Batanghari District area of Lampung Tengah Regency, thus becoming MAN 1 Metro Lampung Timur.

The name MAN 1 Lampung Timur was officially used since 17 September 2014 based on KMA No. 157 of 2014 which initially was MAN 1 Metro Lampung Timur.

b. Teacher and Official at MAN 1 Lampung Timur

Condition of the Teacher and Official at MAN 1 Lampung Timur, the numbers of teacher and official employers in MAN 1 Lampung Timur in the academic year of 2019/2020 are that can be identified as follows:

Table 4.1

Condition of the Teacher and Official at MAN 1 Lampung Timur in the academic year of 2019/2020

NO	NAME	OCCUPUTION
1	Drs. H. Imam Sakroni	TEACHER
2	Drs. Suyatman	TEACHER
3	Drs. Ali Idris, M.Pkim	TEACHER
4	Drs. Amin Nurdin, MA	TEACHER
5	Dra. Eva Listiana	TEACHER
6	Dra. Mursida	TEACHER
7	Hj. Ezy Rimayani, S.Pd	TEACHER
8	Drs. Bunyamin DS	TEACHER
9	Dra. Hj. Isti Rochmad	TEACHER
10	Drs. Jauhari, S. Pd	TEACHER
11	Drs. Marheyanto	TEACHER
12	Drs. Didi Sudirman	TEACHER
13	Dra. Umi Purwaningsih	TEACHER
14	Drs. Mohammad Jaeni, M. Pfis	TEACHER
15	Mulyono, S.Pd	TEACHER

16	Drs. Imam Kapandi	TEACHER
17	Eni ratnawati, S.Pd	TEACHER
18	Eliya Lusiana, S. Pd	TEACHER
19	Woro Zuli Astuti, S. Pd	TEACHER
20	Umdzatul Khasanah, S.Pd	TEACHER
21	Hj. Endang Sri Palupi	TEACHER
22	Endah Riyanti, S.Pd	TEACHER
23	M. Fiqri Muslim, S.Pd	TEACHER
24	Santoso, S.Ag	TEACHER
25	Muhammad Nurdin, S.Pd.I	TEACHER
26	Neliyanti, S.Sos	TEACHER
27	Muhzin Nawawi, S.Pd, M.Pd. I	TEACHER
28	Sulasih, S.Pd	TEACHER
29	Ahmad Sanusi, S.Ag	TEACHER
30	Agus Muslihudin, S.S	TEACHER
31	Arif Ismanto, S.Pd, M.Pd	TEACHER
32	Indrawati, S. Psi	TEACHER
33	Nur Zahra, S.S	TEACHER
34	Wardoyo, S.Pd	TEACHER
35	Mahfud Alfi Sahri, S.Pd	TEACHER
36	Umul Ifadah, S.Pd. I, M.Pd. I	TEACHER
37	Ardi Susanto, S.Pd	TEACHER
38	Didik Kurniawan, S.Pd	TEACHER
39	Imam Makruf, S.Pd	TEACHER
40	Syanni Suharti, S.Pd	TEACHER
41	Romadon	TU
42	Nurkholis, S. Pd.I	TU

c. The Quantity of the Students of MAN 1 Lampung Timur

There are 541 students of MAN 1 Lampung Timur. The tenth graders consist of eight classes with 262 students. The tenth graders consist of seven classes with 138 students, and the twelfth graders consist of seven classes with 141 students. The quantities of the students at MAN 1 Lampung Timur that could be identified as follows:

Table 4.2

Students Quantity of MAN 1 Lampung Timur In The Academic Year 2019/2020

X	XI	XII	The total of the class X + XI + XII
262	138	141	541

d. The Building of MAN 1 Lampung Timur

The facilities of MAN 1 Lampung Timur are 1 Headmaster Room located in first floor and 2 teacher room located in first floor and second floor and 18 classrooms, 13 located on the first floor and 5 located in second floor and the ect, can be seen on the table below:

Table 4.3

Building of MAN 1 Lampung Timur In The Academic Year 2019/2020

No	Names of Building	Total
L	Headmaster Room	1
2	Teacher Room	2
3	Classroom	18
4	Administration Room	1
5	Students Council	2

6	Laboratory	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3
11	Kitchen	1
12	Toilet	6
13	Garage	3

2. The Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was done by using short srory to improve the students' reading comprehension.

a. Pre-test

The researcher conducted pre-test on Monday, January 20th, 2020. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choice consisted 10 items. Then, the students' pre-test result can be seen on the table below:

Table 4.4
The Frequency Distribution based on Reading Score Interval Pre-Test

No	Score Interval	Frequency
1	43 – 51	20
2	52 – 60	5
3	61 – 69	0
4	70 – 75	0
5	76 – 80	5
Total		30

Source: The pre-test result of reading comprehension tenth graders of MAN 1 Lampung Timur January 20th, 2020

Table 4.5
The Frequency of Student's Grade in Pre-Test

No	Grade	Frequency	Percentages	Explanation
1	≥ 75	5	13 %	Complete
2	< 75	25	87 %	Incomplete
Total		30	100%	

Source: The pre-test result of reading comprehension tenth graders of MAN 1 Lampung Timur January 20th, 2020

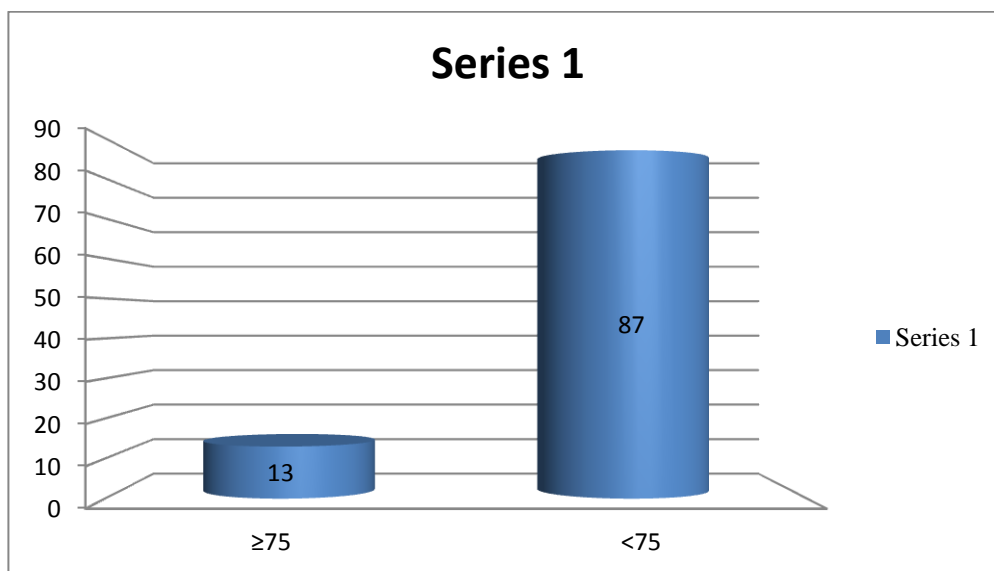


Figure 4.3 The Percentage of the Students' Grade Pre-test

Based on the table, it could be inferred that there were 5 students (13 %) who passed the pre-test and 25 students (87 %) who failed the

pre-test. The highest score was 80 and the lowest score was 50. It means that the students did not achieve the Minimum mastery criteria of subject English at MAN 1 Lampung Timur and the student's reading comprehension was low. Beside the researcher got the average score 56 in the pre-test. So that, it was the reason the researcher used Short Story Media to improve student's reading comprehension.

b. Cycle 1

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking student's pre-test score. After that, the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and evaluation.

2) Acting

a) The first meeting

The first meeting was conducted on January 23th 2020 and followed by 30 students. The meeting was started by praying, greeting, checking student's attendance list, giving motivation and asking student's condition.

At first the researcher explained about Short Story Media to students, how to apply Short Story Media. Then, the researcher

gave the students a short story text, a narrative text titled "Malin Kundang". The researcher explains the characteristic of short story that usually begins with the words like 'Once upon a time..' or "One day..". The researcher asks the students to read first. After that the researcher gives some questions to students, how many characters in the story. Students also answer that there are 3 characters first, Malin Kundang who has the character of "arrogant" and Mrs. Malin Kundang who has the character "good" and also the wife of Malin Kundang who had the character of "arrogant". The researcher and the students discussed the setting of short story, the researcher asked the students: "where did the incident occur ?" , the students answered: "on the coast of the island of sumatra ". the researcher repeats the characters and keywords and then asks students to follow. The researcher and the students discuss the main event part by part asking the students : "why did malin kundang invite curse into stones?" The students replied : " because malin kundang disobeyed to his mother.". The researcher also gave a conclusion from the story "that we must not be ungodly to parents", then the researcher asked the students for opinions about the story that had been explained. Students answered " this story is very good miss , because give a good moral message that is not to be ungodly".

Then, the researcher closed the teaching learning process by greeting the students.

b) The second meeting

The second meeting was conducted on Monday, January 27th 2020 for 1x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

At first the researcher explained about Short Story Media to students, how to apply Short Story Media. Then, the researcher gave the text of the students' short story, a narrative text titled "Timun Mas". The researcher explains the characteristic of short story that usually begins with the words like 'Once upon a time..' or "One day..". The researcher asked the students to read first, after that the researcher gave some questions to the students, how many characters in the story, the students also answered there are 4 characters, the first was Timun Mas's father who was "good" and Mrs. Timun Mas (bok darmi) with the character "good", Timun Mas who has the character "Courageous and Obedient to Parents", and also the Giant who has the character "Evil and Cruel", the researcher and the students discussed the setting of short story. The researcher asked the students : "where did the event occur?. The students answered : "in a village". The researcher repeats the characters

and keywords and then asks students to follow. The Researcher and the students discuss the main event part by part by asking the students : “How does Timun Mas escape from the Giant?”. The students replied : “Timun Mas ran very fast and brought a provision given by his mother”. The researcher gave the conclusion of the story "Don't give up easily". Then the researcher asked for opinions from students about the story that was explained. Students also answered “this story very good miss, because it gives a good moral message which is don't ever promise if you can't keep it”.

The next activity was closing, the meeting ended with greeting.

c) Post-Test I

Post-Test I was conducted on Thursday, January 30th, 2020. The researcher gave post-test I with similar task on pre-test before. The post-test I was administered to the students to be finished individually. The researcher gave reading test for students. There were 10 multiple choice. The students' post-test I result can be seen on the table below :

Table 4.6
The Frequency Distribution based on Reading Score Interval Post-Test I

No	Score Interval	Frequency
1	50 – 54	5
2	55 – 59	0
3	60 – 64	9

4	65 – 69	0
5	70 – 75	5
6	76 – 80	11
Total		30 Students

Source: the result of students reading comprehension post-test I cycle I on Thursday, January 30th 2020.

Table4.7
The Frequency of Students Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	11	40%	Complete
2	< 75	29	60%	Incomplete
	Total	30	100 %	

Source: The result of post-test I at MAN 1 Lampung Timur on January 30th, 2020.

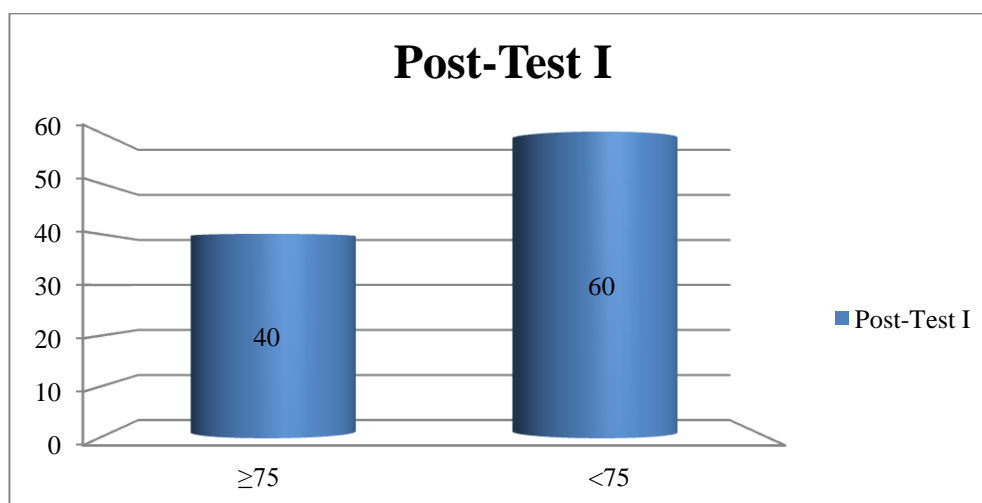


Figure 4.4 The Percentage of the Students' Grade Completeness on Post-test I
Based on the table, it could be inferred that there were 11 students

(40%) who passed the post-test I and 19 students (60%) who failed the post-test. The highest score was 80 and the lowest score was 50. Based on the post-test I results, the researcher calculated the average grade that is 67. The criterion of students who successful in mastering the material was

students who got minimum mastery criteria of subject English is 75. Then, 60% students could achieve the improvement score above 75.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.8
Table of result student's activities cycle I

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	25	83%
2	Mention the characters of the story	12	37%
3	Answer the question based on the story	16	60%
Total Students		30	
Average Percentage		60%	

Source: the result of student's activities Cycle 1 on Thursday, January 30th 2020.

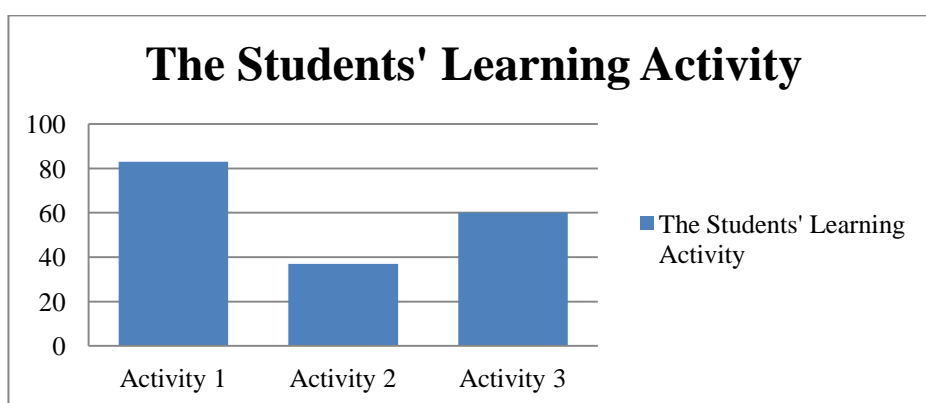


Figure 4.5 The Percentage of Students' Learning Activities in Cycle I

Based on table student's activities, it could be concluded that there were 25 students (83%) are able to read and comprehend the story. 12 students (37%) are able to mention the characters of the story and 16 students (60 %) are able to answer the question based on the story.

4) Reflecting

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

Table 4.9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

	Low Score	High Score	Total Score	Average Score
Pre-Test	50	80	1690	56
Post-Test I	50	80	2020	67

Table 4.10
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1	Complete	5	11
2	Incomplete	25	19
Total		30	30

Then, the graph of comparison students' Reading Comprehension based on the result of pre-test and post-test I in cycle I could be seen as follow:

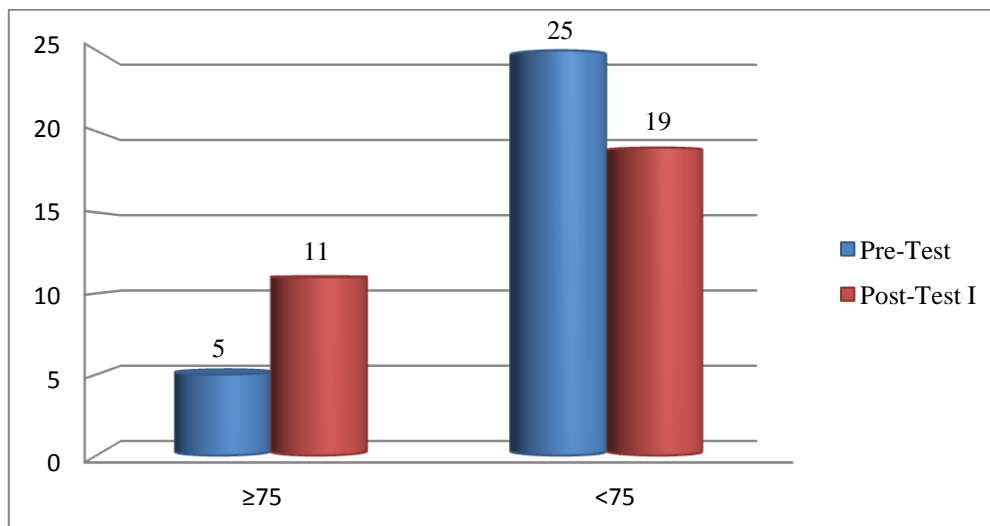


Figure 4.6 The Comparison of Percentage of the Students' Grade Completeness based on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 30 students, it could be concluded that 12% or 5 students were able to achieve the minimum mastery criteria that is ≥ 75 . Then the students who did not achieve the minimum mastery criteria were 87% or 25 students among interval < 75 . In post-test I, it could be concluded that 40% or 11 students among the interval ≥ 75 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 60% or 19 students among interval < 75 . The average grade of pre-test was 56 and average grade of post-test I was 67. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting

5) Cycle 2

1) The first meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attendance list.

b) Acting

The first meeting in cycle II was conducted on Monday, february 3th 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. the topic of this meeting is the teacher given example of short story.

The topic of this meeting about Short Story Media to students, how to apply Short Story Media. Then, the researcher gave the text of the students' short story, a narrative text entitled "Roro Jonggrang". The resercher explains the

characteristic of short story that usually begins with the words like ' Once upon a time..' or "One day..". The researcher asks the students to read first, after that the researcher gives some questions to students, how many characters in the story. Students also answer that there are 2 characters first, Roro Jonggrang who has the character "good manners, not keeping promises" and Bandung Bondowoso who characterized as "gallant, powerful, arrogant, arrogant, and cruel". The reserher and the sudents discussed the setting of short story, the resercher asked the students : "where did that event take place?. The students answered "in the Kingdom of Java". the researcher repeats the characters and keywords and then asks students to follow. The Researchers and the students discuss the main event part by part by asking the students : "How do roro jonggrang fool the jinn bondowoso?" students replied : "roro jonggrang hit mortar and burned straw to fool the john bondowoso". The researcher also gave a conclusion of the story "don't like breaking promises", then the researcher asks students for opinions about the story that has been explained. Students answered "this story is very good miss because it gives a good moral message that is never promise if you can't keep it" .

The next activity was closing, the meeting ended with greeting.

2) **The second meeting**

a) **Planning**

The researcher prepared several things in the teaching and learning process such as lesson plan, students attendance list, text narrative.

b) **Acting**

The second meeting in cycle II was conducted on Thursday, February 6th 2020. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher giving some explanation more about short story.

The topic of this meeting about Short Story Media to students, how to request Short Story Media. Then, the researcher gave the text of the students' short story, a narrative text titled "Snow White". The researcher explains the characteristic of short story that usually begins with the words like 'Once upon a time..' or "One day..". The researcher asked the students to read first, after that the researcher gave some questions to the students, how many characters in the story, the students also answered there are 3 characters, the first Snow White who had the character "Shy, kind, diligent," and stepmother with the character of "cunning, evil", and

also the dwarf with the character of "good". The researcher and the students discussed the setting of short story. The researcher asked the students :”where did the event occur?”. The students answered "in the Kingdom and in the Forest". The researcher repeats the characters and keywords and then asks students to follow. The researchers and the students discuss the main event part by part by asking the students : “Why does Snow White want to be taken by her stepmother?”. The students answered, because her stepmother did not like the beautiful snow princess”. The researchers gave conclusion from this story "We must not be jealous", then researchers ask opinions of students about the story that has been explained. Students answered “this story is very good miss, because it gives a good moral message that is we must always help to help”.

The next activity was closing, the meeting ended with greeting.

3) Post-Test 2

Post-Test II was conducted on Monday February 10th, 2020 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students’ condition. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. The result of the student test in post test II was better than test in post test I before.

Table 4.11

The Frequency Distribution based on Reading Score Interval Post – Test II

No	Score Interval	Frequency
1	70 – 74	3
2	75 – 79	0
3	80 – 85	27
Total		30 Students

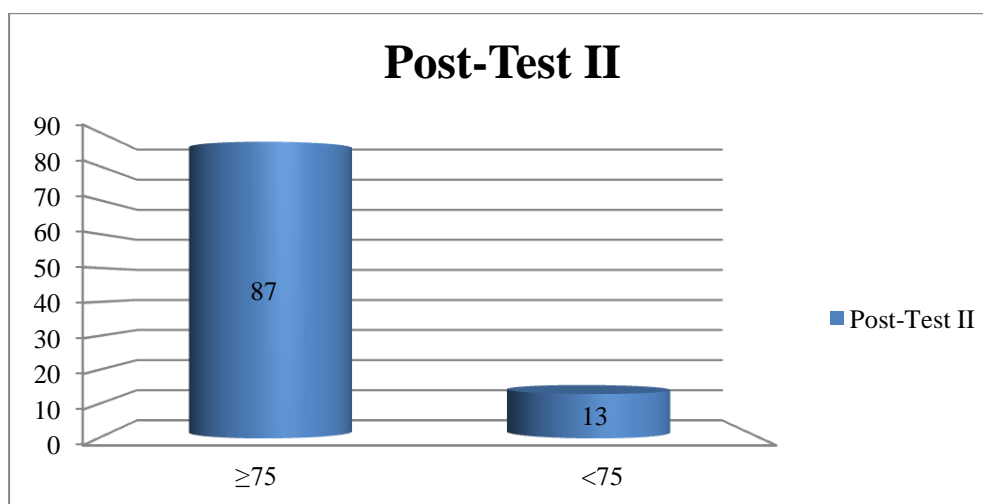
Source: The result of post-test II at X of MAN 1 Lampung Timur on february 10th 2020

Table 4.12

The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	27	87%	Complete
2	< 75	3	13%	Incomplete
	Total	30	100 %	

Source: The result of post-test II of Tenth grade at MAN 1 Lampung Timur on february 10th 2020.

**Figure 4.10** The Percentage of the Students' Grade Completeness on Post-test

Based on the result above, it could be inferred that 27 students (87%) were successful and 3 other students (13%) were not successful. Based on the post-test II results, the researcher calculated the average grade that is 79. It was higher than post-test I in cycle I.

c) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.18
Table of result student's activities cycle II

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	26	86%
2	Mention the characters of the story	25	80%
3	Answer the question based on the story	25	83%
Total Students		30	
Average Percentage		83%	

Source: the result of student's activities Cycle II on Monday, february 10th 2020.

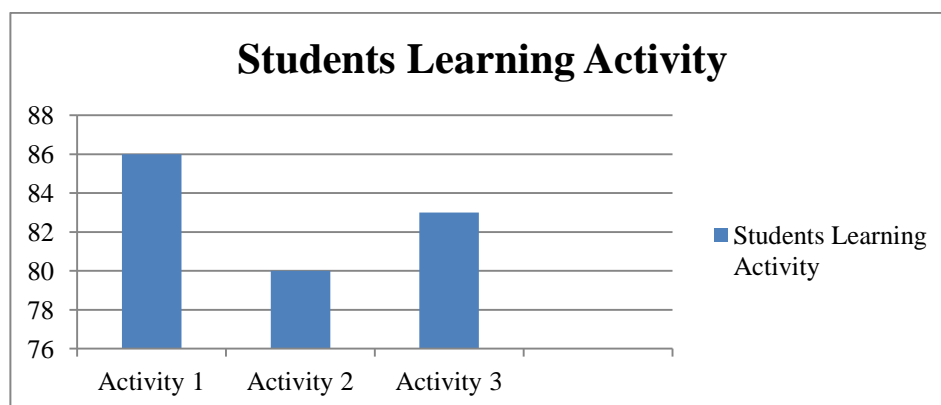


Figure 4.11 The Percentage of Students Activities in Cycle II

The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were that 26 students (86%) are able to Read and comprehend the story. 25 students (80%) are able to Mention the characters of the story. 25 students (83%) are able to answer the question based on the story.

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Short Story Media, in reading comprehension was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post-test I grade and post-test II grade could be compared on the following table.

Table 4.19
The Comparison between Post-Test I Grade and Post-Test II Grade

	Low Score	High Score	Total Score	Average Score
Post-Test I	50	80	2020	67
Post-Test II	70	80	2370	79

Table 4.20
The Comparison of Students' Grade in Post-Test I and Post-Test II

No	Description	Test	
		Post - Test I	Post - Test II
1	Complete	11	27
2	Incomplete	19	3
Total		30	30

Then, the graph of comparison students' reading comprehension post-test I grade and post-test II grade could be seen as follow:

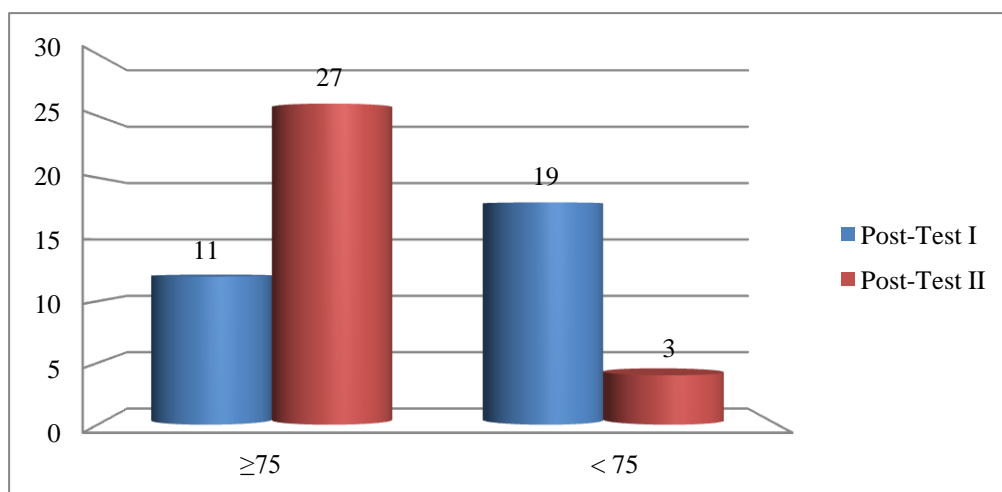


Figure 4.12 The Percentage of Comparison of Students' Grade on Post-test I and Post-test II

Based on the graphic above, it could be seen that the grade of the students in post-test II was various it could be inferred that were 27 students (87%) who passed the post-test II and 3 students (13%) who failed the post-test II. It can be seen that there was an improving from post-test I and post-test II. The average score in post-test I is 67,3. and the average score in post-test II is 79. It means that the indicator of success of this research had been achieved because there was 70%

students were able to achieve grade 75. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Short Story Media improve the students' reading comprehension.

B. Discussion

The researcher used short story to make students are able to read the text in learning English and made students mastery reading comprehension. There was positive improvement about students learning activities using Short Story Media.

Based on the explanation of cycle I and cycle II, it can be shown that the use of Short Story could improve the students' reading comprehension. There is progress from the students gets grade ≥ 75 from pre-test 13% or 5 students, post-test I 40% or 11 students and post-test II become 87% or 27 students. It is investigated that there is an improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I, post-test II. From the explanation, the researcher concludes that the research is succesful and it can be stopped in the cycle II because the indicator of success 70% of students got grade ≥ 75 are reached.

The result of the students' learning activities in cycle I and cycle II are improve. Read and comprehend from 83% become 86%, mention the

characters of the story from 37% become 80%, The students are able to answer the question based on the story from 60% become 83%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After the implementation of the Short Story Media, there was improvement in the teaching and learning process of reading as well as the students' reading comprehension. The findings of the research in Cycle 1 and Cycle 2 were presented below:

1. The implementation of the Short Story Media improved students' reading comprehension Ability. It helps the students read strategically and allowed them to have practices, identify meaning and function of the sentence.
2. The implementation of the Short Story Media improved students' learning activity. The students were encouraged to be active in giving their ideas. They discussed their reading and used the media to find out the contents in the story such as the title, beginning, plot, characters and settings to understand the text.

B. Suggestions

In connection with the conclusions and implications above, some suggestions are directed to the English teacher, the students and other researchers.

1. To English teachers

English teachers should be more creative in choosing the activities. The teachers should know what students need to improve

students' problem in reading. If they want to use the Short Story Media, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.

2. To the students

The students should manage themselves to always have positive attitude toward English lesson. They should know what is really important for them to comprehend the text. Always practicing and equipping the right reading strategy are useful to comprehend the text better and improve their vocabulary. Furthermore, they should participate more active in the process of teaching and learning. They should also manage themselves to work in pairs, in groups, or individually.

3. To other researchers

This research only deals with the use of Short Story Media to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this media using different type of research such as experimental or correlational ones.

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APPENDIXES



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

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

Nomor : B-2566/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **DIANA SURYANI**
NPM : 1501070039
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE USE OF SHORT STORY IN IMPROVING STUDENTS
WRITING A NARATIVE TEXT AT TENTH GRADE STUDENT IN
MAN 1 LAMPUNG TIMUR**

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

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

Wassalamu'alaikum Wr. Wb.

31 Juli 2019
Ahmad Subhan Roza, M.Pd.
19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1**

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. (0725) 44756
Website : www.man1lampungtimur.sch.id E-mail : man1lampungtimur@gmail.com

24 September 2019

Nomor : B- 196 /Ma.08.01/PP.07.1/09/2019
Lamp : -
Hal : **Tanggapan Pra Survey**

Yth,

Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-2566/In.28.1/J/TL.00/07/2019 tanggal 31 Juli 2019 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama : Diana Suryani
NPM : 1501070039
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penulisan Proposal Penelitian dengan judul "The Use Of Short Story In Improving Students Writing A Narrative Text At Tenth Grade Student In MAN 1 Lampung Timur"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.



Imam Sakroni
19651204 19950 3 1001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : DIANA SURYANI

Fakultas/Jurusan : TBI

NPM : 1501070039

Semester/TA : IX / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	7/10-19	✓		- Chapter II - action revise	
2.	11/10-19	✓		- revision is ok - ACC for seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisab, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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Nama : DIANA SURYANI

Fakultas/Jurusan : TBI

NPM : 1501070039

Semester/TA : I X / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 12/09/2018		✓	Kerise problem formulation - Prior research - Quotation - Reference ?	
2	Thursday 19/09/2018		✓	Show Reference	
3	Thursday 03/10/2018		✓	Acc and continue to the first sponsor	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Diana Suryani
NPM : 1501070039

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/12-19	✓		Revisi	
	3/1-2020	✓		ACC for research instrument	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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Nama : Diana Suryani
NPM : 1501070160

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 26/12/2019		✓	Ace Research Instrumant	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Boza, M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing II

Syuhreni Siregar, M.Hum
NIP. 197608142009122004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Nomor : B-4568 /In.28.1/J/PP.00.9/12/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

19 Desember 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Diana Suryani
NPM : 1501070039
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Short Story In Improving Students Reading Comprehension Ability Among The Tenth Graders At MAN 1 Lampung Timur

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
NIP. 19750610 2008011019



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-0432/In.28/D.1/TL.01/01/2020

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

Nama : **DIANA SURYANI**
NPM : 1501070039
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SHORT STORY TO IMPROVE READING COMPREHENSION ABILITY AMONG THE TENTH GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 27 Januari 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-0433/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0432/In.28/D.1/TL.01/01/2020,
tanggal 27 Januari 2020 atas nama saudara:

Nama : DIANA SURYANI
NPM : 1501070039
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SHORT STORY TO IMPROVE READING COMPREHENSION ABILITY AMONG THE TENTH GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Januari 2020

Kepada Yth.,
Kepala Dekan I,



Dra. Isti Fatimah MA
NIP. 19670531 199303 2 003



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

Jalan Ki Hajar Dewantara Kampus 15 A Ingguloyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47294, Website: www.tarbiyah.metrounik.ac.id, e-mail: tarbiyah.iaim@metrounik.ac.id

Nomor : B-4350/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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


Nama : DIANA SURYANI
NPM : 1501070039
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF SHORT STORY IN IMPROVING STUDENTS
READING COMPREHENSION ABILITY AMONG THE TENTH
GRADERS AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC
YEAR OF 2019/2020

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris


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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jalan Lembayung Banjarmeye 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website www.man1lampungtimur.sch.id
E-mail: man1lampungtimur@gmail.com

04 Februari 2020

Nomor : B- 057 /Ma.08.01/PP.07.1/02/2020
Lampiran : -
Hal : **Tanggapan Izin Research**

Yth. :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-0433/In.28/D.1/TL.00/01/2020 tanggal 27 Januari 2020 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Diana Suryani
NPM : 1501070039
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "The Use Of Short Story To Improve Reading Comprehension Ability Among The Tenth Graders At MAN 1 Lampung Timur The Academic Year 2019/2020".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala,

[Signature]
H. Ham Sakroni
NIP. 19851204 199503 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Diana Suryani

NPM : 1501070035

Fakultas : Tarbiyah (FTIK)

Angkatan : 2015

Telah menyerahkan buku berjudul : English Vocabulary in Use

Metro, 23 Januari 2020

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Diana Suryani

NPM : 1501070035

Fakultas : Tarbiyah (FTIK)

Angkatan : 2015

Telah menyerahkan buku berjudul : English Vocabulary in Use.

Metro, 23 Januari 2020.

Ketua Jurusan TBI

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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M E T R O Telp (0725) 41507, Faks (0725) 47296, Website digilib.metrouniv.ac.id, pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-269/In.2B/S/U.1/OT.01/04/2020

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

Nama : DIANA SURYANI
NPM : 1501070039
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070039.

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, 23 April 2020
Kepala Perpustakaan

Drs. Mokhammad Sudin, M.Pd
NIP.195808319810301001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Diana Suryani
NPM : 1501070039

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : X/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 2/4-20	✓		- sign ... - chapter IV → Achip → Explain based on the procedures on p. 21 !	
2.	Kamis 5/4-20	✓		- chapter IV : - Achip (cycle 1 - cycle 2) revisi	
3.	Selasa 14/4-20	✓		- revision is OK - ACC for Muningsyah	

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Semester/TA : X/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 10/03/2020		✓	- Revise your topic - Revise your conclusion (have to relate to the title/content) - Check & Recheck program (chapter IV & V)	
2	Tuesday 31/03/2020		✓	Accord Continue to the first sponsor	

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SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat	ks lisan dan tulis	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca 	Kriteria penilaian:		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks</p>	<p> sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>ngsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan</i></p> <p>semacamnya</p> <p><i>Unsur</i></p>	<p>pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>mangeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menayakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>kebahasaan</i></p> <p>:</p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang</p>	<p>dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>ngasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. 	<p>diri</p> <p>Pengamatan</p> <p>(observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>rapi (5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>Menyampaikan dan Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Untuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari	<p>Menyampaikan dan Mengkomunikasikan</p> <p>lisan dan tulis untuk</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi 	1 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u> <u>SUARA GURU</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk</p>	<p>memuji bersayap (extended) serta responnya</p> <p><i>ngsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p><i>cellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"</i></p> <p><i>sur kebahasaan:</i></p>	<p>interaksi memuji bersayap.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur 		<ul style="list-style-type: none"> <u>Koran/ majalah ber</u> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Ucapan, tekanan kata, intonasi</p>	<p>ungkapan lain, dsb.</p> <p>mengeksplorasi</p> <p>siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan 	<p>dan unsur kebahasaan dalam menyampaikan pujian serta responnya</p> <p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunandan kepedulian dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru, teman dan orang lain.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan</p>	<p>ks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p>ngsi sosial</p> <p>menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Ungkapan</p> <p>gkapan untuk memberi perhatian</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role</i>) 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p>Unsur kebahasaan: leksikon, tekanan kata, intonasi</p>	<p>perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Penemuan Kembali</p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. 	<p><i>play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations):</p> <p>Hasil penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung</p>	<p>ks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p>ngsi Sosial</p> <p>Menyatakan rencana</p> <p>uktur Teks</p> <p>'I'd like to tell my name,' I will tell</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakantentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakantentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://american.english.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan</p>	<p>him about my job, I'm going to introduce my friend</p> <p><i>sur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>ngan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p>	<p>tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>ra Penilaian:</p> <p>ngamatan (observasi)</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, 		<ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		<p>Penemuan Kembali</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Asosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia 	disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ngkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p>ks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>ngsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan</p>	<p>teman, dan orang lain.</p> <p><i>struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara</p>	<p>selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya 		<ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>lisan <i>Topik</i> keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>ucapan selamat dengan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan 	<p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyampaikannya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa	dakan/kejadian yang dilakukan/terjadi di	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi 	2 x 2 JP	<ul style="list-style-type: none"> • <u>Audio CD/VCD/DVD</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di</p>	<p>waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p>st Simple dan Present Perfect Tense)</p> <p>Fungsi sosial</p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p>	<p>membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</p> <ul style="list-style-type: none"> Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan</p>	<p>sosial</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, 		<ul style="list-style-type: none"> SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<p>yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p>	<p>dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect</i> 	<p>percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang benar dan sesuai konteks.	<p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>bagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><i>tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa 	cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</p>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan</p>	<p><i>Fungsi sosial</i></p> <p>membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang,</p>	<p>berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung 		<p>sh.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur</p>	<p>tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>ng semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata,</p>	<p>menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran,</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata 	<ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kewirausahaan, nasionalisme, percaya diri.	dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. <ul style="list-style-type: none"> Siswa dapat menggunakan 'learning journal' 			
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	Teks tulis berbentuk announcement (pemberitahuan) <i>Fungsi sosial</i> Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. mpertanyakan	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Cara Penilaian	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>ungkapan yang lazim digunakan dalam teks</p> <p><i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur</i></p>	<p>dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>kebahasaan</i></p> <p>osa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p>	<p>ngasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>ngkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks 	<p>komunikasi</p> <ul style="list-style-type: none"> perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p><i>announcement</i> dalam kerja kelompok</p> <ul style="list-style-type: none"> • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			lain		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p>ks recount lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</p> <p><i>ngsi sosial</i></p> <p>meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadia</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks recount Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk recount dalam kelompok / 	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>n secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan</p>	<p>perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <ul style="list-style-type: none"> Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan /menyalin teks 	<p>berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p><i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja 	<p>dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1. Mensyukuri kesempatan dapat	teks naratif lisan dan	Mengamati	Kriteria penilaian:	6 x 2 JP	<ul style="list-style-type: none"> • <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana</p>	<p>tulis berbentuk legenda sederhana.</p> <p><i>fungsi sosial</i></p> <p>meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur</i></p>	<ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur 		<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><i>kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>keladanan tentang perilaku dan nilai-nilai luhur dan</p>	<p>informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>kebahasaan dalam teks naratif</p> <p>Pengamatan</p> <p>(observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	budaya.	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan</p>	<p>gung sederhana</p> <p><i>ngsi sosial</i></p> <p>menghibur, mengungkapkan perasaan, mengajarkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar 	<p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyengli

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>pesan moral</p> <p><i>sur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p>	<p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangkunya Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa 	<p>jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portfolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman 		<p>sh.com</p> <ul style="list-style-type: none"> http://american.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>keteladanan tentang perilaku yang menginspirasi.</p>	<p>membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</p> <ul style="list-style-type: none"> • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 1 Lampung Timur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ Genap
Materi Pokok : Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait

	<p>legenda rakyat</p> <ul style="list-style-type: none"> • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacaskan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- Fungsi Sosial
Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks
Dapat mencakup:
 - Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

Narative text

TELAGA WARNA

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

TELAGA WARNA

Zaman dahulu, ada sebuah kerajaan di Jawa Barat. Negeri itu dipimpin oleh seorang raja. Prabu, begitulah orang memanggilnya. Ia adalah raja yang baik dan bijaksana. Tak heran, kalau negeri itu makmur dan tenteram. Tak ada penduduk yang lapar di negeri itu.

Semua sangat menyenangkan. Sayangnya, Prabu dan istrinya belum memiliki anak. Itu membuat pasangan kerajaan itu sangat sedih. Penasehat Prabu menyarankan, agar mereka mengangkat anak. Namun Prabu dan Ratu tidak setuju. "Buat kami, anak kandung adalah lebih baik dari pada anak angkat," sahut mereka.

Ratu sering murung dan menangis. Prabu pun ikut sedih melihat istrinya.. Lalu Prabu pergi ke hutan untuk bertapa. Di sana sang Prabu terus berdoa, agar dikaruniai anak. Beberapa bulan kemudian, keinginan mereka terkabul. Ratu pun mulai hamil. Seluruh rakyat di kerajaan itu senang sekali. Mereka membanjiri istana dengan hadiah.

Sembilan bulan kemudian, Ratu melahirkan seorang putri. Penduduk negeri pun kembali mengirimi putri kecil itu aneka hadiah. Bayi itu tumbuh menjadi anak yang lucu. Belasan tahun kemudian, ia sudah menjadi remaja yang cantik.

Prabu dan Ratu sangat menyayangi putrinya. Mereka memberi putrinya apa pun yang dia inginkan. Namun itu membuatnya menjadi gadis yang manja. Kalau keinginannya tidak terpenuhi, gadis itu akan marah. Ia bahkan sering berkata kasar. Walaupun begitu, orangtua dan rakyat di kerajaan itu mencintainya.

Hari berlalu, Putri pun tumbuh menjadi gadis tercantik di seluruh negeri. Dalam beberapa hari, Putri akan berusia 17 tahun. Maka para penduduk di negeri itu pergi ke istana. Mereka membawa aneka hadiah yang sangat indah. Prabu mengumpulkan hadiah-hadiah yang sangat banyak itu, lalu menyimpannya dalam ruangan istana. Sewaktu-waktu, ia bisa menggunakannya untuk kepentingan rakyat.

Prabu hanya mengambil sedikit emas dan permata. Ia membawanya ke ahli perhiasan. "Tolong, buatkan kalung yang sangat indah untuk putriku," kata Prabu. "Dengan senang hati, Yang Mulia," sahut ahli perhiasan. Ia lalu bekerja d sebaik mungkin, dengan sepenuh hati. Ia ingin menciptakan kalung yang paling indah di dunia, karena ia sangat menyayangi Putri.

Hari ulang tahun pun tiba. Penduduk negeri berkumpul di alun-alun istana. Ketika Prabu dan Ratu datang, orang menyambutnya dengan gembira. Sambutan hangat makin terdengar, ketika Putri yang cantik jelita muncul di hadapan semua orang. Semua orang mengagumi kecantikannya.

Prabu lalu bangkit dari kursinya. Kalung yang indah sudah dipegangnya. "Putriku tercinta, hari ini aku berikan kalung ini untukmu. Kalung ini pemberian orang-orang dari penjuru negeri. Mereka sangat mencintaimu. Mereka

mempersalahkan hadiah ini, karena mereka gembira melihatmu tumbuh jadi dewasa. Pakailah kalung ini, Nak,” kata Prabu.

Putri menerima kalung itu. Lalu ia melihat kalung itu sekilas. “Aku tak mau memakainya. Kalung ini jelek!” seru Putri. Kemudian ia melempar kalung itu. Kalung yang indah pun rusak. Emas dan permatanya tersebar di lantai.

Itu sungguh mengejutkan. Tak seorang pun menyangka, Putri akan berbuat seperti itu. Tak seorang pun bicara. Suasana hening. Tiba-tiba terdengar tangisan Ratu. Tangisannya diikuti oleh semua orang.

Tiba-tiba muncul mata air dari halaman istana. Mula-mula membentuk kolam kecil. Lalu istana mulai banjir. Istana pun dipenuhi air bagai danau. Lalu danau itu makin besar dan menenggelamkan istana.

Di hari yang cerah, kita bisa melihat danau itu penuh warna yang indah dan mengagumkan. Warna itu berasal dari bayangan hutan, tanaman, bunga-bunga, dan langit di sekitar telaga. Namun orang mengatakan, warna-warna itu berasal dari kalung Putri yang tersebar di dasar telaga.

E. Media Pembelajaran

- **Short Story**

F. Media, Alat dan Sumber Pembelajaran

1. Media
 - Worksheet atau lembar kerja (peserta didik).
 - Lembar penilaian
2. Alat
 - Marker, papan tulis.
 - Laptop
3. Sumber Belajar
 - Buku Wajib Siswa SMA Kelas X
 - Text yang berkaitan dengan narrative text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa, 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	Pertemuan 1	60 menit

	<p>Mengamati:</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan / diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda <p>Mempertanyakan:</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi:</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text narative dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis struktur teks dari cerita legenda rakyat yang mereka baca. <p>Mengkomunikasikan:</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. <p>Pertemuan 2</p> <p>Mengamati:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. 	
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	<p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam legenda rakyat. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam narative text yang mereka baca. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru menanyakan kepada siswa tentang materi hari ini. 3. Guru menutup kelas dan memberi salam kepada siswa. 	10 menit

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

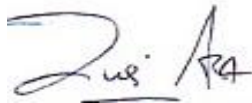
Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks	Teks tertulis	Soal pilihan ganda

narrative		
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Metro, Desember 2019

Collaborator

Researcher




Woro Zuli Astuti, S.Pd

Diana Suryani
NPM: 1501070039

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 1 Lampung Timur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ Genap
Materi Pokok : Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait

	<p>legenda rakyat</p> <ul style="list-style-type: none"> • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacaskan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

- Unsur Kebahasaan

- Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

Narative text

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

E. Media Pembelajaran

- Short Story

F. Media, Alat dan Sumber Pembelajaran

1. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

2. Alat

- Marker, papan tulis.
- Laptop

3. Sumber Belajar

- Buku Wajib Siswa SMA Kelas X
- Text yang berkaitan dengan narrative text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	4. memberi salam kepada siswa, 5. memeriksa kehadiran siswa. 6. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	Pertemuan 1 Mengamati: <ul style="list-style-type: none">• Siswa menyimak berbagai contoh teks legenda yang diberikan / diperdengarkan guru.• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya• Siswa mengamati keteladanan dari cerita legenda Mempertanyakan: <ul style="list-style-type: none">• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi: <ul style="list-style-type: none">• Siswa membaca beberapa text narative dari	60 menit

	<p>berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 2. Guru meminta siswa untuk menganalisis struktur teks dari cerita legenda rakyat yang mereka baca. <p>Mengkomunikasikan:</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. <p>Pertemuan 2</p> <p>Mengamati:</p> <ol style="list-style-type: none"> 2. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 2. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 2. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam legenda rakyat. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 2. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam narative text yang mereka baca. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 2. Guru meminta siswa untuk menyampaikan 	
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	hasil analisis mereka.	
Penutup	<p>4. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.</p> <p>5. Guru menanyakan kepada siswa tentang materi hari ini.</p> <p>6. Guru menutup kelas dan memberi salam kepada siswa.</p>	10 menit

H. Instrument Penilaian

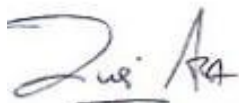
1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Collaborator



Woro Zuli Astuti, S.Pd

Metro, Desember 2019
Researcher



Diana Suryani
NPM: 1501070039

PRE-TEST on Reading Comprehension Ability

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, d, or e!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Read the following text to answer questions 1-5

Text 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which of the following statements is false about Sang Prabu?
 - A. Sang Prabu was a father of his only daughter
 - B. Sang Prabu was a king of a kingdom in West Java
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy
 - D. Sang Prabu was a wise man
 - E. Sang Prabu didn't have a son
2. Why did the wicked fairy use her magic power to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan
 - B. She didn't want Raden Prabu marry the princess
 - C. She wanted Teja Nirmala to forget about her wedding
 - D. She didn't want the prince of Blambangan marry the princess
 - E. She didn't want the prince of Blambangan feel in love with her
3. According to you, what would happen if gods or goddesses did not mingle will the people in the earth ?
 - A. Princess Segara will have married with Raden Begawan
 - B. Sang Prabu will not hold strength competition
 - C. Raden Begawan will not die
 - D. Teja Nirmala will stay in the Kahyangan
 - E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- A. The wicked fairy
 - B. The nice fairy
 - C. Princess Nirmala
 - D. Prince Teja
 - E. The prince of Blambangan
5. According to the text, The similarity between fairy and human is ?
- A. The place they live
 - B. The jealousy that they possess
 - C. The way they don't feel a love
 - D. The strength they have
 - E. Their life that is immortal

Read the following text to answer questions number 6 to 10.

Text 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
- A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple
 - E. Kebo eat food was equal for food of thousand people
7. Why did Kbo Iwo feel angry to the Balinese people?
- A. Because Balinese people ate his meal

- B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage
8. According to you, if Kbo Iwa is never existed in Bali island, what will it?
- A. There will be no Bali island
 - B. Bali People will never be angry
 - C. All Bali people will live in a prosperous way
 - D. We are not able see the beauty of Lake Batur
 - E. Mount Batur will not be a sacred place now
9. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
- A. Support
 - B. Defeat
 - C. Turn Against
 - D. Beat
 - E. Change
10. What is mount batur?
- A. A lake build by Kbo Iwa
 - B. A well dug by Kbo iwa
 - C. The mountain build by Kbo Iwa
 - D. A mound of earth dug from the well by Kbo iwa
 - E. A home build by Balinese people to Kbo Iwa

POST TEST of Reading Comprehension Ability
(CYCLE 1)

Direction:

- 1. Write your name and class on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, d or e!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Read the following text to answer questions 1-10

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
 - e. Towers and logs

2. Who was Ah Tim ?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
 - e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
 - a. Ah Tm
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
 - e. The baby and his mother

4. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
 - e. The wolves were good runners

5. The woman gave her son to the wolves because
 - a. She loved her nephew than her son.
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy
 - e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For play
 - e. For building a house for the woman.

7. " all men in the village fetched thick stick ... " The word " fetched" has a similar meaning to :
 - a. Received
 - b. Caught
 - c. Got
 - d. Hit
 - e. Lifted

8. From the passage we learn that the villages were
 - a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles.
 - d. Wild and unsafe
 - e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because
 - a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. The baby was too cute to be alone
 - e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is
 - e. To narrate how the wolves were playing with the baby.

POST-TEST of Narrative Text on Reading Comprehension Ability
(CYCLE 2)

Direction:

- 5. Write your name and class on your answer sheet!**
 - 6. Read the text then answer the question by crossing a, b, c, or d!**
 - 7. You may not cheat with your friends!**
 - 8. Check your answer before submitting!**
-

Read the following text to answer questions 1-4

Text 1

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then they all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult

condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
 - a. A wrath son
 - b. West java's tales
 - c. Tumang a Dog husband
 - d. The legend of Tangkuban Perahu
 - e. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was....
 - a. actually a handsome prince
 - b. married to Dayang Sumbii
 - c. Sangkuriang pet dog
 - d. good at hunting deer
 - e. in fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?
 - a. She liked weaving clothers
 - b. She looked for the heart of a deer
 - c. She was beautiful
 - d. She was looking at her fallen tool
 - e. She and her son were alike

4. What made Dayang Sumbi stay young?
 - a. She set up conditions in doing things
 - b. A young man fall in love with her
 - c. She married a dog
 - d. She knew how to take care her body
 - e. God gave her an eternal beauty

Read the following text to answer question 5-7

Text 2

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

5. The story is about....
 - a. Two children went to school for the first time
 - b. A witch who is really kind
 - c. A father who begged a witch for money
 - d. A stepmother who saved her children from a witch
 - e. Two children saved their stepmother from a witch
6. Which statement is FALSE about the witch?
 - a. She locked Hansel in a cage
 - b. She planned to eat Hansel & Gretel
 - c. She fell into the ocean
 - d. She hated the children
 - e. She set Gretel to clean the house
7. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...
 - a. Marked
 - b. Painted
 - c. Opened
 - d. Polished
 - e. Closed

Read the following text to answer questions number 8 to 10.

Text 3

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, " why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

8. How was the farmer according to the writer ? He was....

- a. Mean
- b. Humorous
- c. generous
- d. rich
- e. kind

9. Which statement is TRUE according to the story ?

- a. His wife cleaned and kept the box for her
- b. The box was full of valuable things when it was found
- c. The farmer had to pull dead grandfathers out and bury them
- d. The poor farmer was finally killed by his grandfather

e. The farmer's wife was happy after the grandfather passed away

10. What did we learn from the story ?

- a. Being honest is not always wise
- b. All that glitters is not good
- c. It is good to be honest in life
- d. Being a miser is sometimes important
- e. We must respect our parents

ANSWER SHEET PRE-TEST

NAME : Dea Exkitalia Rista
 CLASS : X IPA 2

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

1	A	B	X	D	E	✓
2	A	B	C	X	E	✓
3	X	B	C	D	E	X
4	A	B	X	D	E	✓
5	A	X	C	D	E	✓
6	A	B	C	D	X	✓
7	A	B	X	D	E	✓
8	A	X	C	D	E	X
9	X	B	C	D	E	✓
10	A	B	C	X	E	✓

80

B: 8
S: 2

ANSWER SHEET PRE-TEST

NAME : WIKA FURATI AYUNDARI

CLASS : X IPA 2

B = 5

S = 5

5 x 10

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

1	A	B	C	D	E	✓
2	A	B	C	D	E	X
3	A	B	C	D	E	✓
4	A	B	C	D	E	✓
5	A	B	C	D	E	X
6	A	B	C	D	E	X
7	A	B	C	D	E	✓
8	A	B	C	D	E	X
9	A	B	C	D	E	X
10	A	B	C	D	E	✓

50

ANSWER SHEET POST-TEST 1

NAME : Leitatul Maulidah

CLASS : X IPA²

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

✓
✓
✓
✓
✓
✓
✓
✓
X
X

80

ANSWER SHEET POST-TEST 1

NAME : HERMA AVITA ROEHANJ

CLASS : X IPA 2

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

1	X	B	C	D	E	>
2	A	B	C	R	E	✓
3	X	B	C	D	E	✓
4	A	B	C	D	E	X
5	A	R	C	D	E	✓
6	A	R	C	D	E	X
7	X	B	R	D	E	✓
8	A	B	X	D	E	✓
9	X	B	C	D	E	X
10	X	B	C	D	E	X

50

ANSWER SHEET POST-TEST 2

NAME : Laila Nurhan Asyiah

CLASS : X IPA 2

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

1	A	B	C	D	E	✓
2	A	B	C	D	E	✓
3	A	B	C	D	E	✓
4	A	B	C	D	E	✗
5	A	B	C	D	E	✓
6	A	B	C	D	E	✓
7	A	B	C	D	E	✓
8	A	B	C	D	E	✓
9	A	B	C	D	E	✓
10	A	B	C	D	E	✗

B: 6
C: 2

B x 10

80

ANSWER SHEET POST-TEST 2

NAME : Muhammad Shah
 CLASS : B MIA 2

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

1	A	B	C	X	E	✓
2	A	B	C	X	E	X
3	A	B	X	D	E	✓
4	A	B	C	D	X	✓
5	A	B	C	X	E	✓
6	A	B	X	D	E	✓
7	A	B	C	X	E	X
8	X	B	C	D	E	✓
9	A	B	X	D	E	✓
10	A	B	C	X	E	X

B: 7
 S: 3

70

Students' Pre-test Grade

NO	Name	Total Grade	Criteria
1	AAA	60	Incomplete
2	AAB	60	Incomplete
3	AAC	50	Incomplete
4	AAD	50	Incomplete
5	CNA	50	Incomplete
6	DS	50	Incomplete
7	DL	50	Incomplete
8	DN	80	Complete
9	DK	50	Incomplete
10	DAP	50	Incomplete
11	ERY	50	Incomplete
12	EYI	50	Incomplete
13	EIW	50	Incomplete
14	FANY	50	Incomplete
15	GD	50	Incomplete
16	ITP	60	Incomplete
17	KHN	80	Complete
18	KR	60	Incomplete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	50	Incomplete
22	MASS	50	Incomplete
23	MA	50	Incomplete
24	NAN	50	Incomplete
25	OK	50	Incomplete
26	RF	50	Incomplete
27	SSW	50	Incomplete
28	SAB	50	Incomplete
29	SCB	80	Complete
30	SSA	60	Incomplete
Total off students' grade			1690
Total all of students' (n)			30
The highestgrade			80
The lowestgrade			50
Average			56

Students Post-Test I Grade

(Cycle I)

NO	Name	Total Grade	Criteria
1	AAA	70	Incomplete
2	AAB	70	Incomplete
3	AAC	70	Incomplete
4	AAD	60	Incomplete
5	CNA	60	Incomplete
6	DS	60	Incomplete
7	DL	60	Incomplete
8	DN	80	Complete
9	DK	50	Incomplete
10	DAP	50	Incomplete
11	ERY	50	Incomplete
12	EYL	50	Incomplete
13	EIW	60	Incomplete
14	FANY	60	Incomplete
15	GD	50	Incomplete
16	ITP	60	Incomplete
17	KHN	80	Complete
18	KR	80	Complete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	80	Complete
22	MASS	70	Incomplete
23	MA	80	Complete
24	NAN	80	Complete
25	OK	80	Complete
26	RF	80	Complete
27	SSW	60	Incomplete
28	SAB	60	Incomplete
29	SCB	80	Complete
30	SSA	70	Incomplete
Total off students' grade			2020
Total all of students' (n)			30
The highestgrade			80
The lowestgrade			50
Average			67

**Students Post-Test II Grade
(Cycle II)**

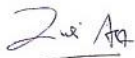
NO	Name	Total Grade	Criteria
1	AAA	80	Complete
2	AAB	80	Complete
3	AAC	80	Complete
4	AAD	80	Complete
5	CNA	80	Complete
6	DS	80	Complete
7	DL	80	Complete
8	DN	80	Complete
9	DK	80	Complete
10	DAP	80	Complete
11	ERY	80	Complete
12	EYL	80	Complete
13	EIW	80	Complete
14	FANY	70	Incomplete
15	GD	80	Complete
16	ITP	70	Incomplete
17	KHN	80	Complete
18	KR	80	Complete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	80	Complete
22	MASS	80	Complete
23	MA	80	Complete
24	NAN	80	Complete
25	OK	80	Complete
26	RF	80	Complete
27	SSW	80	Complete
28	SAB	70	Incomplete
29	SCB	80	Complete
30	SSA	80	Complete
Total off students' grade			2370
Total all of students' (n)			30
The highestgrade			80
The lowestgrade			70
Average			79

Observation Sheet Of Students Activity
Post Test I Cycle I

NO	Name	Activities		
		1	2	3
1	AAA	√	√	-
2	AAB	√	-	-
3	AAC	√	√	√
4	AAD	√	-	√
5	CNA	√	√	-
6	DS	√	-	-
7	DL	√	-	√
8	DN	√	-	√
9	DK	√	√	-
10	DAP	√	√	√
11	ERY	√	-	√
12	EYL	√	-	√
13	EIW	√	-	-
14	FANY	-	-	√
15	GD	-	√	√
16	ITP	-	-	-
17	KHN	√	-	-
18	KR	√	-	√
19	LRR	√	-	-
20	LTF	√	-	√
21	MMA	√	√	-
22	MASS	-	-	√
23	MA	√	√	√
24	NAN	√	-	-
25	OK	√	-	√
26	RF	√	√	-
27	SSW	√	√	-
28	SAB	-	-	√
29	SCB	√	√	√
30	SSA	√	√	-
TOTAL		25	12	16

1. The students are able to read and comprehend the story
2. The students are able to mention the characters of the story
3. The students are able to answer the question based on the story

Collaborator



Woro Zuli Astuti, S.Pd

Metro, Desember 2019
Researcher



Diana Suryani
NPM: 1501070039

Observation Sheet Of Students Activity
Post Test I Cycle II

NO	Name	Activities		
		1	2	3
1	AAA	√	√	√
2	AAB	√	√	√
3	AAC	√	√	√
4	AAD	√	√	√
5	CNA	√	√	√
6	DS	√	√	√
7	DL	√	√	√
8	DN	√	√	√
9	DK	√	√	√
10	DAP	√	√	√
11	ERY	√	-	√
12	EYL	√	√	√
13	EIW	√	√	√
14	FANY	-	-	√
15	GD	-	√	√
16	ITP	√	-	-
17	KHN	√	-	-
18	KR	√	√	√
19	LRR	√	√	-
20	LTF	√	√	√
21	MMA	√	√	-
22	MASS	-	√	√
23	MA	√	√	√
24	NAN	√	√	√
25	OK	√	-	√
26	RF	√	√	√
27	SSW	√	√	√
28	SAB	-	√	√
29	SCB	√	√	√
30	SSA	√	√	√
TOTAL		26	25	25

1. The students are able to read and comprehend the story
2. The students are able to mention the characters of the story
3. The students are able to answer the question based on the story

Collaborator



Woro Zuli Astuti, S.Pd

Metro, Desember 2019
Researcher



Diana Suryani
NPM: 1501070039

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

NO	Name	Pre Test	Post Test I	Deviation	Explanation
1.	AAA	60	70	10	Improved
2.	AAB	60	70	10	Improved
3.	AAC	50	70	20	Improved
4.	AAD	50	60	10	Improved
5.	CNA	50	60	10	Improved
6.	DS	50	60	10	Improved
7.	DL	50	60	10	Improved
8.	DN	80	80	0	Declined
9.	DK	50	50	0	Declined
10.	DAP	50	50	0	Declined
11.	ERY	50	50	0	Declined
12.	EYL	50	50	0	Declined
13.	EIW	50	60	10	Improved
14.	FANY	50	60	10	Improved
15.	GD	50	50	0	Declined
16.	ITP	60	60	0	Declined
17.	KHN	80	80	0	Declined
18.	KR	60	80	20	Improved
19.	LRR	80	80	0	Declined
20.	LTF	80	80	0	Declined
21.	MMA	50	80	30	Improved
22.	MASS	50	70	20	Improved
23.	MA	50	80	30	Improved
24.	NAN	50	80	30	Improved
25.	OK	50	80	30	Improved
26.	RF	50	80	30	Improved
27.	SSW	50	60	10	Improved
28.	SAB	50	60	10	Improved
29.	SCB	80	80	0	Declined
30.	SSA	60	70	10	Improved
Total		1.690	2.020		
Average		56	67		
The Highest Grade		80	80		
The Lower Grade		50	50		

Comparison of Students' Post Test I and Post-Test II in Cycle II

NO	Name	Post Test I	Post Test II	Deviation	Explanation
1.	AAA	70	80	10	Improved
2.	AAB	70	80	10	Improved
3.	AAC	70	80	10	Improved
4.	AAD	60	70	10	Improved
5.	CNA	60	80	20	Improved
6.	DS	60	80	20	Improved
7.	DL	60	80	20	Improved
8.	DN	80	80	0	Declined
9.	DK	50	80	30	Improved
10.	DAP	50	70	30	Improved
11.	ERY	50	80	30	Improved
12.	EYL	50	80	30	Improved
13.	EIW	60	80	20	Improved
14.	FANY	60	70	10	Improved
15.	GD	50	80	30	Improved
16.	ITP	60	80	20	Improved
17.	KHN	80	80	0	Declined
18.	KR	80	80	0	Declined
19.	LRR	80	80	0	Declined
20.	LTF	80	80	0	Declined
21.	MMA	80	80	0	Declined
22.	MASS	70	80	10	Improved
23.	MA	80	80	0	Declined
24.	NAN	80	80	0	Declined
25.	OK	80	80	0	Declined
26.	RF	80	80	0	Declined
27.	SSW	60	80	20	Improved
28.	SAB	60	80	20	Improved
29.	SCB	80	80	0	Declined
30.	SSA	70	80	10	Improved
Total		2.020	2.370		
Average		67	79		
The Highest Grade		80	80		
The Lower Grade		50	50		

DOCUMENTATION



Picture 1. Pre-Test



Picture 2. Teaching I in Cycle I



Picture 3. Teaching II in Cycle I



Picture 4. Post-Test I



Picture 5. Teaching I in Cycle II



Picture 6. Teaching II in Cycle II



Picture 7. Post-Test II

CURRICULUM VITAE



The name of writer is Diana Suryani. She was born on December 22th 1997, Metro, Central Lampung. She is the six child from Mr Samidi and Mrs Saripa.

She was enrolled her study in Kindergarten at TK Pertiwi 3, Sumberrejo, Batanghari on 2002-2004.

Then, she continued her study at SDN 01 Sumberrejo, on 2004-2009. After that, she continued her study at SMPN 07 Metro, Lampung Timur, on 2009-2012. Next, she continued her study at SMK 1 Muhammadiyah Metro, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.

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