

AN UNDERGRADUATE THESIS

**THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI**

By:

**ERY ERIANTI
STUDENT.ID. 1501070057**



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

**THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI**

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

By:

**ERY ERIANTI
STUDENT.ID.1501070057**

Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum

**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M



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

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

APPROVAL PAGE

Title : THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY AMONG
THE TENTH GRADE AT SMAN 1 BATANGHARI
Name : Ery Erianti
Students Number : 1501070057
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Metro, 28 April 2020
Co-sponsor

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

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

The Head of English Education Department

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



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

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

NOTIFICATION LETTER

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

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

Assalamu'alaikum, Wr. Wb

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

Name : Ery Erianti
Students Number : 1501070057
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY AMONG THE
TENTH GRADE AT SMAN 1 BATANGHARI

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.

Wassalmu'alaikumWr.Wb

Sponsor

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

Metro, 28 April 2020

Co-sponsor

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



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

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

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Pengajuan Monaqosyah**

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

Assalamualaikum Wr. Wb.

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

Name : Ery Erianti
Students Number : 1501070057
Judul Skripsi : THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY AMONG
THE TENTH GRADE AT SMAN 1 BATANGHARI

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

Pembimbing I

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

Metro, 28 April 2020
Pembimbing II

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



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

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

RATIFICATION PAGE

No. B-1612/11-28-1/D/PP.00-9/06/2020

An Undergraduate thesis entitled: THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI, written by Ery Erianti, student number 1501070057, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 16th June 2020 at 10.00 – 12.00 pm.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum
Examiner I : Ahmad Subhan Roza, M.Pd
Examiner II : Syahreni Siregar, M.Hum
Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



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

**THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI**

ABSTRACT

**BY
ERY ERIANTI**

This research intended to present that the reading comprehension can be improved through intra-act strategy. The type of this research was Classroom Action Research (CAR) which involved 27 students in class X IPA 3 and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from reading comprehension test to figure out the students' knowledge in reading analytical exposition text. Furthermore, the researcher used the observation technique to get the data about student's skill in reading comprehension, students' activities while reading, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' reading comprehension text are (a) 55,55 in pre-test, and (b) 66,29 in post-test 1 as well as (c) 73,33 in post-test 2, It means there is improve. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 20 students pay attention of teacher explanation (74%), 12 students ask/answer question (44%), 15 students were active in group (56%), 14 students able do the task (52%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 21 students pay attention of teacher explanation (89%), 16 students ask/answer question (59%), 22 students were active in group (81%), 19 students able do the task (70%). This result also concluded that intra-act strategy was able to improve the students' reading comprehension.

Keywords: *Reading Comprehension, Intra-Act Strategy, and Classroom Action Research*

**PENGUNAAN STRATEGI DI DALAM TINDAKAN
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA SISWA
DI KELAS SEPULUH SMAN 1 BATANGHARI**

ABSTRAK

**Oleh:
ERY ERIANTI**

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat pemahaman membaca dapat ditingkatkan melalui penggunaan strategi di dalam tindakan. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 27 siswa kelas X IPA 3 dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes membaca untuk mengetahui tingkat keterampilan siswa dalam membaca teks eksposisi analisis. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data keterampilan membaca, aktivitas siswa selama membaca, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam pemahaman membaca adalah (a) 55,55 di pre-tes, dan (b) 66,29 di post-tes 1, serta (c) 73,33 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 20 siswa memperhatikan penjelasan yang diberikan guru (74%), 12 siswa mampu menjawab pertanyaan (44%), 15 siswa aktif dalam grup (56%), dan 14 siswa mampu mengerjakan tugas (52%). Selain itu, aktivitas siswa di siklus 2 menjelaskan bahwa (a) 21 siswa memperhatikan penjelasan yang diberikan guru (89%), 16 siswa mampu menjawab pertanyaan (59%), 22 siswa aktif dalam grup (81%), dan 19 siswa mampu mengerjakan tugas (70%). Hasil ini menggambarkan bahwa strategi di dalam tindakan dapat meningkatkan kemampuan siswa dalam pemahaman membaca teks.

Kata kunci: *pemahaman membaca, strategi di dalam tindakan* dan penelitian tindakan kelas.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Ery Erianti
Students Number : 1501070057
Department : English Education
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, June 2020

The Researcher



ERY ERIANTI
St.ID. 1501070057

ORISINALITAS PENELITIAN

Yang betanda tangan dibawah ini:


Nama : Ery Erianti
NPM : 1501070057
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, June 2020

Peneliti




ERY ERIANTI
NPM 1501070057

MOTTO

...لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا...

“Do not grieve; indeed Allah is with us. (Q.S. At-Taubah9:40)”

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My parents (Mr. Sarmadi and Ms. Partinah), my brother (Apta Veda), also my grand father (Mr Maryono) for deeper prayer, the endless loving, great support and hope to finish this paper.
2. My Best Friends, Nurul Istikomah and Anis Karunia Hasanah who always helps me and give me the spirit to finish this paper.
3. My Almamater State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

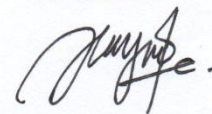
In the name of Allah, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the researcher so that she able to accomplish this undergraduate thesis. Realizing this undergraduate thesis is about "The Use of Intra-Act Strategy in Improving Students' Reading Comprehension Ability among the tenth grade at SMAN 1 Batanghari" would not be accomplished without any helps and supports from many helpful individuals.

The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish an undergraduate thesis soon and always pray for me to be a successful person.

The researcher cannot stand alone, there were any persons who contributed their meaningful hands in accomplishing an undergraduate thesis that the researcher could not mention one by one. Big thanks to both of advisors, Syahreni Siregar, M.Hum and Dr. Umi Yawisah, M.Hum. may Allah SWT gives them better reward for their spending time to support and guide during and undergraduate thesis reading process. Deepest gratitude goes to parents, family, and friends who are never tired to empower spirit.

Nobody is perfect but the researcher do all the best to doing this undergraduate thesis. The researcher do apologizes for all mistakes she has made in reading and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for campus and all readers.

Metro, June 2020
The Reseacher



Ery Erianti
St.ID. 1501070057

TABLE OF CONTENTS

COVER	i
TITTLE	ii
APPROVAL PAGE	iii
NOTIFICATION PAGE	iv
NOTA DINAS.....	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xix
LIST OF APPENDICES.....	xx

CHAPTER I INTRODUCTION..... 1

A. Background of study	1
B. Problem Identification.....	5
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefit of Study	7
F. Prior Research	8

CHAPTER II LITERATURE REVIEW..... 13

A. Concept of Reading Comprehension	13
1. Definition of Reading.....	13
2. Definition of Comprehension.....	14

3. Definition of Reading Comprehension	15
4. Factors Affecting Reading Comprehension	17
5. A Model of Reading Comprehension Instruction	18
6. Assessment of Reading Comprehension.....	19
B. Concept of Intra-Act Strategy	21
1. Definition of Intra-Act Strategy	21
2. The Benefit of Intra-Act Strategy.....	22
3. Advantages and Disadvantages of Intra-Act Strategy.....	23
4. The Implementation of Intra-Act Strategy	23
C. Action Hypothesis.....	25
 CHAPTER III RESEARCH METHOD	26
A. Variable and Operational Definition of Variable.....	26
B. Research Location.....	28
C. Subject and Object of Study.....	29
D. Action Plan.....	30
E. Data Collecting Technique.....	38
F. Data Collecting Instrument	41
G. Data Analysis Technique	42
H. Indicator of success	43
 CHAPTER IV RESULT OF THE RESEARCH	44
A. Research Setting	44
B. Interpretation.....	83
C. The Result Of Students Learning.....	83
D. Comparison Of Score In Pre-Test, Post-Test I In Cycle I, And Post-Test II In Cycle II.....	85
E. The Result Of Students' Learning Activities In Cycle I And CycleII.....	80
F. Discussion	91

CHAPTER V CONCLUSION AND SUGGESTION	93
A. Conclusion.....	93
B. Suggestion.....	95
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1. The Result Of Pre Survey	3
Table 2. The Percentage of Reading Compehension	4
Table 3. The Sample Valuing of Intra-Act Strategy	24
Table 4. The Students quantity at SMAN 1 Batanghari.....	46
Table 5. The Result Of Students' score in Pre Test	48
Table 6. The Percentage of the result of Pre-Test.....	49
Table 7. The Result Of Students' Score Post-Test I.....	59
Table 8. The Percentage Of The Result On Post Test I	60
Table 9. The Students Learning Activities In Cycle I.....	61
Table 10. Frequency of Students of Students' Learning Activities Cycle 1	62
Table 11. The Comparison Between Pre Test And Post Test I Score.....	63
Table 12. Frequency of Students' Pre-Test and Post-Test I in Cycle I.....	64
Table 13. The Result Of Students' PostTest 2.....	75
Table 14. Frequency of Students score in Post Test 2	76
Table 15. The Students Learning Activities In Cycle II	77
Table 16. Frequency of Students of Students' Learning Activities Cycle 2	78
Table 17. The Comparison Between Post Test I, Post Test II Score	80
Table 18. The Frequencyof Students Post Test 1 and Post Test 2 Score	81
Table 19. The Comparison Of Between Pre Test, Post Test I, and Post Test II	86
Table 20. The Frequency Of Students Completed In Pre Test,	

Post Test I, and Post Test II.....	87
Table 21. The Percentage of Students Activities in Cycle I and Cycle II.....	88

LIST OF FIGURES

Figure 1.Cyclical CAR.....	31
Figure 2.The Organization Structure of SMAN 1 Batanghari	47
Figure 3. Percentage of Pre-Test Score.....	49
Figure 4. Percentage of Post-test I Score	60
Figure 5. Percentage of Students LearningActivities in Cycle I.....	62
Figure 6. The Comparison Of Students Score in Pre-test and Post Test I	65
Figure 7. Percentage of Post-test II Score	76
Figure 8. Percentage of StudentsLearning Activities in Cycle II.....	79
Figure 9. The Comparison Of Students Score in Post Test I and Post Test II	82
Figure 10. The Comparison Of Students Score in Pre-test, Post Test IandPost Test II	87
Figure 11. Percentage of Students LearningActivities In Cycle I and Cycle II	89

LIST OF APPENDICES

- Appendix 1 Syllabus
- Appendix 2 Lesson Plan
- Appendix 3 Instruments
- Appendix 4 Documentation Picture
- Appendix 5 Students' Observation Sheet
- Appendix 6 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used as a liaison language between countries around the world. English language ability is one of the most important abilities to be mastered by students, because English mastery will help the people to get information, to communicate, and to get the opportunity to have a bigger job. There are four skills that must be mastered by students those are listening, speaking, reading, and writing.

Moreover, as one skill in English, reading is a way to get information from something written. Reading has a variety of benefits that are very powerful. Firstly reading can add insight and knowledge because by reading people can know problems or life in other parts of the world, secondly reading can add vocabulary because by reading people can know new vocabulary, and thirdly train to be able to write well.

However, based on data obtained from the field, it is often that students do not understand the contents of a text they have read because the students have a limited English vocabulary, low mastery of English grammar, insufficient reading comprehension, low reading habit, lack motivation in reading and low reading interest.

Furthermore, the limitation of the English vocabulary will make the readers difficult to understand the important messages contained in a text. Low English grammar will prevent the reader from capturing the right message. Insufficient reading comprehension will affect student absorption during learning. Students who do not understand the contents of reading tend to be difficult to achieve achievement when they go up to a higher class because the more they move up the class, the more information will be obtained more complex and complicated.

Next, the low reading habit is because the Indonesian people prefer spending their time on social media rather than reading books. Lack of motivation from parents since childhood to read books and the smart phone is very easy to find information. The low reading interest in Indonesian people is increasingly causing a decrease in the quality of human resources and the quality of education in Indonesia

Furthermore, the researcher had investigated the students' reading problems by conducting a pre-survey at SMAN 1 Batanghari. In the pre-survey, the researcher distributed a paper test to students in the form of multiple choice of 10 items with a duration of 60minutes. Then ask students to choose the most appropriate answer. Based on the result of pre-survey conducted by the researcher on 2nd November 2019 at SMAN 1 Batanghari. The test results showed that all students who have problems in reading English. This can be seen from the student scores who did not reach MMC

(Minimum Mastery Criteria). The result of pre-survey is shown by table of pre-survey below:

Table 1
Table of Pre-Survey Data Result
Reading Comprehension of Class X IPA 3
at SMAN 1 Batanghari

No	Name	Score	Criteria
1	AS	60	Incomplete
2	AP	40	Incomplete
3	AH	50	Incomplete
4	AP	50	Incomplete
5	AW	60	Incomplete
6	CP	60	Incomplete
7	DYA	50	Incomplete
8	FRW	60	Incomplete
9	GEP	60	Incomplete
10	GDP	50	Incomplete
11	HS	50	Incomplete
12	IBM	70	Complete
13	IN	50	Incomplete
14	IF	60	Incomplete
15	ISP	40	Incomplete
16	NM	40	Incomplete
17	PV	60	Incomplete
18	RP	50	Incomplete
19	SPL	70	Complete
20	SA	50	Incomplete
21	SW	50	Incomplete
22	SN	70	Complete
23	TK	60	Incomplete
24	TP	50	Incomplete
25	TTL	50	Incomplete
26	VLA	70	Complete
27	VSM	70	Complete
Total all of the students (n)= 27			

Source: Pre-Survey Data of Class X IPA 3 of SMAN 1 Batanghari

Table 2

The Resume of Reading Comprehension Ability among the Tenth Grade at SMAN 1 Batanghari

No	Scores	Frequency	Percentage	Criteria
1.	≥ 70	5 Students	19%	Complete
2.	< 70	21 Students	81%	Incomplete
Total of the students (n) = 27				

Based on the table above, it is known that the percentage of students whose reading ability complete MMC (Minimum Mastery Criteria) is 19%. While the percentage of students whose reading ability that is less than MMC (Minimum Mastery Criteria) is 81%. This means that the percentage of students who are able to achieve MMC (Minimum Mastery Criteria) is less than the percentage of students who are unable to achieve MMC (Minimum Mastery Criteria). Therefore, based on explanation above, it can be concluded that the students' reading comprehension of X IPA 3 in SMAN 1 Batanghari is insufficient.

Related to the reading problems obtained from the pre-survey results, the researcher knows that most of the problems in reading are caused by the limited English vocabulary. Students' reading problems at the tenth grade at SMAN 1 Batanghari need to be dealt with with effective teaching strategy. One of teaching strategies that is very useful in teaching reading is the Intra-Act strategy. Intra-Act is a strategy that is designed to develop

readers' ability to draw on a personal values base or view of the world. ¹Intra-act provides the group works for such reflective discussions.

The application of Intra-Act strategy is very useful in improving reading. There are several intra-act benefits in increasing reading among them this strategy encourages all students to be tolerant to reactions and values of others. In addition, this strategy fosters students' ability for critical and reflective thinking learning. It means that this strategy can improve students' knowledge and reading ability.

Based on the entire description above, the ability of students of the tenth grade at SMAN 1 Batanghari by implementing intra-act strategy. In this case, the researcher will conduct classroom action research to improve students' reading comprehension ability by implementing intra-act strategies. Therefore, the researcher proposes a research proposal entitled "THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI."

B. Problem identification

Based on the pre-survey results stated in the background of the study, the researcher identified several research problems including the following:

¹ Anthony Manzano and Ula Manzano, *Content Area Reading A Heuristic Approach* (Columbus: Merrill Publishing Company, 1990), 255.

1. The students have unsatisfied reading comprehension.
2. The student have low vocabulary mastery.
3. The students do not have adequate grammar mastery.
4. The students have low reading habit.
5. The student do not have high motivation in reading.
6. The student have low reading interest.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem by focusing on the student's insufficiency in the reading comprehension ability among the tenth grade at SMAN 1 Batanghari.

D. Problem Formulation

The problem formulation of this research are as follows:

- a. Can Intra-act strategy improve the students' reading comprehension among the tenth grade at SMAN 1 Batanghari?
- b. Can Intra-act strategy improve the students' learning activity among the tenth grade at SMAN 1 Batanghari?

E. Objective and Benefits of the Study

a. Objective of the Study

Based on the problem formulation above, the objectives of this research are as follows:

- 1) To improve the students reading comprehension by using Intra-Act strategy among the tenth graders at SMAN 1 Batanghari.
- 2) To improve the students' learning activity by using Intra-Act strategy among the tenth grade at SMAN 1 Batanghari.

b. Benefits of the Study

This research is expected to be useful for students, teachers, and for the next researcher.

a) For the Students

Through this research the reading comprehension ability of students can be better. In addition, implementation of the Intra-Act strategy students can activate background knowledge, can determine the main ideas in a reading, can increase vocabulary, and can help students interact with the text so they can clarify their thoughts.

b) For the Teachers

This research is expected to inspire English teachers in an effort to improve students' reading skills. By the implementation of the Intra-Act strategy, the teacher will find it easier to condition students to be more focused in the process of learning to read. In addition, the

application of the Intra-Act strategy helps teachers to reduce saturation or habits in the process of learning to read.

c) For the Other Researchers

This research is expected to be a reference for the next researcher who seeks to improve reading skills. This research can be a guideline for future researchers, especially in the process of implementing the Intra-Act strategy in research reading. In addition, the results of this study are expected to be one of the strong evidences that the Intra-Act strategy can improve students' Reading ability.

F. Prior Research

The researcher takes a review of related researcher from some prior researchers as a principle or comparative in this research. In this section there will be a study or research that has relevance both in perspective, topic, and methodology with the research that researchers are doing.

Furthermore, the previous research was done by Prihatin Dwi Putri. The title is "Teaching Reading by Combining Attribute Web Strategy and Intra-Act Strategy at Senior High School Students".²This journal discusses the teaching of reading by using a combination of webs attribute strategies and intra-act strategies. This combination strategy makes it easier for teachers to increase students' desire to read and make it easier for students to

²Prihastin Dwi Putri, "Teaching Reading by Combining Attribute Web Strategy and Intra-Act Strategy at Senior High School Students", Padang: STKIP PGRI Sumatera Barat.

understand the contents of reading. The aim of combining these two strategies is for students to become more active, effective and efficient in reading

This research and the previous research has similarities and differences. The similarities between this research with the previous prior research lies in the use of Intra-Act strategy for teaching reading, and the research sample involving senior high school students. The research and the previous prior research has similarities and differences. While the differences between this research and previous research are in the different research method. The difference is about the research method. This research method used action classroom research. While, the previous prior research used qualitative method. The result of the previous prior research is the teacher can help the students to comprehend the text.

Moreover, the second prior research was conducted by Nasrin Khaki. The title is “Improving Reading Comprehension in a Foreign Language: Strategic Reader”. The aim of the second prior is one way to help these students improve their reading comprehension is strategy instruction. In the present study, the effects of two strategies, namely, summarizing and student-generated question have been investigated. The second prior sample research is all female intermediate EFL students, between 14 and 39 years old. The research method used in the second prior research is a quantitative research.

Results from the second prior research prove that the guide's strategy is very effective in teaching reading.³

The second prior research has similarities and differences with this research. The similarity between the second prior research and this research is the language skills studied. The English language skills studied in the second research and this research is reading comprehension. The difference between the second prior research with this research includes differences in sample, research method and strategy. The sample from the second prior research are all female intermediate EFL students, between 14 and 39 years old. While the sample of this research was tenth grade students of SMAN 1 Batanghari. The second prior research method is a quantitative research, while the method of this research is classroom action research. The second prior strategy is summarizing and student-generated question, while the strategy of this research is intra-act strategy.

The third prior research was conducted by Ilmiah and Abd. Mustakim. The title is "Improving The Students' Reading Comprehension Through "Tells" Strategy at The First Year Students of SMA Muhammadiyah 9 Perumnas Makassar". The aim of the third prior is to improve students' reading comprehension by using strategy of tittle, examiner, look, look and setting (TELLS). The third prior sample research is the first year students of SMA Muhammadiyah 9 Perumnas Makassar. The research method used in

³Nasrin Khaki, 'Improving Reading Comprehension in a Foreign Language: Strategic Reader', The Reading Matrix Vol 14 No.2, (2014).

the third prior research is a classroom action research. Then the previous researcher found the results based on the goals of the research, those were the students' improvement in literal reading comprehension was 67.75% from 51.31%, as well as the students' improvement in interpretative reading comprehension 67.10% from 51.31%. It was reached by the implementation of TELLs Strategy in the classroom.⁴

The third prior research has similarities and differences with this research. The similarity between the third prior research and this research is the language skills studied, research sample and research method. The language skills studied in the third research and this research is reading comprehension. The sample from the third prior research is involving senior high school students. The first year students of SMA Muhammadiyah 9 Perumnas Makassar. While the sample of this research was tenth grade students of SMAN 1 Batanghari. The research method in the third research and this research is classroom action research. The difference between the third prior research with this research includes differences in strategy. The third prior research strategy is TELLs Strategy, while the strategy of this research is intra-act strategy.

Based on all of the prior research above, the researcher would like to compare and adapt the prior research by continuing the study using classroom action research. Therefore the title of this research is the use of intra-act

⁴Ilmiah and Abd Mustakim, *"Improving The Students' Reading Comprehension Through "Tells" Strategy at The First Year Students of SMA Muhammadiyah 9 Perumnas Makassar"*, *Exposure Journal*, no. 1 (12 May 2013).

strategy in improving students' reading comprehension ability among the tenth grade at SMAN 1 Batanghari. From the above prior research have similarities and differences with this study. The similarity between three previous studies is the language skills studied. The language skills studied in all of the prior research and this research is reading comprehension. Furthermore the difference between previous study and this study is the first study the difference lies in the research sample and research methods. In the second study the difference lies in the strategies used, research methods and research samples. In the third study the difference lies in the research sample and the strategies used.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1) Definition of Reading

According to Wolf, reading is a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text.¹ However, reading in essence is something complicated which involves many things, not just recite writing, but also involves activity visual, thinking, psycholinguistics, and metacognitive.

Furthermore, Katherine states that reading is the process of constructing meaning from written texts.² Moreover, the involvement of the reader with the text depends on the context. People who like to read a text that is useful, will meet some goals that they want to achieve, the text that someone reads must be easy to understand so that there is interaction between the reader and the text.

Moreover, Lori Connors-Tadros explains that reading is commonly defined as the ability to read and to interpret meaning from

¹John Hedgcock and Dana Ferris, *Teaching Readers of English: Students, Texts, and Contexts* (New York ; London: Routledge, 2009) 15.

²Katherine K. Frankel et al., "From "What Is Reading?" To What Is Literacy?", *Journal of Education* 196, no. 3 (October 2016): 7.

varied texts.³ In other words, reading is an interactive activity to pick and to understand the meaning contained in written material. Furthermore, it is said that reading is a process carried out and used by the reader to obtain the message conveyed by the author.

Furthermore, Judi Moreillon states that reading is an active process that requires a great deal of practice and skill.⁴ In addition, reading is an activity that uses the five senses performed by the reader to obtain a message, which the writer wishes to convey through the medium of words or written language.

In relation to those definitions above, reading can be defined as a process that is carried out and used by the reader to get the message to be conveyed by the author through written language. By reading, the reader gets many benefits. These benefits, which can expand their knowledge and explore the written messages contained in reading material.

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

³Lori Connors-Tadros, "Definitions and Approaches to Measuring Reading Proficiency", (2014): 2.

⁴Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Chicago: American Library Association, 2007) 10.

involvement with written language.⁵ 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.⁶ 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.⁷ Comprehension is also the next level of cognitive domain in the form of the ability to understand the content of the lessons learned without the need to consider or relate them to other content.

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

3) **Definition of Reading Comprehension**

According to Catherine E. Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ Reading

⁵Abbas 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.

⁶Elizabeth S Pang Et Al., "Teaching Reading", International Academy of Education, n.d., (2003): 14.

⁷Laura S. Pardo, "What Every Teacher Needs to Know About Comprehension", *The Reading Teacher* 58, no. 3 (2004): 272.

⁸Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in*

comprehension is a reading skill that is in a higher order. Reading comprehension is cognitive reading (reading to understand). In reading comprehension, readers are required to be able to understand the contents of the reading. Therefore, after reading the text, reading can convey the results of reading comprehension by making a summary of the contents of the reading using their own language.

Moreover, Garry Woolley states that reading comprehension is the process of making meaning from text.⁹ Understanding reading is the ability to understand what is read. Students not only read, but also understand what they read.

Furthermore, Healy explains that reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.¹⁰ Mastery of word meanings and the ability to think in reading comprehension activities is very important to understand the contents of the reading correctly and quickly.

Based on the definition stated above, it is concluded that reading comprehension is a reading activity carried out to understand the contents of the reading as a whole.

Reading Comprehension (Santa Monica, CA: Rand, 2002) 33.

⁹Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011) 15.

¹⁰Cathy Healy, "Reading: What the Experts Say", National Reading Panel, Springfield, Virginia: Parent Educational Advocacy Training Center, (2002): 3.

4) Factors Affecting Reading Comprehension

According to Dennis, there are some factor that affecting in reading comprehension those are:¹¹

a) The complexity of the texts

This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral ability has an important role in identifying how skilled students are because students hear words and get a lot of vocabulary. Many vocabulary words can help students in explaining unknown words through the context of reading.

b) The environmental conditions

Environmental conditions can also affect student reading comprehension. Quiet environmental conditions, can increase student focus rather than crowded or noisy environmental conditions.

c) Pertinent to the anxiety during reading comprehension

Anxiety during reading comprehension can be caused by examinations, class work, or homework situations can put more pressure on students than reading for enjoyment. Students who experience anxiety during the learning process can cause not to fully understand instructions and this can cause confusion and poor comprehension of the reading task.

¹¹Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement", *International Journal of English Linguistics* 6, no. 5, (Iran:Canadian Center of Science and Education, 2016): 182.

d) Interest and motivation

Interest and motivation can influence students in reading comprehension. When students are given reading material monotonous, the interest in reading will decrease. Conversely, if students are given interesting reading related to their daily lives, students will be interested to know and motivation will grow by itself.

e) Decoding or word recognition speed

Students who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. Vocabulary also affects someone's reading speed. If someone has a lot of vocabulary then they will easily pronounce it.

f) Concerned with the medical problems

Poor reading skills may be related to medical problems that are not treated until the child grows up. These medical problems can be caused by gene abnormalities, hearing loss or imperfect eye anatomy.

5) A Model of Reading Comprehension Instruction

A model of comprehension instruction is instruction that helps students are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read. Reading comprehension instructions must be intensive. Intensive reading

comprehension instruction means that direct instruction is given to students to master reading skills and the strategies they need and with high student involvement. Here is the model of comprehension instruction that we suggest, including the following five components:¹²

- a) An explicit description of the strategy and when and how it should be used. Predicting is making guesses about what will come next in the text. The readers should make predictions a lot when they read.
- b) Teacher and/or student modeling of the strategy in action.
- c) Collaborative use of the strategy in action.
- d) Guided practice using the strategy with gradual release of responsibility.
- e) Independent use of the strategy.

6) 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.¹³

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

¹² Nell K. Duke and P. David Pearson, “*Effective practices for developing reading comprehension*. In A. Farstrup & J. Samuels (Eds.), *What research has to say about reading instruction (3rd ed.)*”, (Newark DE: International Reading Association, 2002), 208.

¹³ Cheryl A Jones, Great Britain, and Learning and Skills Development Agency, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) 4.

“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 established criteria.”¹⁴

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.¹⁵

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:¹⁶

- a. Main idea (topic)
- b. Expressions/ idiom/ phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting ideas

¹⁴Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009) 3.

¹⁵Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

¹⁶H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 206.

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. Concept of Intra-Act Strategy

1. Definition of Intra-Act Strategy

In teaching English especially reading there are many strategies that can be used. One of them is Intra-Act. Intra-Act is a strategy that was developed by Hoffman.

According to Hoffman, Intra-Act strategy is another strategy that fosters students' ability for critical and reflective thinking and learning.¹⁷ In this strategy, students are required to use engage their affective domain by personally reflecting and reacting to value statements that are based on the content they have read. This strategy is used after students have read a controversial article, essay, webpage or even watching a video.

Vacca and Vacca state that the small group Intra-Act strategy requires student to reflect and react to value statements based on reading selection from a content textbook, newspaper, article, historical document, or short story with controversial theme.¹⁸

¹⁷ Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy: Strategies for the Adolescent Learner* (California: Corwin press, 2010) 111.

¹⁸ James S. Etim, *Curriculum Integration K-12 Theory and Practice* (Maryland: University Press of America, 2005) 52.

According to Tama and McClain, this strategy allows students not only to discuss what has been read but to strengthen and extend their thinking by taking a chance and voicing their personal reactions and clarifying their values regarding the reading.¹⁹

Based on the statements above, it is concluded that Intra-Act strategy is a strategy that engages a group of readers in a reflective discussion and reacting to value statements that are based on the content they have read.

2. The Benefits of Intra-Act Strategy

Intra-Act strategy has some meaningful benefits, as follows:

- a) To increase students knowledge by working and learning together.
- b) To help students learn how their opinions may change and also how to change the opinions of others by presenting solid argument.
- c) To empower students to articulate their opinions in front of others.
- d) To help students be sensitive and open to the ideas of others.
- e) To help students understand and internalize what they have read.
- f) To help students build the argumentation skills.²⁰

¹⁹ Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy*, 111.

²⁰ Barbara Moss and Virginia Loh-Hagan, *40 Strategies for Guiding Readers through Informational Texts* (New York : The Guildford Press, 2016), 203.

3. Advantages and Disadvantages of Intra-Act Strategy

a. Advantages of Intra-Act Strategy

There are some advantage of intra-act strategy, as follows:

1. Intra act strategy works best with certain kinds of reading material, so it is a good idea to match the strategy with the content.
2. Intra act strategy can significantly manage the rapid of reading activity.
3. Intra act strategy is very beneficial to students when the reading material is quite difficult.²¹

b. Disadvantages of Intra-Act Strategy

There are some disadvantages of intra-act strategy, those are:

1. Intra act strategy can make the students fell frustrating when students feel that they would like to move ahead more rapidly in the process of reading.
2. It is not a good idea to choose and to use this strategy monotonously in the overused frequency.²²

4. The Implementation of Intra-Act Strategy

The implementation of Intra-Act Strategy can be done by some following steps, as follows:²³

- a) The first step is comprehension. The researcher introduce a text selection and invite students to make predictions. Then students read

²¹Sharon Kingen, *Teaching Language Arts in Middle Schools: Connecting and Communicating*, 1st ed. (London: Lawrence Erlbaum Associates, Inc., 2000), 118.

²² Barbara Moss and Virginia Loh-Hagan, *40 Strategies for Guiding Reader.*, 203.

²³ William N Bender and Martha J. Larkin, *Reading Strategies for Elementary Students With Learning Difficulties* (London: Corwin Press, 2003), 187.

individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarizes.

- b) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- c) The third step is valuation. The researcher distribute the game sheets that have some declarative statements. Then the students must decided if they agree or disagree with each statement. (see Table 3)
- d) The fourth step is reflection. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements. The following table is the sample valuing statement exercise sheet of intra-act strategy.

Table 3**The Sample Valuing Statement Exercise Sheet of Intra-Act Strategy**

Group :
 Chairperson :

No	Statements	Group Members			
		Name	Name	Name	Name
1	Women probably don't make as good legislators as men	A/D	A/D	A/D	A/D
2	A person should vote according to the wishes of the people he or she represents, not according to personal feelings.	A/D	A/D	A/D	A/D
3	I would have voted the same as Rankin both.	A/D	A/D	A/D	A/D
4	The writer seems to approve of what Rankin did.	A/D	A/D	A/D	A/D

A: Agree about the statement

D: Disagree about the statement²⁴

C. Action Hypothesis

In this research, the hypothesis can be stated as follows:

“By using Intra-Act strategy, the students' reading comprehension ability and learning activity can be improved.”

²⁴Anthony Manzano and Ula Manzano, *Content Area Reading*, 256.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables, those are independent and dependent variables. The independent variable in this research is Intra-Act Strategy that will be implemented to improve the students' reading comprehension. This strategy is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading comprehension as one of the four of language skills that has to be mastered by the students in order to be able to understand the main idea of the text.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the researchers will define and measure the variable in their study.¹ Operational definitions of variables in research are very important to avoid mistakes when collecting data by the researcher.

¹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

Based on the statement above, the definition operational of the variable in this research are:

a. Dependent Variable

According to Zina O'Leary Dependent variable is the things you are trying to study or what you are trying to measure.² Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is students' reading comprehension.

To measure reading comprehension of students, the researcher will be conducted in pre-test and post-test in different level in multiple choice form that consist of 10 items and will give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension, the researcher decides some indicators in this variable as follows:

- 1) The students are able to identify the main idea of reading text.
- 2) The students are able to find detail information on reading text.
- 3) The students are able to find locate the meaning of vocabulary in context.
- 4) The students are able to Identify references.
- 5) The students are able to make inference from reading text.

²Zina O'Leary, *The Essential Guide to Doing Research* (London; Thousand Oaks: SAGE, 2004) 188.

b. The independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).³In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using Inta-Act strategy. This variable to engage students in reflective discussion about their views while thoughtfully and active analyzing a specific text. Moreover, to know student's participation in this strategy there are some indicators as follows:

- 1) The students are able to understand this strategy in the classroom.
- 2) The students are good to articulate their opinions in front of others.
- 3) The students understand what they have read.
- 4) The students can retell the text by their own language.

B. Research Location

The researcher will conduct the Classroom Action research (CAR) at SMAN 1 Batanghari East Lampung. The school was built at 1993 and located at Jl. Kapten Harun, 47 Nampirejo. SMAN 1 Batanghari is one of the oldest schools in East Lampung. In tenth grade consists of six classes. Starting from class X IPA 1 to X IPA 4 and X IPS 1 to X IPS 4. The subject of this research is the students' reading comprehension at X IPA 3 of SMAN 1 Batanghari.

³Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

The researcher chose the class because the students had a lower average score in reading.

C. Subject and Object of the Research

The subject of this action research is the students of X IPA 3 at SMAN 1 Batanghari, consist of 27 students. The object of this research is the students' reading comprehension ability among the tenth grade at SMAN 1 Batanghari. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of SMAN 1 Batanghari Mr. Candra Jaya, S.Pd as a collaborator. The researcher plays a role as an English teacher who teaches reading ability through Intra-Act Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student reading result.

Table 4**Total students of the tenth grade SMAN 1 Batanghari**

No	Class	Gender		Total
		Male	Female	
1	X IPA 3	7	20	27

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to Zina O'Leary, action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.⁴

Moreover, Lin Norton said that action research is a broad umbrella term for what is actually a wide range of research paradigms and processes, each with its own philosophies and rationales.⁵

Furthermore, Yogesh states that action research is a method for improving and modifying the working system of a classroom in school.⁶

⁴Zina O'Leary, *The Essential Guide to Doing Research.*, 139.

⁵Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009) 51.

⁶Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*,

Based on the statement above, the researcher can say that classroom action research is one of the efforts made by the teacher in order to improve the quality of learning in a learning process by using new methods, techniques, or strategies or combining them.

The researcher describes the cycles through the scheme of action research design by Zina O’leary as follows:

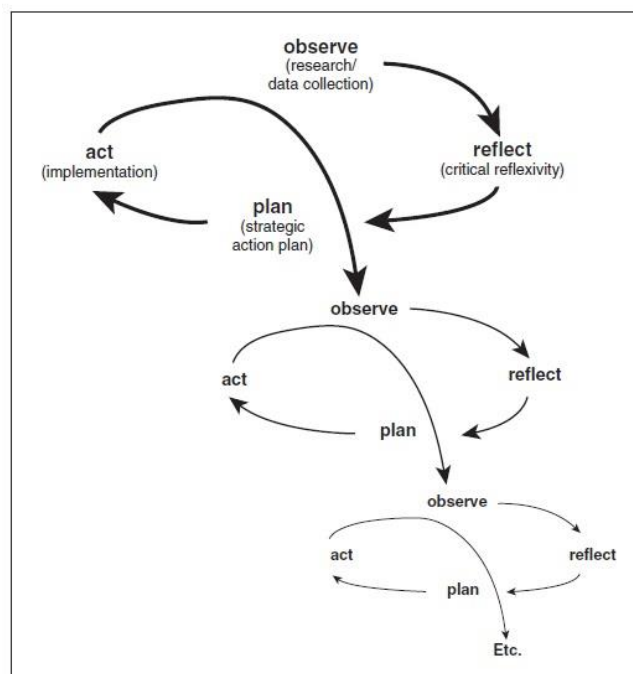


Figure 1

Zina O’leary’s Action Research Design⁷

(New Delhi: New Age International, 2006), 261.

⁷Zina O’Leary, *The Essential Guide to Doing Research.*, 141.

CAR will be applied in this research since it is regarded important to develop reading ability of the tenth grader of SMA N 1 Batanghari by Intra-Act strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading ability.

According to the Zina O'leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the analytical exposition text.
- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The researcher implements Intra-act strategy.
- b) The first step is comprehension. The researcher introduces a text selection and invite students to make predictions. Then students read individually. After the students read a text, the researcher creates group that consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarize.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- d) The third step is valuation. The researcher distributes the game sheets that have some declarative statements. Then the students must decide if they agree or disagree with each statement.

- e) The fourth step is reflection. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements.

3) Post-Teaching

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.

c. Observing

In this phase, the researcher would conduct some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

In the phase of planning, the teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the analytical exposition text.
- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The researcher implements Intra-Act strategy
- b) The first step is comprehension. The researcher introduce a text and invite students to make predictions. Then students read individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarize.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.

- d) The third step is valuation. The researcher distributes the game sheets that have 4 declarative statements. Then the students must decide if they agree or disagree with each statement.
- e) The fourth step is reflective. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements.

3) Post-Teaching

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action would be continued to cycle 3, but if the target is achieved, the action would be stopped.

E. Data Collecting Technique

There are two type of collecting data. They are qualitative and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of reading as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' reading ability. The result of this test is students' reading score based on

the media applied. The aim of this test is to measure the students' reading comprehension. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing Intra-Act Strategy in preparations study. Pre-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer.

b. Post-test

The post-test is implemented after using Intra-Act Strategy in teaching reading comprehension. Post-test of this research will be in the form of multiple choicetest of readin comprehension that asks the students to choose a correct answer. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Observation

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.⁸In other words observation is an action or process of observing something or someone carefully to get information or prove the truth of a study.

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning

⁸*Ibid.*, 170.

reading process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

- a. The history of SMAN 1 Batanghari.
- b. The condition teachers and officials employes in SMAN 1 Batanghari.
- c. The quantity of the students of SMAN 1 Batanghari.
- d. Organization structure of SMAN 1 Batanghari.
- e. Reading worksheet, course overviews and classroom materials of the students at SMAN 1 Batanghari.

4. Field Note

In this research, the researcher will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher would take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Data Collecting Instrument

Instrument is a mechanism for measuring that would be used to gather and record information for assessment, decision making, and ultimately understanding. In this research, the research instrument will be designed by the researcher. There are 3 kinds of instrument they are observation, test, and documentation. Furthermore, the three kinds of instrument can be explained as a follow:

1. Observation Sheet

The observation sheet would be used to get the data about the following things:

- a) The students learning activity.
- b) The students participation in learning process.
- c) The teacher performance in the classroom.

2. Test

In this research, the researcher would administrate the reading comprehension test to know the students reading comprehension ability.

3. Documentation Sheet

The documentation sheet would be used to get the data, as follows:

- a) The condition of teachers and official employee.
- b) The condition of students.
- c) Learning facilities.
- d) Organization structure.
- e) Location sketch at SMAN 1 Batanghari.

G. Data Analysis Technique

Data analysis technique would be conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:⁹

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

⁹Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:¹⁰

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to know the result the researcher would compare between pre-test and post-test. The result would be matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher would conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the students get minimal score 70 and 70% of the students active in learning activities.

¹⁰Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Research Setting

This research was classroom action research, and it has purpose to improve the students' activity and the students learning result of the study at SMAN 1 Batanghari. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The researcher used intra-act strategy to improve the reading comprehension.

1) Description of SMAN 1 Batanghari

Before presenting the result of this research, the researcher describes SMAN 1 Batanghari that consists of:

a. The History of SMAN 1 Batanghari

SMAN 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Jojonegoro. SMAN 1 Batanghari is located in Jl. KaptenHarun 47, Nampirejo, Batanghari, East Lampung. This school has a land area of 15.080 m² and building area of 3.460 m².

Start from 1993 up to now, SMAN 1 Batanghari had been lead by the following:

- | | |
|---------------|--|
| 1) Period I | (1993-1997) Drs. Abdullah Makmur H. A |
| 2) Period II | (1997-2000) Drs. Jahidin Husein |
| 3) Period III | (2000-2004) Drs. Slamet Sudianto |
| 4) Period IV | (2004-2012) Drs. Ketut Sutarta |
| 5) Period V | (2012-2013) Siman Ragil S.Pd |

- 6) Period VI (2013-2014) Drs. Nengah Surata
- 7) Period VII (2014-2014) Drs Budi Rahayu, M.Pd
- 8) Period VIII (2014- now) Suropto, S.Pd

b. Vision and Mission of SMAN 1 Batanghari

1) Vision of the School

To be a school that excels based on faith and piety.

2) The mission of the school

- a) Strive to launch various student coaching programs both in the academic and non-academic fields to produce graduates who are moral, knowledgeable, skilled, and nationally based on faith and piety.
- b) Develop curriculum content according to the character of the school, but national standard.
- c) Include educators and education personnel to always attend training or workshops so that they become professional staff.
- d) Conducting Peer teaching training to produce an exciting, fun, and meaningful learning process that is based on Spiritual Quantum Learning.
- e) Strive to procure complete educational facilities from simple to sophisticated ones such as the use of ICT.
- f) Strive for the development of school websites as an effective means of promotion.

- g) Empowering various parties to form synergistic links in raising funds for improving the quality of schools towards national standards.
- h) Strive for transparent and accountable school management.
- i) Strive for the implementation of a valid and authentic assessment or testing system.

c. The Quantity Students of SMAN 1 Batanghari

The students' quantity at SMAN 1 Batanghari is identified, as follows:

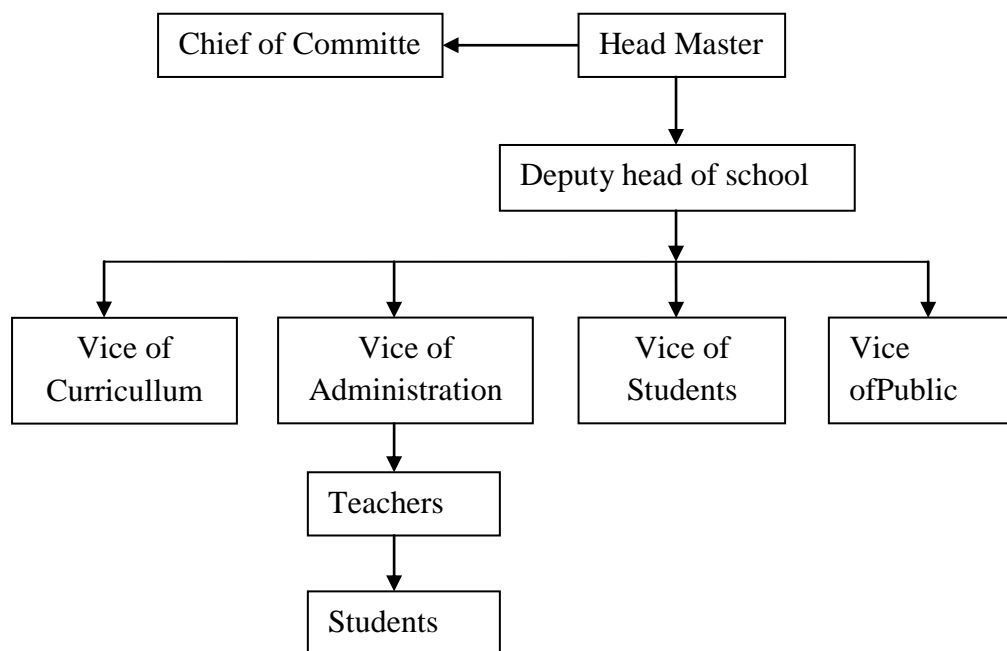
Table 4
The Students' Quantity at SMAN 1 Batanghari
in the Academic Year of 2019/2020.

NO.	PROG RAM	CLASS	TOTAL OF CLASS	TOTAL OF STUDENTS		
				MALE	FEMALE	TOTAL
1.	IPA	X	3	27	59	108
2	IPS	X	3	61	47	108
3	IPA.	XI	3	28	59	87
4	IPS	XI	3	44	51	95
5	IPA	XII	3	23	73	96
6	IPS	XII	4	47	64	111
TOTAL OF STUDENTS				230	354	605

d. The Organization Structure of SMAN 1 Batanghari

The Organization Structure of SMAN 1 Batanghari the academic year of 2019/2020 is illustrated in the following figure

Figure 2



2) Description of the Research

This research used classroom action research. That was done in two cycles, namely cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes planning, action, observation and reflection. In this study, the researcher is as an English teacher and Mr. Chandra jaya, M. Pd as a collaborator.

a. Pre-test activity

Researcher conducted a pre-test on January, 17th 2020 from 10:15 to 11:15. All students were ready when the teaching time arrived. Researcher greet students. Researcher have told students that researcher conduct research in their classrooms to find out their reading comprehension ability tests before undertaking classroom action research. Pre-test are given to students to be completed individually. This type of test is a reading test that asks students to take a test about analytical exposition text. Then, the student's pre-test results are illustrated in the table below:

Table 5
The Result Of Students' score in Pre Test

No	Name	Score	Criteria
1	AS	60	Incomplete
2	AP	40	Incomplete
3	AH	50	Incomplete
4	AP	50	Incomplete
5	AW	60	Incomplete
6	CP	60	Incomplete
7	DYA	50	Incomplete
8	FRW	60	Incomplete
9	GEP	60	Incomplete
10	GDP	50	Incomplete
11	HS	50	Incomplete
12	IBM	70	Complete
13	IN	50	Incomplete
14	IF	60	Incomplete
15	ISP	40	Incomplete
16	NM	40	Incomplete
17	PV	60	Incomplete
18	RP	50	Incomplete
19	SPL	70	Complete
20	SA	50	Incomplete

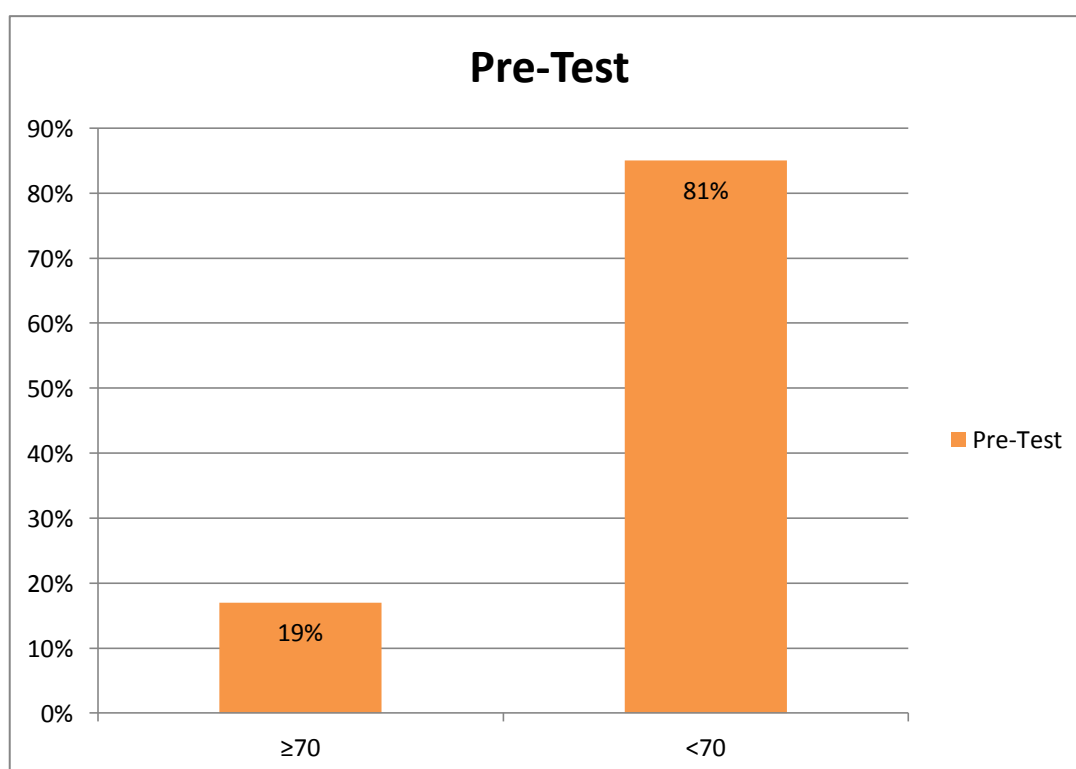
21	SW	50	Incomplete
22	SN	70	Complete
23	TK	60	Incomplete
24	TP	50	Incomplete
25	TTL	50	Incomplete
26	VLA	70	Complete
27	VSM	70	Complete
Total of all students' grade		1500	
Total all of the students (n)		27	
The highest grade		70	
The lowest grade		40	
Average		56	

Table 6
The Percentage of the result of Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	5	19%	Complete
2	< 70	22	81%	Incomplete
	Total	27	100%	

Source: The result grade of Reading Comprehension pre-test at X class of SMAN 1 Batanghari January 17th 2020.

Figure 3
The Percentage of Pre-Test



Based on the data above, it could be inferred that 22 students (81%) were not successful and 5 other students (19%) were success. The successful students were those who got the minimum mastery criteria of English subject at SMAN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 56, so the result was unsatisfied. Therefore, the researcher used Intra-Act strategy to improve the students' reading comprehension.

a. Cycle I

1) Planning

In this stage, researcher and collaborator prepared several things related to the teaching and learning process such as lesson plan, make instrument that will be examined as a post test in cycle I, prepared material, make observation of student activity sheet, identify problems and find the causes of problems at the beginning and the end of learning activities. The researcher also planned to provide an evaluation to measure student mastery on the material provided.

2) Acting

a) The first meeting

The first meeting was conducted on January, 18st 2020 at 12.30 until 13.30 and followed by 27 students. The

meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the first step is comprehension. The researcher introduce an analytical exposition text to the students entitle "The use of formalin and other dangerous preservatives in food". After that the researcher invite the students to make predictions or the possibility of "what happens from the dangers of using formalin in food?"the students answered "formalin can cause cancer". Then the researcher distributed text and ask students to read individually. After the students read the text, the researcher divided the students into 5 groups consist of 4-6 people. The members of group 1 consist of Abel, Agus, Auliya, Dinda, Galuh. The members of group 2 consist of Abi, Anggun, Cindy, Feni, Gita. The members of group 3 consist of Heni, Ilfina, Iyos, Putri, Sabdo. The members of group 4 consist of Iis, Ilham, Nikita, Rachel, Santi, Vona. The members of group 5 consist of Septi, Tegar, Tria, Viona, Siti, Thomas. Afterward the researcher

designate a team leader. The team leader in group 1 is Auliya, group 2 is Anggun, group 3 is Sabdo, group 4 is Vona and group 5 is Viona.

Thereafter, the researcher ask team leader start off by summarizing the story. Then the researcher ask the team leader “what do you get from the text?”. The researcher asked the team leader group 1 and Auliya answered "Oke miss, so what I understood from the text is that formalin very dangerous to humans body it's because formalin can cause cancer". Then the researcher asked the team leader group 2 and Anggun answered “so miss, a summary of the text, if formalin is consumed it can cause nausea, vomiting or stomach pain". Then the researcher asked the team leader group 3 and Sabdo answered “a summary of the text formalin is usually used as a disinfectant, when it is used for food preservative, it will be very dangerous to humas's body”. Then the researcher also asked the team leader group 4 and group 5, Vona and Viona also answered “the summary of the text, formalin is very dangerous miss, because flies and other insects just don't want to land on foods that contain formaldehyde”.

The second step is relating. After the team leader explain what they got from the text, the next step students would take turns sharing their opinion and view points from the

text. The researcher has several questions on the board like "can formalin be used to preserve food? Why?" that can be asked by the team leader to group members to help the discussion go on.

The third step is valuation. After they discussed based on the questions on the board then the researcher distributes the game sheets to students. The game sheets are table-shaped that have four declarative statements. Then the students must decide if they agree or disagree with each statement. The first they have to write group name, for example group one, two or three and who the team leader is. The all group members also write their name in the table that has been provided. Then alternately each group member gives a valuation of agree or disagree with the declarative statements by circling the letter "A" to agree and D to disagree. The first declarative statements for example "formalin can be used to preserve food". The second declarative statement "preserving food using formalin with little levels". Then the student circling the letter "A" or "D" based on their valuation.

The fourth step is reflection. After students finish answering the game sheet, the researcher discusses four declarative statements on the game sheet. The researcher ask students "agree or disagree if formalin is used to preserve

food?" then students answer "no miss". The researcher began to ask group 1, "for group 1, do you agree or disagree if formalin is used to preserve food?" all group members answered disagree. Then the researcher appointed Abel to explain the reason. Abel answered "I disagree with the statement miss because formalin not a food preservative".

Then the researcher ask "is there anyone who disagree with abel's opinion?". Then all students gave the response "no miss, we are agree with abel's opinion." the researcher asked again "if you are agree, is there anyone who wants to add more? Maybe from group 3, want to give the opinion?".Then Putri the member of group 3 answered " well miss, I agree with the abel's opinion that should not use formalin to preserve food, because formalin is used to preserve corpses". After each group explains their reasons, the researcher can continue the discussion with other questions on the game sheet.

Then, the researcher closed the teaching learning process with greeting.

b) The second meeting

The second meeting was conducted on January, 24th 2020 at 10.15 until 11.15 for 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

The activity was continued by teaching reading comprehension with the implementation of intra-act strategy.

In the second meeting in cycle 1, the first step is comprehension. The researcher introduce an analytical exposition text to the students entitle “The importance of breakfast”. After that the researcher invite the students to make predictions or the possibility of “what do you know about the importance of breakfast?”. Some students answer that “breakfast can increase our energy and does not cause heartburn”. Then the researcher distributed text and ask students to read individually. After the students read the text, the researcher divided the students into 5 groups consist of 4-6 people. The members of group 1 consist of Abel, Agus, Auliya, Dinda, Galuh. The members of group 2 consist of Abi, Anggun, Cindy, Feni, Gita. The members of group 3 consist of Heni, Ilfina, Iyos, Putri, Sabdo. The members of group 4 consist of Iis, Ilham, Nikita, Rachel, Santi, Vona. The members of group 5 consist of Septi, Tegar, Tria, Viona, Siti, Thomas. Afterward the researcher designate a team leader. The team leader in group 1 is Galuh, group 2 is Cindy, group 3 is Ilfina, group 4 is Iis and group 5 is Thomas.

Afterwards, the researcher ask team leader start off by summarizing the story. Then the researcher ask the team leader

“what do you get from the text?”. The researcher asked the team leader group 1 and Galuh answered "after I read the text, I understand that breakfast can restore energy in the morning and improve concentration". Then the researcher asked the team leader group 2 and Cindy answered “so miss, the summary of the text, breakfast can improves the health of the digestive system". Then the researcher asked the team leader group 3 and Ilfina answered “breakfast can improve memory and concentration levels”. Then the researcher also asked the team leader group 4 and Iis answered “the point that, breakfast can make us happier as it can improve mood and lower stress levels”. The last, the researcher asked the team leader group 5, Thomas also answered “the summary of the text, breakfast provides energy needs for our daily activity”.

The second step is relating. After the team leader explain what they got from the text, the next step students would take turns sharing their opinion and view points from the text. The researcher has several questions on the board like "is it important to have breakfast in the morning? Why?" that can be asked by the team leader to group members to help the discussion go on.

The third step is valuation. After they discussed based on the questions on the board then the researcher distributes the

game sheets to students. The game sheets are table-shaped that have four declarative statements. Then the students must decide if they agree or disagree with each statement. The first they have to write group name one, two or three and who the team leader is. The all group members also write their name in the table that has been provided. Then alternately each group member gives a valuation of agree or disagree with the declarative statements by circling the letter "A" to agree and D to disagree. The declarative statements for example "breakfast is very important" Or "breakfast boost the immune system." then the student circling the letter "A" or "D" based on their valuation.

The fourth step is reflection. After students finish answering the game sheet, the researcher discusses four declarative statements on the game sheet. The researcher ask students "agree or disagree if breakfast is very important?" there are some students answered "yes miss" and "no miss". The researcher began to ask group 2, "for group 2, do you agree or disagree if breakfast is very important?" all group members answered agree. Then the researcher appointed Feni to explain the reason and Feni answered "I agree with the statement that breakfast is very important, because breakfast can make us happier as it can improve mood and lower stress

levels". Then the researcher ask "is there anyone who disagrees with Feni's opinion?". Then there is a student from group 4 named Ilham who gave the response "Yes miss, I am disagree with Feni's opinion." The researcher answered "why do you disagree with Feni's opinion?" then Ilham answered "because I am rarely breakfast Miss, and I still feel happy and do not experience a bad mood when I do not eat breakfast". The researcher answered "Thank you Ilham for your opinion, so is there anyone who wants to add more? Maybe from group 5, want to give the opinion?" then Tria the member of group 5 answered "I agree that breakfast is very important Miss, because breakfast can improve the health of the digestive system and also replenishes our energy". After each group explains their reasons, the researcher can continue the discussion with other questions on the game sheet.

Then, the researcher closed the teaching learning process with greeting.

Furthermore, on January, 31st 2020 researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. This type of test is a reading comprehension test that asks students to answer test about analytical exposition text. The test topic in post-test 1 is an analytical exposition. The

result of the students' test in post-test 1 was better than test in pre-test before.

Table 7
The Result Of Students' Score Post-Test I

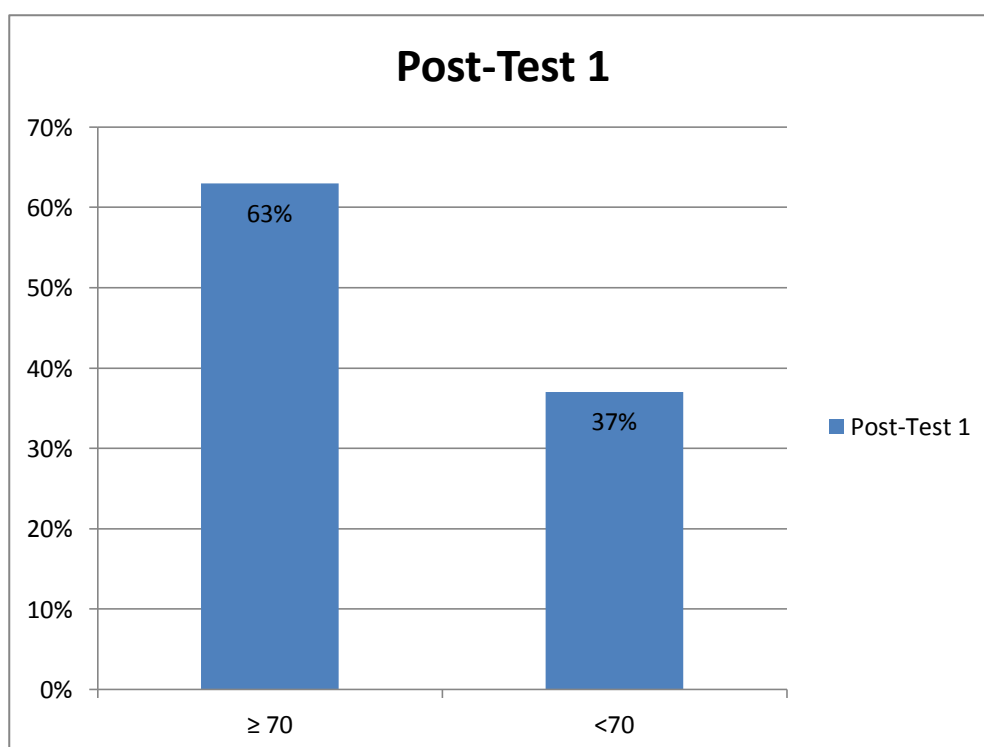
No	Name	Score	Criteria
1	AS	70	Complete
2	AP	70	Complete
3	AH	60	Incomplete
4	AP	70	Complete
5	AW	70	Complete
6	CP	60	Incomplete
7	DYA	50	Incomplete
8	FRW	60	Incomplete
9	GEP	70	Complete
10	GDP	70	Complete
11	HS	60	Incomplete
12	IBM	70	Complete
13	IN	60	Incomplete
14	IF	70	Complete
15	ISP	60	Incomplete
16	NM	70	Complete
17	PV	70	Complete
18	RP	70	Complete
19	SPL	70	Complete
20	SA	70	Complete
21	SW	60	Incomplete
22	SN	70	Complete
23	TK	70	Complete
24	TP	60	Incomplete
25	TTL	60	Incomplete
26	VLA	80	Complete
27	VSM	70	Complete
Total of all students' grade		1790	
Total all of the students (n)		27	
The highest grade		80	
The lowest grade		50	
Average		66	

Table 8
The Percentage Of The Result On Post Test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	17	63%	Complete
2	< 70	10	37%	Incomplete
	Total	27	100%	

Post-test I at X class of SMAN 1 Batanghari January, 31st 2020.

Figure 4
The Percentage of Post-test 1



Based on the results above, it can be seen that 17 students (63%) get grade up to standard and 10 students (37%) get grade less than standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 .

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of analytical exposition text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 9
The Students Learning Activities In Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AS	√	√	-	-
2.	AP	√	√	-	√
3.	AH	-	-	√	-
4.	AP	√	-	-	√
5.	AW	-	-	√	√
6.	CP	√	-	√	-
7.	DYA	√	-	√	-
8.	FRW	-	√	-	√
9.	GEP	-	√	√	-
10.	GDP	√	-	-	√
11.	HS	√	-	√	√
12.	IBM	√	-	√	-
13.	IN	√	√	-	-
14.	IF	-	-	√	-
15.	ISP	-	-	-	√
16.	NM	√	√	-	-

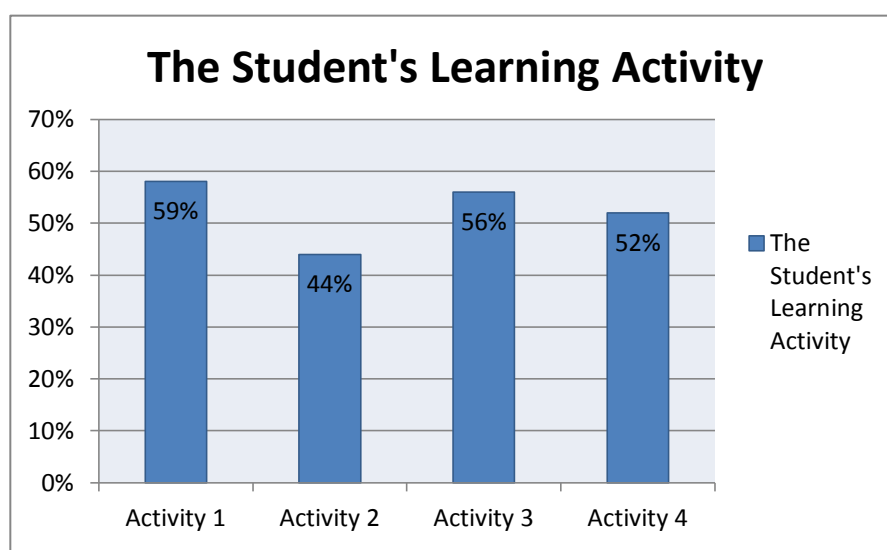
17.	PV	-	√	√	√
18.	RP	√	-	√	√
19.	SPL	-	-	-	-
20.	SA	√	√	-	-
21.	SW	-	√	√	√
22.	SN	√	-	-	-
23.	TK	-	√	√	√
24.	TP	√	-	√	-
25.	TTL	-	-	-	√
26.	VLA	√	√	√	√
27.	VSM	√	√	√	√
→	TOTAL	16	12	15	14

Table 10
The Frequency of Students' Learning Activities in Cycle I

No	Students Learning Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	16	59%
2	The students' ask/answer question	12	44%
3	The students active in the class	15	56%
4	The students able do the task	14	52%
Total Students		27	

Source: The students' learning activity at the tenth grade of SMAN 1 Batanghari on January, 31th 2020.

Figure 5
The Percentage of Students learning Activities in Cycle I



The table showed that not all the students' active in learning process. There were students (59%) who gave attention to the teacher explanation, students (44%) who ask/answer question, students who are active in the class (56%) and 14 students (52%) who are able to do the task.

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 post-test grade and post-test I grade was as follows;

Table 11
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1	AS	60	70	10	Improve
2	AP	40	70	30	Improve
3	AH	50	60	10	Improve
4	AP	50	70	20	Improve
5	AW	60	70	10	Improve
6	CP	60	60	0	Constant
7	DYA	50	50	0	Constant
8	FRW	60	60	0	Constant
9	GEP	60	70	10	Improve
10	GDP	50	70	20	Improve
11	HS	50	60	10	Improve
12	IBM	70	70	0	Constant
13	IN	50	60	10	Improve
14	IF	60	70	10	Improve
15	ISP	40	60	20	Improve

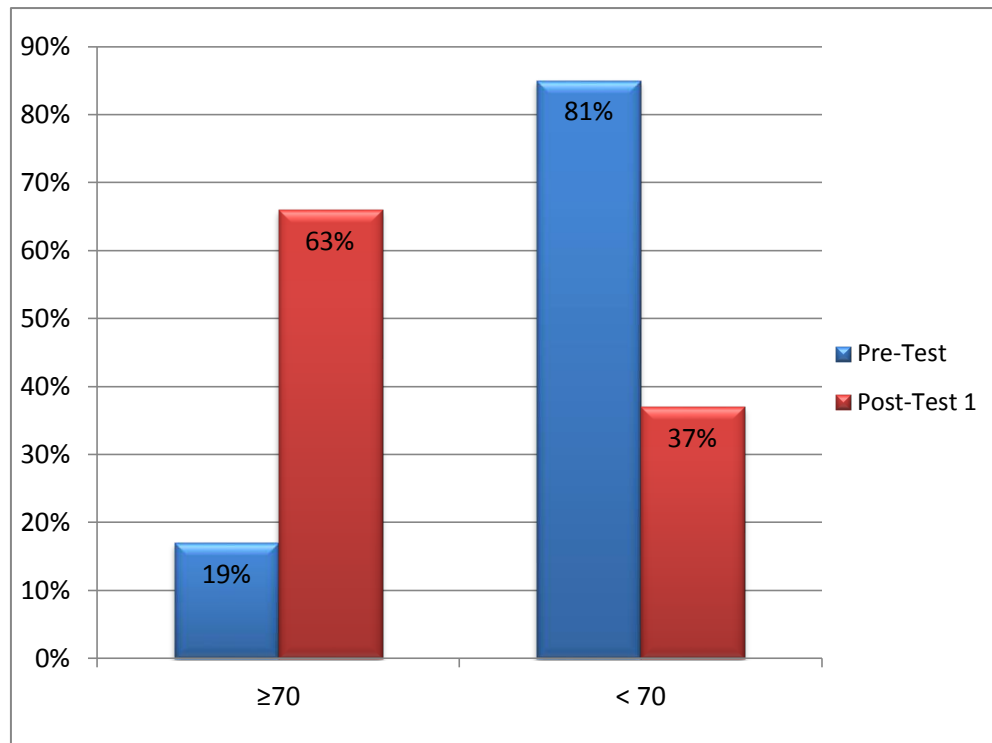
16	NM	40	70	30	Improve
17	PV	60	70	10	Improve
18	RP	50	70	20	Improve
19	SPL	70	70	0	Constant
20	SA	50	70	20	Improve
21	SW	50	60	10	Improve
22	SN	70	70	0	Constant
23	TK	60	70	10	Improve
24	TP	50	60	10	Improve
25	TTL	50	60	10	Improve
26	VLA	70	80	10	Improve
27	VSM	70	70	0	Constant
Total		1500	1790	290	
Average		56	66		
The highest grade		70	80		
The lowest grade		40	50		

Table 12
Frequency of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
≥ 70	5 students	19%	17 students	63%	Complete
< 70	22 students	81%	10 students	37%	Incomplete
Total	27	100%	27	100%	

Then, the graph of comparison students reading comprehension Ability pre-test and post-test I grade in cycle I could be seen as follow:

Figure 6
The Comparison Of Students Score in Pre-test and Post Test I



The table and the graphic above, it could be inferred that 22 students (81%) were not successful and other students (19%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 56, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 17 students (63%) got grade up to the standard and 10 students (37%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was

said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

b. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by Intra-Act strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was held on February 1st, 2020 from 12:30 to 13:30, followed by 27 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material

in the last meeting, the topic of this meeting is about the analytical exposition text.

In the first meeting of cycle 2, the first step is comprehension. The researcher introduce an analytical exposition text to the students entitle “Smoking in Restaurants”. After that the researcher invite the students to make predictions or the possibility of “what do you know of the dangers of smoking in restaurants?”. Some students answer that “smoking in restaurants can cause other people to experience respiratory problems and also cause cancer”. Then the researcher distributed text and ask students to read individually. After the students read the text, the researcher divided the students into 5 groups consist of 4-6 people. The members of group 1 consist of Abel, Agus, Auliya, Dinda, Galuh. The members of group 2 consist of Abi, Anggun, Cindy, Feni, Gita. The members of group 3 consist of Heni, Ilfina, Iyos, Putri, Sabdo. The members of group 4 consist of Iis, Ilham, Nikita, Rachel, Santi, Vona. The members of group 5 consist of Septi, Tegar, Tria, Viona, Siti, Thomas. Afterward the researcher designate a team leader. The team leader in group 1 is Dinda, group 2 is Gita, group 3 is Iyos, group 4 is Nikita and group 5 is Tegar.

Furthermore, the researcher ask team leader start off by summarizing the story. Then the researcher ask the team leader “what do you get from the text?” the researcher asked the team leader group 1 and Dinda answered “so what I understood from the text is smoking in restaurants is impolite, harmful to others and health risk to the smokers”. Then the researcher asked the team leader group 2 and Gita answered “so miss, the summary of the text, smoking in restaurant is harms to others”. Then the researcher asked the team leader group 3 and Iyos answered “the summary of the text, smoking in a restaurant is impolite because the smell of the smoke affects all people and can turn them off their food”. Then the researcher also asked the team leader group 4 and Nikita answered “so Miss, the point of the text is smoking in a restaurant is dangerous and a health risk to the smokers”. The last, the researcher asked the team leader group 5, Tegar also answered “the summary of the text, smoking in restaurants can cause other people to experience breathing problems and coughing”.

The second step is relating. After the team leader explain what they got from the text, the next step students would take turns sharing their opinion and viewpoints from the text. The researcher has several questions on the board like "what will happen if we smoke in the restaurant? Is it annoying

or not?? Why? "that can be asked by the team leader to group members to help the discussion go on.

The third step is valuation. After they discussed based on the questions on the board then the researcher distributes the game sheets to students. The game sheets are table-shaped that have four declarative statements. Then the students must decide if they agree or disagree with each statement. The first they have to write group name one, two or three and who the team leader is. The all group members also write their name in the table that has been provided. Then alternately each group member gives a valuation of agree or disagree with the declarative statements by circling the letter "A" to agree and D to disagree. The declarative statements for example "smoking in restaurants is very disturbing" then the student circling the letter "A" or "D" based on their valuation.

The fourth step is reflection. After students finish answering the game sheet, the researcher discusses four declarative statements on the game sheet. The researcher ask students "agree or disagree if smoking in restaurants is very disturbing?" then students answer "yes miss". The researcher began to ask group 1, "for group 1, do you agree or disagree if smoking in restaurants is very disturbing?" all group members answered agree. Then the researcher appointed Agus to explain

the reason and Agus answered "I am agree miss, because cigarette smoke can interfere with breathing and if we are often exposed to cigarette smoke can increase the risk of cancer".

Then the researcher ask "is there anyone who disagree with agus's opinion?". Then all students gave the response "no miss, we are agree with Agus's opinion." the researcher asked again "if you are agree, is there anyone who wants to add more? Maybe from group 4, want to give the opinion?". Then Santi the member of group 4 answered "Yes Miss, smoking in the restaurant is very annoying. Especially if there are babies or children in the restaurant, surely it will be very dangerous.". After each group explains their reasons, the researcher can continue the discussion with other questions on the game sheet.

Then, the researcher closed the teaching learning process with greeting.

b) The second meeting

The second meeting of cycle 2 is held on February 7th, 2020 for 2x30 minutes after students give action. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the analytical exposition text.

In the second meeting of cycle 2, the first step is comprehension. The researcher introduce an analytical exposition text to the students entitle “The important of reading”. After that the researcher invite the students to make predictions or the possibility of “what do you know from the importance of reading?”. Some students answer that “reading adds a lot of knowledge”. Then the researcher distributed text and ask students to read individually. After the students read the text, the researcher divided the students into 5 groups consist of 4-6 people. The members of group 1 consist of Abel, Agus, Auliya, Dinda, Galuh. The members of group 2 consist of Abi, Anggun, Cindy, Feni, Gita. The members of group 3 consist of Heni, Ilfina, Iyos, Putri, Sabdo. The members of group 4 consist of Iis, Ilham, Nikita, Rachel, Santi, Vona. The members of group 5 consist of Septi, Tegar, Tria, Viona, Siti, Thomas. Afterward the researcher designate a team leader. The team leader in group 1 is Abel, group 2 is Abi, group 3 is Heni, group 4 is Rachel and group 5 is Septi.

Afterward, the researcher ask team leader start off by summarizing the story. Then the researcher ask the team leader “what do you get from the text?”, the researcher asked the team leader group 1 and Abel answered “after I read the text, reading is important because improve our knowledge”. Then the

researcher asked the team leader group 2 and Abi answered “so the summary of the text, reading in addition to increasing our knowledge also tells us about things that are happening in other countries”. Then the researcher asked the team leader group 3 and Heni answered “so what I understood from the text is by reading we can get a lot of knowledge, news and information about something happening in any parts of the world”. Then the researcher asked the team leader group 4 and Rachel answered “so the point is by reading we become smart and know more about various things”. Then the researcher asked the team leader group 5 and Septi answered “The summary that I got from the text above is that reading can make us smart and relaxed.”

The second step is relating. After the team leader explain what they got from the text, the next step students would take turns sharing their opinion and viewpoints from the text. The researcher has several questions on the board like "is reading important? Why?" that can be asked by the team leader to group members to help the discussion go on.

The third step is valuation. After they discussed based on the questions on the board then the researcher distributes the game sheets to students. The game sheets are table-shaped that have four declarative statements. Then the students must decide

if they agree or disagree with each statement. The first they have to write group name one, two or three and who the team leader is. The all group members also write their name in the table that has been provided. Then alternately each group member gives a valuation of agree or disagree with the declarative statements by circling the letter "A" to agree and D to disagree. The declarative statements for example "reading is very important activity in our life" then the student circling the letter "A" or "D" based on their valuation.

The fourth step is reflection. After students finish answering the game sheet, the researcher discusses four declarative statements on the game sheet. The researcher ask students "agree or disagree if reading is very important activity in our life?" there are some students answered "yes miss" and "no miss". The researcher began to ask group 5, "for group 5, do you agree or disagree if reading is very important activity in our life?" all group members answered agree. Then the researcher appointed Siti to explain the reason and Siti answered "I agree with the statement that reading is very important because without reading we cannot get information". Then the researcher ask "is there anyone who disagrees with Siti's opinion?". Then there is a student from group 4 named Vona who gave the response "Yes miss, I am disagree with

Siti's opinion." The researcher answered "why do you disagree with Siti's opinion?" then Vona answered "indeed reading is important Miss, but to get information does not have to read. we can get information by listening". The researcher answered "Thank you Vona for your opinion, so is there anyone who wants to add more? Maybe from group 1, want to give the opinion?" then Auliyathe member of group 1 answered "I agree that reading is very important Miss, because by reading we get information and we are not easily tricked by others.". After each group explains their reasons, the researcher can continue the discussion with other questions on the game sheet.

Then, the researcher closed the teaching learning process with greeting.

Moreover, on February 8th, 2020, the researcher gave post-test 2 which was carried out in cycle 2 of the similar task in the previous pre-test and post-test. This type of test is a reading comprehension test that asks students to answer test about analytical exposition text. In this meeting almost all students can answer well. It can be seen from the results of the post-test II provided in table 14. There were 21 of 27 students who got scores according to the minimum mastery criteria at SMAN 1 Batanghari.

Table 13
The Result Of Students' Post-Test 2

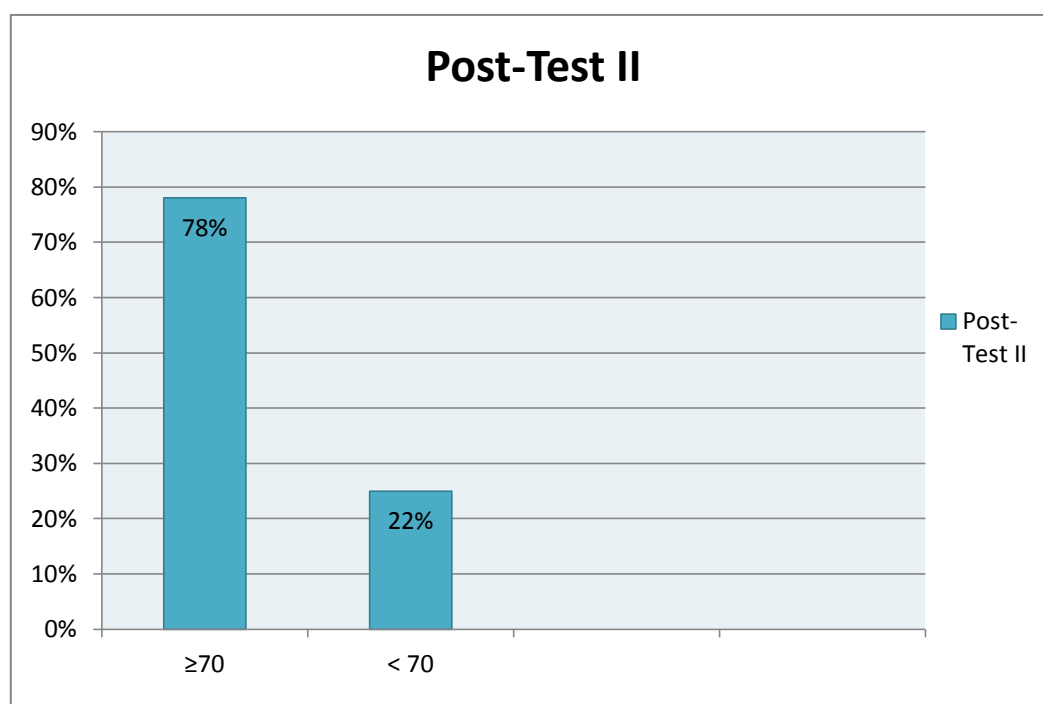
No	Name	Score	Criteria
1	AS	80	Complete
2	AP	80	Complete
3	AH	60	Incomplete
4	AP	80	Complete
5	AW	70	Complete
6	CP	60	Incomplete
7	DYA	60	Incomplete
8	FRW	70	Complete
9	GEP	80	Complete
10	GDP	70	Complete
11	HS	70	Incomplete
12	IBM	80	Complete
13	IN	70	Complete
14	IF	80	Complete
15	ISP	60	Incomplete
16	NM	80	Complete
17	PV	80	Complete
18	RP	90	Complete
19	SPL	80	Complete
20	SA	70	Complete
21	SW	60	Incomplete
22	SN	80	Complete
23	TK	70	Complete
24	TP	60	Incomplete
25	TTL	70	Complete
26	VLA	90	Complete
27	VSM	80	Complete
Total of all students' grade		1980	
Total all of the students (n)		27	
The highestgrade		90	
The lowestgrade		60	
Average		73	

Table 14
The Frequency of students' in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	21	78 %	Complete
2	< 70	6	22%	Incomplete
	Total	27	100 %	

Source: The result grade of reading comprehension post-test II at X class of SMAN 1 Batanghari on February, 8st 2020.

Figure 7
Percentage of Post-test II



Based on the result above, it could be inferred that 21 students (78%) were successful and 6 other students (22%) were not successful. From the post-test 2 results, the researcher got the average of 73. It was higher than post-test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by Intra-Act strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 15
The Students Learning Activities In Cycle II

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AS	√	√	√	-
2.	AP	√	√	√	√
3.	AH	√	-	√	√
4.	AP	√	√	-	√
5.	AW	√	-	√	√
6.	CP	√	√	√	√
7.	DYA	√	-	√	-
8.	FRW	√	√	-	√
9.	GEP	-	-	√	√
10.	GDP	√	-	√	√
11.	HS	-	-	√	√
12.	IBM	√	-	√	-
13.	IN	√	√	-	√
14.	IF	√	√	√	-

15.	ISP	-	-	√	√
16.	NM	√	√	√	-
17.	PV	-	√	√	√
18.	RP	√	√	√	-
19.	SPL	√	√	√	√
20.	SA	√	-	√	√
21.	SW	-	√	√	√
22.	SN	-	√	-	-
23.	TK	-	-	√	√
24.	TP	√	√	√	-
25.	TTL	√	-	-	√
26.	VLA	√	√	√	√
27.	VSM	√	√	√	√
→	TOTAL	20	16	22	19

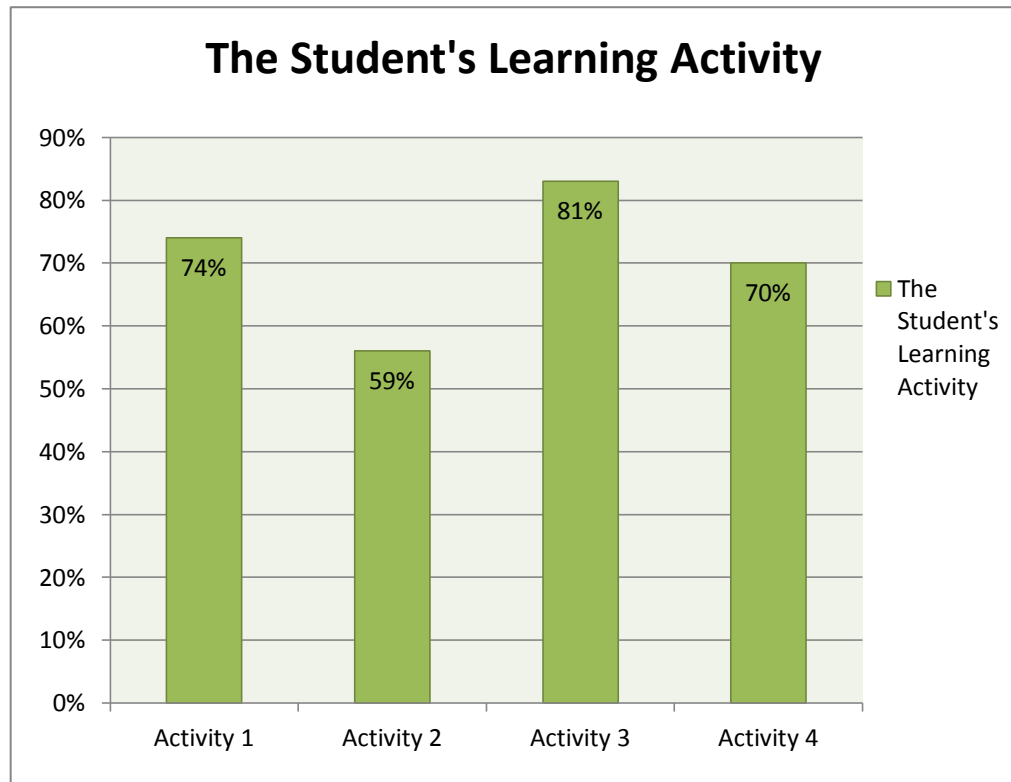
Table 16
The Frequency of Students' Learning Activities in Cycle II

No	Students Learning Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	20	74%
2	The students' ask/answer question	16	59%
3	The students active in the class	22	81%
4	The students able do the task	19	70%
Total Students		27	

Source: The students' learning activity at the tenth grade SMAN 1 Batanghari on February, 7st 2020.

Then, the graph of percentage students reading comprehension in cycle II, as follow:

Figure 8
The Percentage of Students' Learning Activity in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 74%, then the students ask/answer the question from the teacher 59% and the students active in the class 81%, and the last the students able do the task 70%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Intra-Actstrategy, the students Reading comprehension ability would improve.

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 17
The Comparison between Post-Test I and Post-Test II

No	Name Initial	Post Test I	Post Test II	Deviation	Explanation
1	AS	70	80	10	Improve
2	AP	70	80	10	Improve
3	AH	60	60	0	Constant
4	AP	70	80	10	Improve
5	AW	70	70	0	Constant
6	CP	60	60	0	Constant
7	DYA	50	60	10	Improve
8	FRW	60	70	10	Improve
9	GEP	70	80	10	Improve
10	GDP	70	70	0	Constant
11	HS	60	70	10	Improve
12	IBM	70	80	10	Improve
13	IN	60	70	10	Improve
14	IF	70	80	10	Improve
15	ISP	60	60	0	Constant
16	NM	70	80	10	Improve
17	PV	70	80	10	Improve
18	RP	70	90	20	Improve
19	SPL	70	80	10	Improve
20	SA	70	70	0	Constant
21	SW	60	60	0	Constant

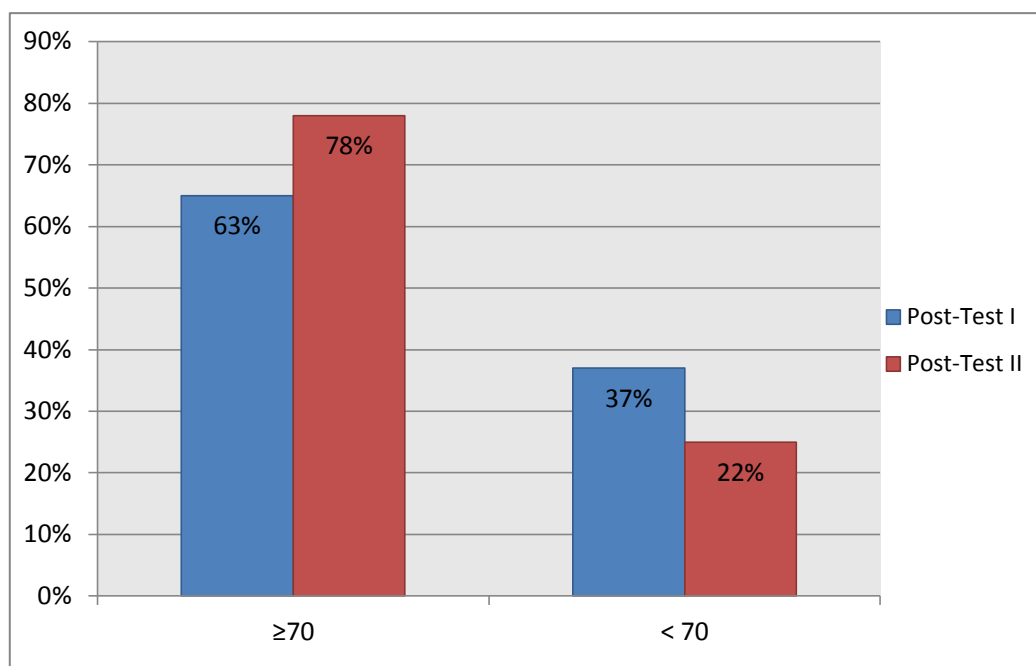
22	SN	70	80	10	Improve
23	TK	70	70	0	Constant
24	TP	60	60	0	Constant
25	TTL	60	70	10	Improve
26	VLA	80	90	10	Improve
27	VSM	70	80	10	Improve
Total		1790	1980	190	
Average		66	73		
The highest grade		70	90		
The lowest grade		50	60		

Table 18
The Frequency of Students' in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
≥ 70	17	63%	21	78%	Complete
< 70	10	37%	6	22%	Incomplete
Total	27	100%	27	100%	

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

Figure 9
The Percentage of Comparison of Students'
on Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 17 students (63%) were successful and 10 other students (37%) were not successful. From the post-test II results, the researcher got the percentage of 78%. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students got grade 70. It indicated that the students' Reading comprehension ability test was increased.

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 Intra-Act strategy increase the students' reading comprehension ability test.

B. INTERPRETATION

Reading would be easier to understanding when supported by appropriate teaching strategies because the lesson will take more concrete for students and the students have to complete understanding. During the research, researcher observed that students were enthusiastic about the attention from teacher explanation in learning process.

The researcher assume that teaching reading comprehension ability using by using Intra-Act strategy can improve students' reading comprehension ability. Intra-Act strategy is a strategy that engages a group of readers in a reflective discussion and reacting to value statements that are based on the content they have read. When the Intra-Act Strategy is done correctly, students are understand and internalize what they have read. Therefore, it has proved that the Intra-Act strategy could be one the interesting strategy to teaching reading comprehension ability.

C. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, researcher present pre-test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which

completed for 60 minutes. It was done on January, 17th 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the pre-test result, it could be inferred that 22 students (81%) were not successful and 5 other students (19%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students reading comprehension ability after implementing the treatment the researcher conducted the post- test I. It was conducted on January, 31st 2020, based on the results of post-test 1, it could be seen that 17 students (63%) got grade up to the standard and 10 students (37 %) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this research, the researcher continued to cycle II because the grade of post-test I in cycle I did not fulfilled the MMC yet that was only 78% passed MMC. The researcher

presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of reading comprehension test completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 21 students (78%) were successful and 6 other students (22%) were not successful. From the post-test 2 results, the researcher got the average of 73. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >70% students got grade 70. It indicated that the students' reading comprehension ability test was increased.

D. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 19
The Comparison of Pre-Test, Post-Test I in Cycle I
and Post-Test II in Cycle II

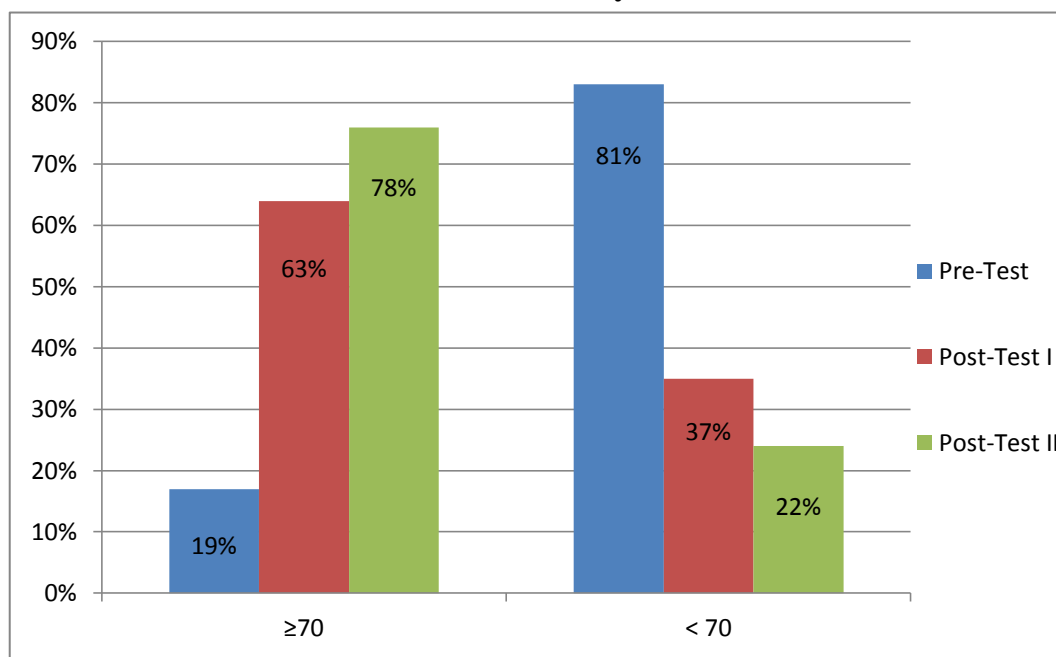
No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1	60	70	80
2	40	70	80
3	50	60	60
4	50	70	80
5	60	70	70
6	60	60	60
7	50	50	60
8	60	60	70
9	60	70	80
10	50	70	70
11	50	60	70
12	70	70	80
13	50	60	70
14	60	70	80
15	40	60	60
16	40	70	80
17	60	70	80
18	50	70	90
19	70	70	80
20	50	70	70
21	50	60	60
22	70	70	80
23	60	70	70
24	50	60	60
25	50	60	70
26	70	80	90
27	70	70	80
Total	1500	1790	1980
Average	56	66	73
Complete	5	17	21

Table 20
The Frequency of Students' Pre-Test, Post-Test I Grade in
Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥ 70	5	19%	17	63%	21	78%	Complete
< 70	22	81%	10	37%	6	22%	Incomplete
Total	27	100%	27	100%	27	100%	

Based on the results of the pre-test, post-test I and post-test II, it is known that there is a significant positive improve of student scores. Therefore, the researcher concludes that this research was successful because the indicators of success in this study have been achieved. The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Percentage of Students in Pre-Test, Post-Test I in Cycle I,
and Post-Test II in Cycle I



Based on the graph above, it could be inferred that Intra-Act strategy could improve the students' reading comprehension ability test. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

E. The Result of Students' Learning Activities in Cycle I and Cycle

II

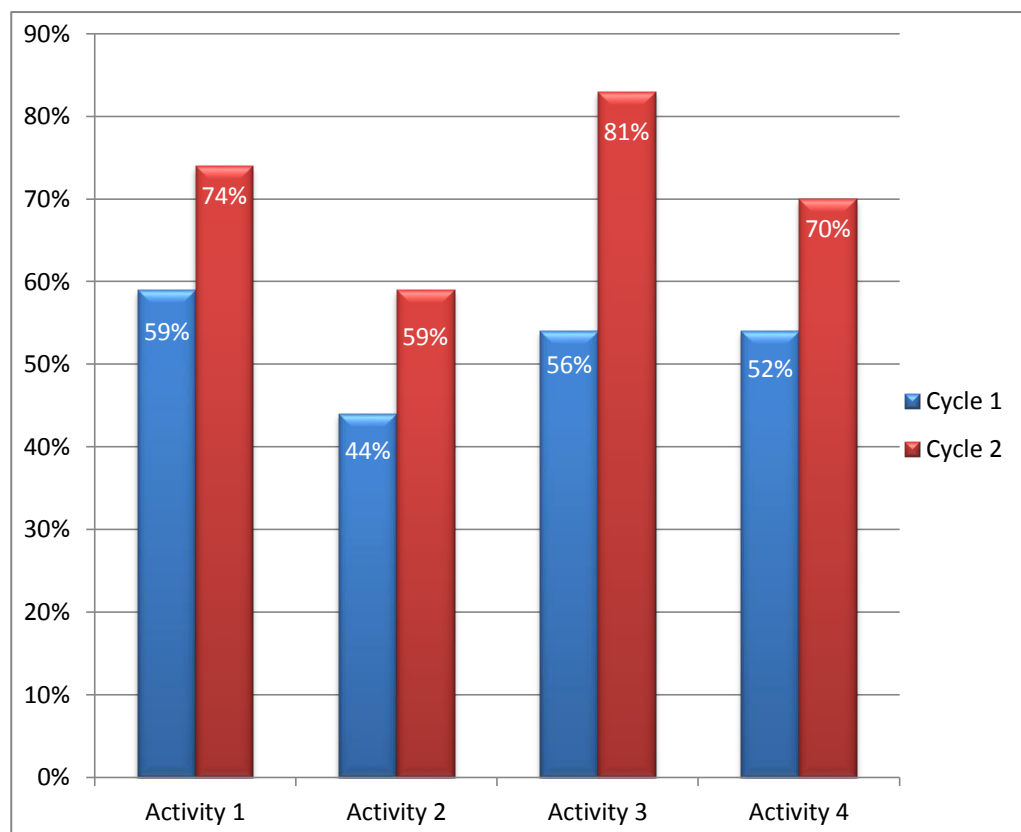
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 21
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	16	59%	20	74%	Improve
2	Asking /answering question from the teacher	12	44%	16	59%	Improve
3	Being active in the class	15	56%	22	81%	Improve
4	Being able to do the task	14	52%	19	70%	Improve
The Average Percentage		57%		77%		

Based on the average percentage of learning activity in the table above, it was investigated that the average percentage of learning activity of cycle 2 is 77%. It means that this research is successful, because the percentage of learning activity achieves. The indicator of success of learning activity is 70%.

Figure 11
Figure of Learning Activity in Cycle I and Cycle II



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

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was improve. In cycle I it was only 59% and in cycle II 74%, it is improved 15%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was improve from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 15%, from cycle I 44% and cycle II 59%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 56% and cycle II 81%, it increased 25%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in reading comprehension ability test when Intra-Act hunt strategy was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 52% and cycle II 70%, it improved 18%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Intra-Act strategy improve the

students' in reading comprehension ability. There was progress average grade from 56 to 66 and to 73.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 27 students' did not achieve the criteria (81%).

Moreover, in the post-test I there was 17 students or (63%) passed the test the indicator students get grade ≥ 70 with average 66. Meanwhile, in the post-test II there was 21 students or (78%) passed the test the indicator students get grade ≥ 70 with average 73. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 70 was achieved.

F. Discussion

In teaching reading comprehension ability to students at SMAN 1 Batanghari, especially to students of class X IPA 3, based on the pre-survey there are some problems have lack in grammar mastery. Researcher choose the Intra-Act strategy to improve students' reading comprehension ability.

The researcher used this strategy to help students understand what they have read and made students more active in reading comprehension

ability in learning English. Therefore, it is proved that the implementation of the Intra-Act strategy improve the students' learning activities. Therefore, Intra-Act strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Intra-Act strategy could improve the students' in reading comprehension ability. There is progress from the students gets grade ≥ 70 from pre-test 19% or 5 students, post-test I 63% or 17 students and post-test II become 78% or 23 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 59% become 74%, the students' ask/answer question from 44% become 59%, the students' activeness in the class from 56% become 81%, the students' able do the task from 52% become 70%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved through intra-act strategy, as follows:

1. Intra-act strategy can improve the students reading comprehension among the tenth grade students of SMAN 1 Batanghari. There was significant improvement of students' learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 55,55 by the percentage of success was 19%, in post-test I the average score was 66,29 by the percentage of success was 63% and in post-test II the average score was 73,33 by the percentage of success was 78%.
2. Intra-act strategy can improve learning activity among the tenth grade students of SMAN 1 Batanghari. The student's activity in the implementation of cycle I and cycle II is very active. It could be seen in the average percentage of learning activity in cycle I was 59 % and the average percentage of learning activity in cycle II was 77%. It means that Intra-act strategy can improve the student's activeness.

3. This classroom action research was successful viewed from indicator of success because of 78% or 21 of the total students already passed the criteria by Minimum Mastery Criteria (MMC) score at least 70. As a result, the cycle could not be conducted in the next cycle.

B. Suggestion

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

1. For The English Teacher

- a. The teacher is suggested to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use scavenger hunt strategy in English learning especially in reading, because it can improve students' reading comprehension.
- c. The teacher is suggested to give motivation to the students in order to be active in learning process.

2. For The Students

It is suggested to the students to be more active in learning process in the class and increase their skill in reading comprehension so they can success in English learning.

3. For The Headmaster

To support the English teacher to use Intra-act strategy in learning process, because Intra-act strategy is so helpful.

BIBLIOGRAPHY

- Brown, H. Douglas. (2006). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Duke, Nell K and Pearson, P. David. (2002). "Effective practices for developing reading comprehension. In A. Farstrup & J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.). (p.205-242)". Newark DE: International Reading Association.
- Etim, James S. (2005). *Curriculum Integration K-12 Theory and Practice*. Maryland : University Press of America.
- Flannelly, Laura T., Flannelly, Kevin J., and Jankowski, Katherine R. B., (2014). *Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research*. *Journal of Health Care Chaplaincy*. no. 4. (p.161-170). New York: Routledge.
- Gilakjani, Abbas Pourhosein and Sabouri, Narjes Banou. (2016). "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement". *International Journal of English Linguistics* 6, no. 5, (Iran: Canadian Center of Science and Education).
- Gilakjani, Abbas Pourhosein and Sabouri, Narjes Banou. (2016). "How Can Students Improve Their Reading Comprehension Skill?". *Journal of Studies in Education* 6, no. 2 (Iran: Islamic Azad University).
- Groeber, Joan F. (2007). *Designing and Using Rubrics for Reading and Language Arts. K-6 Second Edition*. California: Corwin Press.
- Habib, Madani. (2016). *Assessment of Reading Comprehension*. *Revista Romaneasca Pentru Educatie Multidimensionala* VIII. no. I. Algeria: LUMEN Publishing House.
- Healy, Cathy. (2002). *Reading: What the Experts Say*. *National Reading Panel*. (p.1-3). Springfield, Virginia: Parent Educational Advocacy Training Center.
- Jones, Cheryl A., Britain, Great and Learning and Skills Development Agency. (2005) *Assessment for Learning*. London: Learning and Skills Development Agency.
- Kingen, Sharon. (2000). *Teaching Language Arts in Middle Schools: Connecting and Communicating*, 1st ed. London: Lawrence Erlbaum Associates,

Inc.

- Lamprianou, Iasonas and Athanasou, James A. (2009). *A Teacher's Guide to Educational Assessment*. Boston: Sense Publishers.
- Manzano, Anthony and Manzano, Ula. (1990). *Content Area Reading A Heuristic Approach*. Columbus: Merrill Publishing Company.
- Moss, Barbara and Loh-Hagan, Virginia. (2016). *40 Strategies for Guiding Readers through Informational Texts*. New York : The Guildford Press.
- Norton, Lin. (2009). *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. New York: Routledge.
- O'Leary, Zina. (2004). *The Essential Guide to Doing Research*. London: SAGE.
- Pang, Elizabeth S. (2003). *"Teaching Reading"*. International Academy of Education. n.d.
- Pardo, Laura S. (2004). *"What Every Teacher Needs to Know About Comprehension"*. The Reading Teacher 58, no. 3.
- Putri, Prihastin Dwi. *"Teaching Reading by Combining Attribute Web Strategy and Intra-Act Strategy at Senior High School Students"*. Padang: STKIP PGRI Sumatera Barat.
- Sejnost, Roberta L. and Thiese, Sharon M. (2010). *Building Content Literacy: Strategies for the Adolescent Learner*. California:Corwin press.
- Singh, Yogesh Kumar. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International.
- Snow, Catherine E. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. California: Rand.
- Tanner, Samuel Jaye Tanner. (2017). *"Teaching to the Golem: A Pedagogical Intra-Action"*, *Journal of Literacy Research* 49, no. 3.
- Urdan, Timothy C. (2010). *Statistics in Plain English, Third Edition*. Hoboken: Taylor & Francis.
- Weiss, Neil A. (2012). *Introductory Statistics*. Boston, MA.: Addison-Wesley.
- Wooley, Gary. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer.

APPENDICES



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

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

Nomor : B-3476/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMAN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

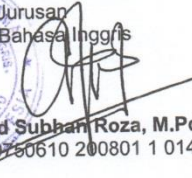
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: ERY ERIANTI
NPM	: 1501070057
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI

untuk melakukan *pra-survey* di SMAN 1 BATANGHARI.

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, 25 Oktober 2019
Ketua Jurusan
Tadris Bahasa Inggris

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





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI

"TERAKREDITASI B"



Jln.Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email:
sman01batanghari@gmail.com NPSN : 10805998

SURAT KETERANGAN

Nomor: PL/390/V.01/SMA.01/2019

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris Institut Agama Islam Negeri Metro
Nomor: B-3476/In.28.1/J/TL.00/10/2019 Tanggal 25 Oktober 2019 dalam hal permohonan izin
Pra-Survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan
sesungguhnya bahwa :

Nama	: ERY ERIANTI
NPM	: 1501070057
Program studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: "THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI".

Telah melaksanakan Pra-Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada
Tanggal 2 November 2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 4 November 2019
Kepala Sekolah,

SURIPTO.S.Pd
NIP. 19610103 198301 1 003



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

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

SURAT TUGAS

Nomor: B-3756/In.28/D.1/TL.01/11/2019

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

Nama : ERY ERIANTI
NPM : 1501070057
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI".
 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 : 13 November 2019



SUPRIATNO S. Pd.
NIP. 19610103 198301 1003



Dr. Fatimah MA
NIP. 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3757/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3756/In.28/D.1/TL.01/11/2019,
tanggal 13 November 2019 atas nama saudara:

Nama : **ERY ERIANTI**
NPM : 1501070057
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI".

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

Wassalamu'alaikum Wr. Wb.

13 November 2019
Wakil Dekan I,

Dra. Iry Fatmah MA
0531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI

"TERAKREDITASI B"



Jln.Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email:
sman01batanghari@gmail.com NPSN : 10805998

SURAT KETERANGAN

Nomor: PL/078/V.01/SMA.01/2020

Berdasarkan Surat Wakil Dekan I IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor: B-3757/In.28/D.1/TL.00/11/2019 Tanggal 13 November 2019 dalam hal permohonan Izin Penelitian (Research).

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : ERY ERIANTI
NPM : 1501070057
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "THE USE OF INTRA-ACT STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION ABILITY AMONG THE TENTH GRADE AT SMA N 1 BATANGHARI".

Telah melaksanakan Penelitian di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 17 Januari 2020 s.d 08 Februari 2020.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 09 Maret 2020
Kepala Sekolah,


SURIPTO,S.Pd
NIP. 19610103 198301 1 003



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-39/In.28/S/U.1/OT.01/01/2020**

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

Nama : ERY ERIANTI
NPM : 1501070057
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 1501070057.

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 sebagaimana mestinya.



Metro, 06 Januari 2020
Kepala Perpustakaan

[Signature]
Drs. Mokhtadur Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ERY ERIANTI

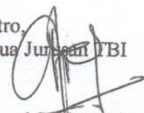
NPM : 1501070057

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *SECOND LANGUAGE ACQUISITION*

Metro,
Ketua Jurusan TBI


Ahmad Suthan Roza, M.Pd.
NIP.197506102008011014



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

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

Nama : ERY ERIANTI

Fakultas/Jurusan : TBI

NPM : 1501070057

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	14/8-19	✓		pre survey result → redo it. The is not valid	
2.	28/8-19	✓		- revision is ok - chapter II & III → revise - write in good grammar	
3.	13/9-19	✓		- 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 Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : ERY ERIANTI

Fakultas/Jurusan : TBI

NPM : 1501070057

Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	15/4 - 20	✓		Chapter IV → achip → Revise & write in detail	
2.	21/4 - 21	✓		CV → ? Achir → revise	
3.	27/4 - 20	✓		revisi is ok ACC for mungasyl	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

Nama : ERY ERIANTI

Fakultas/Jurusan : TBI

NPM : 1501070057

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 04/07/2019		✓	Revise your typing Prior Research Add the advantages & Disadvantages Reference	
2	Thursday 01/08/2019		✓	Show Reference	
3	Thursday 08/08/2019		✓	Acc and Continue to the first sponsor	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : ERY ERIANTI

Fakultas/Jurusan : TBI

NPM : 1501070057

Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 10/03/2020		✓	Revisi Chapter IV & V - graphic - Conclusion	
2	Tuesday 14/04/2020		✓	Atc and Continue to the first sponsor	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

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

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member informasi dan memintai informasi, serta mengaitkan hal-hal yang bersangkutan dengan konteks penggunaan	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>unaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<p>lainnya; hobi, kebiasaan</p> <ul style="list-style-type: none"> - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) 	<p>berbeda.</p> <ul style="list-style-type: none"> - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.
<p>4.1</p> <p>Menyusun teks interaksi transaksional lisan dan tertulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tertulis yang melibatkan tindakan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dakanmemberikanucapanselamatdanmemberijibersayap (extended), sertamenanggapinya, sesuaidengan kontekspenggunaannya</p>	<p>dugaan)</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>4.2</p> <p>Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan tindakan memberikan ucapan selamatan dan memberijibersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada
<p>3.3</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberikan informasi dan meminta informasi</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>it niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<p>niat yang sesuai, dengan modal <i>be going to, would like to</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>dalam video tersebut, dilihat dari isi dan cara pengungkapannya</p> <ul style="list-style-type: none"> - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.3</p> <p>Menyusun teks interaksi lisan dan tulis sederhana yang melibatkan tindakan member informasi tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.4</p> <p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan member informasi terkait tempat wisata</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>atadandangun anbersejarahte rkenal, pendekdand erhana, sesuaidengan kontekspengg unaannya</p>	<p>bagian)</p> <ul style="list-style-type: none"> - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<p>jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.4 Teks deskriptif</p> <p>4.4.1</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait empat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2</p> <p>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>bagian)</p> <ul style="list-style-type: none"> - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>hasaan, secarabenarda nsesuaikontek s</p>		
<p>3.5</p> <p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan membedakan informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.5</p> <p>Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2</p> <p>Menyusun teks khusus dalam</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>mbentukpemb eritahuan (announceme nt), lisandantulis, pendekdansed erhana, denganmemp erhatikanfung sisosial, strukturteks, danunsurkeba hasaan, secarabenarda nsesuaikontek s</p>	<ul style="list-style-type: none"> • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
<p>3.6</p> <p>Menerapkan fungsisosial, strukturteks, danunsurkeba hasaanteksint eraksitransaks ionallisandant ulis yang melibatkantin dakanmember idanmemintai nformasiterka itkeadaan/tind akan/ kegiatan/ kejadian yang dilakukan/terj adi di waktulampau yang merujukwaktu terjadinyadan kesudahannya , sesuaidengan kontekspengg unaannya.</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>(Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
<p>4.6</p> <p>Menyusun teks interaksi transaksional, lisan dan tulisan, pendek dan sederhana, yang melibatkan tindakan member informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.7</p> <p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>lisandantulis denganmember idanmemintai nformasiterka itperistiwaber sejarahsesuaid engankonteks penggunaann ya</p>	<p>membanggakan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang 	<p>yang benar, dan bertanya jawab tentang isi teks</p> <ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
<p>4.7 Teks recount – peristiwabersejarah</p> <p>4.7.1 Menangkap maknasecarak ontekstualterk aitfungsi sosial , strukturteks, danunsurkeba hasaanteks recount lisandantuliste rkaitperistiwa bersejarah</p> <p>4.7.2 Menyusun te ks recount lisandantulis, pendekdanced erhana, terkaitperistiw abersejarah, denganmemp erhatikanfung sisosial, strukturteks, danunsurkeba hasaan, secarabenarda</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
nsesuaikonteks		
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	Teks eksposisi analitis <ul style="list-style-type: none"> Fungsi Sosial Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab <ul style="list-style-type: none"> Struktur teks a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan <ul style="list-style-type: none"> Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut <ul style="list-style-type: none"> Unsur Kebahasaan: <ul style="list-style-type: none"> Kalimat Simple Present Conditional Clauses Modals 	<ul style="list-style-type: none"> Menyimak guru membacakan berbagai contoh teks eksposisi analisis sambil dilibatkan dalam tanya jawab tentang isinya Didiktekan guru, siswa menuliskan contoh teks eksposisi analisis tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada Dalam kelompok masing-masing berlatih membacakan contoh teks eksposisi analisis tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi Membaca satu contoh teks eksposisi analisis, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian yang ditanyakan Melakukan refleksi tentang proses dan hasil belajar.
4.8 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum		
3.9 Menafsirkan fungsisosialda	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>nunsurkebaha saanliriklagut erkaitkehidup anremaja SMA/MA/SM K/MAK</p>	<p>nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu 	<p>lisan</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu
<p>4.9</p> <p>Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Program	: X / IPA
Semester	: Genap
Materi Pokok	: Teks Eksposisi Analitis
Alokasi Waktu	: 2 x 2JP

I. KOMPETENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

II. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	<ol style="list-style-type: none">1. Mengidentifikasi karakteristik dari teks eksposisi analitis.2. Menjelaskan format teks eksposisi analitis.3. Menjelaskan fungsi teks eksposisi analitis.4. Menjelaskan unsur kebahasaan pada teks eksposisi analitis.
2	4.8 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	<ol style="list-style-type: none">1. Menjawab pertanyaan berdasarkan teks yang mereka baca.2. Mempresentasikan informasi yang didapat dalam teks eksposisi analitis.3. Menyusun sebuah teks eksposisi analitis.

III. Tujuan Pembelajaran

1. Melalui kegiatan diskusi kelompok siswa dapat menunjukkan sikap kerjasama, gotong-royong, tanggung jawab dan jujur
2. Melalui pengamatan, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum..
3. Melalui diskusi kelompok, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *eksposisi analitis* tentang topik yang hangat dibicarakan umum.
4. Melalui kerja kelompok dan pengamatan terhadap sumber bacaan lain, siswa dapat menyusun teks tulis eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
5. Melalui presentasi, siswa dapat menangkap makna dalam teks eksposisi analitis.

IV. Bahan Ajar

A. Materi

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

Social Function : to persuade the reader that the idea is important matter.

Generic Structure of Analytical Exposition Text

1. Thesis
Introducing the topic and indicating the writer's position
2. Arguments
Explaining the arguments to support the writer's position.
3. Reiteration
Restating the writer's position

Language Feature :

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

The example of analytical exposition:

The Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can

you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

The Importance of Breakfast

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well-known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

B.Materi Prosedur

- ✓ Kegiatan Tanya jawab
- ✓ Diskusi
- ✓ Presentasi

V. Pendekatan	: Pendekatan Saintifik
Metode Pembelajaran	: Intra-Act Strategy
Model pembelajaran	: Problem Based Learning

VI. Kegiatan Pembelajaran

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	<p>Pendahuluan</p> <p>a. Orientasi</p> <ul style="list-style-type: none"> - Guru mengawali pembelajaran dengan memberikan salam berdo'a dan mengecek kehadiran siswa. - Guru memusatkan perhatian siswa pada materi yang akan dibelajarkan, dengan cara menunjukkan sebuah gambar tentang bumi yang menangis. <p>b. Apersepsi</p> <ul style="list-style-type: none"> ➤ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan <p>c. Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan • Guru memberikan dorongan atau motivasi yang dapat membangkitkan minat belajar peserta didik. <p>d. Pemberian Acuan</p> <ul style="list-style-type: none"> ▪ Guru memberikan kajian ilmu yang akan dipelajari. ▪ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar ▪ Guru menjelaskan metode pembelajaran ▪ Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah- 	<ul style="list-style-type: none"> - Siswa merespon salam guru dan berdo'a - Siswa memfokuskan perhatiannya kepada materi yang akan diajarkan. ➤ Siswa mendengarkan dan memperhatikan persepsi materi guru yang akan diajarkan. • Siswa mendengar dan mempersiapkan materi yg akan diajarkan. • Siswa memiliki semangat dan motivasi untuk belajar terhadap materi yang akan diajarkan. ▪ Siswa mencatat kajian ilmu yg akan diajarkan. ▪ Siswa mendengarkan dan mencatat penjelasan guru. ▪ Siswa mendiskusikan metoda yang akan 	5 Menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	langkah pembelajaran) <ul style="list-style-type: none"> Guru menyampaikan KD dan tujuan pembelajaran 	digunakan. <ul style="list-style-type: none"> Siswa mengikuti petunjuk guru. Siswa mencatatnya dan memahaminya 	
2.	Kegiatan Inti Fase 1 (Orientasi peserta didik kepada masalah) <ul style="list-style-type: none"> Guru menunjukkan sebuah gambar tentang bahaya merokok dan memberikan siswa permasalahan seperti “apa yang kalian ketahui tentang rokok?” 	<ul style="list-style-type: none"> Siswa memperhatikan dan mengamati gambar yang diberikan dan menjawab pertanyaan guru. 	5 Menit
	Fase 2 (Mengorganisasikan peserta didik) <ul style="list-style-type: none"> Guru mengelompokkan siswa secara heterogen, dan memberikan masing-masing kelompok lembar kegiatan berkenaan dengan bahaya rokok. 		10 menit
	Fase 3 (Membimbing penyelidikan individu dan kelompok) <ul style="list-style-type: none"> Guru mengarahkan siswa untuk 	<ul style="list-style-type: none"> Siswa membentuk kelompok diskusi dan mendiskusikan bahaya rokok. 	15 menit
		<ul style="list-style-type: none"> Siswa mengidentifikasi solusi pemecahan untuk mencegah bahaya formalin. 	15 menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p>mengamati hasil diskusi mereka dan kemudian mencari solusi yang bisa dilakukan untuk mencegah bahaya formalin.</p> <p>Fase 4 (Mengembangkan dan menyajikan hasil karya)</p> <ul style="list-style-type: none"> Guru meminta siswa mempresentasikan hasil diskusi kelompok mereka. <p>Fase 5 (Menganalisa dan mengevaluasi proses pemecahan masalah)</p> <ul style="list-style-type: none"> Guru memfasilitasi diskusi kelas untuk menganalisis hasil pemecahan masalah dan menyamakan persepsi tentang masalah dan penanganan bahaya formalin. 	<ul style="list-style-type: none"> Siswa mempresentasikan hasil diskusinya. Siswa menyamakan persepsi tentang masalah dan penanganan formalin. 	5 menit
3.	<p>Penutup</p> <ul style="list-style-type: none"> Guru melakukan Tanya jawab dengan siswa untuk membuat suatu rangkuman materi yang telah dibahas. Guru memberikan tugas kepada peserta didik Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya Guru bersama-sama peserta didik melakukan doa Guru menutup pelajaran mengucapkan salam penutup 	<ul style="list-style-type: none"> Siswa menyimpulkan materi yang telah dibahas. Siswa mencatat tugas yang diberikan oleh guru Siswa melakukan doa bersama-sama Siswa mengucapkan salam penutup 	5 Menit

VII. Media, Alat, dan Sumber Pembelajaran

1) Alat/Bahan:

- a. Papan Tulis
- b. Spidol

2) Sumber Belajar:

- a. Buku wajib siswa SMA kelas X
- b. Teks yang berkaitan dengan eksposisi analitis

VIII. Penilaian

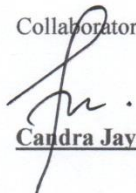
1. Standard of Assessment

Score	Explanation
≥ 70	Complete
< 70	Incomplete

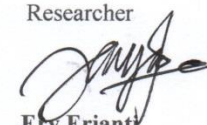
$$\text{Nilai} = \frac{\text{Skor Perolehan} \times 100}{10}$$

Batanghari, 18 Januari 2020

Collaborator


Candra Jaya, S.Pd

Researcher


Ety Erianti
NPM: 1501070057

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	:	Bahasa Inggris
Kelas/Program	:	X / IPA
Semester	:	Genap
Materi Pokok	:	Teks Eksposisi Analitis
Alokasi Waktu	:	2 x 2JP

III. KOMPETENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

IV. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	5. Mengidentifikasi karakteristik dari teks eksposisi analitis. 6. Menjelaskan format teks eksposisi analitis. 7. Menjelaskan fungsi teks eksposisi analitis. 8. Menjelaskan unsur kebahasaan pada teks eksposisi analitis.
2	4.8 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4. Menjawab pertanyaan berdasarkan teks yang mereka baca. 5. Mempresentasikan informasi yang didapat dalam teks eksposisi analitis. 6. Menyusun sebuah teks eksposisi analitis.

III. Tujuan Pembelajaran

6. Melalui kegiatan diskusi kelompok siswa dapat menunjukkan sikap kerjasama, gotong-royong, tanggung jawab dan jujur
7. Melalui pengamatan, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum..
8. Melalui diskusi kelompok, siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *eksposisi analitis* tentang topik yang hangat dibicarakan umum.
9. Melalui kerja kelompok dan pengamatan terhadap sumber bacaan lain, siswa dapat menyusun teks tulis eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
10. Melalui presentasi, siswa dapat menangkap makna dalam teks eksposisi analitis.

IV. Bahan Ajar

B. Materi

Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

Social Function : to persuade the reader that the idea is important matter.

Generic Structure of Analytical Exposition Text

4. Thesis
Introducing the topic and indicating the writer's position
5. Arguments
Explaining the arguments to support the writer's position.
6. Reiteration
Restating the writer's position

Language Feature :

5. Using relational process
6. Using internal conjunction
7. Using causal conjunction
8. Using Simple Present Tense

The example of analytical exposition:

Smoking in Restaurant

Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed.

B.Materi Prosedur

- ✓ Kegiatan Tanya jawab
- ✓ Diskusi
- ✓ Presentasi

V. Pendekatan : Pendekatan Saintifik
Metode Pembelajaran : Intra-Act Strategy
Model pembelajaran : Problem Based Learning

VI. Kegiatan Pembelajaran

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	Pendahuluan e. Orientasi <ul style="list-style-type: none"> - Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. - Guru memusatkan perhatian 	<ul style="list-style-type: none"> - Siswa merespon salam guru dan berdoa 	5 Menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<p>siswa pada materi yang akan dibelajarkan, dengan cara menunjukkan sebuah gambar tentang bumi yang menangis.</p> <p>f. Apersepsi</p> <ul style="list-style-type: none"> ➤ Guru memberikan persepsi awal kepada peserta didik tentang materi yang akan diajarkan <p>g. Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan • Guru memberikan dorongan atau motivasi yang dapat membangkitkan minat belajar peserta didik. <p>h. Pemberian Acuan</p> <ul style="list-style-type: none"> ▪ Guru memberikan kajian ilmu yang akan dipelajari. ▪ Guru menjelaskan materi pokok dan uraian materi pelajaran secara garis besar ▪ Guru menjelaskan metode pembelajaran ▪ Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran) ▪ Guru menyampaikan KD dan tujuan pembelajaran 	<ul style="list-style-type: none"> - Siswa memfokuskan perhatiannya kepada materi yang akan diajarkan. ➤ Siswa mendengarkan dan memperhatikan persepsi materi guru yang akan diajarkan. • Siswa mendengar dan mempersiapkan materi yg akan diajarkan. • Siswa memiliki semangat dan motivasi untuk belajar terhadap materi yang akan diajarkan. ▪ Siswa mencatat kajian ilmu yg akan diajarkan. ▪ Siswa mendengarkan dan mencatat penjelasan guru. ▪ Siswa mendiskusikan metoda yang akan digunakan. ▪ Siswa mengikuti petunjuk guru. ▪ Siswa mencatatnya dan memahaminya 	

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
2.	Kegiatan Inti		
	Fase 1 (Orientasi peserta didik kepada masalah) <ul style="list-style-type: none"> Guru menunjukkan sebuah gambar tentang bahaya merokok dan memberikan siswa permasalahan seperti “apa yang kalian ketahui tentang rokok?” 	<ul style="list-style-type: none"> Siswa memperhatikan dan mengamati gambar yang diberikan dan menjawab pertanyaan guru. 	5 Menit
	Fase 2 (Mengorganisasikan peserta didik) <ul style="list-style-type: none"> Guru mengelompokkan siswa secara heterogen, dan memberikan masing-masing kelompok lembar kegiatan berkenaan dengan bahaya rokok. 	<ul style="list-style-type: none"> Siswa membentuk kelompok diskusi dan mendiskusikan bahaya rokok. 	10 menit
	Fase 3 (Membimbing penyelidikan individu dan kelompok)	<ul style="list-style-type: none"> Siswa mengidentifikasi solusi pemecahan untuk mencegah bahaya formalin. 	15 menit
		<ul style="list-style-type: none"> Siswa mempresentasikan hasil diskusinya. 	5 menit

No	Kegiatan Pembelajaran		Alokasi Waktu
	Kegiatan Guru	Kegiatan Siswa	
	<ul style="list-style-type: none"> Guru mengarahkan siswa untuk mengamati hasil diskusi mereka dan kemudian mencari solusi yang bisa dilakukan untuk mencegah bahaya formalin. <p>Fase 4 (Mengembangkan dan menyajikan hasil karya)</p> <ul style="list-style-type: none"> Guru meminta siswa mempresentasikan hasil diskusi kelompok mereka. <p>Fase 5 (Menganalisa dan mengevaluasi proses pemecahan masalah)</p> <ul style="list-style-type: none"> Guru memfasilitasi diskusi kelas untuk menganalisis hasil pemecahan masalah dan menyamakan persepsi tentang masalah dan penanganan bahaya formalin. 	<ul style="list-style-type: none"> Siswa menyamakan persepsi tentang masalah dan penanganan formalin. 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> Guru melakukan Tanya jawab dengan siswa untuk membuat suatu rangkuman materi yang telah dibahas. Guru memberikan tugas kepada peserta didik Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya Guru bersama-sama peserta didik melakukan doa Guru menutup pelajaran mengucapkan salam penutup 	<ul style="list-style-type: none"> Siswa menyimpulkan materi yang telah dibahas. Siswa mencatat tugas yang diberikan oleh guru Siswa melakukan doa bersama-sama Siswa mengucapkan salam penutup 	5 Menit

VII. Media, Alat, dan Sumber Pembelajaran

1) Alat/Bahan:

- c. Papan Tulis
- d. Spidol

2) Sumber Belajar:

- a. Buku wajib siswa SMA kelas X
- b. Teks yang berkaitan dengan eksposisi analitis

VIII. Penilaian


1. Standard of Assessment

Score	Explanation
≥ 70	Complete
< 70	Incomplete

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{10} \times 100$$

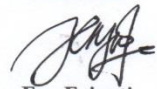
Batanghari, 1 Februari 2020

Collaborator



Candra Jaya, S.Pd

Researcher



Ery Erianti

NPM: 1501070057

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 1-3

Text 1

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?
 - a. Explanation Text
 - b. Report
 - c. Hortatory Exposition
 - d. Analytical Exposition
 - e. Descriotive Text
2. Who is responsible for defense?
 - a. Federal and Local Government
 - b. State Government
 - c. Federal and State Government
 - d. Federal Government
 - e. Local Government
3. The litter management is the responsibility of
 - a. Local government
 - b. Australia
 - c. Federal government
 - d. State governement
 - e. all governments

Read the following text to answer questions number 4 to 7.

Text 2

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed. Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

4. Which of the following is not directly affected by pesticides used?
 - a. Human Beings
 - b. Ecology
 - c. Animals.
 - d. Environment.
 - e. Plants

5. What can you say about paragraph two and four?
 - a. The fourth paragraph supports the idea stated in paragraph two.
 - b. Both paragraphs tell about how pesticides affect the quality of farm products.
 - c. Both paragraphs tell about the disadvantages of using pesticides.
 - d. The statement in paragraph is contrary to the statement in paragraph four.
 - e. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

6. One of the disadvantages of using chemical pesticides is ...
 - a. Helping reduce pollutants in the environment.
 - b. Increasing crops productivity.
 - c. Creating balanced ecosystem.
 - d. Causing the pests to become inactive
 - e. Killing fish and bees.

7. Secondly, pests can gradually become resistant to pesticides. (paragraph 3) The word resistant in the sentence above means ...
- a. Weak
 - b. Fragile
 - c. Damage
 - d. Unaffected
 - e. Unbalanced

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

Text 3

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

8. What type of the text above?
- a. Narrative.
 - b. Report.
 - c. Analytical.
 - d. Explanation.
 - e. Description.
9. What one of the diseases caused by pollution?
- a. HIV / AIDS
 - b. Bronchitis
 - c. Liver
 - d. Impotent
 - e. Cholera
10. We usually call the last paragraph as.....
- a. Resolution
 - b. Reiteration
 - c. Twist
 - d. Recommendation
 - e. Conclusion

POST TEST of Reading Comprehension Ability

(CYCLE 1)

Direction:

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

Read the following text to answer questions 1-3

Text 1

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

1. The text gives us information about ...
 - a. The ways to increase global warning
 - b. The ways to minimize global warning
 - c. The effects of global warning
 - d. The importance of consuming local groceries
 - e. The importance of knowing global warning
2. To reduce the global warming we should
 - a. Buy import product
 - b. Buy expensive clothes
 - c. Consume frozen foods
 - d. Not use electricity efficiently
 - e. Consume fresh foods

3. We are helping reduce the amount of global warming” (Paragraph 2) The reduce word can be replaced by

- a. Increase
- b. Decrease
- c. Improve
- d. Add
- e. Maximize

Read the following text to answer question 4-6

Text 2

The Importance of Breakfast

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

4. Why does the writer consider breakfast importanta?

- a. Because Breakfast support cognitive fuction
- b. Breakfast does not provide energy needs
- c. Breakfast makes stomach ache
- d. Because breakfast makes you sleepy
- e. Breakfast makes it bloated

5. Breakfast provides many benefits to our health and wellbeing. The underline word is closest in meaning to?

- a. Loss
- b. Costs
- c. Harm
- d. Disadvantage
- e. Advantage

6. How many kcals per day that should consume for boy aged 7-10 years?

- a. 1250 kcals
- b. 1740 kcals
- c. 1970 kcals
- d. 1790 kcals
- e. 1470 kcals

Read the following text to answer question 7-10

Text 3

The Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been a serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

7. Why is formalin dangerous for human`s body?
- It is a disinfectant for human beings.
 - It is used to preserve biological specimens.
 - It is not food preservatives.
 - It is 10% solution of formaldehyde in water.
 - It is controlled flighty from the government.
8. The main idea of paragraph 2 is
- The government has not controlled the use of formalin firmly.
 - The human`s bodies will be harmful after consuming the formalin
 - The weak control of using formalin is not threatening the human
 - The human`s bodies will be harmful after consuming the formalin
 - The use of formalin is known all over the regions
9. Based on the facts above, the writer suggest that ...
- The use of formal dehyde is necessary to control the food
 - People should add 100% solution of formaldehyde in water
 - The food preservative is required to make the food delicious
 - People have to avoid consuming formalin in their food
 - Food seller is supposed to pour formalin for vegetables and food products
10. What is the generic structure of the text?
- Arguments-Recommendation-Thesis
 - Thesis-Arguments-Recommendation
 - Thesis-Supporting Points-Contrasing Points-Reiteration
 - Thesis-Argument-Reiteration
 - Reiteration-Arguments-Thesis

POST-TEST on Reading Comprehension Ability

(CYCLE 2)

Direction:

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

Read the following text to answer questions 1-4

Text 1

The importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms. From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. Why is reading very important in our life? Because.....
 - a. By reading we can get a lot of knowledge, news, information and entertainment
 - b. By reading, we can get little knowledge but a lot of entertainment.
 - c. By reading, we are always relaxed.
 - d. By reading, we are always happy.
 - e. By reading, we can get a lot of friends, relatives, experience, etc.
2. If we want to get knowledge, what should we do?
 - a. Buy a lot of books
 - b. Borrow a lot of books
 - c. Read a lot of books and other printed materials.

- d. Sell and buy many expensive books
 - e. Look for newspaper and magazine
3. What does the text tell us about?
- a. The description of reading
 - b. The importance of reading
 - c. The function of reading
 - d. The disadvantages of reading
 - e. The purpose of reading
4. What is the social function of the text?
- a. To tell a story
 - b. To describe the reader
 - c. To entertain the reader
 - d. To persuade the reader
 - e. To give information

Read the following text to answer question 5-10

Text 2

Smoking in Restaurant

Smoking in restaurant is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

5. We have many reason to say that smoking must be avoided. The word reasons means....
- a. Conclusion
 - b. Argument
 - c. Point of view

- d. Reinforcement
- e. Statement

6. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to....

- a. Descriptive
- b. Narration
- c. Analytical exposition
- d. Procedure
- e. Anecdote

7. What is the purpose of the text?

- a. To inform the reader to the readers.
- b. To tell a story to the readers.
- c. To describe to the readers.
- d. To persuade to the readers.
- e. To argue about smoking to the readers.

8. Smoking in the restaurant must be avoided because....

- a. It is harmful to others.
- b. It is impolite.
- c. It's dangerous to the smokers.
- d. It can cause heart and lung disease.
- e. All answer are correct.

9. The synonym of the word "dangerous" in the text is....

- a. Harmful
- b. Impolite
- c. Health risk
- d. Rude
- e. Disease

10. Smoking in restaurant should not be allowed. It means that.....

- a. People should do smoking in restaurant
- b. People must not smoking in restaurant
- c. People must not smoke in restaurant
- d. People should smoke in restaurant
- e. People should not do smoking in restaurant

KEY ANSWER OF PRE-TEST

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

KEY ANSWER OF POST-TEST 1

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

KEY ANSWER OF POST-TEST 2

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

ANSWER SHEET PRE-TEST

NAME : _____

CLASS : _____

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

ANSWER SHEET POST-TEST 1

NAME : _____

CLASS : _____

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

ANSWER SHEET POST-TEST 2

NAME : _____

CLASS : _____

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

ATTENDANCE LIST OF STUDENTS

Class: X IPA 3

Date:

NO	NAME	PRE- TEST	POST- TEST 1	POST- TEST 2
1	ABEL SETIANINGRUM	√	√	√
2	ABI PRATAMA	√	√	√
3	AGUS HARIYANTO	√	√	√
4	ANGGUN PERMATASARI	√	√	√
5	AULIYA WANIKMAH	√	√	√
6	CINDY PATRICIA	√	√	√
7	DINDA YUNI ASTUTI	√	√	√
8	FENI RINA WATI	√	√	√
9	GALUH ENSA PUTRI	√	√	√
10	GITA DEWI PITRIANI	√	√	√
11	HENNI SUKMAWATI	√	√	√
12	IIS BELINA MELSIANAWATI	√	√	√
13	ILFINA NURFAUZIAH	√	√	√
14	ILHAM FADILAH	√	√	√
15	IYOS SETIAWAN PUTRA	√	√	√
16	NIKITA MAHARANI	√	√	√
17	PUTRI VALENTINA	√	√	√
18	RACHELYA PUTRI	√	√	√
19	SABDO PONCO LEKSONO	√	√	√
20	SANTI APRILLIANI	√	√	√
21	SEPTI WULANDARI	√	√	√
22	SITI NAZAKIA	√	√	√
23	TEGAR KIRANA	√	√	√
24	THOMAS PRATAMA	√	√	√
25	TRIA TUTUT LESTARI	√	√	√
26	VIONA LISA ANDIASIH	√	√	√
27	VONA SUCI MARISMA	√	√	√

ANSWER SHEET PRE-TEST

NAME : Saldo Polico Leksano

CLASS : X MIA³

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

$$B = 7 \times 10$$

$$= 70$$

ANSWER SHEET PRE-TEST

NAME : 1405 SETIAWAN PUTRA
 CLASS : X MIA³

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

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

$$B = 4 \times 10$$

$$= 40$$

ANSWER SHEET POST-TEST 1

NAME : VIONA LISA AND JASIH
 CLASS : X MIA 3

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

1	A	<input checked="" type="checkbox"/>	C	D	E
2	A	B	C	D	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D	E
4	<input checked="" type="checkbox"/>	B	C	D	E
5	A	B	C	D	<input checked="" type="checkbox"/>
6	A	B	<input checked="" type="checkbox"/>	D	E
7	A	<input checked="" type="checkbox"/>	C	D	E
8	<input checked="" type="checkbox"/>	B	C	D	E
9	A	B	<input checked="" type="checkbox"/>	D	E
10	A	B	C	<input checked="" type="checkbox"/>	E

B : 8 x 10
 : 80

ANSWER SHEET POST-TEST 1

NAME : DINDA YUNI ASTUTI
 CLASS : X IPA³

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

1	A	<input checked="" type="checkbox"/>	C	D	E
2	A	B	C	D	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D	E
4	<input checked="" type="checkbox"/>	B	C	D	E
5	A	B	C	<input checked="" type="checkbox"/>	E
6	A	<input checked="" type="checkbox"/>	C	D	E
7	A	B	C	<input checked="" type="checkbox"/>	E
8	<input checked="" type="checkbox"/>	B	C	D	E
9	A	B	C	D	<input checked="" type="checkbox"/>
10	A	B	C	D	<input checked="" type="checkbox"/>

B : 5×10
 : 50

ANSWER SHEET POST-TEST 2

NAME : VIONA LISA ANDIASIH
 CLASS : X MIA 3

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

1	<input checked="" type="checkbox"/>	B	C	D	E
2	A	B	<input checked="" type="checkbox"/>	D	E
3	A	<input checked="" type="checkbox"/>	C	D	E
4	A	B	C	<input checked="" type="checkbox"/>	E
5	A	<input checked="" type="checkbox"/>	C	D	E
6	A	B	<input checked="" type="checkbox"/>	D	E
7	A	B	C	<input checked="" type="checkbox"/>	E
8	A	B	C	D	<input checked="" type="checkbox"/>
9	A	<input checked="" type="checkbox"/>	C	D	E
10	A	B	C	D	<input checked="" type="checkbox"/>

$$B = 9 \times 10$$

$$= \underline{90}$$

ANSWER SHEET POST-TEST 2

NAME : Thomas Pratama

CLASS : 2 mia³

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

1	<input checked="" type="checkbox"/>	B	C	D	E
2	A	B	<input checked="" type="checkbox"/>	D	E
3	<input checked="" type="checkbox"/>	B	C	D	E
4	A	B	C	<input checked="" type="checkbox"/>	E
5	A	<input checked="" type="checkbox"/>	C	D	E
6	A	B	<input checked="" type="checkbox"/>	D	E
7	A	B	C	<input checked="" type="checkbox"/>	E
8	A	B	C	<input checked="" type="checkbox"/>	E
9	A	B	<input checked="" type="checkbox"/>	D	E
10	A	B	C	<input checked="" type="checkbox"/>	E

B: 6 x 10
 = 60

THE STUDENTS` READING SCORE

PRE-TEST

No	Name	Score	Criteria
1	AS	60	Incomplete
2	AP	40	Incomplete
3	AH	50	Incomplete
4	AP	50	Incomplete
5	AW	60	Incomplete
6	CP	60	Incomplete
7	DYA	50	Incomplete
8	FRW	60	Incomplete
9	GEP	60	Incomplete
10	GDP	50	Incomplete
11	HS	50	Incomplete
12	IBM	70	Complete
13	IN	50	Incomplete
14	IF	60	Incomplete
15	ISP	40	Incomplete
16	NM	40	Incomplete
17	PV	60	Incomplete
18	RP	50	Incomplete
19	SPL	70	Complete
20	SA	50	Incomplete
21	SW	50	Incomplete
22	SN	70	Complete
23	TK	60	Incomplete
24	TP	50	Incomplete
25	TTL	50	Incomplete
26	VLA	70	Complete
27	VSM	70	Complete
Total of all students' grade		1500	
Total all of the students (n)		27	
The highestgrade		70	
The lowestgrade		40	
Average		56	

THE STUDENTS` READING SCORE

POST-TEST 1

No	Name	Score	Criteria
1	AS	70	Complete
2	AP	70	Complete
3	AH	60	Incomplete
4	AP	70	Complete
5	AW	70	Complete
6	CP	60	Incomplete
7	DYA	50	Incomplete
8	FRW	60	Incomplete
9	GEP	70	Complete
10	GDP	70	Complete
11	HS	60	Incomplete
12	IBM	70	Complete
13	IN	60	Incomplete
14	IF	70	Complete
15	ISP	60	Incomplete
16	NM	70	Complete
17	PV	70	Complete
18	RP	70	Complete
19	SPL	70	Complete
20	SA	70	Complete
21	SW	60	Incomplete
22	SN	70	Complete
23	TK	70	Complete
24	TP	60	Incomplete
25	TTL	60	Incomplete
26	VLA	80	Complete
27	VSM	70	Complete
Total of all students' grade		1790	
Total all of the students (n)		27	
The highestgrade		80	
The lowestgrade		50	
Average		66	

THE STUDENTS` READING SCORE

POST-TEST 2

No	Name	Score	Criteria
1	AS	80	Complete
2	AP	80	Complete
3	AH	60	Incomplete
4	AP	80	Complete
5	AW	70	Complete
6	CP	60	Incomplete
7	DYA	60	Incomplete
8	FRW	70	Complete
9	GEP	80	Complete
10	GDP	70	Complete
11	HS	70	Incomplete
12	IBM	80	Complete
13	IN	70	Complete
14	IF	80	Complete
15	ISP	60	Incomplete
16	NM	80	Complete
17	PV	80	Complete
18	RP	90	Complete
19	SPL	80	Complete
20	SA	70	Complete
21	SW	60	Incomplete
22	SN	80	Complete
23	TK	70	Complete
24	TP	60	Incomplete
25	TTL	70	Complete
26	VLA	90	Complete
27	VSM	80	Complete
Total of all students' grade		1980	
Total all of the students (n)		27	
The highestgrade		90	
The lowestgrade		60	
Average		73	

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE 1

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AS	√	√	-	-
2.	AP	√	√	-	√
3.	AH	-	-	√	-
4.	AP	√	-	-	√
5.	AW	-	-	√	√
6.	CP	√	-	√	-
7.	DYA	√	-	√	-
8.	FRW	-	√	-	√
9.	GEP	-	√	√	-
10.	GDP	√	-	-	√
11.	HS	√	-	√	√
12.	IBM	√	-	√	-
13.	IN	√	√	-	-
14.	IF	-	-	√	-
15.	ISP	-	-	-	√
16.	NM	√	√	-	-
17.	PV	-	√	√	√
18.	RP	√	-	√	√
19.	SPL	-	-	-	-
20.	SA	√	√	-	-
21.	SW	-	√	√	√
22.	SN	√	-	-	-
23.	TK	-	√	√	√
24.	TP	√	-	√	-
25.	TTL	-	-	-	√
26.	VLA	√	√	√	√
27.	VSM	√	√	√	√
→	TOTAL	16	12	15	14

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 16
 2. The students ask and answer question= 12
 3. The students are active in class= 15
 4. The students are able to do the task= 14

Collaborator


Candra Jaya, S.Pd

Metro, 31 January 2020

The Researcher


Ery Erianti
NPM: 1501070057

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE 2

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AS	√	√	√	-
2.	AP	√	√	√	√
3.	AH	√	-	√	√
4.	AP	√	√	-	√
5.	AW	√	-	√	√
6.	CP	√	√	√	√
7.	DYA	√	-	√	-
8.	FRW	√	√	-	√
9.	GEP	-	-	√	√
10.	GDP	√	-	√	√
11.	HS	-	-	√	√
12.	IBM	√	-	√	-
13.	IN	√	√	-	√
14.	IF	√	√	√	-
15.	ISP	-	-	√	√
16.	NM	√	√	√	-
17.	PV	-	√	√	√
18.	RP	√	√	√	-
19.	SPL	√	√	√	√
20.	SA	√	-	√	√
21.	SW	-	√	√	√
22.	SN	-	√	-	-
23.	TK	-	-	√	√
24.	TP	√	√	√	-
25.	TTL	√	-	-	√
26.	VLA	√	√	√	√
27.	VSM	√	√	√	√
→	TOTAL	20	16	22	19

Note:

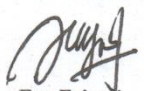
- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 20
 2. The students ask and answer question= 16
 3. The students are active in class= 22
 4. The students are able to do the task= 19

Collaborator


Candra Jaya, S.Pd

Metro, 7 February 2020

The Researcher


Ery Erianti

NPM: 1501070057

PRE-TEST DOCUMENTATION

On Friday, 17th January 2020



CYCLE I DOCUMENTATION

While Giving Treatment On Saturday, 18th January 2020



POST-TEST I DOCUMENTATION

On Friday, 31st January 2020



CYCLE I DOCUMENTATION

While Giving Treatment On Saturday, 1st Februari 2020



POST-TEST II DOCUMENTATION

On Friday, 31st January 2020



CURRICULUM VITAE



Ery Erianti was born in Rajabasa on January 18th, 1997, and spent her childhood in Adiwarno 45B, Batanghari – Lampung Timur. She is the first child of Mr. Sarmadi and Mrs. Partinah.

She took her elementary school at SDN 2 Nampirejo and then she took her junior high school at SMPN 1 Batanghari. Having graduated from junior high school, she continued her study on senior high school level at SMAN 4 Metro and finished in 2015. After graduating from senior high school, she decided to have lecture in English Education Department at IAIN Metro.