

AN UNDERGRADUATE THESIS
IMPROVING READING SKILL
BY USING GUIDE O RAMA STRATEGY
OF THE EIGHTH GRADERS AT SMP MUHAMMADIYAH 4 METRO
IN THE ACADEMIC YEAR OF 2019/2020

BY:
MEI TRI YANA SARI
STUDENT NUMBER: 1501070076



Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441H / 2020M

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For the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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1441H / 2020



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APPROVAL PAGE

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Title : IMPROVING READING COMPREHENSION ABILITY BY USING
GUIDE O RAMA STRATEGY OF THE EIGHTH GRADERS OF
SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF
2019/2020

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

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

Wassalmu'alaikum Wr.Wb.

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

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

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RATIFICATION PAGE

No. 2-1972/11.23.1/0/PP-00.5/07/2020

An Undergraduate thesis entitled: IMPROVING READING SKILL BY USING GUIDE O RAMA STRATEGY OF THE EIGHTH GRADERS AT SMP MUHAMMADIYAH 4 METRO IN THE ACADEMIC YEAR OF 2019/2020, written by Mei Tri Yana Sari, student number 1501070076, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, 23rd June at 08.00-10.00 am.

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**IMPROVING READING SKILL
BY USING GUIDE O RAMA STRATEGY
OF THE EIGHTH GRADERS AT SMP MUHAMMADIYAH 4 METRO
IN THE ACADEMIC YEAR OF 2019/2020**

**ABSTRACT
BY:
MEI TRI YANA SARI**

The purposes of this research are to show that using Guide O Rama Strategy can improve the students' Reading Skill of the eighth graders of SMP Muhammadiyah 4 Metro in academic year of 2019/2020. The writer had outlined the problem in this research that focused on reading skill. It is related on the problem identification that the students have low motivation to learn English especially in reading, there is difficulties to determine the main idea in the text, also not interested about the learning method in the class.

Furthermore, the kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. Object of this research is the students' reading skill. In collecting the data used test, observation and documentation.

Finally, the finding research is averagescore of pre-test, post-test I and post-test II showed that there was progressing score. In cycle I, the average score at pre-test was 51.73, and in post-test I the average sore was 72.86 and the average score of post test II was 84.7. Based on the result, it could be said that using Guide O Rama is one strategy to improve the students' reading skill of the eighth graders of SMP Muhammadiyah 4 Metro.

Keywords: *Reading Skill, Guide O Rama Strategy.*

**PENINGKATAN KEMAMPUAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI GUIDE O RAMA
UNTUK KELAS DELAPAN DI SMP MUHAMMADIYAH 4 METRO
TAHUN PELAJARAN 2019/2020**

**ABSTRAK
OLEH:
MEI TRI YANA SARI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi Guide O Rama dapat meningkatkan kemampuan membaca pada siswa kelas delapan di SMP Muhammadiyah 4 Metro pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, kesulitan dalam menentukan ide pokok dalam sebuah cerita, dan tidak tertarik terhadap metode yang digunakan di kelas.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan menulis siswa. Dalam pengumpulan data menggunakan test, observasi, dokumentasi dan catatan lapangan.

Akhirnya, nilai rata-rata pre-test, post-test I dan post-test II menunjukkan bahwa ada peningkatan nilai. Pada siklus I, nilai rata-rata pada pre-test adalah 51.73, pada post-test I nilai rata-rata adalah 72.86 dan nilai rata-rata pada post-test II adalah 84.7. Berdasarkan hasil tersebut, dapat dikatakan bahwa strategi Guide O Rama adalah salah satu strategi yang dapat meningkatkan kemampuan membaca siswa di SMP Muhammadiyah 4 Metro.

Kata kunci: Kemampuan Membaca, Strategi Guide O Rama.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, July 2020

The Writer



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

Metro, Juli 2020

Penulis



Mei Tri Yana Sari
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Motto

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will increase the people who believe between you and the people who are given knowledge.

(Al-Mujadalah:11)

“Not All Readers Become Leaders, but All Leaders Must be Readers”

(Harry Truman)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

*My beloved parents, Mr. Paryani and Mrs. Yastiwi, my beloved brother and sister
Juni Prastianto and Susi Listianawati who always pray and support in their
endless love.*

*My beloved friends, Uke Dora Laraswati, Novi Pristiningsih, Aritri Wahyuni,
Riska Annisa, Mia Oktaviani, Eko Yulianto, Reza Angga Saputra and all of class c
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My beloved almamater of State Institute for Islamic Studies of Metro.

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Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the researcher would like to express her deepest gratitude especially to:

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2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. Headmaster, Teacher, Staff of the SMP Muhammadiyah 4 Metro who gives permission to the researcher conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

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

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

Metro, Juli 2020



MEI TRI YANA SARI
NPM. 1501070076

TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
APROVAL PAGE	iii
NOTIFICATION PAGE	iv
NOTIFICATION LETTER	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.....	xv
LIST OF TABLES	xviii
LIST OF FIGURES	xix
LIST OF APPENDICES.....	xx
CHAPTER I INTRODUCTION.....	1
A. Background of The Study	1
B. Identification of The Study	5
C. Problem Limitation	5
D. Problem Formulation	6
E. Objective and Benefit of The Study	6
F. Prior Research	7
CHAPTER II THEORETICAL REVIEW	11
A. The Concept of Reading Skill	11
1. The Definition of Reading	11
2. The Definition of Reading Skill.....	13

3. The Components of Reading	14
4. Reading Instruction	16
5. Indicator of Reading	18
6. Reading Assessment.....	19
7. Measurement of Reading	20
B. The Concept of Guide O Rama Strategy	21
1. The Definition of Guide O Rama Strategy	21
2. Procedure of Guide O Rama Strategy	22
3. Benefit of Guide O Rama Strategy	23
4. Implementation of Guide O Rama Strategy	24
C. Action Hypothesis	25
CHAPTER III RESEARCH METHODOLOGY	26
A. Variable and the Definition of Operational Variable	26
1. Variable of the Research	26
2. The Definition of Operational Variable	26
a. Dependent Variable	26
b. Independent Variable	27
B. Setting of the Research.....	27
C. Subject of the Research	27
D. Procedure of the Research.....	28
1. Classroom Action Research	28
2. The Steps in the Research	30
E. Data Collection Technique.....	36
F. Data Collection Instrument	38
G. Data Analysis Technique	42
H. Indicator of Success	43
CHAPTER IV RESEARCH RESULT AND DISCUSSION	44
A. Result of the Research.....	44
1. Description of the Research Location.....	44
a. Description of SMP Muhammadiyah 4 Metro.....	44
b. Vision and Mission of SMP Muhammadiyah 4 Metro	44

c. Purpose of School	45
d. Motto	46
e. The Condition of Teacher and Official Employers of SMP Muhammadiyah 4 Metro.....	46
f. The condition of Building and The Sketch of SMP Muhammadiyah 4 Metro.....	48
g. The Quantity Students of SMP Muhammadiyah 4 Metro	50
2. Description of the Research Data.....	50
a. Pre-test activity.....	50
b. Cycle I.....	53
c. Cycle II.....	63
B. Discussion	74
C. Interpretation.....	82
CHAPTER V CONCLUSION AND SUGGESTION	84
A. Conclusion	84
B. Suggestion.....	85

BIBLIOGRAPHY

APPENDICES

CURICULUM VITAE

LIST OF TABLES

Table 1. The result of pra-survey.....	4
Table 2. The number of students.....	30
Table 3. The Condition Teacher of SMP Muhammadiyah 4 Metro.....	46
Table 4. The condition official employers of SMP Muhammadiyah 4 Metro.....	47
Table 5. The Students' Quantity of SMP Muhammadiyah 4 Metro.....	50
Table 6. Students' Pre-test Score.....	51
Table 7. Frequency of students' score in Pre-test.....	52
Table 8. The Observation of Students' Learning Activity in Cycle 1.....	56
Table 9. The Frequency Students' Activities in Cycle I.....	57
Table 10. The students' score in post-test 1.....	59
Table 11. The Frequency Students' Score in Cycle I.....	60
Table 12. The Comparison between Pre-Test and Post-Test I Score in Cycle I.....	61
Table 13. The Comparison of Students' Pre-Test and Post-Test I in Cycle I.....	62
Table 14. The Result of Students' Score Activity In cycle II.....	67
Table 15. The Frequency Students' in Cycle II.....	68
Table 16. The Students' Score of Post-Test II.....	70
Table 17. The Frequency Students' Score in Cycle II.....	71
Table 18. The Comparison Between Score in Post-test 1 and Post-test II.....	72
Table 19. The Comparison of Students' Score in Post-test I and Post-Test II.....	73
Table 20. The Comparison of Reading skill ofPre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II.....	76
Table 21. The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II.....	77
Table 22. The Percentage of Students Activities in Cycle I and Cycle II.....	79

LIST OF FIGURES

Figure 1. The Sketch Location of SMP Muhammadiyah 4 Metro.....	49
Figure 2. The Percentage of the Students' Score in Pre-test.....	52
Figure 3. The Percentage of Students Activities in Cycle I.....	58
Figure 4. The Percentage of Students Score in Post-Test I.....	60
Figure 5. The Comparison of Percentage of the Students' Completeness Score in Pre-test and post-test I.....	62
Figure 6. The Percentage of the Students' Reading Skill in Cycle II.....	69
Figure 7. The Percentage of Students reading skill in Post-Test II.....	71
Figure 8. The Percentage of Comparison of Students' score in Post-test I and Post-test II.....	73
Figure 9. The Comparison Grade of Students Reading Skill in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.....	78
Figure 10. Figure of Learning Activity in Cycle I and Cycle II.....	80

LIST OF APPENDICES

- Appendix 1.Syllabus
- Appendix 2.Lesson Plan
- Appendix 3.Attendance List Pre-test
- Appendix 4. Attendance List Post-test I
- Appendix 5.Attendance List Post-test II
- Appendix 6. Answer Sheets on Pre-test
- Appendix 7. Answer Sheets on Post-test I
- Appendix 8. Answer Sheets on Post-test II
- Appendix 9.Students' Scores on Pre-test
- Appendix 10. Students' Scores on Post-test I
- Appendix 11.Students' Scores on Post-test II
- Appendix 12.Observation Sheet of Students' Activities in Cycle I
- Appendix 13.Observation Sheet of Students' Activities in Cycle II
- Appendix 14. Observation Sheet of Researcher' Activities in Cycle I
- Appendix 15. Observation Sheet of Researcher' Activities in Cycle II
- Appendix 16.Documentation Sheet
- Appendix 17.Field Note
- Appendix 18.Documentation of Research
- Appendix 19.Documentation of Research
- Appendix 20.Documentation of Research
- Appendix 21. The Letter of Free to the Book Library
- Appendix 22. The Letter of Free to the Book Major
- Appendix 23.Permit of Pre-survey
- Appendix 24.Response Letter of Pre-survey
- Appendix 25.Research Proposal Guidance Letter
- Appendix 26.APD Guidance Letter
- Appendix 27.Permit of Research
- Appendix 28.Response Letter of Research
- Appendix 29.Thesis Guidance Letter
- Appendix 30.Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the process of understanding the passage or written text. It pertains to perceiving, comprising, including grasping mentally and understanding a passage or written text. Reading is the ability of constructing meaning from a text. As children to read the text, the focus is more on understanding the meaning of words and how to form sentences in order for them to communicate simple ideas. As children reaches adult stage, reading skill grows and includes semantic and symbolic understanding of a given written text.

Furthermore, reading is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the collaboration of a mental representation. In addition, as one of the language skills, reading is a process undertaken to reduce uncertainty about meaning a text. It is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a multifaceted process involving word, recognition, comprehension, fluency and motivation.

Moreover, Reading is important for a variety of reasons. The first reason is reading is fundamental to functioning in today's society. Reading is a vital skill in finding a good job. Reading is important because it develops the mind. Reading strengthens brains connections and builds new connections. It improves concentration the students have to sit still and quietly so that the students can focus on the story when they are reading. Reading teaches the students about the world around them.

Current models of reading skill highlight the importance of considering the role of different cognitive processes during text comprehension. For example, both in it is short and long term components is broadly considered to have a fundamental role. Indeed, the reader has to store and manipulate information in working memory during the processing of the text, but at the same time in order to construct a coherent representation of the text.

Next, Reading is expected to the students have more skills to understand about the text. Besides, the student can understand what the information about the text. The students are expected to be able to comprehend of the text by linkin events in the text of their social life.

Reading is important for a variety of reasons. The first reason is reading is fundamental to functioning in today's society. Reading is a vital skill in finding a good job. Reading is important because it develops the mind. Moreover,reading has some great benefits. Reading is a much more complex task for the human brain rather than wathcing TV, for example.

In addition, through reading a variety of books the students learn about people, places, and events outside of their own experience. Reading improves vocabulary and language skills. The students learn new words as the students read. Subconsciously, the students absorb information on how to structure sentence and how to use words and other language features effectively in their writing and speaking.

Guide O Rama is another form of reading guide. It is a set of written “prompts” to students as to the best way to read and think about a given reading selection.¹ Guide O Rama strategy is a teaching strategy that provides a clear written guide in form of specific questions related on content of the text in order to guide the students to comprehend the important message that they read. The position of the question is in its end the paragraph that must be answered by the students before continuing reading the text paragraph. This strategy can improve reading because students more easily understand and capture more general information contained in the text. This strategy can help and guide students in several questions. Because this strategy helps students to easily understand the main idea of a text.

Based on the results of the pre-survey data conducted on May 13, 2019 of SMP Muhammadiyah 4 Metro the researcher have been found problems in reading skill. There are, the first is the students have limited vocabulary in English. The second is the students have insufficient reading

¹ Anthony Manzo and Ula Manzo, *Content Area Reading A heuristics Approach* (Columbus: Sage Publications, 1990), p. 190.

skill. The third is the students do not have high grammar mastery in English. And the last one is the students do not have high motivation in reading. The reading problem is obtained from the results of pre-survey of SMP Muhammadiyah 4 Metro presented in the following table:

Table 1
The Pra-Survey result of Reading Skill of the Eighth Graders at SMP Muhammadiyah 4 Metro

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	5 students	33%	Complete
2	≤ 75	10 students	67%	Incomplete

Source: Archived from the students' reading skill assignment given by the English teacher, taken on May 13, 2019.

The standard score of English in this school is 75. Referring to the table above, it can be known that the students' reading result is not good. It indicates 10 students (67%) of them did not pass the test and 5 students (33%) of them passed the test.

Based on the results of the pre-survey above, it is investigated that most students can not comprehend the reading text. Therefore, it can be concluded that the eighth grade of students at SMP Muhammadiyah 4 Metro have limited or weak reading skill skills. The problem of eighth grade students of SMP Muhammadiyah 4 Metro in reading is caused by various things. One reason is the limited mastery of English vocabulary owned by students. The limitation of the English vocabulary had made the students difficult to slip their thoughts into the ideas contained in the text.

Students' problems in reading are also caused by poor mastery of English grammar which makes students difficult to construct (form messages or information to be delivered in proper grammar so they can read or understand a text properly and correctly).

Based on the illustration above, the researcher conduct a classroom action research by applying Guide O Rama strategy to improve students' reading skill of the Eighth Graders of SMP Muhammadiyah 4 Metro In Academic Year Of 2019/2020”.

B. Identification of the Study

Based on background of study, the researcher have identified the students' problems of the eighth grade of SMP Muhammadiyah 4 Metro, namely:

1. The students have limited by using english vocabulary.
2. The students have difficulties to comprehend a english text.
3. The students do not have high motivation in reading subject.
4. The students have low reading habit.

C. Problem Limitation

Based on identification of problem, focus and the identification of the researcher would like to limit the problem only to “The students have difficulties to comprehend a text”. And this researcher uses a Guide O Rama Strategy on reading skill of eighth graderat SMP Muhammadiyah 4 Metro.

D. Problem Formulation

After limiting research problems, the research formulation of research problems is as follows:

“Can Guide O Rama Strategy improve reading skill of the Eighth Grade at SMP Muhammadiyah 4 Metro in the Academic Year of 2019/2020?”

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the aim of this researcher is to determine whether Guide O Rama strategy improves Reading skill of the eighth graders of SMP Muhammadiyah 4 Metro in the academic year of 2019/2020.

2. Benefits of the Study

This research is expected to be useful for students, teachers, and for the next researches. The benefits of this research include:

a. For the Students

Through this research the reading ability of students can be better. In addition, by implementing Guide O Rama strategy students are easy to activate background knowledge, to determine the main ideas in a reading, to increase vocabulary, and to interact with the text so they can clarify their thoughts.

b. For the Teacher

This research is expected to inspire English teachers in an effort to improve students' reading skills. With the implementation of the Guide O Rama strategy the teacher will find it easier to condition students to be more focused in the process of learning to read. In addition, in the application of the Guide O Rama strategy helps teachers to reduce saturation or habits in the process of learning to read.

c. For the Researcher

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 Guide O Rama in research reading. In addition, the results of this study are expected to be one of the strong evidences that the Insert strategy can improve students' Reading skill.

F. Prior Research

This research will be carried out by considering some prior researches. The first prior research was conducted by Yutia Amri entitled “The Effect of Using Reading Guide O Rama Metacognitive Strategy on the Students’ Reading skill at the Senior High School Muhammadiyah 1 Pekanbaru”. The aims of the first prior are of others: to find out whether there is a significant effect of using Reading Guide O Rama Metacognitive

Strategy on students' comprehension in reading narrative text of the tenth grade at Senior High School Muhammadiyah 1 Pekanbaru. The researcher formulated the problems that would be answered by using the quantitative research. The type of research was a pre-experimental research, with one group pretest and one posttest design. The subject of this research was the tenth grade students at Senior High School Muhammadiyah 1 Pekanbaru. The researcher took two classes, experimental class and control class. There were 26 students as experimental class and 26 students as control class sample from 184 students of population after doing clustering sample randomly. In collecting the data, the researcher used multiple choices test.²

The first prior research has similarities and differences with this research. The similarity between the first prior research and this study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading skill. The teaching strategy is the Guide O Rama strategy. The difference between the first prior research with this study includes differences in samples and research methods. Samples from the first prior research are two classes, experimental class and control class. There were 26 students as experimental class and 26 students as control class sample from 184 students of population after doing clustering sample randomly. While the sample of this study was eighth grade students of SMP Muhammadiyah 4

²Yunita Amri, The Effect of Using Reading Guide O Rama Metacognitive Strategy on the Students' Reading skill at the Senior High School Muhammadiyah 1 Pekanbaru, Undergraduated Thesis Paper, (Faculty of Education and Tecahing Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru: 2014), p. 61.

Metro. The first prior research method is a quasi-experimental research design. While the method of this research is classroom action research.

The second prior research was conducted by Nasrin Khaki entitled “Improving Reading skill in a Foreign Language: Strategic Reader”. The aims of the second prior are of others: One way to help these students improve their reading skill is the instruction strategy. In the present study, the effects of two strategies, namely, summarizing and student-generated questions have been investigated. The second prior sample research was all female intermediate EFL students, between 14 and 39 years old. The research method used in the second prior research was A Quasy-experimental research design. 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 study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading skill. The teaching strategy is the Guide O Rama strategy. The difference between the second prior research with this study includes differences in samples and research methods. Samples from the second prior research are all female intermediate EFL students, between 14 and 39 years old. While the sample of this study was eighth grade students of Muhammadiyah 4 metro junior high school. The second prior research method is a quasi-experimental

³ Nasrin Khaki, “*Improving Reading skill in a Foreign Language: Strategic Reader,*” The Reading Matrix journal 4 no.2 (2014): 189.

research design. While the method of this research is classroom action research.

The third prior research was conducted by John R. Readence and David Moore entitled “Differentiating Text Assignments In Contents Areas: Slicing The Task”. The aims of the third prior research are of others: to help students selectively process text. With this method, students are carefully directed to each bit of information which the teacher considers important. The third prior sample research is all students in classroom. This research method used in the third prior research is graphs, charts, pictures, etc. To express what might take hundreds or word. Result from the third prior research is Slicing reading assignments to a paragraph or section at a time might be appropriate for certain students to insure concept mastery.⁴

The third prior research has similarities and differences with this research. The similarity between the third prior research and this study include the similarity of language skills studied and the learning strategies used. The strategy of teaching studied is reading. The teaching strategy is Guide O Rama strategy. The difference between the third prior research with this study includes difference in research method. The third prior research method is graphs, charts, pictures, etc. While the method of this research is classroom action research.

⁴John R. Readence and David Moore, “Differentiating Text Assignments In Contents Areas: Slicing The Task”, *Reading Horizons: A Journal of Literacy and Language Arts*, Vol. 20 (1980): 113.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Definition of Reading

Reading is one of the main skill that are needed by the students from elementary school up to university. By reading, the students are able to get a lot of knowledge and information based on what they read. So, without reading the students surely never know about all of the anything which happends either change in situation of education, economic, or necessary information that occurs.

According to John S. Hedgcock Reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text).⁵ In reading there is a process of interaction between the mind and what we are reading. Reading can also develop a thought that will be applied during the reading process. In this case it can be concluded that reading is a process of interaction between thoughts and types of information contained in the text.

Moreover, Caroline T. Linse mentions that Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (soundout)

⁵ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English* (New York: First Published, 2009), p. 49.

the printed words and also comprehend what we read.⁶ Its means, reading is a process to know a few words and integrate in to the meaning of words into sentences and reading structures. Therefore, after reading can conclude the meaning of the context itself.

Next, Donna M. Scanlon mentions that Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.⁷ Reading by not using analysis and coordination can make the reader not understand what they are reading in the text. In reading, analyzing a reading is very important, it means that reading is the process of analyzing a reading.

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is in important tool for academic success.⁸ It can be concluded that reading is the propcess of recognizing and understanding a reading contained in the text.

Reading is useful for other purpose too: any exposure to english (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be

⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-HillESL/ELT Publishers, 2005), p. 69.

⁷ Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (New York: The Guilford Press Publication, 2010), p. 9.

⁸M. F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques* (Jaipur: Sunrise Publishers, 2008), p. 113.

even more successful.⁹ At least in a reading there are some words that students understand, so they know what the meaning of the part they are reading is. Besides reading is also useful for the process of understanding our minds.

From the definition above it can be concluded that reading is a process of skill to obtain meaning from a word. Reading also gets a high contribution so that in reading we can find the purpose of the word or sentence we read. In reading we will also get an information contained in a reading.

2. The Definition of Reading Skill

Definitional component of reading skill which is stated by Perfetti as an individual's standing on some reading assesment. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

As we know that in English teaching-learning, we have to learn about four skills, they are writing skill, listening skill, reading skill, and speaking skill. After we know about reading we also have to learn about reading skill. According to Urquhart & Weir in liu reading skill can be described as “a cognitive ability which a person is able to

⁹ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 1998), p. 68.

use when interacting with texts”. Reading skill is how far the students ability to read and understand the text.

Based on the definition above, it can be conclude that reading skill is a way to find key ideas in a text or reading. In reading skill we will focus on one particular part of what we read to get the essence of what we read.

3. The Components of Reading

Reading is a multifaceted skill that involves many components of language: Phonology (sound system of language), Semantics (meaning), Syntax (grammar) and Discourse (connected sentences). To be able to construct meaning from text, a child must have the ability to (a) accurately identify individual words in print, (b) read text fluently and (c) speedily comprehend what he or she reads. Fluency is important because it forms the bridge between word recognition and comprehension.¹⁰

Reading skill as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails four elements:

a. The Reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization

¹⁰ M.S Thambirajah, *Developmental Assessment of the School-Aged Child with Developmental Disabilities, A Clinician's Guide* (London and Philadelphia: Jessica Kingsley Publishers, 2011), p. 81.

ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading skill depend on the texts in use and the specific activity in which one is engaged.

b. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through

hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

c. The Activity

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

d. The Context

One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by instruction, constitutes a major issue within the research agenda we propose.¹¹

4. Reading Instruction

A brief list of fundamentally incomprehensible aspects of reading instruction to which children may be exposed would include:

- a. The decomposition of spoken words to "sounds." The spoken word *cat*, in some contexts, can make sense, but the sounds /kuh/, /a/, /tub./ never do.

¹¹ Chaterine Snow, Chair, *Reading for Understanding Toward an R&D Program in Reading skill*(Santa Monica: RAND, 2002), p. 11.

- b. The decomposition of written words to letters. The printed word *cat*, in some contexts, can make sense—when it refers to a real or imaginary animal with which children can meaningfully interact. But the letters *c*, *a*, and *t* are arbitrary visual symbols that have nothing to do with anything else in the child's life.
- c. The relating of letters to sounds. For a child who has no idea of reading to be told that some peculiar shapes called letters—which have no apparent function in the real world—are related to sounds that have no independent existence in the real world must be jabberwocky.
- d. Meaningless drills and exercises. There are so many candidates for this category, ranging from deciding which of three ducks is facing the wrong way to underlining silent letters in words, that I won't attempt to make a list. Children may learn to score high on repetitive and nonsensical tasks (especially if they happen to be competent readers), but such a specialized ability won't makereaders of them.¹²

¹² Frank Smith, *Understanding Reading A psycholinguistics Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates Publishers, 2004), p. 217.

5. Indicator of Reading

William Grabe states that the indicators of reading skill are:

- a. The ability to skim to build appropriate anticipation for task demands.
- b. The ability to comprehend the text (main ideas and supporting information).
- c. The ability to connect sets of supporting information within an organizing frame in which all the parts fit together.¹³

Next, Notice that this set of questions, based on a word passage, covers the comprehension of these features: main idea (topic), expressions/idioms/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, and vocabulary in context.¹⁴

From the indicator of reading skill above it can be concluded that the reading indicator is very important in one component of the reading that requires the reader to have the ability to read the text, as well as the ability to relate information in the reading.

¹³ William Grabe, *Reading in a Second Language , Moving from Theory to Practice* (New York: Cambridge University Press, 2009) p. 13.

¹⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: Pearson Education, 2004) p. 206.

6. Reading Assessment

There are two forms of reading assessment, the first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.¹⁵

A second, related implication pertains to the assessment of comprehension skills. Just as television and other nonreading stories can be used to foster comprehension skills, they can be used to assess those skills. The findings of our research suggest three principles for assessing comprehension. First, comprehension skills develop early in a child's life: Even 4-year-old children show the hallmarks of comprehension that define comprehension in much older, proficient readers. Second, comprehension profiles in young children for different media are highly related, sharing a common core. Third, the assessment of such comprehension skills should focus on multiple aspects of comprehension rather than a single aspect. In addition, it should include both quantity and quality of comprehension. For

¹⁵Elizabeth B. Bernhardt et al., *Teaching Reading* (Switzerland: International BureauOf Education Publishers), p. 18.

example, in our research children watch television narratives and are asked to recall everything they remember from the stories. In addition, they answer questions aimed at different levels of inference-making related to the causal structure of the narrative.¹⁶

Hempenstall has suggested that the purposes for assessment in reading include:

- a. Diagnosing particular areas of strength or weakness.
- b. Using the information for decisions about instruction.
- c. Measuring a child's progress over a period of time.
- d. Comparing one child's progress to that of his or her peers.
- e. Screening children for special assistance.¹⁷

7. Measurement of Reading

To know the achievement of reading should be measured use the assessment of reading, can be used namely:

- a. Pronominal Questions, Imperatives

In pronominal questions, the students should beanswer the questions by writing some ideas from the text as their answer inline with the questions. The assessment depends on thecompleteness and accuracy of the students' answer inthisquestion. In these questions, short answer is required and these forms of questions are called short answer questions.

¹⁶ Danielle S. McNamara, *Reading skill Strategies Theories, Interventions, and Technologies* (London: Lawrence Erlbaum Associates Publishers, 2007), p. 38.

¹⁷ Peter Westwood, *Reading And Learning Difficultie: Approaches to Teaching and Assessment* (Australian: Acer Press Publishers, 2001), p. 78.

b. True/False, Yes/No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose the answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is the correct answer.

c. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment.

The learners read the text and fill in the diagram with short notes.¹⁸

B. The Concept of Guide O Rama Strategy

1. The Definition of Guide O Rama Strategy

Reading Guide O Rama strategy is a teaching strategy in the form of written "prompts" to students as a good way to read and think about a given reading selection.¹⁹ Guide O Rama is a strategy that can be used in teaching students in class or outside the classroom. This strategy is very helpful for students in the process of reading, understanding and finding ideas in a text. Guide O Rama also strongly supports the process of reading students in understanding reading.

¹⁸I.S.P Nation, *Teaching ESL/EFL*, p. 77-79.

¹⁹ Anthony Manzo and Ula Manzo, *Content Area Reading*, p. 190.

Katherine D. Wiesendanger defines the Guide O Rama presents a reading road map to aid in understanding content reading.²⁰ The Guide O Rama presents a reading road map to aid in understanding content reading. This strategy helps students process the major points and concepts of a passage while they are reading.

A Guide O Rama is a strategy that can be in the form of a series of questions that can lead students through the reading selection and indicate what information is important.²¹ This Guide O Rama is a student reading guide for the convenience of learning a text. This guide directs students to read through the paragraphs provided and aligns the questions in the paragraph.

2. Procedure of Guide O Rama Strategy

- a. Determine the purpose for a specific reading skill. The researcher explains the purpose of descriptive text. Then explore their background knowledge about it.
- b. Decide how you as an “expert” reader would approach this reading task. The researcher hands out the descriptive text to the students.
- c. Choose which parts of the text are important or unimportant to understand the purpose of the assignment. The researcher ask the students to read descriptive text.

²⁰Katherine D. Wiesendanger, *Strategies For Literacy Education* (Columbus), p. 94.

²¹Nasrin Khaki, “*Improving Reading skill*”, p. 189.

- d. Decide, step-by-step, what reading behaviour students should use to understand the specific purpose of the reading assignment. The researcher encourages the students' strategies into reading skill.
- e. Construct a reading Guide-O-Rama for students to use while reading the text selection. After ask student to apply their skill in reading a text, the researcher makes evaluation.

3. Benefits of Guide O Rama Strategy

The Guide O Rama is a teaching strategy that points out unimportant as well as important information and forward the reader about what to expect in class discussion. It may direct students to read portions of the material out of sequence, such as reading a final summary first. It may instruct students to read a short section of the assignment and then summarize the key points or facts.²² This strategy can also help students find a main idea or conclusion from what they are reading.

The Guide O Rama strategy it helps students process the major points and concepts of a passage while they are reading. They are instructed to highlight significant ideas, ask questions, think about an idea, and write a response.²³ They will also be given several questions related to each paragraph they read.

²²Anthony Manzo and Ula Manzo, *Content Area Reading.*, p. 190.

²³Katherine D. Wiesendanger, *Strategies For Literacy Education* (Columbus)., p. 94.

4. Implementation of Guide O Rama Strategy

Step used in the strategy:

- a. Determine an overall purpose for reading a particular assignment.
- b. Select sections from the text that are essential to the purpose and that may cause confusion.
- c. Develop questions or informative statements to help the students understand the section of text.
- d. Present the guide to the students and explain its purpose as an adjunct to their text. Demonstrate the use of the guide by having the students work through a guide with you.
- e. After the students complete the Guide O Rama, have them discuss their answers.
- f. Display the class Guide O Rama in the classroom for future reference.²⁴

From the implementation above the researcher can be conclude the implementation in this strategy are: first, the researcher give the students a sheet of paper that contains a story consist of several paragraph. Second, each paragraph is inserted questions for students to answer the question, and the last is the questions given relate to the available paragraphs to make it easier for students to answer the questions.

²⁴Ibid.

C. Action Hypothesis

The Action Hypothesis of this classroom action research is stated as follow:

“Guide O Rama Strategy Can Improve Reading Skill of the Eighth Graders at SMP Muhammadiyah 4 Metro in the Academic Year of 2019/2020”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and the Definition of Operational Variable

1. Variable of the Research

These variable research consists of dependent and independent variable. The dependent variable of this research is reading skill. While the independent variable of this research is Guide O Rama strategy.

2. The Definition of Operational Variable

According to Donald Ary variable is a construct or a characteristics that can take on different values or scores.²⁵ The variable must be able to take on at least two values or scores. It means that a variables refers a characteristic of attribute of an individual or an organization that can be measured or observed.

This research variable is defined as follow:

a. Dependent Variable

The dependent variable is that factor which is observed and measured to determine the effect of the independent variables. The dependent variable of this research is Reading Skill. The researcher will measure Reading Skill of the student by giving the reading skill questions. The test that use is multiple choice consist of 20

²⁵Donald Ary, et.al. *Introduction to research in education* (Canada: Wadsworth, 2010), p. 37.

questions. There are some indicators that should be gain by students in this variable, they are:

- 1) Identifying main idea of the text.
- 2) Identifying meaning of word in the text.
- 3) Identifying the purpose of the text.

b. Independent Variable

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is Guide O Rama strategy. These variables will be measured by observation sheet. There are some indicators that should be gain by students in this variable, they are:

- 1) The students are able to complete the Guide O Rama Strategy.
- 2) The students are able to discuss their answer.
- 3) The students are able to display the class Guide O Rama in the descriptive text.

B. Setting of the Research

This research would be conducted at SMP Muhammadiyah 4 Metro. The setting of the research is Jl. Dr.Sutomo, Purwoasri, Metro Utara, Metro.

C. Subject of the Research

The subject of this research is the eighth graders students of SMP Muhammadiyah 4 Metro. Researcher chooses them as a sample because most of the eighth graders students have problems in reading.

D. Procedure of the Research

1. Classroom Action Research

This research uses the classroom action research. According to John W. Creswell action research is the most applied design and the most practical design. Action researchers explore a practical problem with an aim toward developing a solution to a problem.²⁶ It means that with the existence of practical design applicable will easy the researcher solve a problem that happened so can achieve expected goals.

In addition, Jean McNiff and Jack Whitehead, asserts that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.²⁷ Therefore, with the action research all activities carried out can be directly evaluated without any obstacles whatsoever. Classroom action research here means an action taken by the teacher to monitor the learning process of students.

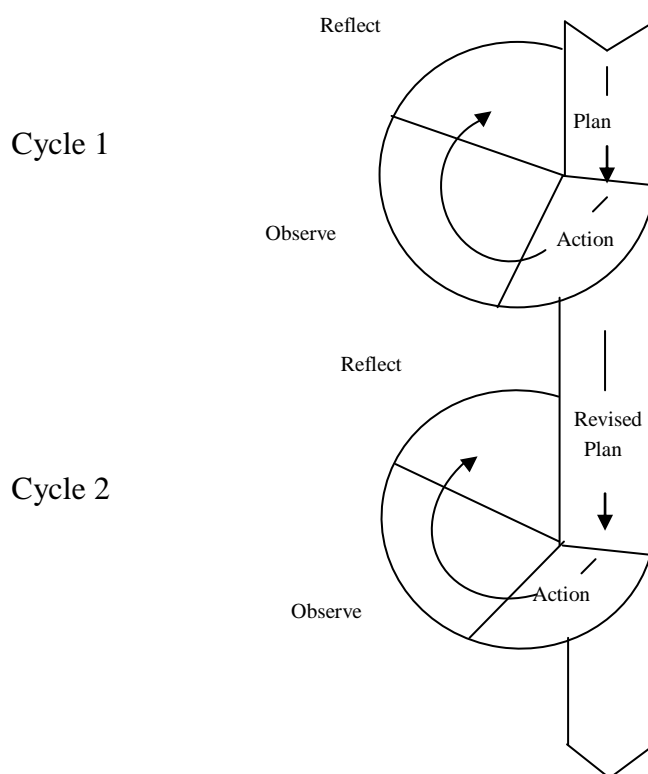
Meanwhile, Zina O'Leary explanation above, Action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection. Action research can therefore be seen as an experiential learning approach to change. The goal is to

²⁶ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative research* (America: Pearson Education, 2012), p. 576.

²⁷ Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research An Introduction* (London: Sage Publications, 2006), p. 7.

continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles.²⁸ In action research must have integrated knowledge, where in the process of research the action must go through several cycles that have been arranged systematically.

Classroom action research (CAR) has various models but in this research the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection.²⁹ This phases can be seen by following figured:



²⁸ Zina O'Leary, *The Essential Guide To Doing research* (London: Sage Publications, 2004), p. 140.

²⁹ Anne Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), p.32.

Figure 1. Kemmis and Mc Taggart Model³⁰

This figure describes the sequence of the research which is preceded by planning, followed by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determined outcome in the first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

In this case, the researcher will conduct classroom action research in the Eighth graders of SMP Muhammadiyah 4 Metro. The reason of why the researcher will conduct classroom action research because the researcher wants to improve the reading skill of the eighth graders of SMP Muhammadiyah 4 Metro by using Guide O Rama strategy.

2. The Steps in the Research

a. The procedure of cycle 1

1) Planning

In cycle 1 the researcher carried out the planning stage by doing:

- a) Preparing lesson plan by considering the curriculum and syllabus that applies in the eighth graders.
- b) Preparing teaching materials related to reading skill descriptive text.

³⁰ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 9.

- c) Preparing teaching media related to teaching reading using the Guide O Rama strategy.

2) Acting

At the acting stage the researcher will carry out the following learning activities:

a) Pre-activity

- (1) Greeting students and ask them to pray.
- (2) Providing motivation to students to read English texts.

b) While activity

- (1) Determining an overall purpose for reading a particular assignment.
- (2) Selecting sections from the text that are essential to the purpose and that may cause confusion.
- (3) Developing questions or informative statements to help the students understand the section of text.
- (4) Presenting the guide to the students and explain its purpose as an adjunct to their text. Demonstrate the use of the guide by having the students work through a guide with you.
- (5) After the students complete the Guide O Rama, have them discuss their answers.
- (6) Displaying the class Guide O Rama in the classroom for future reference.

c) Post activity

Post activity in this research the researcher did the following:

- (1) Asking students to ask questions about material that is poorly understood.
- (2) Answering student's questions.
- (3) Giving feedback to students.

3) Observing

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

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

4) Reflecting

In the fourth phase, the research and the collaborator would discuss about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the research and the collaborator will also analyze the

teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Guide O Rama Strategy run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. The procedure of cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher will repair the problem in the next cycle. It will explain as a follow :

- a) The researcher analysis the reflection result to obtain the solving problem.
- b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Acting

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

a) Pre-activity

- (1) Greet students and ask them to pray.
- (2) Provide motivation to students to read English texts.

b) While activity

- (1) Determine an overall purpose for reading a particular assignment.
- (2) Select sections from the text that are essential to the purpose and that may cause confusion.
- (3) Develop questions or informative statements to help the students understand the section of text.
- (4) Present the guide to the students and explain its purpose as an adjunct to their text. Demonstrate the use of the guide by having the students work through a guide with you.
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E. Data Collection Technique

In collecting data the writer will use the following steps:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³¹ In this research, the tests was divided into two parts: pre-test and post-test. First, pre-test is presented to the students before implementing guide o rama strategy to evaluate their skill at first. Second, post-test is presented to the students after they are taught reading skill by using guide o rama strategy to find out the improvement before and after giving treatment. The researcher make a comparison between both of the test, pre-test and post-test.

³¹Donald Ary, et.al. *Introduction to research in education.*, p. 201.

2. Observation

As the data collecting method that has specific characteristic those others. It means that data collecting method by using observation used if the research connected with human, work process, sign and if the respondents are not big enough.

3. Documentation

Documentation is collection of various documents relevant to the research question which can include students' reading worksheet, students record and profile, course overviews, lesson plans, classroom materials.

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

- a. The history of SMP Muhammadiyah 4 Metro.
- b. The condition teachers and officials employees in SMP Muhammadiyah 4 Metro.
- c. The quantity of the students of SMP Muhammadiyah 4 Metro.
- d. Organization structure of SMP Muhammadiyah 4 Metro.
- e. Reading worksheet, course overviews and classroom materials of the students at SMP Muhammadiyah 4 Metro.

4. Field Note

In this research, the researcher has use field note to focus on a particular issue or teaching behaviour over a period of time. Moreover, the researcher will take field note related to the classroom situation,

classroom management, classroom interaction between teacher and students or students with students and other.

F. Data Collection Instrument

1. Reading Skill Test

To identify the students' reading skill of the eighth grade of SMP Muhammadiyah 4 Metro, the researcher will apply reading test. The test is measuring the ability of the students about the topic on reading subject.

The test consist of pre-test and post-test, of this research will be in the form of multiple choice test that ask the students to choose a correct answer.

2. Observation Sheet

In this research the researcher observed directly what was happening during teaching learning process when the teacher implemented controlled composition technique in teaching vocabulary. The aspects that will be observed were of students' activities and teacher performance. Observation sheet consists of several things such as:

- a. Interest in the opening of the class
- b. Check attendance list and students' condition
- c. Responding to the teacher's questions about the topic enthusiastically
- d. Following teacher's instruction to work

- e. Give the students' worksheet actively
- f. Collect students' worksheet to the teacher

3. Documentation Sheet

It refers to the achieve data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as, as follows:

a. Students' Name List

In the classroom action research students' name list is very necessary when doing research. In this case the researcher has noted several things, namely the names of students who are in the place of research. The researcher took the place to study at SMP Muhammadiyah 4 Metro where the number of students was very minimal. At SMP Muhammadiyah 4 Metro there are 3 classes namely classes 1, 2 and 3. Class 1 consists of 18 students, class 2 consists of 15 students, and class 3 consists of 20 students. Whereas the sample we took was class 2 with a total of 15 students consisting of 3 women and 12 men.

b. Teacher's Name

The number of teachers in SMP Muhammadiyah 4 Metro is 14 people consisting of 9 male and 5 female. Each teacher has expertise in their fields such as mathematics, English, religion, Indonesian and others.

c. School History

SMP Muhammadiyah 4 Metro is located on the street. Dr. Sutomo, Purwosari, Metro Utara, Metro which is 1500m from the market. Although SMP Muhammadiyah 4 has a private status, it does not lag behind other schools in the Purwosari area.

SMP Muhammadiyah 4 Metro was established in 1984, which at that time was still part of Lampung Tengah before the territorial expansion. SMP Muhammadiyah 4 Metro stands on an area of 3500m² with a building area of 425.5m². SMP Muhammadiyah 4 Metro began operating in 1984.

d. Structure of School Organization

Structure of school organization in SMP Muhammadiyah 4 Metro there are head master, deputy principals, secretaries, treasurers and other staff who are in the SMP Muhammadiyah 4 Metro, where they work together to help one another in everything in order to create innovative schools.

e. School Location Sketch

SMP Muhammadiyah 4 Metro is located on the street. Dr. Sutomo, Purwosari, Metro Utara, Metro which is 1500m from the market. Although SMP Muhammadiyah 4 Metro has a private status, it does not lag behind other schools in the Purwosari area.

4. Field Note Sheet

Field note sheet is an instrument to record all events that happen in connection with the actions of the teacher or researcher. This field note is useful for knowing the student's progress in the learning process. Field notes are used the data objectively which is not covered in the structured observation, such as student's activity during implementing the action.

In this study the research notes are very useful for researchers as an intermediary tool that researchers see, hear, feel in the context of data collection. Field notes were prepared after observation and after conducting interviews with research subjects. This is to facilitate the cultivation of the report because the data obtained will be easily forgotten by researchers. Field notes must be descriptive, given dates and times, and recorded by including basic information such as where information was obtained, who was present, physical environment settings, social interactions, and activities that occurred.

Here the researcher notes several things that will be examined such as, student performance, student activity, student attention when researchers start teaching, and their situation when the learning process takes place whether they are happy with the topic the researcher gives or vice versa.

G. Data Analysis Technique

Data will be analysis by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. In gaining in the class percentage which complete the minimum mastery criteria (MMC) 75, use the formula:

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

Note:

P = Class percentage

F = Frequency

N = Number of student³²

The formula to get the average score of pre-test and post-test:

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

Notes:

AD = Mean

$\sum X$ = The total number of students' scores

N = Number of students³³

³² Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta:PT. Raja GrafindoPersada, 2009), p. 43.

³³Yougesh Kumar Singh, *Research Methodology and Statistics* (New Delhi: Age International Publisher, 2006), p. 297.

H. Indicator of Success

To know the gain of data, the researcher will analyze the result of test by taking the averagescore of pre-test and post-test. Furthermore, the result must reach the minimum standard of reading skill in this class at least 75. If the mean of post-test has fulfilled at least 75, and 70% of the students has been complete, the researcher will not continue to the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of the Research Location

a. Description of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro is located on the street. Dr. Sutomo, Purwosari, Metro Utara, Metro which is 1500^m from the market. Although SMP Muhammadiyah 4 has a private status, it does not lag behind other schools in the Purwosari area.

SMP Muhammadiyah 4 Metro was established in 1984, which at that time was still part of center Lampung before the territorial expansion. SMP Muhammadiyah 4 Metro stands on an area of 3500m² with a building area of 425.5m². SMP Muhammadiyah 4 Metro began operating in.

b. Vision and Mission of SMP Muhammadiyah 4 Metro

1) Vision of School

Achievement, morals, and environmental care.

2) Mission of School

a) Creating an situation of learning that is correct, enjoyable, communicative, responsive, and interactive.

- b) Developing attitudes, religious behaviour and religious principles in the school environment and outside of the school.
- c) Developing the educational facilities and infrastructure.
- d) Implementing the school culture that is conducive to achieve basic education goals.
- e) Carrying out activities and developing training or guidance for Science, Mathematics, English Olympics, subjects and art competitions.
- f) Carrying out activities and developing training in sports guidance, Scouting, Red Cross Teen, School Health.
- g) Carrying out activities and developing training or guidance on Islamic Spiritual.

c. Purpose of School

The objectives of organizing the Muhammadiyah 4 metro vocational junior high school are as follows:

- 1) Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and developing themselves in order to be ready to compete.

- 2) Producing the graduates who are virtuous, faithful and devoted.

d. Motto

"Skills, discipline, behaviour, and morality"

e. The Condition of Teacher and Official Employers of SMP

Muhammadiyah 4 Metro

The condition of teachers and the official employers in SMP Muhammadiyah 4 Metro, the numbers of teachers and official employers in SMP Muhammadiyah 4 Metro in the academic year of 2019/2020.

Table 3

The Condition Teacher of SMP Muhammadiyah 4 Metro

No	Name	Position
1	Agus Pujiyanto, S.Pd., M.Pd	Headmaster
2	Hadi Pranoto, S.T	Vice of Public Relation
3	M. Reza Rasyid, S.Pd	Vice of Students
4	Hadi Pranoto, S.T	Vice of Curriculum
5	Rusparmi	Vice of Infrastructure
6	Surani, S.Pd	Head of Library
7	Okta Efriansyah, S.Pd	Head of Computer Lab
8	Abidin, S.Pd	Teacher
9	Mislan	Teacher
10	Dian Verdiani, S.Pd	Teacher
11	Tri Widiati, S.Pd	Teacher
12	Suranto, S.Ag	School Committee

Table 4
The Condition Official Employers of SMP Muhammadiyah 4 Metro

No	The Subjets	Educational Background		Civil Cervant	The Outstanding Teacher	Total
		S1	S2			
1	Tarikh	-	-	-	1	-
2	Prakarya	-	-	-	1	-
3	Indonesian Language	1	-	-	1	1
4	Civics	-	-	-	1	-
5	Penjas/Orkes	1	-	1	-	1
6	Art and Culture	1	-	1	-	1
7	Mathematics	1	-	1	1	1
8	English Language	1	-	-	1	1
9	Science	1	-	-	1	1
10	Social Sciences	1	-	-	1	1
11	Arabic Language		-	-	1	-
12	Kemuhammadiyanan	1	-	-	1	1
13	Aqidah akhlak	-	-	-	1	-
14	Fiqih	1	-	-	1	1
15	Lampung Language	1	-	-	1	1
Total		10	-	3	13	10

f. The condition of Building and The Sketch of SMP Muhammadiyah 4 Metro

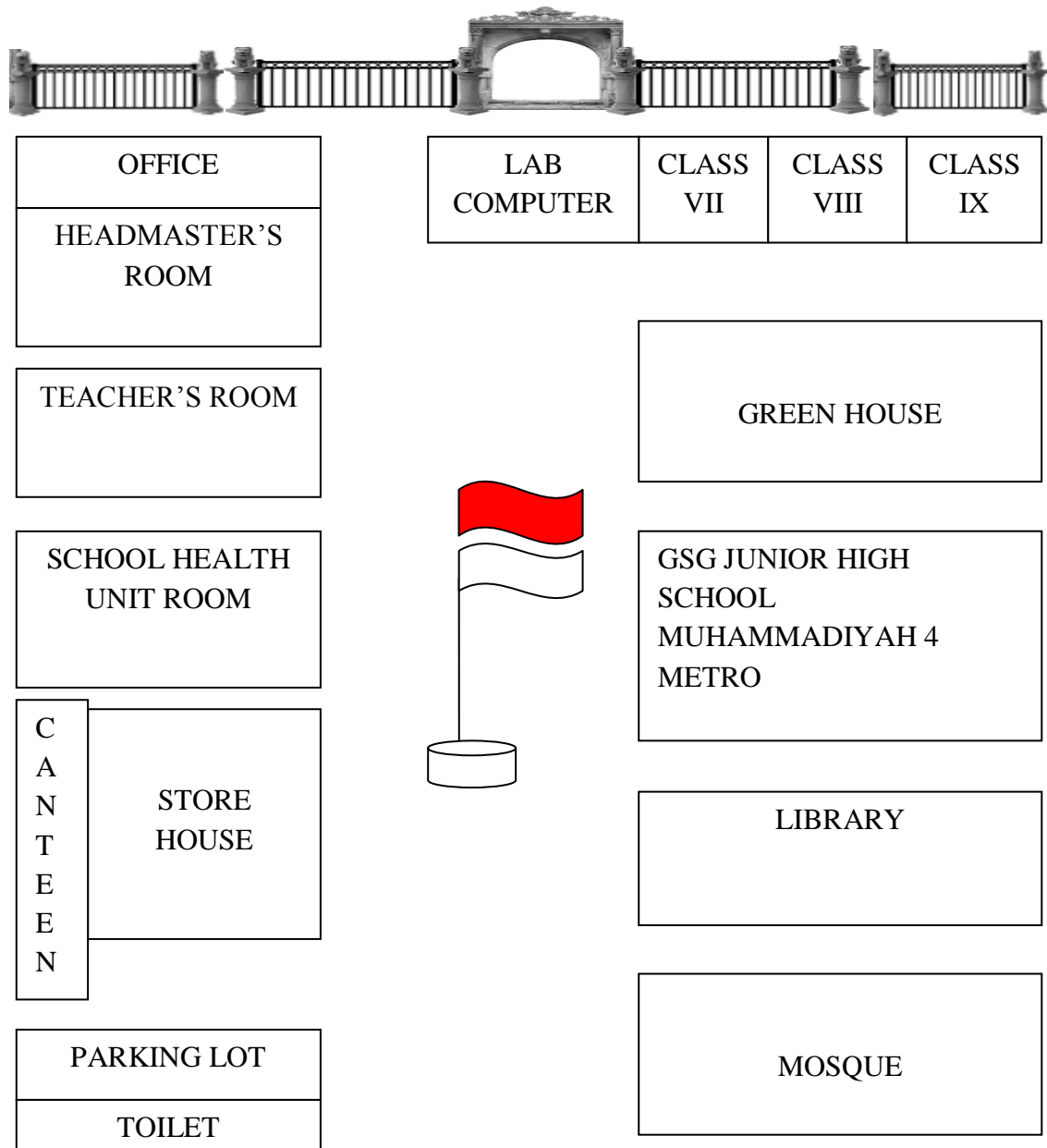
To support teaching and learning process, SMP Muhammadiyah 4 Metro has many buildings and other supporting facilities. These buildings and facilities can be seen as follow:

1) Facilities and Infrastructure

- a) The build convering 1500 M
- b) The principal's office
- c) The vise of principal's office
- d) The room of expertise program
- e) The room of administration
- f) The room of teacher
- g) The student's organization space (IPM)
- h) The conseling room (BK)
- i) The school health unit room (UKS)
- j) Library
- k) Mosque

2) The Sketch Location of Junior High School Muhammadiyah 4

Metro was illustrated as follow:



Source: Documentation of Junior High School Muhammadiyah 4 Metro on January 2020

Figure 1
The Sketch Location of SMP Muhammadiyah 4 Metro

g. The Quantity Students of SMP Muhammadiyah 4 Metro

The quantity students of SMP Muhammadiyah 4 Metro that is identified, as follows:

Table 5
The Students' Quantity of SMP Muhammadiyah 4 Metro
in the Academic Year of 2019/2020

No	Class	Total
1	VII	20
2	VIII	15
3	IX	17
Total		52

2. Description of the Research Data

The researcher used classroom action research. It was conducted in two cycles including of cycle I and cycle II. Each cycle consists of two meetings. Each meeting takes 2 x 45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. abidin, S. Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on January 27, 2020 at 2x45. All the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading skill before doing the

action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice tests. Then, the students' pre-test result is illustrated on the table below:

Table 6
Students' Pre-test Score

NO	NAME	SCORE	CATEGORY
1	AN	53	INCOMPLETE
2	DNA	27	INCOMPLETE
3	DEA	43	INCOMPLETE
4	FF	80	COMPLETE
5	GTR	33	INCOMPLETE
6	JSP	40	INCOMPLETE
7	MRB	40	INCOMPLETE
8	RABS	50	INCOMPLETE
9	RWS	80	COMPLETE
10	RM	37	INCOMPLETE
11	RFM	80	COMPLETE
12	RR	57	INCOMPLETE
13	TMD	33	INCOMPLETE
14	USP	80	COMPLETE
15	YRA	43	INCOMPLETE
Total		776	
Average		51.73	
High Score		80	
Low Score		27	

Source: The result score of reading pre-test of the eighth graders of SMP Muhammadiyah 4 Metro January 27, 2020.

Table 7
Frequency of students' score in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	4	30%	Complete
2	≤ 75	11	70%	Incomplete
Total		15	100%	

Source: The result score of reading pre-test of the eighth graders of SMP Muhammadiyah 4 Metro January 27, 2020.

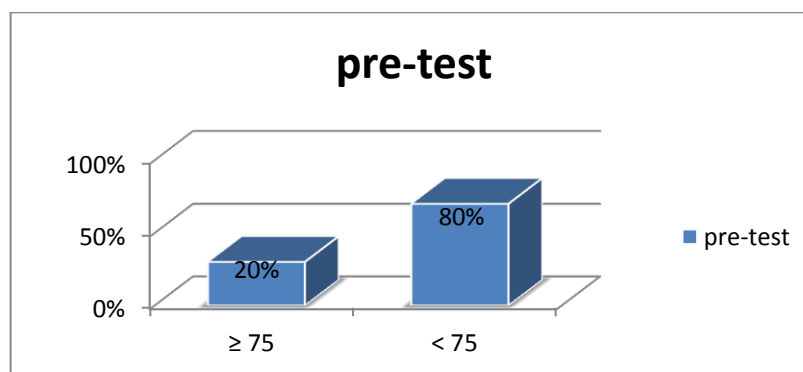


Figure 2
The Percentage of the Students' Score in Pre-test

Based on the data above, it could be inferred that 11 students (70%) were not successful and 4 other students (30%) were successful. The successful students were those who got the minimum mastery criteria of English subject at SMP Muhammadiyah 4 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average score 51.73 in the pre-test. Therefore, the researcher used Guide O Rama Strategy to Improve students' reading skill.

b. Cycle 1

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end 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 conducted on January 29, 2020 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. Afterwards, the researcher gave the material of descriptive text.

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

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure and social function of descriptive text. After that, the researcher gave example of descriptive text.

Afterward, the researcher instructed the students to write what the researcher write in the blackboard and give students examples of texts that contain descriptive text and questions and relate to the application of guide o rama strategy. The students begin to read the texts that have been given by researchers. The tittle of this texts is “My Cat”. Students must understand the text. Then students must decide and answer the questions in the text. After finishing answering questions in the text, the researcher asks students to submit them to the researcher.

b) The second meeting

The second meeting was conducted on February 3, 2020 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. The activity continues by providing some further explanation about descriptive texts and how to apply the guide rama strategy for understanding. Then, at the end of this meeting the researcher took the first post-test cycle with similar tasks in the previous pre-test. This type of test is a multiple choice consisting of 30 questions. Student test results on post-test 1 are better than the tests in the previous pre-test.

3) Observing

In the observations of researchers, collaborators observe student activities. Researchers as teachers provide descriptive text using the guide rama strategy.

While care is being carried out, student activities during the learning process are also carried out by the observer. Students who are active in the discussion will get points by checking it on the meeting sheet for meeting 1 and meeting 2. The result of the students' learning activities should be seen as follow:

Table 8**The Observation of Students' Learning Activity in Cycle I**

No	Name	The Students' Activity			
		1	2	3	4
1	AN	√	√	√	-
2	DNA	√	√	-	√
3	DEA	√	√	√	-
4	FF	√	√	-	√
5	GTR	-	√	√	√
6	JSP	√	√	√	√
7	MRB	√	√	-	-
8	RABS	-	-	√	√
9	RWS	√	√	√	-
10	RM	√	√	-	√
11	FRM	√	√	-	-
12	RR	√	√	√	√
13	TMD	√	√	√	√
14	USJ	-	√	-	√
15	YRA	√	-	√	√
Total		12	13	9	10
Percentage		80%	86.7%	60%	67.7%

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.
- 2) The students are able to complete the Guide O Rama Strategy.
- 3) The students are able to discuss their answer.

- 4) The students are able to display the class Guide O Rama in a descriptive text.

Table 9
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.	12	3	15	80%	20%	100%
2	The students are able to complete the Guide O Rama Strategy.	13	2	15	86.7%	13.7%	100%
3	The students are able to discuss their answer.	9	6	15	60%	40%	100%
4	The students are able to display the class Guide O Rama Strategy.	10	5	15	67.7%	33.3%	100%

Source: The students' activity of the eighth graders of SMP Muhammadiyah 4 Metro on February, 2020.

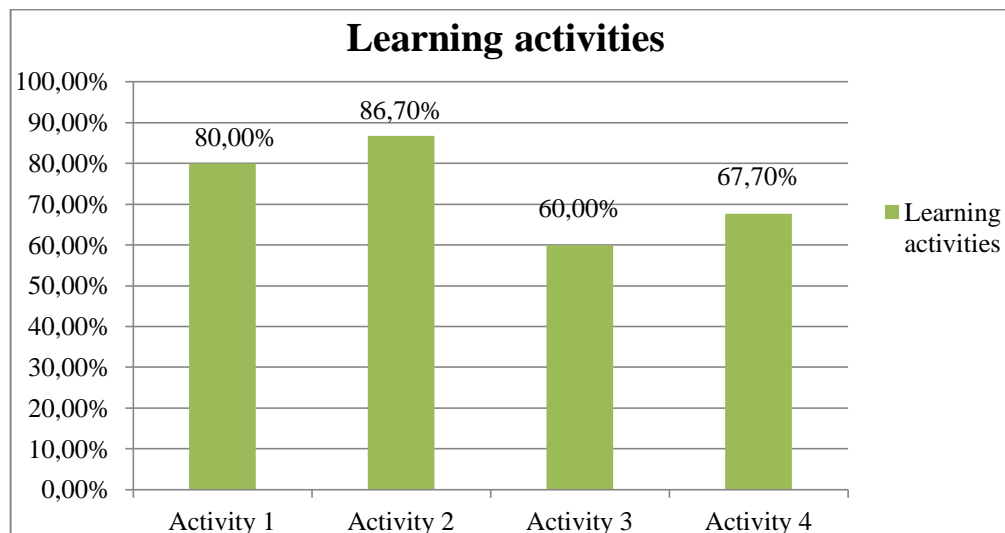


Figure 3
The Percentage of Students Activities in Cycle I

The table above showed that not all the students' active in learning process. There were 12 students (80%) who are able to comprehend the reading text, 13 students (73.3%) who are able to complete the Guide O Rama Strategy, 9 students (60%) who are able to discuss their answer, and 10 students (67.7%) who are able to display the Guide O Rama Strategy.

4) Reflecting

From the result observation learning process in cycle 1, 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 score and the result of students' post-test I score. Wednesday, February,

5 2020 the researcher gave post-test of cycle 1 with similar task on pre-test before. Kinds of the test were multiple choices which consist of 30 question. The result of the students' test in post-test I was better than test in pre-test before.

Table 10
The Students' Score in Post-test 1

NO	NAME	SCORE	CATEGORY
1	AN	80	COMPLETE
2	DNA	50	INCOMPLETE
3	DEA	80	COMPLETE
4	FF	83	COMPLETE
5	GTR	50	INCOMPLETE
6	JSP	60	INCOMPLETE
7	MRB	67	INCOMPLETE
8	RABS	80	COMPLETE
9	RWS	83	COMPLETE
10	RM	60	INCOMPLETE
11	RFM	83	COMPLETE
12	RR	80	COMPLETE
13	TMD	73	INCOMPLETE
14	USP	87	COMPLETE
15	YRA	77	COMPLETE
Total		1093	
Average		72.86	
High Score		87	
Low Score		50	

Source: The result score of reading pre-test of the eighth graders of SMP Muhammadiyah 4 Metro February 5, 2020.

Table 11
Frequency of students' score in Post-test 1

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	9	60%	Complete
2	≤ 75	6	40%	Incomplete
Total		15	100%	

Source: The result score of reading pre-test of the eighth graders of SMP Muhammadiyah 4 Metro January 5, 2020.

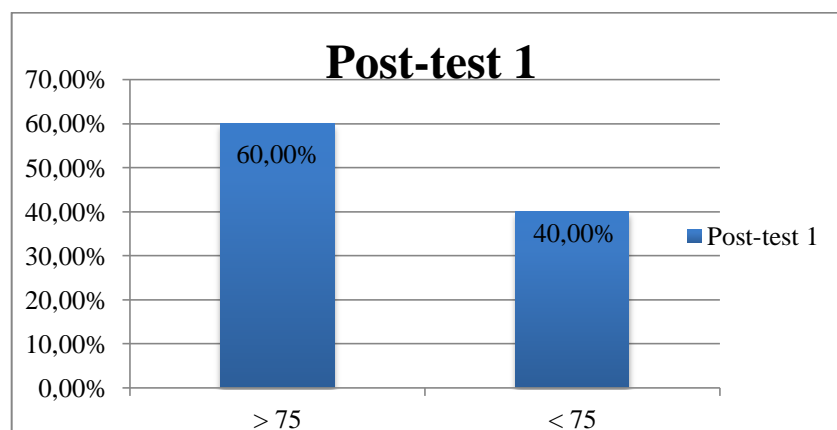


Figure 4
The Percentage of the Students' Score in Post-test 1

Based on the result above, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score 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 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

The comparison between post-test score and post-test I score was as follows:

Table 12
The Comparison between Pre-Test and Post-Test I Score in Cycle I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Explanation
1	AN	53	80	27	Improve
2	DNA	27	50	33	Improve
3	DEA	43	80	37	Improve
4	FF	80	83	3	Improve
5	GTR	33	50	17	Improve
6	JSP	40	60	20	Improve
7	MRB	40	67	27	Improve
8	RABS	50	80	30	Improve
9	RWS	80	83	3	Improve
10	RM	37	60	23	Improve
11	FRM	80	83	3	Improve
12	RR	57	80	23	Improve
13	TMD	33	73	40	Improve
14	USJ	80	87	7	Improve
15	YRA	43	77	34	Improve
Total		795	1093	327	
Average		53.00	72.86	21.80	

Table 13
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	4	9	Complete
≤ 75	11	6	Incomplete
Total	15	15	

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

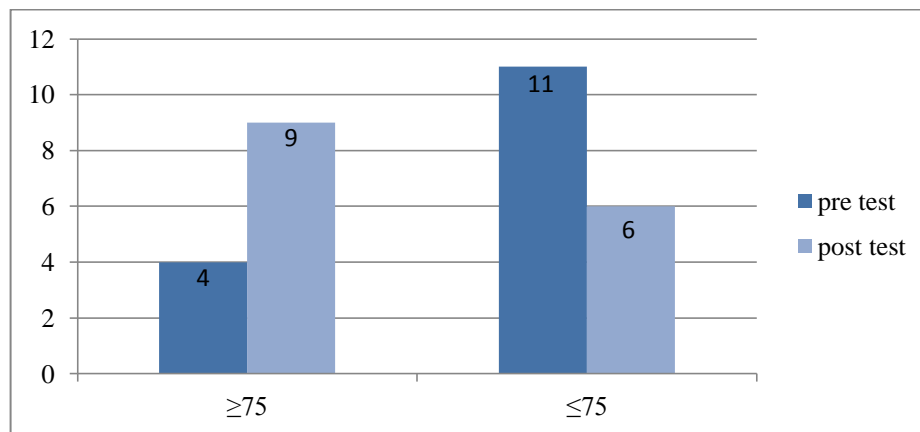


Figure 5
The Comparison of Percentage of the Students' Completeness Score in Pre-test and post-test I

Based on the table and the graphic above, in pre-test it could be inferred that 11 students (73.3%) were not successful and 4 other students (26.7%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 4 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the

researcher got the average of 53.00, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score less than the standard. From the post-test 1 result, the researcher got the average of 72.86. 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 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsalted feed.

c. 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 that appeared on cycle I. Then, the researcher and collaborator planned to give the material for students in reading skill by using Guide O Rama Strategy.

The researcher and collaborator prepared the lesson plan, material and observation sheet of the students' activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active.

The first meeting was conducted on February 10, 2020 at 2x45 followed by 15 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. The researcher continued the material in the last meeting. The researcher as a teacher explained the material about descriptive text to the students entitle "my friend". After that, the researcher give the students a paper entitled "my friend". After the researcher give the students a paper about the text, the researcher ask the students to read of the text. And then after some minute the researcher asked to the students "what is the text about?" and some students answer "the text is about my friend", and then the researcher ask to the students "what kind of the text?" and "what is the generic structure of the text?" and some students answer the question of the researcher "the text is about descriptive text". Next the researcher ask to the student in front of the class to give the example describe what they

want, and some students come forward and do as instructed by the researcher. After the students describe about something, the researcher give the students some questions related to the paper that have been provided. After the students finished answer the question, the researcher ask students to collect the paper provided.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

b) The second meeting

The second meeting was conducted on February 12, 2020 at 2x45 followed by 15 students. This meeting used to post test II at the end of cycle II, after the students given the action. After giving the treatment twice in cycle II, the researcher gave post-test to the students. The test was multiple choices. There were 30 questions. It was same type with the first cycle but different questions. In this meeting the researcher ask again about “what lesson yesterday has been learned?” almost all of the students could answer well. Next the researcher resume again about the next material entitle “my pet”. The researcher ask the student “do you have pets at home?” and “what pet do you like?”. Someone answered

“cat, bird, rabbit and other”. And then the researcher ask the student, “waww amazing pets you like”. Next the researcher ask one student describe about the pets they like. After that the researcher give a paper which contains some descriptive text in which there are several questions related to the text and implements the strategy that is being used by the researcher. After the students answer the question, the researcher ask to submit paper that has been done to be collected.

In addition, in the last meeting the researcher would like to thank them for their participation as long as the researcher enters the classroom, and motivates students to be enthusiastic about learning and keep learning so that they can improves their knowledge and insight and make them like learning. Result of post-test II could be seen on the table below:

3) Observing

In this step, the researcher presented the material by Guide O Rama Strategy. In learning process, there were also four indicators used to know the students’ activities like in learning process previously.

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

Table 14
The Result of Students' Activity in Cycle II

No	Name	The Students' Activity			
		1	2	3	4
1	AN	-	√	√	-
2	DNA	√	√	√	√
3	DEA	√	√	√	√
4	FF	√	√	√	√
5	GTR	√	√	-	√
6	JSP	√	√	√	√
7	MRB	√	√	√	√
8	RABS	√	√	√	√
9	RWS	√	√	√	-
10	RM	√	√	√	√
11	FRM	√	√	√	√
12	RR	√	√	√	√
13	TMD	√	√	√	√
14	USJ	-	√	-	√
15	YRA	√	-	√	√
Total		13	14	13	13
Percentage		86.7%	93.3%	86.7%	86.7%

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.
- 2) The students are able to complete the Guide O Rama Strategy.
- 3) The students are able to discuss their answer.
- 4) The students are able to display the class Guide O Rama in a descriptive text.

Table 15
The Frequency Students' Activities in Cycle II

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.	13	2	15	86.7%	13.3%	100%
2	The students are able to complete the Guide O Rama Strategy.	14	1	15	93.3%	6.7%	100%
3	The students are able to discuss their answer.	13	2	15	86.7%	13.3%	100%

4	The students are able to display the class Guide O Rama Strategy.	13	2	15	86.7%	13.3%	100%
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Source: The students' activity of the eighth graders of SMP Muhammadiyah 4 Metro on February, 2020

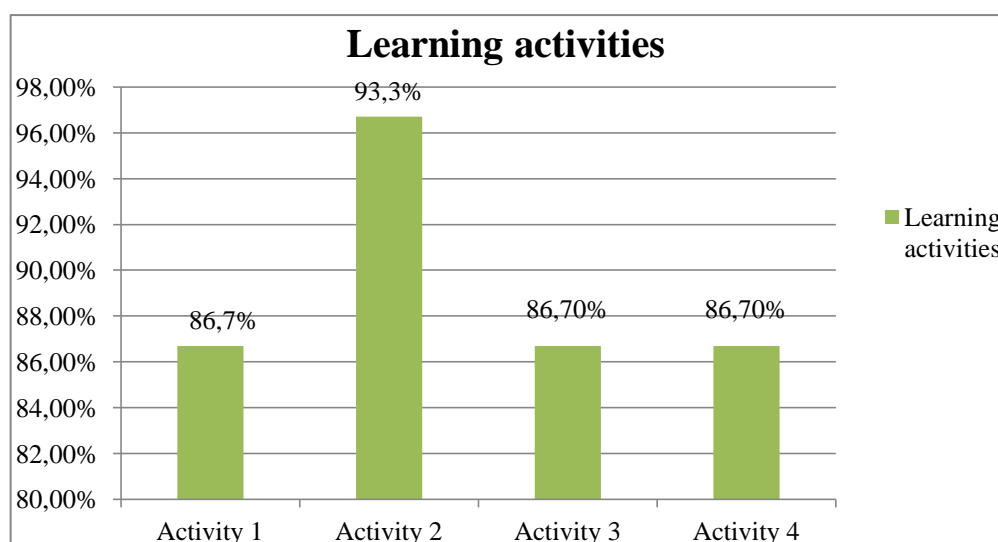


Figure 6
The Percentage of Students Reading Skill in Cycle II

The table above showed that the students' activity in cycle II was improve. The students pay attention the teacher's explanation about descriptive text used Guide O Rama Strategy 86.7%, then, the student are able to complete the Guide O Rama Strategy 93.3%, the students are abale to discuss their answer 86.7% and the last the students are able to display the class Guide O Rama in a descriptive text 86.7%. 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 Guide O Rama Strategy, the students reading skill 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 score. Furthermore, on February, 17 2020, the researcher gave post-test of cycle II with similar task on post-test before. Kinds of the test were multiple choices which consist of 30 question. The result of the students' test in post-test II was better than test in post-test before.

Table 16
The Students' Score of Post-Test II

NO	NAME	SCORE	CATEGORY
1	AN	87	COMPLETE
2	DNA	67	INCOMPLETE
3	DEA	83	COMPLETE
4	FF	90	COMPLETE
5	GTR	70	INCOMPLETE
6	JSP	80	COMPLETE
7	MRB	87	COMPLETE
8	RABS	90	COMPLETE
9	RWS	90	COMPLETE
10	RM	87	COMPLETE
11	RFM	93	COMPLETE
12	RR	83	COMPLETE
13	TMD	80	COMPLETE
14	USP	93	COMPLETE

15	YRA	90	COMPLETE
Total		1270	
Average		84.7	
High Score		90	
Low Score		67	

Source: The result score of reading Post-test II of the eighth graders of SMP Muhammadiyah 4 Metro February 17, 2020.

Table 17

Frequency of students' score in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	13	87%	Complete
2	≤ 75	2	13%	Incomplete
Total		15	100%	

Source: The result score of reading Post-test II of the eighth graders of SMP Muhammadiyah 4 Metro January 17, 2020.

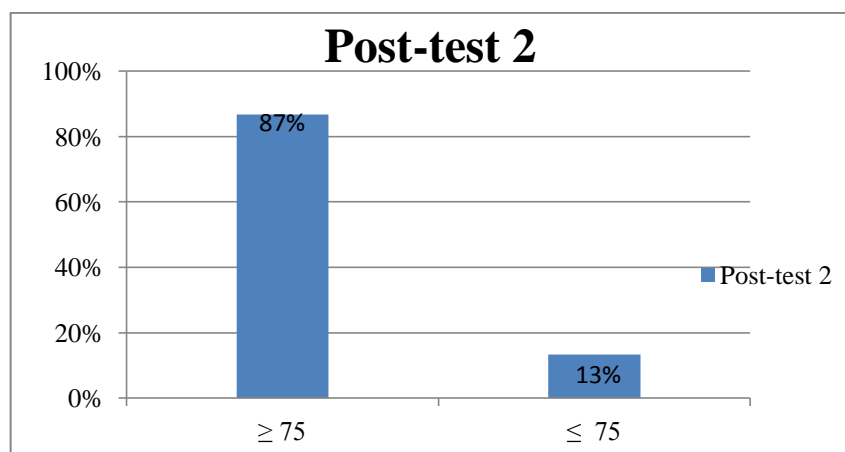


Figure 7

The Percentage of the Students' Score in Post-test II

Based on the result above, it could be inferred that 13 students (87%) were successful and 2 other students (13%) were not successful. From the result of post-test II, the researcher got the average of 84.7. It was higher than post-test I in cycle I.

The comparison between students score in post-test I and post-test II could be compared on the following table.

Table 18
The Comparison between score in Post-test 1 and Post-test II

No	Name	Post-test 1 Score	Post-test II Score	Improving	Explanation
1	AN	80	87	7	Improve
2	DNA	50	67	17	Improve
3	DEA	80	83	3	Improve
4	FF	83	90	7	Improve
5	GTR	50	70	20	Improve
6	JSP	60	80	20	Improve
7	MRB	67	87	20	Improve
8	RABS	80	90	10	Improve
9	RWS	83	90	7	Improve
10	RM	60	87	27	Improve
11	FRM	83	93	10	Improve
12	RR	80	83	3	Improve
13	TMD	73	80	7	Improve
14	USJ	87	93	6	Improve
15	YRA	77	90	13	Improve
Total		1093	1270	177	
Average		72.8	84.7	11.8	

Table 19
The Comparison of Students' Score in Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II
≥ 75	9	13
≤ 75	6	2
Total	15	15

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

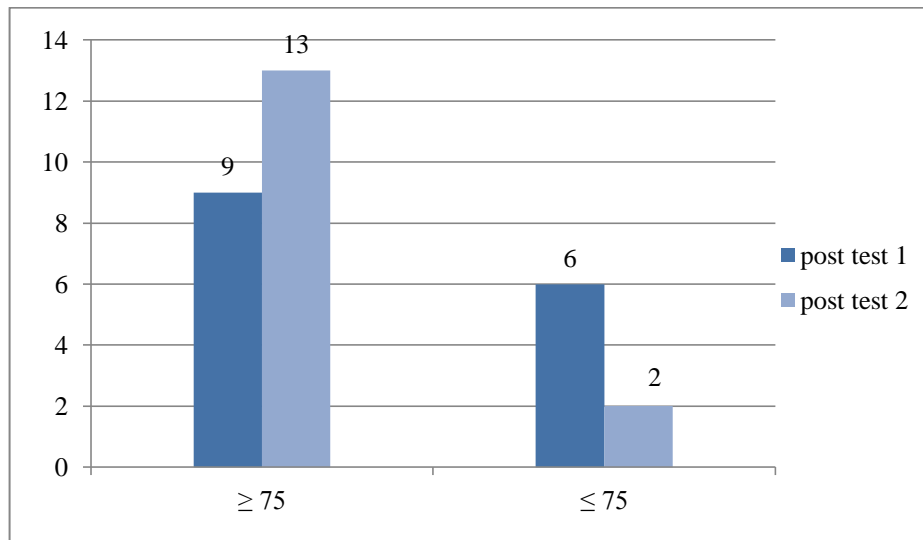


Figure 8
The Percentage of Comparison of Students' score in
Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 13 students (86.7%) were successful and 2 other students (13.3%) were not successful. From the post-test II results, the researcher got the average of 84.4.7%. It was

higher than post-test I in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students got score 68. It indicated that the students' reading skill 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 Guide O Rama Strategy improve the students' reading skill.

B. Discussion

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

The researcher assumes that teaching reading skill by using Guide O Rama Strategy can improve students' reading skill. Guide O Rama Strategy is a strategy that help the students can find the point of the the text and can answer the question of the text.

1. The Results of Students Learning

a. Results of students score in Pre-Test

In this phase, the researcher presented the 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 27, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 12 students (80%) were not successful and 3 students (20%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 4 Metro at least 75.

b. Result of Students score in Post- Test 1

In this research, to know the students reading skill after implementing the treatment the researcher conducted the post- test I. It was done on February 5, 2019. Based on the result of pot-test 1, it could be seen that 9 students (60%) got score up to the standard and 6 students (40%) got score 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 75. Learning process was said successful when 70% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

c. Result of Students' score in Post- Test II

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle 1 did not fulfilled the MMC yet that was only 60% passed the 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 multiple choice test which completed for 45 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 13 students (87%) were successful and 2 other students (13%) were not successful. From the post-test 2 results, the researcher got the average score is 74.7 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 75. It indicated that the students' reading skill was improved.

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 score was low. While the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 20
The Comparison of Reading Skill 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.	53	80	87
2.	27	50	67
3.	43	80	83
4.	80	83	90

5.	33	50	70
6.	40	60	80
7.	40	67	87
8.	50	80	90
9.	80	83	90
10.	37	60	87
11.	80	83	93
12.	57	80	83
13.	33	73	80
14.	80	87	93
15.	43	77	90
Total	795	1093	1270
Average	53.0	72.8	84.6

Table 21
The Comparison 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
≥ 75	4	9	13	Complete
≤ 75	11	6	2	Incomplete
Total	15	15	15	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score ≥ 75 from 4 to 9 became 13. The average score from 53.0 to 72.8 became 84.7. Therefore, the researcher

conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

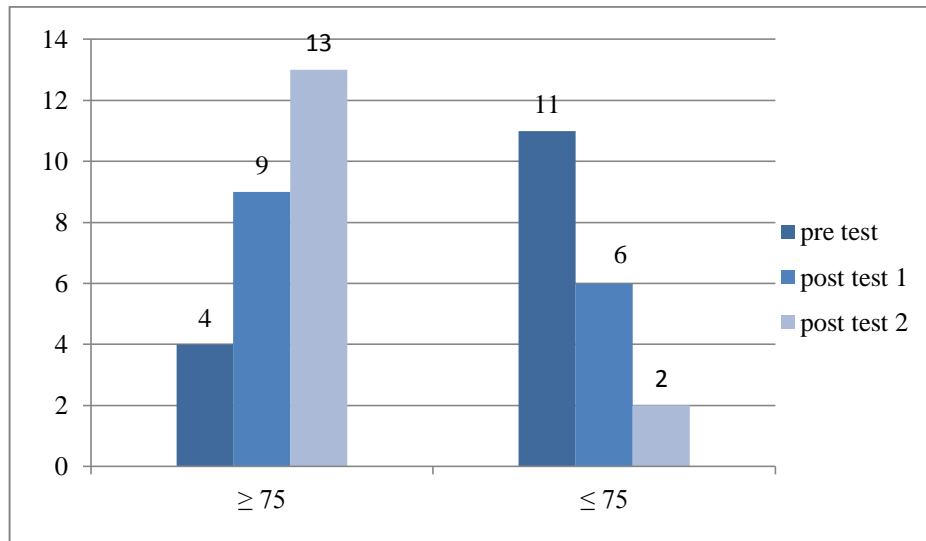


Figure 9
The Comparison Grade of Students Reading Skill
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it could be inferred that Guide O Rama Strategy could improve the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II. The improving students from pre-test to post-test I is 9 students, from post-test I to post-test II is 13 students.

2. 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 22
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.	12	80.0%	13	86.7%	6.7%
2	The students are able to complete the Guide O Rama Stratgey.	13	86.7%	14	93.3%	6.6%
3	The students are able to discuss their answer.	9	60.0%	13	86.7%	26.7%
4	The students are able to display the class Guide O Rama Strategy.	10	67.7%	13	86.7%	19%

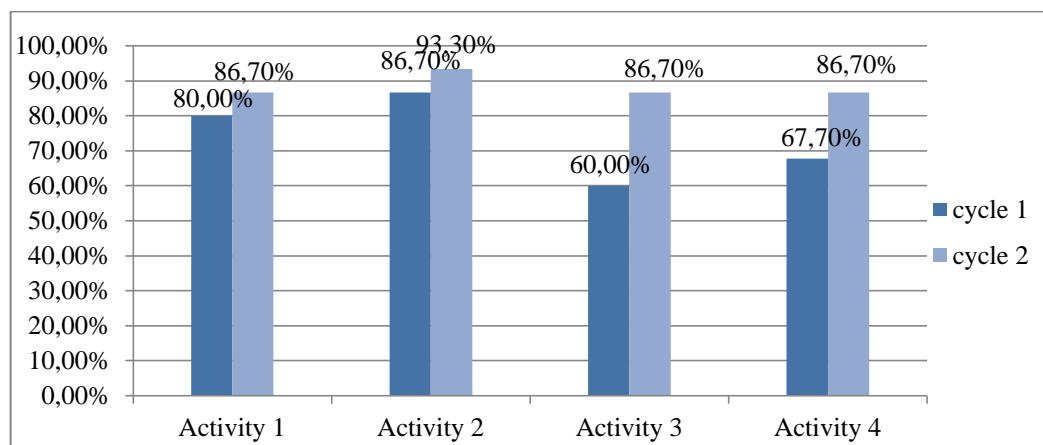


Figure 10

Figure of Learning Activity in Cycle I and Cycle II

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

- a) The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.

The students' comprehend the reading text from the first meeting to the next meeting improve. In cycle I it was only 80.0% and in cycle II was 86.7%, it is improve 6.7%.

- b) The students are able to complete the Guide O Rama Strategy.

The students are able to complete the Guide O Rama strategy was improved from the first meeting to next meeting. Its 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 86.7% from cycle 1 and 93.3% cycle II, its improve 6.6%.

- c) The students are able to discuss their answer.

The students are active and discuss in class about descriptive text improved. It could be seen on the cycle 1 60.0% and cycle II also 86.7%, it improve 26.7%.

- d) The students are able to display the class Guide O Rama Strategy.

The students are able to display the class Guide O Rama strategy in front of the class were improved. It could be seen on the cycle 1 67.7% and cycle II 86.7%, it improved 19%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Guide O Rama strategy increase the students' in reading skill. There was progress average score from 53.0, to 72,8 became 84,6.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. The score in the pre-test was 4 students' did achieve the criteria (26.7%).

Moreover, in the post-test I there was 9 students or (60%) passed the test, the indicator students get score ≥ 75 with average 72.8. Meanwhile, in the post-test II there was 13 students or (86.7%) passed the test, the indicator students get score ≥ 75 with average 84.6. 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 score 75 was achieved.

C. Interpretation

In teaching reading skill to the students' of SMP Muhammadiyah 4 Metro especially in students of VIII class, based on the pre survey there are some problems like some students have unsatisfied reading skill and difficulties in determining the main ideas. The researcher chooses Guide O Rama strategy to improve the students' reading skill.

The researcher used this strategy to identify the students' knowledge and understanding on the reading process. Therefore, it is proved that the implementation of Guide O Rama strategy improve the students' learning activities. Therefore, Guide O Rama 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 Guide O Rama Strategy could improve the students' in reading skill. There is progress from the students gets score ≥ 75 from pre-test 26.7% or 4 students, post-test I 60% or 9 students and post-test II become 86.7% or 13 students.

It is inferred that there is improvement on the students' complete score and total of score 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 score ≥ 75 are reached.

The result of the student's activities in cycle I and cycle II are improved. The students paid attention the teacher's explanation about descriptive text used guide o rama strategy 68.4% become 84.2%, the students were active in class and giving idea or suggest about descriptive text from 55.6% become 84,2%, the students were active in class and giving idea or suggest about descriptive text from 73.7% become 78.9%, the students were able to do task and read their own descriptive text from 73.7% become 84.2%,. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

The result of the student's activities in cycle I and cycle II are improved. The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy from 80.0% become 86.7%, the students are able to complete the Guide O Rama Strategy from 86.7% become 93.3%, the students are able to discuss their answer from 60.0% become 86.7%, The students are able to display the class Guide O Rama Strategy from 67.7% become 86.7%. 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 skill could be improved through Guide O Rama Strategy of the eighth graders at SMP Muhammadiyah 4 Metro.

Guide O Rama Strategy can improve reading skill of the eighth graders at SMP Muhammadiyah 4 Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test is 53.0 to post-test I is 72.8 became 84.6 in post-test II. There were 9 students passed the test. Moreover, in cycle II there were 13 students who get score ≥ 75 . It means that result of cycle II had already achieved the indicator of success that was 70% of the students achieve the minimum mastery criteria (MMC).

Guide O Rama strategy is one strategy to improve reading skill of the eighth graders of SMP Muhammadiyah 4 Metro. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading skill. It means that Guide O Rama strategy can improve the student's reading skill. The student's activity in cycle I and cycle II increase significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

- a. English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the Guide O Rama Strategy, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.
- b. It is better for the teacher to use Guide O Rama Strategy in English learning especially in reading because it can improve students' reading skill.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in reading skill so they can be successful in English learning.

3. For the Headmaster

To support the English teacher to use Guide O Rama Strategy in learning process, because Guide O Rama strategy is so helpful.

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APPENDICES



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

MATA PELAJARAN
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

DAFTAR ISI

DAFTAR ISI	i
I. PENDAHULUAN	1
A. Rasional	1
B. Kompetensi yang Diharapkan Setelah Siswa Mempelajari Bahasa Inggris di Pendidikan Menengah	1
C. Kompetensi yang Diharapkan Setelah Siswa Mempelajari Bahasa Inggris di Sekolah Menengah Pertama/Madrasah Tsanawiyah	2
D. Kerangka Pengembangan Kurikulum Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah	4
E. Pembelajaran dan Penilaian	6
F. Kontekstualisasi Pembelajaran Sesuai dengan Kondisi Lingkungan dan Siswa	7
	8
II. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN	
A. Kelas VII	9
B. Kelas VIII	9
C. Kelas IX	15
	23
III. MODEL SILABUS SATUAN PENDIDIKAN	30
A. Kelas VII	30
B. Kelas VIII	31
C. Kelas IX	32
IV. MODEL RENCANA PELAKSANAAN PEMBELAJARAN	33
A. Kelas VII	33
B. Kelas VIII	42
C. Kelas IX	48

II. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN

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

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

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

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

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

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

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

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

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

<p>kebahasaan, secara benar dan sesuai konteks</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 • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - 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"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

B. Kelas : VIII
Alokasi Waktu: 4 jam pelajaran/minggu

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

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

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - 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>Siswa mampu:</p> <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang

<p>suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>luar dugaan)</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - 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 siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>berbeda</p> <ul style="list-style-type: none"> - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyuruh, melarang, dan menghimbau.</p> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (<i>diharapkan/di luar dugaan</i>) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should</i>. - 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 siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh,</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> • Struktur teks 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan

<p>4.4 mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - 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 tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>yang sedang dipelajari</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapi - 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>Siswa mampu:</p> <p>3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting cards</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 menyusun teks khusus dalam bentuk <i>greeting cards</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> • Struktur Teks <p>Teks <i>greeting cards</i> dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting cards</i> terkait hari istimewa yang relevan dengan siswa saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyebutkan, mendeskripsikan,</p> 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan

<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>membuat inventaris, dan sebagainya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p> <p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/ kejadian yang</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjelaskan, mendeskripsikan</p> • 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 interogatif dalam <i>Simple Present Tense</i>. - Adverbia: <i>always, often, sometimes, never, usually, every</i> - 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>Kegiatan/kejadian sehari-hari</p> 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa,

<p>dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p> <p>4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • 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 interogatif dalam <i>Present Continuous Tense</i> - Adverbia: <i>now</i> - 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 Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of</i></p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif. 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan

<p>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Teks <i>recount</i></p> <p>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - 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, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan. - Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12 teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this</i>, 	<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah,

<p>dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<p>untuk kemudian ditempel di dinding kelas</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - 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"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

C. Kelas : IX
Alokasi Waktu: 4 jam pelajaran/minggu

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

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

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu keberhasilan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu keberhasilan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations, I hope so, I wish you luck</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Melakukan percakapan terkait tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu keberhasilan dan prestasi - Melakukan refleksi tentang proses dan hasil belajar
<p>Siswa mampu:</p> <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>to, in order to, so that (dis)agreement</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan • 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 interogatif dengan modal: <i>will, be going to</i>. - Ungkapan persetujuan: <i>I agree. That's a good idea. I don't think it's a good idea.</i> 	<ul style="list-style-type: none"> - Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri - Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks. - Menyimak, membaca, dan menirukan, guru membacakan teks-teks tersebut dengan suara lantang - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Bertanya jawab dengan teman tentang rencana dan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:SMP Muhammadiyah 4 Metro
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/ I
Materi Pokok	: Deskriptif teks
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

- KI1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktifdan 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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait denganpengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	<ul style="list-style-type: none">• Menyebutkan informasi seperti makhluk hidup dan benda yang di dapat dari teks.• Menemukan beberapa kosa kata baru di dalam teks.• Menunjukkan struktur .teks deskriptif di teks.• Menghubungkan informasi yang ada di dalam teks ke dalam kegiatan pembelajaran.• Menemukan ide pokok di dalam teks.

C. Tujuan Pembelajaran :

- Siswa mampu menunjukkan sikap kerjasama dalam kelompok maupun individu.
- Siswa mampu menunjukan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Siswa mampu mengembangkan kreatifitas dalam menulis teks deskriptif dengan tepat.
- Siswa mampu mendeskripsikan tempat, benda, hewan atau yang ada disekitar menggunakan bahasa inggris.
- Siswa mampu mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari text deskriptif.
- Siswa mampu Menangkap makna dalam text deskriptif.
- Siswa mampu Memahami informasi dari text deskriptif.

D. Materi Pembelajaran

What is Deskriptive Text?

Descriptive text is a text which says what a person or thing is like.
Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Deskriptive Text

- Identification : Identifies phenomenon (person, place, or thing) that will be described.
- Description : Describes parts, qualities, characteristics, etc

Language Feature of Deskriptif Text

- The use of Specific participant (*my house, uncle joko*)
- The use of adjective (*a beautiful beach, a handsome man*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple present tense
- The use of action verbs (*walk, sleep, wake up*)

E. Teknik Pembelajaran : Guide O Rama Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Teks, worksheet
2. Alat : Spidol, Papan Tulis
3. Sumber Belajar : Buku panduan, teks deskriptif, lembar kerja, lembar jawaban.

G. Langkah-langkah Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyapa, memberi salam.• Bertanya kabar siswa.• Mengecek kehadiran siswa.• Siswa diberikan beberapa pertanyaan acuan mengenai materi teks Deskriptif yang telah dipelajari pada pertemuan sebelumnya.• Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks deskripsi ini.• Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.	10 menit
Inti	<ul style="list-style-type: none">• Guru meminta siswa untuk mempersiapkan diri masing-masing dalam proses pembelajaran.• Memberikan setiap siswa teks deskriptif yang akan dipelajari.• Guru membaca teks deskriptif tersebut kemudian siswa mendengarkannya.• Guru dan siswa membaca secara bersama teks tersebut.• Siswa mengajukan pertanyaan kepada siswa lainya terkait teks yang presentasikan di depan kelas.	20 menit
Penutup	<ul style="list-style-type: none">• Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?	10 Menit

	<ul style="list-style-type: none"> • Menyimpulkan apa yang dipelajari hari ini <p>Pemberian tugas berupa membuat teks deskriptif tentang kegiatan sehari-sehari.</p> <ul style="list-style-type: none"> • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	
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H. Penilaian

Teknik: Unjuk kerja

Text 1 (question for number 1-5)

My Idol

My idol is Daniel Redcliffe. His full name is Daniel Jacob Redcliffe. His nick name is Dan. He was born in Fulham, London, 23 July 1989. He is very handsome. He has dark brown hair.

The color of his eyes is blue. His height is about 168 cm. He is an intelligent and humorous person. I admire him since his appearance in “Harry Potter and the Sorcerer Stone”. I think he is a good actor. Redcliffe has contributed to many charities, including Demelza House Children’s Hospice and The Trevor Project. He also made public service announcements for the latter. In 2011, he was awarded the Trevor Project’s “Hero Award”.

Choose for the best answer by giving cross (X) on a, b, c or d options.

1. What the main idea of text about?
 - a. The text is about Harry Potter
 - b. It talks about Jacob Daniels
 - c. The text is about Daniel Redcliffe
 - d. It is about Harry Potter and Sorcerer Stone
2. Where was Daniel born?
 - a. In Fulham
 - b. In America
 - c. In Harry Potter

- d. In Sorcerer Stone
- 3. How tall is Daniel?
 - a. 167 cm
 - b. 168 cm
 - c. 186 cm
 - d. 189 cm
- 4. He is an **intelligent and humorous** person (line 5)
What are the synonyms of the bold words?
 - a. Stupid, funny
 - b. Dull, comical
 - c. Smart, funny
 - d. Smart, dull
- 5. Based on the text, it can be inferred that Daniel?
 - a. Was born in Chelsea, London
 - b. Has dark brown skin
 - c. Has blue shirt
 - d. Played in Harry Potter

Text 2 (question for number 6-9)

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

- 6. What the title of the text above?
 - a. The tower
 - b. The Eiffel tower
 - c. The Gustave Eiffel
 - d. A global icon

7. When the tower was built?
 - a. 1889
 - b. 1989
 - c. 1988
 - d. 1898
8. Who the designer The Eiffel tower?
 - a. Engineer Gustave Eiffel
 - b. The champ de mars in paris
 - c. Thr paris
 - d. France
9. Which the statement is not true, from the text above?
 - a. The Eiffel Tower is an latice tower
 - b. The located Eiffel tower on the Champ de Mars in Paris
 - c. The Eiffel was built in 1898
 - d. The named for Eiffel tower designer is engineer Gustave Eiffel

Text 3 (question for number 10-15)

Barack Obama was born on august 4, 1961 in Honolulu, Hawaii. His father was a Kenyan named Barack Obama, Sr (senior). His mother was a white American named Ann Dunham. His parents separated when he was two years old and later divorced. His father returned to Kenya and saw him only once more before he died in an automobile accident in 1982.

After the disvorce, Obama's mother the merried an Indonesian, Lolo Soentoro. The family then moved to his step father's home countryin 1967. Obama attended local schools in Jakarta until he was ten years old.

Obama returned to Honolulu in 1971. He lived with his maternal grandparents until his graduation from high school in 1979. After that, Obama moved to Los Angeles and studied at Occidental Colege for two years. He then transferred to Columbia University in New York City. Obama Entered Harvard Law School in late 1988. He was selected as an editor of the law review based on his grade and writing competition. In 1990, he becomes the first black president of

the Harvard Law Review. He graduated with *J.D magna cum laude* from Harvard in 1989.

10. What is the main idea of the passage?
 - a. Obama's biography
 - b. Obama's father
 - c. Obama's mother
 - d. Obama's stepfather
11. What happened in 1982?
 - a. Obama was born
 - b. Obama's father died
 - c. Obama moved to Indonesia
 - d. Obama graduate from high school
12. The synonym of "died" in paragraph 1 line 4 is?
 - a. Filed away
 - b. Passed away
 - c. Went away
 - d. Threw away
13. The statements below are true, EXCEPT?
 - a. Obama's father was not an American
 - b. Obama was six years old when he moved to Jakarta
 - c. Obama was the first Black President of Harvard Law Review
 - d. Obama graduated from Harvard Law School with good marks
14. Why Obama and family moved to Indonesia?
 - a. Obama's mother married an Indonesia
 - b. Obama want to studied in Indonesia
 - c. Obama got a job in Indonesia
 - d. Obama loves Indonesia
15. What does "he" in paragraph 1 line 4 refer to?
 - a. Obama
 - b. Obama's father
 - c. Obama's mother

- d. Obama's stepfather

Text 4 (for number 16-20)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made. The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

16. Where does the writer usually put her small items?
- a. In her pockets
 - b. In her laptop backpack
 - c. In her pocket size wallet
 - d. In the pockets of her leather bag
17. What makes the small items of the writer not falling down in the bag?
- a. The satisfying bag
 - b. Her laptop backpack
 - c. A pocket-sized wallet
 - d. The pockets inside the bag
18. "I've spent much money on a bag and I don't regret it". The underlined word refers to ... the bag.
- a. Having
 - b. Seeing
 - c. Buying
 - d. Loving

19. What is the main idea of the last paragraph?

- a. The writer has a new bag
- b. The bag is very functional
- c. The bag has many pockets
- d. The writer is satisfied with the bag

20. What is the purpose of the text?

- a. To retell the past event
- b. To entertain the readers
- c. To describe the writer's new bag
- d. To give instruction how to buy a bag

Key answer:

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

Metro, January 2020

The Collaborator



Abidin, S.Pd

The Researcher



Mei Tri Yana Sari
NPM. 1501070076

ATTENDANCE LIST OF STUDENTS

Class: VIII

Date: 27 January 2020

NO	NAME	SIGNATURE	
1	Adnan Nurfadly	1	2
2	Dani Nur Arif		
3	Deva Eka A	3	4
4	Fikri Fadianto		
5	Guntur Tri Rangga	5	6
6	Jeni Sastia Putri		
7	M. Reza Bastian	7	8
8	Rahvi Anugrah B S		
9	Rama Wahyu S	9	10
10	Rasyid Mushodiq		
11	Rifki Fajar Maulana	11	12
12	Riski Ramadhan		
13	Tanesha Mira Diona	13	14
14	Umar Saputra Jaya		
15	Yanuar Rifqi A	15	

ATTENDANCE LIST OF STUDENTS

Class: VIII

Date: 5 February 2020

NO	NAME	SIGNATURE	
1	Adnan Nurfadly	¹	
2	Dani Nur Arif	²	
3	Deva Eka A	³	
4	Fikri Fadianto	⁴	
5	Guntur Tri Rangga	⁵	
6	Jeni Sastia Putri	⁶	
7	M. Reza Bastian	⁷	
8	Rahvi Anugrah B S	⁸	
9	Rama Wahyu S	⁹	
10	Rasyid Mushodiq	¹⁰	
11	Rifki Fajar Maulana	¹¹	
12	Riski Ramadhan	¹²	
13	Tanesha Mira Diona	¹³	
14	Umar Saputra Jaya	¹⁴	
15	Yanuar Rifqi A	¹⁵	

ATTENDANCE LIST OF STUDENTS

Class: VIII

Date: 17 February 2020

NO	NAME	SIGNATURE	
1	Adnan Nurfadly	¹ 	² 
2	Dani Nur Arif		
3	Deva Eka A	³ 	⁴ 
4	Fikri Fadianto		
5	Guntur Tri Rangga	⁵ 	⁶ 
6	Jeni Sastia Putri		
7	M. Reza Bastian	⁷ 	⁸ 
8	Rahvi Anugrah B S		
9	Rama Wahyu S	⁹ 	¹⁰ 
10	Rasyid Mushodiq		
11	Rifki Fajar Maulana	¹¹ 	¹² 
12	Riski Ramadhan		
13	Tanesha Mira Diona	¹³ 	¹⁴ 
14	Umar Saputra Jaya		
15	Yanuar Rifqi A	¹⁵ 	

ANSWER SHEET PRE-TEST

53

NAME : *Adrian* *Wul* *fady*

CLASS : VIII

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

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

ANSWER SHEET POST-TEST 1

80

NAME : Adnan nur fady

CLASS : VIII

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

1	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
2	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
3	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
4	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
6	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
8	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
9	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
10	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
11	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
12	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
13	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
14	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
15	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D

16	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
17	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
18	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
19	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
20	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
21	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
22	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
23	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
24	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
25	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
26	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
27	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
28	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
29	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	C	D
30	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

ANSWER SHEET POST-TEST 2

NAME : Adnan Nur Fadly

CLASS : VIII

87

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

1	A	B	<input checked="" type="checkbox"/>	D
2	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D
4	A	B	<input checked="" type="checkbox"/>	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	<input checked="" type="checkbox"/>	C	D
8	<input checked="" type="checkbox"/>	B	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	A	<input checked="" type="checkbox"/>	C	D
12	<input checked="" type="checkbox"/>	B	C	D
13	A	<input checked="" type="checkbox"/>	C	D
14	A	<input checked="" type="checkbox"/>	C	D
15	<input checked="" type="checkbox"/>	B	C	D

16	A	B	<input checked="" type="checkbox"/>	D
17	A	<input checked="" type="checkbox"/>	C	D
18	<input checked="" type="checkbox"/>	B	C	D
19	A	B	C	<input checked="" type="checkbox"/>
20	<input checked="" type="checkbox"/>	B	C	D
21	<input checked="" type="checkbox"/>	B	C	D
22	A	<input checked="" type="checkbox"/>	C	D
23	<input checked="" type="checkbox"/>	B	C	D
24	A	<input checked="" type="checkbox"/>	C	D
25	A	B	<input checked="" type="checkbox"/>	D
26	<input checked="" type="checkbox"/>	B	C	D
27	A	<input checked="" type="checkbox"/>	C	D
28	A	B	<input checked="" type="checkbox"/>	D
29	<input checked="" type="checkbox"/>	B	C	D
30	<input checked="" type="checkbox"/>	B	C	D

Students' Pre-test Score

NO	NAME	SCORE	CATEGORY
1	AN	53	INCOMPLETE
2	DNA	27	INCOMPLETE
3	DEA	43	INCOMPLETE
4	FF	80	COMPLETE
5	GTR	33	INCOMPLETE
6	JSP	40	INCOMPLETE
7	MRB	40	INCOMPLETE
8	RABS	50	INCOMPLETE
9	RWS	80	COMPLETE
10	RM	37	INCOMPLETE
11	RFM	80	COMPLETE
12	RR	57	INCOMPLETE
13	TMD	33	INCOMPLETE
14	USP	80	COMPLETE
15	YRA	43	INCOMPLETE

The Students' Score in Post-test 1

NO	NAME	SCORE	CATEGORY
1	AN	80	COMPLETE
2	DNA	50	INCOMPLETE
3	DEA	80	COMPLETE
4	FF	83	COMPLETE
5	GTR	50	INCOMPLETE
6	JSP	60	INCOMPLETE
7	MRB	67	INCOMPLETE
8	RABS	80	COMPLETE
9	RWS	83	COMPLETE
10	RM	60	INCOMPLETE
11	RFM	83	COMPLETE
12	RR	80	COMPLETE
13	TMD	73	INCOMPLETE
14	USP	87	COMPLETE
15	YRA	77	COMPLETE

The Students' Score of Post-Test II

NO	NAME	SCORE	CATEGORY
1	AN	87	COMPLETE
2	DNA	67	INCOMPLETE
3	DEA	83	COMPLETE
4	FF	90	COMPLETE
5	GTR	70	INCOMPLETE
6	JSP	80	COMPLETE
7	MRB	87	COMPLETE
8	RABS	90	COMPLETE
9	RWS	90	COMPLETE
10	RM	87	COMPLETE
11	RFM	93	COMPLETE
12	RR	83	COMPLETE
13	TMD	80	COMPLETE
14	USP	93	COMPLETE
15	YRA	90	COMPLETE

Table
Observation Sheet of Students' Activities in Cycle I

No	Student's Name	The Students' Activity			
		1	2	3	4
1	AN	√	√	√	-
2	DNA	√	√	-	√
3	DEA	√	√	√	-
4	FF	√	√	-	√
5	GTR	-	√	√	√
6	JSP	√	√	√	√
7	MRB	√	√	-	-
8	RABS	-	-	√	√
9	RWS	√	√	√	-
10	RM	√	√	-	√
11	FRM	√	√	-	-
12	RR	√	√	√	√
13	TMD	√	√	√	√
14	USJ	-	√	-	√
15	YRA	√	-	√	√

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.
- 2) The student are able to complete the Guide O Rama Strategy.
- 3) The student are able to discuss their answer.
- 4) The students are able to display the class Guide O Rama in a descriptive text.

Metro, January 2020

The Researcher



Mei Tri Yana Sari
NPM. 1501070076

Table
Observation Sheet of Students' Activities in Cycle 2

No	Student's Name	The Students' Activity			
		1	2	3	4
1	AN	-	√	√	-
2	DNA	√	√	√	√
3	DEA	√	√	√	√
4	FF	√	√	√	√
5	GTR	√	√	-	√
6	JSP	√	√	√	√
7	MRB	√	√	√	√
8	RABS	√	√	√	√
9	RWS	√	√	√	-
10	RM	√	√	√	√
11	FRM	√	√	√	√
12	RR	√	√	√	√
13	TMD	√	√	√	√
14	USJ	-	√	-	√
15	YRA	√	-	√	√

Note: Tick (√) for each positive activity

- 1) The students pay attention the teacher's explanation about descriptive text using Guide O Rama Strategy.
- 2) The student are able to complete the Guide O Rama Strategy.
- 3) The student are able to discuss their answer.
- 4) The students are able to display the class Guide O Rama in a descriptive text.

Metro, January 2020
The Researcher



Mei Tri Yana Sari
NPM. 1501070076

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching	√		
a. Preparing the lesson			
b. Preparing the material			
c. Class opening ability			
2. While-teaching	√		
a. Informing the objective of learning			
b. Explaining the material used Guide O Rama Strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching		√	
a. Concluding the result of learning			
b. Class closing ability			
Tick (√) for each positive effect			

Metro, January 2020
The Collaborator



Abidin, S.Pd

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching	√		
a. Preparing the lesson			
b. Preparing the material			
c. Class opening ability			
2. While-teaching	√		
a. Informing the objective of learning			
b. Explaining the material used Guide O Rama Strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching	√		
a. Concluding the result of learning			
b. Class closing ability			
Tick (√) for each positive effect			

Metro, January 2020
Collaborator



Abidin, S.Pd
NIP.

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English subject	√
2.	Lesson plan and learning material	√
3.	History of the shcool	√
4.	Conditional of teacher and official employers in Smp Muhammadiyah 4 Metro	√
5.	Documentation about the students' reading comprehension of Smp Muhammadiyah 4 Metro	√
6.	Organization structure of a Smp Muhammadiyah 4 Metro	√

Note :


- Tick (√) for each positive availability

Metro, January 2020

Mengetahui,
The Collaborator

The Researcher


Abidin, S.Pd


Mei Tri Yana Sari
NPM. 1501070076

FIELD NOTE SHEET

CYCLE I

First meeting:

1. Students pay attention to the teacher and calm when the teacher comes.
2. When the teacher explains the material to be conveyed students listen to what is explained by the teacher.
3. Some students begin to feel difficulties in the ongoing learning process.

Second meeting:

1. The researcher repeats the material learned yesterday.
2. The researcher tries to provide questions related to the material that has been studied.
3. Some students can answer questions from the teacher, the rest are silent but pay attention.

Metro, January 2020

Mengetahui,

The Collaborator



Abidin, S.Pd

The Researcher



Mei Tri Yana Sari
NPM. 1501070076

FIELD NOTE SHEET

CYCLE 2

First meeting:

1. The students begin to follow the learning process well.
2. The students casually accept the ongoing learning process.
3. The students begin to understand what is explained by the teacher.

Second meeting:

1. The researcher gives the students material by using a new strategy to facilitate students in the learning process.
2. The students begin to accept what is explained by the teacher and can answer the questions given by the teacher.
3. The researcher provides questions related to the strategy and can be answered by students.

Metro, January 2020

Mengetahui,

The Collaborator



Abidin, S.Pd

The Researcher



Mei Tri Yana Sari
NPM. 1501070076

The teacher to do the pre-test



The teacher to do the post-test 1



The teacher to do the post test II





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-0746/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4 METRO ..
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **MEI TRI YANA SARI**
NPM : 1501070076
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 4 METRO BY USING GUIDE O RAMA STRATEGY IN ACADEMIC YEAR OF 2018/2019

untuk melakukan pra-survey di SMP MUHAMMADIYAH 4 METRO.

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

Wassalamu'alaikum Wr. Wb.

28 Maret 2019
Kepada Yth.
Kepala SMP Muhammadiyah 4 Metro
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd
0750610 200801 1 014





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Susono No. 35/28 Purwasari Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

SURAT IZIN PRA SURVEY

Nomor : 047/D.3/SMPM4/2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro Nomor : B-0746/In.28.1/3/TL/00/03/2019, Tanggal 28 Maret 2019, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : **MEI TRI YANA SARI**
NPM : 1501070076
Jurusan : Pendidikan Bahasa Inggris

Telah di izinkan untuk melaksanakan Pra Survey di SMP MUHAMMADIYAH 4 METRO selama 2 (dua) Hari dari Tanggal 13 – 14 Mei 2019 dengan judul **"IMPROVING READING COMPREHENSION OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 4 METRO BY USING GUIDE O RAMA STRATEGY IN ACADEMIC YEAR OF 2018/2019"**

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di penggunaan sebagaimana mestinya.

Metro, 10 Mei 2019
Kepala Sekolah

AGUS PUJIANTO, S.Pd, M.Pd
NBM. 1042089



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3917 /In.28.1/J/PP.00.9/11/2019

20 November 2019

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)

2. Andianto, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Mei Ti Yana Sari
NPM : 1501070076
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Reading Comprehension Ability By Using Guide O Rama Strategy Of The Eighth Graders Of SMP Muhammadiyah 4 Metro In Academic Year Of 2019/2020

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049



**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-0400/In.28/D.1/TL.01/01/2020

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

Nama : MEI TRI YANA SARI
NPM : 1501070076
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE ORAMA STRATEGY OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 23 Januari 2020

Mengetahui,
Pejabat Setempat

AGUS RIZANTO, M. Pd.



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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

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

Nomor : B-0401/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0400/In.28/D.1/TL.01/01/2020,
tanggal 23 Januari 2020 atas nama saudara:

Nama : **MEI TRI YANA SARI**
NPM : 1501070076
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE O RAMA STRATEGY OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwasari Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 068/D.3/SMPM4/2020

Metro, 27 Januari 2020

Lamp : -

Hal : Balasan Ijin Research

Kepada Yth.

Wakil Dekan I IAIN Metro

Di -

Tempat

Assalamualaikum Wr.Wb.

Segala puji bagi Allah SWT atas limpahan Rahmat dan Hidayah Nya, sholawat dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW.

Berdasarkan Surat dari Institut Agama Islam Metro Nomor : B-0401/In.28/D.1/TL.00/01/2020 , Tanggal 23 Januari 2020, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : **MEI TRI YANA SARI**

NPM : 1501070076

Semester : 10 (Sepuluh)

Jurusan : Pendidikan Bahasa Inggris

Telah di iijinkan untuk melaksanakan research/survey di SMP Muhammadiyah 4 METRO dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa tersebut.

Demikian Surat Balasan Ijin Research ini dibuat, untuk dapat di pergunakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb.

Kepala SMP Muhammadiyah 4 Metro


AGUS PUJIANTO, S.Pd. M.Pd
NBM. 1042089



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 071/D.3/SMPM4/2020

Metro, 17 Februari 2020

Lamp : -

Hal : Telah Menyelesaikan Research

Kepada Yth.

Wakil Dekan I IAIN Metro

Di -

Tempat

Assalamualaikum Wr. Wb.

Segala puji bagi Allah SWT atas limpahan Rahmat dan Hidayah Nya, sholawat dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW.

Berdasarkan Surat dari Institut Agama Islam Metro Nomor : B-0401/In.28/D.1/TL.00/01/2020, Tanggal 23 Januari 2020, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : **MEI TRI YANA SARI**

NPM : 1501070076

Semester : 10 (Sepuluh)

Jurusan : Pendidikan Bahasa Inggris

Telah selesai melaksanakan research/survey di SMP MUHAMMADIYAH 4 METRO dari tanggal 27 Januari 2020 sampai dengan tanggal 17 Februari 2020 dengan judul *"Improving Reading Comprehension Ability By Using Guide O Rama Strategy Of The Eighth Graders Of SMP Muhammadiyah 4 Metro In Academic Year Of 2019/2020"*.

Demikian Surat Telah Menyelesaikan Research ini dibuat, Untuk dapat di gunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Kepala SMP Muhammadiyah 4 Metro

AGUS PUJIANTO, S.Pd. M.Pd

NBM. 1042089

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MEI TRI YANA SARI

NPM : 1501090096

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *New Writing Viewpoints Teaching Poetry Writing A-Five Canon Approach*

Metro, 31 Januari 2020

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MEI TRI YANA SARI

NPM : 1501090096

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *New Writing Viewpoints Teaching Poetry Writing A-Five Canon Approach*

Metro, 31 Januari 2020

Ketua Jurusan TBI

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



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47298; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-281/In.28/S/U.1/OT.01/04/2020**

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

Nama : MEI TRI YANA SARI
NPM : 1501070076
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 1501070076.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 28 April 2020
Kepala Perpustakaan


Drs. Mokhtaridi Sudin, M.Pd
NIP.1958083119810301001



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

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

Nama : MEI TRI YANA SARI
NPM : 1501070076

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Wednesday, September 11, 2019	✓		Revise : - cover - Table of content - chapter I - Bibliography	M:
2.	Wednesday, September 18, 2019	✓		Revise : - Grammar - Space - Identification of the study - Indicator of success	M:
3.	Monday, September 23, 2019	✓		Revise : - Chapter III - revise variable - grammar - Prior research	M:
4.	4/10/19	✓		Acc to reviewer	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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: iaimetro@metronet.id website: www.tarbiyah-metro.iaimetro.ac.id

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

Nama : MEI TRI YANA SARI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070076

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 10 Januari 2020	✓		Revise : - Observation sheet - Indicator chapter II - Add source	<i>ni</i>
2.	Senin 13 Januari 2020	✓		Revise : - Observation sheet	<i>ni</i>
3.	Jum'at 17 Januari 2020	✓		ACC APD	<i>m</i>

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

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

Nama : MEI TRI YANA SARI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070076

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19/19		✓	Review you indicator every text contain indicator	Ni
2.	20/19		✓	Test you instrumen yg sudah validasi Reliabel dari instrumen.	Ni
3.	30/19		✓	Review the instrumen (good instrumen)	Ni

Mengetahui :

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	6/20 1		✓	Maaf first grade	mi
5.	21/200 1		✓	Do the research! 	mi

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Semester/TA : 10 / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, 8 Juni 2020	✓		Revise : - abstract - Statement of research - Originality - Acknowledgement - BAB III Grammar - conclusion and suggestion - Bibliography	
2.	Friday, 12 Juni 2020	✓		Revise : - Ass. kearah hri - Bibliografi	
3.	Monday, 15 Juni 2020	✓		ACC munagasyah	

Mengetahui :
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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	14/10/20		✓	Review all error and notes	Mi
2.	19/10/20		✓	Ready to Exam <i>[Signature]</i>	Mi

Mengetahui :
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