AN UNDERGRADUATE THESIS

THE USE OF POETRY READING STRATEGIES TO IMPROVE INTONATION ABILITY IN THE ELEVENTH GRADE OF MADRASAH ALIYAH MUHAMMADIYAH METRO

By:

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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M

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Presented as a Partial Fulfillment of the Requirement For The Degree of Sarjana Pendidikan (S.Pd) In English Education Program

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APPROVAL PAGE

Title

: THE USE OF POETRY READING STRATEGY TO IMPROVE

INTONATION ABILITY IN ELEVENTH GRADE OF THE

MADRASAH ALIYAH MUHAMMADIYAH METRO

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Matter

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di-

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Assalamu'alaikum Wr. Wb.

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

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INTONATION ABILITY IN ELEVENTH GRADE OF THE

MADRASAH ALIYAH MUHAMMADIYAH METRO

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

Wassalamu'alaikum Wr.Wb.

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THE USE OF POETRY READING STRATEGY TO

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MUHAMMADIYAH METRO

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

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An Undergraduate thesis entitled: THE USE OF POETRY READING STRATEGY TO IMPROVE INTONATION ABILITY IN ELEVENTH GRADE OF THE MADRASAH ALIYAH MUHAMMADIYAH METRO, written by Nana Puspita Dewi, student number 1501070195, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 20th November 2019 at 15.00 – 16.30 am.

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VI

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THE USE OF POETRY READING STRATEGIES TO IMPROVE INTONATION ABILITY AT ELEVENTH GRADE OF THE MADRASAH ALIYAH MUHAMMADIYAH METRO

ABSTRACT

By:

NANA PUSPITA DEWI

The objective of this research is to show that the Poetry Reading Startegy to improve the Intonation Ability in teaching learning process. It is difficult for Indonesian students to pronounce English word correctly. The basis trouble in Indonesia student in learning intonation that they are not habits English. So that, they feel ashamed, lack of confidence. This method in learning process is the classroom action research. Classroom Action research is the research that has main goals to solve the problems faced by the studets. The object of this research was fifteen students of eleventh graders of the MA Muhammadiyah of Metro. This research was done in two cycles. Each cycles is done in two meetings. Each cycle consist of planning, action, observation, and reflection.

In collecting data, the researcher uses test, that are pre-test, post-test, documentation, observation, and interview. The purposes of pre-test and post-test are to know the students intonation ability before and being given the treatment.

The result in cycle I showed that the average percentage of active students 66,22% and in the cycle 2 is 76,2%. The average of pre-test and post-test show that there is an increase from pre-test and post-test. The average of post-test is higher than pre-test and post-test show that there is an increase from pre-test and post-test. The average of post-test is higher than pre-test. It is clear that based on the result, it can be said poetry reading strategy has positive improve in learning intonation ability. By using poetry reading as a strategy, the students are easier and undersand in following the class. So they enjoy doing the task and also, makes them excited in studying the material.

Referring to the analysis of the students score above, it can be said the poetry reading strategy is one of strategy can be improve towards the students intonation ability.

Keywords: Poetry Reading Startegy, Text Poem, Intonation test, Short Conversation Text

PENGGUNAAN STRATEGI MEMBACA PUISI UNTUK MENINGKATKAN KEMAMPUAN INTONASI DI KELAS SEBELAS PADA MADRASAH ALIYAH MUHAMMADIYAH METRO

ABSTRAK Oleh: NANA PUSPITA DEWI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa Poetry Reading Startegy dapat meningkatkan kemampuan intonasi dalam proses belajar mengajar. Sulit bagi siswa Indonesia untuk mengucapkan kata bahasa Inggris dengan benar. Dasar masalah siswa Indonesia dalam belajar intonasi bahwa mereka bukan kebiasaan bahasa Inggris. Sehingga, mereka merasa malu, kurang percaya diri. Metode dalam proses pembelajaran ini adalah penelitian tindakan kelas. Penelitian Tindakan Kelas adalah penelitian yang memiliki tujuan utama untuk menyelesaikan masalah yang dihadapi oleh para siswa. Objek penelitian ini adalah lima belas siswa kelas XI MA Muhammadiyah Metro. Penelitian ini dilakukan dalam dua siklus. Setiap siklus dilakukan dalam dua pertemuan. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi.

Dalam mengumpulkan data, penulis menggunakan tes, yaitu pre-test dan post-test ,, dokumentasi, observasi, dan wawancara. Tujuan pre-test dan post-test adalah untuk mengetahui kemampuan intonasi siswa sebelum dan diberikan perawatan.

Hasil pada siklus I menunjukkan bahwa persentase rata-rata siswa aktif 66,22% dan pada siklus 2 adalah 76,2%. Rata-rata pre-test dan post-test menunjukkan bahwa ada peningkatan dari pre-test dan post-test. Rata-rata post-test lebih tinggi dari pre-test dan post-test menunjukkan bahwa ada peningkatan dari pre-test dan post-test. Rata-rata post-test lebih tinggi daripada pre-test. Jelas bahwa berdasarkan hasil tersebut, dapat dikatakan strategi membaca puisi memiliki peningkatan positif dalam kemampuan intonasi pembelajaran. Dengan menggunakan pembacaan puisi sebagai strategi, para siswa lebih mudah dan kurang dalam mengikuti kelas. Jadi mereka senang melakukan tugas dan juga, membuat mereka bersemangat mempelajari materi.

Mengacu pada analisis skor siswa di atas, dapat dikatakan strategi membaca puisi adalah salah satu strategi yang dapat ditingkatkan terhadap kemampuan intonasi siswa.

Kata kunci: Startegi Reading Poetry, Teks Puisi, Test Intonasi, Teks Percakapan Pendek

STATEMENT OF RESEARCH ORIGINALITY

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Motto

خَيْرُ الناس أَنْفَعُهُمْ لِلناس

"The best of human beings is the most beneficial to humans"

(Narrated by Ahmad, ath-Thabrani, ad-Daruqutni. This hadith is celebrated by al-Albani in Shahihul Jami 'no: 3289).

"Be A Human Being Who Offers and Is Knowledgeable" (Writer)

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved parents and all whom I love.

Furthermore, to my almamater, State Institute for Islamic Studies of Metro"

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Praise be to Allah SWT for give mercy and blessing that the writer is able to accomplish and complete this undergraduate thesis. This thesis entitled "The Use of Poetry Reading Strategies to Increase Intonation Abilityat Eleventh Grade of the Madrasah Aliyah Muhammadiyah Metro", is presented to fulfill one of the requirements in accomplishing the S-1 Degree at State of Islamic Studies of Metro.

First of all, the writer would like to thank to Allah SWT has given me mercy, blessing and healty for finishing this undergraduate thesis. Second one is Prof. Dr. Akla, M.Pd., as a Dean of State Institute for Islamic Studies of Metro. Next, the writer wishes to express his thank to Mr. Ahmad Subhan Roza, M.Pd as a head of English Departement. The writer also wishes to express his thank to Mr. Dr. Mahrus As'ad, M.Ag as the first advisor who has given his endorsement, time and guidance, so that the writer could finish the undergraduate thesis well. The writer also wishes to express his thanks to Mr. Ahmad Subhan Roza, M.Pd as the second advisor who has contributed her expertise and ideas to assist the writer. The writer would like to thank the Chief of State Institute for Islamic Studies of metro, who has given support and approval in order the writer was able to conduct the research. Than, the writer would like to thank to parent for always the one who prays and give the guidance for finishing this undergraduate thesis.

The writer welcomes to any suggestions and criticisms to improve of this undergraduate thesis and hopefully this will be useful for the writer and the readers.

The Write

Nana Puspita Dewi

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As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the writer that he can accomplish this Undergraduate Thesis. Sholawat and Salam be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to his beloved parents (Mr. Suparudin and Mrs. Sriwahyuni), for all their valuable supports and moral encouragement in motivating the researcher to finish his research.

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My big family, father Moh. Yusuf, S.Pd., mother Miskiyah, S.Pd., my sister
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The researcher feel that it is really pleasure for her to receive criticsm and

suggestion to make this undergraduate thesis better. She also hops that this

undergraduate thesis would be beneficial, particularly for her and for those who

are interested in it.

Metro, October 2019

The Write

Nana Puspita Dewi

NPM. 1501070195

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an activity used by someone to communicate with other people. It has become part of the daily activities. However, it is difficult for Indonesian students to pronounce English word correctly. There is influence of some aspects on students' pronunciation such as their mother tounge, intonation, stress, rythm, dialect in ethnic group, and ect. It is because of the differences between their mother tongue and pronunciation in English.

Moreover, kind of the pronunciation consists of intonation, stress, rythm, sound, and others. Pronunciation is one of the most important part of English to communicate with other people. Also, there is a difference between symbol and sound. Therefore, it makes a student confused and difficult to pronunce English word correctly, and to solve their problem. Therefore, it is important for the teacherto teach about pronunciation.

Moreover, the students often find problem with pronunciation when they speak, read or listen to English words. It might be caused by some factors. There are two kinds of factors which affect someone in learning English including of internal and external factors come from the learners themselves, such as a motivation, interest, aptitude, and intelegence, while external factors come from outside of the learners, such as the situation and condition of the environment, and learning materials.

Furthermore, learning about intonation is included in pronunciation learning material. Pronunciation is the most important for the students. The students get the trouble about intonation in pronunciaction is to much because of training intonation is

sustained. The students can be practiced by using a short conversation to their friend in everyday. The correlation between pronunciation and intonation, make big influence.

However, there are many problems at every school in learning process. The several problems faced by teacher to apply the appropriate strategy that does not include in learning process. The real problem occurs at Madrasah Aliyah Muhammadiyah Metro. Based on the teacher's explanation about the learning process, the students get problems in pronunciation. Based on the interview data with the English teacher, it is known that the students do not have the good habit in speaking English and they have low motivation in learning English. In addition, the students feel ashamed to speak English and they have lack of interest for learning pronunciation.

Therefore, there are few students who can follow in speaking class material given by the teacher. The other students did not pay attention to the teacher, and sometimes the students look sleepy during the learning process. It makes the students become as passive as they do not have the motivation.

Based on the data pre-survey, the researcher had done the data in form of the minimum pronunciation learning process. The result of pre-survey is illustrated in the following table, as follows:

Table 1

The Intonation Score of the Students at the Eleventh Grade of Madrasah

Aliyah Muhammadiyah Metro

No	Name	Score	Categories
1	ALF	70	Complete
2	AB	70	Complete
3	AIE	63	Incomplete
4	AN	70	Complete
5	AJO	61	Incomplete
6	CEE	71	Complete
7	DK	65	Incomplete
8	EIA	73	Complete
9	FEB	65	Incomplete
10	FIU	72	Complete
11	GIT	60	Incomplete
12	HRS	70	Complete
13	IIN	70	Complete
14	IM	65	Incomplete
15	IFL	73	Complete
Tota	nl	1.018	-
Ave	rage	68	-

Source: Pre-Survey Data of Class XI MIA Madrasah Aliyah Muhammadiyah Metro on 5thDecember 2018.

Table 2

The Calculate Data of Students Intonation Test at the Eleventh Grades of

Madrasah Aliyah Muhammadiyah Metro

No.	Grade	Frequency	Percentage	Category
		(Students)	(%)	
1.	≤ 68	11	55 %	Incomplete
2.	≥ 68	9	45 %	Complete
Total	(n)	15	100 %	

(Archived from the students' assignment of intonation ability, mastery given by the English teacher on 5 December 2018).

Based on the result of pre-survey, it was investigated that the percentage of students whose intonation ability is less than Minimum Mastery Criteria (MMC) is 55 %. Meanwhile, the percentage of students whose intonation ability is more than MMC is 45 %. It means that the percentage of complete category is less than the percentage of incomplete category. Therefore, it is concluded that the intonation ability mastery among the eleventh grade at Madrasah Aliyah Muhammadiyah Metro is insufficient.

Meanwhile, there are some ways in language learning, for example using poetry reading strategy to teach intonation. In doing this study, the writer use poetry reading to increase intonation ability. Based on the reasons above, the researcher believes that poetry reading strategy can be used as an alternative way in the language learning. The last, the researcher conducted a research in improving the intonation ability by using poetry reading strategy. Therefore, the researcher found the solution with the some problems in learning English especially training intonation of the Madrasah Aliyah Muhammadiyah Metro.

B. Problem Identification

Based on the background explained above, consecuently the problems of the study are identified below:

- 1. The students do not have the good habit in speaking English.
- 2. The students have low motivation in learning English.
- 3. The students feel ashamed to speak English.
- 4. The students have lack of interest for learning pronunciation.
- 5. The students have low intonation ability.

C. Problem Limitation

From the identification above, the researcher limits the problem in the students' problem in intonation ability. Therefore, the researcher gives the priority to students intonation ability at the eleventh graders in Madrasah Aliyah Muhammadiyah Metro.

D. Problem Formulation

Based on the background of study and problem identification above, the reserachers formulates of the problem in this research, as follows:

- 1. "Can the poetry reading strategy to improve intonation ability among the eleventh grade of the Madrasah Aliyah Muhammadiyah Metro?"
- 2. "Can the Poetry Reading Strategy to improve learning activities at the eleveth grade of Madrasah Aliyah Muhammadiyah Metro?

E. Objective and Benefit of the Research

This research has some objective are as follows:

1. Objectives of Study

Based on the problem formulation, the purpose of this research is to show that the use of a Poetry Reading Strategy to improve the students' intonation ability and their learning activities among the Eleventh Grade of the Madrasah Aliyah Muhammadiyah Metro.

2. Benefits of Study

a. For students

Hopefully, this research becomes the motivation to the students in order to be more actives and spirits, especially in learning English. It can motivate the students to improve the knowledge about intonation in speaking. Moreover, the learners can be more active in learning subject.

b. For English Teacher

This research can add the new strategy, tool, and experience for the teacher especially in teach speaking skill. Therefore, it becomes an information for addition the insight competent of low confidence got by the student in learning English too.

c. For Headmaster

This research is expected to become a consideration material to facilitate learning process especially in English intonation in speaking. If this research can make the big positive influence especially for the student, it will make a changing learning in this school to the new research.

d. For other researcher

This research is expected to add the experience means in English instruction, to apply the knowledge that researcher go the more learn and teach. Finally, it is

hoped that this research can give the best contribution in Madrasah Aliyah Muhammadiyah Metro.

F. Prior Research

This research was done based on the consideration of some prior researches. The first prior research was done by Saputri Dwi Lestari who did research in the title of Reading Poems as a Strategy to Improve English Pronunciation Ability on the Segmental Future and Words Stress.¹

It aimed to make the students should be able to join the sounds in a sequence to the next sound without difficulty or stumbling. Because of that, poems are commonly used to practice and teach pronounciation for English learners. The researcher used poems because reading English poem is believed to have direct influence on the pronunciation skills.

The subjects of the first prior research were the students of eleventh-IPA grade students of SMA Walisongo Semarang in academic year of 2014/2015. The number of the subjects was 25 students. That research is a classroom action research by using the descriptive qualitative to analyse the data.

In addition, the second prior research was done by Lidya Shinta Mutiara, Heri Yufrizal, Muhammad Sukirlan, who did research in the title of *Implementation Of Reading Poem Practice To Improve Students' Pronunciation*. The objectives of the second prior research are intended to (1) find out the improvement of students' pronunciation after being taught through poetry reading, and (2) find out the students' problems in learning pronunciation through poetry.

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¹Saputri Dwi Lestari, Reading Poems As A Strategy To Improve English Pronunciation Ability On Segmental Features And Word Stress ... Semarang, 2015, 1-2.

That research above used quantitative research that was conducted at SMP N 8 Bandar Lampung. The subject was class II D which consisted of 30 students. The data were collected through: try out tests, pretests and posttests. After getting the means of pretests and posttests the researcher compared both means. Finally the result of this research showed that students' understanding improved in each cycle after they were taught using poems. It was signed by their improvements of each result test. ²

The similarity and differentiation between this research and first prior research are both of these researches are researching senior high school students and improving the quality of intonation in students' speaking skill. This research has similarity compared by the second prior research. The similarity is in form of the same strategy to improve pronunciation ability that is poetry reading strategy. The differentiation between this research and the second prior research is the sample of the research. The first prior research conducted the research by increasing the tenth graders at XI of SMA Walisongo, Semarang as the sample. Meanwhile, the sample of the second prior research is SMA N 8 Bandar Lampung.

Based on all of the illustration about it is concluded that this research and all of the prior researches concern on the implementation of Poetry Reading Strategy in teaching pronunciation which the refers to intonation. The differences are about different research method, research sample and research finding. Therefore, by considering same prior researches above, it is advisable to implement Poetry Reading Strategy in teaching intonation in speaking.

² Lidya Shinta Mutiara, *Implementation Of Reading Poem Practice To Improve Students' Pronunciation...*, Lampung, 1-3.

Based on the above description of prior research, the researcher decides to use classroom action research as has been done by the first research in prior research.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Intonation Ability

1. The Definition of Intonation

Intonation is the ensemble of pitch variations in the course of an utterance.³ Language in spoken is variation. When speaking with each other, people must be able to know anything about kind in speaking skills. Include the expression through intonation in a conversation. In addition, intonation is often described as a music of speech that encompasses the moment at which people change the pitch of our voice in order to give certain message.⁴ Usually, the sound of intonation are middle, high fall, and low fall. Therefore, can find the wavy of intonation tune (pitch change). It is known that in speaking skill, there will be some different intonations convey to different meaning.

Moreover, intonation is an aspect of language not usually brought to the level of consciousness.⁵ In speaking, the speakers have a level tune in sound language. Therefore, all of the people have a different in sound language.

³J.'t. Hart. R. Collier dan A. Cohen, *A Perceptual Study of Intonation-An Experimental Phonetic Approach to Speech Melody*, Cambridge University Press, 2006, 10.

⁴Jeremy Harmer, *How to Teach English-An Introduction To the Practice of English Language Teaching*, 2001, 51.

⁵Barbara Bradfood, Intonation *In the Context-Intonation Practice for Upper Intermediate and Advance Learner of English*, Cambridge University Press, 1988, 1.

Furthermore, intonation is also used to convey emotion, envovement and emphaty.⁶ Intonation in speaking can express the emotion in the process of speaking with other people. There is the big influence for understanding about the speakers say.

In addition, intonation is the term used for the melody of speech, variations of speech of the voice.⁷ Therefore, based on all explanation above, it is concluded that intonation is kind of variation in pitch when we speak up. It is also a way modifying the strength or intention of what speakers are say.

2. The Types of Intonation

A syllable on which a pitch change takes place is usually marked with one of the following signs, depending upon the type of pitch change, as follow:⁸

a. A high fall Intonation

A high fall is a type of intonation that is symbolized by the pitch fall from very high to very low. The symbol of high fall intonation is ['].

Example: 'Go a'way (angry command)

'What a 'beautiful 'view! (strong surprise)

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⁶ Jeremy Harmer, *The Practice Of English Language Teaching Third Edition Completly Revised and Update*, Cambrige UK, 28-32.

⁷ Neelam Shahwar, *Techniques Of Teaching Stress, Rhythm And Intonation Patterns To The Learners Of English In India*, Department Of English Aligarh Muslim University Aligarh (India), 2004, 64

⁸ *Ibid*, 64, 94-100.

b. A low fall Intonation

A low fall is a type of intonation that is symbolized by the pitch fall from mid to very low. The symbol of of high fall intonation is [\] Example: \Can you \sing a song? (Uninterested, showing no involvement)

'Good \night (pleasant but a routine sort of greeting)

c. A high rise Intonation

A high rise is a type of intonation that is symbolized by the pitch fall from very low to very high. The symbol of high fall intonation is ['].

Example: 'She would? (expressing surprise, disbelief)
'Is he a round? (expressing eagerness)

d. A low rise Intonation

A low rise is a type of intonation that is symbolized by the pitch fall from very low to mid. The symbol of of high fall intonation is [/]

Example: 'Cheer /up (reassuring, encouraging)

(She didn't attend the class,)/did she'? (asking for information)

e. A fall rise Intonation

A fall rise is a type of intonation that is symbolized by the pitch fall from about mid to low and then rises again to mid. The symbol of of high fall intonation is ["].

Example: I'm 'happy to see you doing /good (encouraging, sympathetic)

f. A rise fall Intonation

A rise fall is a type of intonation that is symbolized by the pitch fall from low to about mid and then falls again to low. The symbol of of high fall intonation is [^].

Example: But is her '^baby so ^cute'? (suspicious interest)

Every language has a speech melody. The pitch of the voices rises, falls or it remains level, high or low and the voice-pitch variation produces tones. It names the intonation in speaking is variation in a sound.

3. Elements of Intonation

Intonation is a complex part of pronunciation. There are some important elements of intonation. Intonation consist of the following element: 9

1. Prominence

Prominence is an element of intonation that has most important function of intonation, and almost certainly the most teachable one. Prominence determines the noticeable of word. This makes the systematic vowel lightening increase volume and makes pitch variation (sentence stress). A speaker focus on these word the information which is the crucial in the message being conveying.

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⁹ Ranalli, James M. Discourse Intonation: To Teach or not to Teach? Birmingham: University of Birmingham.,2002, 13-15.

2. Tones

Tone is an important element of intonation as the most frequently occurring the conversation (significant in the developing conversation).

Tone consists of the rise, the fall, and the fall-rise.

3. The tone unit

The tone unit is an element of intonation that is identified as a potentially useful tool to teach. It is help both the speaker, listener and resemble much more a basic unit of spoken language than does the sentences.

4. Key

Key the refers relative pitch level of utterance of part of utterance.¹⁰ Sometimes, the key has the influence to raising and lowering the small chunk (unit tones).

4. Intonation in Speaking Assesment

To asses the speaker's intonation, analytical rubric stated by Weir can be used, as follows: 11

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¹⁰Barbara Bradfood, Intonation *in the Context-Intonation Practice for Upper Intermediate* and Advance Learner of English, Cambridge University Press, 1988, 3.

¹¹Cyril J. Weir, Language Testing and Validation-An Evidence-based Approach, New York. 2005, 195.

Pronunciation

No.	Criteria	Indicators
1.	4 (excellent)	Occasional errors of pronunciation a few
		inconsistencies of rhythm, intonation and
		pronunciation but comprehension is not impeded.
2.	3 (good)	Rhythm, intonation and pronunciation require more
		careful listening; some errors of pronunciation
		which may occasionally lead to incomprehension.
3.	2 (adequate)	Comprehension suffers due to frequent errors in
		rhythm, intonation and pronunciation.
4.	1 (fair)	Words are unintelligible. It is a scoring assessment
		of intonation pattern. When we using in this
		assessment reflection task, we can know the
		scoring in teaching intonation. So that, the teacher
		can measure the student intonation assessment with
		correct.

$$Intonation \ Grade = \frac{Total \ of \ The \ Point \ that \ student \ gets}{Total \ of \ Ideal \ Point} x 100$$

No	Assesment Pronunciat	
	Criteria	Point
1	Excellent	84-100
2	Good	63-83
3	Fair	42-62
4	Poor	21-41
4	Very Poor	0-20

B. The Poetry Reading Strategy

1. The Concept of Poetry Reading Strategy

Poetry is full of voices, the talk of humans, other living creatures, and 'inanimate' objects – as in riddles.¹² It means that learning language can be expressed through training reading poem. In this context, poetry refers to talk of human or inanimate as a property in practice. It can train intonation ability.

Moreover, the poem is composed entirely of capital letters except for the image of the moon, whose graceful outline is rendered in lower case letters. ¹³ It means that when the speakers training of reading poem, we can be practice using gesture. Training using gesture can express our feeling based on the text poem. It's make understanding for the audience for understood about the story from poem.

In addition, poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being. Poetry is used to achieve this artistic expression in several ways. ¹⁴ In the other words, learning poetry must be able to understand about all of the aspect particularly for expressing the idea and the emotion. It means that, this makes a big influence to increase comprehension.

Moreover, poem is not only a literary fact, but also a social one. The produced of poem within a context which includes the life of the author, the audience for whom he or she writes, and the background relationships of

¹⁴ Bernie Ollila and Joe Jantas, "The Definition of Poetry", December 15, 2006, 1.

¹²Robert Hull, *Poetry-From Reading to Writing*, New York, 2010, 69.

¹³William Bohn, *Reading Visual Poetry*, New York, 2009, 20.

various social, historical and political factors. Therefore, poem is enmeshed in circumstance, both in its production by the poet and its reception by the reader.¹⁵ It means that learning strategy of poetry is direct and indirect. It means that it implied message. As well, the content of poetry is felt by someone, journey of life, and etc.

Therefore, based on the explanation above, poetry reading strategy is important. The speakers can learn about written and can feel the talent in poem too. When people read the poetry, the readers can bring to audience in the same feeling atmosphere in the real world. Learning poetry reading can increase the intonation ability. Than, the poets can rule the stage with the best. So that, the learning poetry can be enjoyable when the poetry reading strategy is includef in the learning activities.

2. The Principles of Poetry Reading Strategy

According to Cohen, there are five principled of Poetry Reading Strategy for building fluency as follow as: 16

a. Read easy material

It is important to keep in mind that if reading fluency is the goal, any text that slows comprehension or is too difficult should not be used.

¹⁵David Buchbinder, Contemporary Literary Theory And The Reading Of Poetry, Western Australia, 1991, 98.

¹⁶Joshua Cohen, Second-Language Literacy Instruction: Five Principles Effective Fluency Development, Asian EFL Journal. Professional Teaching Articles. Vol. 54 August 2011. Kwansei Gakuin University, Japan, 61-65.

b. Repeated Reading

Repeated reading is one of the best known and most widely used instructional techniques designed to support fluency. By the listening to their students read aloud, teacher can focus on the sub skill with fluency reading and intonation ability. Reread text can use oral test.

c. Strategy-Based Study

On strategy use suggest that struggling learners are able to increase their ability through training and guidance displayed by more successful learners. Another strategy for improving reading fluency is to teach suprasegmentals such as the stress, rhythm and timing used to convey meaning intonation in pronunciation.

d. Phrases First

Many students have their own struggle with fluency read words one at a time, saying the words to themselves. The "read-and-look-up" technique is another method that can help learners work. This activity works best in pairs, the students can also work alone as home using a mirror as a reference point for practice.

e. Teachers as the Source

Teachers can influence the actions of their student ways. A simple and direct technique for influencing the behaviour of learners is by demonstrating or modelling.

Based on the explanation above, the teachers can create a more language learning environment in which students both enjoy

learning. Especially in reading fluency refers to training intonation, feeling and the best expression.

3. Benefits of Poetry Reading Strategy

Poetry reading strategy assists the speakers to recognize that this strategy helps them to understand intonation more effectively. As a result, it is meaningful to explore reading strategies that are used in reading poetry.¹⁷ It means that the speaker can show that students significantly tend to use the strategies that require their creativity to construct new ideas in the meaning making of poetry. So that, it makes the training intonation in speaking skills be better.

Through the poetry reading strategy, the students would be expected: 18

- a. Having plenty opportunities about text of poem.
- b. Being a great deal of oral in speaking.
- c. Influencing someone speaking fluency based on the great intonation.
- d. Improving their listening about English.
- e. Increasing someone confidence through read of poem.

The researchers can show about the benefit this strategy through the point of explanation above. Such as, the student to known about great

¹⁷ Shirin Shafiei Ebrahimi and Zaidah Zainal, *Survey of Poetry Reading Strategy as the Modern Tool to Identify Poetry Reading Strategies*, Journal of Education and Practice Vol.7, No.19, Universitas Teknologi Malaysia, Johor. 2016, 1.

¹⁸John Davison and Jane Downson, *Learning to Teach English in the Secondary School Third Edition*, Routledge, 263.

deal of speaking in English, improving their knowledge about poem, and etc.

4. Implementation of Poetry Reading Strategy in Teaching Intonation in Speaking Ability

The use of Poetry Reading Strategy in teaching intonation in classroom activity is as follow:¹⁹

- a. The teacher reads the poetry aloud as a role model in class.
- b. The teacher involves the students to read poems of the heart.
- c. The students listen to the teacher.
- d. The students learn poetry by heart at all.
- e. The students recite the poetry aloud, together or individually, in class.

Implementation of poetry reading strategy makes a variation activity and new strategy of teaching learning in classroom. So that, the students can improve their intonation in speaking skill easily and fluently.

C. Action Hypothesis

Based on the above theoretical framework, the researcher formulates the action hypothesis that use of Poetry Reading Strategy can improve students' intonation ability and learning activities of the eleventh grade of Madrasah Aliyah Muhammadiyah Metro.

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¹⁹Ibid, 263.

CHAPTER III

RESEARCH METHOD

A. The Research Setting

In this research, the researcher used Classroom Action Research (CAR) intended to increase students' intonation ability. This research was conducted in Madrasah Aliyah Muhammadiyah Metro which is located in Jl. Ahmad Dahlan No. 1 Imopuro Pusat, Kota Metro, Lampung.

B. The Subject of the Research

The subject of this research is the eleventh grader of Madrasah Aliyah Muhammadiyah Metro. There are three classes of the eleventh grades of the Madrasah Aliyah Muhammadiyah Metro, but the researcher chose one of the classes. In conducting this research, the researcher chose class XI MIA that consists of 15 students. In this research, the researchers improved the students' intonation ability as an object of this research.

Table 3

Total students of the Eleventh Grade Madrasah Aliyah

Muhammadiyah

No.	Class	Gender	r	Total
g.	XI MIA	Male	Female	15
		8	7	

C. Research Procedure

In this research, the researcher used Classroom Action Research (CAR).

Meanwhile, form Jean McNiff state that, action research is a name given to a particular way of researching the own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be. 20 Therefore, classroom action research is the research that has main goals to solve the problems faced by the students. The researcher practices the needs attention in some way to take action to increase in practice it and it produced evidence to show in what way the practice has increase well.

In this research, the researcher conducted in 2 cycles. Because the first cycle was failed, it was continued in the second cycle. It was conducted until there an improvement on the students' intonation ability. The cyclical classroom action research is presented as follows:

²⁰Jean McNiff and Jack Whitehead, Action Research: Principles and Practice Second Edition, New York, 2002, 15.

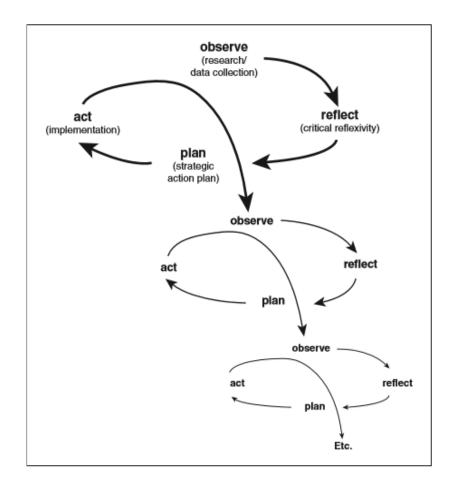


Figure 1. Cycles In Action Research, Zina O'Leary Model²¹

1. Cycle I

a. Planning

Planning is the first step in each activity. It is conducted before the researcher starts her action research. This plan was used during the research in every cycle and revise based on the improvement of the students. The activity as follow:

- 1) Researcher prepared the lesson plan, media of learning, and material
- 2) Researcher prepared the type of the learning.

²¹Zina O'Leary, The Essential Guide to Doing Research, 2004, 141.

3) Researcher prepared the instrument of observation.

b. Acting

The second step in this research is acting. In this step, the researcher implements the planning and conducted in some meetings. The activity as follows:

1) Pre Teaching Activities

- a. The researcher greeted the students and asked them to pray.
- b. The researcher checked the students' attendance list.
- c. The researcher chose the material going to be taught.
- d. The researcher gave a motivation before start the lesson.

2) While Teaching Process

- a. The researcher applied the lesson plan.
- The researcher started the class by greeting the students,
 praying together and checking the students' attendance list.
- c. The researcher gave explanation about the topic.
- d. The researcher gave explanation about poetry reading strategy.
- e. The researcher gave the example about poem and the read by researcher.
- f. The researcher gave the poem that to try for read by the students.
- g. The teacher read the poetry aloud as a role model in class.
- h. The teacher involved the students to read poems of the heart.
- i. The students listened to the teacher.

- j. The students learnt poetry by heart at all.
- k. The students recited the poetry aloud, together or individually, in class.

3) Post Teaching Activities

- a. The researcher asked students to discuss the diffculties of the lesson.
- b. The researcher and students concluded the material together.
- c. The researcher gave the score for students.
- d. The researcher gave a review about the lesson.
- e. The researcher closed the lesson by praying.

Based on the explanation above, it is one of the process teaching learning activity in this research. It make a easily for to understand about the research process in teaching learning.

c. Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting based on observation paper that has been arrange. The important things in teaching learning process are noted by observer.

d. Reflecting

The last step in this process is reflecting. The researcher analyzed and discussed the observation result during teaching and learning process in order to know the weakness and strength of the action research in this

steps. The researchers used the data from evaluation to make improvement for the second cycle.

2. Cycle II

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher focused on repairing the weakness in the cycle 1. Here, the steps that the researcher was done in planning:

- **5.** The researcher continued the activities that have done in the first cycle.
- **6.** The researcher prepared the lesson plan, media of learning, and material.
- 7. The researcher prepared the instrument of observation.
- **8.** The researcher determined the evaluation instrument of the test (pre-test and post-test).

b. Acting

This is like in the first cycle, where there are 3 activities in teaching and learning process, pre teaching, while teaching and post teaching.

D. Pre Teaching Activities

- 5. The researcher greeted the students and asked them to pray.
- 6. The researcher checked the students' attendance list first.
- 7. The researcher chose the material that be taught.

E. While Teaching Process

- a. The researcher applied the lesson plan.
- b. The researcher started the class by greeting the students, praying together and checking the students' attendance list.
- c. The researcher gave explanation about the topic.
- d. The researcher gave explanation about poetry reading strategy.
- e. The researcher gave the example about poem and the read by researcher.
- f. The researcher gave the poem that to try for read by the students.
- g. The teacher read the poetry aloud as a role model in class.
- h. The teacher involved the students to read poems of the heart.
- i. The students listened to the teacher.
- j. The students learnt poetry by heart at all.
- k. The students recited the poetry aloud, together or individually, in class.

F. Post Teaching Activities

- e. The researcher asked the students to discussed the diffculties of the lesson.
- f. The researcher and students concluded the material together.
- g. The researcher gave the score for students.
- h. The researcher gave review about the lesson.
- i. The researcher closed the lesson by praying.

c. Observing

The observing at the cycle II is almost the same with the observing at the cycle I.

d. Reflecting

The researcher corrected and analysed the result of the action. In the step, the researcher compared the score distribution of pre-test and post-test, the researcher reviews and reflects on the student's attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

D. Data Collecting Technique

In collecting the data, the researcher uses the following technique:

1. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.²²

In this case, the researcher observes the students directly in the classroom and gets the description of students' activity in learning writing process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to the lesson plan. The

²²Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80.

information obtained from this observation is used as a basis to determine the planning for the following cycle.

The researcher used the method to get the data about students' activities such as students' speaking activity, and students' good participation. The teacher and students' activities are observed and noted by the observer.

2. Test

The researcher used pre-test and post-test form to see their ability before and after giving the treatment.

a. Pre-Test

Pre-test was given before implementing the strategy in order to know the level of students' intonation ability before doing the action research. The researcher got the intonation ability test in the form of oral test. The students were asked to do dialogue in English based on certain topic.

b. Post Test

Post-test was given in the last meeting after implementing the strategy in order to know whether the strategy gave the good contribution to the students' intonation ability at the eleventh grade of Madrasah Aliyah Muhammadiyah Metro. The improvement could be known if the score of post-test is higher than pre-test and the score can achieve the passing grade.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' writing worksheet, student records and profile, course overviews, lesson plans, classroom materials.²³

Documentation is needed to get the information from written source or documents such as book, magazines, and daily report. The researcher used this method to get the data about the history of the school, the sum of teachers and students at the Madrasah Aliyah Muhammadiyah Metro.

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

- a. The history of MA Muhammadiyah Metro.
- b. Vision and mission of MA Muhammadiyah Metro.
- c. The condition teachers and officials employes in MA Muhammadiyah Metro.
- d. The quantity of the students of MA Muhammadiyah Metro.
- e. The condition of building and the sketch of MA Muhammadiyah Metro.
- f. Organization structure of MA Muhammadiyah Metro.
- g. Writing worksheet, course overviews and classroom materials of the students of MA Muhammadiyah Metro.

²³ *Ibid*, 117.

4. Field Note

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

E. Research Instrument

1. Intonation Test

To identify the students' intonation ability of the tenth grade of MA Muhammadiyah Metro, the researcher applied a intonation test. The test measured the students' intonation ability.

The test consists of pre-test and post-test of this research was in the form of oral test that asks the students to intonation test in English. The table of test specification of intonation test is provided as follows:

Table 4

The Table of Test Specification of Intonation Test in Pre-Test

	m i i c-i cst						
Basic Competence	Performance Goal	Oral Test Items of Intonation Test					
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan	Siswa mampu menyusun teks lisan dan tulis untuk menyatakan,	Please practice the dialogue with your pair based on one of the following topics!					
merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial,	menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan	Suggestion to go to the library.					

struktur teks, dan	fungsi sosial,	2.	Offering something to
unsur kebahasaan	struktur teks, dan		
yang benar dan	unsur kebahasaan		drink.
sesuai konteks yang	yang benar dan		
meliputitatabahasa,	sesuai konteks yang		
kosa kata, ucapan,	meliputitatabahasa,		
tekanan kata,	kosa kata, ucapan,		
intonasi, ejaan,	tekanan kata,		
tandabaca,	intonasi, ejaan,		
tulisantangan.	tandabaca,		
	tulisantangan.		

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher at Eleventh Grade in Madrasah Aliyah Muhammadiyah Metro

Table 5

The Table of Test Specification of Intonation Test in Post-Test I

Basic	Performance Goal	Oral Test Items of Intonation
Competence		
4.1 Menyusun	Siswa mampu	Please practice the dialogue
teks lisan dan tulis	menyusun teks lisan	based on one of the following
untuk menyatakan,	dan tulis untuk	topics!
menanyakan, dan	menyatakan,	
merespon	menanyakan, dan	1. Suggestion to go to the
ungkapan memberi	merespon ungkapan	
saran dan tawaran,	memberi saran dan	movie.
dengan	tawaran, dengan	
memperhatikan	memperhatikan	2. Offering something to
fungsi sosial,	fungsi sosial,	
struktur teks, dan	struktur teks, dan	eat.
unsur kebahasaan	unsur kebahasaan	
yang benar dan	yang benar dan	
sesuai konteks	sesuai konteks yang	
yang meliputitata	meliputitata bahasa,	
bahasa, kosa kata,	kosa kata, ucapan,	
ucapan, tekanan	tekanan kata,	
kata, intonasi,	intonasi, ejaan,	
ejaan, tanda baca,	tanda baca, tulisan	
tulisan tangan.	tangan.	

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher at the Eleventh Grade in Madrasah Aliyah Muhammadiyah Metro

Table 6

The Table of Test Specification of Intonation Test in Post-Test II

Basic Competence	Performance Goal	Oral Test Items of Intonation				
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputitatabahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tandabaca, tulisantangan.	Siswa mampu menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputitatabahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tandabaca, tulisantangan.	Please practice the dialogue based on one of the following topics! 1. Suggestion to eat at the new place. 2. Offering something to help.				
tuniantungun.						

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher at the Eleventh Grade in Madrasah Aliyah Muhammadiyah Metro

2. Observation Sheet

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

a. The students' attention on the teacher's explanation.

- b. The students' activeness in asking and answering the question.
- c. The students' activeness in whole class activity.
- d. The students' ability in doing the task from the teacher.

3. Documentation Sheet

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

- a. The history of MA Muhammadiyah Metro.
- b. The vision and mission of MA Muhammadiyah Metro.
- c. The condition teachers and officials employes in MA Muhammadiyah Metro.
- d. The quantity of the students of MA Muhammadiyah Metro.
- e. The condition of building and the sketch of MA Muhammadiyah Metro.
- f. The organization structure of MA Muhammadiyah Metro.
- g. The intonation worksheet, course overviews and classroom materials of the students at MA Muhammadiyah Metro.

4. Field Note Sheet

The field note supported the data from the research. It was aimed at take a picture and video the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this

35

research. Therefore, the researcher was able to see the students'

progress on their intonation skills. Then, it details on the teaching and

learning process such as: classroom situation, classroom management,

classroom interaction, classroom interaction between teacher and

students, classroom interaction betweeen students and students.

F. **Data Analysis**

In this research, the researcher conducted the data analysis by taking the

average score from the result of the pre-test and post-test. Furthermore, to know

the improvement, the researcher compared between pre-test and post-test after

giving the treatment. Then, the result is matched by the minimum standard in this

school at least 68. From cycle 1 there are some students not successful, so the

researcher conducted cycle 2. Furthermore, to find out the mean score, the

following formula is applied²⁴:

 $\overline{X} = \frac{\Sigma x}{N}$

Where:

 \overline{X} : The mean score

 Σx . The total number of student scores

N: The number of students

²⁴ Donald Ary, *Introduction to Research in Education*, (USA: Wadsword. 2010), 108-109.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows: 25

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

P = Class percentage

 $\mathbf{F} = \text{Frequency}$

N = Number of student

G. Indicator of Success

The indicator of success in needed to know the successful of the process and learning result. In this research, students are called successful if 70% students are active in learning process and get the 68 score or more, so this research is stopped.

²⁵ Neil A Weiss, *Introductory Statistics* (Boston, MA,:Addition-Wesley, 2012), 41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESEARCH RESULT

1. Description of Research Location

a. The History of MA Muhammadiyah Metro

The establishment of Madrasah Aliyah Muhammadiyah Metro was as the continued institution of *Pendidikan Guru Agama (PGA)*that was established in 1982. The exchanged function of *PGA* 6 to Madrasah Aliyah was legalized by *Keputusan Departemen Agama RI No. 64 tahun 1990 tanggal 25 April 1990 dan No. 42 tahun 1992 tanggal 27 Januari 1992*. In addition, the Islamic boarding school of Darul Arqom is part of MA MuhammadiyahMetro, so that the students of MA Muhammadiyah Metro were the students in Darul Arqom's cottage.

Furthermore, in 2008 Muhammadiyah Metro Aliyah Madrasah, that at that time was signed by Mr. Hi Sugeng Siswoyo, M.Pd as head of the Madrasah, tried to revive the role of the Islamic boarding school of Darul Arqom in strengthening MA Muhammadiyah Metro especially in the field of Islamic Education and later in 2011 efforts to revive the Islamic boarding school of Darul Arqom were resumed by Mr. Mustoto, M.Pd.I, who at that time was headmaster of MA Muhammadiyah Metro.

The hard work of reviving Pondok Darul Arqom, little by little, paid off. Al-results in the initial period, Mr. Hi. Sugeng Siswoyo, M.Pd. Madrasah Aliyah Muhammadiyah Metro accepts new students and new male students especially at Darul Arqom Islamic Boarding School, which at that time is still deposited in Ma'had Aly. Only then in the second year of leadership, Mr. Hi. Sugeng Siswoyo, M.Pd. Darul Arqom Islamic Boarding School's male dormitory was moved in the old building of Imadul Bilad Islamic Boarding School on Imam Bonjol 22 Hadimulyo Metro on the status of being loaned by UM Metro who was then the new owner.

In the leadership period of Mr. Mustoto, M.Pd.I at that time as mudir and head of MA Muhammadiyah Metro, Darul Arqom Islamic Boarding School expanded its progress by establishing Darul Arqom Islamic Boarding School dormitory located on Raden Imba Kusuma Imopuro Metro with approximately 4 years rent status. Finally, it currently occupies a new building on KH. Ahmad Dahlan 01 Imopuro Metro which was originally the building of Ma'had Aly Muhammadiyah Metro.

b. Vision and Mission of MA Muhammadiyah Metro

a.) Vision of School

"The realization of graduates who are religious, intelligent and virtuous".

b.) Mission of School

- 1) Organizing educational and learning activities based on Islamic values.
- 2) Preparing graduates who are intelligent and disciplined in their knowledge and able to compete in the modern era in accordance with the times.
- 3) Preparing graduates to have a noble and big-spirited personality.
- 4)Preparing graduates who are disciplined in worship and discipline in learning.
- 5) Making MAM Metro a center for education and learning based on Islamic values.
- 6) Improving quality management and education services according to the development of Science and Technology.

c.) Purpose of School

1.General Purpose

- a. Realizing school people who are Salimah faithful, sohihah worship, and morality and able to carry out the Islamic message.
- b. Realizing a smart and disciplined MAM Metro graduate in science and able to stand in the modern era.
- Realizing human beings to have a noble personality and great soul.

- d. Realizing human beings to have a person who is disciplined in worship and discipline in learning.
- e. Realizing MAM Metro as the center of Islamic Religious

 Education and the center of regeneration of Islamic

 da'wah.
- f. Realizing MAM Metro as a school with quality education services, promoting quality according to the times.

2. Special Objectives

- a. The birth of graduates who have Qur'ani personalities, true faith, and true worship.
- Birth of graduates who have al-Qu'an reading properly and correctly.
- c. Birth of graduates who uphold manners and Islamic personalities.
- d. The birth of graduates who have cadre souls, both da'wah cadres, cadres, nation cadres and community cadres by having memorized at least 3-5 Juz Al-Qur'an and 100 selected hadiths.
- e. Birth of graduates who have management skills and leadership with Islamic characteristics.
- f. Birth of graduates who have abilities in the general field (such as social studies, health education, ICT, Indonesian language etc.) based on high Islamic spirit.

- g. Birth of graduates who have the ability to preach well and are able to speak Arabic and English well.
- h. Many graduates continue their studies in PTN or PTS and live in Ma'had Aly, Ma'had Imadul Bilad and other Ma'had-Ma'had in Lampung and throughout Indonesia.
- Graduates become ulama ', kyai, ustadz / ustadzah, hafidz, hafidzoh or at least become permanent imams in mosques and prayer rooms wherever they are.
- Availability of adequate facilities and facilities to support school services.

d.) Universal Value

"Schools with the nobility of Islamic values, are intelligent and excel in science, have great spirits, lead to a commendable life".

e.) Department Programs

- Integrated Religion Department with Darul Arqom Muhammadiyah Metro Islamic Boarding School.
- 2) The Social Sciences Department is integrated with Darul Arqom Muhammadiyah Metro Islamic Boarding School.
- Integrated Science Department with Darul Arqom
 Muhammadiyah Metro Islamic Boarding School.
- Social Sciences / Religion / Science Departments that do not become santri.

f.) Teacher of MA Muhammadiyah Metro

- 1) 2 Megister of Islamic Education.
- 2) 1 Megister of Indonesian Language Education.
- 3) 18 Bachelor's degree in accordance with the subject matter taught who has the qualifications and knowledge in his field.

c. The Quantity of the Students of MA Muhammadiyah Metro

There are 113 students of MA Muhammadiyah Metro. Each grades consist of 8 classes. The tenth graders consist of eleventh class with 36 students, the eleventh consist of eleventh class with 39 students, and the twelve graders consist of nine class 54 students. The Quantities of the students at MA Muhammadiyah Metro that could be identified as follows:

 Table 7

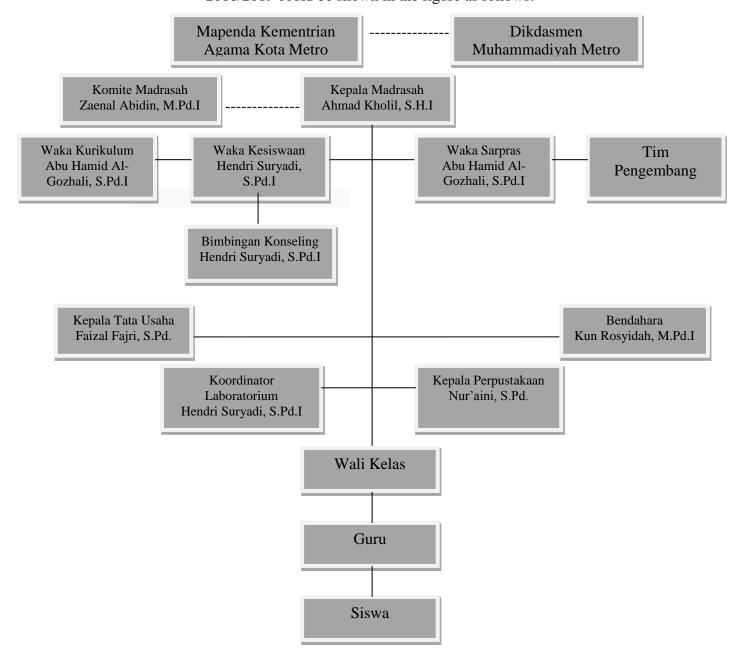
 The Students Quantity of MA Muhammadiyah Metro

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ke	um. selur han	1			1 0	1			1 6	1			1	1	5	1		1			1 3	1			1 5	1			1 4	1			2 2	8			1 1 1

Source: Documentation of MA Muhammadiyah Metro in academic year 2018/2019.

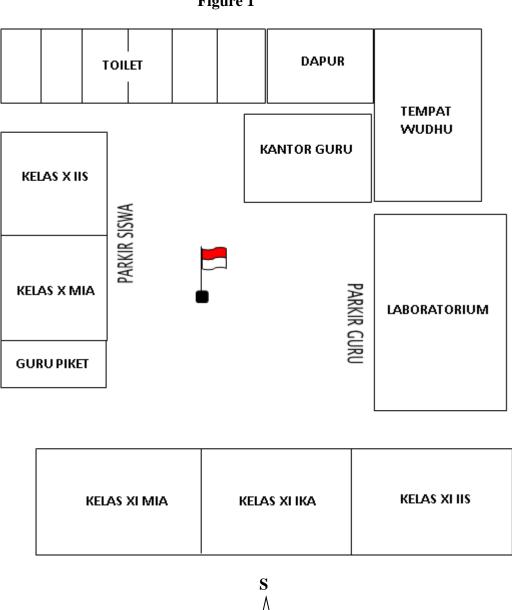
d. The Structure Organization of MA Muhammadiyah Metro

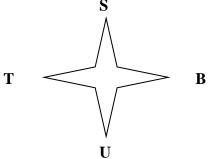
The organization of MA Muhammadiyah Metroin Academic Year 2018/2019 could be shown in the figure as follows:



e. Location Sketch of MA Muhammadiyah Metro

Figure 1





2. Description of the Research Data

This research used classroom action research. It was conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made the lesson plan. The action of this research used the poetry reading strategy to increase intonation ability.

a. Pre-test activity

In teaching learning, the research was conducted on August, $20^{th} \, 2018$ at 09.52 until 10.45. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of intonation ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished with their pair. The test was oral test. Then, the students' pre-test result can be seen on the table below:

Table 8Students' Pre-test score

No.	Students' Name	Score	Category
1.	ALF	46	UNCOMPLETE
2.	AB	45	UNCOMPLETE
3.	AEI	70	COMPLETE
4.	AN	70	COMPLETE
5.	AJO	35	UNCOMPLETE
6.	CEE	35	UNCOMPLETE
7.	DK	50	UNCOMPLETE
8.	EIA	50	UNCOMPLETE

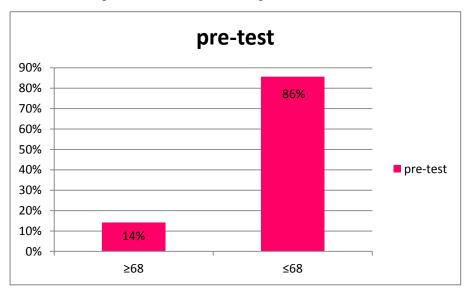
9.	FEB	37,5	UNCOMPLETE
10.	FIU	25	UNCOMPLETE
11.	GIT	25	UNCOMPLETE
12.	HRS	25	UNCOMPLETE
13.	IIN	45	UNCOMPLETE
14.	IM	45	UNCOMPLETE
15.	IFL	25	UNCOMPLETE
Total		628,5	
Avera	ige	41,9	

Table 9 Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥68	2	14,2 %	Complete
2	≤68	13	86,66%	Uncomplete
	Total	15	100 %	

Source: The result score of intonation pre-test at XI MIA class of MAMuhammadiyah Metro, August, 20th 2019.

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



Based on the data above, it could be inferred that students 12 (18,7%) were not successful and 2 other students (85,7%) were successful. The successful students were those who got the minimum mastery criteria at MA Muhammadiyah Metro at least

68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 68, so the result was unsatisfied. Therefore, the researchers use of poetry reading strategy to increase the intonation ability.

b. Cycle I

3. 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.

4. Acting

a) The first meeting

The first meeting was conducted on Thusday, 23th August2019 at 09.00 until 10.30 and followed by 15 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researchers to make sure the students' effectiveness before the researchers 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.

For the beginning, the researcher started to introduce the poetry of method that was used in the learning process, then started to deliver the material. The researcher asked the students to pay attention of the researchers explanation about intonation. The researcher explain the topic about expression of suggestion and offering. Researcher ask the students load to pair for practice of short conversation based on the topic. Than, efb said "Well, Mrs. How we do the task? The other students is kept silent, and keep pay attention. The researcher said "today we will discuss together about the expression suggestion and offering."

The researcher explained that the expression suggestion and offering, in the teaching learning was organized in the intonation in speaking. The purpose of the expression suggestion and offering is to know about intonation in their speaking.

Then, a student asked "Mrs, what is the expression suggestion and offering?" The researcher answered "This expression is to know about someone ask and to offer about something". Next, the researcher gave the students oral test and asked the students to perform with their pair. Then, the researcher asked the students stress to intonation in their short conversation. After that, in this stage, the students were actively following the

teaching learning process, because they perform it to their pair, so they would think when found the difficulties. Therefore, there were still trouble faced to the students. Such as, some of the students were not confidence to perform in class because they are confused that their result true or false, and also their lack of desire in reading English text for some students, they lost the time to work.

b) The second meeting

The second meeting was conducted on Monday, August 26th 2019 at 13.30 until 14.00. for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about intonation how to apply poetry reading strategy to understanding.

c.) Post-Test I Activity

Then, the end this meeting the researcher gave post test cycle I with similar task on pre test before. The test is oral test which consisted of 7 minutes based on the topic. The result of the students' test in post test 1 was better than test in pre-test before:

Table 10The Students' Post-test 1 score

No.	Students' Name	Score	Category
1.	ALF	70	COMPLETE
2.	AB	70	COMPLETE
3.	AEI	58,3	UNCOMPLETE
4.	AN	75	COMPLETE
5.	AJO	57,1	UNCOMPLETE
6.	CEE	72	COMPLETE

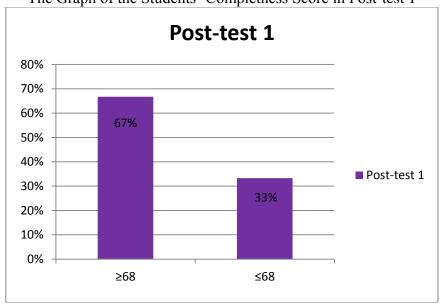
7.	DK	70	COMPLETE
8.	EIA	70	COMPLETE
9.	FEB	75	COMPLETE
10.	FIU	50	UNCOMPLETE
11.	GIT	60	UNCOMPLETE
12.	HRS	72	COMPLETE
13.	IIN	60	UNCOMPLETE
14.	IM	70	COMPLETE
15.	IFL	70	COMPLETE
Total		999,4	
Average		66,62	

Table 11
The Frequency of Students' Score in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	≥68	10	66,7%	Complete
2	≤68	5	33,3%	Uncomplete
	Total	15	100 %	

Source: The result score of intonation test 1 at XI MIA class of MA Muhamadiyah Metro on August, 23th 2019.

Figure 3
The Graph of the Students' Completness Score in Post-test 1



Based on the result above, it could be seen that 10 students (66,7%) got score up to the standard and 5 students (33,3%) 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 68. Learning process was said success when 67% students got score ≥68. The fact showed that the result was unsatisfied.

5. Observing

In observation of writer action, the collaborator observed the students' activities. The researcher as a teacher gave material about oral test especially intonation by using poetry reading strategy.

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

- f. Some students were not active in the learning process.
- g. Some students were not confidence in sharing ideas.
- h. Some students were not enjoyed with their pairs.
- Some of the students still had difficulties in identify the meaning of words and information of the text (material).

The result of the students' learning activities could be seen as follow:

Table 12The Students' Activities Observation in Cycle I

		The	Aspects that	t Observe	d
No ·	Name	Paying attention of the teacher explanation	Asking/an swering question from the teacher	Being active in the class	Being able to do the task
1.	ALF	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V
2.	AB				$\sqrt{}$
3.	AEI	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
4.	AN		\checkmark		$\sqrt{}$
5.	AJO			$\sqrt{}$	$\sqrt{}$
6.	CEE		\checkmark		
7.	DK				V
8.	EIA		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
9.	FEB				V
10.	FIU			$\sqrt{}$	V
11.	GIT				$\sqrt{}$
12.	HRS				V
13.	IIN	V		$\sqrt{}$	V
14.	IM				V
15.	IFL				V
\rightarrow	TOTAL	10	7	8	15

Table 13The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the	10	66,66 %
	teacher explanation		
2	Asking/answering question	7	46,66 %
	from the teacher		
3	Being active in the class	8	53,33%
4	Being able to do the task	15	100%
	Total Students	1	5

Source: The students' activity at XI MIA class of MA Muhamadiyah Metro on August, 23th 2018.

The Student's activity 120,00% 100,00% the... 100,00% 80,00% 66,66% 53,33% 60,00% 46,66% 40,00% 20,00% 0,00% Activity 1 Activity 2 Activity 3 Activity 4

Figure 4The Graph of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were 11 students (73,33%) who gave attention to the teacher explanation. 9 students (60%) who understood the materials, 10 students (66,66%) were able to do the task and 8 students (53,33%) who active in the class.

6. Reflecting

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

Table 14The Comparison Between Pre-test and Post-test I Score in Cycle I

	Name	Pre	Post		
NO	Initial	Test	Test I	Improving	Explanation
1.	ALF	46	70	24	Improved
2.	AB	45	70	25	Improved
3.	AEI	70	58,3	11,7	Declined
4.	AN	70	75	5	Improved
5.	AJO	35	57,1	22,1	Improved
6.	CEE	35	72	37	Improved
7.	DK	50	70	20	Improved
8.	EIA	50	70	20	Improved
9.	FEB	37,5	75	37,3	Improved
10.	FIU	25	50	25	Improved
11.	GIT	25	60	25	Improved
12.	HRS	25	72	35	Improved
13.	IIN	45	60	15	Improved
14.	IIM	45	70	25	Improved
15.	ILF	25	70	45	Improved
Total		628,5	999,4		
Avera	age	41,9	66,6	372,1	
High		70	75	3/2,1	
Low	Score	25	50		

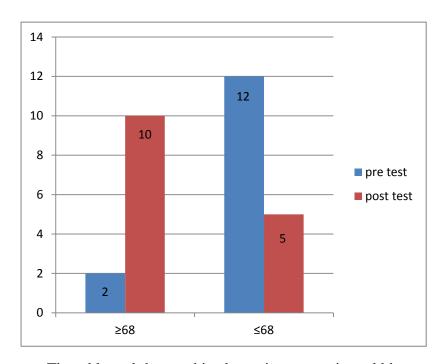
 Table 15

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

	Pre-Test		Post-	T. 1. 4:	
Interval	Frequency	Percentage	Frequency	Percentage	Explanation
≥68	2	14,2%	10	66,7%	Complete
≤68	13	85,7%	5	33,3%	Incomplete
Total	15	100%	15	100%	

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

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



The table and the graphic above, in pre-test it could be seen that total from 15 students, it could be concluded that 14,2% or 2 students among the interval \geq 68 students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 85,7% or 12 students among the interval \leq 68. In post-test I, it could be concluded that

66,7% or 10 students among the interval ≥68 students, was complete the minimum standard criteria. Then, who incomplete the minimum standard criteria were 33,3% or 5 students among interval ≤68. Average score of pre-test was 44,8 and average score of post-test I was 66,2. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 68% of the total students must be passed the criteria.

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

d. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on

cycle I. Then, the researcher and collaborator planned to give the material for students in intonation ability by oral test with the poetry reading strategy.

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

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, August 20th 2019 at 09.52 until 10.30 followed by 15 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researchers continued the material in the last meeting, explained the role about reading poem and intonation.

Next, the researcher gave the students read the poem and asked the students make a short conversation about suggestion and offering based on the training intonation from read a poem. Then, the researcher asked the students to read text of poem. After that, the researchers asked the students to make a dialouge (short conversation) with their pair in turns. The researcher record the voice of their perform. In this stage, the

students were very active in following the lesson. It might be caused they could adapt the condition of the class. Some students looked getting more spirit and enthusiasm in following learning process. Therefore, some students looked sleepy and not have a spirit too. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of intonation ability that often faced by the students through the effective strategy; poetry reading strategy.

b) The second meeting

The second meeting was conducted on Monday, August, 26th 2018. This meeting used to post-test II at the end of cycle II, for 2x45 minutes after the students given the action.

e.) Post-Test II Activity

The researcher gave post-test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 12 of 15 students got the score under the minimum mastery criteria in MA Muhammadiyah Metro.

Table 16The Students' Post Test II score

No.	Students' Name	Score	Note
1.	ALF	90	COMPLETE
2.	AB	90	COMPLETE
3.	AEI	80	COMPLETE
4.	AN	80	COMPLETE
5.	AJO	80	COMPLETE
6.	CEE	65	UNCOMPLETE
7.	DK	75	COMPLETE
8.	EIA	75	COMPLETE
9.	FEB	80	COMPLETE
10.	FIU	80	COMPLETE
11.	GIT	60	UNCOMPLETE
12.	HRS	70	COMPLETE
13.	IIN	75	COMPLETE
14.	IIM	75	COMPLETE
15.	ILF	90	COMPLETE
Total		1,165	
Average		77,6	

Table 17The Frequency of students' score in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥68	13	87,6%	Complete
2	≤68	2	13,3%	Uncomplete
	Total	15	100%	

Source: The result score of intonation test II at XI MIA class of MA Muhammadiyah Metro on 26th August 2019.

Post-test 2 100% 90% 80% 87% 70% 60% 50% Post-test 2 40% 30% 20% 10% 13% 0% ≤68 ≥68

Figure 6
The Graph of the Students' Completness Score in Post-test II

Based on the result above, it could be inferred that 12 students (80%) were successful and 3 other students (20%) were not successful. From the post-test 2 results, the researcher got the average of 76,53. It was higher than post-test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by poetry reading 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 18The Students' Activities Result in Cycle II

		T	he Aspect tha		l
No	Name	Paying attention of the teacher explanation	Asking/an swering question from the teacher	Being active in the class	Being able to do the task
1.	ALF		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
2.	AB			$\sqrt{}$	$\sqrt{}$
3.	AEI	\checkmark	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
4.	AN		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
5.	AJO				$\sqrt{}$
6.	CEE				$\sqrt{}$
7.	DK				$\sqrt{}$
8.	EIA		$\sqrt{}$		$\sqrt{}$
9.	FEB	V		V	V
10.	FIU	V		V	V
11.	GIT				
12.	HRS				
13.	IIN		$\sqrt{}$	$\sqrt{}$	
14.	IIM		$\sqrt{}$	$\sqrt{}$	
15.	IFL	$\sqrt{}$			
	TOTAL	13	9	10	15

Table 19The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage	
1	Paying attention of the	10	06.660/	
	teacher explanation	13	86,66%	
2	Asking/answering question	0	C00/	
	from the teacher	9	60%	
3	Being active in the class	10	66,66%	
4	Being able to do the task	15	100%	
	Total Students		15	

Source: The students' activity at XI MIA II class of MA Muhamadiyah Metro on August 26^{st} 2019.

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

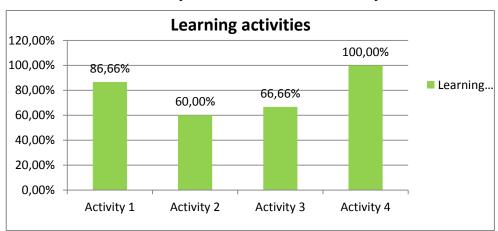


Figure 7
The Graph of Students' Activities in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 86,66%, then, the students ask/answer the question from the teacher 60,00% and the students active in the class 66,66%, and the last the students able do the task 100%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage >68%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Poetry Reading strategy, the intonation ability would improve.

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

 Table 20

 The Comparison Between Post-Test I and Post-Test II Score

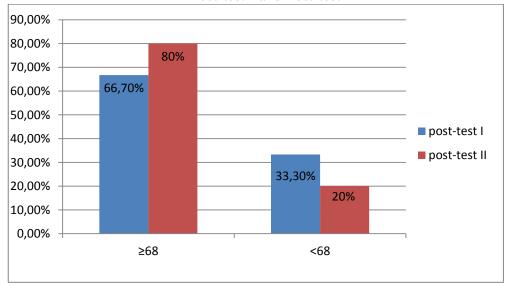
NO	Name Initial	Post- Test I Score	Post- Test II Score	Improv ing	Explanation
1.	ALF	70	90	20	Improved
2.	AB	70	90	20	Improved
3.	AEI	58,3	80	21,7	Improved
4.	AN	75	80	5	Improved
5.	AJO	57,1	80	22,9	Improved
6.	CEE	72	65	7	Declined
7.	DK	70	75	5	Improved
8.	EIA	70	75	5	Improved
9.	FEB	75	80	5	Improved
10.	FIU	50	80	30	Improved
11.	GIT	60	60	0	Constant
12.	HRS	72	70	2	Declined
13.	IIN	60	75	15	Improved
14.	IM	70	75	5	Improved
15.	IFL	70	90	20	Improved
Tota	ıl	999,4	1,165		
Avei	rage	66,6	77,6	155,7	
Low	est Score	50	60	155,1	
High	nest Score	75	90		

Table 21The Comparison of Students' Score in Post-test I and Post-Test II

Interval	Post-Test I		Post-Test II		Explanation
	Frequency	Percentage	Frequency	Percentage	•
>68	10	66,7%	13	87,6%	Complete
< 68	5	33,3%	2	13,3%	Incomplete
Total	15	100%	15	100%	

The graph of comparison students intonation ability post-test I and post-test II score in cycle II could be seen as follow:

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



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 60. The average score of post-test II was 76,2. Besides, the percentages of students' successfulness of post-test II score was 80% or 12 students of the total students passed the minimum standard criteria and 20% or 3 students did

not pass the minimum standard criteria at least 68. It means that the indicator of success of this research had been achieved that was \geq 70% students was gotten score 70. It indicated that the students' intonation was increase.

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

B. INTERPRETATION

Intonation would be easier to understanding when it supported by the right strategy or technique, 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 by poetry reading strategy can improve students' intonation ability. Poetry reading is complex activity that requires comprehension and selection of information and written production process. When the poetry reading is done correctly, students are encouraged to developed their own creativity, feeling, idea, think big, and emotional self. So, it has proved that poetry reading strategy could be one the interesting strategy to teaching intonation (speaking ability).

1. Result of Students Learning

a. Result of students Pre-Test Score

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 from of oral test which completed for 60 minutes. It was done on Tuesday, August 20st, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 41,9 it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 68. In this phase, only 2 students out of 15 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students' intonation ability after implementing the treatment the researcher conducted the posttest I. It was done on Monday, August 23th, 2019. Based on the table 7 the students average was 66,62 it shown that most of the students have not passed yet in achieved the MMC at least 68. In this stage there are 10 students out of 15 students passed of the minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post-test I in cycle I did not fulfilled the MMC yet that was only 80% 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 from of oral test which completed for 60 minutes. It was done on Monday, August 26th, 2019. Based on the table 13 students average were 77,6, it showed that most of the students have achieving the MMC at least 68. In this phase, 13 students out of 15 students of 80% students passed of the MMC and the research was successful.

2. Comparison of Score 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. Meanwhile, 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 22
The Comparison of Intonation Ability of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

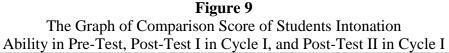
No		Score	
NO	Pre-Test	Post-Test I	Post-Test II
1.	46	68	90
2.	45	70	90
3.	70	58,3	80
4.	70	75	80
5.	35	57,1	80
6.	35	72	65
7.	50	70	75
8.	50	70	75
9.	37,5	75	80
10.	25	50	80
11.	25	60	60
12.	25	72	63
13.	45	60	75
14.	45	68	70
15.	25	68	80
Total	628,5	999,4	1,165
Average	41,9	66,62	77,6
Complete	2	10	13

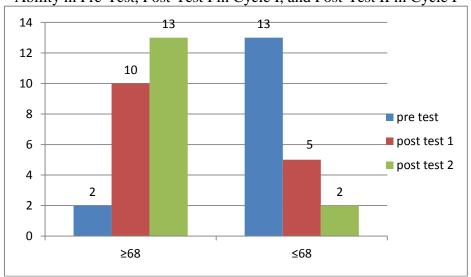
Table 23
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

ii score iii e jele ii							
Intonval	Pre-Test		Post-Test I		Post-Test II		Explanation
Interval	F	P	F	P	F	P	
≥68	2	14,2%	10	66,7%	12	87,6%	Complete
≤ 68	13	85,7%	5	33,7%	3	13,3%	Uncomplete
Total	15	100%	15	100%	15	100%	

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 68 or above 68 from 2 to 10 became 13. Therefore, the researchers conclude that the research was successful because the indicator of success in this research had been achieved.

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





Based on the graph above, it could be inferred that note-taking strategy could improving the students' ability in reading comprehension. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

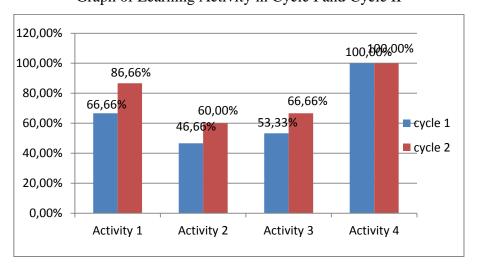
3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 24The Presentage of Students Activities in Cycle I and Cycle II

No	Students'	Cycle I		Cycle II		Improving
110	Activities Activities		Percentage	F	Percentage	Improving
1	Paying attention of teacher explanation	10	66,66 %	13	86,66%	Improved
2	Asking/answ ering question from the teacher	7	46,66 %	9	60%	Improved
3	Being active in the class	8	53,33%	10	66,66%	Improved
4	Being able do the task	15	100%	15	100%	Constant
	The Average Percentage		66,66%		78,33	

Figure 10
Graph of Learning Activity in Cycle I and Cycle II



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

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 66,66% and in cycle II 86,66%, it improved 20%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 26%, from cycle I 46,66% and cycle II 60%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 53,33% and cycle II also 66,66%, it improved 14%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when note-taking was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were increased or constant. It could be seen on the cycle I 100% and cycle II 100%, it increased or constant.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of poetry reading strategy increase the students' in intonation ability. There was progress average score from 41,9 to 66,62 and to 77,6.

From the graph 10, we could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 41,9 and only 2 students or (14,2%) passed the test.

Moreover, in the post-test I there was 10 students or (66,7%) passed the test the indicator students get score ≥ 68 with average 66,62, and in the post-test II there was 13 students or (87,6%) passed the test the indicator students get score ≥ 68 with average 77,6. From the explanation, the writer 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 above 68 was reached.

C. DISCUSSION

The researcher chose poetry reading strategy to improve the students' intonation ability. The researchers used this strategy to organize idea students and made students more active in intonation ability in learning English. There is positive improvement about students learning activities by using poetry reading strategy. Therefore, poetry reading strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of poetry reading strategy could improve the students' in intonation ability.

There is progress from the students gets score \geq 68 from pre-test 14,2% or 2 students, post-test I 66,7% or 10 students and post-test II become 87,6% or 13 students. We can be see that is an improving 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.

Moreover, the minimum mastery criteria was 68 in this research, in the post-test I there is 10 students or 66,7% passed the test with the average 66,62 and the post-test II is 13 students or 87,6% who passed the test with average 77,6. From the explanation, the researchers concluded that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got score ≥68 are reached.

The result of the student's activities in cycle I and cycle II are improve. Paying attention to the teacher' explanation from 66,66% become 86,66%, asking/answering question from the teacher from 46,66% become 60%, being active in the class from 53,33% become 66,66%, being able to do the task from 100% become 100%, (constant). The result of students' activities in cycle I and cycle II, there is improvement about students' learning activities.

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 intonation ability could be improved through poetry reading strategy at the eleventh graders of MA Muhammadiyah Metro.

Poetry Reading strategy can improve the learning activity at the eleventh graders of MA Muhammadiyah Metro. The student's activity in the implementation of cycle I and cycle II is very active. It means that the poetry reading strategy can improve the student's activeness. The student's activity in cycle I and cycle II improve significantly. Furthermore, the Poetry Reading strategy can improve the intonation ability at the eleventh graders of MA Muhammadiyah Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test 41,9 to post-test I 66,2 became 77,6 in post-test II. In cycle I, there were 10 students passed the test. Moreover, in cycle II there were 13 students who get score \geq 68. It mean that result of cycle II had already reached the indicator of success that was >70% students fulfill the minimum mastery creteria (MMC).

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the English teacher and to headmaster, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to creative in teaching learning process, enjoyable, such as selecting the choose new teaching media.
- b. It is better for the teacher to use poetry reading strategy in English learning especially in speaking performance, because it can increase the students' intonation ability.
- c. The teacher should give motivation to the students in order to be active in learning process.
- d. The teacher must be able to do the new renewal in teaching learning process. The goal is to develop students' potential.

2. For the Students

It suggested to the students, to be more actives in learning process in the class. Then, it make to improve their ability in intonation ability so they can success in English learning too.

3. For Headmaster

To support the English teacher to use of poetry reading strategy in learning process, because the poetry reading strategy is so helpfull. Then, the poetry reading strategy can be an additional reference to a combination of strategy in learning process.

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APPENDIXES

Silabus

Satuan Pendidikan : SMA/MA
Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Kompetensi Inti

- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan 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.
- 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 .se suaidengan bakat dan minatnya untuk memecahkan masalah.
- 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompe	etensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1	Mensyukuri		Pembelajaran KI 1 dan	Penilaian KI 1 dan KI		
kese	mpatan dapat		KI 2 dilakukan secara	2 dilakukan melalui		
mem	npelajari bahasa		tidak langsung	pengamatan, penilaian		
Ingg	ris sebagai		(terintegrasi) dalam	diri, penilaian teman		
baha	1 0		pembelajaran KI 3 dan	sejawat oleh peserta		
	unikasi		KI 4	didik, dan jurnal.		
	rnational yang					
	ujudkan dalam					
	angat belajar.					
2.1.						
	unjukkanperila					
ku	santun dan					
pedu	ıli dalam aksanakan					
	unikasi					
	rpersonaldenga ru dan teman.					
2.2.	ru dan teman.					
	unjukkanperila					
	jujur, disiplin,					
	aya diri, dan					
	anggung jawab					
dala						
	aksanakan					

komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkanperila ku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.				
 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya. Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Struktur text Gamal: Why don't you talk to your parents. You should let them know. I think they will understand. Siti: I don't know. But I'm afraid they will be angry with me. Gamal: I don't	Mangamati Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Dituntut untuk mencontoh kebiasaan tersebut denganmemberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru,	Tingkat ketercapaian fungsi sosial memberi saran dan tawaran, serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai	Buku teks wajib. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: - www.dailyen glish.com

		T T	
think so.	menanyakan, dan	ungkapan	– http://americ
Just go.	mempertanyakan	memberi saran	anenglish.sta
Evi: He will go	antara lain tentang	dan tawaran,	te.gov/files/a
out from the	perbedaan antara	serta responnya.	e/resource_fi
class at 10.	cara memberi		les
You can	saran dan tawaran	Sikap	– http://learne
wait for him	serta responnya,	 Observasi 	nglish.britishc
in my room.	dalam bahasa	terhadap	ouncil.org/en
Johan: Thanks	Inggris dengan	tindakan siswa	ouncii.org/eii
alot. But I'd	55	menggunakan	/
better go to	yang ada dalam		
bank first,	bahasa Indonesia,	bahasa Inggris	
and then I'll	kemungkinan	untuk memberi	
go back	menggunakan	saran dan	
Evi: Okay. I'll tell	ungkapan lain,	tawaran ketika	
him that you	akibat jika tidak	muncul	
came.	melakukan, dsb.	kesempatan	
	Mengumpulkan	didalam dan di	
Unsur	Informasi	luar kelas.	
kebahasaan	 Mendengarkan 	 Observasi 	
(8) Kosa kata	dan menyaksikan	terhadap	
terkait	banyak ,	kesungguhan	
dengan	contohinteraksi	siswa dalam	
kesehatan,	dengan memberi	proses	
tugas	saran dan tawaran	pembelajaran di	
sekolah,	serta	setiap tahapan.	
kebersihan	responnyadalam		
lingkungan,		Observasi	
dsb.	bahasa Inggris dari	terhadap	
(9) Tata bahasa:	film, kaset, buku	kesantunan dan	
simple past	teks, dsb.	kepedulian	
tense,	 Menirukan contoh- 	dalam	
simple	contoh interaksi	melaksanakan	
present	dengan memberi	komunikasi di	
tense	saran dan tawaran	dalam dan di luar	
present	serta	kelas.	
perfect	responnyadalam	Pengetahuan	
tense.	bahasa Inggris	Pernyataan siswa	
(10) Kata kerja	dengan ucapan,	secara tertulis	
bantu modal	tekanan kata,	dalam jurnal	
should, have	intonasi, dan sikap	belajar	
to, can, will,	yang benar.	sederhana	
dsb.	yang benar.	Scucinalia	

 	, 		
(11) Ungkapan I	Dengan bimbingan	bahasa Indonesia	
think, I	dan arahan guru,	tentang	
know.	mengidentifikasi	pengalaman	
(12) Penggunaan	ciri-ciri (fungsi	belajar	
nominal	sosial, struktur	berinteraksi	
singular dan	teks, dan unsur	dengan memberi	
plural	kebahasaan)	saran dan	
secara tepat, dengan atau	interaksi memberi	tawaran,	
tanpa a, the,	saran dan tawaran	termasuk	
this, those,	serta responnya.	kemudahan dan	
my, their,	 Secara kolaboratif, 	kesulitannya.	
dsb secara	berusaha	Keterampilan	
tepat dalam	menggunakan	 Simulasi 	
frasa	bahasa Inggris	dan/atau	
nominal.	untuk memberi	bermain peran	
(13) Ucapan,	saran dan tawaran	(role play) untuk	
tekanan	serta responnya	memberi saran	
kata,	dalam konteks	dan tawaran,	
intonasi	pembelajaran,	serta responnya.	
(14) Ejaan dan	simulasi, role-play,		
tanda baca.	dan kegiatan lain		
(15) Tulisan	yang terstruktur.		
tangan	Menalar/Mengasosiasi		
Tr 1	Membandingkan		
Topik Berbagai hal	ungkapan memberi		
Berbagai hal terkait dengan	saran dan tawaran		
interaksi siswa	serta responnya		
dengan guru,	yang telah		
teman, adik,	dikumpulkan dari		
kakak, dsb.	berbagai sumber		
tentang berbagai	tersebut di atas.		
kegiatan siswa	Membandingkan		
sehari-hari di	ungkapan memberi		
rumah, sekolah, di	saran dan tawaran		
dalam maupun di	serta responnya		
luar kelas.	yang telah		
	dipelajari tersebut		
	di atas dengan		
	yang ada di		
	sumbersumber		
<u>L</u>	Juliberguiliber		L

Г	
	lain, atau dengan
	yang digunakan
	dalam bahasa lain.
	Memperoleh
	balikan (feedback)
	dari guru dan
	teman tentang
	fungsi sosial dan
	unsur kebahasaan
	yang digunakan.
	Mengomunikasikan
	Menggunakan
	bahasa Inggris
	setiap kali muncul
	kesempatan untuk
	memberi saran dan
	tawaran serta
	responnya, di
	dalam dan di luar
	kelas, dengan
	unsur kebahasaan
	yang sesuai dengan
	fungsi sosialnya.
	Berupaya
	berbicara secara
	lancar dengan
	ucapan, tekanan
	kata, intonasi yang
	benar dan menulis
	dengan ejaan dan
	tanda baca yang
	benar, serta tulisan
	yang jelas dan rapi.
	Membicarakan
	permasalahan yang
	dialami dalam
	menggunakan bahasa Inggris
	untuk memberi
	saran dantawaran

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya. Fungsi sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Struktur teks Yuli: I think Rina's answer to the question	serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. Mengamati Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Dituntut untuk mencontoh kebiasaan tersebut denganmenyataka	ketercapaian fungsi sosial menyatakan pendapat dan pikiran, serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan pendapat dan pikiran, serta responnya.	4 JP •	Buku teks wajib. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh
pikiran, sesuai dengan konteks penggunaannya.	Menjaga hubungan	pendapat dan • pikiran serta	Tingkat kelengkapan dan		komunikasi interpersonal/
dan tulis untuk menyatakan dan	dengan guru, teman, dan orang	bahasa Inggris, dengan unsur	struktur ungkapan untuk		dengan benar dan akurat
menyatakan pendapat dan	Struktur teks	sesuai dengan fungsi sosialnya.	pendapat dan pikiran, serta		peragaan dalam bentuk
memperhatikan fungsi sosial,	answer to	kebiasaan tersebut	Tingkat ketepatan unsur		CD/VCD/ DVD/kaset
unsur kebahasaan, benar dan sesuai.	is not right. It should be 'vinegar'.	n pendapat dan pikiran serta responnya, dalam	bahasa, kosa kata, ucapan, tekanan kata,		interaksi tertulis Contoh teks
	Vivi: I think it is 'vinegar' too, not 'wine'.	bahasa Inggris, dengan unsur kebahasaan yang	intonasi, ejaan, tanda baca, tulisan tangan.	•	tertulis Sumber dari internet,
	Yani: In my opinion, our volleyball	sesuai dengan fungsi sosialnya. Menanya	-		seperti: - www.dailyen glish.com
	team needs a new coach. Mr.	Dengan bimbingan dan arahan guru, menanyakan dan	damai yang menyertai ungkapan		http://americ anenglish.sta te.gov/files/a
	Zulfan cannot handle too many teams	mempertanyakan antara lain tentang perbedaan antara	menyatakan pendapat dan pikiran, serta		e/resource_fi les – http://learne

himself.	cara menyatakan	responnya.	nglish.britishc
Firda: I agree	pendapat dan		ouncil.org/en
with you.	pikiran serta		/
Rahmat: Our	responnya, dalam	Sikap	,
English	bahasa Inggris	Observasi	
should be	dengan yang ada	terhadap	
more active,		'	
I suppose.	dalam bahasa	tindakan siswa	
Why don't	Indonesia,	menggunakan	
we meet	kemungkinanmeng	bahasa Inggris	
three times	gunakan ungkapan	untuk	
a week?	lain, akibat jika	menyatakan	
Rully: I agree, but	tidak melakukan,	pendapat dan	
after the	dsb.	pikiran ketika	
final exam.	Mengumpulkan	muncul	
Now we are	Informasi	kesempatan di	
very busy	 Mendengarkan 	dalam dan di luar	
preparing	dan menyaksikan	kelas.	
for it.	banyak contoh	Observasi	
-	interaksi dengan	terhadap	
Unsur	menyatakan	kesungguhan	
kebahasaan	pendapat dan	siswa dalam	
(1) Kosa kata	pikiran serta	proses	
terkait	responnya dalam	'	
dengan	bahasa Inggris dari	pembelajaran di	
kegiatan	film, kaset, buku	setiap tahapan.	
ekstrakuriku		Observasi	
ler, tugas	teks, dsb.	terhadap	
sekolah,	Menirukan contoh-	kesantunan dan	
kebersihan	contoh interaksi	kepedulian	
lingkungan,	dengan	dalam	
dsb.	menyatakan	melaksanakan	
(2) Tata bahasa:	pendapat dan	komunikasi di	
simple past	pikiran serta	dalam dan di luar	
tense,	responnya dalam	kelas.	
simple	bahasa Inggris	Pengetahuan	
present	dengan ucapan,	Pernyataan siswa	
tense	tekanan kata,	secara tertulis	
present	intonasi, dan sikap	dalam jurnal	
perfect	yang benar.	belajar	
tense.	Dengan bimbingan	sederhana	
(3) Ungkapan: I	dan arahan guru,		
 think I	uan aranan guru,	bahasa Indonesia	

dissagree, dissagree, dissagree, dissb. (4) Kata kerja bantu modal: need. should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dangan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominial (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, leman limeraksi siswa dengan limeraka sosial satu ungkapan menyatakan pendapat dan pikiran serta responnya dalam limeraksi siswa dengan guru, kebahaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam kesulitannya. Keterampilan belajaran sinteraksi dengan ungukaban ungkapan menyatakan pendapat dan pikiran serta responnya dalam kesulitannya. Simulasi, dengan ungukaban ungkapan ungukaban ungkapan ungukapan limerakai dan ungukapan ungukapan ungukapan ungukapan ungukapan ungukapan u		suppose	mengidentifikasi	tentang	
disagree, disagree, disb. (4) Kata kerja bantu modal: need, should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tereen adit.		In my	ciri-ciri (fungsi	pengalaman	
diasagree, dsb. (4) Kata kerja bantu modal: need, should, will, dsb. (5) Penggunaan nominal singular dan pikran serta responnya dalam secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal frasa nominal frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan **Topik** Berbagai hal terkait dengan interaksi siswa dengan guru, tangan edit. **Topik** Berbagai hal terkait dengan interaksi siswa dengan guru, tangan edit. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. **Memban		opinion,	sosial, struktur	belajar	
dsb. (4) Kata kerja bantu modal: need, should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi menyatakan pendapat dan pikiran serta responnya. Secara kolaboratif, berusaha menggunakan bahasa linggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. **Membandingkan ungkapan menyatakan menyatakan menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya. **Keterampilan **Simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya. **Meterampilan **Simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya. **Meterampilan **Simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya. **Meterampilan **Simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran serta responnya. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya.		agree,	teks, dan unsur	berinteraksi	
(4) Kata kerja bantu modal: need, should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat delam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tenema delam fass. Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tenema kemudahan dan kesultannya. Keterampilan • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran, serta responnya. • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain peran quruk menyatakan pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain pendapat dan pikiran serta responnya dalam kesultannya. • Simulasi dan/atau bermain pendapat dan pikiran serta responnya dalam pikiran serta responnya seria dala dan/atau bermain pendapat dan pikiran serta responnya seria pendapat dan pikiran serta responnya seria dan pikiran s		0 .	kebahasaan)	dengan	
(4) Kata kerja bantu modal: need, should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interasks siswa dengan guru, tangan dari tangan interasks siswa dengan guru, tangan dari tangan interasks siswa dengan guru, tangan dari tangan menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. **Topik** Berbagai hal terkait dengan interasks siswa dengan guru, tanga pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. **Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya.** **Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya.** **Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya.** **Membandingkan ungkapan menyatakan pendapat dan pikiran, teramasuk kemudahan dan kesulitannya. **Simulasi dangara (role play) untuk menyatakan pendapat dan pikiran, serta responnya. **Simulasi dangara (role play) untuk menyatakan pendapat dan pikiran, serta responnya. **Simulasi dangara (role play) untuk menyatakan pendapat dan pikiran, serta responnya. **Simulasi dangara (role play) untuk menyatakan pendapat dan pikiran, serta responnya. **Simulasi dangara (role play) untuk menyatakan pendapat dan pikiran, serta responnya.			interaksi	menyatakan	
modal: need, should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tangan menyatakan interaksi siswa dengan guru, tangan pendapat dan pikiran, serta responnya. secara kolaboratif, berusaha menggunakan bahasa lnggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi Membandingkan ungkapan menyatakan pendapat dan pikiran, termasuk kemudahan dan/tau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya. simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya. simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya. simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya. simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya.			menyatakan	•	
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should, will, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat daban frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangaa Topik Berbagai hall terkait dengan interaksi siswa dengan guru, tempa adit.			-		
should, will, disb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tangan Secara kolaboratif, berusaha menggunakan berusaha menggunakan bahasa lnggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteksanan kata, intonasi Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tangan Secara kolaboratif, berusaha menggunakan bahasa lnggris untuk menyatakan pendapat dan pikiran serta responnya. Membandingkan ungkapan mengyatakan Secara kolaboratif, berusaha menggunakan bahasa lnggris untuk menyatakan pendapat dan pikiran, serta responnya. Membandingkan ungkapan dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan mengyatakan			·		
(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tempa adit, tangan tangan tangan dengan guru, tempa adit, tangan menyatakan menggunakan menyatakan menggunakan langari angan dan pikiran serta responnya dalam pikiran serta responnya. * Simulasi dan/atau bermain peran (role play, dan kegitan lain pikiran serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya. * Membandingkan ungkapan menyatakan pendapat dan pikiran, serta responnya.			' '	•	
mominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal nominal intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, tempe araiti.			•	=	
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tentang berbagai pikiran serta			·		
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sehari-hari di	telah dipelajari
umah, sekolah, di	tersebut di atas
dalam maupun di	dengan yang ada di
luar kelas.	sumbersumber
	lain, atau dengan
	yang digunakan
	dalam bahasa lain.
	Memperoleh
	balikan (feedback)
	dari guru dan
	teman tentang
	fungsi sosial dan
	unsur kebahasaan
	yang digunakan.
	Mengomunikasikan
	Menggunakan
	bahasa Inggris setiap kali muncul
	kesempatan untuk
	menyatakan pendapat dan
	· · ·
	pikiran serta
	responnya, di
	dalam dan di luar
	kelas, dengan
	unsur kebahasaan
	yang sesuai dengan
	fungsi sosialnya.
	Berupaya
	berbicara secara
	lancar dengan
	ucapan, tekanan
	kata, intonasi yang
	benar dan menulis
	dengan ejaan dan
	tandabaca yang
	benar, serta tulisan
	yang jelas dan rapi.
	Membicarakan
	permasalahan yang

dialami dalam
menggunakan
bahasa Inggris
untuk menyatakan
pendapat dan
pikiran serta
responnya dan
menuliskannya
dalam jurnal
belajar sederhana
dalam bahasa
Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Muhammadiyah Metro

Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/Ganjil

Materi Pokok : offering and suggestion

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan 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.
- 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik, sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonaldengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 1. Menjelaskan fungsi sosial ungkapan memberi saran dan tawaran serta responnya.
- 2. Menjelaskan penggunaan unsur kebahasaan yang meiputi tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- 3. Menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

Melalui diskusi, mengamati, dan membaca referensi siswa dapat:

- 1. melaporkan fungsi sosial ungkapan memberi saran dan tawaran serta responnya;
- 2. mendeskripsikan penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran serta responnya; menunjukkan perilaku santun dalam menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.

E. Materi Pembelajaran

Teks lisan dan tulis untuk memberi saran dan tawaran serta responnya.

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur text

Gamal: Why don't you talk to your parents. You should let them know. I think they will understand.

Siti: I don't know. But I'm afraid they will be angry with me.

Gamal: I don't think so. Just go.

Evi: He will go out from the class at 10. You can wait for him in my room.

Johan: Thanks alot. But I'd better go to bank first, and then I'll go back

Evi: Okay. I'll tell him that you came.

Unsur kebahasaan

- (8) Kosakata terkait dengan kesehatan, tugas sekolah, kebersihan lingkungan, dan sebagainya.
- (9) Tata bahasa: simple past tense, simple present tense present perfect tense.
- (10) Kata kerja bantu modal should, have to, can, will, dan sebagainya.
- (11) Ungkapan I think, I know.
- (12) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- (13) Ucapan, tekanan kata, intonasi
- (14) Ejaan dan tanda baca.
- (15) Tulisan tangan.

Topik

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dan sebagainya tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.

F. Pendekatan, Strategi dan Metode Pembelajaran

1. Strategi : Poetry Reading Strategy

2. Metode pembelajaran: ceramah, presentasi, tanya jawab, dan penugasan.

G. Kegiatan Pembelajaran

Kegiatan Pemb	
Kegiatan	Deskripsi
1.	Memberikan salam.
Pendahuluan	Menanyakan kepada siswa mengenai kesiapan dan
	kenyamanan untuk belajar.
	Mempersilakan salah satu siswa memimpin doa.
	Menanyakan kehadiran siswa.
	• Tanya jawab tentang "Bagaiamanakah penggunaan
	ungkapan memberi saran dan tawaran?"
	Menyampaikan informasi mengenai pembelajaran yang
	akan dilaksanakan untuk menjawab pertanyaan di atas
	melalui pembelajaran "Teks lisan dan tulis untuk
	memberi saran dan tawaran serta responnya''
	Guru menyampaikan informasi mengenai tujuan
	pembelajaran dan indikator yang akan dicapai.
2. Inti	Mangamati
	Siswa mengamati guru membaca puisi dengan strategy
	membaca puisi.
	Guru melibatkan siswa dalam membeca puisi dalam
	hati.
	Siswa mendengarkan guru dalam membaca puisi.
	Siswa mempelajari puisi dalam hati.
	Siswa meniru membaca puisi dengan suara yang lantang
	secara individu atau bersama-sama dikelas.
	Terbiasa atau sering mendengar dan menyaksikan guru
	dan warga sekolah lain memberi saran dan tawaran serta
	responnya, dalam bahasa Inggris, dengan unsur
	kebahasaan yang sesuai dengan fungsi sosialnya.
	Dituntut untuk mencontoh kebiasaan tersebut dengan
	memberi saran dan tawaran serta responnya, dalam
	bahasa Inggris, dengan unsur kebahasaan yang sesuai
	dengan fungsi sosialnya.
	Menanya
	Dengan bimbingan dan arahan guru, menanyakan, dan
	mempertanyakan antara lain tentang perbedaan antara
	cara memberi saran dan tawaran serta responnya, dalam
	bahasa Inggris dengan yang ada dalam bahasa
	Indonesia, kemungkinan menggunakan ungkapan lain,
	akibat jika tidak melakukan, dan sebagainya.

Mengumpulkan Informasi

- Mendengarkan dan menyaksikan banyak contohinteraksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dan sebagainya.
- Menirukan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnyadalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memberi saran dan tawaran serta responnya.
- Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.

Menalar/Mengasosiasi

- Membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumbersumber lain, atau dengan yang digunakan dalam bahasa lain.
- Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengomunikasikan

- Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
- Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dantawaran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- Klarifikasi/kesimpulan siswa dibantu oleh guru menyimpulkan materi Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya.
- Evaluasi untuk mengukur ketercapaian tujuan pembelajaran.
- Siswa melakukan refleksi tentang pelaksanaan

pembelajaran.

- Siswa diberi tugas untuk menjelaskan penggunaan ungkapan memberi saran dan tawaran dalam kehidupan sehari-hari.
- Salah satu siswa memimpin doa.
- Mengucapkan salam.

H. Penilaian Hasil Belajar

- Tingkat ketercapaian fungsi sosial memberi saran dan tawaran, serta responnya.
- Tingkat kelengkapan dan keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya.

Sikap

- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika muncul kesempatan didalam dan di luar kelas.
- Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.

Pengetahuan

 Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.

Keterampilan

Aktifitas pembelajaran dengan menggunakan ungkapan memberi saran dan tawaran untuk mengetahui intonasi.

Pengetahuan

 Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.

Keterampilan

• Aktifitas pembelajaran dengan menggunakan poetry reading strategy (strategy membaca puisi) untuk mengetahui intonasi.

I. Instrumen

1. The task of intonation test based on the topic about expression suggestion and offering.

2. Make a short conversation with your pair, applying the expressions of asking for and giving suggestions or offering and the responses, then practice it in front of the class!

J. Sumber Belajar

- Buku teks wajib.
- Buku Siswa Mata Pelajaran Bahasa Inggris SMA Kelas XI Kurikulum 2013
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files

Meng	getahui:	
Guru	Mata Pel	lajaran

Mahasiswa

<u>Faizal Fajri S.Pd</u>
NBM: 1237852

<u>Nana Puspita Dewi</u>
NPM: 1501070195

LIST OF PRESENCE Pre-Test

NO.	NAMA SISWA		TTD	KET
1.	Abdul Rasyid Al Farid	1. R.		
2.	Abdullah Faqih		201	
3.	Abdullah Ma'ruf	3.		
4.	Alfina Dwi Jayanti		4.	
5.	Amar Ma'ruf Burhanudin	5.	(A)	
6.	Ariq Naufal Azka	17/42	6.	
7.	Aulia Fatmaridha	7. (Avi~	14	
8.	Aziz Sadewa		8. } .	7.13
9.	Lutfia	9. hitib		
10.	Muhammad Noer Rahman		10.	
11.	Noviana Dwi Rahmadani	11000		
12.	Ratri Setyo Kinanti	1,7	12.	
13.	Septiana Fatmwati	13. MH#	- 01	-
14.	Wahyu Mulan Fajarwati		14. QUANTE	
15.	Rafif	15.		

LIST OF PRESENCE Post-Test I

NO.	NAMA SISWA		TTD	KET
1.	Abdul Rasyid Al Farid	1. 2:4		
2.	Abdullah Faqih		2.4	
3.	Abdullah Ma'ruf	3.		
4.	Alfina Dwi Jayanti		4.	
5.	Amar Ma'ruf Burhanudin	5. &	00 1	
6.	Ariq Naufal Azka		6. 7 4	
7.	Aulia Fatmaridha	7. Ari	- a angul	
8.	Aziz Sadewa		8.	
9.	Lutfia	9. little	20119	
10.	Muhammad Noer Rahman		10.4mm	
11.	Noviana Dwi Rahmadani	11.0		
12.	Ratri Setyo Kinanti	7	12.	
13.	Septiana Fatmwati	13. 🖓 🤫	Ь	
14.	Wahyu Mulan Fajarwati	-	14. 8	
15.	Rafif	15.		

LIST OF PRESENCE Post-test II

NO.	NAMA SISWA		TTD	KET
1.	Abdul Rasyid Al Farid	1. Din	At the	
2.	Abdullah Faqih		2	
3.	Abdullah Ma'ruf	3.	1	
4.	Alfina Dwi Jayanti		4. A.	
5.	Amar Ma'ruf Burhanudin	5.	7	
6.	Ariq Naufal Azka		6.	
7.	Aulia Fatmaridha	7. (Asi~	0	
8.	Aziz Sadewa		8	
9.	Lutfia	9. Willias	VI.A.	
10.	Muhammad Noer Rahma		10.	
11.	Noviana Dwi Rahmadani	112006-		
12.	Ratri Setyo Kinanti	*	12. Au.	
13.	Septiana Fatmwati	13. M #9		
14.	Wahyu Mulan Fajarwati	-	14. OW	
15.	Rafif	15. 00	1,5	

- Mutom mad nuen Rahmon -Amor ma'rup bur Horudin

Aman: Hi Hello Rahman why you silent? 1 Rahman: I Hove to be ERouble. 1 Amon: What is gour ERouble? Rehman: I don't Have English book. I Aman: come on go to lib pory. Rahmoni letis go! Amon : Ok gugs .

 $\frac{3}{(413)} = \frac{3}{12} \times 100 = 25$

Pre-Test

Afina Dui Jayanti Aulia fatma Rida

```
: Good morning?
Afina
Rida
       = Good morning.
Afina
       : How are you?
Ricla
       = 1 am tine.
Afina
        = Are you thristy?
Rida
        = Yes. I am thristy.
Afina
        = Do you want a buy to drink?
Rida
        = Yes. I want.
Afina
        = Let's go. 60 to canteen.
Rida
       = Yes.
```

$$\frac{i4}{(4xs)} = \frac{i4}{20} \times 100 = 70$$
 $\frac{i4}{(4xs)} = \frac{i4}{20} \times 100 = 70$

		N	0.	
	Post- Test 1.	<u>D</u>	ate:	
	KELOMPOK: ABDUILAH MA'RUF (1	0)		
	Azız sadewa (g)			
<u>.</u>	Azic = Assala muallar leum.		-	
7	Mo'ruf = Waalaikumsalom			
	Acre = I want to watch a movie	Po you	have	
=	any suggestion?			-
	mairafe suggest to you to watch	a movie "	weathering	
\equiv	because 1 watched it!			3
	Marut: You are welcome.	2	3	
<u></u>	3 1. 2			
	3 2. 2 4	-		
	6 = 6 x100 4 = 4 x10			
5	$\frac{6}{9} = \frac{6}{8} \times 100$ $\frac{4}{9} = \frac{4}{8} \times 100$	0		
	= 25 = 50			
_				
=				-
5			,	
			211	

Experience is the best teacher



		No.
	Post-Test 1	Date:
	Offering	
\supset		
A)	Assalagnudaitum	teen la
\mathcal{Z}	Waalaikum Galam	
A	How are you? 4	
3	Tom fine 3	2 1
A	Would you like Some cake?	anda mau makan
		kue)
B	No thank you . It looks Hacker	ous delicious
	though Tidale tormakasih	. Kalharan nya
\equiv	enak juga)	14
A	then what do you want? (forus kamu
\exists	maningal apa).	
3	1 1 1 (2000)	Λ\-
	I want to drink Coffe. (HEU Ingin pump.
=	(topi)	
5	No 13: Paris E.	
	No 14: Lagiti.	
	100 17 + tagiti.	
\supset		
	(2) 12 n	14.) 14 = 14 (SIDU)
	(13) 12 = 12 × 100 (14.) 14 = 14 × 51DU
	(4×2) 20	= 20 x 1000
	2 60	

No.
 Post text 2 Date:
Farid : Assallamuallaikum 4
-4: Waglaikum sallam 4.
Farid : are you hungry?
- l : Yes, I'm hungry ado you want together eat me?
Farid: you don't want to come with me to eat?
-l: Yes, dimana temporary where is place 4
fatid: I just sow a new wasted next to the Part 4
-e = oke, same on leak go 3 19
By = Farid and AZ1Z
No: 8 9
(6 ×100 = 30
20
15 x100 = 75
20
The state of the s

		Date:
	Post - Test 2	
	Mama = 15). Lungra	
		ELE. V
	15 = Good Morning!	<u>3</u>
	4 = Good Morning !	3
	15 = How are you soloday?	
	2 = I'm Fine thank, and you	
	Is I'm fine to thank man	his can you help me? Y
	4 help to for?	4
	15 = to make a cake	Ч
	a > oh let's enjoy it!	· - Y
	15 = tors eme thank for you	our help 3
	a - you are welcome	3-
		,
	3.	3.
2.	4. (8 = 18 x100 2.	4. 18 = 18 x100
3.	4. (4×5) 20 2	4. (4xs) 20
<u> </u>	4. = 90 Y.	y. = 90
<u>_r</u>	3 5.	3.
	18	18
		· · ·
	- e-see	•

Worksheet Used in Cycle 1

Meeting 1

 Listen to the teacher's intonation when reading the following poetry and recite the poetry aloud!

The Witches' spell

Mantra para penyihir

By William Shakespeare (from Macbeth)

Oleh William Shakespeare (dari Macbeth)

Double, double, toil and trouble;

Ganda, ganda, kerja keras dan masalah;

Fire burn, and cauldron bubble.

Api membakar, dan gelembung kuali.

Fillet of a fenny snake

Daging dari ular fenny

In the cauldron boil and bake;

Dalam kuali, rebus dan panggang;

Eye of newt, and toe of frog,

Mata kadal, dan ujung katak,

Wool of bat, and tongue of dog,

Wol kelelawar, dan lidah anjing,

Adder's fork, and blind-worm's sting,

Garpu Adder, dan sengatan cacing buta,

Lizard's leg and owlet's wing,

Kaki kadal dan sayap burung hantu,

For a charm of powerful trouble,

Untuk pesona masalah yang kuat,

Like a hell-broth, boil and bubble.

Seperti kaldu, rebus dan gelembung.

Double, double, toil and trouble;

Ganda, ganda, kerja keras dan masalah;

Fire burn, and cauldron bubble.1

Api membakar, dan gelembung kuali.

2. Please practice the way to 'offering something to drink'!

¹Rachel Clarke, Poems for children to recite, read aloud and perform, Produced by Primary English Education Consultancy, 2015.

Worksheet Used in Cycle 1

Meeting 2

 Listen to the teacher's intonation when reading the following poetry and recite the poetry aloud!

Bed in Summer	Tidur di Musim Panas
By Robert Louis Stevenson	Oleh Robert Louis Stevenson
In winter I get up at night	Di musim dingin aku bangun di malam hari
And dress by yellow candle-light.	Dan berpakaian dengan cahaya lilin kuning.
In summer, quite the other way,	Di musim panas, sebaliknya,
I have to go to bed by day.	Saya harus tidur siang hari
I have to go to bed and see	Saya harus pergi tidur dan melihat
The birds still hopping on the tree,	Burung-burung masih melompat di pohon,
Or hear the grown-up people's feet	Atau dengarkan kaki orang dewasa
Still going past me in the street.	Masih melewati saya di jalan.
And does it not seem hard to you,	Dan sepertinya itu tidak sulit bagimu,

Of those so close beside me, which are you?	Dari mereka yang begitu dekat di sampingku,
//	yang mana kamu?
God bless the Ground! I shall walk	Tuhan memberkati Tanah! Saya akan
softly there,	berjalan dengan lembut di sana,
And learn by going where I have to go.	Dan belajar dengan pergi ke mana saya harus
	pergi.
Light takes the Tree; but who can tell us how?	Cahaya mengambil Pohon; tapi siapa yang bisa
	memberi tahu kita bagaimana?
The lowly worm climbs up a winding stair;	Cacing yang rendah memanjat tangga berliku;
I wake to sleep, and take my waking slow.	Saya bangun tidur, dan saya bangun lambat.

Great Nature has another thing to do	Alam Hebat memiliki hal lain yang harus
Λ <i>Γ</i> ——,	dilakukan
To you and me; so take the lively air,	Untuk Anda dan saya; jadi ambillah udara yang
	hidup,
And, lovely, learn by going where to go.4	Dan, indah, belajarlah dengan pergi ke mana
	harus pergi

2. Please practice the way to 'suggestion to eating at the new place'.

⁴ Ibid, p. 210.

Pre-test Intonation test

Please practice the dialogue with your pair based on one of the following topics!

- 1. Suggestion to go to the library.
- 2. Offering something to drink.

The rule of the test:

- 1. Time allocation for practicing the dialogue for each pair is 7 minutes.
- 2. The turn taking of the dialogue must be done interchangeably.

Post- Test 1 Intonation test

Please practice the dialogue based on one of the following topics!

- 3. Suggestion to go to the movie.
- 4. Offering something to eat.

Source of the topic is BukuSiswa Mata Pelajaran Bahasa Inggris SMA Kelas XI Kurikulum 2013

The rule of the test:

- 3. Time allocation for practicing the dialogue for each pair is 7 minutes.
- 4. The turn taking of the dialogue must be done interchangeably.

Post- Test 2 Intonation test

Please practice the dialogue based on one of the following topics!

- 1. Suggestion to eating at the new place.
- 2. Offering something to help.

Source of the topic is BukuSiswa Mata Pelajaran Bahasa Inggris SMA Kelas XI Kurikulum 2013

The rule of the test:

- 5. Time allocation for practicing the dialogue for each pair is 7 minutes.
- 6. The turn taking of the dialogue must be done interchangeably.

THE ASSESMENTS OF THE STUDENTS' INTONATION ABILITY OF PRE-TEST

No	Name	ASPECT			Total	Total of Ideal Utterance	Grade	
					Point	Point		
		4 (excellent)	3 (good)	2 (adequate)	1 (fair)			
1	Septiana Fatmawati	-	-	5	1	11	4x6 = 24	46
2	Wahyu Mulan Fajarwati	-	-	4	1	9	4x5 = 20	45
3	Alfina Dwi Jayanti	-	3	2	-	14	4x5 = 20	70
4	Aulia Fatma ridha	-	3	2	-	14	4x5 = 20	70
5	Noviana Dwi Rahmadani	-	-	2	3	7	4x5 = 20	35
6	Ratri Setyo Kinanti	-	-	2	3	7	4x5 = 20	35
7	Abdul Rasyid Al Farid	-	-	4	-	8	4x4 = 16	50
8	Ariq Naufal Azka	-	-	4	-	8	4x4 = 16	50
9	Abdullah Ma'ruf	-	-	1	1	3	4x2 = 8	37,5
10	Aziz Sadewa	-	-	-	2	2	4x2 = 8	25
11	Amar Ma'ruf Burhanudin	-	-	-	3	3	4x3 = 12	25
12	Muhammad Noer Rahman	-	-	-	3	3	4x3 = 12	25
13	Rafif	-	-	4	1	9	4x5 = 20	45
14	Abdullah Faqih	-	-	4	1	9	4x5 = 20	45
15	Lutfia	-	-	1	1	3	4x3 = 12	25

THE ASSESMENTS OF THE STUDENTS' INTONATION ABILITY OF POST-TEST I

No	Name	ASPECT			Total	Total of Ideal Utterance	Grade	
						Point	Point	
		4 (excellent)	3 (good)	2 (adequate)	1 (fair)			
1	Septiana Fatmawati	-	4	1	-	14	4x5 = 20	70
2	Wahyu Mulan Fajarwati	-	4	1	-	14	4x5 = 20	70
3	Alfina Dwi Jayanti	-	1	2	-	3	4x3 = 12	58,3
4	Aulia Fatma ridha	-	3	-	-	9	4x3 = 12	75
5	Noviana Dwi Rahmadani	-	3	5	-	16	4x7 = 28	57,1
6	Ratri Setyo Kinanti	-	3	2	1	12	4x4 = 16	72
7	Abdul Rasyid Al Farid	-	4	1	-	14	4x5 = 20	70
8	Ariq Naufal Azka	-	4	1	-	14	4x5 = 20	70
9	Abdullah Ma'ruf	-	-	3	-	6	4x2 = 8	75
10	Aziz Sadewa	-	-	2	-	4	4x2 = 8	50
11	Amar Ma'ruf Burhanudin	-	3	2	1	12	4x5 = 20	60
12	Muhammad Noer Rahman	-	3	2	1	12	4x4 = 16	75
13	Rafif	-	2	3	-	12	4x5 = 20	60
14	Abdullah Faqih	-	4	1	-	14	4x5 = 20	70
15	Lutfia	-	4	1	-	14	4x5 = 20	70

THE ASSESMENTS OF THE STUDENTS' INTONATION ABILITY OF POST-TEST IIs

No	Name		ASPECT			Total	Total of Ideal Utterance	Grade
						Point	Point	
		4 (excellent)	3 (good)	2 (adequate)	1 (fair)			
1	Septiana Fatmawati	4	-	1	-	18	4x5 = 20	90
2	Wahyu Mulan Fajarwati	4	-	1	-	18	4x5 = 20	90
3	Alfina Dwi Jayanti	3	-	2	-	16	4x5 = 20	80
4	Aulia Fatma ridha	3	-	2	-	16	4x5 = 20	80
5	Noviana Dwi Rahmadani	3	-	2	-	16	4x5 = 20	80
6	Ratri Setyo Kinanti	-	3	2	-	13	4x5 = 20	65
7	Abdul Rasyid Al Farid	3	-	1	1	15	4x5 = 20	75
8	Ariq Naufal Azka	-	4	1	-	14	4x5 = 20	75
9	Abdullah Ma'ruf	3	-	2	-	16	4x5 = 20	80
10	Aziz Sadewa	3	-	2	-	16	4x5 = 20	80
11	Amar Ma'ruf Burhanudin	-	3	2	1	12	4x5 = 20	60
12	Muhammad Noer Rahman	3	-	1	-	14	4x5 = 20	70
13	Rafif	3	1	-	-	15	4x5 = 20	75
14	Abdullah Faqih	3	-	1	-	14	4x5 = 20	75
15	Lutfia	3	2	-	-	18	4x5 = 20	90

Worksheet Used in Cycle 2

Meeting 1

 Listen to the teacher's intonation when reading the following poetry and recite the poetry aloud!

The Tyger	The Tyger
By William Blake's	Oleh William Blake
_\	
Tyger! Tyger! burning bright	Tyger! Tyger! menyala terang
In the forests of the night,	Di hutan malam,
in the forests of the hight,	Di natan matam,
What immortal hand or eye	Apa tangan abadi atau mata
Could frame thy fearful symmetry?	Bisakah membingkai simetri ketakutanmu?
In what distant deeps or skies	Di kedalaman atau langit yang jauh
Burnt the fire of thine eyes?	Membakar api matamu?
//	
On what wings dare he aspire?	Pada sayap apa dia berani bercita-cita?

What the hand dare seize the fire:	Apa tangan, berani merebut api
And what shoulder, & what art,	Dan bahu apa, & seni apa,
Could twist the sinews of thy heart?	Bisakah memelintir urat hatimu?
And when thy heart began to beat,	Dan ketika hatimu mulai berdetak,
What dread hand? & what dread feet?	Apa yang menakutkan? & apa yang menakutkan
	kaki?
What the hammer? what the chain?	Apa palu apa rantainya?
In what furnace was thy brain?	Di tungku apakah otakmu?
What the anvil? what dread grasp	Apa landasannya? apa yang ketakutan pegang

$\wedge \wedge$	
Tyger! Tyger! burning bright	Tyger! Tyger! menyala terang
In the forests of the night,	Di hutan malam,
What immortal hand or eye	Apa tangan abadi atau mata
\	
Dare frame thy fearful symmetry? ³	Berani membingkai simetrimu yang
	menakutkan?

2. Please practice the way to 'offering something to help'.

³Ron Padgett, The Teachers & Writers Handbook of Poetic Forms Second Edition, New York. P. 154.

Worksheet Used in Cycle 2

Meeting 2

 Listen to the teacher's intonation when reading the following poetry and recite the poetry aloud!

The Waking	Bangun
By Theodore Roethke's	Oleh Theodore Roethke's
I wake to sleep, and take my waking slow.	Saya bangun tidur, dan saya bangun lambat.
I feel my fate in what I cannot fear.	Saya merasakan nasib saya dalam apa yang
I learn by going where I have to go.	tidak bisa saya takuti. Saya belajar dengan pergi ke mana saya harus pergi.
We think by feeling. What is there to know?	Kami berpikir dengan perasaan. Apa yang bisa
	diketahui?
I hear my being dance from ear to ear.	Saya mendengar saya menari dari telinga ke
	telinga.
I wake to sleep, and take my waking slow.	Saya bangun tidur, dan saya bangun lambat.



2. Please practice the way to 'suggestion to go to the movie'.

² Ibid.

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 1

Subject

: English

Class/semester: XI/Ganjil

School

: MA Muhammadiyah Metro

No	Student's Name	The aspects that are ovserved						
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task			
1	ALF	~	-	-	-			
2	AB	~			-			
3	AEI	~	-	-	-			
4	AN		レ		レ			
5	AJO	-		レ	-			
6	CEE		~		-			
7	DK	~		-	-			
8	EIA		-	-	-			
9	FEB				-			
10	FIU	~		レ	-			
11	GIT				-			
12	HRS		レ		-			
13	IIN	~	~	_	-			
14	IM			_	-			
15	IFL	~		745	-			
	TOTAL	(0	2	Ø	15			

Note:

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

Metro, 23 August 2019

Collaborator

Faizal Fajri, S.Pd.

NBM.1237852

The Reseacher

Nana Puspita Dewi

NPM: 1501070195

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 2

Subject

: English

Class/semester: XI/Ganjil

School

: MA Muhammadiyah Metro

No	Student's	The aspects that are ovserved									
	Name	The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task						
1	ALF	-	レ	_	_						
2	AB	<u></u>		-	レ						
3	AEI	レ	-	-	-						
4	AN	-	_	_	レ						
5	AJO		_	レ	-						
6	CEE	~	_	-	-						
7	DK	-			-						
8	EIA		レ	_	-						
9	FEB	FEB –		_	-						
10	FIU	~	-	_	-						
11	GIT	-	91511		レ						
12	HRS										
13	IIN	<u></u>	-	-	-						
14	IM	レ	_	-	-						
15	IFL	-			_						
	TOTAL	13	9	(0	15						

Note:

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

Metro, 26August 2019

Collaborator

Faizal Fajri, S.Pd.

NBM.1237852

The Researcher

Nana Puspita Dewi

NPM: 1501070195

OBSERVATION SHEET OF RESEAERCHER'S ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	-		
While-teaching a. Informing the objective of learning b. Explaining the material used Poetry Reading strategy c. Guiding the students to follow the lesson		~	
Post-teaching a. Concluding the result of learning b. Class closing ability		-	
Tick (√) for each positive effect			2002

Metro, 23 August 2019

Collaborator

Faizal Fajri, S.Pd. NBM. 1237852

OBSERVATION SHEET OF RESEAERCHER'S 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 Poetry Reading strategy c. Guiding the students to follow the lesson		V	
3.	Post-teaching a. Concluding the result of learning b. Class closing ability		-	
Tick (v) for each positive effect			

Metro, 26 August 2019

Collaborator

Faizal Fajri, S.pd NBM:1237852

Field Note Table

No.		F	2.
Date	in the second se	August, 20th 2019 09.52 a.m at x1 MIA (Pre-test)	August, 21th 2019 09.52 a.m at XI MIA [Meeting 1 m (ycle 1)
	Classroom Situation	The Students Pay Altention of the researchers explanation.	August, 21th - The Students Pay 2019 2019 Affention of the 09.52 a.m researchers explanation at XI MIA about material. [Meeting 1 m (ycle 1)
Field No	Classroom Management	- Keep Calm. - A bit Overload.	- Keep Calm the Students poeus on the material.
Field Note Result	Classroom Interaction between Teacher and Students	the student give the question some materials to researcher.	- the students he antusiasm.
	Classroom Interaction between Students and Students	- Good enough!	- A bit noisy

ب	4	, vi
August 22 th 2016 10.30 a.m at XI MIA (Meeking 2 In Cycle 1)	August, 23th 2019 11.00 a.m at XI MIA (Post-test 1)	August. 25 th 2019 09.52 9.m at XI MIA (Neeting I In Cycle 2)
affention of the researchers explanation. Some students sleepy in class.	the students pay aftention to timish task.	the students pay attention of the researchers explanation about the material in last meeting.
the best managing time. the students he fotus on the materials.	the best managing time.	- the student be facus.
the students ask the question and answer of the materials.	the students be active to parish the tark.	the student more actives in the class.
the - A bit noisy.	tue - Kepp culm.	ass. Be anhistasm.

- Fotus the material. - the best managing time.	affection. Affection. Some students are sleepy. Some students are sleepy. The students pay affection. The students prinish the task.
- the students pay - Focus the material. - Some students are sleepy. - the students pay - the best managing time. - the students pay - the best managing time. - the students pay - the best managing time.	the students pay - Focus the material. Some students are sleepy. The students pay the best managing time. The students parish time.
the best managing time.	the best managing time.
	idents anhusiasm

¢

Documentation Sheet

No	Aspects of Documentation	Availability					
	- Special of Documentation	Complete	Incomplete				
1.	The history of school	~					
2.	The condition of teacher and official employees at MA Muhammadiyah Metro	~					
3.	The quantity of students of MA Muhammadiyah Metro	~					
4.	Organization structure of MA Muhammadiyah Metro	L					
5.	Worksheets used to teach intonation	~					
6.	Syllabus, lesson plan, course overview, course material						

PROFIL SEKOLAH

MA MUHAMADIYAH METRO

- A. Deskripsi Singkat MA Muhammadiyah Metro
- 1. Deskripsi Lokasi Penelitian
 - a. Sejarah Berdirinya MA Muhammadiyah Metro

Pembentukan Madrasah Aliyah Muhammadiyah Metro adalah sebagai institusi lanjutan Pendidikan Guru Agama (PGA) yang didirikan pada tahun 1982. Fungsi pertukaran PGA 6 ke Madrasah Aliyah disahkan oleh Keputusan Menteri Agama RI No. 64 tahun 1990 tanggal 25 April 1990 dan No. 42 tahun 1992 tanggal 27 Januari 1992. Selain itu, pondok pesantren Darul Arqom adalah bagian dari MA Muhammadiyah Metro, sehingga siswa MA Metro Muhammadiyah adalah siswa di pondok Darul Arqom.

Selanjutnya, pada tahun 2008 Madrasah Muhammadiyah Metro Aliyah, yang pada saat itu ditandatangani oleh Bapak Hi Sugeng Siswoyo, M.Pd sebagai kepala Madrasah, mencoba untuk menghidupkan kembali peran pondok pesantren Darul Arqom dalam memperkuat MA Muhammadiyah Metro khususnya di bidang Pendidikan Islam dan kemudian pada tahun 2011 upaya untuk menghidupkan kembali pondok pesantren Darul Arqom dilanjutkan oleh Mr. Mustoto, M.Pd.I, yang pada waktu itu adalah kepala sekolah MA Muhammadiyah Metro.

Kerja keras menghidupkan kembali Pondok Darul Arqom, sedikit demi sedikit, terbayar. Al-hasil di periode awal, Mr. Hi. Sugeng Siswoyo, M.Pd. Madrasah Aliyah Muhammadiyah Metro menerima siswa baru dan siswa laki-laki baru terutama di Pondok Pesantren Darul Arqom, yang pada saat itu masih disimpan di Ma'had Aly. Baru pada tahun kedua kepemimpinan, Tuan Hai. Sugeng Siswoyo, M.Pd. Asrama laki-laki Pondok Pesantren Darul Arqom dipindahkan di gedung lama Pondok Pesantren

Imadul Bilad di Jalan Imam Bonjol 22 Hadimulyo Metro dengan status dipinjamkan oleh UM Metro yang saat itu adalah pemilik baru.

Pada masa kepemimpinan Bapak Mustoto, M.Pd.I saat itu sebagai mudir dan ketua MA Muhammadiyah Metro, Pondok Pesantren Darul Arqom memperluas kemajuannya dengan mendirikan asrama Pondok Pesantren Darul Arqom yang terletak di Raden Imba Kusuma Imopuro Metro dengan sekitar 4 tahun status sewa. Akhirnya, saat ini menempati gedung baru di KH. Ahmad Dahlan 01 Imopuro Metro yang awalnya merupakan bangunan Metro Ma'had Aly Muhammadiyah.

- b. Visi dan Misi MA Muhammadiyah Metro
 - a) Visi Sekolah

"Terwujudnya lulusan yang religius, cerdas, dan berbudi luhur".

- b) Misi Sekolah
 - Menyelenggarakan kegiatan pendidikan dan pembelajaran berdasarkan nilainilai Islam.
 - 2) Mempersiapkan lulusan yang cerdas dan disiplin dalam ilmunya dan mampu bersaing di era modern sesuai dengan perkembangan zaman.
 - 3) Mempersiapkan lulusan untuk memiliki kepribadian yang mulia dan bersemangat besar.
 - 4) Mempersiapkan lulusan yang disiplin dalam ibadah dan disiplin dalam belajar.
 - 5) Menjadikan MAM Metro sebagai pusat pendidikan dan pembelajaran berdasarkan nilai-nilai Islam.
 - Meningkatkan manajemen mutu dan layanan pendidikan sesuai dengan perkembangan Sains dan Teknologi.
- c) Tujuan Sekolah

1. Tujuan Umum

- a. Mewujudkan orang-orang sekolah yang setia Salimah, sohihah beribadah, dan bermoral serta mampu melaksanakan pesan Islam.
- b. Mewujudkan lulusan Metro MAM yang cerdas dan disiplin dalam sains dan mampu bertahan di era modern.
- c. Mewujudkan manusia untuk memiliki kepribadian yang mulia dan jiwa yang hebat.
- d. Mewujudkan manusia untuk memiliki seseorang yang disiplin dalam beribadah dan disiplin dalam belajar.
- e. Mewujudkan MAM Metro sebagai pusat Pendidikan Agama Islam dan pusat regenerasi dakwah Islam.
- f. Mewujudkan MAM Metro sebagai sekolah dengan layanan pendidikan berkualitas, mempromosikan kualitas sesuai perkembangan zaman.

2. Tujuan Khusus

- a. Kelahiran lulusan yang memiliki kepribadian Al-Qur'an, iman yang benar, dan ibadah yang benar.
- b. Kelahiran lulusan yang membaca al-Qu'an dengan baik dan benar.
- c. Kelahiran lulusan yang menjunjung tinggi sopan santun dan kepribadian
 Islami.
- d. Lahirnya lulusan yang memiliki jiwa kader, baik kader dakwah, kader, kader bangsa dan kader komunitas dengan telah menghafal setidaknya 3-5 Juz Al-Qur'an dan 100 hadis terpilih.
- e. Lahirnya lulusan yang memiliki keterampilan manajemen dan kepemimpinan dengan karakteristik Islami.

- f. Lulusan yang memiliki kemampuan di bidang umum (seperti studi sosial, pendidikan kesehatan, TIK, bahasa Indonesia dll) berdasarkan semangat Islam yang tinggi.
- g. Lulusan yang memiliki kemampuan berkhotbah dengan baik dan mampu berbahasa Arab dan Inggris dengan baik.
- h. Lulusan banyak melanjutkan studi mereka di PTN atau PTS dan tinggal di Ma'had Aly, Ma'had Imadul Bilad dan Ma'had-Ma'had lainnya di Lampung dan di seluruh Indonesia.
- i. Lulusan menjadi ulama ', kyai, ustadz / ustadzah, hafidz, hafidzoh atau setidaknya menjadi imam permanen di masjid dan ruang sholat di mana pun mereka berada.
- Tersedianya fasilitas dan sarana yang memadai untuk mendukung layanan sekolah.

d. Universal Value

"Mewujudkan sekolah dengan keluhuran nilai-nilai islam, cerdas dan berprestasi dalam keilmuan, berjiwa besar, menuju kehidupan yang terpuji."

e. Program Jurusan

- Jurusan Agama Terintegrasi dengan Ponpes Darul Arqom Muhamadiyah

 Metro.
- 2. Jurusan IPS Terintegrasi dengan Ponpes Darul Arqom Muhamadiyah Metro.
- 3. Jurusan IPA Terintegrasi dengan Ponpes Darul Arqom Muhamadiyah Metro.
- 4. Jurusan IPS/Agama/IPA yang tidak menjadi santri.

f. Tenaga Pendidik

- 1. 2 Megister Pendidikan Agama Islam.
- 2. 1. Megister Pendidikan Bahasa Indonesia.
- 3. 18 Sarjana S1 sesuai Mata Pelajaran yang diampu yang memiliki kualifikasi dan keilmuan dalam bidangnya.

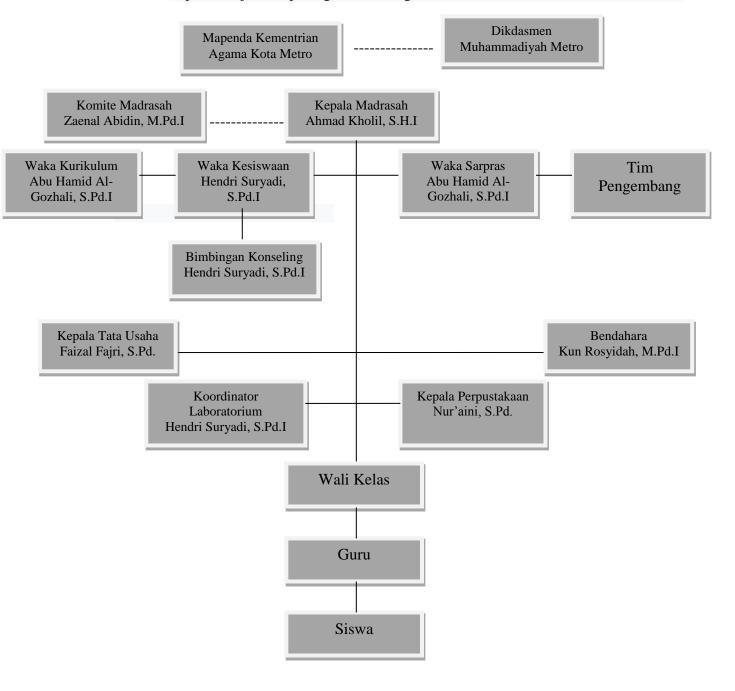
g. Jumlah Siswa MA Muhammadiyah Metro

Ada 113 siswa MA Muhammadiyah Metro. Terdiri dari 8 kelas. Siswa kelas sepuluh terdiri dari kelas sebelas dengan 36 siswa, kelas sebelas terdiri dari kelas sebelas dengan 39 siswa, dan kelas dua belas terdiri dari sembilan siswa kelas 54. Jumlah siswa di MA Muhammadiyah Metro yang dapat diidentifikasi sebagai berikut:

Tabel 7Jumlah Siswa di MA Muhammadiyah Metro

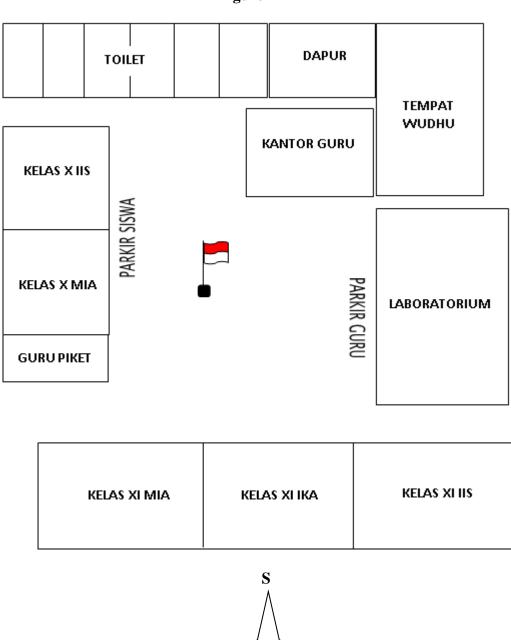
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N							Kel	as X											KEL	AS XI									KELA	S XI	I			10	SIS		JA
0	Nama		II	PS			Iŀ	ζA			II	P A			II	PS			IK	A			IF	A			IK	A			II	PS			313	WA	
	Madrasah	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m	R B	L	P	J m
1	MA Muh. Metro	1	8	2	1 0	1	8	8	1 6	1	6	4	1 0	1	6	1		1	6	7	1 3	1	4	1	1 5	1	4	1 0	1 4	1	9	1 3	2 2	8	5 1	6	1 1 1
	Jum. keseluruhan	1			1 0	1			1 6	1			1 0	1	5	1		1			1 3	1			1 5	1			1 4	1			2 2	8			1 1 1

h. Struktur Organisasi MA Muhammadiyah Metro Masa Bhakti 2018-2019 Struktur organisasi MA Muhammadiyah Metro Tahun Akademik 2018-2019 dapat ditunjukkan pada gambar sebagai berikut:



i. Lokasi MA Muhammadiyah Metro

Figure 1



B

T

TABLE OF TEST SPECIFICATION PRE-TEST

Intonation Test

Basic Competence	Performance Goal	Oral To	est Items of Intonation Test
lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputi tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda	Siswa mampu menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputi tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.	with you of the fo	oractice the dialogue our pair based on one ollowing topics! Suggestion to go to the library. Offering something to drink.

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher in Eleventh Grade of the Madrasah Aliyah Muhammadiyah Metro

TABLE OF TEST SPECIFICATION POST-TEST1

Intonation Test

	Intonatio	
Basic	Performance Goal	Oral Test Items of Intonation
Competence		
4.1 Menyusun	Siswa mampu	Please practice the dialogue
teks lisan dan tulis	menyusun teks lisan	based on one of the following
untuk menyatakan,	dan tulis untuk	topics!
menanyakan, dan	menyatakan,	
merespon	menanyakan, dan	7. Suggestion to go to the
ungkapan memberi	merespon ungkapan	
saran dan tawaran,	memberi saran dan	movie.
dengan	tawaran, dengan	
memperhatikan	memperhatikan	8. Offering something to
fungsi sosial,	fungsi sosial,	
struktur teks, dan	struktur teks, dan	eat.
unsur kebahasaan	unsur kebahasaan	
yang benar dan	yang benar dan	
sesuai konteks	sesuai konteks yang	
yang meliputi tata	meliputi tata bahasa,	
bahasa, kosa kata,	kosa kata, ucapan,	
ucapan, tekanan	tekanan kata,	
kata, intonasi,	intonasi, ejaan,	
ejaan, tanda baca,	tanda baca, tulisan	
tulisan tangan.	tangan.	

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher in Eleventh Grade of the Madrasah Aliyah Muhammadiyah Metro

TABLE OF TEST SPECIFICATION POST TEST 2

Intonation Test

Basic Competence	Performance Goal	Oral Test Items of Intonation
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputi tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.	Siswa mampu menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang meliputi tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.	Please practice the dialogue based on one of the following topics! 9. Suggestion to eating at the new place. 10. Offering something to help.
baca, tulisan tangan.		

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher in Eleventh Grade of the Madrasah Aliyah Muhammadiyah Metro

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 E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA Nomor: P-779/ln.28/S/OT.01/09/2019

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

Nama

: NANA PUSPITA DEWI

NPM

: 1501070195

Fakultas / Jurusan

: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070195.

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, 24 September 2019

Kepala Perpustakaan

Mokhtaridi Sudin, M.Pd. 19680831/1981031001

19580831/198103100

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama

: Nana Puspita Dewi

NPM

1501070195

Fakultas

: Tarbiyah dan Ilmu Keguruan

Angkatan

: 2015

Telah menyerahkan buku berjudul: English Votabulary In Use

Metro, Ketua Jurusan TBI

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama

: Mana Puspita Dewi

NPM

1501070195

Fakultas

: Tarbiyah dan Ilmu Keguruan

Angkatan

: 2015

Telah menyerahkan buku berjudul: English Votabulary In Use.

Metro,

Ketua Jurusan/



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

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

Nomor

: B-3593/In.28.1/J/TL.00/11/2018

Lampiran : -

Perihal

: IZIN PRA-SURVEY

Kepada Yth.,

KEPALA MADRASAH ALIYAH MUHAMMADIYAH METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama

: NANA PUSPITA DEWI

NPM

: 1501070195

Semester

: 7 (Tujuh)

Fakultas

: Tarbiyah dan Ilmu Keguruan

Jurusan

: Pendidikan Bahasa Inggris

Judul

: THE USING OF POETRY READING STRATEGY TO INCREASE INTONATION IN STUDENT SPEAKING ABILITY IN ELEVENTH GRADE AT MADRASAH ALIYAH MUHAMMADIYAH METRO

untuk melakukan pra-survey di MADRASAH ALIYAH MUHAMMADIYAH 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.

Metro, 12 November 2018

ERIAKETHA JULYA adris Bat

> hmad Subhan Roza, M.Pd. 19750610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH KOTA METRO

Status: Terakreditasi NSS: 131218720002, NPSN: 10648372 Alamat : Jln. K.H Ahmad Dahlan No 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor

: 156/IV.4.AU/F/2018

Metro, 14 November 2018

Lamp

Hal

: Surat Balasan

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-3593/In.28.1/J/TL.00/11/2018 tertanggal 12 November 2018 tentang izin Pra-survey mahasiswa:

Nama

: NANA PUSPITA DEWI

NPM

: 1501070195

Jurusan

: Pendidikan Bahasa Inggris

Semester

: 7 (tujuh)

Judul

: THE USING OF POETRY READING STRATEGY TO INCREASE INTONATION IN STUDENT SPEAKING ABILITY IN ELEVENTH GRADE AT

MADRASAH ALIYAH MUHAMMADIYAH METRO

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan Pra-Survey di madrasah Kami.

Demikian surat balasan ini kami sampaikan, atas perhatianya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

ala Madrasah,

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH KOTA METRO

Status: Terakreditasi NSS: 131218720002. NPSN: 10648372 Alamat: Jln. K.H Ahmad Dahlan No 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor

: 131/IV.4.AU/F/2019

Metro, 20 Agustus 2019

Lamp Hal

. _

: Surat Balasan

Kepada Yth. Wakil Dekan 1

Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Institut Agama Islam Negeri Metro Nomor: B-2571/In.28/D.1/TL.00/07/2019 tertanggal 31 Juli 2019 tentang izin research mahasiswa:

Nama

: NANA PUSPITA DEWI

NPM

: 1501070195

Semester

: 9 (sembilan)

Fakultas Jurusan : Tarbiyah dan Ilmu Keguruan : Pendidikan Bahasa Inggris

Judul

: THE USE OF POETRY READING STRATEGIES TO INCREASE

INTONATION ABILITY IN ELEVENTH GRADE OF THE MADRASAH ALIYAH

MUHAMMADIYAH METRO

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan research di madrasah Kami.

Demikian surat balasan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I

NBM, 1045 612



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

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

Nomor: B-1632 /ln.28.1/J/PP.00.9/5/2019

23 Mei 2019

Lamp

Hal

: BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)

2. Ahmad Subhan Roza, 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

Nana Puspita Dewi

NPM

1501070195

Fakultas

Tarbiyah dan Ilmu Keguruan

Jurusan

Tadris Bahasa Inggris

Judul

The Use Of Poetry Reading Strategies To Increase Intonation Ability In

Eleventh Grade Of The Madrasah Aliyah Muhammadiyah Metro

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 + 1/6 bagian
 - b. Isi + 2/3 bagian
 - c. Penutup + 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Subhan Roza, M.Pd 19750610 20080110

Ketua Jurusa



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
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Nomor

Perihal

: B-2571/In.28/D.1/TL 00/07/2019

Kepada Yth.,

Lampiran: -

D-23/ 1/11.20/D. 1/1L.00/07/2018

KEPALA MA MUHAMMADIYAH

METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2570/In.28/D.1/TL.01/07/2019, tanggal 31 Juli 2019 atas nama saudara:

Nama

NANA PUSPITA DEWI

NPM

: IZIN RESEARCH

: 1501070195

Semester

: 9 (Sembilan)

Jurusan

: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF POETRY READING STRATEGIES TO INCREASE INTONATION ABILITY IN ELEVENTH GRADE OF THE MADRASAH ALIYAH MUHAMMADIYAH METRO".

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

Wassalamu'alaikum Wr. Wb.

RIAN Metro, 31 Juli 2019

Wakil Dekan I,

Dra Sti Fatonah MA

NIP 19670531 199303 2 003



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

Jln. Ki. Hajar Dewantara Kampus 15A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama

: Nana Puspita Dewi

Jurusan

: TBI

NPM

: 1501070195

Semester : IX

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda	
5658		I	The har yang diotearakan	Tangan		
l.	Senin, 29 Juni 2019	∨		-Revise Instrumen. Additional Symbol in text Poetry Rebailer Debruo o hea as opensile		

Mengetahui

Ketua Jurusan TB

Dosen Pembimbing I

Maly Cural

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

Dr. Mahrus As'ad, M.Ag NIP. 19611221 199603 1 001



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

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

Nama: Nana Puspita Sari

Jurusan

: TBI

NPM: 1501070195

Semester : IX

No	Hari/ Tanggal	Pembimbing		M	Tanda Tangan
140		I	П	Materi yang dikonsultasikan	Mahasiswa
ţ.	Jum'at, 26 Juli 2019		ν	Me 1-3 Me anstrumste	
					2 "

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama: NANA PUSPITA DEWI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070195

Semester/TA

: 9/2019

No	Hari/ Tanggal	Pembimbing			Tanda
		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
l.	Senin, 2 Oktober 2019	_		- Revise Cover - Revise Acknowledgment - Revise Chapter I - Revise Chapter I - Revise Chapter II	A.
2.	Kamis, 17 Oktober 2019	V		- Revise Abstracts - Revise Chapter Ý	The second
3.	Kamis, 19 Oktober 2019	V		Prhaihe showers: Del drumagasable	A.
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Semester/TA

: 9/2019

No	Hari/ Tanggal	Pembimbing			Tanda
		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
ŀ	Selasa, 17 September 2019		<u></u>	- Revise Cover - Revise Chapter 1 - Revise Chapter 1 - Revise Chapter 11	The
2	Rabu, 18 September 2019			- Revise Chapter iv - Revise Chapter iv	A.
3	Rabu, 18 September 2019			In unugons See Indusor	H

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The writer was born in Suka Bhakti, on Oktober 30th, 1995. She is the daughter of happy family of Mr. Moh. Yusuf, S.Pd. and Mrs. Miskiyah, S.Pd. She lives in Rawajitu, Gedung Aji Baru, Tulang Bawang.

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