

AN UNDERGRADUATE THESIS

**IMPROVING THE READING COMPREHENSION SKILL
BY USING POLAR OPPOSITE STRATEGY
AMONG THE TENTH GRADERS AT MAN 1 METRO**

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

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

**IMPROVING THE READING COMPREHENSION SKILL
BY USING POLAR OPPOSITE STRATEGY
AMONG THE TENTH GRADERS AT MAN 1 METRO**

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

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ABSTRACT

**By:
INTAN PRISKA KURNIA SELLY**

The purpose of this research was to know whether the use of Polar Opposite Strategy can improve the reading comprehension in English learning at MAN 1 Metro.

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

The result of this research showed that Polar Opposite Strategy had positive role in improving the reading comprehension skill among the tenth graders at MAN 1 Metro. It can be proved by the students' average score pre-test and post-test that is pre-test was 56.4 and post-test 72.3 became 80.6, it means that the using of Polar Opposite strategy in reading especially text can improve the reading comprehension skill. Based on the result above, could be conclude that by using Polar Opposite as a alternative strategy to improve the reading comprehension skill at MAN 1 Metro.

Keywords : *Reading comprehension skill, Polar Opposite strategy, CAR.*

**PERBAIKAN KEMAMPUAN PEMAHAMAN MEMBACA DENGAN
MENGUNAKAN STRATEGI *POLAR OPPOSITE*
DI KELAS SEPULUH MAN 1 METRO**

ABSTRAK

**Oleh:
INTAN PRISKA KURNIA SELLY**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan strategi *Polar Opposite* memperbaiki kemampuan pemahaman membaca dalam pelajaran bahasa Inggris di MAN 1 Metro.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Pengumpulan data menggunakan tes, observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa strategi *Polar Opposite* memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca di kelas sepuluh MAN 1 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata pre-test dan post-test yaitu pre-test adalah 56.4, dan post-test 72.3 menjadi 80.6, ini berarti penggunaan strategi *Polar Opposite* dapat memperbaiki kemampuan pemahaman membaca. Penggunaan *Polar Opposite* sebagai salah satu strategi untuk memperbaiki kemampuan pemahaman membaca di MAN 1 Metro.

Kata Kunci : *Kemampuan pemahaman membaca, Strategi Polar Opposite, Penelitian tindakan kelas.*



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

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

Wassalamu 'alaikum Wr. Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE READING COMPREHENSION SKILL BY USING POLAR OPPOSITE STRATEGY AMONG THE TENTH GRADERS AT MAN 1 METRO, written by Intan Priska Kurnia Selly, student number 1501070179, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 26th November 2019 at 08.00 – 10.00 am.

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State that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are excerpted from the bibliography mentioned.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Actually after the difficulty there is convenience.”

(QS. Al-Insyirah : 6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Moh. Syukri and Mrs. Sutieta Handayani who always support me in their endless love.
2. My beloved lectures of English Department of State Institute for Islamic Studies of Metro.
3. My beloved friends who have given wonderful motivation to me.

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This undergraduate thesis entitles “ IMPROVING THE READING COMPREHENSION SKILL BY USING POLAR OPPOSITE STRATEGY AMONG THE TENTH GRADERS AT MAN 1 METRO”. The researcher is presented to fulfill one of the requirements for degree Sarjana Pendidikan (S.Pd) in English Department.

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As human being, the writer completery realizes that this undergraduate still has a plenty of weakness. The writer do apologizes for all mistakes, she has made in writing and presentation items. All constructive comments and sugestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, October 2019



Intan Priska Kurnia Selly
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays an important role in almost aspects of life. English Mastery has become a necessity for many people in the global competition. The benefit of learning English is that it can increase self-confidence which is one of the elements to get rid of the attacking spirit. That is because being able to speak English helps people to foster confidence. The next benefit is about academic education. Someone who wants further education to a higher level should have good English skills. In Indonesia, English is a foreign language so there is a need for teaching English in both formal and non-formal institutions that cover four language skills which include listening, reading, writing, and speaking.

As one of the language skills of English is reading. Reading is a process of seeing a series of written symbols and obtaining the meaning of written symbols inform of letters, punctuation, and spaces. Reading is a process of understanding the meaning of words, ideas, concepts, and information presented by the author in written form. Reading is a complicated thing that involves many things, not just reciting writing, but also involves visual activity, thinking, psycholinguistics, and metacognitive.

Meanwhile, the ability to read in English has an important role in several aspects of life. By reading, we can stimulate the brain as well as exercise through reading which causes the brain to stay active and prevent loss of ability. Reading can also enrich vocabulary because the more people read, the more words they get. In addition, the benefits of reading can improve memory because reading makes people have to remember various kinds of cosmetics in a reading, so every new memory got from reading will create new synapses and strengthen existing ones, which help remember memory in the short term and stabilize the mood.

However, reading is not an English skill that is easy to master in a short period of time. There are many problems experienced by English language learners. Reading problems are caused by limited support of linguistic and non linguistic aspects. The forms of students' reading problems are caused by insufficient linguistic aspects that include of limited English vocabulary, low English grammar mastery, and inability to determine basic and supporting ideas. While, the forms of reading problems caused by weak support of non-linguistic aspects include of low motivation in reading, lack of interest in reading, low reading habits, weak environmental support for reading.

Regarding the reading problems above, the researcher had conducted a pre-survey to find out the reading problems of students. Pre-survey was carried out in the tenth grade of MAN I Metro school on March 30th, 2019. The pre-survey results are illustrated in the following table, as follow:

Table 1
Pre-Survey Result
Reading skill of the tenth graders at MAN 1 Metro

No	MMC	Frequency	Percentage	Criteria
1	≥ 75	0 student	0%	Complete
2	≤ 75	35 student	100%	Incomplete
Total (n)		35 students		

Source: Pre survey at the tenth graders of MAN 1 Metro

The table above illustrates the reading comprehension skill based on MMC (Minimum Mastery Criteria). The result of pre-survey show us that the percentage of the students who are able to complete MMC is 0%. Meanwhile, the percentage of students who are able to not complete is 100%. It means that the percentage of students who are able achieve MMC is lower than those who are able to achieve MMC.

Based on the pre survey above, it can be seen that students have problems in learning to read English. Among them, the lack of student learning motivation, the assumption that learning is difficult so students are afraid of failure, students' lack of attention during learning, and vocabulary of exploding English.

The researcher chooses this strategy because it is assumed that this strategy is effective to help students understand information in a complete text. The existence of this research, the author wants classroom action research and hopes to help and overcome problems in reading comprehension in English with the Polar Opposite Strategy.

Polar opposite is a strategy that can make the learning process not monotonous. The polar opposite strategy is reading learning that is used to provoke students to express their opinions by developing questions in the presence of five opposite lines. The polar opposite presents a line between positive and negative parts. Between the positive and negative parts, there are five lines that students can choose by putting a sign (√) on the part that they think is right. Then, the teacher gives an opportunity to give opinions to students to explain the reasons for the choices that students have considered right.

The benefit of the polar opposite strategy is that this strategy can be useful for English teachers in reading learning so that their teaching method is more interesting. The polar opposite strategy can also provoke students to express their opinions to think critically through participation in discussion sessions, so they can better understand the contents of the text.

Based on the information above, the researcher will conduct a research entitled: "Improving the Reading Comprehension Skill by Using Polar Opposite Strategy Among the Tenth Graders at MAN 1 Metro."

B. Identification of the Problem

Based on the background of the study above, the researcher have obtained information about the problems that occurred, as follow:

1. Students have lack learning motivation.
2. Most of students have insufficient grammar mastery.
3. Students do not have enough vocabulary.
4. Students have low reading habit.
5. Students have difficulty understanding a reading text.
6. Students have insufficient reading comprehension.

C. Problem Limitation

The researcher limits the research problem taken from one of the problems that have been identified that is students' insufficient reading comprehension. In this matter, researcher will implement classroom action research entitled "Improving the Reading Comprehension Skill by Using Polar Opposite Strategy Among the Tenth Graders at MAN 1 Metro".

D. Problem Formulation

Based on the problem limitation above, the researcher had formulated a research question. Problem formulation of this research is "can the polar opposite strategy improve the reading comprehension skill among the tenth graders at MAN 1 Metro?".

E. Objectives of the Study

1. Objectives of the Study

The objective of this study is to find out whether the polar opposite strategy can improve the reading comprehension skill among the tenth graders of MAN 1 Metro.

2. Benefits of the Study

a. For the Students

The researcher hopes that the strategy that will be implemented can help students improve their motivation to learn, because this strategy makes it easier for students to understand the contents of a reading text.

b. For the Teacher

This research provides information as a reference to English teachers, so that teachers can use polar opposite strategies as an alternative in teaching.

c. For the Other Researchers

This study will provide benefits for the other researchers with information about the procedure for improving reading ability of students using the opposite polar strategy. Other researchers will get clear evidence about the improvement in reading ability using the opposite polar strategy. Therefore, it is expected that this research can

be one of the main bases and references for other researchers to be able to take positive benefits from this research.

F. Prior Research

The research will be conducted by considering several previous research related to teaching reading comprehension by using polar opposite strategy. The first prior research was conducted by Rika Susanti under the title "Teaching Reading Comprehension Descriptive Text by Combining Polar Opposite Strategy and SQ4R (Survey, Question, Read, Record and Review) Strategy at Junior High School".¹

Current research and previous research have several similarities and differences. The similarity of the current research and previous research is in the use of polar opposite strategy in teaching reading comprehension.

The difference from current research and previous research lies in research method, sample, and the total of teaching strategy. The first difference is in the research method itself. Research that will be conducted uses classroom action research, while the first prior research used qualitative. The next difference is in the study sample. The research that will be conducted now involves tenth grade students in MAN 1 Metro, while the sample conducted by previous researchers involved students of SMP 30 Padang. After that, the next difference is the amount of strategy used in teaching reading. The

¹ Rika Susanti, " *Teaching Reading Comprehension Descriptive Text By Combining Polar Opposites Strategy and SQ4R (Survey, Question, Read, Record, Recite and Review) Strategy at Junior High School,*" Pendidikan Bahasa Inggris, vol 2, No 2 (2013).

current research will use a polar opposite strategy, whereas previous researchers applied two strategies, namely polar opposite and SPQ4R (Survey, Question, Read, Record, and Review) Strategy.

In addition, the second prior research was done by William P. Bintz who did research in the title of “Teaching vocabulary across the Curriculum: alphaboxes, word questioning, linier array, polar opposites, story impressions, word sorts for narrative, expository texts, and anticipation guides”.² The similarity is in form of the same study sample in the middle graders education. Meanwhile, the difference from current research and previous research lies in research method, sample, and the total of teaching strategy. The first difference is in the research method itself. Research that will be conducted uses classroom action research, while the second prior research used qualitative.

The differentiation between this study and the second study was skills, this study applied reading skills while the second study used vocabulary skills. The current research will use a polar opposite strategy, whereas the second prior research applied eight strategies, namely alphaboxes, word questioning, linier array, polar opposites, story impressions, word sorts for narrative, expository texts, and anticipation guides.

² William P. Bintz, “*Teaching Vocabulary across the Curriculum: alphaboxes, word questioning, linier array, polar opposites, story impressions, word sorts for narrative, expository texts, and anticipation guides.*”, Middle School Journal, vol 42 (2011)

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Reading Comprehension Skill

1. The Definition of Reading Comprehension Skill

Reading is one of the most important skills. Reading without understanding the contents of the text is less, because reading and understanding is very useful. Linda and Carla define comprehension as a cognitive process that depends on the mind's ability to see connections among multiple sources of knowledge.³ It means that comprehension is a thought that allows one to minimize misunderstandings of what the writer has conveyed through a written language. It can be stated that comprehension is a series of processes for interpreting a text and maintaining its meaning. Gerald explains that comprehension does not stop when the last page of a selection is read.⁴ It means that comprehension is a series of activities carried out by the reader in reading from the beginning to the end of the reading.

In addition, according to Charles, reading is what it means to him, how it relates to other things he has read, to things he knows, to what he

³ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension* (Portland: Stenhouse Publisher, 2015), 18.

⁴ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), 22.

expects to come next in text like this.⁵ In the other words, reading is a series of activities that can hone the power of thought and imagination through a text. Charles define Reading as for many people, an enjoyable, intense, privat activity, from which much pleasure can be derived, and in which one can become totally absorbed.⁶ It means that reading is a part of daily life which can cause comfort feeling through messages conveyed by writer to reader through text. Linda and Charla define reading as a complex process involving a network of cognitive actions that work together to construct meaning.⁷ It means that reading is one of the important skills that can make students get information through writing.

Moreover, John states that reading comprehension is instruction in which the conceptual knowledge contains multiple interrelated concepts on a topic, with an emphasis on interdependences and detailed supporting information.⁸ It can be restated that reading comprehension is the meaning that the reader receives through the understanding conveyed by the author to convey information content in the text.

Meanwhile, according to Linda and Charla, reading comprehension is clearly illustrates how proficient readers orchestrate a range of flexible

⁵ J. Charles Ardelson, *Assessing Reading* (Cambridge: Cambridge University Press, 2000), 3.

⁶ *Ibid*, 28.

⁷ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension* (Portland: Stenhouse Publisher, 2015), 6.

⁸ John T. Guthrie et al., *Motivating Reading Comprehension: Concept-Oriented Reading Instruction* (Lawrence Erlbaum Associates, Inc., 2004), 246.

strategies toward the goal of meaning-making.⁹ It means that reading comprehension is an activity of understanding the contents of a text that uses a particular strategy for solving the problem at hand constructing the deepest understanding.

Moreover, Skill is necessary to effectively take advantage of scaffolding provided by increased cohesion¹⁰. It means that skill the ability of someone to do something well. Skill proves on reflection to be a complex and ambiguous idea¹¹. It means that skills can improve students to think thoroughly to understand an idea.

Based on some definition above, the researcher concludes that reading comprehension skill is an activity that can hone one's imagination and the intent of information and main ideas in the writings that the writer wants to convey to the reader.

2. Strategy of Reading Comprehension Skill

Comprehension strategy is strategy that used by reader such as cognitive and metacognitive strategy to achieve the goal of comprehension:

⁹ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension* (Portland: Stenhouse Publisher, 2015), 11.

¹⁰ Y Ozuru et.al., *Prior Knowledge, Reading Skill, and Text Cohesion in the Comprehension of Science Texts Learning and Instruction*, (2009), 239.

¹¹ Paul Attewell, *What is Skill* (New York: Sage Publications Inc, 1990), 422.

a. Cognitive strategy

Self-regulated learning's cognitive strategy component includes activities that support students' active manipulation of academic content.¹² Cognitive strategy concern direct interaction of task and help to simplify comprehension, deal with directly on getting information, manipulating it in ways that increase learning. Cognitive strategies can be classified as the following components such as recognizing, using topics, guessing from the context, using a dictionary, writing down, imagery, activating background information, summarixing, using linguistic clues, using text marker, skipping the difficult parts' and repeating words or phrases.

b. Metacognitive strategy

Metacognition basically refers to thinking about thinking.¹³ There are three essential skills of metacognitive reading strategy such as planning, monitoring, and evaluation. Metacognitive awareness concerns to personal perception and capability to reflect on one's understanding and learning.

¹² Douglas F. Gauffman, "Self-Regulated Learning in Web-Based Environments: Instructional Tools Designed to Facilitate Cognitive Strategy Use, Metacognitive Processing and Motivational Beliefs", J. Educational Computing Research, vol 30, (2004): 141.

¹³ Joel C. Meniado, *Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saude EFL Students*", English Language Teaching, vol 9, (2019): 119.

3. The Purpose of Reading Comprehension Skill

William Grabe points out that there are seven purposes reading comprehension skill, as follows:¹⁴

a. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, the readers typically *scan* the text for a specific word, or a specific piece of information.

b. Reading to skim quickly

Reading to skim is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text for a general understanding.

c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension

¹⁴ William Grabe and Fedricka L. Stoler, *Teaching and Researching Reading: Applied Linguistics in Action Series, 2th Edition* (New York: Routledge, 2011), 6-8.

(primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger *inferencing* demands than general comprehension to connect text information with background knowledge.

d. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple source. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

e. Reading to write (to search for information needed for writing)

Reading to write and reading to critique texts are task variants of reading to integrate information. Both require comprehension to select critique and compose information from a text.

f. Reading to critique texts

Reading to critique texts is inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

g. Reading for general comprehension

Reading for general comprehension is general reading comprehension has been intentionally saved for last in this discussion

for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. (Note that the term ‘general’ does not mean ‘simple’ or ‘easy’.) These assumptions are addressed in detail in the next two sections of this chapter.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

4. Measurement of Reading Comprehension Skill

Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability.¹⁵ To know the achievement of reading comprehension skills in reading comprehensions should be measured by using the assessment of reading.

¹⁵ H Douglas Brown, “*Language Assessment: Principle and Classroom Practices*”, (Longman), 185.

The measurements of reading comprehension skill related to Joan F. Groeber, as follows:¹⁶

Table 2
Rubric of Reading Comprehension Skill for Fiction Story

Criteria	4	3	2	1
Classification	3 complete elements	2 complete elements	1 complete elements	Evidence of 2+ incomplete elements
<ul style="list-style-type: none"> • Identifies story type • Recognizes story mood • Make comparisons with similar stories 	presents	presents	presents	
Plot	3 complete elements	2 complete elements	1 complete elements	Evidence of 2+ incomplete elements
<ul style="list-style-type: none"> • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots 	presents	presents	presents	
Conflict	3 complete elements	2 complete elements	1 complete elements	Evidence of 2+ incomplete elements
<ul style="list-style-type: none"> • Identifies main character's struggle • Understand why main character is struggling • Identifies type of conflict 	presents	presents	presents	
Theme	3 complete elements	2 complete elements	1 complete elements	Evidence of 2+ incomplete elements
<ul style="list-style-type: none"> • Knows what author wants to say • Restates theme in 1- 	presents	presents	presents	

¹⁶ Joan F. Groeber, *Designing and Using Rubric for Reading and Language Arts, Second Edition*, (Corwin Press,2007), 23.

3 words

- Identifies passage that conveys story theme

Note:

No	Grade	Category
1	76-100	Exelent
2	51-75	Good
3	26-50	Adequate
4	0-25	Fair

B. The Concept of Polar Opposite Strategy

1. The Definiton of Polar Opposite Strategy

According to Bean, Polar Opposite is a strategy that provides an excelent foundation for critical reflection and discussion.¹⁷ It means that polar opposite is a strategy that encourages students to think and to explore the characters in the text which they conclude to express their opinions.

In addition, Bean states that the guidance of Polar Opposite consists of descriptive adjectives such as happy versus sad that are supported or challenged by events in the text.¹⁸ In the other word, by using

¹⁷ Tom Bean Scott Baldwin and John Readence, *Content-Area Literary:Reading and Teaching* (Shell Educational Publicing, Inc.,2012), 156.

¹⁸*Ibid.*, 156.

this strategy, the students can conclude and give opinions about character or assessment in the text as a follow-up.

Besides, Thomas Bean assumes that Polar Opposite is a strategy that enables students to support their critiques of an idea.¹⁹ It can be restated that polar opposite select options that oppose the characters in the text for students to choose which they think are correct.

Nancy Lee Cecil states that Polar Opposite Strategy is questioning activity that ideal for helping students see characters in text as three-dimensional.²⁰ It means that the Polar Opposite offers each student a number of three to four scales that they can choose by giving a checklist, It can provide space for students to be more active in facilitating the contents of the text in learning English itself.

Based on the definition above, the Polar Opposite is a strategy that facilitates children's reading comprehension supportive teaching strategy for the reading itself to strengthen students' imagination into the reading content and ask questions with five opposite lines. to lure students to choices that they think are right and express their opinions. Therefore, this strategy can stimulate students to think critically in discussion.

2. The Principle of Polar Opposite Strategy

¹⁹ Thomas Bean, *Multimodal Learning for the 21st Century Adolescent* (Shell Educational Publishing, Inc., 2010), 64.

²⁰ Nancy Lee Cecil and Jeanne Pfeifer, *The Art of Inquiry* (Canada: Portage & Main Press, 2011), 43.

Tom Bean, Scott Baldwin and John Readence points out the principle of Polar Opposite Strategy, as follows:²¹

a. Expanding or restructure knowledge

Polar Opposite strategy can add knowledge to students with the help of a teacher who introduces vocabulary characters and the nature of a character in the text.

b. Enhancing learning

Polar opposite strategies make it easier for students to learn so that they can increase effective learning

c. Enhancing memory

Polar opposite has the advantage to improve students' memory because with this strategy students can develop their cognitive abilities to the fullest.

d. Encouraging critical reading

²¹ Tom Bean, Scott Baldwin and John Readence, *Content-Area Literacy: Reading and Teaching* (Shell Educational Publishing, Inc.,2012), 156.

This strategy causes students to think critically in responding to the content of a text, because polar opposite helps to direct students to gain an understanding of the contents of the text.

e. Engaging in discussion and writing activities

Polar Opposite gives even the most reticent students some basis for participating in discussion. This strategy allows students to be more actively involved in joint discussion activities, namely students are welcome to give opinions from a choice of questions which they think are most correct then write down the reasons for what they have chosen.

3. The Implementation of Polar Opposite Strategy in Teaching Reading Comprehension Skill

Nancy Lee Cecil and Jeanne Pfeifer point out the implementation of polar opposite strategy in teaching reading; as follow:²²

- a. The teacher prepares the learning process by choosing a character from a story that all the students are familiar with.
- b. The teacher develops a list of personality traits that clearly describe the characters in the text. it means that when there is an unclear vocabulary in a text, the teacher makes a vocabulary column and gives

²² Nancy Lee Cecil and Jeanne Pfeifer, *The Art of Inquiry* (Canada: Portage & Main Press, 2011), 43.

it an explanation (ex: Horn: Hard pointed usucurved growth on the heads of catle, deer, etc.).

- c. The teacher develops five polar opposites item with three, five, or seven lines between the positive and negative parts. In addition, make instructions in filling the opposite polar sheet.
- d. After students read or listen a selection in some groups, the teacher asks students to choose on the speace that students feel is most representative of the information or character being discussed.
- e. The teacher asked students' reasons for their choices. Why do you think so? What in the story supports your answer.

4. The Example of Polar Opposite in Teaching Reading Comprehension

In *The Art of Inquiry* book, Nancy Lee gave an example of reading learning using the Polar Opposite strategy. The following narrative text is an example of applying the polar opposite strategy.²³

A grade-three teacher read *Miss Maggie*, by Cynthia Rylant, to her students. The book is Nat, a young boy who has heard stories about the reclusive elderly lady who lives in the log hat on his family's property. A big black snake, among other scary things, is reputed to live with her. Nat, initially fearing Miss Maggie, looks in her windows and then runs away. One day, he overcomes his fears when he finds her in trouble. It is the middle of winter, and she is without heat. He finds her sitting in the floor of her cabon clutching a dead starling. He runs to get help for her. His family begins taking

²³ Nancy Lee Cecil and Jeanne Pfeifer, *The Art of Inquiry* (Canada: Portage & Main Press, 2011), 43.

care her with them on outings. Nat establishes a special, caring relationship with Miss Maggie.

After the reading, the activity sheet was completed by some of student. The example of Polar Opposite chart related to Nancy Lee, as follows:²⁴

Figure I
Example of Polar Opposite Chart²⁵

POLAR OPPOSITE CHART

Name: Haa, Jared, Michael, Emily Date: March 22

Theme: Miss Maggie

Where do you think **Nat** would fit on this chart for each of the traits? Why?

1. Brave **X** tearful

Why?

We think Nat was fearful at list at first but he overcame his fear when he went to Miss Maggie's house.

2. Cautious **X** adventurous

Why?

Nat was very cautious. Even though he went in Miss Maggie's house, it said his heart was pounding in his chest. We don't think he likes exploring.

3. Wise **X** foolish

²⁴ *Ibid.*, 44.

²⁵ *Ibid.*

Why?

Nat was foolish to believe all these things about Miss Maggie that were all lies.

4. Happy__ __ __ __ __sad
X

Why?

You don't ever see Nat laughing or having fun.

5. Generous__ __ __ __ __greedy
X

Why?

Nat is very generous to share his family and their love with Miss Maggie.

6. Leader__ __ __ __ __ followers

Why?

X

Nat shouldn't listen to what people say so much or he could have had Miss

Maggie as a wonderful friend much sooner.

C. Action Hypothesis

The action hypothesis of this research is stated, as follow:

“By Implement of Polar Opposite Strategy, it will improve reading comprehension skill among the tenth graders at MAN 1 Metro.”

CHAPTER III

RESEARCH METHOD

A. Variable and Definition of Operational Variable

1. Variable of the Research

The variable of this research consists of two types of variables among others: independent variables and dependent variables. Dependent variable of this research is reading comprehension skill. While, the independent of this research is Polar Opposite Strategy.

2. Definition of Operational Variable

The definition of variable is explained as follow:

a. Reading Comprehension Skill

Reading Comprehension Skill is one of the most important abilities in learning. Reading comprehension skill is an activity that can hone one's imagination and the intent of information and main ideas in the writings that the writer want to convey to the reader.

Moreover, to know student's mastery in reading comprehension, the writer decides some indicators in this variable as follow:

- 1) The students are able to to identifies story type and a series of story.

- 2) The students are able to connect with past expression and think option of what they have read.
- 3) The students are able to observe their understanding and use all of information.
- 4) The students are able to respond to text is rather personal and varies dependinh on some factors such as; interest, background knowledge, purpose of reading, and character of the text.

b. Polar Opposite

Polar Opposite is a strategy that students can conclude and give opinions about character or assessment in the text as a follow-up. The polar opposite strategy is reading learning that is used to provoke students to express their opinions by developing questions in the presence of five opposite lines. The opposite opposite presents a line between positive and negative parts.

Moreover, to know student's participation in this strategy there are some indicators as follow:

- 1) The students are able to understaand this strategy.
- 2) The students are able to improve their knowledge when use their opinion.
- 3) The students are able critique reading in their statements.
- 4) The students are able active in discussion and writing activities.

B. Setting of the Research

Classroom action research will be conducted at MAN 1 Metro. The setting of the research is Jl. Ki Hajar Dewantara, Metro, East Lampung.

Phone Number : (0725) 45963

Website : www.man1metro.sch.id

Facebook : MAN 1 Metro Lampung

C. Subject and Object of the Research

The subject of this research is the tenth grader of MAN 1 Metro. The total of students are 35 students. While, the objective of this research is the students reading comprehension. The researcher chooses this class because most of students' reading comprehension have low score in English lesson especially in reading comprehension. More detail explore at the table as follows:

Table 3
The Number of Students

No	Class	Sex		Total
		Male	Female	
1	X IPA 5	8	27	35
	Total	8	27	35

D. Action Plan

The research method used in this study is classroom action research (CAR). According to Jean, action research is a name given to a particular way of researching your own learning.²⁶ It means that action research is a way in the practice of researchers that aims to check whether it is appropriate.

Meanwhile, Creswell assumed that action research provides an opportunity for educators to reflect on their own practices.²⁷ It means that action research leads to reflection and improves the process of teaching and learning in the classroom.

In other words, Anne Burns states that action research is a process for enhancing reflective practice and professional growth and development.²⁸ It means that action research is an active activity that can make someone develop their level of knowledge in a more professional direction.

Based on several theories above, it can be inferred that action research is research conducted on students in the classroom by investigating and evaluating student activities in the learning process related to problem solving so that it can improve teaching or learning through self-reflection based on planned action.

²⁶ Jean McNiff and Jack Whitehead, *Action Research: Principle and Practice*, Second Edition (London and New York: Routledge Falmer, 2002), 15.

²⁷ John Creswell, *Educational Research: Planning, Constructing and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 577.

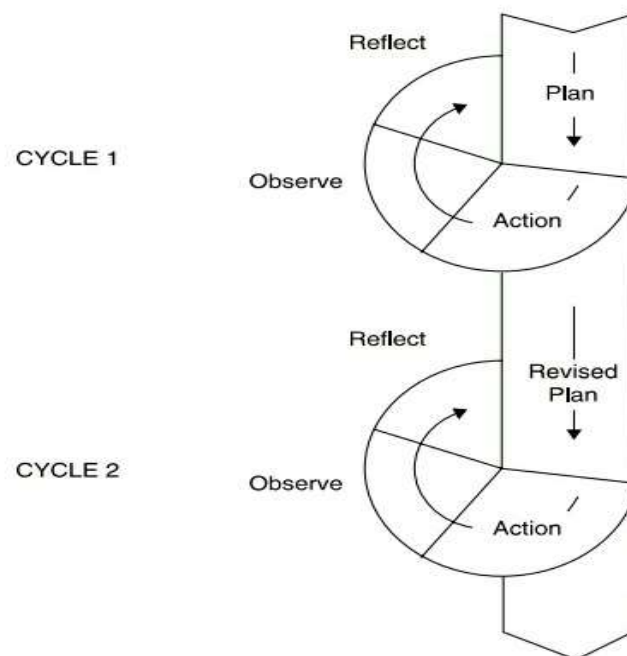
²⁸ Anne Burns, *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 1999), 24.

Classroom action research (CAR) has various models. This research, the researcher will use Kemmis and McTaggart research design. According to Kemmis and Taggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system²⁹.

Kemmis and McTaggart's provide concept of action research³⁰. The sequences of researcher can be seen by following figure:

Figure 2

Kemmis and Mc Taggart's Model³¹



The figure describes the sequence of the research that is predicted by preliminary study and followed by planning, acting, observing and reflecting

²⁹ *Ibid*, 32.

³⁰ Jean McNiff and Jach Whitehead, *Action Research: Principle and Practice*, Second Edition, (London and New York: Routledge Falmer, 2002), 33.

³¹ *Ibid*.

that implemented in each cycle. The assumption is the determined target in the first review in the next cycle that have some phase on the first cycle. This research will be conducted in multiple cycles. It means that this research will be stopped if the indicator of success can be achieved.

In this case, the researcher will conduct classroom action research in class of the tenth graders of MAN 1 Metro. The reason of why the reseracher will conduct classroom action reserch is because the researcher want to improve the reading comprehension skill by using polar opposite strategy among the tenth graders at MAN 1 Metro.

E. Action Procedure

Research will be conducted based on the pre-test and post-test. The researcher will choose one class in tenth grade where students were given an exam before they were given care. After that, they will also be given a post test after they are given treatment at the end of each cycle.

Based on Kemmis and Mc Taggart's research design, the steps of the research cover four phase in each cycle³². They are the following:

³² *Ibid.*

1. Cycle 1

a. Planning

Planning is the first phase in each activity. In this first phase, after the researcher analyzes the findings of the preliminary study such as identifying and diagnosing students' problems regarding reading comprehension that occurred in the classroom and concluding the finding in the preliminary study. After that, the researcher will prepare several plans for class action. They are as follows:

- 1) The researcher prepares a lesson plan including teaching procedures, media, and relevant material to be applied in the acting phase.
- 2) The researcher prepares materials, namely learning resources for students.
- 3) The researcher determines the technique that will be applied in the acting phase. In this case, the author uses the Polar Opposite strategy to improve reading comprehension.
- 4) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.
- 5) The researcher designs the criteria of success.
- 6)

b. Acting

The second phase in the action research is acting. It is realization or application of the planning that have stated above. The

learning process conducted in the X Grader of MAN 1 Metro, the researcher will act as follow:

- 1) Pre teaching avtivity
 - a) The researcher starts the lesson by greeting to the students.
 - b) The researcher and students pray together.
 - c) The researcher checks students' attendance.
 - d) The researcher informs to the students about the competence, the indicator and the objectives that should be achive.
- 2) While teaching activity
 - a) The researcher devides the students into some group.
 - b) The researcher explains the polar opposite strategy to students about the order of application in the reading comprehension process.
 - c) Researcher provides material and facilities in the form of narrative text topics to students by applying polar opposite strategy.
 - d) The researcher observes the reading comprehension of students by asking their answers about a question the teacher has given to students by using negative and positive scale.
 - e) after students become more proficient in using this strategy, researchers gradually shift responsibility to students to lead discussions by implementing this strategy.

3) Post teaching activity

- a) The researcher gives positive feedback to the students.
- b) The researcher and the students conclude the learning topic that have been discussed.
- c) The researcher greets the students in end of the meeting.

After giving treatment in cycle 1. The researcher give the post-test. The instrument which is giving to the students have different type from the instrument which is giving in the pre-test.

c. Observing

In the third phase, the researcher will observe the student's activity, participation, class situations during the learning process, and the performance of the researcher using a structured observation form by recording the overall activity. In addition, researchers also collected data based on the post test and the results of student activities. The researcher can find out the effectiveness of the learning process that has taken place by observing all activities in the class and the results can be concluded and and discussed in the reflection phase.

d. Reflecting

In the fourth phase, the researcher reviews and thinks about something that the researcher has done and knows whether there is an effect on the student's learning process. By reflecting, the researcher gets information about the strengths and weaknesses of the actions carried out by the researcher. If the researcher finds a problem, the

researcher will do the next cycle and use the data collected in one cycle or as a reference by fixing all the problems or weaknesses in the next cycle.

2. Cycle II

a. Re-Planning

In the first phase, before conducting the action in the next phase, the researcher will repair the problem found in cycle one. It will be explained as follows:

- 1) The researcher analyses the reflection result to obtain the solving problem.
- 2) The researcher revises and prepares the lesson plan based on the problem that appeared in the previous cycle including learning procedure, media, and relevant material to be applied in the acting phase.
- 3) The researcher rearranges the observation format and also reforms the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

b. Acting

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

- 1) Pre teaching activity
 - a) The researcher starts the lesson by greeting to the students.
 - b) The researcher and students prays together.
 - c) The researcher checks student's attendance.
 - d) The researcher informs to the students about the competence, the indicators and objectives that will be achieve.
- 2) While teaching activity
 - a) The researcher devides the students into some group.
 - b) The researcher explains the polar opposite strategy to students about the order of application in the reading comprehension process.
 - c) Researchers provide material and facilities in the form of narrative text topics to students by applying polar opposite strategy.
 - d) The researcher observes the reading comprehension of students by asking their answers about a question the teacher has given to students by using negative and positive scale.
 - e) After students become more proficient in using this strategy, researchers gradually shift responsibility to students to lead discussions by implementing this strategy.
 - f) The researcher gives the evaluation to the students.

3) Post teaching activity

- a) The researcher gives positive feedback or reinforcement to the students.
- b) The researcher and students conclude the learning topic that have been discussed.
- c) The researcher greets the students in the end of the meeting.

c. Observing

In the third phase, the observer will observe students' activity, participation, class situations during the learning process, and the performance of the researcher using a structured observation form by recording the overall activity. In addition, the researcher will collect data based on the post test and the results of student activities. The researcher can find out the effectiveness of the learning process that has taken place by observing all activities in the class and the results can be concluded and and discussed in the reflection phase.

d. Reflecting

In the fourth phase, the researcher reviews and thinks about something that the researcher has done and knows whether there is an effect on the student's learning process. By reflecting, the researcher gets information about the strengths and weaknesses of the actions carried out by the researcher. If the researcher finds a problem, the researcher will do the next cycle and use the data collected in one cycle

or as a reference by fixing all the problems or weaknesses in the next cycle.

F. Data Collection Techniques

For this research, there are four techniques which will be used by the researcher to collect the data. They can be explained as follows:

1. Test

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.³³ In this research, the tests that will be given to the students consist of two types; pre-test and post-test:

a. Pre-Test

First, a pre-test will be given to students before taking care through the implementation of polar opposite strategy. The type of pre-test is an reading reading test. In this pre-test researchers apply objective tests in the form of multiple choice.

b. Post-Test

Second, post-tests will be given to students after they are given care at the end of each cycle. Students will get reading comprehension by using Polar Opposite as a treatment to obtain improvement before and after giving care. This can be proven by comparing the results

³³ Donald Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Learning, 2010), 201.

between the pre-test and post-test. In these post-tests the researcher will apply objective tests in the form of multiple choice.

2. Observation

Observation is a technique of collecting data that involves several forms of learning processes and preparation for visual inspection. People involved in an activity and relationship between them. These observations will be published systematically, and published in special editions. In this case the researcher will participate or activate students in class X MAN 1 Metro.

3. Documentation

In this case, documentation is needed by researchers to get complete data on the history of the stabilization of Metro MAN I, the organizational structure of Metro MAN I, the names of teachers in each subject, data on sketches of school buildings to find out the location of each class, office, laboratory , library, mosque, canteen, parking area, and yard.

4. Field Note

Field notes are observational instruments in CAR that are used to provide notes on various things that occur during observations which include descriptions of people, places, objects, actions, activities, events, goals, times, and feelings. Researchers in this case will use field notes to

record all student activities during the learning process. Field notes will be made to get complete data from tenth grade students of Metro MAN I about student activities, events in each step of learning, learning objectives, study time, and student feelings in the learning process.

G. Instrument of the Research

To measure reading comprehension skill among the tenth graders at MAN 1 Metro, researchers will apply several reading comprehension skill tests consisting of pre-test and post-test. Both tests are in the form of asking students to answer multiple choices based on available reading comprehension skill stories.

H. Data Analysis Techniques

Data analysis aims to draw conclusions based on the processing of information or data that has been collected. After collecting data or information from tests, observations, interviews, documentation, researchers will analyze the data based on problem limitations and research objectives.

After collecting and analyzing all data from the reading comprehension skill in each cycle, the researcher will tabulate the test results and analyze the average pre-test and post-test. The formula to figure out the average between pre-test and post-test as follow:³⁴

³⁴ Donald Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Learning, 2010), 108.

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

X = Mean

$\sum X$ = Sum of the scores

N = Number of scores

Then, in gaining student's activity in learning process it can be inferred that the result use the formula, as follow:³⁵

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

P = Percentage

F= Frequency

N= Total Number of Students

I. Indicator of Success

Researchers in knowing data acquisition will analyze student test results. Based on student test results, researchers will take from the average score of the pre-test and post-test. In Classroom Action Research this is considered successful if students reach the minimum standard in reading comprehension in the class of at least 75. If the post-test average meets at least 75, and 70% of students have graduated, the researcher will not continue in the next cycle.

³⁵ Louis Cohen, et.al, Research Methods., p.423.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

The general description that assessed as the complementary data. It was subjectively concerned condition of school, the history of school, geographical of school, around of school and structure of organization.

a. The History of MAN 1 Metro

Madrasah Aliyah Negeri 1 Metro was established since the enactment of the Decree of the Minister of Religion of the Republic of Indonesia Number: 157 of 2014, September 17th 2014 concerning Changes in the Name of 18 (eighteen) Madrasah Aliyah Negeri, 24 (twenty four) Madrasah Tsanawiyah and 52 (fifty two) Madrasah Ibtidaiyah Country. What was originally called MAN 2 Metro based on the Decree of the Minister of Religion Number 64/1990, April 25th 1990 and Number 42 of 1992, January 27th 1992 changed the function of the Education of State Religion Teachers (PGAN) to Madrasah Aliyah Negeri (MAN).

Strategic steps in the context of developing policies, so that Madrasah in turn become Islamic-specific public schools can be realized, after the enactment of Law No. 2 of 1989 concerning the

national education system as implementing the law in PP.No 28 of 1998 concerning Dik Das and the minister of education and culture decree No.0489/v/1992 concerning public Madrasah in article 1 paragraph 6 stated that Madrasah Aliyah is a high school which is characterized by the Islamic Religion organized by the Department of Religion (DEPAG).

In connection with this Madrasah Aliyah is required to provide at least the same study as high school in addition to the study material given to the madrasah in article 26 Kep. MENDIKBUD No. 0487/V/1992 and article 22 paragraph 6 No. 0489/V/1992 Madrasah Aliyah has the same task as a Public School (SMA), which provides the ability of students to develop their lives as private members of the community, citizens, and prepare them to attend education higher.

There is a common thread that connects and further develops wisdom since the entry of seven general subjects in madrasahs in 1950 until the enactment of Law No. 2 of 1989 which affirms that Madrasah Aliyah is a Public School (SMA) which is characterized by the Islamic Religion.

b. Number of Students at MAN 1 Metro

The number of students at MAN 1 Metro in the Academic Year of 2019/2020 is that can be identified, as follows:

Table 4

The number of students at MAN 1 Metro in the Academic Year of 2019/2020

No	Class	Male	Female	Total Students
1	X	101	214	315
2	XI	116	223	339
3	XII	89	199	288
	Total	306	636	942

Source: Documentation at MAN 1 Metro.

c. The Number of Teacher and Official Employers at MAN 1 Metro

The number of teacher and official employers at MAN 1 Metro in the Academic Year 2019/2020 can be identified, as follow:

Table 5

The Number of Teacher and Official Employers at MAN 1 Metro

No	STM/SMA /MA	D3	S1	S2	S3	Total
1.	10	3	50	28	1	92

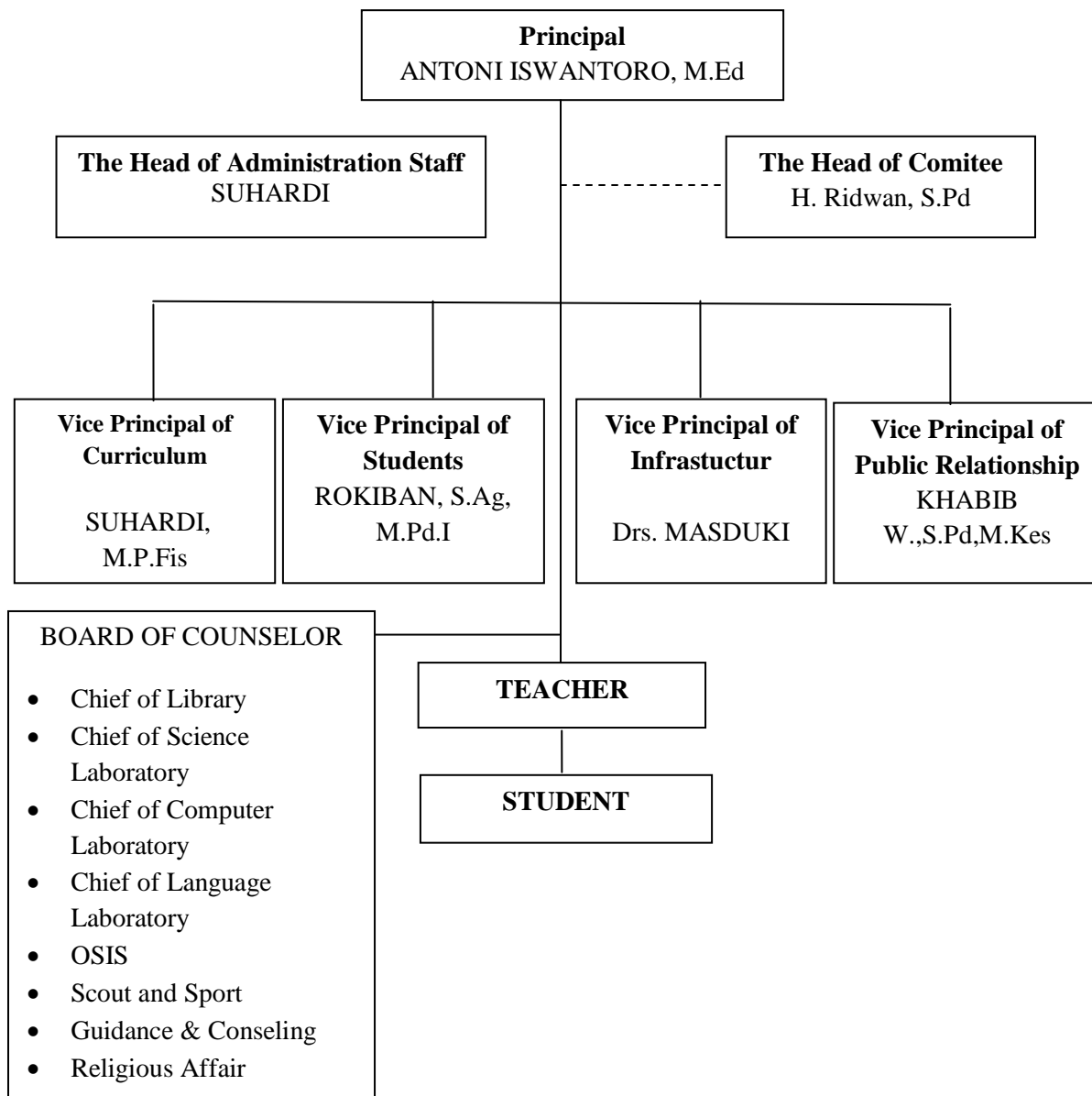
Source: Documentation at MAN 1 Metro.

d. Structure Organization of MAN 1 Metro

The structure organization of MAN 1 Metro in the Academic Year 2019/2020 can be shown in the figure, as follows:

Figure 3

Structure Organization of MAN 1 Metro



Source: Documentation at MAN 1 Metro.

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Lilis Odiah, S.Pd as the collaborator. The researcher conducted pre-test to know the students' skill in reading comprehension before giving treatment and it used as the comparison score with post-test. The students were given 20 questions about narrative text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 6

The Pre-Test Score of Reading Comprehension Skill

No	Students Initial Name	PRE-TEST	NOTE
1	AF	75	Passed
2	AW	60	Failed
3	AF	75	Passed
4	CZ	70	Failed
5	FNK	20	Failed
6	HSB	45	Failed
7	II	50	Failed
8	IN	70	Failed
9	KDP	50	Failed
10	KBZ	45	Failed
11	LR	30	Failed
12	LSB	55	Failed
13	MAS	85	Passed
14	MH	65	Failed
15	MA	55	Failed
16	NNS	50	Failed
17	NE	60	Failed
18	NI	85	Passed
19	NNA	60	Failed

20	NJ	60	Failed
21	NI	35	Failed
22	PF	35	Failed
23	PNS	40	Failed
24	RR	65	Failed
25	SA	50	Failed
26	SKW	20	Failed
27	SR	60	Failed
28	SNF	90	Passed
29	SDS	65	Failed
30	SA	55	Failed
31	TNEP	85	Passed
32	VP	50	Failed
33	VA	45	Failed
34	WRD	55	Failed
35	ZTF	60	Failed
Total Score		1975	
Average		56.4	
Highest Score		90	
Lowest Score		20	

Table 7

Students' Mark of Pre-test of Reading Comprehension Skill

No	Mark	Frequency	Percentage	Category
1	≥ 75	6	17.1%	Complete
2	≤ 75	29	82.9%	Incomplete
Total		35	100%	

Based on the table, it could be analyzed that there were 6 students (17.1%) who passed the pre-test and 29 students (82.9%) who failed the pre-test. The lowest score in pre-test was 20 and the highest score was 90. It means that the students did not fulfill the minimum

standard at MAN 1 Metro and the reading comprehension skill was low. Besides, from the result of pre-test, the researcher got average 56.4. So, it was the reason why the researcher used Polar Opposite Strategy to improve the reading comprehension skill.

In this case, the researcher conducted the research in two cycles and each cycle consist of planning, acting, observing, and reflecting.

a. Cycle I

Cycle 1 consist of planning, acting, observing and reflecting.

1) Planning

Planning is the first step in this research. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

Acting is the second step in this research. The research conducting this cycle in two meetings. The meeting in cycle I was conducted on Monday, August 26th 2019 and Monday, September 9th 2019. In this meeting, the researcher as an English teacher and Mrs. Lilis Odiah, S.Pd as a collaborator. The researcher started the meeting by greeting, praying, checking attendance list and asking the condition of the students. Afterwards, the researcher give the material about narrative text.

At the beginning of teaching learning process, the researcher gives a motivation and the researcher asked the student about narrative text. some of students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, purpose, generic structure, sosial fuction and lengauge feature of narrative text.

Afterwards, the researcher implemented the strategy, as follows:

- a) The first, the teacher prepares the story of narrative text. The story of narrative text is "*Malin Kundang*". Then, the teacher asked the students to make 5 groups, every group consist of 6-7 students.

- b) The second, the teacher makes a vocabulary column about Malin Kundang, such as: “*bravery, recognize, denied, pirate, merchant, live hard, wealthy, etc*” and gives it explanation as a brainstorm.
- c) The third, the teacher develops polar opposites item with five lines between positive and negative poles, such as “*dilligent _ _ _ _ lazy, honest _ _ _ _ lie, etc.*”
- d) The last, the students choose and check mark (✓) on the space that students feel representative of the information or character being discussed, and the teacher asked students’ reasons for their choices to supports their answer.

In the end meeting, the researcher gave feedback to the students of the learning process. The researcher gave informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

In the second meeting of cycle I, the teaching learning process was continuing about implementation of the strategy. The story of narrative text is “*Tangkuban Perahu*”.

After did a treatment, the researcher gave post-test I to the students. The post-test I was conducted on Monday, September 9th, 2019. The post-test was done to know how the reading comprehension skill after giving treatment. The researcher gave 20

multiple choices. The result of post-test in cycle I could be seen on the table, as follows:

Table 8

The Post-Test I Score of Students' Reading Comprehension Skill

No	Students Initial Name	POST-TEST I	NOTE
1	AF	85	Passed
2	AW	60	Failed
3	AF	85	Passed
4	CZ	60	Failed
5	FNK	55	Failed
6	HSB	65	Failed
7	II	80	Passed
8	IN	75	Passed
9	KDP	80	Passed
10	KBZ	50	Failed
11	LR	60	Failed
12	LSB	85	Passed
13	MAS	85	Passed
14	MH	60	Failed
15	MA	75	Passed
16	NNS	70	Failed
17	NE	75	Passed
18	NI	75	Passed
19	NNA	75	Passed

20	NJ	85	Passed
21	NI	55	Failed
22	PF	55	Failed
23	PNS	60	Failed
24	RR	80	Passed
25	SA	80	Passed
26	SKW	75	Passed
27	SR	80	Passed
28	SNF	85	Passed
29	SDS	70	Failed
30	SA	80	Passed
31	TNEP	80	Passed
32	VP	80	Passed
33	VA	65	Failed
34	WRD	60	Failed
35	ZTF	85	Passed
Total Score		2530	
Average		72.3	
Highest Score		85	
Lowest Score		50	

Table 9

Students' Mark of Pre-test of Reading Comprehension Skill

No	Mark	Frequency	Percentage	Category
1	≥ 75	21	60%	Complete
2	≤ 75	14	40%	Incomplete
Total		35	100%	

From the table 8, it could be analyzed that the students' average score was 72.3. The highest score was 85 and the lowest score was 50. Based on the Minimum Mastery Criteria (MMC), there were 21 students that had passed on post-test I or got score ≥ 75 . It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

3) Observing

In observing of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave material about reading text especially narrative text by using Polar Opposite Strategy.

In learning process, there were three activities that used to know the students' activity. Every student who was active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicator of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students giving respond to the teacher's explanation
- c) The students taking notes from the material
- d) The students are doing the assignment

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

Table 10

The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	23	65.71
2	The students giving respond to the teacher's explanation	15	42.85
3	The students taking notes from the material	18	51.42
4	The students are doing the assignment	28	80.00

The table show that not all the students' active in learning process. There were 23 students (65.71%) who gave attention to the teacher's explanation, 15 students (42.85%) who giving respond to the teacher's explanation. 18 (51.42%) students taking notes from the material and 28 students (80.00%) are doing the assignment.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because there are not got percentage more than 70%.

4) Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It could be seen from the result of pre-test and post test I score. However, most of the students' score had improved although the condition of learning process uncontrolled enough.

From the result of observation in cycle I, there were some problem that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's question.

Based on the result of reflection in cycle I, there were some sugestions to be resived in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher guided the students to understand about the material.
- c) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 11
The Comparison Students' Score at Pre-Test and Post-Test I

No	Students Initial Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage (%)	Explanation
1	AF	75	85	10	13%	Improved
2	AW	60	60	0	0%	Constant
3	AF	75	85	10	13%	Improved
4	CZ	70	60	-10	-14%	Declined
5	FNK	20	55	35	175%	Improved
6	HSB	45	65	20	44%	Improved
7	II	50	80	30	60%	Improved
8	IN	70	75	5	7%	Improved
9	KDP	50	80	30	60%	Improved
10	KBZ	45	50	5	11%	Improved
11	LR	30	60	30	100%	Improved
12	LSB	55	85	30	55%	Improved
13	MAS	85	85	0	0%	Constant
14	MH	65	60	-5	-8%	Declined
15	MA	55	75	20	36%	Improved
16	NNS	50	70	20	40%	Improved
17	NE	60	75	15	25%	Improved
18	NI	85	75	-10	-12%	Declined

19	NNA	60	75	15	25%	Improved
20	NJ	60	85	25	42%	Improved
21	NI	35	55	20	57%	Improved
22	PF	35	55	20	57%	Improved
23	PNS	40	60	20	50%	Improved
24	RR	65	80	15	23%	Improved
25	SA	50	80	30	60%	Improved
26	SKW	20	75	55	275%	Improved
27	SR	60	80	20	33%	Improved
28	SNF	90	85	-5	-6%	Declined
29	SDS	65	70	5	8%	Improved
30	SA	55	80	25	45%	Improved
31	TNEP	85	80	-5	-6%	Improved
32	VP	50	80	30	60%	Improved
33	VA	45	65	20	44%	Improved
34	WRD	55	60	5	9%	Improved
35	ZTF	60	85	25	42%	Improved
Total		1975	2480	555	1426	
Average		56.4	72,94	15.86	41.00%	

In this research, pre-test and post-test I had done individually. It was aimed to know the skill of students' comprehension skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 56.4 and post-test I 72.3. although there was improving of the students' achievement, cycle I was not successful yet because

the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this researcher would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it shown that cycle I was successfully yet. Therefore, the researcher and collaborator tried to revise the several problem that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, worksheet, observation sheet and the test for post-test II.

2) Acting

The description of teaching and learning process of cycle II was different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Thursday, September 13th 2019 and Saturday, September 14th 2019. The researcher as a teacher explained the material about narrative text to

the students. The teacher asked the students to explain again about the material that had been explained by the teacher

Afterwards, the researcher implemented the strategy, as follows:

- a) The first, the teacher prepares the story of narrative text. the story of narrative text is "*Mantu's Little Elephant*". Then, the teacher asked the students to make 5 groups, every group consist of 6-7 students.
- b) The second, the teacher makes a vocabulary column about Malin Kundang, such as: "*glint, the haviest logs, wisphered, hear, rude, noise, rude, etc*" and gives it explanation as a brainstorm.
- c) The third, the teacher develops polar opposites item with five lines between positive and negative poles, such as "*clever_ _ _ _ _stupid, child_ _ _ _adult, etc.*"
- d) The last, the students choose and check mark (√) on the speace that students feel representative of the information or character being discussed, and the teacher asked students' reasons for their choices to supports their answer.

Afterwards, in the second meeting the teaching learning process was continuing abput implementation of the strategy. The story of narrative text is "*The Smart Parrot*".

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard in order to could got good scores especially in English Subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Monday, September 16th 2019. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test. They collected the answer sheet to the teacher. The result of post-test II could be seen on the table below:

Table 12

Post-Test II Score of Students' Reading Comprehension Skill

No	Students Initial Name	POST-TEST II	NOTE
1	AF	90	Passed
2	AW	60	Failed
3	AF	90	Passed
4	CZ	80	Passed
5	FNK	55	Failed
6	HSB	90	Passed
7	II	80	Passed
8	IN	90	Passed
9	KDP	80	Passed
10	KBZ	55	Failed
11	LR	55	Failed
12	LSB	85	Passed

13	MAS	90	Passed
14	MH	95	Passed
15	MA	90	Passed
16	NNS	80	Passed
17	NE	80	Passed
18	NI	85	Passed
19	NNA	95	Passed
20	NJ	90	Passed
21	NI	75	Passed
22	PF	50	Failed
23	PNS	90	Passed
24	RR	80	Passed
25	SA	90	Passed
26	SKW	65	Failed
27	SR	80	Passed
28	SNF	90	Passed
29	SDS	70	Failed
30	SA	95	Passed
31	TNEP	85	Passed
32	VP	85	Passed
33	VA	65	Failed
34	WRD	90	Passed
35	ZTF	95	Passed
Total Score		2820	
Average		80.6	
Highest Score		95	
Lowest Score		50	

Based on the table above, it could be seen that the students' average score in post-test II was 80.6. The highest score was 95 and the lowest score was 50. It means there were increased score in post-test II.

Table 13
Students' Mark of Post-Test II of Reading Comprehension Skill

No	Mark	Frequency	Percentage	Category
1	≥ 75	27	77.1%	Complete
2	≤ 75	8	22.9%	Incomplete
Total		35	100%	

Based on the table above, there were increased students' mark of post test II. There were 27 (77.1 %) students who passed score of minimum mastery criteria. It means that in post test II was successful, because the indicator of success was achieved, that if 70% students passed the test.

3) Observing

In this step, the researcher presented the material by using Polar Opposite 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 follows:

Table 14

The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	31	88.57
2	The students giving respond to the teacher's explanation	26	72.28
3	The students taking notes from the material	28	80.00
4	The students are doing the assignment	31	88.57

The table above shown that the students' activity in cycle II was improved. The students' activity that had high percentage were were 31 students (88.57%) who gave attention to the teacher's explanation, 26 students (72.28%) who giving respond the teacher's explanation. 28 (80.00%) students taking notes from the material and 31 students (88.57%) are doing the assignment.

Based on the result above, the researcher indicated that learning process in cycle II was successful because all the four students' activities got percentage $\geq 70\%$. Then, on the result of the researcher in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the researcher. There

were >70% of students passed the examination. It means the reading comprehension skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading comprehension skill from post-test I to post-test II could be seen on the table below:

Table 15

The Comprehension of Students' Score at Post-Test I and Post-Test II

No	Students Initial Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage (%)	Explanation
1	AF	85	90	5	6%	Improved
2	AW	60	60	0	0%	Constant
3	AF	85	90	5	6%	Improved
4	CZ	60	80	20	33%	Improved
5	FNK	55	55	0	0%	Constant
6	HSB	65	90	25	38%	Improved
7	II	80	80	0	0%	Constant
8	IN	75	90	15	20%	Improved
9	KDP	80	80	0	0%	Constant
10	KBZ	50	55	5	10%	Improved
11	LR	60	55	-5	-8%	Declined
12	LSB	85	85	0	0%	Constant
13	MAS	85	90	5	6%	Improved
14	MH	60	95	35	58%	Improved

15	MA	75	90	15	20%	Improved
16	NNS	70	80	10	14%	Improved
17	NE	75	80	5	7%	Improved
18	NI	75	85	10	13%	Improved
19	NNA	75	95	20	27%	Improved
20	NJ	85	90	5	6%	Improved
21	NI	55	75	20	36%	Increase
22	PF	55	50	-5	-9%	Declined
23	PNS	60	90	30	50%	Improved
24	RR	80	80	0	0%	Constant
25	SA	80	90	10	13%	Improved
26	SKW	75	65	-10	-13%	Declined
27	SR	80	80	0	0%	Constant
28	SNF	85	90	5	6%	Improved
29	SDS	70	70	0	0%	Constant
30	SA	80	95	15	19%	Improved
31	TNEP	80	85	5	6%	Improved
32	VP	80	85	5	6%	Improved
33	VA	65	65	0	0%	Constant
34	WRD	60	90	30	50%	Improved
35	ZTF	85	95	10	12%	Improved
Total		2530	2820	290	2530	
Average		72.3	80.6	8.3	72.9	

Based on the result above, it could be inferred that Polar Opposite Strategy could improve the students' because there was improving from average in post-test I 72.3 became 80.6 in post-test II. In cycle II, most of the students could develop their reading comprehension. It means that cycle II was successful.

Based on the table above, the comparison students' result score post-test II, from 27 students who passed minimum mastery criteria 75, and then there is improving in students learning process. Because of that, the researcher concluded that the research was successful in cycle II. And there is no need to proceed another cycle.

B. Interpretation

In the research, a researcher gave the students pre-test individually for the purpose to know the reading comprehension skill before giving a treatment. In the pre-test, there were only 6 students (17.1%) who passed the pre-test, and 29 students (82.9%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 20 and the high score was 90.

1. Cycle I

After did the pre test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Polar Opposite Strategy.

Furthermore, the researcher gave the post-test in the next meeting and the post-test was name post-test I. Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 21 students (60.0%) students passed the pos-test I. The lowest score was 50, the highest score was 85, and the average score was 72.3.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 56.4 and post-test I 72.3. Although there was improving of the students' achievement, cycle I was not successfully yet because only 21 students (60.00%) who passed in post-test I. It means that the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher ha to conduct the next cycle because only 21 students (60.00%) passed the test got score ≥ 75 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and

concluded that there were 27 students (77.1%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 50, the highest score was 95, and the average score was 80.6.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 72.3 and 80.6. In the pre-test, post-test I, and post-test II. The total students who got score ≥ 75 were 6, 21, and 27 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-Test, Post-Test Cycle I, and Post-Test Cycle II

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

Table 16

Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Students Initial Name	Pre-Test	Post-Test I Score	Post-Test II Score
1	AF	75	85	90
2	AW	60	60	60

3	AF	75	85	90
4	CZ	70	60	80
5	FNK	20	55	55
6	HSB	45	65	90
7	II	50	80	80
8	IN	70	75	90
9	KDP	50	80	80
10	KBZ	45	50	55
11	LR	30	60	55
12	LSB	55	85	85
13	MAS	85	85	90
14	MH	65	60	95
15	MA	55	75	90
16	NNS	50	70	80
17	NE	60	75	80
18	NI	85	75	85
19	NNA	60	75	95
20	NJ	60	85	90
21	NI	35	55	75
22	PF	35	55	50
23	PNS	40	60	90
24	RR	65	80	80
25	SA	50	80	90
26	SKW	20	75	65
27	SR	60	80	80
28	SNF	90	85	90
29	SDS	65	70	70

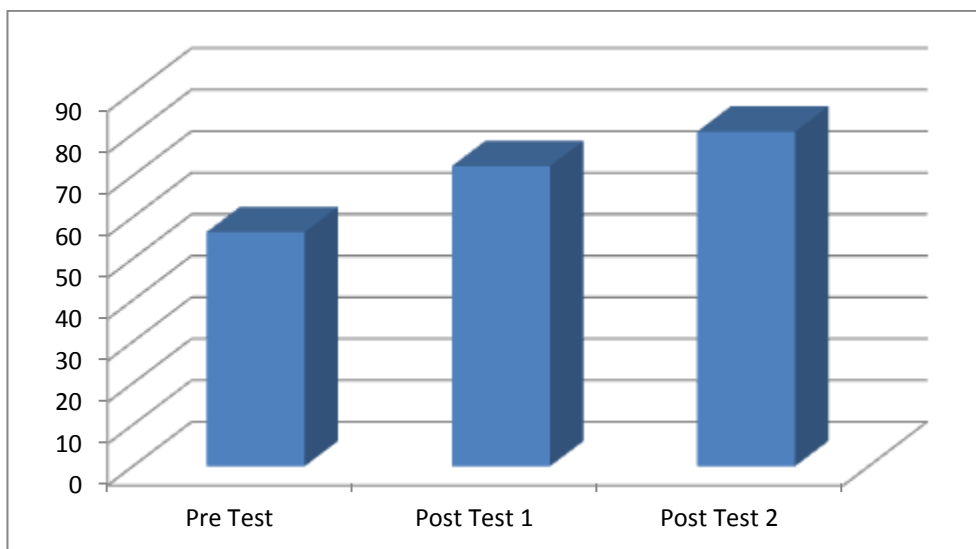
30	SA	55	80	95
31	TNEP	85	80	85
32	VP	50	80	85
33	VA	45	65	65
34	WRD	55	60	90
35	ZTF	60	85	95
Total		1975	2530	2820
Average		56.4	72.3	80.6

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 56.4 to 72.3 became 80.6. therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

Figure 4

Graph of the Result of Pre-test, Post-Test I, and Post-test II



Based on the graph above, it can be inferred that Polar Opposite Strategy could improve the students' reading comprehension skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

4. 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 follows:

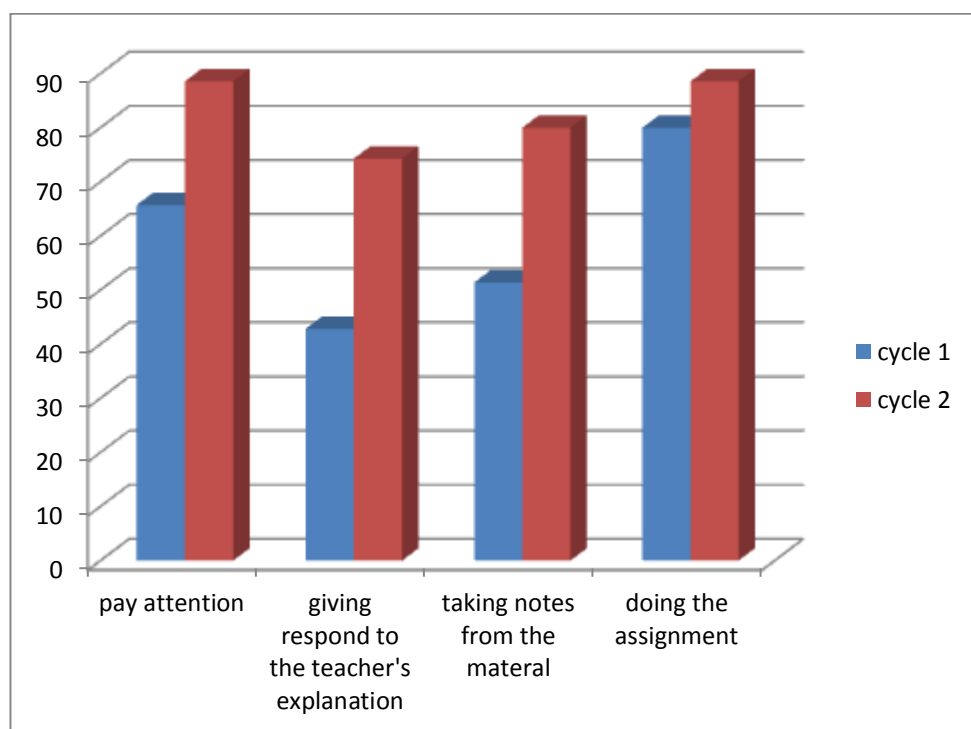
Table 17

The Table of Students' Learning Activities in Cycle I and II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	23	65.71%	31	88.57%	22.86%
2	The students giving respond to the teacher's explanation	15	42.85%	26	74.28%	31.43%
3	The students taking notes from the material	18	51.42%	28	80.00%	28.58%
4	The students are doing the assignment	28	80.00%	31	88.57%	8.57%

Figure 5

Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based in the data had gotten, it can be explained, as follows:

- a. The students' 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 65.71% and in cycle II 88.57%, it increased 22.86%.

b. The students giving respond to the teacher's explanation

The students who asked or answered questions from the teacher was increased from the first meeting to the next meeting. It showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was increased 31.43%, from the cycle I 42.85% and cycle II 74.28%.

c. The students taking notes from the material

The students' active to give an idea from the first meeting to next meeting was increased. In cycle I was only 51.42% and in cycle II 80.00%, it increased 28.58%.

d. The students are doing the assignment

The students who had done the task were increased, it could be seen on cycle I 80.00% and cycle II 88.57%, it improved 8.57%.

Based on the data above, it could be concluded that the students felt confort and active with the learning process because most of the students shown good increasing in learning activities when Polar Opposite Strategy was applied in learning process from cycle I up to cycle II.

5. The Comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Polar Opposite Strategy improved the reading comprehension skill. There was progress in average score from 56.4 to 72.3 and to 80.6.

From the graph 3, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I, post-test II. In the graph above, the average score in the pre-test was 56.4 and only 6 students or (17.1%) passed the test.

Moreover, in the post-test I and post-test II there was 21 students or (60.00%) passed the test with the average 72.3 and 27 students or (77.1%) who passed the test with average 78.6. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score >75) was reached.

C. Discussion

The researcher observed about learning among the tenth graders at MAN 1 Metro, especially in teaching learning English. The researcher found some problems that are faced by the students. One of the problems was learning reading comprehension skill. The researcher observed why they felt insufficient to learn it through look at their score of reading comprehension skill and teaching learning in the class. The score of reading comprehension

skill was low, most of students did not have comprehension to reading a text well. After that, the researcher choose a strategy to improve their reading comprehension skill by using Polar Opposite strategy. The researcher used this strategy because to improve the reading comprehension skill and made them more active to reading a text.

Based on the result of the research in cycle I and cycle II, it could be concluded that the use of Polar Opposite strategy could improve the reading comprehension skill. There were improve average score from pre-test was 56.4, post-test I was 72.3 qnd post-test II improve again become 80.6. it means that each test many students who passed the test.

The standard minimum criteria was 75. In post test I there were 21 students (60.00%) who passed the test with the average 72.3 and then in post-test II there were 27 students (77.1%) who passed the test with the average 80.6. We could be seen that the research on cycle II was successful and can be stopped, because it more than the indicator of success, that if 70% students achieved the standard minimum mastery criteria, it was 75.

So, in teaching English especially in reading subject, the students have to gave some strategy to interest their attentiom in order they did not bored to catch the material. After the students was interested, automatically the material that given by the teacher easy to understand by the students. One of the strategy to make the students easy to understand a text, automatically the students easy to answer the questions based on the text and it make the score of their reading comprehension skill was improved.

Polar Opposite strategy was one of the strategy in reading that is used to provoke students to express their opinions by developing questions in the presence of five opposite lines. Polar Opposite strategy make the learning process not monotonous because the students think critically through participation in discussion sessions. And then, this strategy was proved hat Polar Opposite strategy could improve the reading comprehension skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding and interpretation, the researcher would like to point out the conclusions as follows:

There was improving of students average score from pre-test 56.4 to post-test I 72.3 became 80.6 in post-test II. In cycle I, there were 21 students passed the test. Moreover, in cycle II there were 27 students who passed the test. Result of cycle II already reached with the score minimum was 75. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improved, such as; pay attention of the teacher's explanation from 65.71 became 88.57, ask/answer the questions from 42.85 became 74.28, making note from the material from 51.42 became 80.00, and active doing the assignment 80.00 became 88.57, the result of students activities in cycle I and cycle II, there are improving about students' learning activities. It means that by using Polar Opposite Strategy in reading, the students' activities have improved from the first meeting till cycle II.

The conclusion this research was succesful and it could be stopped in the cycle II, because the indicator of succes (70% of students got score ≥ 75) was reached.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English, so they can comprehend the material that teacher given and improve their knowledge especially in reading comprehension skill.
2. It is suggested for the English teacher to use Polar Opposite Strategy as alternative strategy in classroom because this strategy is effective to improve the students reading comprehension skill in the teaching and learning process.
3. The teacher expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based in observation of the class, the students will more active after the teacher gives motivation to the students.
4. It is suggesred for headmaster in order to facilitation the teachers to use this strategy because it is effective in teaching the material for the teacher.

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SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i> Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i> <i>My name is... I'm ... I live in ... I have ... I like dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i> (1) Kata terkait dengan hubungan keluarga dan kekerabatan, profesi pekerjaan,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional</p>	<p>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya <i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i> <i>"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		<ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i> Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal 	<p>struktur teks menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i> Menyatakan rencana <i>Struktur Teks</i> ‘I’d like to tell my name, I will tell him about my job, I’m going to introduce my friend <i>Unsur Kebahasaan</i> Kata kerja <i>I’d like to ... , I will ... , I’m going to ... ;</i> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>belajar (<i>learning journal</i>).</p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p>	<p>Komunikasi</p> <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. Siswa membuat kartu ucapan selamat Siswa memperoleh feedback dari guru dan teman sejawat 	<p>nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			sejawat, berupa komentar atau cara penilaian lainnya		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i> Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i> <i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i> (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p> baca, tulisan tangan dan cetak yang jelas dan rapi. <i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal,</p>	<p>bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p>bangunan bersejarah.</p> <ul style="list-style-type: none"> Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa 	<ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		<ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan) <i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>international yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i> Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i> Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i> Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan 	<ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam 		<p>berbahasa Inggris</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks <i>announcement</i> yang mereka temukan dari sumber lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	<p>proses pembelajaran di setiap tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i> a. Menyebutkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian Unjuk kerja</p>	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <ul style="list-style-type: none"> Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis 	<ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i> Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata-kata terkait karakter, watak, dan setting dalam legenda Modal auxiliary verbs. Ejaan dan tulisan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations): Bukan penilaian formal seperti</p>	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i> Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA / MA
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I
Materi Pokok	: Narrative lisan dan Tulis (Cerita Rakyat Sederhana)
Alokasi Waktu	: 1 x 45 menit

A. Kompetensi Inti

- K1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan rasa syukur kepada sang Pencipta.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.	2.3.1. Menampilkan perilaku bertanggung jawab dalam melaksanakan Komunikasi fungsional. 2.3. 2 Menampilkan perilaku peduli dalam komunikasi fungsional. 2.3.3 Menampilkan perilaku kerjasama dalam komunikasi fungsional. 2.3.4 Menampilkan perilaku cinta damai dalam komunikasi fungsional.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.9.1 Menganalisis fungsi sosial teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 3.9.2 Menganalisis struktur teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 3.9.3 Menganalisis unsur kebahasaan naratif sederhana berbentuk legenda

	rakyat, sesuai dengan konteks penggunaannya.
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>4.15.1 Menemukan makna dan informasi tersurat dan tersirat dalam teks naratif lisan dan tulis berbentuk legenda, sederhana</p> <p>4.15.2 Menemukan ide pokok teks naratif lisan dan tulis berbentuk legenda rakyat.</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk *Narrative text*.
2. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk *Narrative text*.
3. Menjelaskan makna terkait fungsi sosial, struktur teks dan unsur kebahasaan teks dalam bentuk *Narrative text*.
4. Menyimpulkan informasi dari teks dalam bentuk *Narrative text*.

D. Materi Pembelajaran

Narrative text

“*Malin Kundang*”

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin

Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Fungsi Sosial:

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur teks:

1. Pengenalan tokoh dan setting
2. Komplikasi yang dihadapi tokoh utama
3. Solusi dan akhir cerita

Unsur Kebahasanaan:

1. Tata bahasa: Simple Past tense
2. Kosa kata: terkait karakter, watak, dan setting dalam legenda
3. Ucapan, tekanan kata, intonasi

Topik:

Cerita legenda yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Metode Pembelajaran

F. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Salam dan tegur sapa
- Guru mengecek kehadiran siswa
- Guru mengecek kesiapan belajar siswa
- Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

Mengamati

- Siswa menyimak contoh teks cerita yang diperdengarkan oleh guru
- Siswa mempelajari kosa kata baru yang ada di dalam cerita.
- Siswa mempelajari cara pengucapan kosa kata baru dalam cerita

Menanya

- Siswa menanyakan isi cerita dari berbagai cerita rakyat secara berkelompok.

Mengumpulkan informasi/ mengeksplorasi

- Guru meminta siswa untuk membaca teks secara mandiri
- Guru menuntun siswa dengan memberikan gambar ataupun kosa kata tambahan guna menemukan informasi rinci dan informasi tertentu dari cerita

Mengasosiasi

- Guru memberikan lembar kerja siswa berisi soal berlawanan (polar opposite) untuk dikerjakan secara berkelompok

- Guru memastikan pemahaman kosa kata siswa dengan meminta untuk memilih pilihan yang menurut mereka paling benar dan memberikan alasannya

Mengkomikasikan

- Siswa mengkomunikasikan apa yang mereka pilih beserta alasannya dalam soal berlawanan (polar opposite) tersebut secara tertulis dan mempresentasikan di depan kelas.

3. Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

G. Instumen Penilaian

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk Penilaian	Instumen/ Soal
Mengidentifikasi berbagai informasi dalam teks fungsional	Tes Tertulis	Pilihan Ganda	Choose the right based on the text <i>a,b,c, or d.</i>

- Pedoman Penilaian
- Setiap jawaban yang benar diberi skor 5
- Jumlah skor maksimal 100
- $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

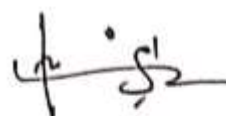
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RENCANA PELAKSANAAN PEMBELAJARAN

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Alokasi Waktu : 1 x 45 menit

A. Kompetensi Inti

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- K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan rasa syukur kepada sang Pencipta.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.	2.3.1. Menampilkan perilaku bertanggung jawab dalam melaksanakan Komunikasi fungsional. 2.3. 2 Menampilkan perilaku peduli dalam komunikasi fungsional. 2.3.3 Menampilkan perilaku kerjasama dalam komunikasi fungsional. 2.3.4 Menampilkan perilaku cinta damai dalam komunikasi fungsional.
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks	3.9.1 Menganalisis fungsi sosial teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks

<p>naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>	<p>penggunaannya.</p> <p>3.9.2 Menganalisis struktur teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.9.3 Menganalisis unsur kebahasaan naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>
<p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>4.15.1 Menemukan makna dan informasi tersurat dan tersirat dalam teks naratif lisan dan tulis berbentuk legenda, sederhana</p> <p>4.15.2 Menemukan ide pokok teks naratif lisan dan tulis berbentuk legenda rakyat.</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk *Narrative text*.
2. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk *Narrative text*.
3. Menjelaskan makna terkait fungsi sosial, struktur teks dan unsur kebahasaan teks dalam bentuk *Narrative text*.
4. Menyimpulkan informasi dari teks dalam bentuk *Narrative text*.

D. Materi Pembelajaran

Narrative text

“*Sangkuriang*”

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

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

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

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

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Fungsi Sosial:

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur teks:

1. Pengenalan tokoh dan setting
2. Komplikasi yang dihadapi tokoh utama
3. Solusi dan akhir cerita

Unsur Kebahasaan:

1. Tata bahasa: Simple Past tense
2. Kosakata: terkait karakter, watak, dan setting dalam legenda
3. Ucapan, tekanan kata, intonasi

Topik:

Cerita legenda yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Metode Pembelajaran

Polar Opposite Strategy

F. Langkah-langkah Kegiatan Pembelajaran**1. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Guru mengecek kehadiran siswa
- Guru mengecek kesiapan belajar siswa
- Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

Mengamati

- Siswa menyimak contoh teks cerita yang diperdengarkan oleh guru
- Siswa mempelajari kosa kata baru yang ada di dalam cerita.
- Siswa mempelajari cara pengucapan kosa kata baru dalam cerita

Menanya

- Siswa menanyakan isi cerita dari berbagai cerita rakyat secara berkelompok.

Mengumpulkan informasi/ mengeksplorasi

- Guru meminta siswa untuk membaca teks secara mandiri
- Guru menuntun siswa dengan memberikan gambar ataupun kosa kata tambahan guna menemukan informasi rinci dan informasi tertentu dari cerita

Mengasosiasi

- Guru memberikan lembar kerja siswa berisi soal berlawanan (polar opposite) untuk dikerjakan secara berkelompok
- Guru memastikan pemahaman kosa kata siswa dengan meminta untuk memilih pilihan yang menurut mereka paling benar dan memberikan alasannya

Mengkomunikasikan

- Siswa mengkomunikasikan apa yang mereka pilih beserta alasannya dalam soal berlawanan (polar opposite) tersebut secara tertulis dan mempresentasikan di depan kelas.

3. Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

G. Instrumen Penilaian

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk Penilaian	Instrumen/ Soal
Mengidentifikasi berbagai informasi dalam teks fungsional	Tes Tertulis	Pilihan Ganda	Choose the right based on the text <i>a,b,c, or d.</i>

- Pedoman Penilaian
- Setiap jawaban yang benar diberi skor 5
- Jumlah skor maksimal 100
- $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Guru Mata Pelajaran

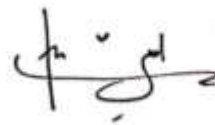


Lilis Odiah, S.Pd

NIP.196202162005012995

Metro, Agustus 2019

Mahasiswa



Intan Priska K. Selly

NPM. 1501070179

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Sangkuriang

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

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

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

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

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Mantu's little elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest, and bravest, elephants in the jungle. The other elephants hear this. They began to laugh and made rude noises with their trunks. "we're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up the huge elephants with a mischievous glint in his eye. "you're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snakes, the elephant screeched and off they go thundering in fright.

"did I say there were snakes?" giggled Mantu. "no. I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

the Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was another parrot like it. It was very, very smart. This parrot would not say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not then he got angry.”you are a stupid bird! Why can’t you say the word? Say catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “say catano, or I’ll kill you? But the bird wouldn’t talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chicken house. “you are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw three dead chickens on the floor. The parrot was screaming at the fourth chicken,” say catano, or I’ll kill you!

Nama: Wuri, Salsa

POLAR OPPOSITE CHART

Name: Wuri rama, salsa bila, Aphi nada, chyntia, virid A, Sugalih

Date: 26 August 2019

Theme: Malin Kundang (narrative text)

Where do you think Malin Kundang would fit on this chart for each of the traits? Why?

1. Diligent _____ Lazy

Why?

Because he want to help the mother in order to get a good life.

2. Rich _____ Poor

Why?

Because Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. Many years later, Malin Kundang became wealthy.

3. Honest _____ Lie

Why?

Because he is shy have a bad mother and old mother

4. ^{root}Obedience _____ ^{menentang} Rebellious

Why?

Because he : didn't admit her mother

5. Happy Ending _____ Sad Ending

Why?

Because The mother broken heart to her child and ~~she~~ curse him to be stone

POLAR OPPOSITE CHART

Name : Marsha Nuria, Septi Nada, Lilia Salembila, Khalista Desta, Hanika

Date : 09/09/2019

Theme : Sangkuriang (Narrative Text)

Where do you think Sangkuriang would fit on this chart for each of the traits? Why?

1. Strong _____ Weak

Why? because he can make a lake full and boat although just a hole (because he wandered everywhere).

2. Handsome _____ Ugly

Why? because he man, follow his mother who has an eternal beauty.

3. Coward ^{pengecut} _____ Courageous ^{berani}

Why? he is braver because he agree for make a lake and boat in one night

4. Obedience _____ Rebellious

Why? because he didn't believe if dayang sumbi is his mother

5. Gentle _____ Resist ^{melawan}

Why? because he could not finished the boat and kicked the boat and is not patient

~~Handwritten scribbles~~

POLAR OPPOSITE CHART

Name : Sorria. Isma. Chynria. Fino. Sugawh, Litan, Lia

Date : 10-9-19.

Theme: Narrative Text

Where do you think the Story of the Smart Parrot would fit on this chart for each of the traits? Why?

1. Strong _____ Weak

Why? Because the parrot can kill three chickens in chicken house in midnight.

2. Crafty _____ Shrewd

Why? Because Mantu's little elephant can see any slithering snakes that may be a danger.

3. Coward _____ Courageous

Why? Because the parrot was screaming at the fourth chicken, and, "say Catario, or I'll kill you!"

4. Obedience _____ Rebellious

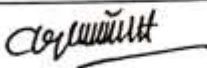
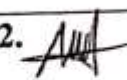




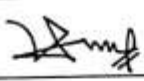


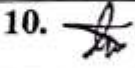

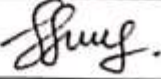
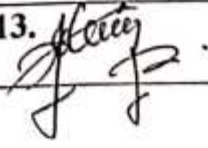
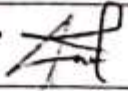

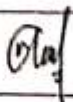

Why? Because He followed any word from man but he would not say his town Catario.

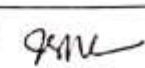


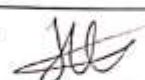


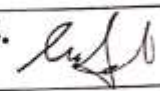
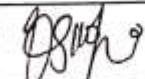








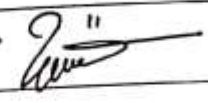

5. Clever _____ Stupid

Why? Because parrot was very smart but the parrot can't say the name of the town where he was born, Catario.

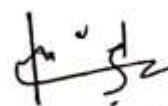
LIST OF PRESENCE PRE-TEST

Date : Monday, August 19th 2019

No	Nama Siswa	ttd
1	'Afwiy Fauziah	1. 
2	Amelia Wanandari	2. 
3	Annisa Faiza	3. 
4	Chintya Zahra	4. 
5	Fadilla Nur K.	5. 
6	Haris Setia Budi	6. 
7	Ilham Ismail	7. 
8	Intan Nabila	8. 
9	Khalista Desta Pratiwi	9. 
10	Kia Bagus Zaki	10. 
11	Lia Rahmawati	11. 
12	Likia Salsa Billa	12. 
13	Marsha Aulia Syakila	13. 
14	Maulana Hafiz	14. 
15	Meyta Az-zahra	15. 
16	Nabila Nurhalisa Hani	16. 
17	Nabira Eka Oktavia Putri	17. 

18	Nadifah Isma	18.	
19	Nindia Nayla Assyifah	19.	
20	Nur Janah	20.	
21	Nurul Ilmiati	21.	
22	Putri Aulia Febriyanti	22.	
23	Putri Nurmala S.	23.	
24	Rifqi Refliansyah	24.	
25	Salsabila Abelagista	25.	
26	Santi Kurnia W.	26.	
27	Satria Ramadhani	27.	
28	Septi Nada Fakhriyah	28.	
29	Sugalih Dimas Said	29.	
30	Syifa Aulia	30.	
31	Thania Naomy E. P.	31.	
32	Vina Pratiwi	32.	
33	Virda Ananta	33.	
34	Wuri Rama Damairia	34.	
35	Zahwa Tara F.	35.	

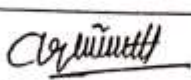
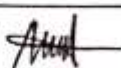

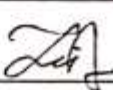

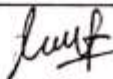

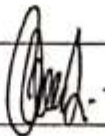



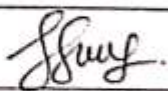
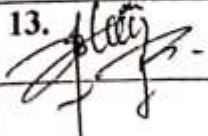




Researcher



Intan Priska K. Selly
NPM. 1501070179

LIST OF PRESENCE POST-TEST I

Date : Monday, September 19th 2019

No	Nama Siswa	ttd
1	'Afwiy Fauziah	1. 
2	Amelia Wanandari	2. 
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18	Nadifah Isma	18.	<i>Fane</i>
19	Nindia Nayla Assyifah	19.	<i>[Signature]</i>
20	Nur Janah	20.	<i>[Signature]</i>
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34	Wuri Rama Damairia	34.	<i>[Signature]</i>
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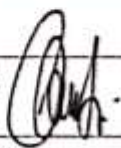



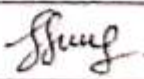
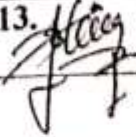




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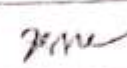

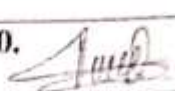
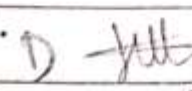
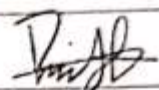
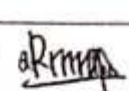
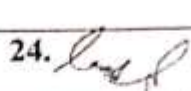
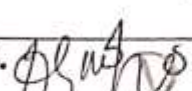
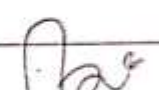
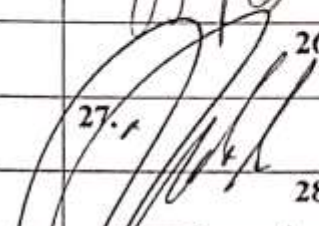
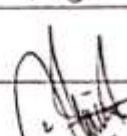
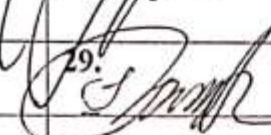
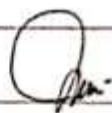
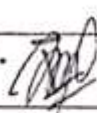
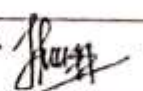

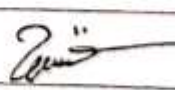

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Intan Priska K. Selly
NPM. 1501070179

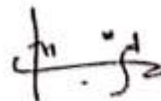
LIST OF PRESENCE POST-TEST II

Date : Monday, September 16th 2019

No	Nama Siswa	ttd
1	'Afwiy Fauziah	1. 
2	Amelia Wanandari	2. 
3	Annisa Faiza	3. 
4	Chintya Zahra	4. 
5	Fadilla Nur K.	5. 
6	Haris Setia Budi	6. 
7	Ilham Ismail	7. 
8	Intan Nabila	8. 
9	Khalista Desta Pratiwi	9. 
10	Kia Bagus Zaki	10. 
11	Lia Rahmawati	11. 
12	Likia Salsa Billa	12. 
13	Marsha Aulia Syakila	13. 
14	Maulana Hafiz	14. 
15	Meyta Az-zahra	15. 
16	Nabila Nurhalisa Hani	16. 
17	Nabira Eka Oktavia Putri	17. 

18	Nadifah Isma	18.	
19	Nindia Nayla Assyifah	19.	
20	Nur Janah	20.	
21	Nurul Ilmiati	21.	
22	Putri Aulia Febriyanti	22.	
23	Putri Nurmala S.	23.	
24	Rifqi Refliansyah	24.	
25	Salsabila Abeligista	25.	
26	Santi Kurnia W.	26.	
27	Satria Ramadhani	27.	
28	Septi Nada Fakhriyah	28.	
29	Sugalih Dimas Said	29.	
30	Syifa Aulia	30.	
31	Thania Naomy E. P.	31.	
32	Vina Pratiwi	32.	
33	Virda Ananta	33.	
34	Wuri Rama Damairia	34.	
35	Zahwa Tara F.	35.	

Researcher



Intan Priska K. Selly

NPM. 1501070179

1. Instrumen pre-test I for reading comprehension skill

2. Direction

- a. Write down your name and class completely.
- b. Read the story, then answer the question below
- c. Choose a,b,c, or d based on the correct answer.

Name :

Class :

Text 1 (for question 1-10)

Ah Tim

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

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest." So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
 - a. Another village
 - b. Mountains
 - c. **Forests**
 - d. Hills
 - e. Towers and logs
2. Who was Ah Tim ?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. **The young woman's brother's son**
 - e. One of the men who fetched a stick
3. Who walked in front when they were in the forest ?
 - a. **Ah Tim**
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
 - e. The baby and his mother
4. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. **He was stumbled by a stone**
 - c. He ran slowly
 - d. The woman cried
 - e. The wolves were good runners

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

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

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

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

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

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

Text 1 (for question 11-20)

the Prince and his Best Friends

One upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly, a group of the bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Choose the best answer by crossing a,b,c, or d!

11. Who is the name of prince story?
 - a. Peter
 - b. Jonathan
 - c. Franklin
 - d. Mark
 - e. Lary
12. What kind of person was Prince Jonathan?
 - a. Coward
 - b. Constrained
 - c. Interpid
 - d. Strong
 - e. Lazy
13. Who were Prince Jonathan's friends?
 - a. Mark and Dani
 - b. Bobby and Dani
 - c. Bobby and Diego
 - d. Mark
 - e. Peter and Franklin
14. What happened when the Prince and his two friends were walking in the forest?
 - a. They were attacked by bandits
 - b. They entered the old house

- c. They were attacked by franklin
 - d. They were losted
 - e. They closed the door
15. Where they were attacked by bandits?
- a. Palace
 - b. School
 - c. Forest
 - d. Market
 - e. Villa
16. Why did franklin to persuade the Prince to surrender?
- a. Because, he was terrified
 - b. He was afraid
 - c. Because, he is bandits
 - d. He is brave
 - e. He was stupid
17. What is type of the above text?
- a. Descriptive
 - b. Recount
 - c. Report
 - d. Narrative
 - e. Announcement
18. He was loved, and adored by his people. *He* refers to....
- a. The Prince
 - b. Bandits
 - c. Peter
 - d. Fanklin
 - e. The Girl
19. What is generic of structure of “one upon a time...”
- a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
 - e. Reconstruction
20. The word “back” mean..
- a. Return
 - b. Going
 - c. Want
 - d. Bring
 - e. Stay

1. Instrumen post-test I for reading comprehension skill

2. Direction

- d. Write down your name and class completely.
- e. Read the story, then answer the question below
- f. Choose a,b,c, or d based on the correct answer.

Name :

Class :

Text 1 (for question 1-10)

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

1. What is the purpose of the text ?
 - a. To describe
 - b. To entertain
 - c. To explain
 - d. To tell
 - e. To story
2. Who is name of the king invaded the kingdom of Klungkung ?
 - a. Agung Bagus Mantra
 - b. Made Surati
 - c. Raden Banterang
 - d. Prabu Menak Prakoso
 - e. King klungkung
3. Where place Made Surati and Agung Bagus Mantra hide ?
 - a. In the kingdom
 - b. In palace
 - c. In the cave
 - d. In the old hause
 - e. In the jungle
4. What kingdoms were attacked by Prabu menakandhis army?
 - a. Klungkung
 - b. Banyuwangi
 - c. Majapahit
 - d. Sriwijaya
 - e. Kartanegara
5. What is the name of the child Prabu Menak ?
 - a. Made Surati
 - b. Agung Bagus Mantra
 - c. Raden Banterang
 - d. King Klungkung
 - e. Menak Prakoso
6. Who the beggar who met with Made Surati ?
 - a. Raden Banterang
 - b. King Klungkung
 - c. Menak Prakoso
 - d. Agung Bagus Mantra
 - e. Prabu Menak
7. How Made Surati action against her brother's request ?
 - a. Rejected
 - b. Accept
 - c. Angry
 - d. Think first
 - e. behaves usual
8. ...But if it smelled fragrant. Word "it" refer to...
 - a. Smelled
 - b. Dead body
 - c. Water in the river
 - d. Ground
 - e. Place
9. "But such a request was rejected". Antonim of rejected is....?
 - f. Accept
 - g. Maybe
 - h. Think
 - i. Refuse
 - j. Silent
10. What happen suffer made Surati Bodies thrown into the river...
 - a. The river suddenly become clear
 - b. The river suddenly become clean and clear and as glass
 - c. The river suddenly stink
 - d. The river suddenly change color
 - e. The river suddenly become as glass

Text 2 (for question 11-20)

Sangkuriang

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

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

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

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

Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

11. What is the story about?
- A wrath son
 - West java's tales
 - Tumang a Dog husband
 - The legend of Tangkuban Perahu
 - Dayang Sumbi's rejection to marry Sangkuriang
12. Where does the story take place?
- West Java
 - East Sumatra
 - Jakarta
 - Buenos Aires
 - Amsterdam
13. According to the story, Tumang was....
- Actually a handsome prince
 - Married to Dayang Sumbi
 - Sangkuriang pet dog
 - Good at hunting deer
 - In fact Dayang Sumbi's father
14. What did Dayang Sumbi look like?
- She liked weaving clothers
 - She looked for the heart of a deer
 - She was beautiful
 - She was looking at her fallen tool
 - She and her son were alike
15. What made Dayang Sumbi stay young?
- She set up conditions in doing things
 - A young man fall in love with her
 - She always exercise
 - She knew how to take care her body
 - God gave her an eternal beauty
16. Who are the main caracters in the story?
- Dayang Sumbi and Sangkuriang
 - The king Dayang Sumbi, the mount
 - The king, and the ganie
 - The dog, and the spiritis
 - A young man, and God
17. "He kicked the boat" (paragraph 6)
The underline word refers to.....
- Sangkuriang
 - Tumang
 - Dayang Sumbi
 - The king
 - Father
18. "if you are male, I will marry you" (paragraph 2)
the sentence mean that the one who helped Dayang Sumbi became her....
- Husband
 - Maid
 - Boss
 - Son
 - King
19. the complication start when....
- Sangkuriang arrived at his own village
 - Tumang came bringing Dayang Sumbi fallen thing
 - Dayang Sumbi asked Sangkuriang to find deer's heart
 - Dayang Sumbi and Sangkuriang fellin love and decided to marry
 - Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night\
20. "once upon a time..." (paragraph 1)
What is the function of the above sentence?
- A crisis
 - A complication
 - An orientation
 - A reorientation
 - A resolution

1. Instumen post-test II for reading comprehension skill

2. Direction

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 - j. In fact Dayang Sumbi's father
3. What did Dayang Sumbi look like?
 - f. She liked weaving clothers
 - g. She looked for the heart of a deer
 - h. She was beautiful
 - i. She was looking at her fallen tool
 - j. She and her son were alike
4. What made Dayang Sumbi stay young?
 - f. She set up conditions in doing things
 - g. A young man fall in love with her
 - h. She married a dog
 - i. She knew how to take care her body
5. Who are the main caracters in the story?
 - f. Dayang Sumbi and Sangkuriang
 - g. The king Dayang Sumbi, the dog and Sangkuriang
 - h. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - i. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - j. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
6. What moral value can we learn from the story?
 - a. People must keep their words all the time
 - b. Do not make a promise to easily
 - c. Never be reluctant to do good things
 - d. We should not hate our decendants
 - e. Just do what we have planned
7. "He brought her the falling tool" The underline word refers to.....
 - f. Samgkuriang
- j. God gave her an eternal beauty

- g. Tumang
 - h. Dayang Sumbi
 - i. The king
 - j. Father
8. “ if you are male, I will marry you’ (paragraph 2)
the sentence mean that the one who helped Dayang Sumbi became her....
- f. Husband
 - g. Maid
 - h. Boss
 - i. Son
 - j. King
9. The complication starts when....
- a. Sangkuriang arrived at his own village
 - b. Tumang came bringing Dayang Sumbi fallen thing
- c. Dayang Sumbi asked Sangkuriang to find deer’s heart
 - d. Dayang Sumbi and Sangkuriang fell in love and decided to marry
 - e. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
10. “once upon a time in west java, Indonesia lived a wise king who had beautiful daughter.”
(paragraph 1)
What is the function of the above sentence?
- f. A crisis
 - g. A complication
 - h. An orientation
 - i. A reorientation
 - j. A resolution

Text 2 (for question 11-20)

the Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was another parrot like it. It was very, very smart. This parrot would not say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not then he got angry.”you are a stupid bird! Why can’t you say the word? Say catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “say catano, or I’ll kill you? But the bird wouldn’t talk.

One day after trying for many hours to make the bird say catano, the man got very angry. He picked up the bird and threw him into the chicken house. “you are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw three dead chickens on the floor. The parrot was screaming at the fourth chicken,” say catano, or I’ll kill you!

1. Where does the story take place?
 - f. London
 - g. Puerto Rico
 - h. Jakarta
 - i. Buenos Aires
 - j. Amsterdam
2. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
 - e. Macato
3. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
 - e. Sometime
4. Which statements is true according the next?
 - a. The parrot could say catano
 - b. The man very happy with the parrot
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
 - e. At last the parrot could say catano
5. What does the man do to the bird because the bird cannot say the name of the place?
 - a. The man ate the bird
 - b. The sold the bird
 - c. The man killed the bird
 - d. The man taught the bird
 - e. The man hitched the bird
6. It is most likely that....
 - a. The bird killed the three chickens
 - b. The three chickens killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three chickens

- e. The bird sold the chicken
7. What is the story about?
- a. A parrot and the cat
 - b. A parrot and a chickens
 - c. A parrot and owner
 - d. A parrot
 - e. A man
8. "it was very, very smart" the underline word refers to....
- a. The man
 - b. The bird
 - c. The Chicken
 - d. Puerto Rico
 - e. London
9. "the parrot was very, very smart", the "smart" means....
- a. Stupid
 - b. Clever
 - c. Stubborn
 - d. Beautiful
 - e. Humble
10. "the parrot was screaming at chickens". What does the underline word....
- a. Smiling
 - b. Crying
 - c. Shouting
 - d. Laugh
 - e. Playing

KEY ANSWERS

PRE-TEST

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

POST-TEST 1

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

POST-TEST 2

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

ANSWER SHEET PRE-TEST 1

Name: PUTRI Aulia F.

Class: X IPA 5

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

S = 13 B = 7

(35)

ANSWER SHEET POST-TEST 1

Name: CHYNTIA ZAHRA

Class: X IPA 5

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

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ANALYSIS INSTRUMENT OF READING COMPREHENSION SKILL

PRE TEST

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
K1 : Respecting and appreciating religion they believe.	1.1. Be thankful for the chance to be able to learn English as international communication language which is shown in the spirit of learning.	Classification <ul style="list-style-type: none"> • Identifies story type • Recognizes story mood • Make comparisons with similar stories 	2, 7, 11, 12, 18, 20	6
K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.	2.3. Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication.	Plot <ul style="list-style-type: none"> • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots 	1, 3, 5, 13, 16	5
		Conflict <ul style="list-style-type: none"> • Identifies main character's struggle • Understand why main character is struggling • Identifies type of conflict 	4, 6, 9, 14, 15	5
K3 : Understanding knowledge (factual, conceptual, and	3.9. Analyzing social functions, text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.			

<p>procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.</p> <p>K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.</p>	<p>4.15. Capture the meaning of oral and written narrative texts in the form of legend, simple</p>	<p>Theme</p> <ul style="list-style-type: none"> • Knows what author wants to say • Restates theme in 1-3 words • Identifies passage that conveys story theme 	<p>8, 10, 17, 19</p>	<p>4</p>
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ANALYSIS INSTRUMENT OF READING COMPREHENSION SKILL

POST TEST 1

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
K1 : Respecting and appreciating religion they believe.	1.1. Be thankful for the chance to be able to learn English as international communication language which is shown in the spirit of learning.	Classification <ul style="list-style-type: none"> • Identifies story type • Recognizes story mood • Make comparisons with similar stories 	2, 9, 14, 16, 18	5
K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.	2.3. Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication.	Plot <ul style="list-style-type: none"> • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots 	3, 7, 8, 10, 12, 15, 20	7
		Conflict <ul style="list-style-type: none"> • Identifies main character's struggle • Understand why main character is struggling • Identifies type of conflict 	4, 5, 6, 13, 17, 19	6
K3 : Understanding knowledge (factual, conceptual, and	3.9. Analyzing social functions, text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.			

procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

4.15. Capture the meaning of oral and written narrative texts in the form of legend, simple

- Theme
- Knows what author wants to say
 - Restates theme in 1-3 words
 - Identifies passage that conveys story theme

1, 11

2

ANALYSIS INSTRUMENT OF READING COMPREHENSION SKILL

POST TEST 2

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
K1 : Respecting and appreciating religion they believe.	1.1. Be thankful for the chance to be able to learn English as international communication language which is shown in the spirit of learning.	Classification <ul style="list-style-type: none"> • Identifies story type • Recognizes story mood • Make comparisons with similar stories 	2, 5, 7, 9, 18	5
K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.	2.3. Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication.	Plot <ul style="list-style-type: none"> • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots 	1, 3, 8, 11, 13, 17	6
	3.9. Analyzing social functions, text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.	Conflict <ul style="list-style-type: none"> • Identifies main character's struggle • Understand why main character is struggling • Identifies type of conflict 	4, 12, 14, 15, 19	5
K3 : Understanding knowledge (factual, conceptual, and				

<p>procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.</p> <p>K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.</p>	<p>4.15. Capture the meaning of oral and written narrative texts in the form of legend, simple</p>	<p>Theme</p> <ul style="list-style-type: none"> • Knows what author wants to say • Restates theme in 1-3 words • Identifies passage that conveys story theme 	<p>6, 10, 16, 20</p>	<p>4</p>
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Student's Reading Score Pre-Test

No	Students Initial Name	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Total of the Point	Grade
1	AF	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	15	75
2	AW	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	12	60
3	AF	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	15	75
4	CZ	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	14	70
5	FNK	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	4	20
6	HSB	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	9	45
7	II	0	0	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1	10	50
8	IN	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	14	70
9	KDP	0	0	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	10	50
10	KBZ	0	1	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1	0	1	0	9	45
11	LR	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	0	6	30
12	LSB	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	11	55
13	MAS	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85
14	MH	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	13	65
15	MA	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	10	55
16	NNS	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	10	50
17	NE	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	13	60
18	NI	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	17	85
19	NNA	1	0	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	12	60
20	NJ	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	0	1	1	0	1	12	60

21	NI	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	0	7	35
22	PF	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	7	35
23	PNS	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	8	40
24	RR	1	0	1	1	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	13	65
25	SA	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	10	50
26	SKW	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	4	20
27	SR	0	1	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	1	12	60
28	SNF	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	90	90
29	SDS	1	0	1	1	0	0	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	13	65
30	SA	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	11	55
31	TNEP	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85
32	VP	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	10	50
33	VA	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	9	45
34	WRD	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	0	1	1	1	0	1	11	55
35	ZTF	0	0	0	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	12	60

Student's Reading Score Post-Test I

No	Students Initial Name	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Total of the Point	Grade
1	AF	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	17	85
2	AW	0	1	1	1	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	12	60
3	AF	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	17	85
4	CZ	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	0	1	12	60
5	FNK	0	1	0	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	11	55
6	HSB	0	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	13	65
7	II	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	16	80
8	IN	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	15	75
9	KDP	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	16	80
10	KBZ	1	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	10	50
11	LR	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	0	1	12	60
12	LSB	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	17	85
13	MAS	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	17	85
14	MH	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	12	60
15	MA	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	15	75
16	NNS	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	14	70
17	NE	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	15	75
18	NI	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	15	75
19	NNA	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	15	75
20	NJ	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	17	85

21	NI	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	11	55
22	PF	0	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	1	0	1	11	55	
23	PNS	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	12	60
24	RR	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	16	80
25	SA	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	16	80
26	SKW	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	15	75
27	SR	1	1	1	1	0	1	1	1	0	0	11	1	1	1	1	1	1	1	1	0	1	16	80
28	SNF	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	17	85
29	SDS	1	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	14	70
30	SA	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	16	80
31	TNEP	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	16	80
32	VP	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	16	80
33	VA	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	13	65
34	WRD	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	0	0	12	60
35	ZTF	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	17	85

Observation Sheet of Students' Activities Cycle II

School : MAN 1 Metro

Class/Semester : X / I

Subject : English

The Aspect That Observed

No.	Students Initial Name	Give an attention to the teacher' explanation	Giving respond to the teacher's explanation	Making note from the material	Doing the assignment
1	AF				
2	AW				
3	AF				
4	CZ				
5	FNK				
6	HSB				
7	II				
8	IN				
9	KDP				
10	KBZ				
11	LR				
12	LSB				

13	MAS
14	MH
15	MA
16	NNS
17	NE
18	NI
19	NNA
20	NJ
21	NI
22	PF
23	PNS
24	RR
25	SA
26	SKW
27	SR
28	SNF
29	SDS
30	SA
31	TNEP
32	VP
33	VA

34 WRD

35 ZTF

Total

Percentage

Note: Tick (√) for each positive activity

Percentages of students' activities:

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

P = percentage

I = indicator

n = Total of Students

1. Give an attention to the teacher's explanation = 66,71 %
2. Giving respond to the teacher's explanation = 42,86 %
3. Making note from the material = 51,42 %
4. Doing the assignment = 80,00 %

Metro, September 2019

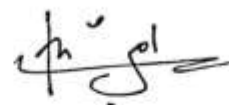
Collaborator



Lilis Odiah, S.Pd

NIP.196202162005012995

Writer



Intan Priska K. Selly

NPM. 1501070179

OBSERVATION SHEET

Meeting :

Day/Date :

Writer 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 uses media c. Guiding the students to follow the lesson		✓	
3. Post- Teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Metro, September 2019

Collaborator



Lili Odiah, S.Pd
NIP.196202162005012995

Writer



Intan Priska K. Selly
NPM. 1501070179

Observation Sheet of Students' Activities Cycle II

School : MAN 1 Metro

Class/Semester : X / I

Subject : English

No.	Students Initial Name	The Aspect That Observed			
		Give an attention to the teacher' explanation	Giving respond to the teacher's explanation	Making note from the material	Doing the assignment
1	AF	✓	✓	✓	✓
2	AW	✓	✓	✓	✓
3	AF	✓	✓	✓	✓
4	CZ	✓	✓	✓	✓
5	FNK	✓	✓	✓	✓
6	HSB	✓	✓	✓	✓
7	II	✓	✓	✓	✓
8	IN	✓			✓
9	KDP	✓	✓	✓	✓
10	KBZ				
11	LR	✓		✓	✓
12	LSB	✓		✓	✓
13	MAS	✓	✓	✓	✓
14	MH	✓			✓
15	MA	✓	✓	✓	✓
16	NNS		✓		
17	NE	✓	✓	✓	✓
18	NI	✓		✓	✓

19	NNA	✓	✓		✓
20	NJ	✓	✓	✓	✓
21	NI	✓	✓	✓	
22	PF	✓		✓	✓
23	PNS	✓	✓	✓	✓
24	RR	✓	✓	✓	✓
25	SA				
26	SKW	✓	✓	✓	✓
27	SR	✓	✓	✓	✓
28	SNF	✓	✓	✓	✓
29	SDS	✓	✓	✓	✓
30	SA	✓	✓	✓	✓
31	TNEP	✓	✓	✓	✓
32	VP	✓	✓	✓	✓
33	VA	✓	✓	✓	✓
34	WRD		✓		✓
35	ZTF	✓		✓	✓
Total		31	26	28	31
Percentage		88,57 %	74,28 %	80,00%	88,57 %

Note: Tick (✓) for each positive activity

Percentages of students' activities:

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

P = percentage

I = indicator

n = Total of Students

1. Give an attention to the teacher's explanation = 88,57 %
2. Giving respond to the teacher's explanation = 74,28 %
3. Making note from the material = 80,00 %
4. Doing the assignment= 88,57 %

Metro, September 2019

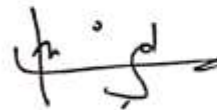
Collaborator



Lilis Odiah, S.Pd

NIP.196202162005012995

Writer



Intan Priska K. Selly

NPM. 1501070179

OBSERVATION SHEET

Meeting :

Day/Date :

Writer 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 uses media c. Guiding the students to follow the lesson	✓		
3. Post- Teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Metro, September 2019

Collaborator


Lilis Odiah, S.Pd

NIP.196202162005012995

Writer



Intan Priska K. Selly

NPM. 1501070179

Documentation of CAR

Date: August, 19th 2019



Pre-Test Reading Comprehension Skill



Date: August, 26th 2019



Giving the explanation about the material and the researcher divided the students into some groups



The students do the test by group

Date: September, 10th 2019



Post-Test 1 Reading Comprehension Skill



Date: September, 14th 2019



Giving the explanation about the material and the researcher divided the students into some groups



The student do the task by group

Date: September, 16th 2019



Post-Test 2 Reading Comprehension Skill



FIELD NOTES

School Name : **MAN 1 METRO**

Subject : **English**

The Material : **Reading (Narrative Text)**

Cycle : **I**

Direction: This sheet is filled by note of students' action and the problem that happen during learning process whichh become to considerate to the next steps or suggestions to achieve the successful target.

To know the students' reading comprehension, in the fist cycle, the students have asked to read narrative text and give task with apply Polar Opposite Strategy. In this cycle the researcher find some problem that happen in learning process as below:

- 1) The students confuse to understanding about the text because the students are not known about narrative text.
- 2) Not all students are reading carefully.
- 3) Most of students are not bring dictionary.

Based on the problems will find, in the next cycle the researcher try to give reading comprehension skill by using Polar Opposite Strategy, also researcher gives the motivation how important to do task of group and responsible to their duties.

FIELD NOTES

School Name : **MAN 1 METRO**

Subject : **English**

The Material : **Reading (Narrative Text)**

Cycle : **II**

Direction: This sheet is filled by note of students' action and the problem that happen during learning process which become to considerate to the next steps or suggestions to achieve the successful target.

Based on the problem find in cycle I, the researcher tries to explain more about the material and motivate the students to do the task of group. Because of the researcher does, the improvement of students' action in learning process at the second cycle although still some problems that happen, as follow:

- 4) Most of students begin interesting with the material.
- 5) Many students ask question and response the researcher question will be given.
- 6) Some of the students ready to do the task.
- 7) Most of students have more enthusiast than before and they submit the task on time.

Based on the problems will find, in the next cycle the researcher try to give reading comprehension skill by using Polar Opposite Strategy, also researcher gives the motivation how important to do task of group and responsible to their duties.



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

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

Nomor : B-3978/In.28.1/J/TL.00/12/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **INTAN PRISKA KURNIA SELLY**
NPM : 1501070179
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING THE STUDENTS READING COMPREHENSION
AMONG THE TENTH GRADERS AT MAN 1 METRO BY USING
POLAR OPPOSITE STRATEGY IN RHE ACADEMIC YEAR OF
2018/2019**

untuk melakukan *pra-survey* di MAN 1 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, 06 Desember 2018

Ketua Jurusan
Pendidikan Bahasa Inggris



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1

Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-275/Ma.08.01/PP.00.6/03/2019

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris IAIN Metro nomor : B-3978/In.28.1/J/TL.00/12/2018 tanggal 06 Desember 2018 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : INTAN PRISKA KURNIA SELLY
NPM : 1501070179
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan pra survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul **"IMPROVING THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT MAN 1 METRO BY USING POLAR OPPOSITE STRATEGY IN THE ACADEMIC YEAR OF 2018/2019"** .

Demikian untuk dapat dipergunakan sebagaimana mestinya.

30 Maret 2019

Kepala,

Antoni Iswantoro





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

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

Nama : INTAN PRISKA KURNIA S
NPM : 1501070179

Fakultas/Jurusan : TBI
Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 25 April 2019		✓	Revise Chapter I, II, III	
2	Jumat 26 April 2019		✓	Revise Chapter I, II, III	
3	Senin, 29 April 2019			on Sunday See 1 Advisor	

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

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

Nama : INTAN PRISKA KURNIA S

Fakultas/Jurusan : TBI

NPM : 1501070179

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 29 April 2019	✓		Revise - cover - background of study - Identification of the Problem - problem limitation - problem formulation - Objectives of the study - reference Add - table of contents - reference (book & journal)	
2.	Senin, 6/5-2019	✓		- revision is ok - Acc for seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : INTAN PRISKA KURNIA S

Fakultas/Jurusan : TBI

NPM : 1501070179

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	24/7 - 2019 Rabm	✓		acc for research instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

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

Nama : INTAN PRISKA KURNIA S

NPM : 1501070179

Fakultas/Jurusan : TBI

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu, 24 - 7 - 2019		c	Al Umbara	

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**

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

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

SURAT TUGAS

Nomor: B-2515/In.28/D.1/TL.01/07/2019

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

Nama : INTAN PRISKA KURNIA SELLY
NPM : 1501070179
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE READING COMPREHENSION SKILL BY USING POLAR OPPOSITE STRATEGY AMONG THE TENTH GRADERS AT MAN 1 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro

Pada Tanggal : 29 Juli 2019





**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-2515/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2515/In.28/D.1/TL.01/07/2019, tanggal 29 Juli 2019 atas nama saudara:

Nama : **INTAN PRISKA KURNIA SELLY**
NPM : 1501070179
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE READING COMPREHENSION SKILL BY USING POLAR OPPOSITE STRATEGY AMONG THE TENTH GRADERS AT MAN 1 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1

Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-275/Ma.08.01/PP.00.6/03/2019

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris IAIN Metro nomor : B-3978/In.28.1/J/TL.00/12/2018 tanggal 06 Desember 2018 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : INTAN PRISKA KURNIA SELLY
NPM : 1501070179
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan pra survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul **"IMPROVING THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT MAN 1 METRO BY USING POLAR OPPOSITE STRATEGY IN THE ACADEMIC YEAR OF 2018/2019"** .

Demikian untuk dapat dipergunakan sebagaimana mestinya.

30 Maret 2019

Kepala,

Anjoni Iswantoro





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

Nama : INTAN PRISKA KURNIA S

Fakultas/Jurusan : TBI

NPM : 1501070179

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	Selasa , 17 Oktober 2019	✓		Revise : Abstract, table of contents, chapter IV, chapter V, CV	
2	Kamis, 17 oktober 2019	✓		Revise : chapter IV (based on the theory p.20)	
3.	, Rabu 23 oktober 2019	✓		- revision is ok - Acc for management	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

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

Nama : INTAN PRISKA KURNIA S

Fakultas/Jurusan : TBI

NPM : 1501070179

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 26 september 2019		✓	Revise Abstract Revise chapter III Revise Chapter V	
2	Selasa, 1 Oktober 2019		✓	Revise Abstract	
3	Jum'at, 4 Oktober 2019		✓	ke Munyand see I aderson	

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

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

Nomor : B-1768 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

29 Mei 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (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 : Intan Priska Kurnia Selly
NPM : 1501070179
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Reading Comprehension Skill By Using Polar Opposite Strategy Among The Tenth Graders At MAN 1 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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



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

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

Nomor : B-1768 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

29 Mei 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (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:

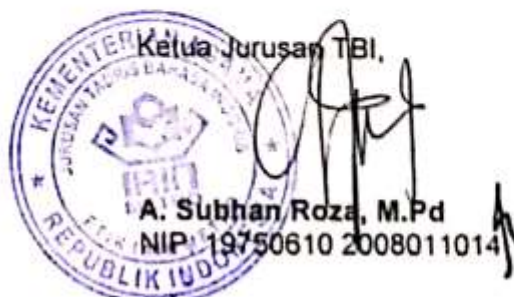
Nama : Intan Priska Kurnia Selly
NPM : 1501070179
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Reading Comprehension Skill By Using Polar Opposite Strategy Among The Tenth Graders At MAN 1 Metro

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

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

Wassalamu'alaikum Wr. Wb.



CURRICULUM VITAE



The name of the writer is Intan Priska Kurnia Selly. She was born in Kota Metro, on May 24, 1995. She is the second child of married couple Mr. Moh. Syukri and Mrs. Sutieta Handayani.

She was enrolled her study in Kindergarden at TK PGRI Metro, on 2003-2004. She continued her study at SDN 2 Metro Timur on 2004-2009. She continued her study at MTsN Batanghari on 2009-2011. She continued her study at MAN 1 Metro on 2011-2013. Then, She continued her study in Islamic Boarding School Kediri, East Java on 2013-2015. It was long journey for her to find out her dream. Finally, at 2015, She was registered as a S1 student of English Departement of State Istitute for Islamic Studies of Metro.