AN UNDERGRADUATE THESIS

USING CLOZE PROCEDURE TECHNIQUE
TO INCREASE THE STUDENTS' READING COMPREHENSION
AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO

By:

WINDA AULIA SARI

Student Number: 1501070321

Tarbiyah and Teacher Training Faculty

English Education Department

USING CLOZE PROCEDURE TECHNIQUE
TO INCREASE THE STUDENTS' READING COMPREHENSION
AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO

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

By:

WINDA AULIA SARI
Student Number 1501070321

Tarbiyah and Teacher Trainning Faculty
English Education Department

Sponsor   : Dr. Widhiya Ninsiana, M.Hum
Co. Sponsor   : Ahmad Subhan Roza, M.Pd

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RATIFICATION PAGE

No. B-4294/In-28-VD/PP-00-9/12/2019

An Undergraduate thesis entitled: USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS' READING COMPREHENSION AMONG THE TENTH GARDERS AT SENIOR HIGH SCHOOL 6 METRO, written by Winda Aulia Sari, student number 1501070321, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 2nd December 2019 at 13:00 - 15:00 pm.

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Chairperson	: Dr. Widhiya Ninsiana, M.Hum	....................)
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The Dean of Tarbiyah and Teaching Training Faculty

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

APPROVAL PAGE

The Title   : Using Cloze Procedure Technique to Increase the students'

Reading Comprehension among the Tenth Graders at Senior

High School 6 Metro

Name   : WINDA AULIA SARI

St. Number   : 1501070321

Department   : English Education

Faculty   : Tarbiyah

APPROVED BY:

To be examined munaqosahin Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Metro, December 2019
Co- Sponsor

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

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

Head of English Education
Department

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

NOTIFICATION LETTER

Number   : -
Appendix : 1 (One) Bundle
Matter   : In order to hold the Munaqosyah of Winda Aulia Sari

> To The Honorable,
> The Head of Tarbiyah Faculty
> State Institute of Islamic Studies
> (IAIN) of Metro

Assalamua'alaikumWarahmatullahiWabarakatuh

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

Name   : Winda Aulia Sari
Student Number : 1501070321
Faculty   : Tarbiyah
Department   : English Education
Title   : Using Cloze Procedure Technique to Increase the Students' Reading Comprehension among the Tenth Graders at Senior High School 6 Metro

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

Wassalamu'alaikumWarahmatullahiWabarakatuh

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Dr. Widhiya Ninsiana, M.Hum   **Ahmad Subhan Roza, M.Pd**
NIP. 19720923 200003 2 002   NIP.19750610 200801 1 014

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Number   :

Appendix   :

Matter   : In order to hold the Munaqosyah of Winda Aulia Sari

Assalamu'alaikum, Wr. Wb

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

Name   : Winda Aulia Sari

St. Number   : 1501070321

Department   : English Education

Faculty   : Tarbiyah

Title   : Using Cloze Procedure Technique to Increase the Students' Reading Comprehension among the Tenth Graders at Senior High School 6 Metro

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

Wassalmu'alaikumWr.Wb

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

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

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USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS' READING COMPREHENSION AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO

ABSTRACT

BY :

WINDA AULIA SARI

The main purpose of this research was to increase reading comprehension of Senior High School 6 Metro by using *Cloze Procedure Technique* and it could help the students learning process.

The researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 24 students in the tenth graders of Senior High School 6 Metro. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation, documentation and field note.

The result of this research showed that *Cloze Procedure Technique* had positive result in increasing the students' reading comprehension among the tenth graders of Senir High School 6 Metro. It can be proven by the students average score from pre test to post test. The average score in pre-test was 55.63, post-test I was 68.96 and become 78.13 in post-test II. The increasing score from pre-test to post-test II was 22,5. It means that using *Cloze Procedure Technique* can increase the students' reading comprehension among the tenth graders of Senir High School 6 Metro.

Keyword   : Cloze Procedure Technique, Reading Comprehension.

MENGGUNAKAN TEKNIK *CLOZE* PROSEDUR
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA
SISWA KELAS SEPULUH DI SMAN 6 METRO

ABSTRAK

OLEH :
WINDA AULIA SARI

Tujuan utama dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa di SMA N 6 Metro dalam teknik *Cloze* prosedur dan untuk mengetahui bahwa teknik *Cloze* prosedur dapat membantu proses belajar siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 24 siswa kelas sepuluh di SMA N 6 Metro. Pengumpulan data menggunakan tes (pre-test, post test I dan post test 2), observasi, dokumentasi dan catatan lapangan.

Temuan penelitian ini menunjukkan bahwa teknik *Cloze* prosedur sebagai teknik yang memiliki hasil positif dalam meningkatkan pemahaman membaca siswa kelas sepuluh SMA N 6 Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 55.63, post test I adalah 68.96 dan pada post test II menjadi 78.13. Peningkatan nilai dari pre-test sampai post-test II adalah 22,5. Ini berarti bahwa penggunaan teknik *Cloze* prosedur dapat meningkatkan pemahaman membaca siswa kelas sepuluh di SMA N 6 Metro.

Kata Kunci : Teknik Cloze* Prosedur, *Kemampuan Membaca.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: WINDA AULIA SARI
Student Id	: 1501070321
Study Program	: English Education Study Program (TBI)
Faculty	: Tarbiyah and Teacher Trainning

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, December 2019
The Researcher

WINDA AULIA SARI
1501070321

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawahini :

|	
Nama	: WINDA AULIA SARI
NPM	: 1501070321
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

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

Metro,   December 2019
Yang Menyatakan,

WINDA AULIA SARI
1501070321

x

MOTTO

فَإِذَا فَرَغْتَ فَٱنصَبْ ۝
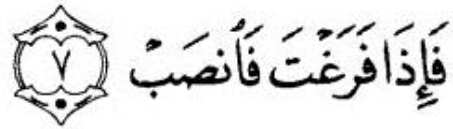
"So when you have finished (your duties), then stand up (for worship)"

(Q.S. Al – Insyirah: 7)

DEDICATION PAGE

This piece of graduate is dedicated to:

My Beloved Parents
(Mr. Sutrisno and Mrs.Watini)
For giving their endless love, who always support and love me, who always pray
for my success and thank you so much for everything

My Excellent Counselors
(Mrs. Dr. Widhiya Ninsiana, M. Hum and Mr. Ahmad Subhan Roza, M.Pd)
Thank you for the guidance

My Lovely Girls
(Astia Ranti, Cia Karunia Anggraini, Lulu Oktavia, and Wendy Ayu Fransiska)
who never stops encouraging me

My Beloved Almamater of the State Institute for Islamic Studies of Metro

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "Using Cloze Procedure Technique to Increase the Students' Reading Comprehension among the Tenth Graders at Senior High School 6 Metro". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In these opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

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

Metro,   December 2019

Winda Aulia Sari
1501070321

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading comprehension is a process that is used by the reader to get the message delivered by the author through words. Reading comprehension is also defined as a process of understanding an article in order to obtain information in the form of knowledge and entertainment by the readers.

Furthermore, reading comprehension has a variety of extraordinary benefits as part of the communication process. Reading can help develop thinking and clarify thinking. Another benefit of reading is to expand one's knowledge and to improve memory in the brain. By reading, people also can add a lot of vocabulary that can be used to communicate every day. Then, reading can train the brain to be more focused and concentrate.

One effective teaching technique for teaching reading is the cloze procedure technique. The cloze procedure is technique to improve the students reading comprehension by guessing the deletion words in the text. The cloze procedure is a device or technique used in determining the extent a reader has comprehended a particular passage.

The cloze procedure has several benefits in determining the quality of reading comprehension. By doing the cloze procedure, the students are

trained to use their vocabulary and the grammar at the discourse level. The students can identify knowledge and understanding of the reading process. This procedure can also encourage students to monitor for meaning while reading.

A pre-survey was conducted on March 20th, 2019 at Senior High School 6 Metro. The reading problem of the students was caused by the limited English vocabulary mastered by students. Moreover, the students have difficulties in determining the main ideas and supporting ideas. Reading problems are also caused by low student motivation in reading. In addition, their interest in reading is very low. Another problem in students reading comprehension is the student score are low. It can be seen on the table below:

Table 1
Data of Pre-survey result
Reading Comprehension among the Tenth Graders
at Senior High School 6 Metro

No	Students' Name	Grade	Criteria
1.	ASY	33	Incomplete
2.	ASD	37	Incomplete
3.	ADO	60	Incomplete
4.	ASV	47	Incomplete
5.	ASP	37	Incomplete
6.	BPG	37	Incomplete
7.	DHT	57	Incomplete
8.	ECP	27	Incomplete
9.	FRD	57	Incomplete
10.	HCP	63	Incomplete
11.	ING	27	Incomplete
12.	JAW	33	Incomplete
13.	KRY	57	Incomplete
14.	LAS	87	Complete
15.	MSB	63	Incomplete
16.	MAN	50	Incomplete

17.	NKA	63	Incomplete
18.	PPK	47	Incomplete
19.	PVB	67	Incomplete
20.	PLT	50	Incomplete
21.	RHS	47	Incomplete
22.	SAY	27	Incomplete
23.	TVS	50	Incomplete
24.	BSP	63	Incomplete

The results of the reading score above are represented in the following table:

Table 2
Percentage of Pre-survey result
Reading Comprehension among the Tenth Graders
at Senior High School 6 Metro

No	Grade	Frequency	Percentage	Criteria
1.	< 75	23 students	96%	Incomplete
2.	≥ 75	1 students	4%	Complete
TOTAL		24 students	100%	-

Based on the table above it is known that the MMC (Minimum Mastery Criteria) in the tenth graders at Senior High School 6 Metro is 75. The percentage of students whose reading comprehension is less than MMC is 96%, while the percentage of students whose reading comprehension is greater than MMC is 4%. It can be assumed that the reading comprehension among the tenth grader at Senior High School 6 Metro is less.

Based on the whole description above the meaningful effort that will be carried out by the researcher is in the form of increasing reading comprehension by using cloze procedure technique. In this case, the

researcher will conduct classroom action research on the tenth grader at Senior High School 6 Metro by the application of cloze procedure techniques. Therefore, the researcher constructs an Undergraduate Thesis entitled "Using Cloze Procedure Technique to Increase the Students' Reading Comprehension among the Tenth Graders at Senior High School 6 Metro".

B. Problem Identification

Based on the research background, the researchers have identified the research problems as follows:

1. The students have limited English vocabulary.

2. The students have limited English grammar skills.

3. The students have unsatisfied reading comprehension.

4. The students have low motivation in reading.

5. The students have difficulties in determining the main ideas and supporting ideas.

C. Problem Limitation

After identifying the problem, the researcher limited the research problem by focusing on the problems of number 3 that is the students' unsatisfied reading comprehension. The effort in limiting this problem is complemented by the application of a teaching technique called the cloze procedure. Therefore, the title of this study is "Using Cloze Procedure Technique to

Increase the Students' Reading Comprehension among the Tenth Graders at Senior High School 6 Metro".

D. Problem Formulation

The researcher formulated the research problems as follows:

1. "Can the implementation of Cloze Procedure technique increase the students' reading comprehension among the tenth graders at Senior High School 6 Metro?"

2. "Can the implementation of Cloze Procedure technique increase the students' learning activity among the tenth graders at Senior High School 6 Metro?"

E. Objective and Benefits of the Study

1. Objective of the Study

   The objectives of this study are stated as follows:

   a. To determine whether the cloze procedure can increase the students reading comprehension among the tenth graders at Senior High School 6 Metro.

   b. To know whether the cloze procedure can increase the students learning activity among the tenth graders at Senior High School 6 Metro.

2. Benefits of the Study

   This research is expected to provide significant benefits not only for researchers but also for students, teachers, and subsequent researchers.

a. For the students

This research is expected to contribute positively to students in increasing English language skills, especially reading. That is because with the implementation of this research students can sharpen their reading comprehension in English through the application of the cloze procedure technique. In addition, it is desirable that the motivation to learn English owned by students can increase.

b. For the teachers

This research is expected to provide benefit for English teachers in the form of inspiring the implementation of effective teaching techniques in teaching reading. This research can provide information to English teachers in the form of effective efforts in teaching reading. The application of this technique can help the teachers to create conducive reading learning.

c. For the next researcher

For the next researchers, this research as one of the references that can help the next researcher in conducting research related to this research variable. Through this research, the next researcher will get information about the effectiveness of using the cloze procedure in teaching reading.

F. Prior Research

This research was conducted by considering some prior researches which focused on the research of using the cloze procedure in reading. The first prior research conducted by Suryani with the title "Teaching Reading Comprehension by Applying Cloze Procedure Technique." The research method used in the first prior research is experimental research. The sample of the first prior research is eleventh graders students of Senior High School (SMA) Negeri 8 Banda Aceh. The results of the first prior research are effective.[1]

The second prior research conducted by Rudi Hermanto with the title "The Use of Cloze Procedure in Teaching Reading Narrative Texts (A Case of the Year Tenth Students of SMAN I Bangsri Jepara in the Academic Year 2008/2009)". The research method used in the second prior research is quantitative research. The sample of the second prior research is SMA N 1 Bangsri Jepara. The results of the second prior research are the cloze procedure as one of teaching techniques could be an effective method in teaching reading skills.[2]

The third prior research conducted by Yanuarti Apsari with the title "Cloze Passage in Improving Students' Reading Comprehension". The research method used in the third prior research is experimental research. The sample of the third prior research is the first semester students of STKIP

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[1] Suryani, "Teaching Reading Comprehension by Applying Cloze Procedure Technique", *Guru Bahasa Inggris SMA Negeri 8 Banda Aceh*, Vol. 1, No 2 (2014).

[2] Rudi Hermanto, "The Use of Cloze Procedure in Teaching Reading Narrative Texts (A Case of The Year Tenth Students of Sman I Bangsri Jepara in The Academic Year 2008/ 2009)", *English Departement Languages and Arts Faculty Semarang State University*, 2009.

Siliwangi Bandung from English Department in year 2011/2012. The results of the third prior research are effective.[3]

Based on the whole descriptions related to some prior research above, it can be concluded that the cloze procedure in reading is an important thing to study. That is because the application of the cloze procedure is very effective to be used in teaching reading. Therefore, taking into consideration some of the prior research, researchers has a solid foundation to increase the reading comprehension among the tenth graders at Senior High School 6 Metro using the cloze procedure technique by implementing Classroom Action Research (CAR).

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[3] Yanuarti Apsari, "Cloze Passage in Improving Students' Reading Comprehension", *ELTIN Journal*, Vol 4/II , Oktober 2016.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. The Nature of Reading Comprehension

a. Reading

Anbar explains that reading is a key to learning, a means to open doors to knowledge.[1] It is an important skill in language learning because by reading people can get information and add knowledge.

According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed words.[2] It means that reading is an activity in order to get meaningful message through printed language.

M. Jain states that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.[3] It is the result of interaction reader's exiting knowledge to understand the meaning by using language skills.

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[1] Ada Anbar, *The Secret of Natural Readers: How Preschool Children Learn to Read*, (Westport : Greenwood Publishing Group, Inc., 2004), 3.

[2] Caroline T. Linse, *Practical English Language Teaching : Young Learners,* (New York : The McGraw-Hill Companies, Inc, 2005), 69.

[3] M.F. Patel Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur : Sunrise Publishers & Distributors, 2008), 114.

In addition, Smith defines reading is thinking that is partly focused on the visual information of print; it's thinking that is stimulated and directed by written language.[4] In other words, reading is language ability that has meaningful connection, all information that is gained by reading is represented in written forms.

Based on the statement above, the researcher infers that reading is the process to produce the meaning and information in the form of written language.

b. Comprehension

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's pre-existing knowledge related to the topic of the text.[5] In other words, comprehension is needed for the readers to understand about content of the text.

Mikulecky and Jeffries explain that true comprehension means making sense of what people read and connect the ideas in

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[4] Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read,* (Mahwah : Lawrence Erlbaum Associates, Inc, 2004) 191.

[5] Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: the Interactive Strategies Approach*, (NY : A Division of Guilford Publications, Inc., 2010), 276.

the text to what they already know.[6] It is the ability to comprehend the writer's ideas.

Sadoski points out that comprehension is there construction of the author's message—the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.[7] It means that the readers should be able to construct the meaning in the text.

Based on the definition above, the researcher concludes that comprehension is the ability to understanding the text based on readers' background knowledge.

c. **Reading Comprehension**

Woolly states that reading comprehension is the process of making meaning from text.[8] It means that the readers understand the total meanings of the reading text are selection.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text,

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[6] Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York : Pearson Education, Inc., 2007), 74.

[7] Mark Sadoski ,*Conceptual Foundations of Teaching Reading*, (New York : A Division of Guilford Publications, Inc., 2004), 67.

[8] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties,* (New York : Springer Science+Business Media B.V., 2011), 15.

understanding of text types).[9] It refers to the process in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text.

McNamara explains that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.[10] In the other words, reading comprehension is an interaction between words and how the readers produce knowledge outside the text.

Based on the definition above, the researcher concludes that reading comprehension is the activity to understand the meaning of a reading selection to get the all of important information that required the readers.

2. The Purpose of Reading

According to Grabe and Stoller, there are several purposes of reading, as follows:[11]

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. In reading to search, the readers

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[9] Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : A Division of Guilford Publications, Inc., 2007), 8.

[10] Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies*, (New York : Lawrence Erlbaum Associates, Inc., 2007), 111.

[11] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (new york :Routledge, 2011), 5-8.

typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.

b. 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. It requires abilities to:

1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

2) Recognize and build rhetorical frames that organize the information in the text.

3) Link the text to the reader's knowledge base.

c. Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading for general comprehension.

The notion of 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.

3. Component of Reading

The guidelines further specify five essential components in high quality reading instruction that emerged from the report of the National Reading Panel: [12]

a. Phonemic awareness

Phonemic awareness instruction should provide explicit instruction that focuses in letter-sound relationships, segmenting, and blending. The "Reading First" guidelines look for early linkage between sounds and letter symbols, even before letter names are learned, as well as ongoing assessment of phonemic awareness skills to inform instruction.

b. Phonics and word study

Phonics and word study instruction should also be explicit, systematic instruction that teaches letter-sound connections and blending skills to read whole words. These same skills must be applied to learning to spell.

c. Fluency

Fluency instruction is an essential component of reading. The opportunities for oral repeated reading that are supported by

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[12] Corinne Burton, *Reading is All Around Us: Using Environmental Print to Teach Beginning Literacy Skills*, (Huntington Beach : Shell Educational Publishing, Inc., 2007) 11-12.

the teachers, peers, and at home by family members. The text that student read and reread should be well matched to their reading skills and should build rate and accuracy of oral reading.

d. Comprehension

Comprehension instruction must include teaching before, during, and after reading both narrative and informational text.

e. Vocabulary

Vocabulary instruction must also be direct, systematic, and explicit. The meanings of words and word-learning strategies must be taught by the teacher. Structural analysis of words and the etymology of words must be taught as well.

4. **Reading Instructions**

Nunan's book infers the instructions of reading comprehension, namely: [13]

a. Activate prior knowledge

Prior to each reading passage, it is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading.

b. Cultivate vocabulary

Word webs are a very good activity for building students' vocabulary skills. Begin by writing a key concept in the middle of

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[13] David Nunan, *Practical English Language Teaching*, (New York : The McGraw-Hill Companies, Inc., 2003), 79-81

the chalkboard. Choose a concept that is central to the reading you are about to do.

c. Teach for comprehension

Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached.

d. Increase reading rate

One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension.

e. Verify reading strategies

Think-aloud protocols in a guided format get learners to identify the strategies that they use while reading.

f. Evaluate progress

Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different questions based on different areas of focus they are working on in class.

5. **Reading Assessment**

To know the achievement of reading comprehension should be measured use the assessment of reading, can be used namely:[14]

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[14]I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79

a. Pronominal Questions, Imperatives

In pronominal questions, the students should be answered the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answer is required and these forms of questions are called short answer questions.

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

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

c. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.

In this research, the type of questions was constructed by using multiple choice tests. This test consists of 20 questions with five options. The students should be answered each question by crossing on the answer sheet provided. The students are got one score for each correct answer and zero for the wrong answer.

B. The Concept of Cloze Procedure

1. The Nature of Cloze Procedure

Guzzetti explains that cloze procedure is an excellent tool for determining the degree of success to which groups and/or individual students are capable of understanding those materials that student are required to read.[15] That is an excellent way to help students succeed in understanding reading material.

Richardson, Morgan and Fleener state that the cloze procedure is an interactive way to assess the match between readers and texts.[16] It is the process that used by readers of matching words contained in the text.

Cloze procedure is a technique that consists of a text passage that has every certain word deleted, so students are required to provide a word for every deleted word in the passage.[17] This technique is conducted by filling words in the part that has been deleted from a text.

According to Gallagher cloze procedure is a technique for measuring students' reading comprehensions, in a cloze test words are removed from a reading passage at specific intervals, students have to fill in the blanks, and the missing words are guessed from the

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[15] Barbara J. Guzzetti, *Literacy in America: An Encyclopedia of History, Theory, and Practice*, (Santa Barbara: ABC-CLIO, Inc., 2002) 518.

[16] Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener, *Reading to Learn in the Content Areas, Seventh Edition*, (Belmont : Wadsworth Cengage Learning , 2006), 184

[17] Robert L. Rhodes, Salvador Hector Ochoa, Samuel O. Ortiz, *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*, (New York: The Guilford Press, 2005) 144.

contexts.[18] It means that the students are able to comprehend and incorporate the words that have been removed from a text.

From the definitions above, the researcher can define that cloze procedure is a technique to improve the students' reading comprehensions by guessing the deleted words in the text.

2. The Benefits of Cloze Procedure

The cloze procedure has several benefits, as follows:[19]

a. The cloze procedure can be useful at any grade level if the pattern of deletions is sensitive to the students' familiarity with language.

b. The teacher can find out whether students have prior knowledge about upcoming material.

c. The cloze procedure helps a teacher quickly see whether students understand the language clues used in the material in questions, scoring should be rapid and efficient.

3. The Principle of Using the Cloze Technique

P.G. Aaron explains some principles of using the cloze technique to improve comprehension, as follows:[20]

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[18] Eithne Gallagher, *Equal Rights to the Curriculum: Many Languages, One Message* , (Frankfurt: the Cromwell Press Ltd., 2008) 140

[19] Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener, *Reading to Learn in the Content Areas, Seventh Edition*, (Belmont : Wadsworth Cengage Learning , 2006), 184-185.

[20] P.G. Aaron, *Dyslexia and Hyperlexia: Diagnosis and Management of Developmental Reading Disabilities*, (Dordrecht : Kluwer Academic Publishers, 1994) 236.

a. The sentences and passages have to be carefully developed with the readers' ability in mind.

b. Selective deletion of words which requires the reader to make inferences is superior to random deletion (such as every fifth word in a sentence).

c. Cloze procedure may not be effective in narrative or expository texts.

4. The Implementation of Cloze Procedure in Teaching Reading

There are some points to observe when using cloze procedure to develop reading comprehension, as follows:[21]

a. Individually or in pairs the students are given a meaningful extract from a book or a complete text prepared by the teacher from which a number of words have been deleted.

b. The students read the passage.

c. The students decide what the missing words might be. These can be inserted in the text. Sometimes the student's own writing can be used if it is word processed.

d. The students find the most appropriate words rather than just to get right answers.

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[21] Ann Browne, *A Practical Guide to Teaching Reading in the Early Years,* (London : Paul Chapman Publishing Ltd), 1998, 98-99.

C. Action Hypothesis

Action hypothesis of this research is stated, as follows:

The implementation of cloze procedure technique can increase reading comprehension among the tenth graders at Senior High School 6 Metro.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

Definition operational variable explains about variables that used in this research. This research consists of two variable, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable of this research in this research is the students' reading comprehension.

To measure reading comprehension of students, the researcher conducted the reading test in the form of multiple choice tests. The indicators of a reading comprehension test in this variable are:

a. The students are able to determine main idea and supporting idea of the text.

b. The students are able to identifies text structure.

2. Independent Variable

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use of cloze procedure which can be defined as the technique that can make students' easier to study reading in the class.

This variable was measured by observation. To observe this variable the researcher used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

e. The students able to comprehend the reading text.

f. The students ask/answer the questions of cloze procedure.

g. The students able to decide what the missing words.

h. The students active to do the task of cloze procedure.

B. Research Location

Classroom action research was conducted at Senior High School 6 Metro. The location of the research is Jl. FKPPI, Rejomulyo, Metro Selatan, Kota Metro.

C. Subject and Object of the Research

The subject of this research is the tenth graders at Senior High School 6 Metro. There are eight classes of the tenth graders, but the researcher chooses one of these classes. The researcher chooses X IPS 3 that consists of 24 students. While, the object of this research is the use Cloze Procedure Technique can increase the students reading comprehension among the tenth graders at Senior High School 6 Metro.

Table 4
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	X	13	11	24

D. Action Plan

1. Classroom Action Research

The research used the classroom action research. According to O'leary, action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process.[1] In action research, process, outcome, and application are inextricably linked.

In addition, Ary et.al, asserts that action research is about taking action based on research and researching the action taken.[2] It means that the research focus on taking the action.

Mc Niff and Whitehead Also stated that action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice.[3] It is a practical way to improve the ideas of the participant.

From several explanations above, it can be inferred that the calssroom action research is a dynamic process that has four aspects in every cycles. It is done in the class to increase the quality of learning practice.

This Classroom Action Research (CAR) consists of the cycle and consisted of four steps, namely planning, acting, observing and

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[1] Zina O'leary, *The Essential Guide to Doing Research*, (New Delhi, SAGE Publications India Pvt Ltd, 2004) 139.
[2] Donald Ary et al, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning, 2006), 512.
[3] Jean McNiff and Jack Whitehead, *All You Need to Know about Action Research*, (New Delhi : SAGE Publications India Pvt Ltd), 5..

reflecting. The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:
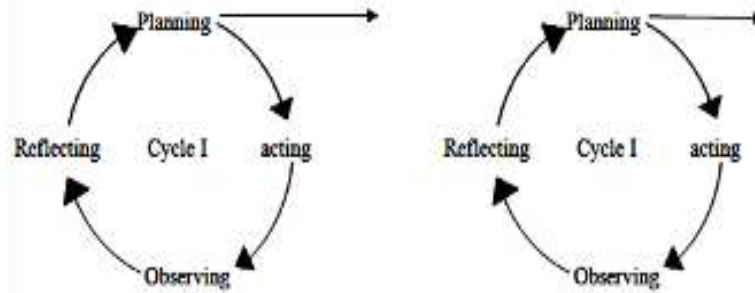
Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)[4]

This figure describes the sequence of the research which is precede by planning, following by acting, observing, and reflecting that implement in each cycle in spiral system. The acumption is if the determine outcame in the first cycle did not achieved or there may be found new problem, so it was probably continued and resived in the next cycle that have same phase on the first cycle.

In this case, the researcher conducted classroom action research in the tenth graders at Senior High School 6 Metro. The reason of why the reseracher conducted classroom action reserch because the researcher wants to increase the reading comprehension among the tenth graders at Senior High School 6 Metro by using cloze procedure technique.

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[4] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: Routledge Falmer, 2002) Second Edition, 41.

2. The Steps in the Research

There are four steps in cycle. They are planning, acting, observing, and reflecting, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrate by like this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, the researcher prepared some plans to conduct the classroom. They are the following:

a) The researcher prepared the lesson plan based on 2013 curriculum provided in the English syllabus of the tenth grade related with reading descriptive text.

b) The researcher prepared the relevant learning material in the form of descriptive text.

c) The researcher determined the teaching technique to be apply in acting phase. In this case, the reseracher uses cloze procedure technique to increase reading comprehension.

d) The researcher prepared cloze procedure passage by considering the specific needs, interest, vocabulary level of students and the objectives of the reading lesson.

e) The researcher prepared the instruments of this research including of reading comprehension tests, observation sheet, documentation sheet, and field note sheet.

f) The researcher designed the criteria of success.

2) Acting

In the second phase, the researcher collaborated to implement the action that have been arranged in planning phase. This activities are implemented on the following step:

a) Pre teaching activity

(1) The researcher started the lesson by greeting.

(2) The researcher and students prayed together.

(3) The researcher checked students' attendance list.

(4) The researcher informed to the students about the indicator and the objectives that should be achieve.

b) While teaching activity

(1) The researcher explained the material about descriptive text.

(2) The researcher distributed the texts that must be filled by students.

(3) The researcher motivated the students to read the text.

(4) The researcher asked the students to guess and predict words that must be filled in the reading text.

c) Post teaching activity

    (1) The researcher gave feedback to the students.

    (2) The researcher and the students concluded the learning topic that have been discussed.

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

3) Observing

In the third phase, the observer observed the researcher activity, their participations, class situation during learning process, and researcher perfomance by using structure observation form and made note the overall activities. Furthemore, the researcher also collected the data from the post test and result of student's activity. The researcher observed the overall activities to find out the effectiveness of learning process which has been occured and the result is concluding and discussing in reflecting phase.

4) Reflecting

In the fourth phase, the researcher tried to see and think again something that researcher has been done. By reflecting, the researcher got information of the strength and the weakness from the acting that the researcher has been done. If the researcher still found the problems, the researcher conducted the next cycle and use the collected data in cycle one as the

reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

   1) Re-Planning

   In the first phase, when the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It was explain as a follow :

   a) The researcher analysed the reflecting result to obtain the solving problem.

   b) The researcher revised the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

   c) The researcher rearranged observation format and also reform the evaluation format to increase the plan indicators that did not achieved yet in the previous cycle.

   2) Acting

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

a) Pre teaching activity

    (1) The researcher started the lesson by greeting to the students.

    (2) The researcher and students prayed together.

    (3) The researcher cheecked student's attendance list.

    (4) The researcher informed to the students about the indicators and objectives that would be achive.

b) While teaching activity

    (1) The researcher explained the material about descriptive text.

    (2) The researcher distributed the texts that must filled by students.

    (3) The researcher motivated the students to read the text with cloze procedure.

    (4) The researcher asked the students to guess and predict words that must filled in the reading text.

    (5) The researcher gave the evaluation about cloze procedure to the students.

c) Post teaching activity

    (1) The researcher gave feedback to the students.

    (2) The researcher and students concluded the learning topic that have been discussed.

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

3) Observing

In the third phase, the observer observed the student's
activity, their participations, class situation during learning
process, and researcher perfomanced by using structure
observation form and made note the overall activities.
Furthemore, the researcher also collected the data from the post
test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher discussed and analysed
about the data that have been collected from all the activities
from the acting phase until observing phase to find out whether
the implementation of cloze procedure successsful or
unsuccessful in the second cycle and also compare the
student's improvement to find out the student's achievement. If
there is find good improvement based on the criteria of success
that have determine before, the researcher did not continue the
action in next cycle.

E. Data Collecting Technique

In collecting data the researcher used the following steps:

1. Test

Test of this research consits of pre-test that was conducted before the treatment and post-tests that has been done at the end of each cycle. In this case, the researcher gave the test in order to know the reading comprehension of the tenth graders at Senior High School 6 Metro. The tests that has been done include of pre-test and post-test. Both of the tests are used multiple choice to assess the students reading comprehension.

2. Observation

Observation is a mainstay of action research. It enables researcher to documented and reflected systematically upon classroom interaction and events, as the students actually occur rather than as the researcher think the students occur. It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher observed the learning proccess at the tenth graders of Senior High School 6 Metro in their classroom. During the learning procces, the researcher is going to observe the students' activeness in learning reading comprehension.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet,

student records and profile, course overviews, lesson plans, classroom materials. In this case, documentations is needed by the researcher in order to get the complete data about the estabilisment history of Senior High School 6 Metro, the organization structure of Senior High School 6 Metro, the names of teacher in each subject.

4. **Field Note**

In this research, the researcher used field note to record the student's activity during the learning process. The researcher conducted the field note in order to get the complete data from the tenth graders at Senior High School 6 Metro about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. **Instrument of the Research**

1. **Reading Test Questions**

To measure students' reading comprehension in the tenth graders at Senior High School 6 Metro, the researcher applyed some reading tests that consist of pre-test and pos-test. Both of the tests are used multiple choice reading test consist of 20 questions to assess the students reading comprehension.

2. **Observation Sheet**

In order to observe the learning activity and each cycle, the researcher used observation sheet. The learning activity such as:

a. The students are able to comprehend the reading text.

b. The students ask/answer the questions of cloze procedure.

c. The students are able to decide what the missing words.

d. The students active to do the task of cloze procedure technique

3. Documentation Sheet

Documentation sheet used by the researcher to gets the supporting data. The content of documentation sheet includes of students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials. In this case, documentations is needed by the researcher in order to get the complete data about the establishment history of Senior High School 6 Metro, the organization structure of Senior High School 6 Metro.

4. Field Note Sheet

Field note sheet used by the researcher to record the student's activity during the learning process and to get the complete data from the tenth graders of Senior High School 6 Metro about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

G. Data Analysis

Data analysis was conducted by taking the average score of the pre-test. The researcher used a statistical technique.

In scoring the test, the students score is counted with the following formula:[5]

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

Notes:

$\overline{X}$ = Mean

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

N   = Number of students

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

H. Indicators of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 70% of the students got minimal score 75 and 70% of the students are active in learning activities.

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[5] Donald Ary et al, *Introduction to Research in Education,* (Belmont: Wadsworth Cengage Learning, 2010) Eighth edition, 108.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation.

1. Description of Senior High School 6 Metro

Before presenting the result of this research, the researcher describes Senior High School 6 Metro that consists of:

a. The History of Senior High School 6 Metro

Senior high school 6 Metro is the youngest senior high school in Metro City, Lampung. It is located at Street of FKPPI No 01, Rejomulyo, South Metro. Previously, this school was an Athlete-based High School, then changed to SMAN 6 Metro. In the past, Senior high school 6 Metro would be established in Bantul, but the community wanted to renegotiate, so it was agreed that Senior high school 6 would be built in the middle of an agricultural land.

Since 2013, this school has added some classrooms that lasted have been held to 2015 that is signed by a second-floor class building. Senior high school 6 Metro formally had a national standard based on Athletic since 2010. However, in 2013, Senior high school 6 Metro formally has gained the status of a national-based school and Adiwiyata.

b. Vision and Mission of Senior High School 6 Metro

1) Vision of the School

Creating the students of Senior High School 6 Metro who has a good moral, good knowledge and good achievement.

2) Mission of the School

a) Carrying out Faith and devotion to the Almighty.

b) Increasing the academic and the non-academic achievement of the students both of the local, regional and national levels.

c) Carrying out Practices of Student Talent, Interest, and Hobby Development Skills.

d) Realizing Cleanliness, Beauty, Comfort, Order and School Safety (Creating a School with Tourism Insight).

c. The Quantity Students of Senior High School 6 Metro

The quantity students of Senior High School 6 Metro that is identified, as follows:

Table 4
The Students' Quantity of Senior High School 6 Metro
in the Academic Year of 2019/2020

No	Class	Male	Female	Total
1	X	88	122	210
2	XI	82	120	202
3	XII	78	110	188
	Total	**248**	**352**	**600**

2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and followed by 24 students. Each cycle includes of planning, acting, observing and reflecting. In this research, the researcher is as an English teacher and Mrs. Sri Widayati, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on September, 19th 2019 at 07.05 until 08.55 AM. All the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice tests. Then, the students' pre-test result is illustrated on the table below:

Table 5
Students' Pre-test Score

NO	NAME	SCORE	NOTE
1	ASY	30	INCOMPLETE
2	ASD	30	INCOMPLETE
3	ADO	60	INCOMPLETE
4	ASV	60	INCOMPLETE
5	ASP	30	INCOMPLETE
6	BPG	30	INCOMPLETE
7	DHT	70	INCOMPLETE
8	ECP	70	INCOMPLETE
9	FRD	45	INCOMPLETE
10	HCP	65	INCOMPLETE
11	ING	70	INCOMPLETE
12	JAW	50	INCOMPLETE

13	KRY	50	INCOMPLETE
14	LAS	80	COMPLETE
15	MSB	50	INCOMPLETE
16	MAN	35	INCOMPLETE
17	NKA	70	INCOMPLETE
18	PPK	60	INCOMPLETE
19	PVB	75	COMPLETE
20	PLT	60	INCOMPLETE
21	RHS	60	INCOMPLETE
22	SAY	80	COMPLETE
23	TVS	60	INCOMPLETE
24	BSP	45	INCOMPLETE
Total		1335	
Average		55.63	
High Score		80	
Low Score		30	

Source: The result score of reading pre-test at tenth graders of Senior High School 6 Metro September 19th 2019.

Table 6
Frequency of Students' Score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	3	12.5%	Complete
2	< 75	21	87.5%	Incomplete
	Total	24	100%	

Figure 2
The Percentage of the Students' Score in Pre-test
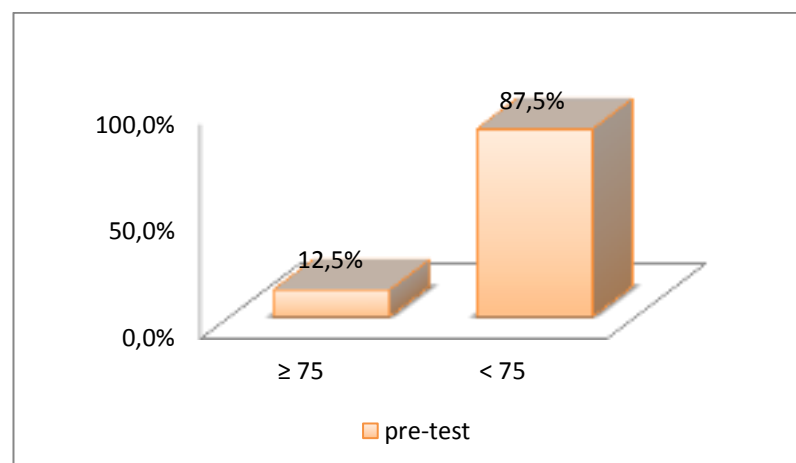
Based on the data above, it could be inferred that 21 students (87.5%) were not successful and 3 other students (12.5%) were successful. The successful students were those who got the minimum mastery criteria of English subject at Senior High School 6 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 55.63, so the result was unsatisfied. Therefore, the researcher used Cloze Procedure technique to increase the students' reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as, prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) **Acting**

a) **The first meeting**

The first meeting was conducted on September, 26th 2019 at 07.05 until 08.55 and followed by 24 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. Then, the researcher gave the material of descriptive text.

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. The researcher explained about definition, generic structure and social function of descriptive text. Descriptive text is a text which says what a person or a thing is like. The generic structures of descriptive text are identification and description. The social functions of descriptive text are to describe a particular person, place or thing. Next, the researcher gave example of descriptive text.

Afterwards, the researcher explained about cloze procedure. The researcher gave the students about descriptive text from a book in which a number of words have been deleted. Then, the students read the reading passage. The researcher asked the students to guess and predict words that must be filled in the reading text. The students must

understand about the text. Then the students should decide and answer the missing words of the text. After finished to fulfill the text, the students explained some information of the text. The researcher guided the students to be active. As long as the students fulfill their text, the researcher went around in the class and observed how they worked. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

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

b) The second meeting

The second meeting was conducted on October, 03rd 2019 at 07.05 until 08.55. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about descriptive text and how to apply cloze procedure to understanding. Then, in the end this meeting the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The post test was done to know how the students' reading comprehension after giving

treatment. The kind of the test was multiple choice tests. The

researcher gave 20 multiple choices. The result of the students'

test in post-test 1 was better than test in pre-test before.

Table 7
The Students' Score in Post-test 1

NO	NAME	SCORE	NOTE
1	ASY	50	INCOMPLETE
2	ASD	60	INCOMPLETE
3	ADO	70	INCOMPLETE
4	ASV.	50	INCOMPLETE
5	ASP	75	COMPLETE
6	BPG	60	INCOMPLETE
7	DHT	65	INCOMPLETE
8	ECP	70	INCOMPLETE
9	FRD	80	COMPLETE
10	HCP	65	INCOMPLETE
11	ING	85	COMPLETE
12	JAW	50	INCOMPLETE
13	KRY	75	COMPLETE
14	LAS	95	COMPLETE
15	MSB	85	COMPLETE
16	MAN	55	INCOMPLETE
17	NKA	80	COMPLETE
18	PPK	80	COMPLETE
19	PVB	75	COMPLETE
20	PLT	55	INCOMPLETE
21	RHS	90	COMPLETE
22	SAY	75	COMPLETE
23	TVS	55	INCOMPLETE
24	BSP	55	INCOMPLETE
Total		1655	
Average		68.96	
High Score		95	
Low Score		50	

Source: The result score of reading in post test II at the tenth
graders of Senior High School 6 Metro on October 03th 2019.

Table 8
The Frequency of students' Score in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	11	45,8%	Complete
2	< 75	13	54.2%	Incomplete
	Total	24	100%	

Figure 3
The Percentage of the Students' Score on Post-test 1
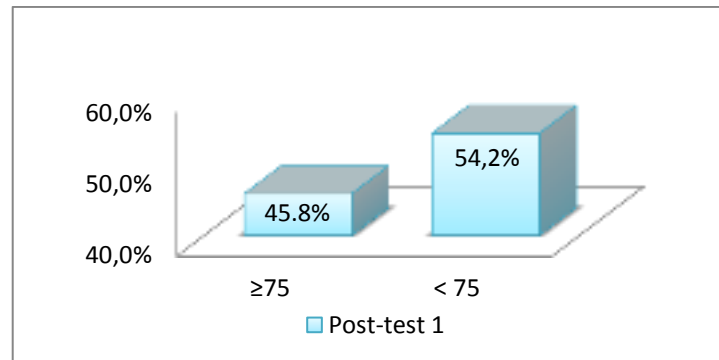
Based on the result above, it could be seen that 11 students (45.8%) got score up to the standard and 13 students (54.2%) got score less than the standard. It was higher than the result of pre-test. Learning process was said successful when 70% students got grade ≥ 75. The fact showed that the result was unsatisfied.

c) **Observing**

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave descriptive text by using cloze procedure technique.

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

Table 9
The Observation of Students' Learning Activity in Cycle I

No	Name	The Students' Activity			
		1	2	3	4
1	ASY	-	-	✓	-
2	ASD	✓	-	-	✓
3	ADO	-	✓	-	✓
4	ASV	✓	-	✓	✓
5	ASP	✓	-	✓	-
6	BPG	✓	✓	-	-
7	DHT	✓	-	✓	✓
8	ECP	-	✓	✓	✓
9	FRD	-	✓	✓	-
10	HCP	✓	-	-	-
11	ING	✓	✓	✓	✓
12	JAW	✓	-	✓	✓
13	KRY	✓	✓	-	✓
14	LAS	✓	✓	✓	✓
15	MSB	✓	-	✓	✓
16	MAN	-	✓	✓	✓
17	NKA	✓	✓	✓	✓
18	PPK	✓	-	✓	✓
19	PVB	-	✓	✓	✓
20	PLT	✓	✓	-	-
21	RHS	-	-	✓	✓
22	SAY	✓	✓	✓	✓
23	TVS	✓	✓	-	-
24	BSP	-	✓	-	-
25					
Total		**15**	**14**	**16**	**16**
Percentage (%)		**62.5%**	**58.3%**	**66.6%**	**66.6%**

Note: Tick (√) for each positive activity

1. The students able to comprehend the reading text.
2. The students ask/answer the questions of cloze procedure.
3. The students able to decide what the missing words.
4. The students able to do the task of cloze procedure.

Table 10
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students able to comprehend the reading text.	15	9	24	62.5%	37.5%	100%
2	The students ask/answer the questions of cloze procedure.	14	10	24	58.3%	41.7%	100%
3	The students able to decide what the missing words.	16	8	24	66.6%	33.4%	100%
4	The students able to do the task of cloze procedure.	16	8	24	66.6%	33.4%	100%

Source: The students' activity at the tenth graders of Senior High School 6 Metro on October 03nd 2019.

Figure 4
The Percentage of Students Activities in Cycle I
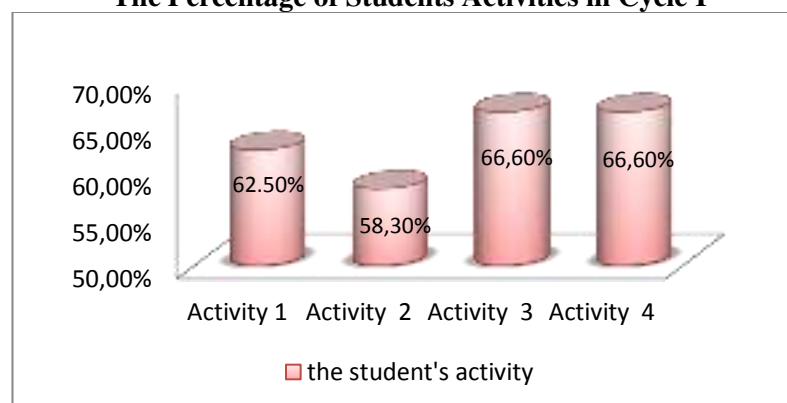
The table showed that not all the students' active in learning process. There were 15 students (62.5 %) who are able to comprehend the reading text, 14 students (58.3%) who ask/answer the questions of cloze procedure, 16 students who are able to decide what the missing words (66.6%) and 16 students (66.6 %) who are able to do the task of cloze procedure.

d) Reflecting

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

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

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1	ASY	30	50	20	Increase
2	ASD	30	60	23	Increase
3	ADO	60	70	10	Increase
4	ASV	60	50	-10	Decrease
5	ASP	30	75	45	Increase
6	BPG	30	60	30	Increase
7	DHT	70	65	-5	Decrease
8	ECP	70	70	0	Constant
9	FRD	45	80	35	Increase
10	HCP	65	65	0	Constant
11	ING	70	85	15	Increase
12	JAW	50	50	0	Constant
13	KRY	50	75	25	Increase
14	LAS	80	95	15	Increase
15	MSB	50	85	35	Increase
16	MAN	35	55	20	Increase
17	NKA	70	80	10	Increase
18	PPK	60	80	20	Increase
19	PVB	75	75	0	Constant
20	PLT	60	55	-5	Decrease
21	RHS	60	90	30	Increase
22	SAY	80	75	-5	Decrease
23	TVS	60	55	-5	Decrease
24	BSP	45	55	10	Increase
Total		**1335**	**1655**	**313**	
Average		**55.63**	**68.96**	**13.04**	

Table 12
The Comparison of Students' Completeness score on Pre-Test
and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥75	3	11	Complete
< 75	21	13	Incomplete
Total	**24**	**24**	

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

Figure 5
The Comparison of the Students' Completness Score in Pre-test
and post-test I
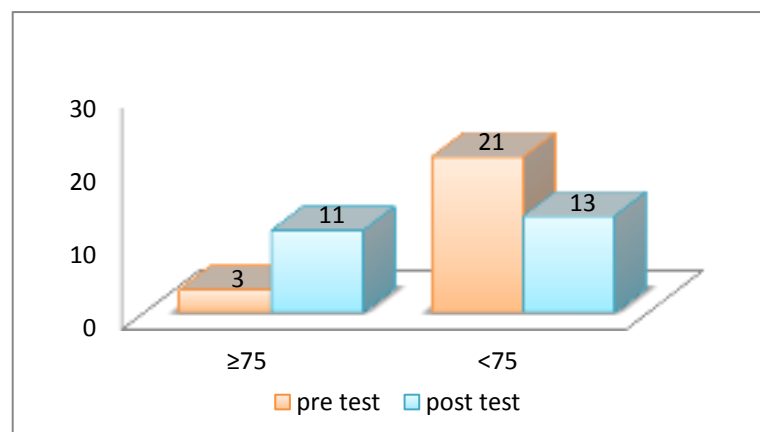
Based on the table and the graphic above, in pre-test it could be inferred that 21 students (87.5%) were not successful and 3 other students (12.5%) were successful. The successful students were those who got the minimum mastery criteria at Senior High School 6 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 55.63, so the result was unsatisfied.

Meanwhile, based on the graphic of pot-test 1, it could be seen that 11 students (45.8%) got score up to the standard and 13 students (54.2%) got score less than the standard. From the post-test 1 result, the researcher got the average of 68.96. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% students got grade ≥75. The fact showed that the result was unsatisfied.

c. **Cycle II**

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

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem that appeared on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by the cloze procedure technique.

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

2) **Acting**

a) **The First Meeting**

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

The first meeting was conducted on October 10th 2019 at 07.05 until 08.55 followed by 24 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting. The researcher as a teacher explained the material about descriptive text. The researcher asked to the students to mention about definition of descriptive text, generic structure, social function, and language features. The researcher gave the students about descriptive text from a book in which a number of words have been deleted. Then, the students read the reading passage. The researcher asks the students to guess and predict words that must be filled in the text. The students must understand about the text. Then the students should decide and answer the missing words of the text. After finished to fulfill the cloze procedure text, the students explained some information of the text. The students must be understood about the text, such as finding specific information from the descriptive text. The researcher with the

students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

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

b) **The Second Meeting**

The second meeting was conducted on October 17th 2019. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving explanation more about descriptive text implemented cloze procedure technique in increasing students' reading comprehension. After giving the treatment twice in cycle II, the researcher gave post-test to the students. The test was multiple choices that consist of 20 questions. It was same type with the first cycle but different questions. In this meeting almost all of the students could answer well. The result of post-test II could be seen on the table below:

Table 13
The Students' Score of Post Test II

NO	NAME	SCORE	NOTE
1	ASY	60	INCOMPLETE
2	ASD	75	COMPLETE
3	ADO	75	COMPLETE
4	ASV.	80	COMPLETE
5	ASP	75	COMPLETE
6	BPG	65	INCOMPLETE
7	DHT	75	COMPLETE
8	ECP	80	COMPLETE
9	FRD	85	COMPLETE
10	HCP	70	INCOMPLETE
11	ING	85	COMPLETE
12	JAW	75	COMPLETE
13	KRY	80	COMPLETE
14	LAS	100	COMPLETE
15	MSB	85	COMPLETE
16	MAN	75	COMPLETE
17	NKA	85	COMPLETE
18	PPK	80	COMPLETE
19	PVB	85	COMPLETE
20	PLT	75	COMPLETE
21	RHS	90	COMPLETE
22	SAY	85	COMPLETE
23	TVS	75	COMPLETE
24	BSP	60	INCOMPLETE
Total		**1875**	
Average		**78.13**	
High Score		100	
Low Score		60	

Table 14
The Frequency of Students' Score in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	20	83.3 %	Complete
2	< 75	4	16.7%	Incomplete
	Total	24	100 %	

Source: The result score of reading in post test II at the tenth graders of Senior High School 6 Metro on October, 17th 2019.

Figure 6
The Percentage of the Students' Score in Post-test II
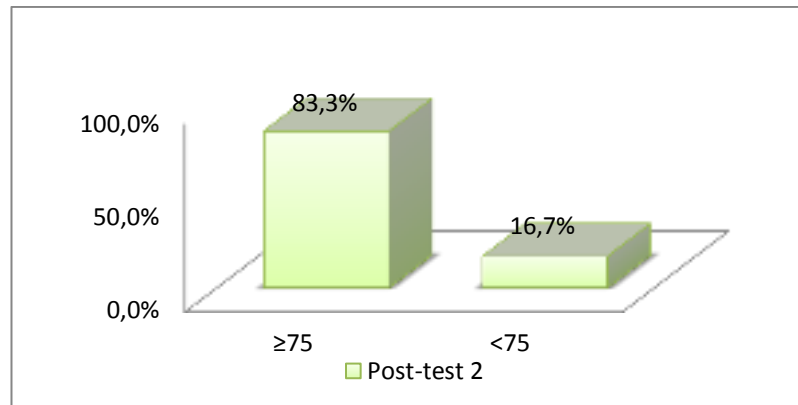
Based on the result above, it could be inferred that 20 students (83.3%) were successful and 4 other students (16.7%) were not successful. From the result of post-test II, the researcher got the average of 78.13. It was higher than post-test I in cycle I.

3) **Observing**

In this step, the researcher presented the material by Cloze Procedure technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 15
The Result of Students' Activity in Cycle II

No	Name	The Students' Activity			
		1	2	3	4
1	ASY	-	✓	✓	-
2	ASD	✓	-	✓	✓
3	ADO	✓	✓	-	✓
4	ASV	✓	✓	✓	✓
5	ASP	✓	-	✓	✓
6	BPG	-	✓	✓	-
7	DHT	✓	✓	✓	✓
8	ECP	✓	✓	✓	✓
9	FRD	✓	✓	✓	✓
10	HCP	✓	✓	-	-
11	ING	✓	✓	-	✓
12	JAW	✓	✓	✓	✓
13	KRY	✓	✓	✓	✓
14	LAS	✓	✓	✓	✓
15	MSB	✓	-	✓	✓
16	MAN	✓	✓	✓	✓
17	NKA	✓	✓	✓	✓
18	PPK	-	✓	✓	✓
19	PVB	✓	✓	✓	✓
20	PLT	✓	✓	✓	✓
21	RHS	✓	-	✓	✓
22	SAY	✓	✓	✓	✓
23	TVS	✓	✓	✓	✓
24	BSP	✓	-	-	-
Total		**21**	**19**	**20**	**20**
Percentage (%)		**87.5%**	**79.1%**	**83.3%**	**83.3%**

Note: Tick (√) for each positive activity

1. The students able to comprehend the reading text.
2. The students ask/answer the questions of cloze procedure.
3. The students able to decide what the missing words.
4. The students able to do the task of cloze procedure.

Table 16
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students able to comprehend the reading text.	21	3	24	87.5%	12.5%	100%
2	The students ask/answer the questions of cloze procedure.	19	5	24	79.1%	20.9%	100%
3	The students able to decide what the missing words.	20	4	24	83.3%	16.7%	100%
4	The students able to do the task of cloze procedure.	20	4	24	83.3%	16.7%	100%

Source: The students' activities at the tenth grade of Senior High School 6 Metro on October 17th 2019.

Figure 7
The Prcentage of Students' Activities in Cycle II
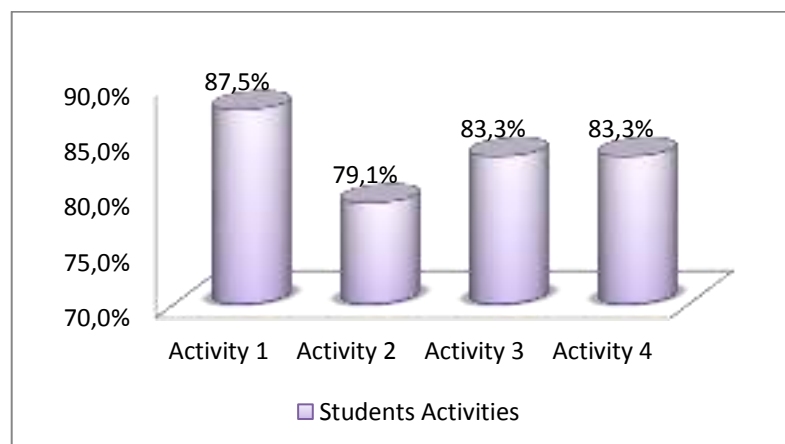
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able to comprehend the reading text 87.5%, then, the students ask/answer the questions of cloze procedure 79.1% and the students able to decide what the missing words 83.3%, and

the last the students able to do the task of cloze procedure 83.3%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq$70%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using Cloze Procedure technique, the students reading comprehension would increase.

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

Table 17
The Comparison between score in Post-Test I and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1	ASY	50	60	10	Increase
2	ASD	60	75	15	Increase
3	ADO	70	75	5	Increase
4	ASV	50	80	30	Increase
5	ASP	75	75	0	Constant
6	BPG	60	65	5	Increase
7	DHT	65	75	10	Increase
8	ECP	70	80	10	Increase
9	FRD	80	85	5	Increase
10	HCP	65	70	5	Increase
11	ING	85	85	0	Constant
12	JAW	50	75	25	Increase
13	KRY	75	80	5	Increase
14	LAS	95	100	5	Increase

15	MSB	85	85	0	Constant
16	MAN	55	75	20	Increase
17	NKA	80	85	5	Increase
18	PPK	80	80	0	Constant
19	PVB	75	85	10	Increase
20	PLT	55	75	20	Increase
21	RHS	90	90	0	Constant
22	SAY	75	85	10	Increase
23	TVS	55	75	20	Increase
24	BSP	55	60	5	Increase
Total		**1655**	**1875**	**220**	
Average		**68.96**	**78.13**	**9.17**	

Table 18
The Comparison of Students' Completeness Score in Post-test I
and Post-Test II

Interval	Post-Test I	Post-Test II
≥75	11	20
< 75	13	4
Total	**24**	**24**

Then, the graph of students reading comprehension post-test I

and post-test II score in cycle II could be seen as follow:

Figure 8
The Comparison of the Students' Completeness Score in
Post-test I and Post-test II
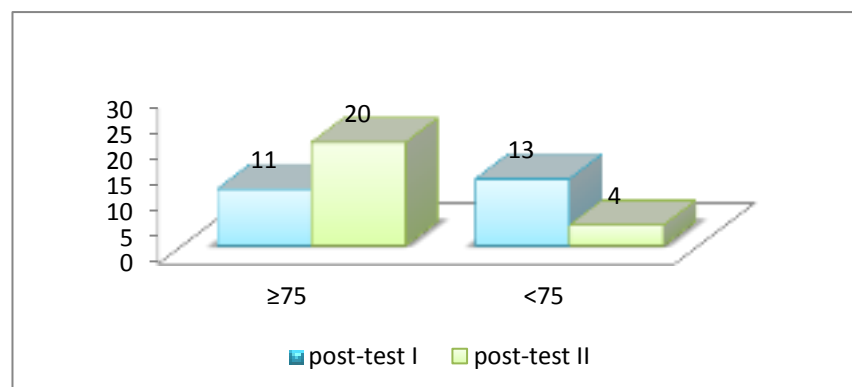
From the table above, it could be seen that the score of the students in post-test II was various. It could be inferred that 20 students (83.3%) were successful and 4 other students (16.7%) were not successful. From the post-test II results, the researcher got the average of 78.13 %. It was higher than post-test I in cycle I. It means that the indicator of success of this research had been achieved that was $\geq$70% students got score 75. It indicated that the students' reading comprehension was increased.

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

B. Interpretation

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

The researcher assumes that teaching reading comprehension by using cloze procedure technique can increase students' reading comprehension.

Cloze procedure technique is a technique for measuring students reading comprehension by guessing the missing words in the text. Therefore, it has proved that cloze procedure technique could be one the interesting technique to teaching reading comprehension.

1. **The Result of Students Learning**

    a. **Result of Students Score in Pre- Test**

    In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which consist of 20 questions. It was done on September 19th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 21 students (87.5%) were not successful and 3 other students (12.5%) were successful. The successful students were those who got the minimum mastery criteria at Senior High School 6 Metro at least 75.

    b. **Result of Students Score in Post- Test 1**

    In this phase, the researcher conducted post- test I to know the students reading comprehension after implementing the treatment. It was done on October, 03rd 2019. Based on the result of pot-test 1, it could be seen that 11 students (45.8%) got score up to the standard and 13 students (54.2%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least

75. Learning process was said successful when 70% students got score ≥75. The fact showed that the result was unsatisfied.

c. **Result of Students' Score in Post- Test II**

In this phase, the researcher continued to cycle II because the score of post test 1 in cycle 1 did not fulfilled the MMC yet that was only 54.2% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of multiple choice test that consist of 20 questions. It could be seen that the score of the students in post-test II was various. It could be inferred that 20 students (83.3%) were successful and 4 other students (16.7%) were not successful. From the post-test 2 results, the researcher got the average score is 78,13. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was ≥70% students got score 75. It indicated that the students' reading comprehension was increased.

d. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average score was low. 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 19
The Comparison Score of Reading Comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	30	50	60
2.	30	60	75
3.	60	70	75
4.	60	50	80
5.	30	75	75
6.	30	60	65
7.	70	65	75
8.	70	70	80
9.	45	80	85
10.	65	65	70
11.	70	85	85
12.	50	50	75
13.	50	75	80
14.	80	95	100
15.	50	85	85
16.	35	55	75
17.	70	80	85
18.	60	80	80
19.	75	75	85
20.	60	55	75
21	60	90	90
22	80	75	85
23	60	55	75
24	45	55	60
Total	**1335**	**1655**	**1875**
Average	**55.63**	**68.96**	**78.13**

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

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥75	3	11	20	Complete
< 75	21	13	4	Incomplete
Total	**24**	**24**	**24**	

Based on the result of the pre-test, post-test I and post-test
II, it was know that there was a positive significant increasing of
the students' score. It could be seen from the students get score 75

from 3 to 11 became 20. The average score from 55,63 to 68,96 became 78,13. The increasing score from pre-test to post-test II is 22,5. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

Figure 9
The Comparison Score of Students Reading Comprehension
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
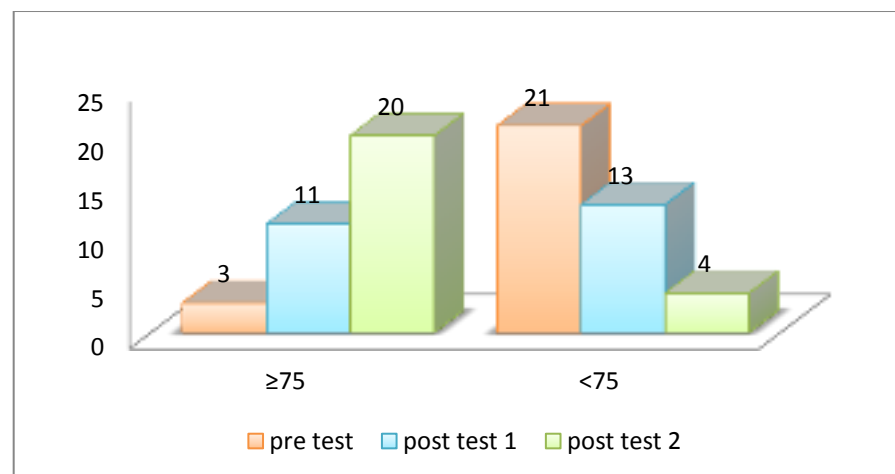
Based on the graph above, it could be inferred that Cloze Procedure technique could increase the students' reading comprehension. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II. The increasing students from pre-test to post-test I is 8 students, from post-test I to post-test II is 9 students.

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

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

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

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students able to comprehend the reading text	15	62.5%	21	87.5%	25%
2	The students ask/answer the questions of cloze procedure.	14	58.3%	19	79.1%	20.8%
3	The students able to decide what the missing words.	16	66.6%	20	83.3%	16.7%
4	The students able to do the task of cloze procedure.	16	66.6%	20	83.3%	16.7%

Figure 10
The Comparison of Students' Activities in Cycle I and Cycle II
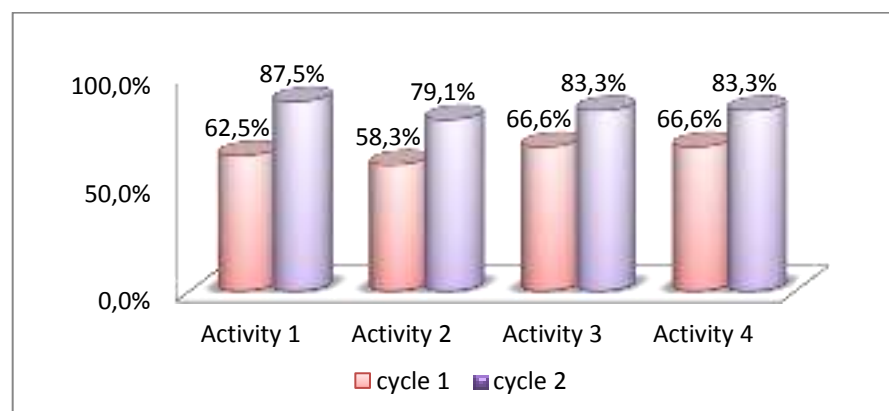
Based on the data had gotten, it can be explained as follow:

a) The students able to comprehend the reading text

The students' comprehend the reading text from the first meeting to the next meeting was increased. In cycle I it was only 62.5% and in cycle II was 87.5%, it was increase 25%.

b) The students ask/answer question of cloze procedure

The students who ask/answer question of cloze procedure was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increase 20.8%, from cycle I was 58.3% and cycle II was 79.1%.

c) The students able to decide what the missing words

The students able to decide what the missing words were increased. It could be seen in the cycle I was 66.6% and cycle II was 83.3%, it was increase 16.7%.

Based on the data above, it could be concluded that the students able to decide what the missing words because most of the students shown good increasing in reading comprehension when Cloze Procedure technique was applied in learning process from cycle I up to cycle II.

d) The students' able to do the task of cloze procedure

The students who had done the task were increased. It could be seen on the cycle I 66.6% and cycle II 83.3%, it was increased 16.7%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of cloze procedure technique increase the students' in reading comprehension. There was progress average score from 55,63 to 68,96 became 78,13.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. The score in the pre-test was 3 (12.5%) students' did achieve the criteria.

Moreover, in the post-test I there were 11 students or (45.8%) passed the test, the indicator students get score $\geq$75 with average 68,96. Meanwhile, in the post-test II there were 20 students or (83.3%) passed the test, the indicator students get score $\geq$75 with average 78,13. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score 75 was achieved.

C. **Discussion**

In teaching reading comprehension to the students' of Senior High School 6 Metro especially in students of X IPS 3, based on the pre survey there are some problems like some students have unsatisfied reading comprehension and difficulties in determining the main ideas. The researcher chooses cloze procedure technique to increase the students' reading comprehension.

The researcher used this technique to identify the students' knowledge and understanding on the reading process. Therefore, it is proved that the implementation of cloze procedure technique increase the students' learning activities. Therefore, cloze procedure technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the used of Cloze Procedure Technique could increase the students' in reading comprehension. There is progress from the students gets score ≥ 75 from pre-test was 12.5% or 3 students, post-test I was 45.8% or 11 students and post-test II become 83.3% or 20 students. It is inferred that there is improvement on the students' complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concluded that the research is successful and it can be stopped in the cycle II because the indicator of success was 70% of students got score ≥ 75 are achieved.

The result of the student's activities in cycle I and cycle II are increased. The students able to comprehend the reading text from 62.5% become 87.5%, the students ask/answer the questions of cloze procedure from 58.3% become 79.1%, the students able to decide what the missing words from 66.6% become 83.3%, the students able to do the task of cloze procedure from 66.6% become 83.3%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be increased through Cloze Procedure technique among the tenth graders at Senior High School 6 Metro, as follows:

1. Cloze procedure technique can increase reading comprehension among the tenth graders at Senior High School 6 Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The avarage score from pre test is 55,63 to post test I is 68,96 became 78,13 in post test II. The increasing score is 22,5. In cycle I, there were 11 students passed the test. Morever, in cycle II there were 20 students who get score ≥ 75. It means that result of cycle II had already achieved the indicator of succes that was 70% of the students achieve the minimum mastery creteria (MMC).

2. Cloze procedure technique can increase students' learning activity among the tenth graders at Senior High School 6 Metro. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading comprehension. It means that cloze procedure technique can increase the student's reading comprehension. The student's activity in cycle I and cycle II increase significantly.

B. Suggestion

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

1. For English Teacher

    a. The teacher should prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.

    b. It is better for the teacher to use cloze procedure technique in English learning especially in reading because it can increase students' reading comprehension.

    c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

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

3. For Headmaster

    To support the English teacher to use cloze procedure technique in learning proccess, because cloze procedure technique is so helpfull.

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SILABUS SMA/MA

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**

Kelas   : **X**

Kompetensi Inti   :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan* *My name is... I'm ... I live in ... I have ... I like ....* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.	**Mengamati** • 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. **Mempertanyakan** • 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 **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui	**Kriteria penilaian:** • 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 **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:	2 x 2 JP	• 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
sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	(2) Kata kerja dalam simple present tense: *be*, *have* dalam simple present tense (3) Kata tanya *What*? *Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya 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 (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • 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 (*learning journal*).	• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • 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. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"*	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **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	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • 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. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • 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		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan, yang benar dan sesuai konteks.		Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya
4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan
	Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu
	Fungsi Sosial
	  Menyatakan rencana
	Struktur Teks
	  'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend
	Unsur Kebahasaan
	  Kata kerja *I'd like to ..., I will ..., I'm going to* ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.
		Mengamati
		
		• Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks
		• Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan 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
		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.
		Mengekslorasi
			Kriteria penilaian:
			
			• 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
			
			Cara Penilaian:
			Pengamatan (observasi)
			Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.
			• Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.
			• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
				2 x 2 JP	• 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
unsur kebahasaan, yang benar dan sesuai konteks		• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu **Mengasosiasi** • 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 **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*)	• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar
2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional
3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.
4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan
	Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)
	Fungsi Sosial
	  Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
	Struktur text
	
	  Ungkapan baku dari sumber-sumber otentik.
	Unsur kebahasaan
	
	(1) Kata dan tata bahasa baku
	(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
	(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan
		Mengamati
		
		• 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).
		
		Mempertanyakan(questioning)
		
		• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,
			Kriteria penilaian:
			
			• 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
			
			Cara Penilaian:
			
			Unjuk kerja
			
			• Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam
				2 x 2 JP	• 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
memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	dsb. **Mengeksplorasi** • 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. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • 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	situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • 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 **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan**	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*,	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan:	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 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. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	**yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • 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 *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* 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. **Mengkomunikasikan**	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • 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 **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		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
		• 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.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 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. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 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	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • 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 **Mengeksplorasi** • 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	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • 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 **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks	9 x 2 JP	• 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
benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • 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 kliping 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'	deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • 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 **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	**Teks tulis berbentuk** *announcement* **(pemberitahuan)**	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan	2 x 2 JP	• <u>Audio CD/ VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/ majalah</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* 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 *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **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. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan**	struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*) **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - 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 **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau		berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

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		• Siswa membuat teks *announcement* 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 (*learning journal*)	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. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan	7 x 2 JP	• 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
dengan konteks	dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • 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 (*learning journal*)	- 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 **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount 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 **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli,	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.	**Mengamati** • 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,	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	6 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/re

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	*Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa 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 **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.	• Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • 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 **Portofolio** • 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 **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format		source_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membuat 'learning journal'	khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (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 *Topik* Keteladanan tentang perilaku yang menginspirasi.	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • 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 **Mengeksplorasi** • 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 **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - 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 **Portofolio** • 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 **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain	2 x 2 JP	• 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)

Satuan Pendidikan	: SMA NEGERI 6 METRO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi	: Descriptive Text
Alokasi Waktu	: 2 x 45 Menit

A. KOMPETENSI INTI

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan serta menerapkan pengetahuan yang spesifik sesuai dengan bakat dan minatnya.

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 metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, tempat wisata dan benda sesuai dengan konteks penggunaannya

1.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

1. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, biatang dan benda.

2. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, tempat wisata dan benda.

3. Menyusun teks descriptive lisan dan tulis sederhana tentang orang, binatang dan benda.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, biatang dan benda.

2. Siswa dapat merespon makna dan menyebutkan kata sifat dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, binatang dan benda.

3. Siswa dapat menyusun teks descriptive dan mendeskripsikan secara lisan dan tulis tentang orang, binatang dan benda.

E. MATERI PEMBELAJARAN

1. Definition of descriptive text : Descriptive text is a text which says what a person like.

2. Fungsi sosial

    Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

3. Struktur Descriptive Text (generic structure) :

    a) Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

    b) Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

4. Topik

Berbagai hal terkait dengan orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.

5. Unsur kebahasaan   :

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ to be (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

   • *How does your brother look like?*

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

6. Contoh Descriptive Teks

Panjang teks: kurang lebih 6 (enam) kalimat.

   I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

F. METODE PEMBELAJARAN

Teknik   : Cloze Procedure Technique

G. MEDIA, ALAT DAN SUMBER BELAJAR

Media & alat   : gambar, laptop, papan tulis, spidol, penghapus

Sumber belajar   : buku cetak

H. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

1. Pendahuluan (10 menit)
   - Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.
   - Guru memberikan ice breaking berupa game terkait dengan materi yang akan dipelajari.
   - Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.
   - Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

2. Kegiatan inti (70 menit)
   - Siswa mengamati guru yang memberikan contoh teks descriptif.
   - Siswa diberi kesempatan untuk bertanya apa saja informasi yang terkandung dalam teks.
   - Siswa diminta untuk menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang baca.
   - Guru membagikan teks kepada siswa dan dengan bimbingan guru, siswa membaca teks deskriptif.
   - Siswa berlatih kembali membaca teks deskriptif menggunakan teknik cloze procedure dengan mengisi teks rumpang dengan benar.
   - Guru menunjuk siswa untuk maju ke depan kelas untuk menyampaikan hasil kerja tentang teks deskriptif sesuai dengan panduan yang disiapkan guru.

3. Kegiatan penutup (10 menit)
   a) Guru menyimpulkan materi pembelajaran yang telah dipelajari.
   b) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
   c) Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

PERTEMUAN 2

1. Pendahuluan (10 menit)

   - Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.

   - Guru memberikan ice breaking berupa game terkait dengan materi yang akan dipelajari.

   - Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.

   - Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

2. Kegiatan inti (70 menit)

   - Siswa mengamati guru yang memberikan contoh descriptif text.

   - Siswa diberi kesempatan untuk bertanya apa saja informasi yang terkandung dalam teks.

   - Siswa diminta untuk menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang baca.

   - Guru membagikan teks kepada siswa dan dengan bimbingan guru, siswa membaca teks deskriptif.

   - Siswa berlatih kembali membaca teks deskriptif menggunakan teknik cloze procedure dengan mengisi teks rumpang dengan benar.

   - Guru menunjuk siswa untuk maju ke depan kelas untuk menyampaikan hasil kerja tentang teks deskriptif sesuai dengan panduan yang disiapkan guru.

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   a) Guru menyimpulkan materi pembelajaran yang telah dipelajari.

   b) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.

   c) Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

1. PENILAIAN

Indikator	Teknik Penilaian	Bentuk Penilaian	Instrumen
Melengkapi kalimat rumpang dengan kata sifat	Tes tertulis	Uraian	Soal uraian (tertulis)

- Rubrik penilaian :

Nilai = $\sum$ Skor perolehan X 100 / jumlah soal

Kriteria Nilai   Keterangan :

A = 80 – 100 : Baik Sekali   4 = amat baik

B = 70 – 79 : Baik   3 = baik

C = 60 – 69 : Cukup   2 = cukup

D = ‹ 60   : Kurang   1 = kurang

Metro,   2019

Peneliti

~~~ Bahasa Inggris

Sri Widayati, S.Pd   Winda Aulia Sari

NIP. 201001 2 011   NPM.1501070321

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA NEGERI 6 METRO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi : Descriptive Text

Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan serta menerapkan pengetahuan yang spesifik sesuai dengan bakat dan minatnya.

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 metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, tempat wisata dan benda sesuai dengan konteks penggunaannya

1.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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2. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, tempat wisata dan benda.

3. Menyusun teks descriptive lisan dan tulis sederhana tentang orang, binatang dan benda.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, biatang dan benda.

2. Siswa dapat merespon makna dan menyebutkan kata sifat dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, binatang dan benda.

3. Siswa dapat menyusun teks descriptive dan mendeskripsikan secara lisan dan tulis tentang orang, binatang dan benda.

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3. Struktur Descriptive Text (generic structure) :

   a) Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

   b) Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

4. Topik

   Berbagai hal terkait dengan orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.

5. Unsur kebahasaan   :

   - Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

   - Pola kalimat dalam present tense (nomina) "S+ to be (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

  - *How does your brother look like?*

  - *He's short and wears glasses*

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

6. The kind of adjective :
    a) Adjectives of quality   : good, beautiful, ugly, crazy, smart etc.
    b) Adjectives of size   : big, small, large, fat, etc.
    c) Adjectives of shape   : round, straight, square, oval etc.
    d) Adjectives of age   : old, new, young etc.
    e) Adjectives of colour   : blue, red, yellow, black, white etc.
    f) Nationality, profession :
        - John is an American.
        - He is a very busy chef

7. Contoh Descriptive Teks

    Panjang teks: kurang lebih 6 (enam) kalimat.

    I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

F. METODE PEMBELAJARAN

    Teknik   : Cloze Procedure Technique

G. MEDIA, ALAT DAN SUMBER BELAJAR

Media & alat   : gambar, laptop, papan tulis, spidol, penghapus

Sumber belajar   : buku cetak (Shyla K Lande, Eka Mulya Astuti, 2013, Forward for Vocational School Grade X, Jakarta, Erlangga).

H. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

1. Pendahuluan (10 menit)

   - Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.

   - Guru memberikan ice breaking terkait dengan materi yang akan dipelajari.

   - Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.

   - Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

2. Kegiatan inti (70 menit)

   - Guru menjelaskan materi tentang deskriptif teks.

   - Guru membagikan teks kepada siswa.

   - Guru meminta setiap siswa untuk membaca teks yang dilampirkan selama waktu yang ditentukan secara bergantian per-kalimat sampai mencapai akhir teks.

   - Guru menghapus sebagian kata dalam teks dan siswa akan menebak kata yang telah dihapus.

   - Para siswa harus membaca seluruh teks lagi baris demi baris, sehingga siswa menemukan kata yang hilang dalam teks tersebut.

   - Setelah itu guru dan siswa membahas jawaban yang benar dari kata yang hilang tersebut.

3. Kegiatan penutup (10 menit)

  - Guru menyimpulkan materi pembelajaran yang telah dipelajari.

  - Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.

  - Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

PERTEMUAN 2

  a. Pendahuluan (10 menit)

    - Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.

    - Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.

    - Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

  b. Kegiatan inti (70 menit)

    - Guru menjelaskan materi tentang deskriptif teks.

    - Guru membagikan teks kepada siswa.

    - Guru meminta setiap siswa untuk membaca teks yang dilampirkan selama waktu yang ditentukan secara bergantian per-kalimat sampai mencapai akhir teks.

    - Guru menghapus beberapa kata dalam teks dan siswa akan menebak kata yang telah dihapus.

    - Para siswa harus membaca seluruh teks lagi baris demi baris, seolah-olah tidak ada kata yang hilang.

  c. Kegiatan penutup (10 menit)

    - Guru menyimpulkan materi pembelajaran yang telah dipelajari.

    - Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.

    - Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

1. PENILAIAN

Indikator	Teknik Penilaian	Bentuk Penilaian	Instrumen
Melengkapi kalimat rumpang dengan kata sifat	Tes tertulis	Uraian	Soal uraian (tertulis)

- Rubrik penilaian :

Nilai   = $\sum$ Skor perolehan X 100 / jumlah soal

Metro,   2019

Guru Bahasa Inggris   Peneliti

Sri Widayati, S.Pd   Winda Aulia Sari
NIP. 19831030 201001 2 011   NPM.1501070321

ATTENDANCE LIST OF STUDENTS

DATE : 19 September 2019 (Pre -Test)

NO	NAMA	TTD
1	Adit Setiyadi	1.
2	Andi Setiawan Dwi Putra	2.
3	Andrean Dwi Okta Prasetiawan	3.
4	Anjelia Silviana	4.
5	Armando Syahputra	5.
6	Bagus Putu Ganeshtyas T.	6.
7	Dicky Hidayatullah	7.
8	Eldha Camelia Putri	8.
9	Faiz Ramadhan	9.
10	Haikha Chandra Putra Adi N.	10.
11	I Nyoman Gita Semadi	11.
12	Julia Antartika Wati	12.
13	Karina Rita Yanisa	13.
14	Lutfiah Aniq Syahara	14.
15	M. Syaiful Bahri	15.
16	May Amanah	16.
17	Ni Komang Ayu Indriyani	17.
18	Pandu Pamungkas	18.
19	Priska Vindia Brillianti	19.
20	Puji Lestari	20.
21	Rizki Huda Susilo	21.
22	Sintia Apriyani	22.
23	Triya Virginia Saputri	23.
24	Bagas Saputra	24.
25		25.

English Teacher

Widayanti, S.Pd
NIP.

Metro, ... 2019
The Researcher

Winda Aulia Sari
NPM. 1501070321

ATTENDANCE LIST OF STUDENTS

DATE : 03 Oktober 2019 (Post - Test I)

NO	NAMA	TTD
1	Adit Setiyadi	1.
2	Andi Setiawan Dwi Putra	2.
3	Andrean Dwi Okta Prasetiawan	3.
4	Anjelia Silviana	4.
5	Armando Syahputra	5.
6	Bagus Putu Ganeshtyas T.	6.
7	Dicky Hidayatullah	7.
8	Eldha Camelia Putri	8.
9	Faiz Ramadhan	9.
10	Haikha Chandra Putra Adi N.	10.
11	I Nyoman Gita Semadi	11.
12	Julia Antartika Wati	12.
13	Karina Rita Yanisa	13. Yaniza
14	Lutfiah Aniq Syahara	14.
15	M. Syaiful Bahri	15.
16	May Amanah	16.
17	Ni Komang Ayu Indriyani	17.
18	Pandu Pamungkas	18.
19	Priska Vindia Brillianti	19.
20	Puji Lestari	20.
21	Rizki Huda Susilo	21.
22	Sintia Apriyani	22.
23	Triya Virginia Saputri	23.
24	Bagas Saputra	24.
25		25.

English Teacher

Widayanti, S.Pd
NIP.

Metro, ... 2019
The Researcher

Winda Aulia Sari
NPM. 1501070321

ATTENDANCE LIST OF STUDENTS

DATE : 17 Oktober 2019 (Post Test II)

NO	NAMA	TTD
1	Adit Setiyadi	1.
2	Andi Setiawan Dwi Putra	2.
3	Andrean Dwi Okta Prasetiawan	3.
4	Anjelia Silviana	4.
5	Armando Syahputra	5.
6	Bagus Putu Ganeshtyas T.	6.
7	Dicky Hidayatullah	7.
8	Eldha Camelia Putri	8.
9	Faiz Ramadhan	9.
10	Haikha Chandra Putra Adi N.	10.
11	I Nyoman Gita Semadi	11.
12	Julia Antartika Wati	12.
13	Karina Rita Yanisa	13.
14	Lutfiah Aniq Syahara	14.
15	M. Syaiful Bahri	15.
16	May Amanah	16.
17	Ni Komang Ayu Indriyani	17.
18	Pandu Pamungkas	18.
19	Priska Vindia Brillianti	19.
20	Puji Lestari	20.
21	Rizki Huda Susilo	21.
22	Sintia Apriyani	22.
23	Triya Virginia Saputri	23.
24	Bagas Saputra	24.
25		25.

English Teacher

Widayanti, S.Pd
NIP.

Metro, ... 2019
The Researcher

Winda Aulia Sari
NPM. 1501070321

INSTRUMENT SOAL
PRE TEST

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

TEXT 1
Read the following text for question 1 to 5.

My Timmy
I (1)……….. some pets. However, my favorite pet is Timmy. Timmy (2)………… a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. (3)………… always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with (4)………….. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the (5)…………, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

1. a. has   b. am   c. is
    d. have   e. are

2. a. has   b. have   c. are
    d. i   e. not

3. a. she   b. he   c. they
    d. I   e. we

4. a. his   b. him   c. her
    d. me   e. them

5. a. evening b. morning c. afternoon
    d. night   e. mid night

TEXT 2
Read the following text for question 6 to 10.
Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell about?
    a. The history of Kediri
    b. **The description of Kediri**
    c. 1.3 million people
    d. The famous products of Kediri
    e. The people

7. Which one has a distinctive taste?
    a. The cigarette
    b. The special food
    c. **The bean curd**
    d. The highly nutritious food
    e. Tofu

8. "Those who do not work here …" (last sentence). The "those" word refers to ….
    a. **The local people**
    b. The factory workers
    c. The farmers
    d. The traders
    e. Woman labour force

9. Kediri is called a chilly town, because of…….
    a. The topography of the region
    b. The Dathok Mountain
    c. 1.3 million people
    d. Big river
    e. The cigarette

10. The generic structure of the text is ….
    a. Reorientation-events-Orientation
    b. description-identification
    c. Events – Reorientation –Orientation
    d. Identification-description
    e. Orientation – events – Reorientation

TEXT 3
Read the following text for questions 11 to 15.
   My name (11)………….. Tania. I live in a small house. It has six rooms. There (12)………….. three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. (13)………….. is so small with only three chairs and a table. I prefer reading a novel in this room.
   My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio (14)………… a computer. When being bored of reading, I usually play online games, chat with my friends via facebook,
   Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I (15)…………. everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

11. a. has   b. is   c. am
    d. have   e. are

12. a. are   b. have   c. has
    d. is   e. not

13. a. she   b. he   c. they
    d. it   e. I

14. a. so   b. or   c. but
    d. then   e. and

15. a. has   b. is   c. am
    d. have   e. are

Text 4
Read the following text for questions 16-20.
   Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.
   Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

16. What does the text describe about?
    a. Gardening
    b. Rose species
    c. Flowers
    d. How to grow rose plant
    e. Where to plant rose

17. This statement is correct, except ….
    a. Rose has more than 100 species
    b. Rose is native to Asia
    c. Rose can be used for ornamental plant
    d. Rose can be used in perfume
    e. Rose only has one variant of shape and size

18. It is typically grown … (paragraph 2). The word "it" refers to ….
    a. Asia   d. Beauty
    b. Medicine   e. Rose species
    c. Perfumery

19. Based on the text, which statement is true?
    a. Rose has minor benefit for medicinal uses
    b. People grow rose only for beauty
    c. Rose is not a popular flowering plant
    d. Europe is not a native to rose species
    e. Rose has less than 100 species

20. Rose is plant with enchanting flowers from genus Rosa which has…
    a. Less than 100 species
    b. More than 100 species
    c. Around 100 species
    d. 100 species
    e. More than 1000 species

92

ANSWER SHEET
PRE-TEST

NAME   : karina Ritci yanisa

CLASS   : X IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A	B	C	D	E
2.	A	B	C	X	E
3.	A	B	C	X	E
4.	A	B	C	D	X
5.	A	X	C	D	E
6.	A	X	C	D	E
7.	A	X	C	D	E
8.	A	B	C	D	X
9.	A	B	C	X	E
10.	X	B	C	D	E
11.	A	X	C	D	E
12.	A	B	X	D	E
13.	A	B	X	D	E
14.	A	B	C	X	E
15.	A	B	C	X	E
16.	A	B	X	D	E
17.	A	B	X	D	E
18.	A	B	C	D	X
19.	X	B	C	D	E
20.	A	B	C	X	E

B = 10

50

ANSWER SHEET
PRE-TEST

NAME : Andrean Dwi Okta P.

CLASS : X. IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A	B	C	⊠	E
2.	A	B	C	⊠	E
3.	A	B	C	D	⊠
4.	A	⊠	C	D	E
5.	A	⊠	C	D	E
6.	A	⊠	C	·D	E
7.	A	B	C	D	⊠
8.	A	B	C	⊠	E
9.	⊠	B	C	D	E
10.	A	B	C	D	⊠
11.	A	⊠	C	D	E
12.	A	B	⊠	D	E
13.	A	B	C	⊠	E
14.	⊠	B	C	D	E
15.	A	B	⊠	D	E
16.	A	B	C	⊠	E
17.	⊠	B	C	D	E
18.	A	B	C	D	⊠
19.	⊠	B	C	D	E.
20.	A	B	C	⊠	E

$B = 12$

60

ANSWER SHEET
PRE - TEST

NAME : LUTFIAH ANIQ SYAHARA

CLASS : X IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A	B	C	X	E
2.	A	B	C	X	E
3.	A	X	C	D	E
4.	A	X	C	D	E
5.	A	X	C	D	E
6.	A	X	C	D	E
7.	A	B	C	D	X
8.	A	B	C	X	E
9.	X	B	C	D	E
10.	A	B	C	D	X
11.	A	X	C	D	E
12.	A	B	X	D	E
13.	A	B	C	X	E
14.	A	B	C	D	X
15.	A	B	C	X	E
16.	A	B	X	D	E
17.	X	B	C	D	E
18.	A	B	C	D	X
19.	X	B	C	D	E
20.	A	B	C	X	E

B = 16

80

INSTRUMENT SOAL
POST TEST 1

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Question 1-5 are based on the following text.

Mr. Johan is a soldier. He is very tall. He is not fat. His wife is a teacher. She is thin and not tall. Her (1)**………** is black and wavy. She (2)………. glasses. Mr. Johan has two children. There are Elly (3)………. Ridwan. Elly is thin like her mother, but her hair is not wavy. It is straight like her fathers. Ridwan, Elly (4)**………** is very tall. He is fat. His (5)……….. is black like his father. Mr. Johan, his wife and his children like sports. They usually do sports in Sunday morning.

1. a. hair   b. hand   c. eye
    d. mouth   e. body

2. a. use   b. wears   c. eats
    d. drinks   e. look

3. a. or   b. but   c. than
    d. and   e. is

4. a. brother   b. sister   c. mother
    d. father   e. son

5. a. eye   b. nose   c. skin
    d. hair   e. body

Question 6-10 are based on the following text.

Miley Cyrus

Her name is Miley Cyrus. She is an actress **(6)…………….** singer from USA. She **(7)…………** born on November 23, 1992 in Franklin, Tennessee. Miley Cyrus is the daughter of a country singer, Billy Ray Cyrus. **(8)…………** mother is Dolly Parton, a famous American singer.
Miley Cyrus has an oval **(9)…………...** Her hair is wavy. The color is brown. Miley Cyrus is a vegetarian. She doesn't like eating some meat.
Her favorite meal is Chinese food. Miley Cyrus has a bad habit. **(10)………..** likes to bite her nails very often.

6. a. and   b. or   c. but
    d. often   e. are

7. a. has   b have   c. is
    d. was   e. had

8. a. him   b. his   c her
    d. my   e. your

9. a. body   b. eye   c. nose
    d. hair   e. face

10. a. he   b. she   c. they
    d. we   e. I

Question 11-15 are based following the text.
Singapore

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city. Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In China town there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days. Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are e reasonable.

11. What is Singapore like?
a. It is beautiful   d. It is worst
b. It is uninteresting   e.   It   is peaceful
c. It is dirty

12. What does the word goods means to? (line 7: Most of the goods are duty free)
a. Merchandise   c. Best   e. Food
b. Fine   d. Drink

13. Where do most people live?
a. In high-rise flats   d. In a jungle
b. In a suburb   e. In a city
c. In a village

14. What is the topic of the text?
a. Description of a city
b. Beautiful places in a city
c. Food in a city
d. Scenery in a city
e. Experiences in a city

15. The purpose of the writer in the text is ….
a. Describing Singapore
b. Describing how to visit Singapore
c. Telling a city
d. Explaining Singapore's goods
e. Describing the Chinatown

Question 16-20 are based on the following text.

Mount Bromo

Mount Bromo (Indonesian: Gunung Bromo), is an active volcano and part of the Tengger massif, in East Java, Indonesia. At 2,329 meters (7,641 ft) it is not the highest peak of the massive area, but is the most well knows. The massive area is one of the most visited tourist attractions in East Java, Indonesia. The volcano belongs to the Bromo Tengger Semeru National Park. It's so beautiful. The best views from Mount Bromo to the Sand Sea below and the surrounding volcanoes are at sunrise. The viewpoint on Mount Penanjakan can also be reached on foot in about two hours. From inside the caldera, sulfur is collected by workers.

16. The main idea of the paragraph above is ….
a. The history of Bromo
b. The location of mount Bromo
c. The description of mount Bromo
d. The beauty of mount Bromo
e. Holiday in Mount Bromo

17. What is the interesting in Mount Bromo?
a. The highest peak
b. Massive are
c. Bromo Tengger Semeru
d. The caldera
e. The volcanoes

18. From the text above, it can be known that the purpose of the writer in writing the text is ….
a. Telling his/her holiday
b. Describing Mount Bromo
c. Explaining his/her holiday
d. Amusing the reader
e. Telling Bromo

19. The **massive** area is one of the most visited tourist attractions in East Java, Indonesia. The bold italicized word mean ….
a. Besar   d. Menarik
b. Membahana   e. Bergema
c. Tinggi

20. What do you think of Mount Bromo based on this text?
a. Absurd   c. Chalenging   e. Lovely
b. Natural   d. Scary

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ANSWER SHEET
POST - TEST I

NAME   : karina Rita yansa.

CLASS   : X IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A̶	B	C	D	E
2.	A	B̶	C	D	E
3.	A	B	C	D̶	E
4.	A̶	B	C	D	E
5.	A	B	C	D̶	E
6.	A̶	B	C	D	E
7.	A	B	C̶	D	E
8.	A	B̶	C	D	E
9.	A	B̶	C	D	E
10.	A̶	B	C	D	E
11.	A̶	B	C	D	E
12.	A̶	B	C	D	E
13.	A̶	B	C	D	E
14.	A	B̶	C	D	E
15.	A̶	B	C	D	E
16.	A	B	C̶	D	E
17.	A	B	C̶	D	E
18.	A	B̶	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E̶

$B = 15$

75

ANSWER SHEET
POST -TEST 2

NAME : Andrean Dwi Okta P.

CLASS : XO. YS 3

Please cross (X) A,B,C. D or E based on the correct answer!

NO	ANSWERS				
1.	X	B	C	D	E
2.	A	X	C	D	E
3.	A	B	C	X	E
4.	X	B	C	D	E
5.	A	B	C	X	E
6.	X	B	C	D	E
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	A	X	C	D	E
10.	X	B	C	D	E
11.	X	B	C	D	E
12.	X	B	C	D	E
13.	X	B	C	D	E
14.	A	X	C	D	E
15.	X	B	C	D	E
16.	A	B	X	D	E
17.	A	B	X	D	E
18.	A	X	C	D	E
19.	A	B	C	X	E
20.	X	B	C	D	E

$B = 14$

70

99

ANSWER SHEET
POST - TEST I

NAME   : LUTFIAH ANIQ SYAHARA

CLASS   : X IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	X	B	C	D	E
2.	A	X	C	D	E
3.	A	B	C	X	E
4.	X	B	C	D	E
5.	A	B	C	X	E
6.	X	B	C	D	E
7.	A	B	C	X	E
8.	A	B	X	D	E
9.	A	B	C	D	X
10.	A	X	C	D	E
11.	X	B	C	D	E
12.	X	B	X	D	E
13.	X	B	C	D	E
14.	X	X	C	D	E
15.	X	B	C	D	E
16.	A	B	X	D	E
17.	A	B	X	D	E
18.	A	X	C	D	E
19.	A	B	C	X	E
20.	X	B	C	D	E

B = 19

95

INSTRUMENT SOAL
POST-TEST II

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Text 1

Read the following text for questions 1-5.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What kind of text is the text above?
   a. Recount   d. Procedure
   b. Descriptive   e. Narrative
   c. Report

2. The generic structure of the text is ….
   f. Description – identification
   g. Reorientation – events – Orientation
   h. Identification – description
   i. Events – Reorientation –Orientation
   j. Orientation – events – Reorientation

3. "She has <u>long</u> and thick fur". The antonym of the underlined word is…
   a. Heavy   b. Length   c. Short
   d. Fragrant   e. Colored

4. He's short with long body and four strong legs. The sentence is one of the ……. of the text.
   a. Events   d. Identifications
   b. Orientations   e. Re-orientation
   c. Descriptions

5. How many dogs does the writer have?
   a. 1   b. 2   c. 3
   d. 4   e. 5

Text 2

Read the following text and answer question 6 to 10.

Kangaroos (6)……….. grass and plants. They (7)…………. short front legs. But they have very long (8)……….. very strong black legs. These are used for sitting up and (9)………. jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also (10)………. at speeds of over 45 kilometers per hour.

6. a. eat   b. drink   c. wear
   d. see   e. take

7. a. have   b. has   c. are
   d. is   e. was

8. a. or   b. is   c. are
   d. was   e. and

9. a. to   b. for   c. an
   d. from   e. use

10. a. walk   b. run   c. jump
    d. sleep   e. eat

Text 3

Read the following text for questions 11-15.

I (11)……… a pet. It is a dog and I call it Snowy. Snowy (12)………. a Chinese breed. It has thick white fur. It is small, fluffy (13)………. cute. When I cuddle it, the fur feels soft. Snowy (14)…………. not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight (15)………. Snowy does not bark a lot.

11. a. has   b. am   c. have
    d. was   e. were

12. a. is   b. are   c. was
    d. were   e. has

13. a. or   b. and   c. than
    d. because   e. to

14. a. can   b. will   c. do
    d. does   e. have

15. a. because   b. and   c. or
    d. for   e. so

Text 4
Read the following text for questions 16-20.

Mrs. Carter is an English teacher, but she lives and works in Bandung. She teaches English at Senior High School 2 Bandung. She is a very good teacher. All of her students at school like her. Her husband is an Indonesian. He comes from Yogyakarta. They have two sons and one daughter. All of their children study in an elementary school. Mrs. Carter's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Carter also has a backyard. She, her husband and the children usually spend their time together there.

16. What does the text mostly about?
    a. Mrs. Carter's house
    b. Mrs. Carter's family
    c. Mrs. Carter's students
    d. Mrs. Carter's husband
    e. Mrs. Carter's children

17. What is the purpose of the text above?
    a. To describe the Carter Family
    b. To tell the Carter Family
    c. To entertain the Carter Family
    d. To retell about the Carter Family
    e. To present the carter family

18. Where does the Carter Family stay?
    a. In England   b. In Yogyakarta
    c. In Jakarta   d. In Bandung
    e. In Surabaya

19. "He comes from Yogyakarta."
    The underlined word refers to Mrs. Carter's …
    a. Teacher   c. Husband   e. Wife
    b. Daughter   d. Children

20. Mrs. Carter and her family like to spend their time in the …
    a. Living room   b. Dining room
    c. Backyard   d. Kitchen
    e. Bathroom

ANSWER SHEET
POST - TEST II

NAME : karina Rita yanisa

CLASS : X IPS 3

Please cross (X) A,B,C. D or E based on the correct answer!

NO	ANSWERS				
1.	A	X	C	D	E
2.	A	B	C	X	E
3.	A	B	X	D	E
4.	A	B	X	D	E
5.	A	B	C	X	E
6.	X	B	C	D	E
7.	X	B	C	D	E
8.	A	B	C	D	X
9.	A	B	X	D	E
10.	A	X	C	D	E
11.	A	B	C	X	E
12.	X	B	C	D	E
13.	A	B	X	D	E
14.	A	B	C	X	E
15.	X	B	C	D	E
16.	A	X	C	D	E
17.	X	B	C	D	E
18.	A	B	C	X	E
19.	A	B	X	D	E
20.	A	B	X	D	E

$B = 16$

80

ANSWER SHEET
POST - TEST II

NAME   : Andrean Dwi Okta P.

CLASS   : X . IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A	X	C	D	E
2.	A	B	C	X	E
3.	A	B	X	D	E
4.	A	B	X	D	E
5.	A	B	C	X	E
6.	X	B	C	D	E
7.	X	B	C	D	E
8.	A	B	C	D	X
9.	A	X	C	D	E
10.	A	X	C	D	E
11.	A	X	C	D	E
12.	X	B	C	D	E
13.	A	X	C	D	E
14.	A	B	X	D	E
15.	X	B	C	D	E
16.	A	X	C	D	E
17.	X	B	C	D	E
18.	A	B	X	D	E
19.	A	B	X	D	E
20.	A	B	X	D	E

$B = 15$

75

ANSWER SHEET
POST - TEST II

NAME : LUTFIAH ANIQ SYAHARA

CLASS : X IPS 3

Please cross (X) A,B,C, D or E based on the correct answer!

NO	ANSWERS				
1.	A	X̶B̶	C	D	E
2.	A	B	X̶C̶	D	E
3.	A	B	X̶C̶	D	E
4.	A	B	X̶C̶	D	E
5.	A	B	C	X̶D̶	E
6.	X̶A̶	B	C	D	E
7.	X̶A̶	B	C	D	E
8.	A	B	C	D	X̶E̶
9.	A	X̶B̶	C	D	E
10.	A	X̶B̶	C	D	E
11.	A	B	X̶C̶	D	E
12.	X̶A̶	B	C	D	E
13.	A	X̶B̶	C	D	E
14.	A	B	C	X̶D̶	E
15.	X̶A̶	B	C	D	E
16.	A	X̶B̶	C	D	E
17.	X̶A̶	B	C	D	E
18.	A	B	C	X̶D̶	E
19.	A	B	X̶C̶	D	E
20.	A	B	X̶C̶	D	E

B = 20

(100)

Students' Score in Pre-test

NO	NAME	SCORE	NOTE
1	ASY	30	INCOMPLETE
2	ASD	30	INCOMPLETE
3	ADO	60	INCOMPLETE
4	ASV	60	INCOMPLETE
5	ASP	30	INCOMPLETE
6	BPG	30	INCOMPLETE
7	DHT	70	INCOMPLETE
8	ECP	70	INCOMPLETE
9	FRD	45	INCOMPLETE
10	HCP	65	INCOMPLETE
11	ING	70	INCOMPLETE
12	JAW	50	INCOMPLETE
13	KRY	50	INCOMPLETE
14	LAS	80	COMPLETE
15	MSB	50	INCOMPLETE
16	MAN	35	INCOMPLETE
17	NKA	70	INCOMPLETE
18	PPK	60	INCOMPLETE
19	PVB	75	COMPLETE
20	PLT	60	INCOMPLETE
21	RHS	60	INCOMPLETE
22	SAY	80	COMPLETE
23	TVS	60	INCOMPLETE
24	BSP	45	INCOMPLETE
Total		1335	
Average		55.63	
High Score		80	
Low Score		30	

The Students' Score in Post-test 1

NO	NAME	SCORE	NOTE
1	ASY	50	INCOMPLETE
2	ASD	60	INCOMPLETE
3	ADO	70	INCOMPLETE
4	ASV.	50	INCOMPLETE
5	ASP	75	COMPLETE
6	BPG	60	INCOMPLETE
7	DHT	65	INCOMPLETE
8	ECP	70	INCOMPLETE
9	FRD	80	COMPLETE
10	HCP	65	INCOMPLETE
11	ING	85	COMPLETE
12	JAW	50	INCOMPLETE
13	KRY	75	COMPLETE
14	LAS	95	COMPLETE
15	MSB	85	COMPLETE
16	MAN	55	INCOMPLETE
17	NKA	80	COMPLETE
18	PPK	80	COMPLETE
19	PVB	75	COMPLETE
20	PLT	55	INCOMPLETE
21	RHS	90	COMPLETE
22	SAY	75	COMPLETE
23	TVS	55	INCOMPLETE
24	BSP	55	INCOMPLETE
Total		1655	
Average		68.96	
High Score		95	
Low Score		50	

The Students' Score in Post Test II

NO	NAME	SCORE	NOTE
1	ASY	60	INCOMPLETE
2	ASD	75	COMPLETE
3	ADO	75	COMPLETE
4	ASV.	80	COMPLETE
5	ASP	75	COMPLETE
6	BPG	65	INCOMPLETE
7	DHT	75	COMPLETE
8	ECP	80	COMPLETE
9	FRD	85	COMPLETE
10	HCP	70	INCOMPLETE
11	ING	85	COMPLETE
12	JAW	75	COMPLETE
13	KRY	80	COMPLETE
14	LAS	100	COMPLETE
15	MSB	85	COMPLETE
16	MAN	75	COMPLETE
17	NKA	85	COMPLETE
18	PPK	80	COMPLETE
19	PVB	85	COMPLETE
20	PLT	75	COMPLETE
21	RHS	90	COMPLETE
22	SAY	85	COMPLETE
23	TVS	75	COMPLETE
24	BSP	60	INCOMPLETE
Total		**1875**	
Average		**78.13**	
High Score		100	
Low Score		60	

OBSERVATION SHEET OF STUDENTS' ACTIVITY
THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO
CYCLE I

No	Name	The Students' Activity 1	2	3	4	Total
1	ASY	⁻	⁻	✓	—	1
2	ASD	✓	⁻	⁻	✓	2
3	ADO	⁻	✓	⁻	✓	2
4	ASV	✓	—	✓	✓	3
5	ASP	✓	⁻	✓	⁻	2
6	BPG	✓	✓	⁻	⁻	2
7	DHT	✓	⁻	✓	✓	3
8	ECP	⁻	✓	✓	✓	3
9	FRD	⁻	✓	✓	✓	3
10	HCP	✓	⁻	⁻	⁻	1
11	ING	✓	✓	✓	✓	4
12	JAW	✓	⁻	✓	✓	3
13	KRY	✓	✓	⁻	✓	3
14	LAS	✓	✓	✓	✓	4
15	MSB	✓	⁻	✓	✓	3
16	MAN	⁻	✓	✓	✓	3
17	NKA	✓	⁻	✓	✓	3
18	PPK	⁻	✓	✓	✓	3
19	PVB	✓	✓	✓	✓	4
20	PLT	✓	✓	⁻	⁻	2
21	RHS	⁻	⁻	✓	✓	2
22	SAY	✓	✓	✓	✓	4
23	TVS	✓	✓	⁻	⁻	2
24	BSP	⁻	✓	⁻	⁻	1
25						
Total		15	14	16	16	
Percentage (%)		62%	58.3 %	66.6 %	66,6%	

Note: Tick (√) for each positive activity
1. The students able to comprehend the reading text.
2. The students ask/answer the questions of cloze procedure.
3. The students able to decide what the missing words.
4. The students active to do the individual task of cloze procedure.

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= Total of Students

Collaborator

Sri Widayati, S.Pd

NIP. 19831030 201001 2 011

Metro, ... 2019

The Researcher

Winda Aulia Sari

NPM. 1501070321

OBSERVATION SHEET OF STUDENTS' ACTIVITY
THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO
CYCLE II

No	Name	The Students' Activity				Total
		1	2	3	4	
1	ASY	—	✓	✓	—	2
2	ASD	✓	-	✓	✓	3
3	ADO	✓	✓	✓	✓	4
4	ASV	✓	✓	✓	✓	4
5	ASP	✓	—	✓	✓	3
6	BPG	-	✓	✓	-	2
7	DHT	✓	✓	✓	✓	4
8	ECP	✓	✓	✓	✓	4
9	FRD	✓	✓	✓	✓	4
10	HCP	✓	✓	-	—	2
11	ING	✓	✓	✓	✓	4
12	JAW	✓	✓	-	✓	3
13	KRY	✓	✓	✓	✓	4
14	LAS	✓	✓	✓	✓	4
15	MSB	✓	-	✓	✓	3
16	MAN	✓	✓	✓	✓	4
17	NKA	✓	✓	✓	✓	3
18	PPK	-	✓	✓	✓	3
19	PVB	✓	✓	✓	✓	4
20	PLT	✓	✓	✓	✓	4
21	RHS	✓	-	✓	✓	3
22	SAY	✓	✓	✓	✓	4
23	TVS	✓	✓	✓	✓	4
24	BSP	✓	—	-	-	1
25						
	Total	21	19	20	20	
	Percentage (%)	87,5%	79,1%	83,3%	83,3%	

Note: Tick (√) for each positive activity
1. The students able to comprehend the reading text.
2. The students ask/answer the questions of cloze procedure.
3. The students able to decide what the missing words.
4. The students active to do the individual task of cloze procedure.

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= Total of Students

Collaborator

Sri Widayati, S.Pd

NIP. 19831030 201001 2 011

Metro, ... 2019

The Researcher

Winda Aulia Sari

NPM. 1501070321

Observation Sheet of the Researcher's Activities

(Cycle I)

Day/Date : Kamis / 26 September 2019

School : SMA Negeri 6 Metro

Class : X IPS 3

Teacher's Activity	Look Into			Score
	1	2	3	Indicator
1. Pre Teaching				
a. Prepare the lesson plan			✓	3
b. Prepare the material that will be given			✓	3
c. Ability in opening the learning process		✓		2
2. While teaching				
a. Master the learning material			✓	3
b. Inform the objective of learning		✓		2
c. Explain the material chronological		✓		2
d. Guide the students follow the lesson			✓	3
e. Preparing cloze procedure technique for the learners and explain the rule of cloze procedure technique.			✓	3
f. The teacher distributes task on the paper of descriptive text and guide students to apply cloze procedure technique.			✓	3
g. Learning involves the active participation of students		✓		2
h. Using media and learning resources			✓	3
i. Motivate the students			✓	3
j. Monitor the progress of students' learning process		✓		2

3. Post teaching				
a. Conclude the result Learning process		✓		2
b. Close the learning activity			✓	3
Total Score		39		
Creteria		Good		

Note : Tick (√) for each positive activity

Criterion score

1 = Less

2 = Enough

3 = Good

Asessment Criteria

31 - 45   = Good

16 - 30   = Enough

1- 15   = Less

Collaborator

Metro,   2019

Researcher

Sri Widayati, S. Pd

NIP. 19831030 201001 2 011

Winda Aulia Sari

NPM. 1501070321

Observation Sheet of the Researcher's Activities

(Cycle II)

Day/Date : Kamis , 10 Oktober 2019

School : SMA Negeri 6 Metro

Class : X IPS 3

Teacher's Activity	Look Into			Score
	1	2	3	Indicator
1. Pre Teaching				
a. Prepare the lesson plan			✓	3
b. Prepare the material that will be given			✓	3
c. Ability in opening the learning process			✓	3
2. While teaching				
a. Master the learning material		✓		2
b. Inform the objective of learning			✓	3
c. Explain the material chronological			✓	3
d. Guide the students follow the lesson			✓	3
e. Preparing cloze procedure technique for the learners and explain the rule of cloze procedure technique.			✓	3
f. The teacher distributes task on the paper of descriptive text and guide students to apply cloze procedure technique.			✓	3
g. Learning involves the active participation of students		✓		2
h. Using media and learning resources			✓	3
i. Motivate the students			✓	3
j. Monitor the progress of students' learning process			✓	3

3. Post teaching
   a. Conclude the result Learning
      process
   b. Close the learning activity
				✓
				✓
					3
					
					3

Total Score			45		
Creteria			Good		

Note : Tick (√) for each positive activity

Criterion score

1 = Less

2 = Enough

3 = Good

Asessment Criteria

31 - 45   = Good

16 - 30   = Enough

1 - 15   = Less

Collaborator

Sri Widayati, S. Pd

NIP. 19831030 201001 2 011

Metro,   2019

Researcher

Winda Aulia Sari

NPM. 1501070321

DOCUMENTATION SHEET

NO	Documented Points	Availability
1	Syllabus of English subject	✓
2	Lesson plan and learning material	✓
3	History of the school	✓
4	Condition of teachers and official employers in Senior High School 6 Metro	✓
5	Quantity of the students	✓
6	Organization structure of Senior Hgh School 6 Metro	✓

Note :

- Tick (√) for positive availability

Metro, ... 2019

The Researcher

Collaborator

Sri Widayati, S.Pd

NIP. 19831030 201001 2 011

Winda Aulia Sari

NPM. 1501070321

FIELD NOTE
CYCLE I

The first Meeting
- The researcher started the lesson by greeting.
- The researcher gave the material about Descriptive text.
- Some students pay attention to the researcher explanation.
- The researcher asked the students about descriptive text.
- Some students forgot and just a litle of them known the definition of descriptive text.
- The researcher gave the example of descoiptive fect.
- The researcher ask the students to read the text.
- Some Students feel hard to find out the meaning of the text.
- The teacher gave the way how to get the meaning.

The second Meeting.
- The researcher continued to explained about descriptive text.
- The researcher explained how to apply cloze procedure technique to make the students easier comprehend the text.
- The researcher distributed the text of Cloze procedure.
- The students and the teacher tried to filled the missing words that has been deleted in the text together.
- In the end learning activities the researcher gave the students post-test I. The students tried to answer correctly.

Metro,......................2019

Mengetahui,

The collaborator

The Researcher

Sri Widayati, S.Pd

Winda Aulia Sari

NIP. 19831030 201001 2 011

NPM.1501070321

FIELD NOTE
CYCLE II

The first Meeting
- The researcher began the lesson by greeting
- The researcher tried to make the students more active .
- The researcher continued to explained the material about descriptive
- Most of the students can answer the question of descriptive text .
- The researcher gave the text using cloze procedure .
- The students read the text .
- Most of the students find out the missing words .
- The students with the researcher corrected their answer .
- After that, students read again the complete text one by one .

the second Meeting .
- The researcher explained more the cloze procedure in descriptive text .
- The researcher distributed the text that must be filled by students .
- Most of the students find out the missing words followed the teacher instructions .
- Most of the students easier filled the blank words and understand the meaning of the text .
- The students read the text one by one .
- In the end meeting, the researcher gave the students post-test II
  The students doing the test with seriously .

Metro,......................2019

Mengetahui,

The collaborator

Sri Widayati, S.Pd

NIP. 19831030 201001 2 011

The Researcher

Winda Aulia Sari

NPM.1501070321

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-2753/In.28.1/J/TL.00/08/2019
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA N 6 METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **WINDA AULIA SARI**
NPM   : 1501070321
Semester   : 9 (Sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMA N 6 METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 6 METRO
STATUS AKREDITASI : " B "
Jalan FKPPI Kelurahan Rejomulyo Kecamatan Metro Selatan Kota Metro
Telp. (0725) 7525196; E-mail : smanegeri6metro@gmail.com

SURAT KETERANGAN
Nomor : 423.4 / ⁇⁇ / 06 / D.3 /2019

Bedasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Keguruan Nomor : B-3693/In.28.1/J/TL.00/11/2018 tanggal 21 November 2018 tentang izin Pra Survey.

Dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa :

Nama	: **WINDA AULIA SARI**
NPM	: 1501070321
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Yang bersangkutan diatas telah diizinkan melaksanakan Kegiatan Pra Survey di SMA Negeri 6 Metro. Dengan judul :

"USING THE CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENT ABILITY IN READING COMPREHENSION AT SENIOR HIGH SCHOOL 6 METRO ACADEMIC YEAR 2018/2019".

Demikian surat keterangan ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di: Metro
Pada Tanggal : 22 Maret 2019
Kepala Sekolah,

JAMALUDIN, S.Pd.
NIP. 19650812 198810 1 001

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 : iain@metrouniv.ac.id

Nomor : B-2867 /In.28.1/J/PP.00.9/9/2019   10 September 2019
Lamp :-
Hal   : BIMBINGAN SKRIPSI

Kepada Yth:
1. Dr. Widhiya Ninsiana, 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	:	Winda Aulia Sari
NPM	:	1501070321
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Using Cloze Procedure Technique To Increase The Students' Reading Comprehension Among The Tenth Graders At Senior High School 6 Metro In The Academic Year Of 2019/2020

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

A. Subhan Roza, M.Pd
NIP. 197806102008011038

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

Jalan K. 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

S U R A T   T U G A S
Nomor: B-2934/In.28/D.1/TL.01/09/2019

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

Nama	:	**WINDA AULIA SARI**
NPM	:	1501070321
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 18 September 2019

Pejabat Setempat

SUNARTA, M.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2935/In.28/D.1/TL.00/09/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2934/In.28/D.1/TL.01/09/2019.
tanggal 18 September 2019 atas nama saudara:

Nama : **WINDA AULIA SARI**
NPM : 1501070321
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 6 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 September 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
S M A   N E G E R I   6   M E T R O
STATUS AKREDITASI : " B "
Jalan FKPPI Kelurahan Rejomulyo Kecamatan Metro Selatan Kota Metro
Telp. (0725) 7525196; E-mail : smanegeri6metro@gmail.com

SURAT KETERANGAN
Nomor : 423.4 / 994 / 06 / D.3 /2019

Bedasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-2934/In.28/D.1/TL.01/09/2019 tanggal 18 September 2019 tentang izin ObservasiSurvey.

Dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa :

Nama	:	**WINDA AULIA SARI**
NIM	:	1501070321
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Yang bersangkutan diatas telah melaksanakan Kegiatan Penelitian di SMA Negeri 6 Metro sesuai dengan jadwal yang telah ditentukan. Dengan judul penelitian :

"USING CLOZE PROCEDURE TECHNIQUE TO INCREASE THE STUDENTS READING COMPREHENSION AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2019/2020".

Demikian surat keterangan ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 25 Oktober 2019
Kepala Sekolah

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa

Nama   : WINDA AULIA SARI

NPM   : 1501070321

Fakultas   : Tarbiyah dan Ilmu Keguruan

Angkatan   : 2015

Telah menyerahkan buku berjudul : Literary learning Teaching the English Major

Metro,

Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-795/In.28/S/OT.01/09/2019

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

Nama	: WINDA AULIA SARI
NPM	: 1501070321
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070321.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 September 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

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

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

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

Nama : Winda Aulia Sari
NPM : 1501070321

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday, 17 /04/ 2019		✓	Revise Cover Revise Chapter I	
2	Wednesday, 24 /04 /2019		✓	Revise Chapter I Revise Chapter II	
3	07/05 /2019		✓	See I shumn	

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 Iringmulyo Metro Timur Kota Metro Lampung 34111
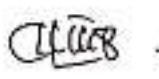Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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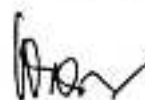## IAIN METRO

Nama : Winda Aulia Sari

NPM : 1501070321

Jurusan : TBI

Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, 09/05/2019	✓		1. Revise Cover 2. Revise Background of Study 3. Revise problem limitation 4. Revise Problem formulation 5. Revise objective and benefits of the study 6. Revise action plan 7. Revise indicators of success	
2.	Friday, 17/05/2019	✓		1. Revise Background of Study 2. Revise variable and definition operational variable 3. Revise action plan 4. Revise instrument of the research	
	Wednesday, 22/05/2019	✓		1. Revise table of contents 2. Revise background of study 3. Revise problem identification 4. Revise variable and definition operational variable 5. Revise Action Plan	
3.	6/6/19	✓		Acc to seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Winda Aulia Sari
NPM : 1501070321

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	3 September 2019	✓		Revise Observation Sheet Cycle I Revise Observation Sheet Cycle II	
2.	5 Sept 2019	✓		Acc APD	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Winda Aulia Sari
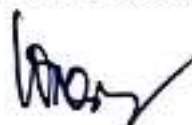NPM : 1501070321

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	2 September 2019		✓	M 1 — 3 M us Formerly	

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 Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Winda Aulia Sari
NPM : 1501070321

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	31/2019 w	✓		1. Revise Abstract 2. Revise Dedication Page 3. Revise Acknowledgement 4. Revise Variable and definition operational variable 5. Revise grammar 6. Revise percentage of students activities 7. Revise conclucion -	
2	4/6/19	✓		Acc to munaqos	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

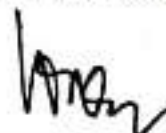Nama : Winda Aulia Sari
NPM : 1501070321

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	25/2019 10		✓	1. Revise Abstrak 2. Revise Statement of research originality 3. Revise table chapter iv 4. Revise conclusion.	
	28/2019 10		✓	1. Revise Abstract 2. Revise table chapter iv	
	30/2015 10				

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

The Condition of Teacher and Official Employers

at Senior High School 6 Metro

No	Name	Position
1	Sunarti, M.Pd	Headmaster
2	Drs. I Nyoman Aliana, M.Pd	Vice of Public Relation
3	I Made Wianta, S.Sos	Vice of Students
4	Dita Maulita, S.Pd	Vice of Curiculum
5	Rokhmani Srihidayati, S.Pd	Vice of Sapras
6	Dra. Mukhtar, S.Ag	Head of Library
7	Srisulistiawati, S.T	Head of Computer Lab
8	Akhmad Zaini, S.Pd.I	Teacher
9	Amrina Rosyada, S.T	Teacher
10	Deni Yuliana, S.Si	Teacher
11	Desi Aris Astuti, S.Pd	Teacher
12	Edy Susilo, S.Pd.I	Teacher
13	Eka Fitri Hendryani, A.Md, S.S	Teacher
14	Endang Suharti, S.Pd	Teacher
15	Francisca Kushartanti, S.T	Teacher
16	Hartinah, S.Pd	Teacher
17	Helmawati S.Pd, M.Pd	Teacher
18	Indri Wiranti, S.Pd	Teacher
19	Joko Purwanto, S.Pd, M.Pd	Teacher
20	Julia Isrowati, S.E	Teacher
21	Karmana, S.E	Teacher
22	Marsinta Rani Fradana, S.Pd	Teacher
23	Mukhsin Al Aslam, S.Pd	Teacher
24	Muslim Haznamsyah, S.Pd	Teacher
25	Nanang Mariyanto, S.Pd	Teacher
26	Noortini Ambarwati, S.Si	Teacher
27	Nurmalina, S.Pd	Teacher
28	Oby Andriawan, S.Pd	Teacher
29	Pendawa Prasetya Utama, S.Pd, M.Pd	Teacher
30	Poniran, S.Pd	Teacher
31	Priyo Santoso, S.Sos	Teacher
32	Puji Winarni, S.Pd	Teacher
33	Ristuning, S.Sos	Teacher
34	Siti Wazanah, S. Si	Teacher
35	Sri Widayati, S.Pd	Teacher
36	Sri Wiji Purwati, S.Pd	Teacher
37	Sugiyanti, S.Pd	Teacher
38	Sumiati, S.Pd	Teacher
39	Suwarno, M.Pd.I	Teacher
40	Wishna Artivia, S.Pd	Teacher

41	Yatiningsih, S.Pd	Teacher
42	Yoyok Hertiono, S.Pd	Teacher
43	Santa Mariyanti, S.IP	Head of Administration Staff
44	Willy Saputra, S.IP	Administration Staff
45	Shakuntala Dewi, S.Pd	Administration Staff
46	Suwito	Administration Staff
47	Tri Retnowati, S.IP	Administration Staff
48	Robet Susanti, S.Pd	Administration Staff
49	Septhimas Yonefrita, S.Si	Laboratory Assistant
50	Eka Tri Agustina, S.Pd.I	Librarian
51	Ponidi	Security
52	Thanggab Ady Tyas	Security
53	Untung Prayitno	Office Boy
54	Agus Mu'azin	Guard of School
55	Sugiyanto	Guard of School
56	Wawan Edi Priyatno, A.Md	Gardeners
57	Kuntari	Gardeners

- **Guru PNS**   **=**   **38** **Orang**

- **Guru Honorer**   **=**   **19** **Orang**   **+**

  Jumlah   **57** **Orang**

Location Sketch of Senior High School 6 Metro

The Organization Structure of Senior High School 6 Metro

KETUA KOMITE Drs. Hi. SAKIDI RUSIT	**KEPALA SEKOLAH** **SUNARTI, M.Pd.** NIP. 19700705 199702 2 003
WAKA SEK HUMAS Drs. I NYOMAN ALIANA, M.Pd. NIP. 19620208 199103 1 003	**TATA USAHA**
WAKA SEK KURIKULUM DITA MAULITA, S.Pd. NIP. 19861103 201001 2 008	**WALI KELAS**
WAKA SEK KESISWAAN I MADE WIANTA, S.Sos NIP. 19701128 200312 1 002	**DEWAN GURU**
WAKA SEK SAR/PRAS ROKHMANI SRIHIDAYATI, S.Pd NIP. 19710616 200502 2 002	**SISWA**

The Building of Senior High School 6 Metro

No	Jenis Ruang	Jumlah	Kondisi	Keterangan
01.	Ruang Kelas	24	Baik	Cukup
02.	Ruang Lab Kimia/Biologi	1	Baik	
03.	Ruang Lab Bioligi	1	Baik	
04	Laboratorium Fisika	1	Baik	
05.	Laboratorium Komputer	2	Baik	
06.	Perpustakaan	1	Baik	
07.	Ruang Kepala Sekolah	1	Baik	
08.	Ruang BK	1	Baik	
09.	Ruang UKS	1	Baik	
10.	Ruang Guru	1	Baik	
11.	Ruang Tata Usaha	1	Baik	
12.	Kamar Mandi/WC	13	Baik	
13.	Gudang	2	Baik	
14.	Rumah Penjaga	1	Baik	
15.	Mushola	1	Baik	

DOCUMENTATION

Pre-Test

The researcher distribute instrument of pre-test

The students do the task of pre-test

CYCLE 1

Treatment 1

The researcher explain the material about descriptive text

Treatment 2

The researcher guide students to read the text of cloze procedure technique

Post – Test 1

The students do the task of post-test 1

CYCLE 2

Treatment 1

The researcher repeated about the role of cloze procedure technique

Treatment 2

The researcher guide the student to do the task of cloze procedure

Post-test 2

The students do the task of post-test 2

CURRICULUM VITAE

The name of the writer is Winda Aulia Sari. She was born in Rejomulyo, on August 25th 1997. She is the first daughters from happy couple namely Mr. Sutrisno and Mrs. Watini. She took her elementary school for 6 years at SDN 2 Metro Selatan, from 2006-2011. She continued her study in SMPN 2 Metro for 3 years, from 2011-2013. She decided to continue her study in Senior High School for 3 years at SMAN 4 Metro from 2013-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies of Metro on 2015-2019.