

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY  
THROUGH COOPERATIVE LEARNING WITH ISLAMIC TEXT  
AMONG THE TENTH GRADERS OF MAN 1 EAST LAMPUNG  
IN THE ACADEMIC YEAR OF 2018 / 2019**



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1441 H / 2019M**

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IN THE ACADEMIC YEAR OF 2018/2019**

Presented as a partial fulfillment of the requirements  
for Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

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THROUGH COOPERATIVE LEARNING WITH ISLAMIC  
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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: IMPROVING THE STUDENT'S READING COMPREHENSION ABILITY THROUGH COOPERATIVE LEARNING WITH ISLAMIC TEXT AMONG THE TENTH GRADERS OF MAN 1 EAST LAMPUNG IN THE ACADEMIC YEAR 2018/2019, written by Fellisya Hepta Amanda student number 1501070169, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 27<sup>th</sup>, 2019 at 08.00-10.00 a.m.

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**ABSTRACT**

**BY:  
FELLISYA HEPTA AMANDA**

Teaching in the class could be difficult challenging to teacher or it could be something fun depend on how teacher will carried out their classes. Everything that teacher decided to do in their class would give a significant impact to student's learning achievement in the class. So, teacher should be wisely in choose whatever the things that they will do in their class such as coosing the right media and method or tecnique that coherrent with the material and expecting to have a good and effective impact on getting the goal in teaching and learning process.

Meanwhile, the goal of this research is for find out the way out to improve students' reading comprehension ability on recount text also to gain some Islamic vibe in using Islamic text. The teaching learning in MAN 1 East Lampung sometimes feel hard and bored so the use of various models and methods can help improve students learning process. The using of cooperative model with Islamic text can be the solution to improve students' reading comprehension ability. This is the classroom action research with the collection data method used was test, observation, and documentation. The observation held to get the data about student's activities while the test held to get the data of student's achievement in learning recount text.

The main target for this research was 70% students can passed the MMC or  $\geq 75$ . The finding on this research shown that in post test I students achievement increase 7,68 with average score in this cycle was 64,28. Furthermore, the score was increase 10,72 in cycle II with the average score was 75 which means 72% students were able to passed the MMC which bring the conclusion that using cooperative learning can improve student's achievement on recount text.

Keywords : *Improving, Reading Comprehension, Cooperative Learning, Islamic Text*

**PENINGKATAN KEMAMPUAN MEMBACA KOMPREHENSIF SISWA  
DENGAN MENGGUNAKAN METODE KOOPERATIF LEARNING  
MELALUI TEKS ISLAMI PADA SISWA KELAS 10  
MAN 1 LAMPUNG TIMUR TAHUN AJARAN 2018/2019**

**ABSTRAK**

**DITULIS OLEH:  
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Mengajar dikelas dapat menjadi hal yang menantang bagi guru atau bahkan menjadi sesuatu yang menyenangkan tergantung bagaimana guru membawa kelasnya. Semua keputusan guru di kelas akan memberikan dampak yang signifikan pada hasil belajar siswa di kelas. Sehingga, guru harus memilih dengan bijak apapun langkah yang akan dilakukan di kelas seperti memilih media yang tepat dan metode atau teknik yang sesuai dengan materi dan diharapkan dapat menimbulkan pengaruh yang baik dan efektif dalam mencapai tujuan belajar mengajar.

Sementara itu, tujuan dari penelitian ini adalah untuk menemukan pemecahan masalah untuk meningkatkan kemampuan membaca komprehensif siswa pada materi teks recount dan juga menumbuhkan suasana Islami dengan penggunaan teks Islami. Proses belajar mengajar di MAN 1 Lampung Timur terkadang cukup sulit dan membosankan, jadi dengan penggunaan metode pembelajaran kooperatif learning menggunakan teks Islami dapat menjadi solusi dalam meningkatkan kemampuan membaca komprehensif siswa. Ini merupakan penelitian tindakan kelas (PTK) dengan metode pengumpulan data berbentuk tes, observasi dan dokumentasi. Observasi digunakan untuk mendapatkan data tentang keaktifan siswa sedangkan tes digunakan untuk mendapatkan data hasil belajar siswa dalam materi recount.

Tujuan dari penelitian ini adalah 70% siswa dapat memenuhi nilai KKM atau  $\geq 75$ . Penemuan dalam penelitian ini menunjukkan bahwa hasil siswa meningkat 7,68 pada post test I dengan nilai rata-rata 64,28 pada siklus ini. Selanjutnya, nilai siswa meningkat 10,72 pada siklus II dengan nilai rata-rata 75 yang berarti 72% siswa dapat memenuhi nilai KKM yang berarti penggunaan kooperatif learning dapat meningkatkan hasil belajar siswa dalam teks recount.

Kata-kata kunci : *Peningkatan, Membaca komprehensif, metode pembelajaran kooperatif, teks islami*

## STATEMENT OF RESEARCH ORIGINALITY

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The Researcher



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Menyatakan keaslian skripsi ini, kecuali bagian tertentu yang sudah dicantumkan dalam daftar pustaka yang ada.

Metro, September 2019  
Peneliti



Fellisya Hepta Amanda  
S.N. 1501070169

## MOTTO

حَسْبِيَ اللَّهُ

*"Cukuplah Allah bagiku"*

Live as you pleased, do not let other decided it for you

(Fellisya)

Remember to always love yourself

(BTS)

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. Allah swt. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. That always give the best opportunity to me.
2. My beloved father and mother who always support me with every kind of support, without them I would not be able to finish this undergraduate thesis.
3. My beloved sisters and brothers who always keep support me.

## ACKNOWLEDGEMENT

Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Bestow and mirus always deliver to our precious prophet Muhammad s.a.w who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This proposal is presented as a fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of IAIN Metro. The writer would like to express the gratitude to the sponsor, Dr.Umi Yawisah, M.Hum, and the co-sponsor, Dr. Dedi Irwansyah, M.Hum, who have sincerely guided writer to accomplish the proposal. Finally, the writer realizes that this undergraduated thesis is far from perfect. Writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, September 28th 2019

The writer

A handwritten signature in black ink, featuring a stylized face-like symbol on the left and a series of vertical strokes on the right.

**Fellisya Hepta Amanda**  
**NPM. 1501070169**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Communication is very important for human because God create them as social creatures, means they have to interact with other to meet their needs whether it is physical, spiritual or emotional needs.<sup>1</sup> The key of the communication itself is language. Language has many types, such as oral, sign or symbol. Language has important role for human cause it help them to express their feelings, ideas, minds, opinions to other. As the importance role of language even people learn foreign language outside their native language and the most learned language is English as it is an international language.

In English language itself has four skills, these skills often divided into two types that is receptive skills and productive skills. Reading and listening included into receptive skills because it is the skills where the meaning is extracted from the discourse, people often said that this type of skills is more likely passive but somehow this skills also demand considerable language activation on the part of reader or listener. Meanwhile speaking and writing included into productive skills because people actually have to produce language themselves that is why this skills

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<sup>1</sup> Ferguson, *Communication Skills Second Edition*, (New York : An Imprint of Facts On File, Inc., 2004) page. 1

called an active skills. Cause in this case when people speak or write they are producing language.<sup>2</sup>

Moreover, reading as one of a basic skill in English also importance for the one who learn English for example in Education field. Students need to mastering reading section if they want to mastering English language. Reading is a complex process made from numerous interlocking skills and processes seems to be a reason why reading is not as easy as it is seen. In reading people also know the term reading comprehension. Reading comprehension is a process of drawing meaning from words, called essence of reading. Also can be interpret as a process of extracting and constructing meaning from written language.<sup>3</sup> Understanding of reading or even reading comprehension is important in order to be an effective reader.

Become an effective reader is difficult. Because an effective reader should know how to apply decoding skills to recognize words, sentences and whole paragraph quickly and effectively. The good reader also has many vocabulary collections and they have a high ability in recognize the word to finding the meaning and the messages behind it.<sup>4</sup>

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (Pearson Longman, 2009).

<sup>3</sup> Karen Tankersley, *Literacy Strategies for Grades 4-12 : Reinforcing the Threads of Reading*. (USA : ASCD, 2005), page. 108

<sup>4</sup> Karen Tankersley, *The Threads of Reading : Strategies for Literacy Development*, (USA : ASCD, 2003), page. 1

In this case, the researcher want to conduct the research at MAN 1 east lampung to find out how far students in this school can comprehend the text in their reading. Based on the pre-survey that have been conducted in 23 April 2019 by researcher in this school, showing that the students still have many difficulties in finding the contents contain in the text such as moral values, main ideas, and implicit messages from the text.

**Table 1**  
**The data of student's reading test score among the tenth graders at**  
**MAN 1 East Lampung**

No	Grade	Explanation	Frequences
1.	< 75	Incomplete	24
2.	>75	Complete	4
<b>Total</b>			<b>28</b>

From the table above, it shows that there are more students who failed the test given rather than the students who passed the test. About 24 students failed and only 4 students who passed the test with the minimum mastery criteria (MMC) for English Lesson in this school is 75.

Based on this case, the researcher tries to show and prove an impact of one method in teaching English language 'cooperative learning'. Cooperative learning is a method where teacher makes students work in a small group to helping one each other to learn and understand the

material.<sup>5</sup> This method as one of way to overcome student's difficulties in reading comprehension.

## **B. Problem Identification**

Based on the background that have been explained above, some problems can be identified as below:

1. The students have lack of vocabularies that makes them hard to understand the meaning of the text.
2. The students have difficulties in identifying the element that contained in the text they read.
3. The students often find difficulties in figuring out implicit meaning contained in the text or passage.
4. The students have difficulties in understanding the purposes of the text.

## **C. Problem Limitation**

Concerning on the background of study and the problem limitation above, the writer takes the problem limitation for this research. This research will be focused on the students difficulties on the identify the element of the text such as the main idea topics moral values etc and improving the students' reading comprehension ability.

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<sup>5</sup>Rifki Hadyan, "Implementation of the Cooperative Learning Method in Teaching Reading Comprehension", Journal of English and Education 2013, 1(2), page. 57-64

#### **D. Problem Formulation**

Based on the background of the study and the problem limitation above the writer formulates the problem in this research as : “can the use of cooperative learning method with islamic text improve the students’ reading comprehension ability and their learning activity?”

#### **E. Objectives and Benefits of the Study**

##### **1. The objectives of the study**

The objectives of this study is to improve the students’ reading comprehension ability in english lesson by using cooperative lerning method with islamic text.

##### **2. Benefits of the Study**

In order to make this research is useful and have a good purpose than the writer divided some of the benefits of the the study into two parts, namely:

###### **a. Theoretically**

This research hopefully can give the insight for the students about reading comprehension and the importance of it in English lesson while for the teacher it can be an idea for them to using the cooperative learning in teaching learning process.

###### **b. Practically**

1) For students, this research hopefully can help them to grow the interest on reading and help them to overcome the difficulties in reading.

- 2) For teacher, this research hopefully can be useful and inspiring in the teaching learning process as it can be applied in daily routines.
- 3) For other researchers, hopefully this research will give a brief advantages and guidance to conduct the same research or observation.

#### **F. Prior Research**

The first prior research was conducted by Sheyda Ghorbani Nejad and Abdollah Keshavarzi with title “*the Effect of Cooperative Learning on Reading Comprehension and Reading Anxiety of Pre-University Students*”<sup>6</sup>. This research focuses on two y variables, reading comprehension and reading anxiety also the research conduct in Pre-University students. This research used experimental research method.

The differentiation between the first prior research with this study is this study uses tenth graders as the sample of the research. The prior research used pre-university students as their sample. Other differentiation is the first prior research used experimental research method while this research uses classroom action research.

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<sup>6</sup>Sheyda Ghorbani Nejad and Abdollah Keshavarzi, “the Effect of Cooperative Learning on Reading Comprehension and Reading Anxiety of Pre-University Students”, Journal of Applied Linguistics and Language Research, 2015, Vol. 2, Issue 8, page.169-180

The second prior research was conducted by Sri Yuliani with title *“Teaching Reading Comprehension by Using Cooperative Learning Method to the Fourth Semester Students of English Education Study Program FKIP Universitas Muhammadiyah Palembang”*<sup>7</sup>. This research focus on implementation of cooperative learning method in teaching reading comprehension in university. The method used is quasi-experimental research method.

The differentiation from the second prior research and this study is the sample of the study. This study observe senior high school students while the second prior research observe university students same as the first prior research. The method in research also different, this study using classroom action research and the second prior research using quasi-experimental research.

Moreover, the third research was conducted by Haniyeh Rajaei with title *“An Exploration on the Effect of Cooperative Learning on the Reading Comprehension Ability and Learning Motivation of Iranian Freshmen EFL Learners”*<sup>8</sup>. This research focus on the effect from using cooperative learning method in teaching reading comprehension ability and student’s learning motivation on Iranian EFL Learners.

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<sup>7</sup> Sri Yuliani, “Teaching Reading Comprehension by Using Cooperative Learning Method to the Fourth Semester Students of English Education Study Program FKIP Universitas Muhammadiyah Palembang”

<sup>8</sup> Haniyeh Rajaei and Mehran Davaribina, “An Exploration on the Effect of Cooperative Learning on the Reading Comprehension Ability and Learning Motivation of Iranian Freshmen EFL Learners”, International Journal of Humanities and Cultural Studies ISSN 2356-5926, 2016, page. 1280-1288

Furthermore, The differentiation between this study and the third prior research is this study takes senior high school as sample while the third prior research takes EFL university students as sample. Other differentiation is the third prior research also focus on learning motivation while this study only focus on improving reading comprehension ability.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension

##### 1. Definition of Reading

Firstly, according to Graesser, reading is an incredible accomplishment when someone considers the number of levels and also components that have to be mastered and consider what should take from a simple story.<sup>9</sup>

Secondly, referring to Linsen reading means a set of abilities which involves deriving meanings and making sense from the written text.<sup>10</sup> Another definition by Patel on his book English Language Teaching, reading is a process to understand the meaning from the written text or words. Reading means an active process that consists of comprehension and recognition skill.<sup>11</sup>

Based on many expert ideas above can be conclude that reading is a complex process. The interaction between reader and the text that includes the words, sentences, letters, symbol etc which involves the deriving and understanding the meaning of the written words and to get the information based on the reader's prior knowledge skills.

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<sup>9</sup> Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies*, (NY : LEA, 2007), page. 3

<sup>10</sup> Caroline T. Linsen, *Practice English Language Teaching : Young Learners*, (NY : The McGraw-Hill Companies, 2005), page. 46

<sup>11</sup> Dr.M.F.Patel & Praveen M. Jain, *English Language Teaching : Methods, Tools and Techniques*, (Jaipur : Sunrise, 2008), page. 113

## 2. Model of Reading

There are three model of reading according to Hurd and Lewis, as follow:

### a. Bottom-Up Model

In this model, reading is considered to be hard process of data driven which dominated by using strategies like identifying the meaning of words, the structure of the sentences, even correspondence of the pronunciation and letters.

### b. Top-Down Model

This model takes the opposite of bottom-up model. In this model, the reader being the creator and the source of the meaning. Reader creates the meaning not becomes the translator or fixed word like bottom-up models. The reader takes important role in conclude the meaning and comprehend the text.

### c. Interactive Model

Interactive model is a combination between bottom-up models and top-down models that complement each other. in this model the reader concern about how to construct and retrieve the meaning of the text from their prior experiences and knowledges. In other words, the messages from the text interact with the reader's perception to conduct the meaning.<sup>12</sup>

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<sup>12</sup> Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (England : Library of Congress Cataloging in Publication Data, 2008), page. 68-71

### **3. The Purposes of Reading**

There are some purposes for reading, such as <sup>13</sup>:

a. Reading to search for simple information

This is a common of reading skill. It is often used in reading, people often read to find the specific key word or specific information in the text.

b. Reading to learn from the text

Reading to learn from the text means reader read the text to get some particular knowledge or information. Typically occurs in academic and professional contexts.

c. Reading to intergrate information, write and critiques texts

This is need the critical evaluation from the text so the reader can intergrate the information from the text that they needed.

d. Reading for general comprehension

This is the basic purpose of reading and also more complex. This is needed the skilled and fluent reader, strong skill and good processing word skill.

### **4. Definition of Reading Comprehension Ability**

The first, Scanlon and other state that comprehension is a constructive and active process where the main understanding of the passage is determined by a combination of what is written directly in

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<sup>13</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading 2n Edition*, (Britain : Pearson Education Limited, 2011) page. 7-8

the passage and the reader's prior knowledge related to the theme of the passage.<sup>14</sup>

The second, according to John and Nicole reading comprehension is a process of developing conceptual understanding from a text or passage through motivational involvement and cognitive interaction with the passage or text.<sup>15</sup>

The third, Duke and Carlisle state that reading comprehension is a process where the reader conduct the meaning from information contains in the text. In the process readers built the mental representation of meaning from the text using their own knowledge and experience and features of the text itself. Comprehension is a complex interaction from text, reader and context.<sup>16</sup>

Moreover, Widgor and Garner defined ability as the systematic observation of performance on a task or how well someone finished their task.

Based on the theories above, we can conclude that reading comprehension ability is a process of deriving meaning from the text using the reader's own knowledge and experience where the reader actively process the text. The reader find the main understanding

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<sup>14</sup> Donna M. Scanlon and Other, *Early Intervention for Reading Difficulties : The Interactive Strategies Approach*, ( NY : The Guilford Press, 2010), page. 276

<sup>15</sup> John T. Guthrie and other, *Motivating Reading Comprehension : Concept-Oriented Reading Instruction*, (USA : Lawrence Erlbaum Associates, Inc, 2004), page. 225

<sup>16</sup> Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York : Springer Internasional Publisher, 2015), page. 100

using the combination of what literally written in the text with their knowledge about the topic of the text. This is a complex interaction between content, text and reader.

## **5. Aspects involved in Reading Comprehension**

According to Irwin, there are some aspects that involved in reading comprehension as follows<sup>17</sup>:

### **a. Microprocesses**

This process refers to the first chunking idea of reader within the individual sentences. The chunking itself involves of grouping words into phrases that will generate the meaning.

### **b. Integrative Processes**

Integrative processing refers to the process of inferring relationships among sentences or clauses. Subskills related to this process are identify and understand pronoun and be able to identify causation.

### **c. Macroprocesses**

Organize ideas in coherent way makes a better understanding and makes reader remember easily. It is applied by summarizing the point of the ideas and select the important information.

### **d. Elaborative Processes**

When someone read, they tap into their prior knowledge and then make inference from point described in the text. When inferences,

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<sup>17</sup> Janette K.Klinger and other, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : A Division of Guilford Publications, Inc, 2007) page. 9-12

someone draw information upon information from the text with their own experiences or own knowledges.

e. Metacognitive Processes

The metacognitive processes used in reading involved monitoring understanding, selecting ideas or information that should be remember and adjusting strategies that used in while reading.

## **6. Strategy for Reading Comprehension**

According to Brown there are ten strategies that can be use in reading comprehension, as below<sup>18</sup>:

a. Identify the purpose in reading

While reading people should know the exact reason why they have to read in order to make them know what actually they have to found from what they read and can get the information they need from the text.

b. Use graphemic rules and patterns. (especially for beginning level learners)

One of the difficulties students encounter while learning to read in English is making the correspondence between written and spoken English. They need the explanations about particular English peculiarities and orthographic rules.

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<sup>18</sup> *Ibid*, 47

c. Use efficient silent reading techniques

This strategy used in teaching the intermediate to advanced levels of students. This strategy helps them to be speed readers and increase their efficiency in reading.

d. Skimming

Skimming composed by seeing the whole text with one's eyes across to get the main idea. this strategy give an opportunity for readers to predict the purpose of the text, the message, main ideas or topic without reading the whole text.

e. Scanning

Scanning is a process of searching some of particular informations in a text quickly. The purpose from this strategy is to get the specific information by not reading the whole text.

f. Use semantic mapping

Making the semantic mapping and grouping the ideas of the text into meaningful clusters is very helpful to provide the order of the confusion. Making this semantic maps can be done in a group or individually.

g. Guessing

We can use compensation strategies where they fill the gaps in their reference by the intelligence attempts using in every clue that available for them.

h. Analyze the vocabulary

When readers does not recognize word immediately than the way that they can use is make a guessing or analyze the word in terms that they know about.

i. Distinguish literal and implied meanings

This strategy needed the application of top-down processing skills. Not all the language can be interpret properly by present to its literal, syntatic structure makes demands on readers. The implied meaning sometimes has to be derived from pragmatic information.

j. Capitalize on discourse markers

Discourse markers in English give a signal of relationships among the idea which expressed in phrases, clause and the sentences. The clear comprehension of this markers can enhance student's reading efficiency.

## **7. The Measurement of Reading Comprehension Ability**

In order to know the achievement that students get in their reading comprehension than it should be measure by using the reading assessment. According to Grenall and Swan, there are the measurements of reading comprehension, as below<sup>19</sup>:

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<sup>19</sup> Simon Grenall and Michael Swan, Effective Reading : Reading Skill for Advanced Students : Teacher's book, (USA : Cambridge University Press, 1994) , page. 34

**Table 2**

**The Measurement of Reading Comprehension Ability**

<b>No.</b>	<b>Criteria</b>	<b>Score</b>
1.	Students are able to identify the ideas and the meaning in the text.	0-25
2.	Students are able to identify the communicative purpose from the text	0-15
3.	Students are able to identify main idea from the text	0-25
4.	Students are able to identify information that contained in the text	0-35
<b>Total</b>		<b>100</b>

## **8. Teaching Reading Comprehension with Peer Group**

In teaching learning process, students might have a lot of difficulties in understanding material especially in reading. But the problem comes when students pretend to understand the material even though they are actually did not. It is because they are afraid, shame and have an anxious to ask their teacher about things they did not understand .

Teaching students in a peer group will provide them a little stress or pressure when they have some questions, things they did not understand or even sharing their understanding and thought they have. For the student who has a good comprehension, teaching their partner will reinforces their knowledge. The verbal communication will give another opportunity to reach higher level of understanding.<sup>20</sup>

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<sup>20</sup> Judy Willis, M.D., *Teaching the Brain to Read : Strategy for Improving Fluency, Vocabulary, and Comprehension*, (USA : ASCD, 2008), page.143-144

## **B. The Concept of Cooperative Learning**

### **1. Definition of Cooperative Learning**

According to Brown, cooperative learning does not merely imply collaboration but more structured and more perspective to the teachers about classroom techniques and more directive to students about how to work together in a group to aim or achieve the particular goals they set.<sup>21</sup>

Jacobs stated that cooperative learning is a theme to be more communicated about studied, is not only the way for learning. In cooperative learning, the teaching learning activities involve students learning and studying from one another as a group.<sup>22</sup>

Moreover, cooperative learning is an instructional method where students in all levels of learning achievement and performance make a small group and work together to complete the task given by teacher. Most important thing in cooperative learning method is that one student success in learning can affect and help the other students success<sup>23</sup>

From the theories above, we can conclude that cooperative learning is a method in which the students should work together in a small group. This is a method that develop students learning socially

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<sup>21</sup> *Op.cit.*47

<sup>22</sup> Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, (NY: Oxford University Press, 2011), page. 164

<sup>23</sup> Robert E. Slavin, *Cooperative Learning : Student Teams*, (US : National Education-Association of the US, 1982), page.6

and effectively. Students will learn how to work together to finish the task given and reach the goal that have been set together.

## **2. The Principles of Cooperative Learning**

According to Johnson there are five components of cooperative learning as follows:

### **a. Positive Interdependence**

Students understand that they need one another in order to complete the group's task. Teacher will grow the positive interdependence, establishing mutual goal, assigned role of student etc.

### **b. Face-to-face promotive interaction**

Students will encourage each other in learning by helping and then sharing information. They will share, teach to their classmates about the information they know.

### **c. Individual accountability**

Each of student performance will be assessed and the results given to the individual and also the group. Teacher will structure individual accountability by asking random one group member to answer the question.

### **d. Interpersonal and small group skill**

Working in the group is very depend on how someone can use their ability in social effectively.

### **e. Group processing**

Group will need a specific time to discuss , how they working together and build relationship to aim the goals. Teacher can make group processing to make them works effectively.

### **3. Advantages of Cooperative Learning**

There are some of advantages of cooperative learning<sup>24</sup>:

- a. This method can develop students thinking skills higher cause students need to analyze and evaluate the information they have to learn.
- b. Cooperative learning develop student's individual responsibility cause each individu have a responsibility.
- c. Cooperative learning set a non-threatening learning context towards interaction between students. During this method students are sharing each other perspective, ideas and other.
- d. Improving students logic and reasoning skills.

### **4. Disadvantages of Cooperative Learning**

There are some of disadvantages of cooperative learning<sup>25</sup>:

- a. The difference of materials learning saturation between one group with other makes the left one will be frustated.
- b. Role difference, will be there a student who leads other and be a leader cause the difference of skills achievement makes the other being followers.

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<sup>24</sup> Indah Fadhilah Rahman, "The Implementation of Collaborative Strategy Reading (CSR) and its Effects on Students' Reading Comprehension", Volume I, Number 01, 2015.

<sup>25</sup> *Ibid*

### **C. The Concept of Islamic Text**

Media is one of many important aspects that will support the teaching and learning process. Using variety of media can help and overcome students' boredom and difficulties. There are many important contributions in using media in teaching learning process such as : the delivery of message can be more standardized, learning can be more interesting, the quality of learning can be improved etc.

Moreover, there are many kinds of instructional media. People can be a media in teaching and learning process. Other stuff like pictures, videos, books, songs, games, and text. For text, there are many types too, like a recount text, narrative text, report text. In other hands there are also many types of genre in the text such as : scientific text, historic text, islamic text etc.

Furthermore, islamic text is the text that the topics is about islam. The text that telling any kinds of insight and information about islam could be the history of Islam itself, the biography of prophet and many else. The using of this islamic text, hopefully can help students to be more islamic even though they are learning English lesson.<sup>26</sup> This is can be use to make the teaching learning process become more islamic or refer to the Islamic educational.

Islamic educational itself means a teaching learning process or system that positioned in a comprehensive Islamic social system. This

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<sup>26</sup> Hayatun Fauza and other, "Improving Speaking Skill and Motivation by Using Hand Puppets Show Media", English Education Journal (EEJ), 9(2), 216-228, 2018

typically education aimed to developing human beings to able them to practice their servitude to Allah swt. One of this way to make it real by using the material that contain the topics about Islam like islamic text.<sup>27</sup>

#### **D. The Implementation of Cooperative Learning using Islamic Text as Media**

There are some principles in implement cooperative learning method, as follows<sup>28</sup>:

- a. Teacher explained about the material.
- b. After giving some explanation about material, teacher divides the students into small groups consist of 2-4 students.
- c. Each student in a group of four gets a number of : 1,2,3 or 4.
- d. Teacher gives the islamic text to the each group to read.
- e. The teacher asks a question based on the islamic text the class is reading in a group.
- f. Students in each group put their heads together to come up with an answers. They should also be ready to give the supply for their answers from the text or prior knowledge.
- g. The teacher calls a number from 1 until 4. The person with the numbers called gives and explains their group's answer.

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<sup>27</sup> Syihabuddin and Aam Abdussalam, "Islamic Education : Its Concept and Their Implementation in the Current Context", *Tarbiya : Journal of Education in Muslim Society*, ISSN 2442-9848, 2015, page. 23-34

<sup>28</sup>George.M.Jacobs and Stephen Hall, "Implementing Coopertive Learning" *Methodology in Language Teaching : An Anthology of Current Practice*, 2002, page. 52-58

#### **E. Action Hypothesis**

Based on the theoretical review above, the researcher formulates the hypothesis as “the use of cooperative learning can improve the students’ reading comprehension ability among the tenth graders at MAN 1 East Lampung”.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Operational Defintion of Variable**

Variable is the situation or condition where the experiment can be manipulate, control or observe. The variables in this research are generating the interaction between cooperative learning method with islamic text and reading comprehension ability. Based on this statement than the writer defines the operational of variables as follows:

##### **1. Independent Variable**

The independent variable or symbolized by (X) is the variable that causes or affect the outcomes also known as the treatment or predictor variable. The independent variable of this research is cooperative learning. This method emphasizes the improvement of students' reading comprehensiona ability score on the general knowledge.

##### **2. Dependent Variable**

Dependent variable that symbolized by (Y) is the variable that will be observe and meassure to assign the impact of independent variable. The dependent variable of this research is reading comprehension ability. It can b interprete as students understanding and ability in identify the text.

#### **B. Setting**

The research will be conducted at MAN 1 East Lampung. The writer using classrom action research in this study or research.

### **C. Object of Study**

The object of this study is students' reading comprehension ability among tenth graders of MAN 1 east lampung academic year 2018/2019.

### **D. Action Plan**

This research will be conducted in order to make students' reading comprehension ability improve and better than before. To make it happen than writer will use the classroom action research to proof the improve caused by implementation of cooperative learning method in teaching reading.

Moreover, there are many definitions about action research. Reason and Bradbury stated that action research is a research that makes human flourishing by using variety of ways to link the practice and ideas.<sup>29</sup> Anothe definittion by Elizabeth, action research is a method of research that carried out by teacher in the classroom with main purpose to solving problem and improving teaching learning process.<sup>30</sup> Furthermore, Singh stated that action research is a method to imrove and modify the working system in the classroom.<sup>31</sup>

From various definitions stated above then we can conclude that action research itself is a research that have a purpose to solving and increasing the problem which teacher found in their teaching and learning

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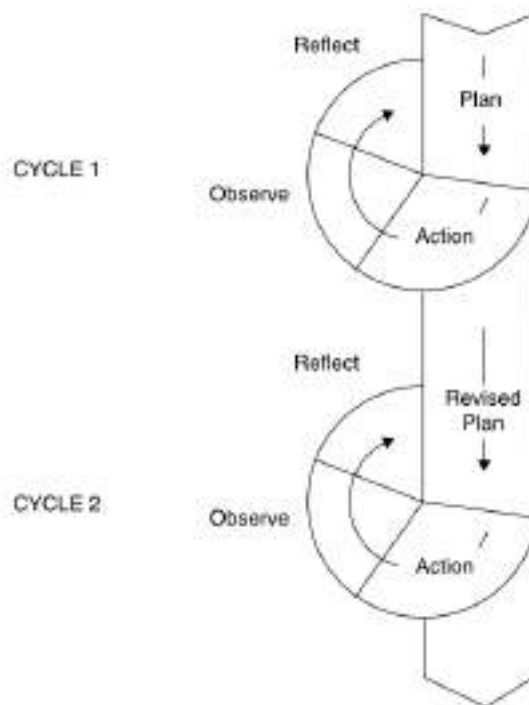
<sup>29</sup> Peter Reason and Hilary Bradbury, *The Sage Handbook of Action Research : Participative Inquiry and Practice 2nd Edition*, (New Delhi : SAGE Publications Ltd, 2008), pg. 1

<sup>30</sup> Anne Burns, *Doing an Action Research in English Language Teaching*, (New york : Taylor & Francis e-library, 2009), page. 5

<sup>31</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi : New Age International (P) Limited Publisher, 2006), page. 261

activity. The purpose of this research is to make some change in the problem teacher found that can obstruct student learning process.

In action research method there are two cycle in observing the students improvement that illustrate in the picture bellow.



**Picture 1. Cyclical Action Research model based on Kemmis and McTaggart.**

In other hands, there are four steps in doing an action research, as follows:

#### 1. Planning

In this phase teacher will consider many things like : (a.) What type of investigation that possible within the reality and restraint of teaching situation. (b.) What is the improvements potentially possible.

In planning phase writer will prepare everything before doing the action such as:

- 1) Preparing lesson plan, materials, media etc.

- 2) Making observation and instrument sheet

## 2. Action

In this phase writer will do pre-test to knowing the students score and then do the treatment and after that writer will give the post test to see student's score after the method implied in the teaching learning process. Writer will give an islamic text and ask them to answer the questions sheet related to text given. This action will be done in three meetings and in time allocation 2x45 minutes.

## 3. Observation

The writer will use the observation sheet and observe the process of teaching and learning process. The observation happens within the teaching learning process. From this observation writer will know students result and activities.

## 4. Reflection

In the last steps writer will analyze the observation sheet and the result from teaching learning process. The writer will processing the data from assignment score.

## **E. Data Collection Method**

The research will be conducted by using three methods of data collection methods, those are test, observation and documentation.

## 1. Test

In order to know the improvement students will get in their reading comprehension ability, writer will give test to them. writer will give them an islamic text to read and then give them some questions related to the text to measure their ability in comprehend the text. There are two tests that used in this research : pre-test and post-test.

### a) Pre test

Before conducting the treatment writer will give the students pre-test to measure their reading comprehension ability by asking them to read the passage or text individually and then writer will ask them to answer questions about the text.

### b) Post test

This post-test will be given after conducting the treatment. The test given to find out students' reading comprehension score after they get the treatment. Students will read another islamic text and comprehend it but unlike the pre-test they are not gonna do it individually but they will do the test in a group.

## 2. Observation

The writer will use observation method to see the condition and situation in teaching and learning process. The writer will observe students and write it in the observation sheet to know the issues or problem that will be found in the process of learning. From this sheet

writer can analyze what issues should be solve in the next teaching and learning process.

### 3. Documentation

The last method in collecting data is documentation. This will be use to know more about information of the research setting. In the research, writer will take the data about total of students, teacher, condition in the school, condition of teaching and learning process in the school.

## **F. Data Analysis Technique**

All the data will be conducting by taking the average of pre-test and post-test. In order to find out the information about students' reading comprehension achievement after the actions given. The researcher will give the students the test in the early cycle and then in the last cycle too. After giving the test, researcher will calculate the result of the test and find the average result from the pre-test and post-test grade.

The average will be calculated by using the following formula:

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

Note : M = the average value

$\sum x$  = total of the value in every cycle

N = total of the students or sample who follows the test.

$$P = F/N \times 100\%$$

#### **G. Indicator of Success**

This research will be considered success if 70% from all the students can be more active in learning process and get minimum grade 75 in their English lesson on reading section.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Research Setting**

##### **1. The Brief History of MAN 1 East Lampung Establishment**

MAN 1 East Lampung is an islamic senior high school which located in East Lampung, the school adress is on St. Lembayung 38b Banjarrejo , Batanghari, East Lampung. MAN 1 East Lampung has established since 1968. At first, the name is Preparing Institution of Islamic School Metro (SPIAIN) then it is changed into Madrasah Aliyah Agama Islam Negeri (MAAIN).

In 1992, MAN 1 East Lampung lead by Machrudin. He develop the school's rule boarding school in order to guide the students more intensive. In 2015, This school became the first Islamic boarding school that has the best achievement in Lampung and in the same year this school has been changed to MAN I East Lampung that have been known as the center of education.

##### **2. Vision of MAN 1 East Lampung**

The vision of MAN 1 East Lampung is “The Creates of Human Researches that has the Strong Faith, a Noble Character and Master of Science and Technology”. This vision is representation of the profile and aspiration of madrasah which is: (a) Future oriented in focussed on recent potential, (b) In accordance with norm and society's wishes, (c) To get the supperiority, (d) Encourage the enthusiasm and commitment from all

madrasah resident, (e) To push on the better change, (f) To guide into the mission of madrasah.

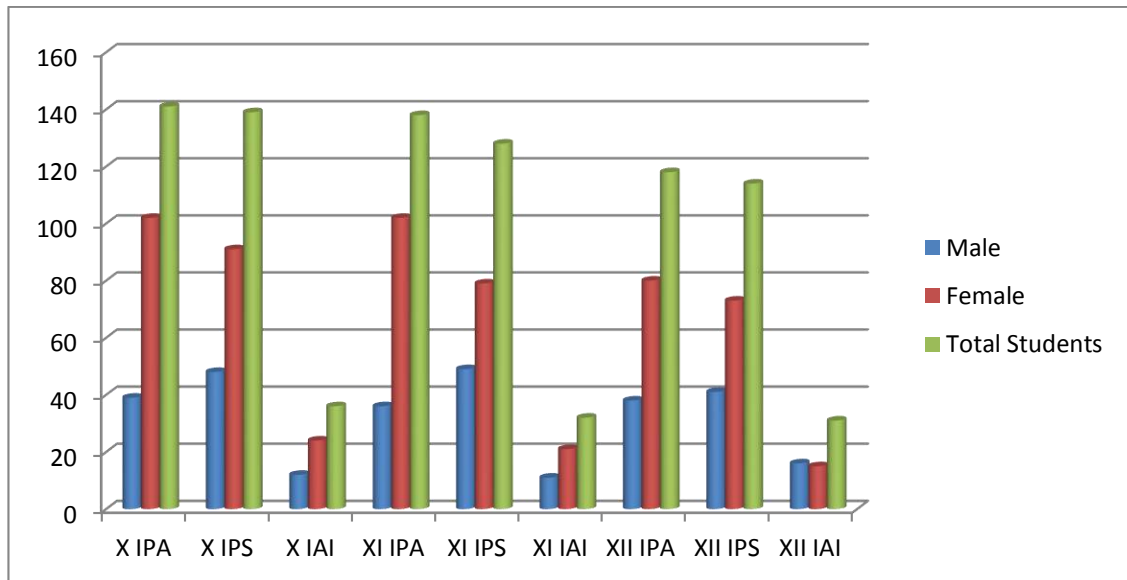
### **3. Mission of MAN 1 East Lampung**

There are some missions of MAN 1 East Lampung that has been listed below: (a) Applying the effective learning process and guidance. So students are able to develop optimally accordance with their potential, (b) To increase the student's experience and capable toward the Islamic based learning and the good manner or culture. So, it can influence the students who has good noble, (c) To increase and courage the students in the application of technological science and art, (d) To build the good environment which superior in practicing worship, democratic, hard work, creative and professional, (e) Providing the supproting facilities and infrastructure to create the students who is superior in academic and non-academic achievements as well as to create the religious atmosphere.

#### 4. School Condition

##### a. Condition of students from MAN 1 East Lampung

The total of students of MAN 1 East Lampung in the academic year 2018/2019 could be seen in the chart below:



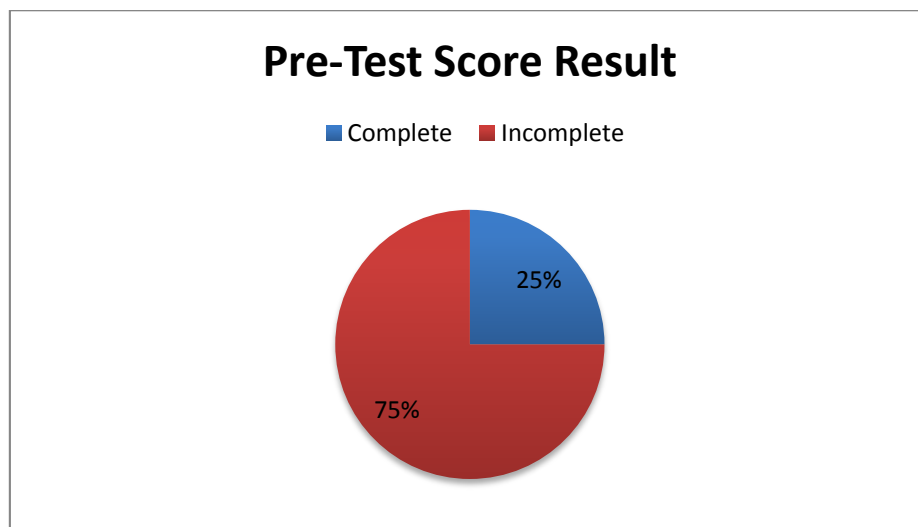
**Figure 1**  
**The Total Students of MAN 1 East Lampung Academic Year 2018/2019**

#### B. The Result of Research

##### 1. Pre-Test Result

Before giving the treatment to the students, the writer giving them a pre-test that was conducted on August 17, 2019. The writer told the students that the writer would conduct the research in their class to find out about their reading comprehension knowledge and mastery. For the pre-test the writer used recount text and the essay question.

The students were asked to answer the essay question according to the text given and the result of the pre-test could be seen in the graph below:



**Figure 2**  
**The Students of X IPS 1 Pre-Test Score Result**

Accordance to the result that shown from the table above, it could be seen that about 21 (75%) students among 28 students (are not able to get MMC. The students who complete are fewer than the students who incomplete the test. From the pre-test given the writer get the average score of 56.6.

Meanwhile, the result was not satisfactory becomes the reason writer to impleement the treatment in form of cooperative learning in order to increase the students' reading comprehension ability in recount text.

### **a. Cycle 1**

#### **1) Planning**

In this phase writer made the lesson plan and pick the proper material. The material itself is recount text. The writer also prepare an observation sheet to observe the student's activities in the class and most importantly writer also prepare the post test 1 that will be given to the students to see whether there is an improvement in reading comprehension compared to the pre-test score.

#### **2) Acting**

The action of the first cycle was done on August 21, 24, and 28, 2019. Two meetings for the treatment and one meeting for post-test and this is followed by 28 students. The meeting began by praying, greeting, checking an attendance list and some short of story related to the material that they would learn. After that, the writer gave them material about the recount text, explained about the structure, types, characteristic and gave them the example of recount text to discussed and identified together so that they could understand the material practically. After explained the material to the students, the writer gave them the recount text in form of Islamic text entitled *Isra' Miraj* to discuss and divided them into a small group consists of four students that choosen randomly by picked up the paper which written the name of group and the students who got the same name will be in one team. The students in each group

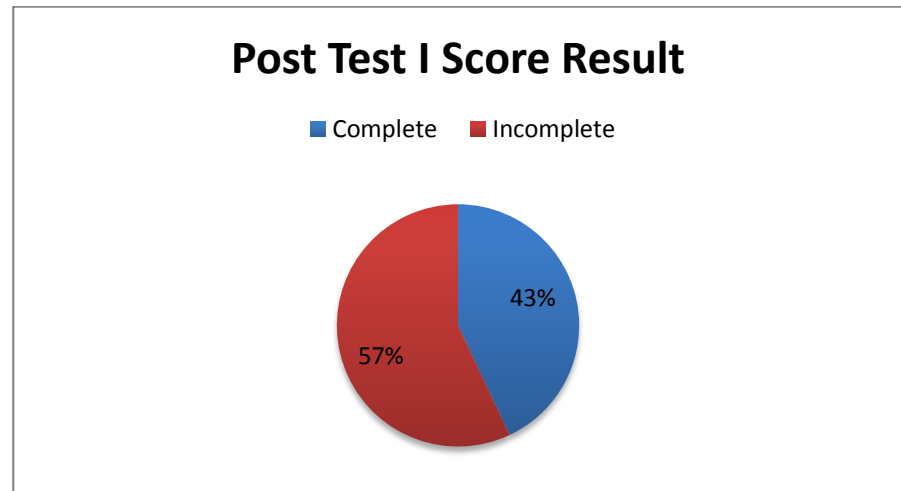
should have number from 1 to 4 to make easier for the writer to ask them to answer the question. Moreover, The writer monitoring the group discussion and giving an guidance about how to accomplished the task together then when they have finished their task together they should gathered to the writer while the writer checked them to in oral by asked them a question from the text and called the number and the student with the number in each group should answered their answer. This last meeting of cycle I was conducted on August 28, 2019.

### 3) Observing

The observation was conducted when the teaching learning process was continuing. The writer record the observation result using the observation sheet that was made. Here, writer tried to notice all the activities in the class. Based on the observation, there are numerous students who did not pay attention to the teacher because they are not interested and plenty of them also become passive in question and answer section. They was just listening and not participate in answering.

After the teaching process finished and the post test I held in the third meeting on August 28, 2019 to measure the students' reading comprehension had developed or not. Based on the post test I, the mean score of class derived into 64.3 in which there were 12

students who got  $\geq 75$  score (MMC). The result of the post test I could be seen in the graph below:



**Figure 3**  
**The Students of X IPS 1 Post Test I Score Result**

#### 4) Reflecting

The writer than analyze and discuss it with the collaborator about the result from implementation of the treatment and appearantly there was an increasing on the students' reading comprehension in learning recount text by implementing the cooperative learning in this cycle.

It can be seen from the average score from pre-test (56.6) and the post-test I (64.3). Although from the result there is increasing score but it did not achieve the indicator of success yet. So, there still a problems in teaching that must be fixed in the next cycle.

Based on the field note that used to record students activity, there were some problems in learninc reading comprehension on recount

text. There was some students that still passive in the class and some of them still confusing in identify the structure in the recount text. Moreover, the writer decided to conduct the next cycle to improving students' reading comprehension in recount text.

## **b. Cycle 2**

### **1) Planning**

In this phase of the second cycle was focused to solve the problem that found in the first cycle. The writer decided to give more material about recount text. In this second cycle the writer focused to improve students' reading comprehension in recount text especially in the structural part.

Because some of the students still confusing and got hard in find out and determine the structure of the text. Furthermore, the writer makes the learning condition more comfort and fun than before.

### **2) Acting**

The meeting was done on August 31, 2019 and 4 & 7 September, 2019. Two meetings for the treatment and one meeting for the post-test and was joined by 28 students. As usual, the meeting was begun with praying, greeting, checking attendance list and small talk about the previous meeting and recall the last material to make sure that the students does not forget what they have learnt.

After reviewing the previous material, the writer gave them another material to make their knowledge and understanding about recount

text stronger the writer explained again especially in the part that students still have difficulties like in the structure, how to identify the part of the text. After explained, The writer also gave them another recount text as example and asked the students to identify the structure of the text just like what have been explained. In the last meeting of cycle 2, the writer gave a quiz as post-test II to make sure they understand fully the materials the writer gave them the recount text in form of Islamic text entitled *The History of Qurban* to discuss and divided them again into a small group consists of four students that choosen randomly by picked up the paper which written the name of group. The students in each group should have number from 1 to 4. When they have finished their task they should gathered to the writer while the writer checked them to in oral by asked them a question from the text and called the number and the student with the number in each group should answered their answer. From post-test II results the writer can find whether there is any improvement or not in students achievement.

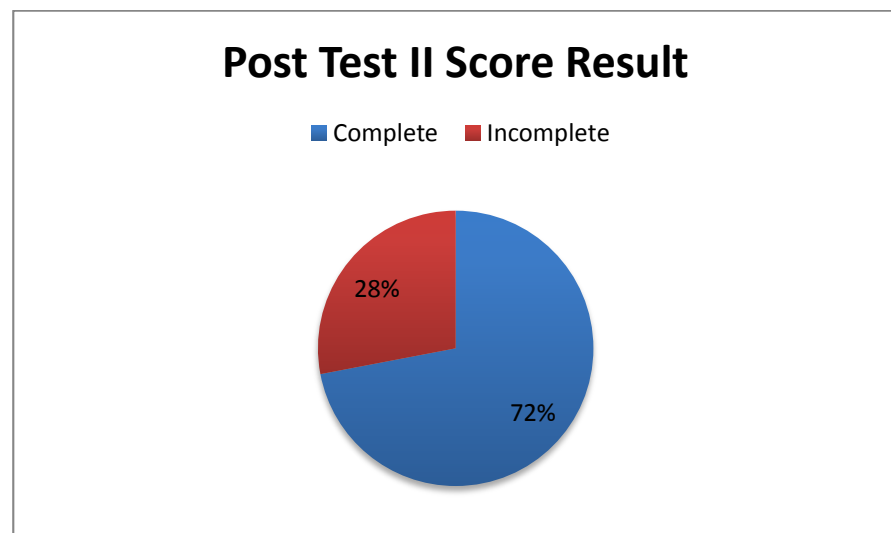
### 3) Observing

In the second cycle, generally the class condition became better than before. Because of the materials and some of fixed from the previous meeting students got to know the materials easily and start to understand how to identify the structure from the text and led to

the good feedback from students. Some of the students started to be more active in answering the question and the feedback given.

In the last meeting of the cycle, the writer conducted the post-test II and the mean score of the recount text derived into 75 where there are 20 students who got the minimum mastery criteria (MMC) 75. It was increase from the post test I which the average score is 64.3.

The result of the post test II could be seen from the graph below:



**Figure 4**  
**The Students of X IPS 1 Post Test II Score Result**

#### 4) Reflecting

From the result of the teaching learning process in the class of the second cycle, the writer analyze that by implementing the cooperative learning method in the class could improve students' reading comprehension achievement.

Most of the students are very helpful by learning in group cause it can help them solve some problem by discussing. It made them

more comfort in asking and discussing things they might afraid to ask to teacher.

After reached the target research where 70% students should passed the minimum mastery criteria (MMC) 75. Therefore, the writer stop the classroom action research (CAR) cause it had already succeeded.

### **C. Interpretation**

The interpretation from the result data of pre-test, post test I of the first cycle and post test II of the second cycle are:

#### **1. The students' reading comprehension improvement through cooperative learning on cycle I & II**

##### **a. Pre-test score**

In the pre-test, the mean or average score of the students' reading comprehension on recount text before the treatment was 56.6. This is the score of the students before the implementation of cooperative learning method in teaching recount text. Meanwhile, the percentage of students who passed the minimum mastery criteria (MMC) itself only 25 % of the total students in the class which there was only 7 students who was able to pass the MMC out of 28 students.

##### **b. Post Test I Score**

In the post test I, the mean or average score was 64.3. Showed there was an improvement of the students score from the previous test (pre-test) i.e 8.6 (64.3-56.6). Meanwhile, the percentage of students who

passed the minimum mastery criteria (MMC) in the post test I was 43% or 12 students out of total 28 students in the class and 16 students whose got score under MMC. That is why there still needed some improvement before the observation succeeded. This is the reason why the second cycle was conduct.

**c. Post Test II Score**

In the post test II, the mean or average score of the students was 75. This is showed there was an improvement from the post test I score in the amount of 10.72 (75-64.3). Meanwhile, the percentage of students who passed the minimum mastery criteria (MMC) was 71% which meant there are 20 students who passed MMC 75 and there are 8 students who got score under 75. The post test II in the second cycle was succeeded in fulfilled the target of CAR where the 70% students could pass the MMC and be more active in the class. In short, it meant the observation was sucessed and stopped.

The result from student's score at pre-test, post test I and II could be seen in the table below:

**Table 3**  
**The Improvement of Student's Score On Pre-Test, Post Test I & Post Test II**

No.	Students	Pre Test	Cycle I			Cycle II		
			Pre Test	Post Test I	Improvement	Pre Test	Post Test II	Improvement
1.	ALI	75	75	75	0	75	80	5
2.	AM	40	40	55	15	40	65	25
3.	AAS	45	45	50	5	45	65	20
4.	ARR	50	50	75	25	50	85	35
5.	ADN	50	50	60	10	50	75	25
6.	CNP	60	60	60	0	60	75	15
7.	CNA	55	55	60	5	55	75	25
8.	DL	45	45	55	10	45	75	30
9.	FK	80	80	80	0	80	85	5
10.	HO	50	50	50	0	50	75	25
11.	HW	55	55	55	0	55	65	10
12.	IHA	45	45	55	10	45	65	20
13.	KR	40	40	50	10	40	75	35
14.	MRF	75	75	80	5	75	80	5
15.	MAP	60	60	75	15	60	80	20
16.	MFH	55	55	75	20	55	85	30
17.	MSA	75	75	80	5	75	80	5
18.	MSF	75	75	75	0	75	80	5
19.	NZH	60	60	60	0	60	75	15
20.	NAP	75	75	75	0	75	80	5
21.	RW	50	50	50	0	50	65	15
22.	RFP	55	55	75	20	55	80	25
23.	RM	80	80	80	0	80	85	5
24.	SA	35	35	55	20	35	65	30
25.	TA	55	55	55	0	55	65	10
26.	ULQ	60	60	75	15	60	80	20
27.	VI	45	45	55	10	45	75	30
28.	WW	40	40	55	15	40	65	25
<b>TOTAL</b>		<b>1585</b>		<b>1800</b>	<b>215</b>		<b>2100</b>	<b>520</b>
<b>AVERAGE</b>		<b>56,60</b>		<b>64,28</b>	<b>7,67</b>		<b>75</b>	<b>18,57</b>

From the data above, it showed that there were an improvement of students' reading comprehension on recount text score from the pre-test, post test I and II. It could be seen from the mean or average score of the class, 56.6 in pre-test increasing into 64.3 in post test I and became 75 in post test II. Moreover, it increase become 215 from pre-test to post test I and become 305 from post test I to post test II.

## **2. The students learning process improvement through cooperative learning on cycle I & II**

### **a. The result of students activities at cycle I**

Students activities in the first cycle showed the improvement. In the first cycle there were 20 students paying attention to the materials explanation, there were 10 students answering the question given, there were 20 students who doing the task and there were 15 students that made a note about what have been explained.

### **b. The result of students activities at cycle II**

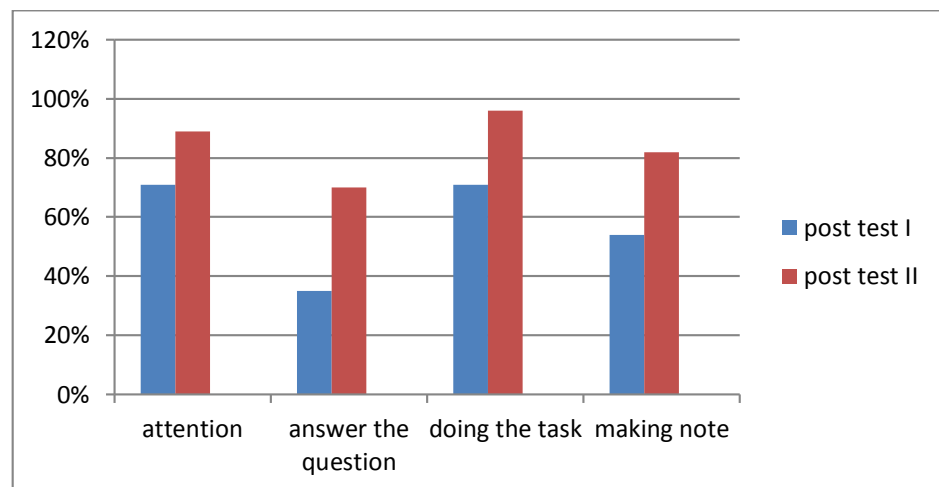
Students activities in the second cycle showed more improvement. In the first cycle there were 20 students paying attention to the materials explanation and increased into 25 students , students who doing the task increased from 20 became 27 students, tudents who answering the question given increased from 10 students into 18 students that made a note about what have been explained became 22 from 15 students. It could be concluded that there was an improvement from students activities in second cycle.

The result of student's activities on post test I & II could be seen below:

**Table 4**  
**The Result of Student's Activities On Post Test I & II**

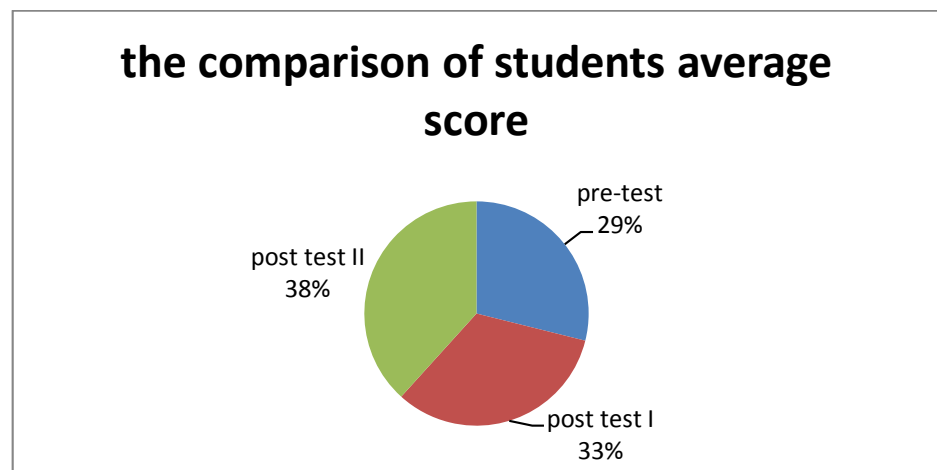
No.	Indicator	Cycle		Increasing percentage
		I	II	
1.	Paying attention to the teacher explanation	20	25	17%
2.	Answering the question given	10	18	29%
3.	Doing the task	20	27	25%
4.	Making note from the material	15	23	29%
<b>Total</b>				<b>100%</b>

From the data above, could be inferred that there were improvement of student's activities from cycle I and cycle II. Paying attention increased 17%, answering question increased 29%, doing the task increased 25% and making note increased 29%. It could be conclude that the using of cooperative learning method could increase student's activities.



**Figure 5**  
**The Comparison of Student's Activities at The First and Second Cycle**

Moreover, the student's score improvement could be seen from the pre-test, post test I & post test II. It showed from the average score of the pre-test was 56.6 increased into 64.3 in the post test I and 75 in post test II. It was increased 7.68 (64.3-56.60) from pre-test to post test I and increased 10.72 (75-64.3) from post test I to post test II. The result of the score could be seen from the graph below:



**Figure 6**  
**The Comparison of Student's Average Score from Pre-Test, Post Test I & Post Test II**

So, from the figure or graph above, it could be seen the percentage of student's reading comprehension improvement from the pre-test, post test I and the last post test II.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research finding and also the interpretation, the writer would like to spell out the conclusion as below:

1. Cooperative Learning method proved that this method can help students in obtain their ability in reading comprehension. The implementation of this method in reading class made the process of learning in the class more easier for students and make them became more active than before also it taught them to learn in group on the other hand gaining their social skill. By learning in group, it helping students to comprehend the text. They can discuss together about the difficult word, sharing thought about the material and it easier to them to ask what they did not know with classmates rather than teacher. This makes their reading comprehension ability improve.
2. Moreover, there were significant improvement on student's learning achievements from pre-test, post test I & post test II. It showed on the average score of pre-test with percentage of success was 25%. Meanwhile, in the post test I the average increased into 43% and the average score of post test II was increased with percentage of 72%.

This classroom action research (CAR) was successful. It could be seen from the result in this research where 72% students out of 28 students was able to achieved minimum requirement score (75) in their reading

comprehension. While, the indicator of success for this research was 70% students should be able to get MMC score.

## **B. Suggestion**

Based on the result of research that have been conducted, the writer would like to give some suggestions as below:

1. For the students:
  - a. The students suggested to be more active and serious in learning English especially in reading, cause it is important. So, they can comprehend the text and gaining their knowledgement through reading comprehension.
  - b. The students suggested to improve their vocabularies mastery because this skill is very important in understanding and comprehend the text.
2. For teacher:
  - a. The teacher is suggested to use or implement cooperative learning method in their class as the various kinds of learning method that they can use in teaching learning process. Because this method can improve students' reading comprehension ability on recount text.
  - b. The teacher expected to be more creative in making the class more fun and attractive for the students so they can be more interest in learning English. It can be helping by using variety kinds of method and technique so the students not feel bored and using variety kinds of media accordance to the context such as Islamic text.

3. For headmaster:

- a. It is suggested to the headmaster to inspiring and push their teacher to be more active and creative by using many kinds of model or metod in class in order to make class more effective and gaining students attention and on of the way is by using the cooperative learning model in reading comprehension lesson and using the Islamic text.

# **APPENIDXES**

**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-851/In.28/S/OT.01/10/2019**

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

Nama : FELLISYA HEPTA AMANDA

NPM : 1501070169

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 1501070169.

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, 17 Oktober 2019  
Kepala Perpustakaan



Drs. Mokhtadi Sudin, M.Pd.  
NIP. 195808311981031001 7





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

Jalan Kl. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-2602/In.28/D.1/TL.00/08/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MAN 1 EAST LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2601/In.28/D.1/TL.01/08/2019, tanggal 05 Agustus 2019 atas nama saudara:

Nama : **FELLISYA HEPTA AMANDA**  
NPM : 1501070169  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION THROUGH COOPERATIVE LEARNING WITH ISLAMIC TEXT AMONG THE TENTH GRADERS OF MAN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

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

*Wassalamu'alaikum Wr. Wb.*



Metro, 05 Agustus 2019  
Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2601/In.28/D.1/TL.01/08/2019

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

Nama : FELLISYA HEPTA AMANDA  
NPM : 1501070169  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION THROUGH COOPERATIVE LEARNING WITH ISLAMIC TEXT AMONG THE TENTH GRADERS OF MAN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".
  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 : 05 Agustus 2019

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

H. Imam Sakroni

NIP. 19651204 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR  
MADRASAH ALIYAH NEGERI 1**

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur

Telepon 0725 44756 Website : [www.man1lampungtimur.sch.id](http://www.man1lampungtimur.sch.id)

E-mail : [man1lampungtimur@gmail.com](mailto:man1lampungtimur@gmail.com)

12 September 2019

Nomor : B-476 /Ma.08.01/PP.07.1/09/2019  
Lampiran : -  
Hal : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-2602/In.28/D.1/TL.00/08/2019 tanggal 05 Agustus 2019 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Fellisya Hepta Amanda  
NPM : 1501070169  
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Improving Students Reading Comprehension Through Cooperative Learning With Islamic Text Among The Tenth Graders of MAN 1 East Lampung In The Academic Year of 2018/2019".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala,

**Drs. H. Imam Sakroni**  
NIP. 19651204 199503 1 001

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

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

Nama : Fellisya Hepta Amanda

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070169

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	30 Sept 2019		✓	Chapter IV & V Please revise accordingly	
2.	7 Oct 2019		✓	Chapter IV & V have been revised. I need to see the bibliography, appendixes & Curriculum vitae	
3.	9 Oct 2019			Acc for Mumay only	

Mengetahui :  
Ketua Jurusan TBIAhmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Dr. Dedi Irwansyah, M.Hum  
NIP. 19791223 200604 1 001

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

Nama : Fellisya Hepta Amanda

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070169

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	9 Oct 2019	✓		Revisi abstract, Chapter IV & V	
2.	14 Okt. '19	✓		- revision is ok - Ace for Munagasyah	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing I




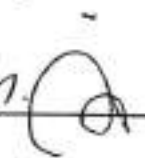
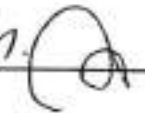
**Dr. Umi Yawisah, M.Hum**

NIP. 19620424 199903 2 001

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Fellisya Hepta Amanda  
NPM : 1501070169

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
	28/03/19	Chapter I & II Verbatim	
	25/04/19	Chapter I } mechanical Chapter II/III } aspects!	
	3/05/19	One more meeting and I will approve	
	3/05/19	Chapter I - III, mechanical aspects & content. Please revise soon according to the in accordance with the notes on the manus- cript. It has been revised accordingly.	
		@@@ for Seminar Proposal	

Mengetahui  
Ketua Jurusan TBI



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

Dosen Pembimbing II



**Dr. Dedi Irwansyah, M.Hum**  
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.iainmetro.ac.id](http://www.tarbiyah.iainmetro.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Fellisya Hepta Amanda  
NPM : 1501070169

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 3/5-19	✓		- Revision Cover - Chapter I, II & III - Bibliography	
2.	Rabu 8/5-19	✓		- revision is OK - acc for seminar	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

## SILABUS SMA/MA

Mata Pelajaran : Bahasa Inggris

Kelas : X

Kompetensi Dasar : Memahami makna teks tulis fungsional dan esai berbentuk recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Penilaian		Sumber Belajar
					Teknik	Bentuk Instrumen	
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.	Mengamati <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan kebahasaannya</li> <li>Siswa belajar menentukan gagasan</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Ketepatan unsur kebahasaan: kata, bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format</li> </ul>	6x45 menit	<ul style="list-style-type: none"> <li>Tes Tertulis</li> <li>Tes Lisan</li> </ul>	<ul style="list-style-type: none"> <li>Esai</li> <li>Tanya Jawab</li> </ul>	<ul style="list-style-type: none"> <li>PPT</li> <li>LCD/Proyektor</li> <li>SUARA GURU</li> <li>Buku Cetak / LKS</li> </ul>
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	Fungsi sosial/ Meneladani, membangun, bertindak						

komunikasi fungsional	teratur, teliti dan disiplin, melaporkan.	pokok, informasi rinci dan informasi tertentu dari teks recount	penulisan/ penyampaian			
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	Struktur a. Menyebutkan tindakan/peristiwa/kejadian secara umum	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.	Cara Penilaian Unjuk kerja • Menganalisis secara berkelompok mengenai unsur-unsur dan isi yang terdapat dalam teks recount dengan tepat			
4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.	b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut		• Ketepatan dan kesesuaian dalam mengidentifikasi struktur teks dan unsur kebahasaan dalam recount			
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 dengan konteks	c. Jika perlu, ada kesimpulan umum. Unsur kebahasaan (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme	Mengeksplorasi • Siswa membaca bersama-sama contoh dari teks recount yang	Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan			



	<p>kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>Mereka menganalisis fungsi sosial, makna dan fungsi dari teks recount, serta komponen kebahasaannya.</p> <ul style="list-style-type: none"> <li>Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Setelah melakukan diskusi bersama teman kelompok, siswa akan diminta untuk menjawab pertanyaan yang diberikan sesuai dengan jawaban yang sudah didiskusikan bersama kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>				
--	---	--	---	--	--	--	--

		<ul style="list-style-type: none"> <li>Siswa menuliskan jawaban dilembar kerja siswa kemudian mempresentasikan hasil dari diskusi.</li> </ul>							
--	--	---	--	--	--	--	--	--	--

The Collaborator



**John Kennedy, S.Pd**  
197201201999031004

Metro, 11 September

The Researcher



**Fellisya Hepta Amanda**  
NPM.1501070169

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : MAN 1 Lampung Timur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Materi Pokok : Teks Recount  
Alokasi Waktu : 3x45menit

**A. Kompetensi Inti**

- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator
3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>• Siswa mampu mengidentifikasi struktur dari teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li><li>• Siswa mampu mengetahui unsur</li></ul>

	kebahasaan dalam teks recount
4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.	<ul style="list-style-type: none"> <li>• Siswa mampu memahami makna dan tujuan dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li> <li>• Siswa mampu menarik kesimpulan dari teks yang dibaca.</li> </ul>

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks recount dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks recount sederhana
- Mampu menarik kesimpulan dari teks recount yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

### D. Materi Pembelajaran

#### ➤ Fungsi Sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

#### ➤ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum
- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

- Jika perlu, ada kesimpulan umum.
- **Unsur Kebahasaan**
  - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
  - Penyebutan kata benda
  - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
  - Rujukan kata
- **Topik**  
Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

#### **E. Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Direct Learning/Method
- 3) Metode : Ceramah

#### **F. Media Pembelajaran**

##### **1. Media**

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ LKS/Buku Cetak

##### **2. Alat/Bahan**

- ❖ Spidol, papan tulis
- ❖ Laptop, power point, LCD

#### **G. Sumber Belajar**

- ❖ Buku cetak *Bahasa Inggris* kelas X
- ❖ Kamus Bahasa Inggris

## H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama ( menghayati ajaran agama ) b. Memeriksa kehadiran peserta didik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu )	10 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa melihat pemaparan materi mengenai teks recount.</li> <li>• Siswa membandingkan teks recount dengan teks lainnya untuk mencari dan memahami perbedaan teks recount dengan teks lainnya.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri yang terdapat dalam teks recount.</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>• Setelah melihat dan memahami materi terkait teks recount, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.</li> </ul> <b>Mengeksplorasi</b> <ul style="list-style-type: none"> <li>• Siswa membaca bersama-sama contoh dari teks recount yang telah diberikan oleh guru kemudian membahasnya bersama-sama.</li> </ul> <b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>• Guru memberikan teks recount kepada siswa</li> <li>• Siswa diminta untuk mengerjakan soal berbentuk esai tentang mengidentifikasi struktur teks, unsur kebahasaan dan isi yang terkandung dalam teks</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>Siswa membaca secara individu dan menjawab setiap soal yang diberikan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menuliskan jawaban dilembar kerja siswa kemudian dikumpulkan kepada guru</li> <li>Setelah mengerjakan soal secara individu, guru membahas soal dan jawaban bersama-sama.</li> </ul>	
Penutup	a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran, d. Menutup pelajaran dengan berdoa.	10 menit

## I. Penilaian Proses & Hasil Belajar

### Instrument Penilaian Sikap

Nama Peserta Didik :

Kelas : X

Materi Pokok : Text Recount

Instrument Penilaian Sikap:

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan					

	dalam proses pembelajaran					
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Keterangan :

Berilah tanda cek (  $\checkmark$  ) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = Sangat Baik    3 = Baik    2 = Cukup    1 = Kurang

**Instrumen soal :**

**Answer the question below based on the text above!**

1. What is the topics of the text?
2. What is the orientation of the text?
3. The word 'my collection' in the line 21 imply to?
4. What is the re-orientation of this text?
5. The word 'it' in the line 26 refers to?
6. What is the writer mistakes?
7. This story is telling us about?
8. What can you learn from this story?
9. What is the moral value from the text?
10. If you were the writer, what did you do? bring the stone home or sell it?

**Students will get 10 score or point if answer the question correctly each question.**

**Jumlah benar x 10 = score**

### Individual assessment

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
<b>Total</b>		<b>100</b>

Metro, 11 September 2019

The Collaborator



**John Kenedi, S.Pd**  
**NIP.197201201999031004**

The Researcher



**Fellisya Hepta Amanda**  
**NPM.1501070169**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 1 Lampung Timur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Materi Pokok : Teks Recount  
Alokasi Waktu : 3x45menit

### A. Kompetensi Inti

- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>• Siswa mampu mengidentifikasi struktur dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li><li>• Siswa mampu mengetahui unsur</li></ul>

	kebahasaan dalam teks recount
4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.	<ul style="list-style-type: none"> <li>Siswa mampu memahami makna dan tujuan dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li> <li>Siswa mampu menarik kesimpulan dari teks yang dibaca.</li> </ul>

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks recount dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks recount sederhana
- Mampu menarik kesimpulan dari teks recount yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

### D. Materi Pembelajaran

#### ➤ Fungsi Sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

#### ➤ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum
- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
- Jika perlu, ada kesimpulan umum.

➤ **Unsur Kebahasaan**

- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
- Penyebutan kata benda
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- Rujukan kata

➤ **Topik**

Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

**E. Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Cooperative Learning
- 3) Metode : Numbered Heads Together

**F. Media Pembelajaran**

**1. Media**

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ LKS/Buku Cetak

**2. Alat/Bahan**

- ❖ Spidol, papan tulis
- ❖ Laptop, power point, LCD

**G. Sumber Belajar**

- ❖ Buku cetak *Bahasa Inggris* kelas X
- ❖ Kamus Bahasa Inggris

## H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama ( menghayati ajaran agama )</li><li>b. Memeriksa kehadiran peserta didik</li><li>c. Apersepsi</li><li>d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.</li><li>e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu )</li></ul>	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>• Siswa melihat pemaparan materi mengenai teks recount.</li><li>• Siswa membandingkan teks recount dengan teks lainnya untuk mencari dan memahami perbedaan teks recount dengan teks lainnya.</li><li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri yang terdapat dalam teks recount.</li></ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"><li>• Setelah melihat dan memahami materi terkait teks recount, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.</li></ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"><li>• Siswa membaca bersama-sama contoh dari teks recount yang telah diberikan oleh guru kemudian membahasnya bersama-sama.</li></ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"><li>• Dalam kerja kelompok terbimbing yang setiap kelompoknya terdiri dari 4 orang siswa. Mereka menganalisis fungsi sosial, makna dan fungsi dari teks recount, serta komponen kebahasaannya.</li></ul>	60 menit

	<ul style="list-style-type: none"> <li>Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Setelah melakukan diskusi bersama dengan teman kelompok, siswa akan diminta untuk menjawab pertanyaan yang diberikan sesuai dengan jawaban yang sudah didiskusikan bersama kelompok.</li> <li>Siswa menuliskan jawaban dilembar kerja siswa kemudian mempresentasikan hasil dari diskusi.</li> </ul>	
Penutup	a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran, d. Menutup pelajaran dengan berdoa.	10 menit

## I. Penilaian Proses & Hasil Belajar

### Instrument Penilaian

Nama Peserta Didik :  
 Kelas : X  
 Materi Pokok : Text Recount  
 Instrument Penilaian Sikap:

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					

4	Menghargai teman					
5	Aktif berperan dalam proses pembelajaran					

Keterangan :

Berilah tanda cek ( √ ) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = Sangat Baik    3 = Baik        2 = Cukup        1 = Kurang

**Instrumen soal :**

**Answer the question below based on the text above!**

1. This story is about? Please explain.
2. The orientation of this text in which paragraph?
3. The word 'he' in the line twelve refers to?
4. What is the main idea of the last paragraph?
5. What is the main idea of the second paragraph?
6. The word 'them' in the line nineteenth refers to?
7. What is the conclusion of this story?
8. What is the moral value and what is the importance of this story for moslem?
9. What can you learn from this story, explain!
10. As moslem, how can you respect the patience and sacrifice of Ibrahim & Ismail a.s?

**Students will get 10 score or point if answer the question correctly each question.**

**Jumlah benar x 10 = score**

**Individual assessment**

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
<b>Total</b>		<b>100</b>

Metro, 11 September 2019

The Collaborator



**John Kenedi, S.Pd**  
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The Researcher



**Fellisya Hepta Amanda**  
**NPM.1501070169**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 1 Lampung Timur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Materi Pokok : Teks Recount  
Alokasi Waktu : 3x45menit

### A. Kompetensi Inti

- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>• Siswa mampu mengidentifikasi struktur dari teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li><li>• Siswa mampu mengetahui unsur</li></ul>

	kebahasaan dalam teks recount
4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.	<ul style="list-style-type: none"> <li>Siswa mampu memahami makna dan tujuan dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</li> <li>Siswa mampu menarik kesimpulan dari teks yang dibaca.</li> </ul>

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks recount dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks recount sederhana
- Mampu menarik kesimpulan dari teks recount yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

### D. Materi Pembelajaran

#### ➤ Fungsi Sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

#### ➤ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum
- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

- Jika perlu, ada kesimpulan umum.
- **Unsur Kebahasaan**
  - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
  - Penyebutan kata benda
  - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
  - Rujukan kata
- **Topik**  
Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

#### **E. Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Cooperative Learning
- 3) Metode : Numbered Heads Together

#### **F. Media Pembelajaran**

##### **1. Media**

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ LKS/Buku Cetak

##### **2. Alat/Bahan**

- ❖ Spidol, papan tulis
- ❖ Laptop, power point, LCD

#### **G. Sumber Belajar**

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris

## H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama ( menghayati ajaran agama ) b. Memeriksa kehadiran peserta didik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu )	10 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa melihat pemaparan materi mengenai teks recount.</li> <li>• Siswa membandingkan teks recount dengan teks lainnya untuk mencari dan memahami perbedaan teks recount dengan teks lainnya.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri yang terdapat dalam teks recount.</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>• Setelah melihat dan memahami materi terkait teks recount, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.</li> </ul> <b>Mengeksplorasi</b> <ul style="list-style-type: none"> <li>• Siswa membaca bersama-sama contoh dari teks recount yang telah diberikan oleh guru kemudian membahasnya bersama-sama.</li> </ul> <b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing yang setiap kelompoknya terdiri dari 4 orang siswa. Mereka menganalisis fungsi sosial, makna dan fungsi dari teks recount, serta komponen kebahasaannya.</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Setelah melakukan diskusi bersama dengan teman kelompok, siswa akan diminta untuk menjawab pertanyaan yang diberikan sesuai dengan jawaban yang sudah didiskusikan bersama kelompok.</li> <li>Siswa menuliskan jawaban dilembar kerja siswa kemudian mempresentasikan hasil dari diskusi.</li> </ul>	
Penutup	a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran, d. Menutup pelajaran dengan berdoa.	10 menit

## I. Penilaian Proses & Hasil Belajar

### Instrument Penilaian

Nama Peserta Didik :  
 Kelas : X  
 Materi Pokok : Text Recount

Instrument Penilaian Sikap:

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					

4	Menghargai teman					
5	Aktif berperan dalam proses pembelajaran					

Keterangan :

Berilah tanda cek ( √ ) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = Sangat Baik    3 = Baik        2 = Cukup        1 = Kurang

**Instrumen soal :**

**Answer the question below based on the text above!**

1. What does jibril do to prophet Muhammad's heart?
2. What is Muhammad vehicle to go to Sidratul Muntaha?
3. How many skies that have to passed by prophet Muhammad?
4. Between milk and khamar, which one that prophet Muhammad choose?
5. What is Allah revelation to prophet Muhammad?
6. What can you learn from the story of Isra' miraj? Please explain!
7. What is the moral value from this story and how can you apply this in your real life?
8. Why does Jibril put faith and wisdom to prophet Muhammad's heart?
9. Why Musa makes prophet Muhammad to bargain the pray times?
10. What is the impact of Isra' miraj to moslem and why it is important?

**Students will get 10 score or point if answer the question correctly each question.**

**Jumlah benar x 10 = score**

### Individual assessment

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
<b>Total</b>		<b>100</b>

Metro, 11 September 2019

The Collaborator



**John Kenedi, S.Pd**  
**NIP.197201201999031004**

The Researcher



**Fellisya Hepta Amanda**  
**NPM.1501070169**

## Text for Post Test I

### Isra' Miraj

One day, after finished prayer in the evening and take a rest for a while, the prophet Muhammad who was lying in the Holy Mosque Masjidil Haram was visited by Jibril. Jibril who came to meet prophet Muhammad then cut open his chest, taking his heart out and washed it with holy water (zamazam) and then put it back to its place and fill it with faith and wisdom. *menjagukannya ke hati Muhammad*

After wash prophet Muhammad heart with zamzam, Jibril bring the Buraq which will be the vehicle for prophet Muhammad to do Isra. Buraq itself share meaning with barq which means lightning. Buraq is a white mount, taller than donkey and shorter than bighal, it can steps as far as it could. When prophet Muhammad arrived at Masjidil Aqsa, he prayed two rak'ahs become a priest and led the souls of the beforehand prophets.

After praying and leaving Masjidil Aqsa, Jibril came with two kind of drinks. One is milk and the other one is khamar. The prophet Muhammad chose milk. Jibril then said that prophet have chosen holliness. Miraj began, the prophet Muhammad ascended the buraq with Jibril until he arrived in the first sky. When the sky of earth opened, the prophet met Adam, after that they keep up to the second sky and met Isa and Yahya, they went to third sky and met Yusuf, in the fourth sky they met Idris, in the fifth sky they met Harun, in the sixth sky they met Musa and in the last sky they met Ibrahim.

Then, they went to Sidratul Muntaha where the leaves are as wide as elephant ears and the fruits are large as jar. When the command of Allah fulfills the Sidratul Muntaha. It is changed. Allah gave the prophet Muhammad revelation and obliged him to to pray 50 times a day and night. After get the command from Allah to pray 50 times a day and night. The prophet Muhammad met Musa. Musa then tell him to bargain because his people will not able to take a pray 50 times in day. The prophet Muhammad keep back to Allah to bargain until the final decision of 5 times a day. This whole event becomes the reason of the obligent to pray for moslem. After this event then moslem have obligent to pray 5 times a day. *diwajibkan / diwajibkan*

## Text for Post Test II

### The History of Qurban

One day, Ibrahim as slaughtering qurban in the form of 1000 sheeps, 300 cows and 100 camels. Many people are admire him even for angels. He even said to his wife who has not pregnant yet that this slaughtering is easy even if he had son he will sacrifice it. After that Sarah offer him to marry Hajar, her sleeve that she got from Mesir. When he was in Baitul Maqdis, he pray to Allah so that he can get a son and Allah answer his pray.

When Ismail was seven years old, in the *tarwiyah* night, day eighth in *Dzulhijjah* month, Ibrahim as dream about exclamation that he should fulfill his *nazar* (promise). In the morning, he was thinking about the meaning of his dream last night. Was it come from Allah or evil, that is why this day called *tarwiyah* day means thinking.

In the ninth day of *Dzulhijjah* month, he was dreaming the same exact dream. In the morning, he was known and sure that this dream came from Allah. That is why the ninth day in *Dzulhijjah* called *Arafah* means knowing. The next night, he was dreaming again the same dream. So, the next day, he decided to accomplish his *nazar*.

Then, Ibrahim as and his son went to a valley in Mina with a rope and sword. In that time, the cursed evil was very busy. back and forth. Ismail who sees it approach his dad. These evil try so hard to persuade them to mess them up. When they reached Mina, Ibrahim telling his son about his dream, then Ismail said do it. Ibrahim lied his son down and scratch his sword to Ismail neck as hard as he can. But Allah then changed his son with sheep. From, that day the moslem be supposed to have qurban.

**Kisi – Kisi Soal Bahasa Inggris Post Test I Kelas X**

**A Table of Specification**

Mata pelajaran : English/Bahasa Inggris

Kelas : X

Semester : I

Alokasi Waktu : 90 Minutes

Item : Essai

No	Tujuan Keterampilan	Tema / Subtema	Content	Object	Item Types	Item Number
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	Reading	Recount Text	Text	Menemukan ide pokok kalimat / utama dalam teks.	Essai	3,4,8
2.	Reading	Recount Text	Text	Menentukan / mengidentifikasi struktur teks	Essai	5,9
3.	Reading	Recount Text	Text	Menentukan / memahami unsur kebahasaan yang ada dalam teks	Essai	1,2
4.	Reading	Recount Text	Text	Mencari / menentukan nilai moral dan pesan yang terkandung dalam teks	Essai	6,7,10

**Kisi – Kisi Soal Bahasa Inggris Post Test II Kelas X****A Table of Specification**

Mata pelajaran : English/Bahas Inggris

Kelas : X

Semester : I

Alokasi Waktu : 90 Minutes

Item : Essai

No	Tujuan Keterampilan	Tema / Subtema	Content	Object	Item Types	Item Number
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	Reading	Recount Text	Text	Menemukan ide pokok kalimat / utama dalam teks.	Essai	1,4,5
2.	Reading	Recount Text	Text	Menentukan / mengidentifikasi struktur teks	Essai	2,7
3.	Reading	Recount Text	Text	Menentukan / memahami unsur kebahasaan yang ada dalam teks	Essai	3,6
4.	Reading	Recount Text	Text	Mencari / menentukan nilai moral dan pesan yang terkandung dalam teks	Essai	8,9,10

Name: Rizai Fajar

Class: X IPS 1

Answer the questions below based on the text above.

X. What is the topics of the text?

Stone

X. What is the orientation of the text?

Paragraph 1

X. The word 'my collection' in the line 21 imply to?

the stone

X. What is the re-orientation of this text?

Last Paragraph

X. The word 'it' in the line 26 refers to?

Stone

X. What is the writer mistakes?

Lost the stone

1/2 7. This story is telling us about?

Someone find stone

X. What can you learn from this story?

Choose good the decision

X. What is the moral value from the text?

Patient

X. If you were the writer, what did you do? bring the stone home or sell it?

Sell it

B =  $5\frac{1}{2}$  S =  $9\frac{1}{2}$



Name: Rifai Fajar

Class: X IPS 1

Please answer the question below based on the text above.

1. *Buraq* share meaning with *barg* which means?

Lightning

2. The word 'they' in the line sixteenth imply to?

Prophet Muhammad, Jibril and buraq

3. This story is telling us about? Please explain.

Isra' miraj

4. What is the main idea of the first paragraph?

Prophet Muhammad meet Jibril

5. Which paragraph the orientation of this text?

Paragraf 1

6. What can you learn from the story of Isra' miraj? Please explain.

Prophet Muhammad effort in bargain pray obligation

7. What is the moral value from this story and how can you apply this in your real life?

We Should be patient

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

they went to Sidratul Muntaha

9. What is the conclusion of this story?

the command of pray 5 times a day

10. What is the impact of Isra' miraj to moslem and why it is important?

moslem should pray 5 times a day as the obligation

B: 7½ S: 2½

75

Name: Rizai Fajar

Class: X IPS 1

Please answer the question below based on the text above!

1. This story is about? Please explain.

History of Qurban

2. The orientation of this text in which paragraph?

Paragraph one

3. The word 'he' in the line twelve refers to?

Prophet Ibrahim

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

the evil keep disturb them but finally they do the command and Allah change ismail to sheep

5. What is the main idea of the second paragraph?

Ibrahim dream about exdarnation that he should fulfill his nazar

6. The word 'them' in the line nineteenth refers to?

Ibrahim and Ismail

7. What is the conclusion of this story?

about qurban

8. What is the moral value and what is the importance of this story for moslem?

always be kind

9. What can you learn from this story, explain!

Patient

10. As moslem, how can you respect the patience and sacrifice of Ibrahim & Ismail a.s?

Respect Ibrahim . Ismail by do qurban and celebrate idul adha

B = 8      S = 2

80

Name: Annisa Rahmani Pablay Class: X IPS 1

Answer the questions below based on the text above.

1. What is the topics of the text?

stone

2. What is the orientation of the text?

paragraph 1

3. The word 'my collection' in the line 21 imply to?

his stones

4. What is the re-orientation of this text?

paragraph last

5. The word 'it' in the line 26 refers to?

the stone

6. What is the writer mistakes?

lost his stone

7. This story is telling us about?

stone

8. What can you learn from this story?

luckiness

9. What is the moral value from the text?

be careful on something

10. If you were the writer, what did you do? bring the stone home or sell it?

sell it

B: 5 S: 5

50

Name: Annisa Fahrani Robby Class: X IPS 1

Please answer the question below based on the text above.

1. Burag share meaning with *barg* which means?

lightning

2. The word 'they' in the line sixteenth imply to?

prophet Muhammad, Jibril and burag

3. This story is telling us about? Please explain.

Isra' miraj

4. What is the main idea of the first paragraph?

prophet Muhammad meet Jibril

5. Which paragraph the orientation of this text?

paragraf 1

6. What can you learn from the story of Isra' miraj? Please explain.

prophet Muhammad effort in bargain pray obligation

7. What is the moral value from this story and how can you apply this in your real life? we should be patient

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

they went to Sidratul Muntaha

9. What is the conclusion of this story?

the command of pray 5 times a day

10. What is the impact of Isra' miraj to moslem and why it is important?

moslem should pray 5 times a day as the obligation

B = 7 1/2

S = 2 1/2

75

Name: Armsa Rahmani Rabby Class: X IPS 1

Please answer the question below based on the text above!

1. This story is about? Please explain.  
the history of qurban
2. The orientation of this text in which paragraph?  
first paragraph
3. The word 'he' in the line twelve refers to?  
Ibrahim
4. What is the main idea of the last paragraph?  
the conclusion of story
5. What is the main idea of the second paragraph?  
Ibrahim dream about the exclamation
6. The word 'them' in the line nineteenth refers to?  
Ibrahim and Ismail
7. What is the conclusion of this story?  
this is the story how we should qurban
8. What is the moral value and what is the importance of this story for moslem?  
this story teach about patient
9. What can you learn from this story, explain!  
patient and the should of qurban
10. As moslem, how can you respect the patience and sacrifice of Ibrahim & Ismail a.s?  
do qurban if we can

B =  $8\frac{1}{2}$  S =  $1\frac{1}{2}$

(85)

Name: Ulfiya Ulfiatul Adbiyah Class: XIB 1

Answer the questions below based on the text above.

X1. What is the topics of the text?

stone

X2. What is the orientation of the text?

Paragraph 1

3. The word 'my collection' in the line 21 imply to?

stone collection

X. What is the re-orientation of this text?

Last Paragraph

5. The word 'it' in the line 26 refers to?

the stone

6. What is the writer mistakes?

lost his stone

7. This story is telling us about?

someone who find ~~precious~~ precious stone

8. What can you learn from this story?

should choose good the ~~idea~~ decision

X9. What is the moral value from the text?

patient

10. If you were the writer, what did you do? bring the stone home or sell it?

sell it

B: 6

S: 4

60

Name: Ulkhya Ulfiatul Qolbiyah

Class: X IPS 1

Please answer the question below based on the text above.

1. *Buraq* share meaning with *barg* which means?

lightning

2. The word 'they' in the line sixteenth imply to?

Prophet Muhammad & Jibril

3. This story is telling us about? Please explain.

$\frac{1}{2}$  about Isra' miraj

4. What is the main idea of the first paragraph?

Prophet Muhammad visited by jibril

5. Which paragraph the orientation of this text?

Paragraph 1

6. What can you learn from the story of Isra' miraj? Please explain.

pray 5 times

7. What is the moral value from this story and how can you apply this in your real life? because Muhammad effort we should take pray

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

they went to Sidratul Muntaha

9. What is the conclusion of this story?

Muslim should pray 5 times a day

10. What is the impact of Isra' miraj to moslem and why it is important?

moslem should pray 5 times a day

B:  $7\frac{1}{2}$

S:  $1\frac{1}{2}$

75,

Name: Ulkhija Ulfratul Qolbiyah

Class: X IPS 1

Please answer the question below based on the text above!

1. This story is about? Please explain.

History of Qurban

2. The orientation of this text in which paragraph?

First paragraph are

3. The word 'he' in the line twelve refers to?

Prophet Ibrahim

4. What is the main idea of the last paragraph?  
the evil keep disturb them but findly they do the command and Allah change ismail to sheep

5. What is the main idea of the second paragraph?

Ibrahim dream about exclamation that he should fulfill his nazar

6. The word 'them' in the line nineteenth refers to?

Ibrahim and Ismail

7. What is the conclusion of this story?

About Qurban

8. What is the moral value and what is the importance of this story for moslem?

always be kind

9. What can you learn from this story, explain!

Patience

10. As moslem, how can you respect the patience and sacrifice of Ibrahim & Ismail a.s?  
Respect Ibrahim and ismail by do Qurban and celebrate idul adha

B = 8 S = 2

80

### Observation Sheet of Student's Activities on Cycle I

**School** : MAN 1 Lampung Timur

**Class** : X IPS 1

**Subject** : English

No	Name	Students Activities			
		A	B	C	D
1.	ALA	✓	✓	✓	✓
2.	AM				
3.	AAS				
4.	ARR	✓	✓	✓	✓
5.	ADN	✓	✓	✓	✓
6.	CNP	✓		✓	
7.	CNA	✓		✓	
8.	DL				
9.	FK	✓	✓	✓	✓
10.	HO	✓		✓	✓
11.	HW	✓		✓	✓
12.	IHA				
13.	KR				
14.	MRF	✓	✓	✓	✓
15.	MAP	✓	✓	✓	✓
16.	MFH	✓		✓	✓
17.	MSA	✓	✓	✓	✓
18.	MSF	✓	✓	✓	✓
19.	NZH	✓		✓	
20.	NAP	✓	✓	✓	✓
21.	RW	✓		✓	✓
22.	RFP	✓		✓	

23.	RM	✓	✓	✓	✓
24.	SA				
25.	TA	✓		✓	✓
26.	ULQ	✓			
27.	VI			✓	
28.	WW				

**Notes :**

**The indicators that observed are:**

- a. Paying attention
- b. Answering the question
- c. Doing the task
- d. Making note

**The Researcher**



**Fellisya Hepta Amanda**  
**S.N. 1501070169**

### Observation Sheet of Student's Activities on Cycle II

**School** : MAN 1 Lampung Timur  
**Class** : X IPS 1  
**Subject** : English

No	Name	Students Activities			
		A	B	C	D
1.	ALA	✓	✓	✓	✓
2.	AM	✓		✓	
3.	AAS			✓	✓
4.	ARR	✓	✓	✓	✓
5.	ADN	✓	✓	✓	✓
6.	CNP	✓	✓	✓	
7.	CNA	✓	✓	✓	✓
8.	DL	✓		✓	
9.	FK	✓	✓	✓	✓
10.	HO	✓	✓	✓	✓
11.	HW	✓		✓	✓
12.	IHA	✓	✓	✓	✓
13.	KR			✓	
14.	MRF	✓	✓	✓	✓
15.	MAP	✓	✓	✓	✓
16.	MFH	✓	✓	✓	✓
17.	MSA	✓	✓	✓	✓
18.	MSF	✓	✓	✓	✓
19.	NZH	✓	✓	✓	
20.	NAP	✓	✓	✓	✓
21.	RW	✓		✓	✓
22.	RFP	✓	✓	✓	✓

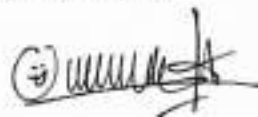
23.	RM	✓	✓	✓	✓
24.	SA		✓	✓	✓
25.	TA	✓	✓	✓	✓
26.	ULQ	✓		✓	✓
27.	VI	✓	✓	✓	✓
28.	WW	✓			✓

Notes :

The indicators that observed are:

- a. Paying attention
- b. Answering the question
- c. Doing the task
- d. Making note

The Researcher



Fellisya Hepta Amanda  
S.N. 1501070169

### Field Note

Cycle	Note of Student's Activities
Pre-Test	Before implementing the method:  1. most of students are not able to identify the structure of the text.  2. many students have difficulties in find out the meaning of the difficult words.  3. most of students are not active in answering teacher question.
Cycle I	After implementing the method:  1. the students started to feel interesting in following the lesson.  2. students started to understand how to identify the text.  3. many of students started to be more active in teaching learning process.
Cycle II	After implementing the method:  1. the students enjoyed the teaching learning process.  2. students understand how to identify the text.  3. many of students became more active in teaching learning process.

**The Researcher**



**Fellisya Hepta Amanda**  
**S.N. 1501070169**

## DOCUMENTATION





## **CURRICULUM VITAE**

Fellisya Hepta Amanda was born in Metro on March 24th, 1997. Live in 15 A Iringmulyo. The writer finished her formal education on Aisyiyah Kindergarden, Muhammadiyah Elementary School, MTs Muhammadiyah and SMAM 1 Senior High School. The writer became the student of IAIN Metro since 2015.



The writer listed as a student in English department of IAIN Metro. The writer really loved reading since she was kid, loved variety kinds of book whether it is fiction such as novel, short story even non-fiction such as scientific and religious books.