

AN UNDERGRADUATE THESIS

**IMPROVING READING COMPREHENSION
THROUGH JOT CHART STRATEGY
AMONG THE TENTH GRADERS
AT SMA MUHAMMADIYAH 2 METRO**

BY :

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Student Number : 1501070163**



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

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

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

BY :

DIAH INDAH PERMATASARI
Student Number : 1501070163

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

Sponsor : Dr. Umi Yawisah, M.Hum
Co- Sponsor : Ahmad Subhan Roza, M.Pd

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

**IMPROVING READING COMPREHENSION
THROUGH *JOT CHART STRATEGY*
AMONG THE TENTH GRADERS
AT SMA MUHAMMADIYAH 2 METRO**

ABSTRACT

**By:
DIAH INDAH PERMATASARI**

The purposes of this research are to represent that using *jot chart strategy* can improve the students' reading comprehension and students' learning activities at the tenth graders of SMA Muhammadiyah 2 Metro. The writer had limited the problem in this research that focused on reading comprehension. To improve students' reading comprehension, the researcher used *jot chart strategy*.

Furthermore, the kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, the researcher used test, observation, documentation and field note. This research was conducted in collaborative with an English teacher of SMA Muhammadiyah 2 Metro that is mrs. Novi Candra Dewi, S.Pd.

Finally, the result of this research proves that the use of *jot chart strategy* can improve the students' reading comprehension. It is because based on the result of post test II, 73% of the students achieve the Minimum Mastery Criteria (MMC). In addition, the result of post test II proves that the precentage of students learning activity is 84%. It means that *jot chart strategy* can improve the students' learning activity. Therefore, it is concluded that the use of *jot chart strategy* can improve students' reading comprehension and their learning activity.

Keywords: *Reading Comprehension, Jot Chart Strategy.*

**PENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
DENGAN MENGGUNAKAN *STRATEGI JOT CHART*
PADA SISWA KELAS SEPULUH SMA MUHAMMADIYAH 2 METRO**

ABSTRAK

Oleh:

DIAH INDAH PERMATASARI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi *jot chart* dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas sepuluh SMA Muhammadiyah 2 Metro. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan *strategi jot chart*.

Selanjutnya, bentuk dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas sepuluh SMA Muhamadiyah 2 Metro yaitu ibu Novi Candra Dewi, S.Pd.

Akhirnya, kesimpulan dari penelitian ini menunjukan bahwa penggunaan *strategi jot chart* dapat meningkatkan pemahaman membaca siswa. Ini berdasarkan kesimpulan dari post test II 73% dari siswa dapat mencapai standar kriteria. Selain itu, kesimpulan dari post test II menunjukan presentasi dari aktivitas pembelajaran adalah 84% ini berarti *strategi jot chart* dapat meningkatkan aktivitas pembelajaran siswa. Oleh karena itu, dapat disimpulkan bahwa menggunakan *strategi jot chart* dapat meningkatkan pemahaman membaca dan aktivitas pembelajaran siswa.

Kata Kunci : *Pemahaman Membaca, Strategi Jot Chart.*



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APPROVAL PAGE

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NOTIFICATION LETTER

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

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

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

Wassalamu'alaikum Wr.Wb.

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NOTA DINAS

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di-
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Assalamu'alaikum Wr.Wb.

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

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CHART STRATEGY AMONG THE TENTH GRADERS AT SMA
MUHAMMADIYAH 2 METRO

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

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION THROUGH JOT CHART STRATEGY AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO, written by Diah Indah Permatasari, student number 1501070163, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, 20th November 2019 at 09.00 – 11.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner I	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner II	: Ahmad Subhan Roza, M.Pd	(.....)
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Diah Indah Permatasari
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, October 03rd 2019

The writer



Diah Indah Permatasari
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ORISINALITAS PENELITIAN

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

Metro, 03 Oktober 2019

Penulis



Diah Indah Permatasari
NPM. 1501070163

Motto

" فَاصْبِرْ صَبْرًا جَمِيلًا " .. (المعارف, ٥)

**"So be patient with good patience."
(Al – Maarij, 5)**

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

*My beloved parents, Mr. Tubagus Iskandar and Mrs. Masnah
who always support me by their endless love*

*My lovely Brothers, and Sister
Tubagus Surya Negara, Tubagus Arya Wijaya and Diah Mustika Perwita
who have given wonderful motivation for me*

*To Mas Agus Muhammad Fakhri Rizky Ramadhan
who always give me support and du'a*

All of my family whom I widely love

*My best squad: Annisa Nurmala Dewi, Akyu Nina, Dwi Purnamasari, Inggit
Pasdiqomah, Intan Priska Kurnia Selly, Lailatun Najah*

My Almamater IAIN Metro, Lampung

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This Undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled "Improving Reading Comprehension Through Jot Chart Strategy at the Tenth Graders of SMA Muhammadiyah 2 Metro."

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Furthermore, the researcher also would like to express her inner thanks to the lecturers of English Education Department, and also all of her friends in English Department who always accompany and empower her to finish her undergraduate thesis.

The researcher feels that is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and those who are interested in reading it.

Metro, October 2019

The Writer



DIAH INDAH PERMATASARI

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is very important to be taught in Indonesia. In this globalization era, English is widely used in economic, politic, science, and technology. Because of the reasons, the goverment of Indonesia chooses English as the first foreign language that is taught to the students from Junior high school until University. Therefore, English must be learned well so people can use it to look for the job and can continue to their higher education. Furthermore, to learn and to mastery English well, the students definitely need to focus on four basic skills in English such as listening, speaking, reading and writing. By mastering those skills, the students will more easily understand various aspects around them.

Moreover, reading is very crucial skill for students because reading is the key to unlock future sucecss. Through reading, people can get information that they need. People can get much important information from newspapers, science book, education and other sources. They can get knowledge and get many ideas. Therefore, reading can stimulate people brain in thingking and concentrating.

However, there are some problems encountered by the students in reading comprehension ability. The main problem of reading is having limited vocabulary so the students are difficult in identifying the ideas of

the text. Students do not have interest in reading because they have difficulties to determine kind and purpose of the text. In addition, the students feel confuse to find the important part of the text since the text is long.

In addition, the reading problems above, the tenth graders of SMA Muhammadiyah 2 Metro get difficulty in reading. In the process of pre-survey, the researcher got the archive of the students' assignment from the English teacher in the form of students' reading comprehension assignment. Based on the result of pre-survey conducted at SMA Muhammadiyah 2 Metro on Tuesday 9th April 2019, reading comprehension of the tenth graders is insufficient.

The following table illustrates the reading comprehension based on Minimum Mastery Criteria (MMC).

Table 1
The Pre-survey data of Reading Comprehension
Among the Tenth Graders at SMA Muhammadiyah 2 Metro

NO.	Minimum Mastery Criteria (MMC)	Number of Student	Percentage	Criteria
1.	> 75	4	36 %	Complete
2.	≤ 75	7	64 %	Incomplete

(Archived from the students' reading comprehension assignment given by the English teacher on Tuesday 9th April 2019)

Based on the result pre-survey above, there are just six students who are able to complete the Minimum Mastery Criteria (MMC). The percentage of students who are able to complete the Minimum Mastery Criteria (MMC) is 36 %. Meanwhile, there are twelve students who are not

able to complete the Minimum Mastery Criteria (MMC). The percentage of students who are not able to complete the Minimum Mastery Criteria (MMC) is 64 %. The data prove that the percentage of the students who are able to complete Minimum Mastery Criteria (MMC) is less than those who are not complete the Minimum Mastery Criteria (MMC). Therefore, it is clear that most of the students have problems in their reading comprehension.

Furthermore, the researcher investigated that the tenth graders of SMA Muhammadiyah 2 Metro get difficulty in reading because they have limited vocabulary and grammar mastery. They have low motivation in reading so they are lazy in reading the long text. They are hard to identify the main idea and supporting detail of the text. So they do not comprehend the content of the reading text. Therefore, the students are not able to read the text comprehensively.

Therefore, to solve these problems the researcher used an alternative teaching strategy namely Jot Chart strategy. Jot chart strategy is a teaching strategy that is appropriate to apply in teaching reading. By using this strategy, the students can get information from a text based on what have read and can help students to improve their comprehension in reading text. Students can identify ideas in a text. This strategy is effective for visualizing information regarding ideas, people, event, and process. Jot chart provides students with a simple outlining tool for organizing related information.

Based on the statements above, the researcher assumed that jot chart strategy seemed to be a good alternative way to improve their reading comprehension. Therefore, the researcher conducted the research under the title “IMPROVING READING COMPREHENSION THROUGH JOT CHART STRATEGY AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO.”

B. Problem Identification

Based on background of problem above, the researcher identified some problems, as follow :

1. The students have poor vocabulary mastery.
2. The students are incompetent in grammar mastery.
3. The students do not have high motivation in reading.
4. Students are difficult in identifying the main idea and supporting detail of each paragraph in the text.
5. The students are not able to read the text comprehensively.

C. Problem Limitation

After identifying the problems, the researcher limited the problems by focusing on “the students are not able to read the text comprehensively.” The improvement of students reading comprehension was done by using Jot Chart strategy.

D. Problem Formulation

In relation with the problem limitation above, the researcher formulated the problem of this research as follows :

Can the use of Jot Chart strategy improve students' reading comprehension and their learning activities among the Tenth Graders at SMA Muhammadiyah 2 Metro ?

E. Objective and Benefits of the Study

1. Objective of this research as follows :

To Improve students reading comprehension and their learning activities by using Jot Chart Strategy among the tenth grade at SMA Muhammadiyah 2 Metro.

2. Benefits of the Study

a) For the Students

As the result of the students' learning, the students can more participate fully in the class. Therefore, they will have more motivation in reading comprehension.

b) For Teacher of English

The researcher hopes that this research becomes one of the sources of inspiration for English teachers to choose the right learning strategies to improve students' reading skills.

c) For the other Researchers

This research can be one concrete example of an effort to improve reading using that strategy. This research is useful for further research to be developed into the next research.

F. Prior Research

This research was carried out by considering several previous studies so that researchers get a strong view and foundation of the first previous research conducted by Ria Sawitni with the title “The Effect of Using Jot Chart Strategy Toward Students’ Reading Comprehension at Junior High School A study at grade ninth Students of SMPN 3 Pasaman.”¹ This study has similarities with previous research, the first equation being in a suitable teaching strategy used in teaching reading.

The first previous research also had differences with this study. The first difference lies in the difference in this study sample. This study involved the tenth grade students of SMA Muhammadiyah 2 Metro as a research sample. While the first previous study involved at the ninth grade students of SMPN 3 Pasaman as the study sample. The next difference is that the research method used in this study used Classroom Action Research (CAR) to improve reading comprehension, while the first previous study used quantitative research with an experimental study form. The next difference is in the number of teaching strategies carried out in the study. This study only used one teaching strategy or technique, namely the Jot Chart. Whereas the previous research which first collaborated two

¹ Ria Sawitni, “*The Effect Of Using Jot Chart Strategy toward Students’ Reading Comprehension at Junior High School (A study at Grade Ninth Students of SMP Pasaman).*” STKIP PGRI West Sumatera, 2014.

teaching techniques to improve reading included Jot Chart strategies and QAR strategies.

The first research got the value of test was 4,90 and the value of table was 2,02. It means that t-test was higher than t-table, so hypothesis one was accepted. Finally, the first prior research concluded that there was significant effect of Jot chart Strategy toward students' reading comprehension. This strategy was more effective to be applied in teaching reading than Question – Answer Relationship strategy because the students were more active and interactive in the class. Their reading comprehension was improved, while the reading comprehension of other class taught by using QAR strategy was not improved.

The second previous research was conducted by Syaifudin Latif D with the title “Optimizing Graphic Organizers to Improve Students' Reading Comprehension (*A classroom Action Research at the Eleventh Students of SMA Negeri 6 Surakakarta in 2009/2010 Academic Year*)”.² This study has similarities with previous research. The first similarity is in form of the same teaching strategy used in teaching reading. The next similarity is the research method that is Classroom Action Research (CAR) to improve reading comprehension.

The second previous research also had differences with this study. The first difference lies in the difference in this study sample. This study involved the tenth grade students of SMA Muhammadiyah 2 Metro as a

² Syaifudin Latif D, *Optimizing Graphic Organizers to Improve Students' Reading Comprehension (A classroom Action Research at the Eleventh Students of SMA Negeri 6 Surakakarta in 2009/2010 Academic Year)*, Vol 1, No.2, Muhammadiyah University Metro, 2012

research sample. While the second previous study involved at the eleventh grade students of SMAN 6 Surakarta as the study sample. The next difference is in the number of teaching strategies carried out in the study. This study only used one teaching strategy or technique, namely the Jot Chart. Whereas the second previous research used the Graphic Organizers such as sequence chart, Disagree Chart, Flow chart.

The third previous research, conducted by Dwi Putranti with the title “Improving the students’ Reading Comprehension Skill by Using the Graphic Organizer for Grade VIIIID at SMPN 1 Berbah in the Academic Year of 2014/2015”.³ This study has similarities with previous research. The first similarity is in form of the same teaching strategy used in teaching reading. The next similarity is the research method that is Classroom Action Research (CAR) to improve reading comprehension.

The third previous research also had differences with this study. The first difference lies in the difference in this study sample. This study involved the tenth grade students of SMA Muhammadiyah 2 Metro as a research sample. While the third previous study involved at the VIIIID grade students of SMPN 1 Berbah as the study sample. The next difference is in the number of teaching strategies carried out in the study. This study only used one teaching strategy or technique, namely the Jot Chart. Whereas the third previous research used the Graphic Organizers such as reading charts, maps, graphs, diagram.

³ Dwi Putranti, *Improving the students’ Reading Comprehension Skill by Using the Graphic Organizer for Grade VIIIID at SMPN 1 Berbah* in the Academic Year of 2014/2015, Yogyakarta State University, 2015.

Based on the description of prior research above, the researcher refers to using classroom action research (CAR) as the second previous research because the class and type of research are the same.

CHAPTER II

LITERATURE REVIEW

- **The Concept of Reading Comprehension**

- A. The Concept of Reading**

- a. The Definition of Reading**

Reading is a process of understanding written texts. It is a complex activity that involves both perception and thought.⁴ Terminologically, there are some experts that have different definitions for reading, but here the researcher takes several definitions according to the experts as follows :

According to Geoffrey Broughton, reading is a common place of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them.⁵ However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text.

Whereas, Margaret J. Snowling and Charles Hulme state that reading is information-processing: transforming print to speech, or printing to meaning.⁶ It means that to get information of the text,

⁴ Elizabeth S, Pang et.al, *Teaching Reading*, IAE, Palais des Academies, Switzerland, 2003 P.6

⁵ Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition*, (London : University of London Institute of Education, 2003), P.89

⁶ Margaret J. Snowling and Charles Hulme, *The Science of Reading : A Handbook*, (USA : 2005) P.6

the reader should comprehend more about written text accurately and carefully.

Based on the statement above, it can be inferred that reading is a process of readers combining information from a text and their own background knowledge to build meaning. It means that the reading activity does not focus on reading the written word but focuses on the comprehension process of the text.

b. Models of Reading

There are processes of constructing meaning of the text are presented below:⁷

A. Top-down Model

According to J. Charles, “Top-down model means that approaches emphasize the importance of these schemata, and the reader’s contribution, over the incoming text. In the top-down model, the reader’s prior knowledge and cognitive and linguistic competence play key roles in the construction of meaning.

It can be inferred that in the top-down model, the reader plays an active role in the process. Students try to predict the point of view of the text based on their own prior knowledge to get information from the text.

B. Bottom-up Model

⁷ J. Charles Alderson, *Assessing Reading*, (New York : Cambridge University Press, 2000), P.16-18

The Bottom-up Model means that approaches are serial models, where the reader begins with the printed word, recognize graphic stimuli, decodes them to sound, recognizes words and decodes meanings.

It means that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases, sentences). Next syntactic and semantic processing will be happened. As the result, the written texts are understood by the reader.

C. Interactive Model

Interactive models are not combined between bottom-up and top-down model. Neither the bottom-up nor the top-down is an satisfy characterisation of the reading process, and more satisfy models are known as interactive models.

It means that this model occurs when both of bottom-up and top-down model processes occur when the reader read the text.

c. Some Factors Influencing Reading

There are some factors that influence the students' reading and they are related one and another. There factors are :

a) Prior Knowledge

Prior knowledge or usually called background knowledge is important to create new knowledge, without prior

knowledge written material would be meaningless. Prior knowledge is expressed with words.⁸ Prior knowledge helps the students to comprehend what are written and making inferences or prediction about the text. it means that prior knowledge is very important in reading to get meaning in passage.

b) Schema Theory

Schema theory attempts to explain how knowledge is represented in the main and how those representations facilitate the use of knowledge.⁹ To make it simply, schema theory states that all knowledge is organized into units. Within these units of knowledge, or schema is stored information. Then it is a generalized description or a conceptual system for understanding knowledge is represented and how it is used.

c) Motivation

Motivation plays an important role in comprehending text. The students will be motivated to read when they fell they need something from the text.

d) Text Cohere and Structure

The complicatedness of the text will influence understanding the text. The reader and text is written should be

⁸ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009), p. 14.

⁹ Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New york : London, 2007), P.2

attention in reading comprehension. A good text, there is relationship between one paragraph and another that has logical connection and coherent, so the reader can comprehend text easily. The structure of the sentence and choices of words can affect the understanding of the text by the readers.

B. The Concept of Reading Comprehension

a. The Definition of Comprehension

Comprehension is an important role in reading, because it help students to understand and to interpret what is the meaning of the text. There are some experts that have different definitions for Reading comprehension, but here the researcher takes several definitions according to the experts as follows:

According to Elizabeth, comprehension is process deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹⁰ It can be concluded that comprehension is the action or capability of understanding something well, such as comprehending more about written text meticulously and carefully in language learning process.

¹⁰ Elizabeth S, Pang et.al, *Teaching Reading*, IAE, Palais des Academies, Switzerland, 2003
P.14

Karen R. Harris defines that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text itself.¹¹ Furthermore, Rebecca defines reading comprehension as a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can not struggle in many subject areas.¹² In the other words, to be successfull in reading comprehension, students need actively and focus on what they read. Processing comprehension guides the students to comprehend the text with fluency, necessary vocabulary, and text appropriate background knowledge.

Based on the statement above, it can be inferred that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency.

b. Kind of Reading Comprehension

Comprehension is the activity of understanding what is being read by the reader. Related to the kind of reading comprehension, they are broadly categorized into three kinds which depend on the reader's level of comprehension. They are following:

¹¹ Karen R. Harris and Steve Graham, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New york : London, 2007), P.8

¹² Rebecca J. Baier, *Reading Comprehension and Reading Strategies*, (University of Wisconsin-stout : 2005), P.1

d) Inferential comprehension

Inferential comprehension is closely related to making inference. According to Mickulecky and Jeffries making inference is the ability to find out text clues and to guess the topic that is not directly stated in the text.¹³ It can be inferred that inferential comprehension is the reader's interpretation how they infer the things that are not be directly stated in the text which needs good comprehension to gain the meaning or information.

e) Literal meaning

According to Dorn and Soffos, literal meaning is what the text describes as happen or factual information in the text.¹⁴ It means that this level of understanding provides the foundation for more advanced comprehension. Without understanding the text, it could not go any farther.

f) Critical or evaluative comprehension

Critical comprehension has higher complexities than previous kind of reading comprehension. According to Scanlon, critical comprehension entails the ability to evaluate the information in the text relative to what it means to the reader and relative to the intentions, expertise and author's perspective.¹⁵ It means that

¹³ Beatrice S Mickulecky and Linda Jeffries, *More Reading Power*, (New York : Longman, 1996), P.150

¹⁴ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension*, (Portland : Stenhouse Publishers, 2005), P.14

¹⁵ Donna Scanlon, et al, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), P.278

critical comprehension needs deeper thinking to map the message or information.

c. Measurement of Reading Comprehension

Reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as the teacher create assessment of general language ability.¹⁶

To know the achievement of reading comprehension skills in reading comprehension should be measured by using the assessment of reading.

The measurements of reading comprehension rubric related to Joan F. Groeber, as follows:¹⁷

¹⁶ H. Douglas Brown, *“Language Assessment: Principle and Classroom Practices”*, (Longman), P.185

¹⁷ Joan F. Groeber, *Designing and Using Rubrics of Reading and Language Arts*, (London: Corwin Press, 2007), Second Edition, P.27

Table 2
Rubric of Reading Comprehension

Criteria	4	3	2	1
Puurpose	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
1. identifies topic				
2. understands author's purpose				
Format	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
A. identifies text structure				
B. understands graphic organizers that display data				
Content	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
2. ses context clues to learn specialized vocabulary				

Note :

NO	Grade	Criteria
1.	84 – 100	Excellent
2.	63 – 83	Good
3.	42 – 62	Fair
4.	21 – 41	Poor
5.	0 – 20	Very poor

B. The Concept of Jot Chart Strategy

A. The Definition of Jot Chart Strategy

Jot chart is a strategy that is suitable to apply in teaching reading. By using this strategy, the students are easy to get information from a text based on what they have read, so it can help students to improve their comprehension in reading text.¹⁸ It means that by using Jot Chart Strategy, the students can identify ideas in a text.

Diane defines Jot chart as an outline that students develop as they read a passage, to help them identify ideas and facts as they read.¹⁹ In the other words, the readers who are already fluent may find this technique distracting.

Whereas, Vacca states that jot chart help students make sense of what they have read by providing a matrix to help them organize information according to how the concept are alike or different. In effect, by utilizing Jot charts, students can gather, organize, and synthesize the videos, and so forth into a two dimensional matrix with topics, categories, or items recorded horizontally and specific questions or characteristics recorded

¹⁸ Ria Sawitni, "*The Effect Of Using Jot Chart Strategy toward Students' Reading Comprehension at Junior High School*." STKIP PGRI West Sumatera, 2014.

¹⁹ Diane Ravitch. *Association for Supervision and Curriculum Development*. (USA : Alexandria, Virginia, 2007), p. 126.

vertically.²⁰ It can be said that Jot charts can be used in any content area and can be developed in a variety of ways.

Based on quotations above, it can be inferred that the definition of Jot Chart is the strategy that helps the students to visualizing information regarding ideas, people, event, and process. Jot chart provides students with a simple outlining tool for organizing related information through a chart.

B. The Benefits of Jot Chart Strategy

A. The Benefits of Jot Chart Strategies are:²¹

- 1) Jot chart strategy helps students to identify ideas and facts as they have read by providing matrix to help them organize information according to how the concepts are alike or different.
- 2) Jot chart strategy is effective for visualizing information regarding the ideas, people, events, and process.
- 3) Jot chart helps students become more organized and methodical in note taking.
- 4) Jot chart encourages students to focus on the important elements of the material. By writing down important concepts, students process the information and more able to remember it.

²⁰ Roberta L. Sejnost. *Tools for Teaching in the Block*. (London: SAGE.: Ltd, 2009), p.135

²¹ *Ibid*, p.135

5) Jot chart can be used in any content area and can be developed in a variety of ways.

B. The Weakness of the Jot Chart Strategies are:²²

- 1) The students have difficulty to find explicit information.
- 2) The students have difficulty to find the wrong meaning.
- 3) The students have difficulty to find main idea in the text.

C. The Implementation of Jot Chart in Teaching Reading Comprehension

There are some structural steps in implementing Jot Chart Strategy, as follows:²³

6. The teacher creates a Jot chart on the board or print a copy for each students. It should be created as follows:
 - Topics / subheading listed under the general topic or the first column in the jot chart.
 - Question / ideas, characteristic, event or process of the text written at the top of columns.
7. The teacher discusses the purpose of the chart with students before reading assignment. Teacher also give an example of a chart to help clarify the function.

²² Syaifudin Latif D, *Optimizing Graphic Organizers to Improve Students' Reading Comprehension* (A classroom Action Research at the Eleventh Students of SMA Negeri 6 Surakakarta in 2009/2010 Academic Year), Vol 1, No.2, Muhammadiyah University Metro, 2012.

²³ Katherine D. Wiesendanger. *Strategies for Literacy Education*. (Colombus: Alfred University), p.185

8. The teacher asks the students to read the selection and complete the Jot chart.
9. The teacher discusses the findings of the students and compile result into a group Jot chart and stresses the relationships between the data and the chart.

D. The Example of Jot Chart Strategy in Teaching Reading Comprehension

In Strategies for Literacy book, Katherine gives an example of reading learning using the Jot Chart strategy. The following descriptive or nonfiction text is an example of applying the Jot Chart strategy.²⁴

²⁴ *Ibid*, p.187

Figure 1
Table in Jot Chart Strategy

Jot Chart: Sea Creatures

Giant creatures	What size is the creature ?	Interesting fact about the creature
Bowhead whale	18 meters long	Its head 1/3 of its length.
Gray whale	15 meters long	It travels 20.000 kilometers between summer and winter.
Blue whale	30 meters long	It is the largest whale of all and may weight 160 tonnes.

Jot Chart: Inventions

Looking closer	When was it invented ?	What was it used for ?
Microscope	1590	It was used to study plants.
Telescope	1608	It was used to study the stars.
Endoscope	1956	It was used to see inside the human body.

C. Action Hypothesis

The action Hypothesis of this research is outlined, as follow:

“If Jot Chart Strategy is applied, it can improve students’ reading comprehension and students learning activities among the tenth Graders at SMA Muhammadiyah 2 Metro.”

CHAPTER III

RESEARCH METHODOLOGY

1. Variable and Definition of Operational Variable

1. Variable of the Research

The variable of this research consists of two types of variables among others: independent and dependent variables. Dependent variables of this research is Reading Comprehension. Meanwhile, the independent variable of this research is Jot Chart Strategy.

2. The Definition of Operational Variable

The definition of operational variable is explained, as follows:

1. Reading comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex process that includes of word reading, word knowledge and fluency.

2. Jot Chart

Jot chart is a teaching strategy that helps students to visualize the information regarding ideas, people, event and process with a simple outlining tool for organizing related information through a chart. In using jot chart strategy, the researcher created a jot chart on board or print of copy for each students. It should be created as the topic or subheading and the question based on the text. The researcher discussed the purpose

with students before reading assignment and gave an example a chart to clarify the function. Then, the researcher asked the students to read selection and completed the jot chart. After that the researcher discussed the findings of students and compiled the result into a group jot chart while stressing in relationship between the data and the chart.

2. The Research Setting

The researcher conducted the Classroom Action Research (CAR) at SMA Muhammadiyah 2 Metro. The object of this research is the students' reading comprehension at X IPA 1 of SMA Muhammadiyah 2 Metro, consist of 11 students. The school is located at KH. Dahlan street Number 1 Metro center.

3. The Subject of the Research

The subjects of the action research are the students of X IPA 1 at SMA Muhammadiyah 2 Metro. SMA Muhammadiyah 2 Metro is one of the private school in Lampung, it has 119 students and 32 teachers.

The teacher chose one of the classes that the students had a lower average score in reading comprehension. Based on the teacher's experience during teaching and learning activities in reading of English subject, the teacher indicated that the students are difficult in identifying the main idea and supporting detail of the text, exactly the Jot chart strategy is the solution for making the students better in reading comprehension.

Table 3
Total students among the tenth grade SMA Muhammadiyah 2 Metro

No	Class	Gender		Total
		Male	Female	
1	X IPA 1	2	9	11

4. Action Plan

In this chapter, the researcher illustrated a brief history of classroom action research. The focus of this research is to improve students' reading comprehension. According Anne Burn, action research is the data collection methods adopted by the researchers can be triangulated. Triangulation involves gathering data from a number of different sources so that the research findings or insights can be tested out against each other. This increases the reliability and validity of the research.²⁵ Furthermore, Jean McNiff states action research is a name given to particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.²⁶

Based on the statement above, it is concluded that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying

²⁵ Anne Burn, *Collaborative Action Research for English Language Teachers*, (Cambridge University : Press 1999) P.25

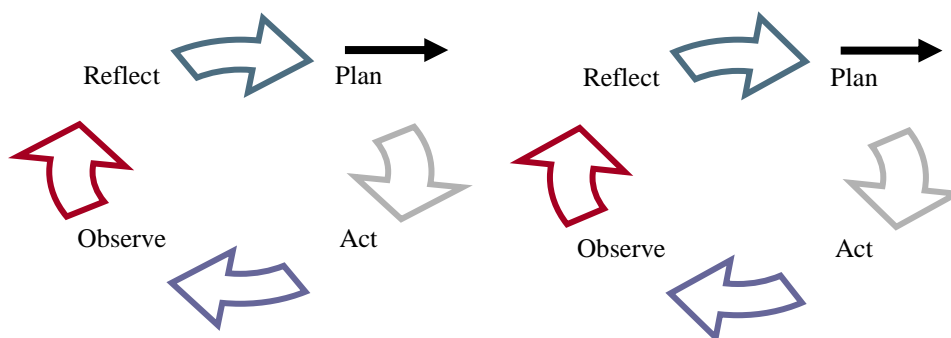
²⁶ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

a new method, strategy, or technique as an alternative way leading to innovation.

In this research, the researcher conducted in multiple cycles. It means that this research stopped if the indicator of success is achieved. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Spiral Classroom Action Research



Jean McNiff's Model²⁷

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

A. Cycle 1

D. Planning

In this research, the researcher conducted some plans, namely:

D. Preparing English subject lesson plan

E. Preparing materials and media of learning

²⁷ *Ibid*, 41.

F. Making observation sheets and list of students' name.

G. Making work sheets and answering sheets which will be learned by the students.

H. Making test which will be used in pre-test and post-test.

E. Acting

In this action, the researcher administrated pre-test, treatment and post-test to the students. The action was conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

1) The teacher gave test to the students about descriptive text as pre-test of the research and beginning score in Jot Chart.

2) The teacher did treatment by using jot Chart Strategy to explain the material about descriptive text that consists of, as follows:

1) The teacher created a Jot chart on the board or print a copy for each students. It should be created as follows:

- Topics / subheading listed under the general topic or the first column in the jot chart.

- Question / ideas, characteristic, event or process of the text written at the top of columns.
- 2) The teacher discussed the purpose of the chart with students before reading assignment. Teacher also gave an example of a chart to help clarify the function.
 - 3) The teacher asked the students to read the selection and complete the Jot chart.
 - 4) The teacher discussed the findings of the students and compiled result into a group Jot chart and stressing the relationships between the data and the chart.
 - 5) The teacher gave a reward to the top student.
- 3) The teacher made conclusion about the material and gave feedback to students.

F. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

G. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the

result of reflecting was used as a guideline to make a new plan in the next cycle.

B. Cycle 2

1. Planning

1. The researcher studied the result of reflecting on cycle 1.
2. The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

2. Acting

In this action, the researcher administrated pre-test, treatment and post-test to the students. The action was conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

1. The teacher gave test to the students about descriptive text as pre-test of the research and beginning score in Jot Chart.
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- Question / ideas, characteristic, event or process of the text written at the top of columns.

b) The teacher discussed the purpose of the chart with students before reading assignment. Teacher also gave an example of a chart to help clarify the function.

c) The teacher asked the students to read the selection and to complete the Jot chart.

d) The teacher discussed the findings of the students and compile result into a group Jot chart and stressing the relationships between the data and the chart.

e) The teacher gave a reward to the top student.

3. The teacher concluded the material and give feedback to students.

3. Observing

The collaborator observed and collected the data when the learning process is conducting.

4. Reflecting

The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

5. Data Collecting Technique

In this research, the researcher collected the data by using test, observation and documentation.

A. Test

The researcher gave the students test to evaluate their skills and capability in reading skill. The test is about narrative text. There are two tests which are used in this research namely pre-test and post-test.

- Pre Test

Before doing the treatment, the researcher gave the students pre-test by asking the students to answer the questions about descriptive text. The researcher used reading text questions to assess the student's reading comprehension.

- Post Test

Post-test was applied after doing the treatment. It was implemented in order to know the students' reading comprehension. The test is similar to pre-test where the students are asked to answer the reading text questions about descriptive text, but the topic which is given in the post-test and it is different with in the pre-test.

B. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the

process of learning helded. In doing the observation, the research made the observation sheet that contains of list of the students' activities.

C. Documentation

The researcher used documents which were taken from the data of the school such as total of the students, the teachers and the condition of the school.

6. Data Collecting Instrument

1. Reading Test Question

To measure students' reading comprehension of the tenth graders of SMA Muhammadiyah 2 Metro, the researcher gave essay reading test that consist of pre-test, post-test I, and post-test II. The tests are in the form of asking students to answer essay reading text based on available reading comprehension test.

2. Observation Sheet for Students

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with the students' learning activity such as:

- a. Paying attention to the teacher's explanation.
- b. Asking/answering the teacher's question.
- c. Being active in the class.
- d. Being able to do the task.

3. Documentation Sheet

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

- A. The history of SMA Muhammadiyah 2 Metro.
- B. The vision and mission of SMA Muhammadiyah 2 Metro.
- C. The condition teachers and officials employers at SMA Muhammadiyah 2 Metro.
- D. The quantity of the students of SMA Muhammadiyah 2 Metro.
- E. The condition of building and the sketch of SMA Muhammadiyah 2 Metro.
- F. The organization structure of SMA Muhammadiyah 2 Metro.

7. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher compared between pre-test and post-test score. Then, the results are matched with the minimum mastery criteria (MMC) in the school. At the tenth graders of SMA Muhammadiyah 2 Metro, the minimum mastery criterion (MMC) for English subject is 75.

There were some students who were not successful in cycle 1 so the researcher conducted cycle 2. In cycle 2, the students were successful, so the cycle was stopped because the students had achieved the minimum mastery criteria.

The researcher used statistical technique to analyze the data by a formula for counting the average score as follow:

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

Notes : \bar{X} = Mean
 $\sum X$ = The total number of students' scores
 N = Number of students ²⁸

Moreover, the formula to figure of the percentage of the students who pass the MSC in each cycle as follows:²⁹

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

Notes : P = Class Percentage
 F = Frequency
 N = Number of students

8. The Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research is declared successful if 70 % of students got score 75 as minimum score. In addition, 70 % of the students are active in learning activities.

²⁸ Timothy C Urdan, *Statistic in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

²⁹ Neil A Weiss, *Introductory Statistic* (Boston, MA: Addison-Wesley, 2012), 41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESEARCH RESULT

1. Description of Research Location

a. The History of SMA Muhammadiyah 2 Metro

SMA Muhammadiyah is Senior High School that is located at Jl. K.H Ahmad Dahlan 1 Metro Pusat, Lampung. Previously, SMA Muhammadiyah 2 Metro is STKIP Muhammadiyah Metro Laboratory which was established on July 1, 1983. Since its birth the status of SMA Muhammadiyah 2 Metro was registered with the Muhammadiyah Council for Teaching and Culture Education on December 22, 1983. SMA Muhammadiyah 2 Metro is also one of five private schools incorporated in the sub-ray SMA Muhammadiyah 1 Metro. At first establishment, SMA Muhammadiyah 2 Metro was led by Mr. Dr. Marzuki in academic year 1983/1987. The name of the principles of SMA Muhammadiyah 2 Metro in academic year 2019/2020 is Hari Ardianto, S.Pd

b. Vision and Mission of SMA Muhammadiyah 2 Metro

1) Vision of School

The Vision of SMA Muhammadiyah 2 Metro is “The Formation of noble, skilled and accomplished people.” This vision above

reflects the aspirations of schools that are oriented towards the future by paying attention to the potential of the present.

The choice of vision is for long-term, mid-term and short-term goals. This vision inspires the people at the school to always achieve it happen at all times and continuously in achieving school goals.

2) **Mission of School**

The missions of school are as follows:

- a) Executing Islamic religious values and behave morally in everyday life.
- b) Carrying out active, creative, innovative, effective and fun learning to develop students' scientific potential.
- c) Growing a spirit of achievement and competitiveness for all school members.
- d) Implementing the extracurricular programs to produce students who excel and benefit everyday life.
- e) Implementing the school-based management that is participatory by involving all school members.
- f) Developing skills, work and awareness to maintain the environment of the students.

c. The Number of Students at SMA Muhammadiyah 2 Metro

There are 121 students of SMA Muhammadiyah 2 Metro. Each grades consists of 6 classes. The tenth grades consist of two classes

with 26 students, the eleventh grades consist of two classes with 34 students, and the twelve grades consist of two class 61 students. The Quantities of the students at SMA Muhammadiyah 2 Metro that could be identified as follows:

Table 4

The Number of Students at SMA Muhammadiyah 2 Metro

NO	TAHUN PELAJARAN	KELAS X				KELAS XI				KELAS XII				TOTAL
		KELAS X MIA		KELAS X IIS		KELAS XI MIA		KELAS XI IIS		KELAS XII A		KELAS XII S		
		L	P	L	P	L	P	L	P	L	P	L	P	
1	2019/2020	2	9	5	8	7	13	5	9	7	25	7	22	119
	JUMLAH	2	9	5	8	7	13	5	9	7	25	7	22	119
		11		13		20		14		32		29		119

Source: Documentation of SMA Muhammadiyah 2 Metro in academic year 2019/2020

2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researcher made lesson plan. The action of this research was conducted by the use of Jot Chart strategy to improve the students' reading comprehension ability.

a. Pre-test activity

The researcher conducted pre-test on Monday, August 05th, 2019 at 11.00 until 12.30. All of the students had been ready in the

class when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would like to conduct the research in their class in order to know their ability in reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was an essay test of reading comprehension consisted of 2 texts in which each text consist of 3 question items. The students' pre-test result is illustrated on the table below:

Table 5

Students' Pre-test Grade

No.	Student's Name	Grade	Category
1.	AS	45	INCOMPLETE
2.	BAW	55	INCOMPLETE
3.	ENA	80	COMPLETE
4.	FKP	58	INCOMPLETE
5.	FS	43	INCOMPLETE
6.	KNI	70	INCOMPLETE
7.	LI	55	INCOMPLETE
8.	MAA	80	COMPLETE
9.	NA	70	INCOMPLETE
10.	TDA	68	INCOMPLETE
11.	VMS	63	INCOMPLETE
	Total	687	
	Average	63	

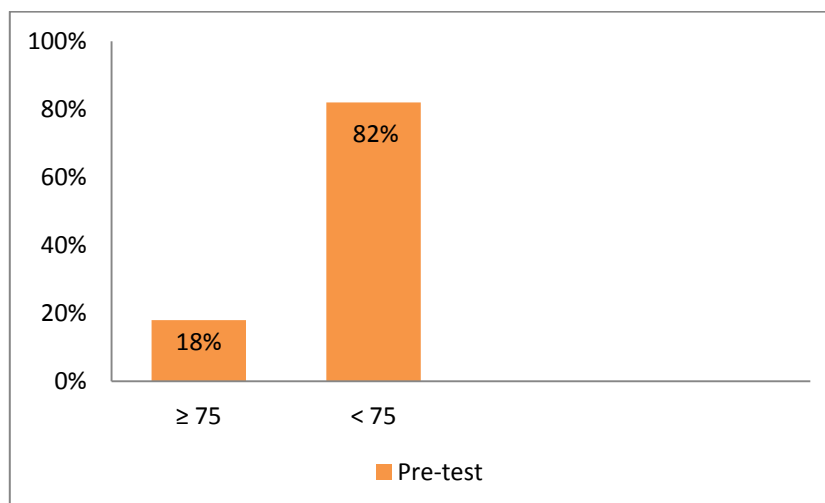
Table 6**Frequency of Students' Grade in Pre-test**

No	Grade	Frequencies	Percentage	Criteria
1.	≥ 75	2	18 %	Complete
2.	< 75	9	82%	Incomplete
	Total	11	100 %	

Source: The result pre-test of reading grade at X MIA class of SMA Muhammadiyah 2 Metro August, 05th 2019

Figure 2

The Percentage of the Students' Completeness Grade on Pre-test



Based on the data above, it could be inferred that 9 students (82%) were not successful and 2 other students (18%) were successful. The successful students were those who got the minimum mastery criteria at SMA Muhammadiyah 2 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 63. Therefore, the

result was unsatisfied. Therefore, the researcher used Jot Chart strategy to improve the students' reading comprehension.

b. Cycle I

C. Planning

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

D. Acting

- The first meeting

The first meeting was conducted on Monday, 12 August 2019 at 11.00 until 12.30 and followed by 11 students. The meeting was started by praying, greeting and checking the attendance list.

For the beginning, the researcher started to introduce the procedure of Jot Chart Strategy that was used in the learning process, then started to deliver the material. The researcher explained that the used text in the teaching learning was organized in the descriptive form. The generic structure included

identification and description. The purpose of the text is to promote or describe something such as: people, history building etc.

In implementing Jot Chart strategy in teaching reading comprehension in the process of action, the researcher applied the steps of Jot Chart Strategy .

Firstly, the researcher distributed the students' worksheet to each students. The worksheet contains the descriptive text entitled of "Types of Rocks" followed by the jot chart that contains of the topic or subheading and the questions at the top columns. Secondly, the researcher discussed the purpose of the jot chart with students before reading assignment. Thirdly, the researcher informed the students that they have to read the descriptive text carefully and complete the jot chart by filling the column of subheading and questions. Fourthly, the researcher discussed the findings of the students result and checking the relationships between the answer and the chart. Fifth, the researcher gave awards and praise for students. The example of worksheet can be seen on the appendix.

- The second meeting

The second meeting was conducted on Monday, August 19th 2019 at 11.00 until 12.30. for 2x45 minutes after the students given the action. The researcher began the lesson by praying,

greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about descriptive text how to apply Jot Chart Strategy to understanding.

Firstly, the researcher distributed the students' worksheet to each students. The worksheet contains the descriptive text entitled of "Transportation" followed by the jot chart that contains of the topic or subheading and the questions at the top columns. Secondly, the researcher discussed the purpose of the jot chart with students before reading assignment. Thirdly, the researcher informed the students that they have to read the descriptive text carefully and complete the jot chart by filling the column of subheading and questions. Fourthly, the reseracher discussed the findings of the students result and checking the relationships between the answer and the chart. Fifth, the researcher gave awards and praise for students. The example of worksheet can be seen on the appendix.

- Post - Test I Activity

In addition, on Thursday August, 22th at 10.00 a.m 2019 the researcher gave post test cycle I with similar task on pre-test before. Kinds of the test were essay test which consisted of 2 texts in each texts consist 3 question items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 7**Students' Post-test 1 Grade**

No.	Student's Name	Grade	Category
1.	AS	70	INCOMPLETE
2.	BAW	83	COMPLETE
3.	ENA	75	COMPLETE
4.	FKP	85	COMPLETE
5.	FS	70	COMPLETE
6.	KNI	58	INCOMPLETE
7.	LI	63	INCOMPLETE
8.	MAA	90	COMPLETE
9.	NA	90	COMPLETE
10.	TDA	45	INCOMPLETE
11.	VMS	70	INCOMPLETE
Total		799	
Average		73	

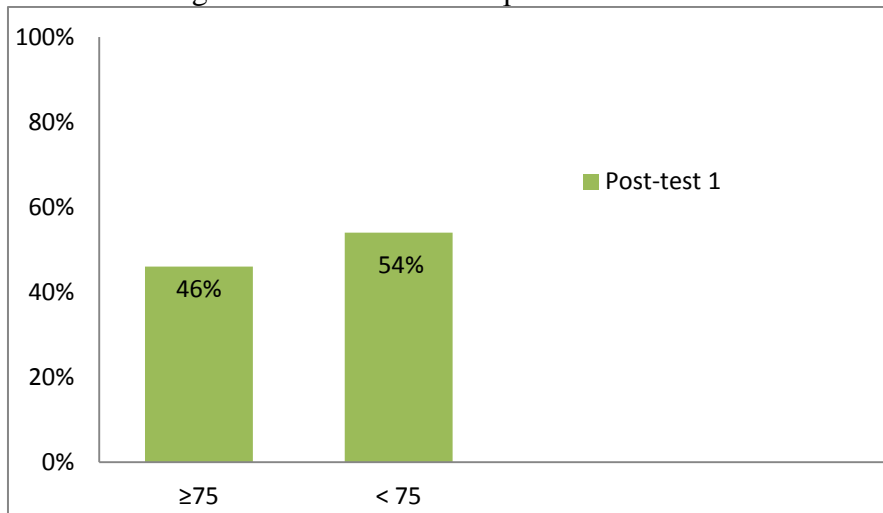
Table 8**Frequency of students' grade in Post-test 1**

No	Grade	Frequencies	Percentage	Criteria
1.	≥ 75	6	46 %	Complete
2.	< 75	5	54 %	Incomplete
	Total	11	100 %	

Source: The result grade of reading pre-test at X MIA class of SMA Muhammadiyah 2 Metro August, 26th 2019.

Figure 3

The Percentage of the Students' Completeness Grade on Post-test 1



Based on the result above, it could be seen that 5 students (46%) got grade up to the standard and 6 students (54%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 70% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

E. Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative text by using jot chart strategy.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion were taught by

using jot chart on the observation sheet. The result of the students' learning activities could be seen as follow:

Table 9

The Students' Learning Activities Observation in Cycle I

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention of teacher's explanation	Asking and Answering the Teacher's Question	Being Active in the Cass	Being able to Do the Task
1.	AS	√	-	-	√
2.	BAW	√	-	-	√
3.	ENA	√	√	√	√
4.	FKP	√	-	√	√
5.	FS	-	-	-	√
6.	KNI	-	√	-	√
7.	LI	√	-	-	√
8.	MAA	√	√	√	√
9.	NA	√	√	√	√
10.	TDA	-	√	-	-
11.	VMS	√	-	-	-
→	TOTAL	8	5	4	9

Table 10

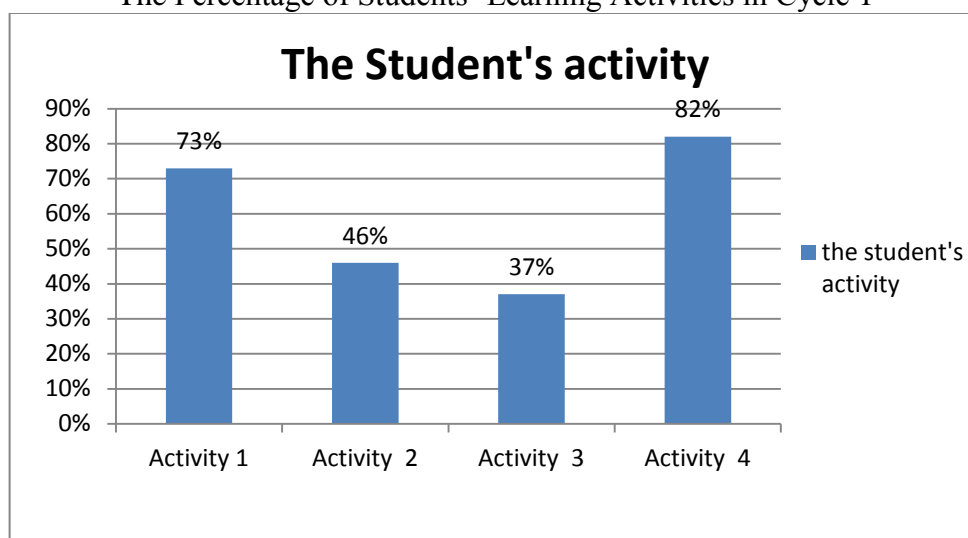
The Frequency Students' Learning Activities in Cycle I			
No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	8	73%
2	Asking/answering the teacher's question	5	46%
3	Being active in the class	4	37%

4	Being able to do the task	9	82%
Total Students		11	

Source: The students' activity at X MI Aclass of SMA Muhammadiyah 2 Metro on August, 26th 2019.

Figure 4

The Percentage of Students' Learning Activities in Cycle 1



The table showed that not all the students' active in learning process. There were 8 students (73%) who gave attention to the teacher explanation, 5 students (46%) who understood the materials, 4 students (37%) were able to do the task and 9 students (82%) who were active in the class.

F. Reflecting

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

the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follow:

Table 11

The Comparison between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	AS	45	70	25	Improved
2.	BAW	55	83	28	Improved
3.	ENA	80	75	-5	Declined
4.	FKP	58	85	28	Improved
5.	FS	43	70	28	Improved
6.	KNI	70	58	-12	Declined
7.	LI	55	63	8	Improved
8.	MAA	80	90	10	Improved
9.	NA	70	90	20	Improved
10.	TDA	68	45	-23	Declined
11.	VMS	63	70	7	Improved
Total		685	799		
Average		63	73		
High Grade		80	90	194	
Low Grade		43	45		

Table 12

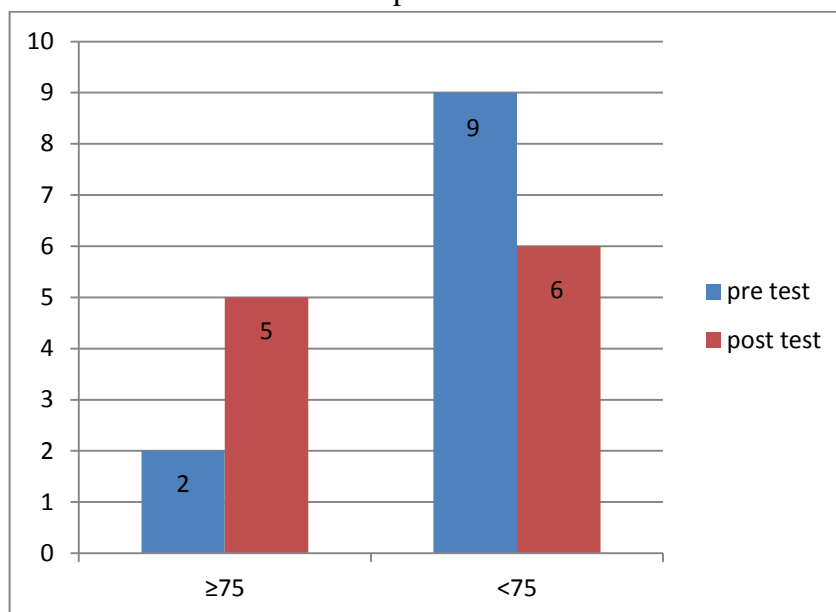
The Comparison of Students' Pre-Test and Post-Test I

Interval	Pre-Test	Post-Test I	Explanation
75	18 %	46 %	Complete
< 75	82 %	54 %	Incomplete
Total	11	11	

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

Figure 5

The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 11 students, it could be concluded that 18% or 2 students among the interval 75 students, was complete the minimum mastery criteria. Then the students who were incomplete the minimum mastery

criteria were 82% or 9 students among the interval ≤ 75 . In post-test I, it could be concluded that 46% or 6 students among the interval 75 students, was complete the minimum mastery criteria. Then, those who do not achieve the minimum mastery criteria were 54% or 5 students among interval ≤ 75 . The average grade of pre-test was 63 and average grade of post-test I was 73. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

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

G. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by descriptive text with the strategy of jot chart.

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

2) Acting

- The first meeting

The first meeting was conducted on Monday, August 26th 2019 at 11.00 until 12.30 followed by 11 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

In implementing Jot Chart strategy in teaching reading comprehension in the process of action, the researcher applied the steps of Jot Chart Strategy. Firstly, the researcher distributed the students' worksheet to each students. The worksheet contains the

descriptive text entitled of "Temples in Indonesia" followed by the jot chart that contains of the topic or subheading and the questions at the top columns. Secondly, the researcher discussed the purpose of the jot chart with students before reading assignment. Thirdly, the researcher informed the students that they have to read the descriptive text carefully and complete the jot chart by filling the column of subheading and questions. Fourthly, the researcher discussed the findings of the students result and checking the relationships between the answer and the chart. Fifth, the researcher gave awards and praise for students. The example of worksheet can be seen on the appendix.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

- The second meeting

The second meeting was conducted on Monday, September 2nd 2019. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students given the action.

In implementing Jot Chart strategy in teaching reading comprehension in the process of action, the researcher applied the

steps of Jot Chart Strategy. Firstly, the researcher distributed the students' worksheet to each students. The worksheet contains the descriptive text entitled of "Traditional Houses in Indonesia" followed by the jot chart that contains of the topic or subheading and the questions at the top columns. Secondly, the researcher discussed the purpose of the jot chart with students before reading assignment. Thirdly, the researcher informed the students that they have to read the descriptive text carefully and complete the jot chart by filling the column of subheading and questions. Fourthly, the reseracher discussed the findings of the students result and checking the relationships between the answer and the chart. Fifth, the researcher gave awards and praise for students. The example of worksheet can be seen on the appendix.

g) Post Test II Activity

The researcher gave post test to the students to the students on Monday, 9th September 2019 at 11.00 until 12.30. This meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 3 of 11 students got the grade under the minimum mastery criteria in SMA Muhammadiyah 2 Metro.

Table 13

Students' Post-test II Grade

No.	Student's Name	Grade	Category
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1.	AS	75	COMPLETE
2.	BAW	85	COMPLETE
3.	ENA	98	COMPLETE
4.	FKP	85	COMPLETE
5.	FS	65	INCOMPLETE
6.	KNI	58	INCOMPLETE
7.	LI	83	COMPLETE
8.	MAA	95	COMPLETE
9.	NA	100	COMPLETE
10.	TDA	68	INCOMPLETE
11.	VMS	85	COMPLETE
	Total	897	
	Average	82	

Table 14

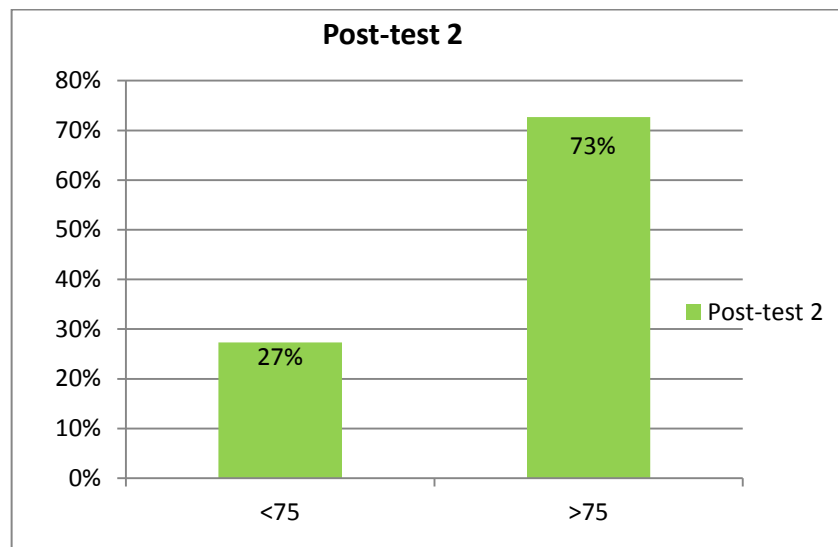
Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Criteria
1.	≥ 75	8	73 %	Complete
2.	< 75	3	27 %	Incomplete
	Total	11	100 %	

Source: The result grade of reading pre-test at X MIA class of SMA Muhammadiyah 2 Metro September, 9th 2019.

Figure 6

The Percentage of the Students' Completeness Grade on Post-test II



Based on the result above, it could be inferred that 8 students (73%) were successful and 3 other students (27%) were not successful. From the post test 2 results, the researcher got the average of 82. It was higher than post test 1 in cycle I.

3) Observing

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

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

Table 15

The Students' Activities Observation in Cycle II

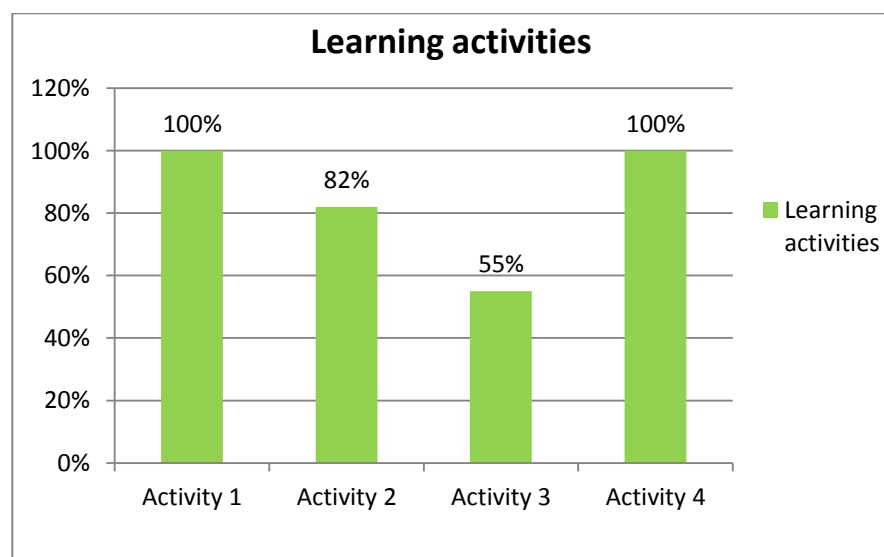
No.	Name	The Aspects that Observed			
		Paying attention of teacher's explanation	Asking and Answering the Teacher's Question	Being Active in the Cass	Being able to do the Task
1.	AS	√	√		√
2.	BAW	√		√	√
3.	ENA	√	√	√	√
4.	FKP	√	√	√	√
5.	FS	√	√		√
6.	KNI	√	√	√	√
7.	LI	√			√
8.	MAA	√	√	√	√
9.	NA	√	√	√	√
10.	TDA	√	√		√
11.	VMS	√	√		√
→	TOTAL	11	9	6	11

Table 16

The Frequency Students' Activities in Cycle II			
No	Students Activities	Frequency	Percentage
1	Paying attention of teacher's explanation	11	100 %
2	Asking and Answering the teacher's question	9	82%
3	Being active in the class	6	55%
4	Being able to do the task	11	100%
Total Students		11	

Source: The students' activity at X MIA class of SMA Muhammadiyah 2 Metro on September, 9th 2019.

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

Figure 7**The Percentge of Students' Learning Activities in Cycle II**

The table above showed that the students' learning activity in cycle II had been improved. The students' activity that had high percentage were the students pay attention of the teacher explanation 100%, then, the students ask/answer the question from the teacher 82% and the students active in the class 55%, and the last the students able do the task 100%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage 70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Jot Chart strategy, the reading comprehension would improve.

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

Table 17

The Comparison Between Post-Test I Grade and Post-test II Grade

NO	Name Initial	Post-Test 1 Grade	Post-Test II Grade	Improving	Explanation
1.	AS	70	75	5	Improved
2.	BAW	83	85	2	Improved

3.	ENA	75	98	23	Improved
4.	FKP	85	85	0	Constant
5.	FS	70	65	-5	Declined
6.	KNI	58	58	0	Constant
7.	LI	63	83	20	Improved
8.	MAA	90	95	5	Improved
9.	NA	90	100	10	Improved
10.	TDA	45	68	23	Improved
11.	VMS	70	85	15	Improved
Total		799	895		
Average		73	82		
High Grade		90	100	108	
Low Grade		45	58		

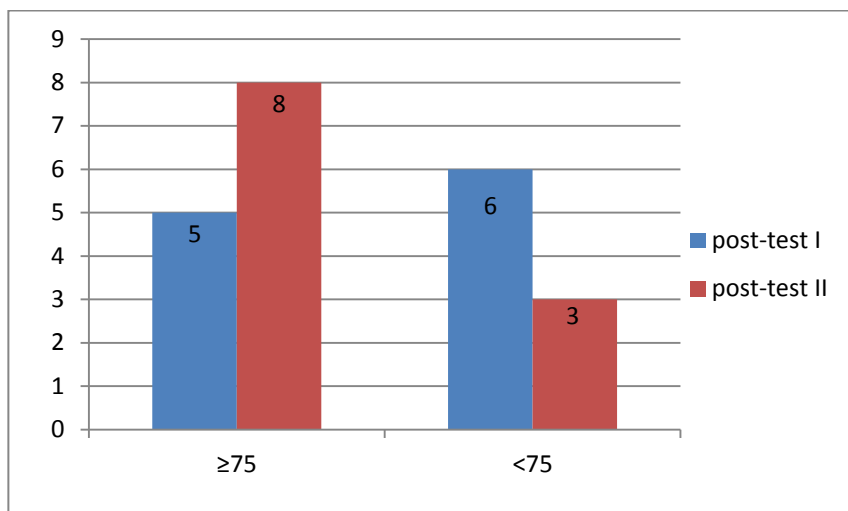
Table 18

The Comparison of Students' Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test I	Explanation
≥ 75	5	8	Complete
< 75	6	3	Incomplete
Total	11	11	

Then, the graph of comparison students writing descriptive text post-test I and post-test II grade in cycle II could be seen as follow:

Figure 8
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test II was various. The highest grade was 100 and the lowest grade is 58. The average grade of post-test II was 82. Besides, the percentages of students' successfulness of post-test II grade was 73% or 8 students of the total students passed the minimum mastery criteria and 27% or 3 students did not pass the minimum mastery criteria at least 75. It means that the indicator of success of this research had been achieved that was 70% students was gotten grade 75. It indicates that the students' reading was improved.

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

B. INTERPRETATION

Reading is easier to understand when it is supported by the appropriate the teaching technique. The learning process takes more students' concretation and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic in paying attention to the teacher's explanation in learning process.

The researcher assumes that teaching reading by using jot chart strategy can improve student' reading comprehension ability. Jot Chart is the strategy that is able to help students to visualize information regarding ideas, people, event, and process. Jot chart provides students with a simple outlining tool for organizing related information through a chart. Therefore, it has proved that jot chart strategy could be one the interesting strategy to teaching reading.

1. Result of Students Learning

1. Result of students' Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the form of essay test which completed for 60 minutes. It was done on Monday, August 05th, 2019. The result of pre-test showed that most of the students got difficulty in doing the test. The students' average grade was 63. It showed that most of the students have not passed yet in achieving

the Minimum Mastery Criteria at least 75. In this phase, only 2 students out of 11 students passed of the MMC.

2. Result of Students' Post- Test I Grade

In this research, to know the students reading comprehension ability after implementing the treatment the researcher conducted the post- test I. It was done on Monday, August 22th, 2019. The students' average grade was 73. It proved that most of the students have not passed yet in achieved the MMC at least 75. In this stage there are 6 students out of 11 students passed of the minimum mastery criteria. It can be concluded that most of the students are failed in achieving the material.

3. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfill the MMC yet that was only 54% passed the MMC. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The tesearcher obtained the data through test in the from of essay test which completed for 60 minutes. It was done on Monday 9th, September 2019. Based on the table 8 students average were 82, it showed that most of the students have achieving the MMC at least 75. In this phase, 8 students out of 11 students of 73% students passed of the MMC and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

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

Table 19

The Comparison of Reading Comprehension Ability of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	45	70	75
2.	55	83	85
3.	80	75	98
4.	58	85	85
5.	43	70	65
6.	70	58	58
7.	55	63	83
8.	80	90	95
9.	70	90	100
10.	68	45	68
11.	63	70	85
Total	687	799	897
Average	63	73	82

Complete

2

5

8

Table 20

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

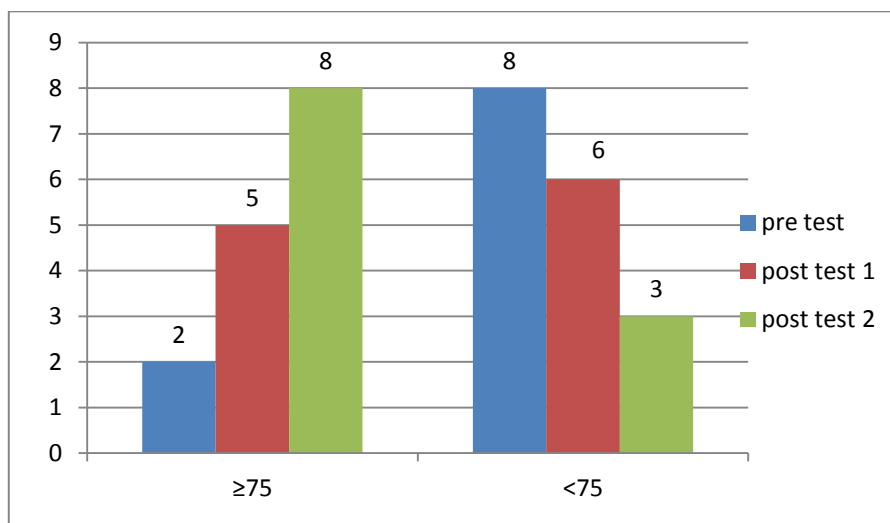
Interval	Pre-Test		Post-Test I		Post-Test II		Criteria
	F	P	F	P	F	P	
≥ 75	2	18 %	6	46 %	8	73 %	Complete
< 75	9	82 %	5	54 %	3	27 %	Incomplete
Total	11	100 %	11	100 %	11	100 %	

Based on the result of the pre-test, post-test I, and post-test II, it was known that there was a positive significant improvement of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

Figure 9

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



Based on the graph above, it could be inferred that jot chart strategy improves the students' in reading comprehension. It is supported by the improvement of the students' grade from pre-test to post-test I and from post-test I to post-test II.

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

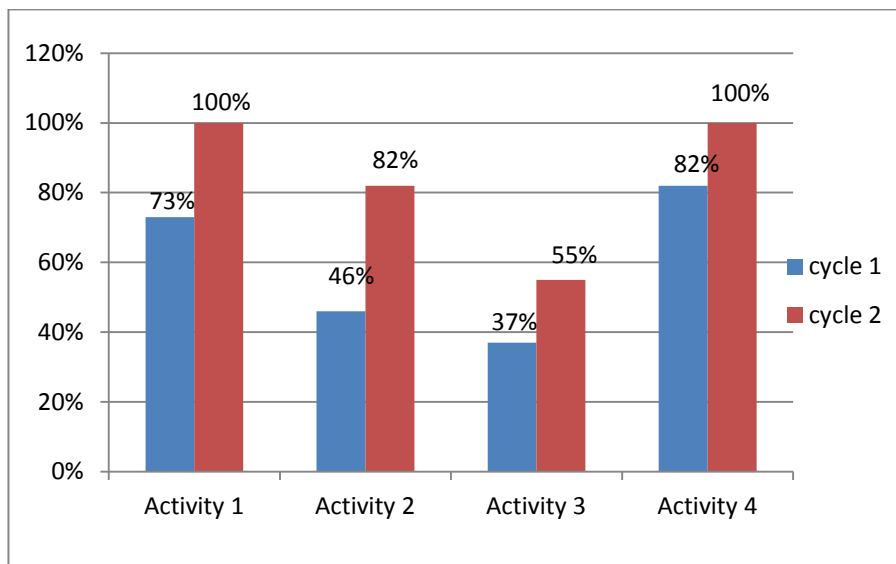
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 21

The Presentage of Students Activities in Cycle I and Cycle II						
No	Students' Activities	F	Cycle I Percentage	F	Cycle II Percentage	Improving
1	Paying attention of teacher's explanation	8	73%	11	100%	Improved
2	Asking /answering the teacher's question	5	46%	9	82%	Improved
3	Being active in the class	4	37%	6	55%	Improved
4	Being able to do the task	9	82%	11	100%	Improved
The Average Precentage			60 %		84 %	

Figure 10

Figure of Learning Activity in Cycle I and Cycle II



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

a. Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 73% and in cycle II 100%, it improved 27%.

b. Asking and answering the teacher's question

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 36%, from cycle I 46% and cycle II 82%.

c. Being active in the class

The active students in class were improved. It could be seen on the cycle I 37% and cycle II also 55%, it improved 18%.

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

d. Being able to do the task

The students who had done the task were increased. It could be seen on the cycle I 82% and cycle II 100%, it increased 18%.

In addition, based on the explanation of cycle I and cycle II, it could be inferred that the use of jot chart strategy improve the students' ability in reading comprehension. There was progress average grade from 63 to 73 and to 82.

From the graph 10, it was investigated that there was the improvement on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 63 and only 2 students or (18%) passed the test.

Moreover, in post-test I there were 5 students or (46%) passed the test the indicator students get grade 75 with average 73. Furthermore, in the post-test II there were 8 students or (73%) passed the test the indicator students get grade 75 with average 82. From the explanation,

the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 75 was achieved.

C. DISCUSSION

The researcher choose jot chart strategy to improve the students' in reading comprehension. This strategy is used to organize the students' idea and to make the students more active and focus in reading comprehension. There was improvement in students' learning activities by using jot chart. Therefore, jot chart hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be concluded that the use of jot chart strategy could improve the students' reading comprehension. There is progress from the students got the grade 75 from pre-test 18% or 2 students, post-test I 46% or 5 students and post-test II become 73% or 8 students. It is an improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery creteria was 75 in this research, in the post-test I there is 5 students or 46% passed the test with the average 73 and the post-test II is 8 students or 73% who passed the test with average 82. From the explanation, the researcher concludes that the

research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade 75 are achieved.

The result of the student's activities in cycle I and cycle II are improve. Paying attention of the teacher' explanation from 73% become 100%, asking/answering question from 46% become 82%, being active in the class from 37% become 55%, being able to do the task from 82% become 100%,. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion. It was investigated that the students' reading comprehension and their learning activity were improved through the use of jot chart strategy at the tenth graders of SMA Muhammadiyah 2 Metro.

Jot Chart strategy can improve reading comprehension at the tenth graders of SMA Muhammadiyah 2 Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' reading comprehension got from post-test II is 73%. It means that the result of cycle II had already achieved the indicator of success that is 70% of the students achieve the Minimum Mastery Criteria (MMC). It is because jot chart strategy is effective in teaching students' reading comprehension.

Furthermore, Jot Chart strategy can improve learning activity at the tenth graders of SMA Muhammadiyah 2 Metro. It was investigated that the percentage of learning activity of cycle 2 is 84 %. It means that jot chart strategy can improve the student's learning activity. It is because the use of all teaching procedure in jot chart strategy can support the researcher effectively in increasing the students' learning activities.

B. Suggestion

Based on the conclusion above, some suggestions are provided, as follows:

A. For English Teacher

- A.** The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or new teaching media.
- B.** It is better for the teacher to use jot chart strategy in English learning especially in reading because it can improve students' in reading comprehension.
- C.** The teacher should give motivation to the students in order to be active in learning process.

B. For the Students

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

C. For Headmaster

It is suggested for headmaster to support the English teacher to use the appropriate teaching strategy, particularly jot chart strategy, in learning process because jot chart strategy is so helpful.

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APPENDIXES

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

RENCANA PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Muhammadiyah 2 Metro
Materi Pembelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Descriptive Text
Skill	: Reading
Alokasi Waktu	: 2 x 45 menit (Meeting 1)

A. KOMPETENSI INTI (KI)

- KI. Menghayati dan mengamalkan ajaran agama yang dianutnya
- K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa 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
- K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar (KD)	Indikator
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

C. MATERI PEMBELAJARAN

❖ *Text Descriptive*

· *Fungsi sosial :*

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

❖ *Generic structure of the text*

1. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)
2. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

3. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)
4. Simple present tense (*is, am, are, do, does,*)

Contoh teks deskriptif tentang orang (describing people)

The cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

D. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, kerja kelompok, dan mempraktekkan

E. MEDIA PEMBELAJARAN

Media : Gambar Tempat Pariwisata dan tempat bersejarah, LCD, Laptop

F. SUMBER BELAJAR

- Buku SMA kelas X yang relevan

G. KEGIATAN PEMBELAJARAN

1) Pendahuluan

- Apersepsi dan motivasi : (10 Menit)
 - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)

- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.
- Menyampaikan tujuan pembelajaran.

2) Kegiatan Inti (70 menit)

- Mengamati (Observing) : (10 menit)
 - Guru meminta siswa mengamati gambar deskriptif orang terkenal atau tempat wisata terkenal.
 - Guru meminta siswa mengamati contoh teks deskriptif yang telah ada pada slide atau gambar.
- Menanya (Questioning) : (10 menit)
 - Guru membimbing siswa mempertanyakan fungsi deskriptif, generic Structure dan language feature nya.
- Mengeksplorasi : (10 menit)
 - Guru melibatkan peserta didik mencari informasi yang luas tentang tema atau materi yang akan dipelajari.
 - Guru membuat topic sentence untuk deskriptif teks.
 - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Mengasosiasi : (10 menit)
 - Guru meminta siswa mirroring dengan teman sebangkunya mengenai materi yang telah dijelaskan oleh guru.
 - Guru meminta siswa mengamati teman sebangkunya.
 - Guru meminta siswa menuliskan dan mirroring ciri-ciri fisik teman Sebangkunya.
- Mengkomunikasikan:
 - Guru meminta siswa untuk menuliskan teks deskriptif tentang temannya berdasarkan ciri-ciri yang telah ditulis.
 - Guru meminta siswa menyampaikan hasil pekerjaanya.

➤ Pertemuan ke 2

- Mengamati:
 - Guru membimbing siswa untuk mengerjakan teks dekriptif dengan Jot chart Strategy

- Guru menjelaskan tujuan dan fungsi dari Jot chart atau bagan catatan kepada siswa sebelum siswa melengkapi bagan.
- Guru membimbing siswa untuk menanyakan pertanyaan terkait dengan cara melengkapi jot chart.
- Mengeksplorasi:
 - Guru menjelaskan fungsi teks deskriptif.
 - Guru menjelaskan fungsi Jot Chart untuk memudahkan untuk mengerjakan teks deskriptif.
- Mengasosiasi:
 - Guru meminta siswa untuk membentuk kelompok 3-4 orang dalam satu kelompok.
 - Guru meminta siswa untuk membaca teks deskriptif dan melengkapi jot chart atau bagan yang sudah disiapkan oleh guru.
- Mengkomunikasikan:
 - Guru meminta siswa untuk maju kedepan mempresentasikan hasil yang telah dikerjakan dalam jot chart.

3) Kegiatan penutup : **(10 menit)**

- Menyimpulkan :
 - Guru dan siswa bersama – sama membuat rangkuman / kesimpulan pelajaran.
 - Siswa membuat rangkuman / kesimpulan dalam bentuk catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi dan penilaian terhadap kegiatan pembelajaran serta manfaat- manfaatnya.
- Umpan balik :
 - Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi ungkapan saran dan tawaran.
 - Guru memberikan tugas mandiri yang ada dalam buku pegangan siswa.

H. PENILAIAN

Soal latihan teks dekritive teks dengan melengkapi jot chart !

Temples in Indonesia

Temple is a replica building originating from Hindu-Buddhist civilization. Temples in Indonesia have been around since the 5th and 7th centuries. There are several temple in indonesia such as: Borobudur Temple, Prambanan Temple, Muara Takus Temple.

Borobudur temple is a temple located in Magelang, Central Java and is one of the Bhuddist temples that was built between 770 Masehi. The purpose of the temple itself was to honor the Buddha.

Prambanan temple also have the same located with borobudur temple. The located of Prambanan temple in Klaten, Central Java and was buikt around 850-856 Masehi. This temple was established as a form of glorifying the three main Hindu namely Brahma, Wishnu, and Shiva.

Muara Takus temple ist temple that located at Riau, Sumatera and built around 601-700 Masehi. This temple is Buddhist which is Malay heritage. The purpose of the temple itself was to honor the Buddha.

Complete the Jot Chart below!

<u>Topic : Temples in Indonesia</u>		
Temples	When was the Temple built ?	Location and purpose each Temple built
Borobudur		
Prambanan		
Muara Takus		

Kolom Penilaian Reading

Nama	Aspek yang dinilai					Skor
	<i>Accuracy</i>	<i>Diction</i>	<i>Keterpaduan Kalimat</i>	<i>Vocabulary</i>	<i>Grammar</i>	

Rubrik Penilaian

No	Aspek yang di nilai	Kriteria	Skor
1	Keaslian penulisan	Sangat Original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keseuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan kosa kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3

		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan bahasa tepat	4
		Pilihan bahasa cukup tepat	3
		Pilihan bahasa kurang tepat	2
		Pilihan bahasa tidak tepat	1
6	Penulisan kosa kata	Penulisan kosa kata sangat tepat	5
		Penulisan kosa kata tepat	4
		Penulisan kosa kata cukup tepat	3
		Penulisan kosa kata kurang tepat	2
		Penulisan kosa kata tidak tepat	1
7	Kerapihan tulisan	Tulisan rapih dan mudah terbaca	5
		Tulisan kurang rapih tetapi mudah terbaca	4
		Tulisan tidak rapih tetapi mudah terbaca	3
		Tulisan tidak rapih dan sulit terbaca	2
		Tulisan tidak rapih dan tidak terbaca	1

Pedoman Penilaian

Attitude

No	Nama	Aspek yang di amati		Skor
		<i>Percaya diri</i>	<i>Tanggung jawab</i>	

Kreteria

BT (Belum Tampak)	skor 1
MT (Mulai Tampak)	skor 2
MM (Mulai Membudaya)	skor 3

Collaborator,



Novi Candra Dewi, S.Pd.

NBM. 1035279

Metro, Agustus 2019

Researcher



Diah Indah Permatasari

NPM. 1501070163

RENCANA PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Muhammadiyah 2 Metro
Materi Pembelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Descriptive Text
Skill	: Reading
Alokasi Waktu	: 2 x 45 menit (Meeting 2)

A. KOMPETENSI INTI (KI)

- KI. Menghayati dan mengamalkan ajaran agama yang dianutnya
- K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa 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
- K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar (KD)	Indikator
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

C. MATERI PEMBELAJARAN

❖ *Text Descriptive*

· *Fungsi sosial :*

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

❖ *Generic structure of the text*

1. Penyebutan sebutan tentang tempat pariwisata (*waterfall, lake, temple, beach, mountain, etc*)
2. Adjective (*Wonderful, Exotic, Amazing, Beautiful, Tall, Big, Large etc*)

3. Adjective Phrase (*Wonderful Temple, Amazing beach, The highest Mountain etc*)
4. Simple present tense (*is, am, are, do, does,*)

Contoh teks deskriptif tentang tempat wisata (describing place)

Sangalaki Island

The best place to see green turtles in East Kalimantan is on Sangalaki Island. This nature preserve is known as the biggest habitat in Southeast Asia. Every night, around fifty green turtles make their way into this beach to lay their eggs. Their footprints and the shells of eggs that have hatched can be found everywhere.

Sangalaki also have a semi-natural hatchery. Eggs that are in danger because they are too close to the edge of the beach are moved to the hatchery by staff. These eggs are then left to hatch naturally.

Sangalaki is also one of the biggest habitats of the manta ray. Seeing these creatures up close in the sea is a favourite attraction for divers. These wide-winged swimmers usually travel in groups. When the shoal approaches, it looks like an attack by a fleet of spaceship from a science fiction movie.

D. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, kerja kelompok, dan mempraktekkan

E. MEDIA PEMBELAJARAN

Media : Gambar Tempat Pariwisata dan tempat bersejarah, LCD, Laptop

F. SUMBER BELAJAR

- Buku SMA kelas X yang relevan

G. KEGIATAN PEMBELAJARAN

1) Pendahuluan

- Apersepsi dan motivasi : (10 Menit)
 - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
 - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
 - Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.
 - Menyampaikan tujuan pembelajaran.

2) Kegiatan Inti (70 menit)

- Mengamati (Observing) : (10 menit)
 - Guru meminta siswa mengamati gambar deskriptif orang terkenal atau tempat wisata terkenal.
 - Guru meminta siswa mengamati contoh teks deskriptif yang telah ada pada slide atau gambar.
- Menanya (Questioning) : (10 menit)
 - Guru membimbing siswa mempertanyakan fungsi deskriptif, generic Structure dan language feature nya.
- Mengeksplorasi : (10 menit)
 - Guru melibatkan peserta didik mencari informasi yang luas tentang tema atau materi yang akan dipelajari.
 - Guru membuat topic sentence untuk deskriptif teks.
 - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Mengasosiasi : (10 menit)
 - Guru meminta siswa mirroring dengan teman sebangkunya mengenai materi yang telah dijelaskan oleh guru.
 - Guru meminta siswa mengamati teman sebangkunya.
 - Guru meminta siswa menuliskan tempat wisata yang ada.
- Mengkomunikasikan:
 - Guru meminta siswa untuk menuliskan teks deskriptif tentang tempat pariwisata yang ada disekitar.
 - Guru meminta siswa menyampaikan hasil pekerjaanya.

➤ Pertemuan ke 2

• Mengamati:

- Guru membimbing siswa untuk mengerjakan teks deskriptif dengan Jot chart Strategy
- Guru menjelaskan tujuan dan fungsi dari Jot chart atau bagan catatan kepada siswa sebelum siswa melengkapi bagan.
- Guru membimbing siswa untuk menanyakan pertanyaan terkait dengan cara melengkapi jot chart.

• Mengeksplorasi:

- Guru menjelaskan fungsi teks deskriptif.
- Guru menjelaskan fungsi Jot Chart untuk memudahkan untuk mengerjakan teks deskriptif.

• Mengasosiasi:

- Guru meminta siswa untuk membentuk kelompok 3-4 orang dalam satu kelompok.
- Guru meminta siswa untuk membaca teks deskriptif dan melengkapi jot chart atau bagan yang sudah disiapkan oleh guru.

• Mengkomunikasikan:

- Guru meminta siswa untuk maju kedepan mempresentasikan hasil yang telah dikerjakan dalam jot chart.

3) Kegiatan penutup : **(10 menit)**

• Menyimpulkan :

- Guru dan siswa bersama – sama membuat rangkuman / kesimpulan pelajaran.
- Siswa membuat rangkuman / kesimpulan dalam bentuk catatan.

• Refleksi :

- Guru dan siswa melakukan refleksi dan penilaian terhadap kegiatan pembelajaran serta manfaat- manfaatnya.

• Umpan balik :

- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi ungkapan saran dan tawaran.
- Guru memberikan tugas mandiri yang ada dalam buku pegangan siswa.

H. PENILAIAN

Soal latihan teks deksriptive teks dengan melengkapi jot chart !

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain.

The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strzelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometre north of Kosciusko.

Complete the chart below !

<u>Topic :</u>	
Mount Kosciusko located?	
Who is the explorer who gave the name Mount Kosciusko?	
What the interesting mountain name that including in Australia?	

Kolom Penilaian Reading

Nama	Aspek yang dinilai					Skor
	<i>Accuracy</i>	<i>Diction</i>	<i>Keterpaduan Kalimat</i>	<i>Vocabulary</i>	<i>Grammar</i>	

Rubrik Penilaian

No	Aspek yang di nilai	Kriteria	Skor
1	Keaslian penulisan	Sangat Original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keseuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang teapat	2
		Keruntutan teks tidak tepat	1
4	Pilihan kosa kata	Pilihan kosa kata sangat tepat	5
		Pilhan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3

Kreteria

BT (Belum Tampak)	skor 1
MT (Mulai Tampak)	skor 2
MM (Mulai Membudaya)	skor 3

Collaborator,



Novi Candra Dewi, S.Pd.

NBM. 1035279

Metro, Agustus 2019

Researcher





Diah Indah Permatasari

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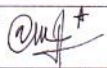
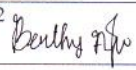









LIST OF PRESENCE

Pre-test

NO	Student's Name	TTD
1.	Ahmad Solihin	1 
2.	Berthy Ari Wardhani	2 
3.	Efti Nur Ahyani	3 
4.	Faiza Kanti Pandia	4 
5.	Fajar Setiawan	5 
6.	Karista Nur Istiqomah	6 
7.	Lupita Indriane	7 
8..	Mas Ayu Aprillisa	8 
9.	Nur Afifah	9 
10.	Touis Dernia Arda	10 
11.	Vivi Melinia Sari	11 


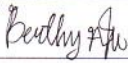









LIST OF PRESENCE

Post – Test I

NO	Student's Name	TTD
1.	Ahmad Solihin	1 
2.	Berthy Ari Wardhani	2 
3.	Efti Nur Ahyani	3 
4.	Faiza Kanti Pandia	4 
5.	Fajar Setiawan	5 
6.	Karista Nur Istiqomah	6 
7.	Lupita Indriane	7 
8.	Mas Ayu Aprillisa	8 
9.	Nur Afifah	9 
10.	Touis Dernia Arda	10 
11.	Vivi Melinia Sari	11 

LIST OF PRESENCE

Post – Test II

NO	Student's Name	TTD
1.	Ahmad Solihin	1 
2.	Berthy Ari Wardhani	2 
3.	Efti Nur Ahyani	3 
4.	Faiza Kanti Pandia	4 
5.	Fajar Setiawan	5 
6.	Karista Nur Istiqomah	6 
7.	Lupita Indriane	7 
8.	Mas Ayu Aprillisa	8 
9.	Nur Afifah	9 
10.	Touis Dernia Arda	10 
11.	Vivi Melinia Sari	11 

Nama : Ahmad Solihin

Kelas : X MIA

Pre-Test

Teks I

Read the text, and answer the questions !

Niagara Falls



Source: The World Book Student Discovery Encyclopedia, 2006

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

Taken from The World Book Student Discovery Encyclopedia, 2000

1. What is the topic of the text ? Niagara falls 2

2. Complete the chart below !

Topic : Niagara Falls	
Niagara Falls located?	America and Canada 1
What countries are separated by Niagara Falls?	Between Canada and The United States 2
Where are the two waterfalls of Niagara Falls?	America and Canada 1

3. Write the meaning of the following vocabularies :

A. Famous : club / kelompok

B. Waterfalls : Air terjun 4

$$\frac{18}{40} \times 100 = 45 //$$

Teks 2

Read the text, and answer the questions !

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform, other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some times to draw the manga characters from imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

1. What is the author's purpose? *introduction friend 1*
2. Identify the text structure above? *teks Descriptive 1*
3. Write the meaning of the following vocabularies :
 - A. **Cheerful** : *Periang 1*
 - B. **Amazingly** : *luar biasa 4*

Nama : Ahmad Solihin

Kelas : X MIA

Post-Test 1

Teks 1

Read the text, and answer the questions !

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2.228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain.

The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mount Kosciusko was named by Polish explorer Paul Strzelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas such as: the Blue Mountains, the crags of Tasmania, and Mount Townshend. That a craggier peak about one kilometre north of Kosciusko.

1. What is the topic of the text ? Mount Kosciusko 2

2. Complete the chart below !

Topic : <u>Mount Kosciusko</u>	
Mount Kosciusko located?	Australia 2
Who is the explorer who gave the name Mount Kosciusko?	Polish explorer Paul Strzelecki in 1840. 4 1
What the interesting mountain name that including in Australia?	Tasmania and Mount Townshend. 2

3. Write the meaning of the following vocabularies :

A. Mountain : GUNUNG 4

B. Highest : KETINGGIAN 1

$$\frac{30}{40} \times 100 = 75$$

Teks 2

Read the text, and answer the questions !

Sangkalaki Island

The best place to see green turtles in East Kalimantan is on Sangalaki Island. This nature preserve is known as the biggest habitat in Southeast Asia. Every night, around fifty green turtles make their way into this beach to lay their eggs. Their footprints and the shells of eggs that have hatched can be found everywhere.

Identification

Sangkalaki also have a semi-natural hatchery. Eggs that are in danger because they are too close to the edge of the beach are moved to the hatchery by staff. These eggs are then left to hatch naturally.

Description

Sangkalaki is also one of the biggest habitats of the manta ray. Seeing these creatures up close in the sea is a favourite attraction for divers. These wide-winged swimmers usually travel in groups. When the shoal approaches, it looks like an attack by a fleet of spaceship from a science fiction movie.

1. What is the author's purpose ? To describe about Sangalaki Island. 3
2. Identify the text structure above ?
1. Identification
2. Description 4
3. Write the meaning of the following vocabularies :
A. Danger : Bahaya 4
B. Footprints : tapak kaki 4

3. Write the meaning of the following vocabularies :

A. East Java : Jawa Timur

B. Visitors : Pengunjung

$$\frac{30}{40} \times 100 = 75$$

Teks 2

Read the text, and answer the questions !

The Cute Mike



Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

→ Identification
 Identifikasi
 Deskrriptif
 desk

} Deskrriptif
 teks

1. What is the author's purpose ? Deskrriptif about The cute mike 2
2. Identify the text structure above ? Identification and Deskrriptif teks 4
3. Write the meaning of the following vocabularies :
 - A. Chubby : Tembam 4
 - B. Friendly : ramah 4

Pre-Test

Teks 1

Read the text, and answer the questions !

Niagara Falls



Source: The World Book Student Discovery Encyclopedia, 2006

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

Taken from The World Book Student Discovery Encyclopedia, 2006

1. What is the topic of the text ?
Niagara Falls is a famous area of waterfalls. 2
2. Complete the chart below !

Topic : <u>NIAGARA FALLS</u>	
Niagara Falls located?	Canada and United States 2
What countries are separated by Niagara Falls?	Ontario, United States 1
Where are the two waterfalls of Niagara Falls?	State of New York is on the other side. 1

3. Write the meaning of the following vocabularies :

A. Famous : Terkenal 4

B. Waterfalls : Air terjun 4

$$\frac{22}{40} \times 100 = 55$$

Teks 2

Read the text, and answer the questions !

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform, other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some times to draw the manga characters from imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

1. What is the author's purpose ?
She is tell about her best friend. 2
2. Identify the text structure above ?
Description, orientation. 1
3. Write the meaning of the following vocabularies :
A. **Cheerful** : Periang. 1
B. **Amazingly** : Luar biasa 4

Berthy Dei Wardhani
X MIA

Post-Test 1

Teks 1

Read the text, and answer the questions !

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain.

The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mount Kosciusko was named by Polish explorer Paul Strzelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas such as: the Blue Mountains, the crags of Tasmania, and Mount Townshend. That a craggier peak about one kilometre north of Kosciusko.

1. What is the topic of the text ?
topic about Mount Kosciusko 3
2. Complete the chart below !

Topic : <u>Mount Kosciusko</u>	
Mount Kosciusko located?	Australia 2
Who is the explorer who gave the name Mount Kosciusko?	Mount Kosciusko was named by Polish explorer Paul Strzelecki in 1840. 4
What the interesting mountain name that including in Australia?	The Blue Mountains, the crags of Tasmania, and Mount Townshend. 3

3. Write the meaning of the following vocabularies :

A. Mountain : Gunung 4

B. Highest : Tertinggi 4

$$\frac{33}{40} \times 100 = 82.5$$

Teks 2

Read the text, and answer the questions !

Sangalaki Island

Identifikasi

The best place to see green turtles in East Kalimantan is on Sangalaki Island. This nature preserve is known as the biggest habitat in Southeast Asia. Every night, around fifty green turtles make their way into this beach to lay their eggs. Their footprints and the shells of eggs that have hatched can be found everywhere.

Description, Purpose

Sangalaki also have a semi-natural hatchery. Eggs that are in danger because they are too close to the edge of the beach are moved to the hatchery by staff. These eggs are then left to hatch naturally.

Sangalaki is also one of the biggest habitats of the manta ray. Seeing these creatures up close in the sea is a favourite attraction for divers. These wide-winged swimmers usually travel in groups. When the shoal approaches, it looks like an attack by a fleet of spaceship from a science fiction movie.

No 1 Purpose

1. What is the author's purpose ?
informasi

2. Identify the text structure above ?
descriptive

3. Write the meaning of the following vocabularies :

- A. **Danger** : Bahaya
- B. **Footprints** : Telapak kaki

- Berthy Ari Wardhana
- XMP
- 09 September 2019

Post-Test 2

Teks 1

Read the text, and answer the questions !

Jatim Park

Jatim Park is located at Jl. Kartika 2 Batu, East Java. It is not difficult to reach the location because the object is only 2.5 kilometers from Batu city. The Jatim park tourism object is about 22 hectares width.

Visitors can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the entrance gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains miniatures of temples in East Java like Sumberwan temple, custom house of Kiai Hasan Besari Ponorogo and Sumberwan State.

The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rare fruits, animal doorama which consist of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can be used as alternative media of study.

1. What is the topic of the text?
text about Jatim Park 2

2. Complete the chart below !

Topic : <u>Jatim Park</u>	
Where Jatim Park located ?	Jatim Park is located at Jl. Kartika 2 Batu, East Java. 4
How many kinds of facilities in Jatim Park ?	Facilities in Jatim park 36 kinds of facilities which can attract them as well as give new knowledge. 4
What the interesting area in Jatim Park ?	interesting in Jatim park view of Galeri Nusantara area and Taman Sejarah area. 4

3. Write the meaning of the following vocabularies :

A. East Java : Jawa Timur 4

B. Visitors : Pengunjung 4

$$\frac{34}{40} \times 100 = 85$$

Teks 2

Read the text, and answer the questions !

The Cute Mike



Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

1. What is the author's purpose?
Descriptive about the cute mike. 2
2. Identify the text structure above?
3. Write the meaning of the following vocabularies:
 - A. Chubby : Tembem. 4
 - B. Friendly : Ramah. 4

Nama : Nur Afifah
 Kelas : X mba
 mapel : B. Inggris

Pre-Test

Teks 1

Read the text, and answer the questions !

Niagara Falls



Source: The World Book Student Discovery Encyclopedia, 2006

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

Taken from The World Book Student Discovery Encyclopedia, 2006

1. What is the topic of the text ?
~~Atigara~~ about Niagara Falls 2
2. Complete the chart below !

Topic : Niagara Falls	
Niagara Falls located?	North America Canada and United States. 2
What countries are separated by Niagara Falls?	Ontario 1
Where are the two waterfalls of Niagara Falls?	The Horseshoe falls are in Canada And the American falls are in the United States. 4

3. Write the meaning of the following vocabularies :

A. Famous : Terkenal 4

B. Waterfalls : Air terjun 4

$$\frac{28}{40} \times 100 = \underline{\underline{70}}$$

Teks 2

Read the text, and answer the questions !

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform, other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some times to draw the manga characters from imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

1. What is the author's purpose ?
to describe about author best friend. 2
2. Identify the text structure above ?
Descriptive text : Description
Identification . 1
3. Write the meaning of the following vocabularies :
A. Cheerful : Riang 4
B. Amazingly : Luar biasa. 4

Name : Nur Afifah
Class : X mia

Post-Test 1

Teks 1

Read the text, and answer the questions !

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain.

The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mount Kosciusko was named by Polish explorer Paul Strzelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas such as: the Blue Mountains, the crags of Tasmania, and Mount Townshend. That a craggier peak about one kilometre north of Kosciusko.

1. What is the topic of the text ? the topic of the text is Mount Kosciusko 4
2. Complete the chart below !

Topic : <u>Mount Kosciusko</u>	
Mount Kosciusko located?	at Australia 2
Who is the explorer who gave the name Mount Kosciusko?	Mount Kosciusko was named by Polish explorer Paul Strzelecki in 1840. 4
What the interesting mountain name that including in Australia?	The Blue Mountains, the Crags of Tasmania, and Mount Townshend 3

3. Write the meaning of the following vocabularies :

A. Mountain : Gunung y

B. Highest : Ketinggian / yang lebih tinggi y

$$\frac{36}{40} \times 100 = \underline{\underline{90}}$$

Teks 2

Read the text, and answer the questions !

Sangkalaki Island

The best place to see green turtles in East Kalimantan is on Sangalaki Island. This nature preserve is known as the biggest habitat in Southeast Asia. Every night, around fifty green turtles make their way into this beach to lay their eggs. Their footprints and the shells of eggs that have hatched can be found everywhere.

②
Identification

Sangkalaki also have a semi-natural hatchery. Eggs that are in danger because they are too close to the edge of the beach are moved to the hatchery by staff. These eggs are then left to hatch naturally.

Description

Sangkalaki is also one of the biggest habitats of the manta ray. Seeing these creatures up close in the sea is a favourite attraction for divers. These wide-winged swimmers usually travel in groups. When the shoal approaches, it looks like an attack by a fleet of spaceship from a science fiction movie.

1. What is the author's purpose ? *TD describe about Sangalaki Island* 3
2. Identify the text structure above ? 4
3. Write the meaning of the following vocabularies :
 - A. **Danger** : *Bahaya/berbahaya* 4
 - B. **Footprints** : *Tapak kaki* 4

Name : Nur Affah
class : X mia

Post-Test 2

Teks 1

Read the text, and answer the questions !

Jatim Park

Jatim Park is located at Jl. Kartika 2 Batu, East Java. It is not difficult to reach the location because the object is only 2.5 kilometers from Batu city. The jatim park tourism object is about 22 hectares width.

Visitors can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the entrance gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains miniatures of temples in East Java like Sumberwan temple, custom house of Kiai Hasan Besari Ponorogo and Sumberwan State.

The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rare fruits, animal doorama which consist of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites of offer precious tour and can be used as alternative media of study.

1. What is the topic of the text ?

The topic of the text is Jatim park y

2. Complete the chart below !

Topic : Jatim Park	
Where Jatim Park located ?	The Jatim Park Located at Jl. Kartika 2 Batu, East Java y
How many kinds of facilities in Jatim Park ?	The kinds of facilities in Jatim park at least 36 kinds y
What the interesting area in Jatim Park ?	The interesting area in Jatim Park is 'Galeri Nusantara' area. y

7. Write the meaning of the following vocabularies :

A. East Java : Jawa timur 4

B. Visitors : Pengunjung 4

$$\frac{40}{40} \times 100 = 100$$

Teks 2

Read the text, and answer the questions !

The Cute Mike



Michael Prabawa Mobebe was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

②
Identification

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

Description

1. What is the author's purpose ?
To describe about Michael Prabawa Mobebe y
2. Identify the text structure above ?
y
3. Write the meaning of the following vocabularies :
A. Chubby : Tembem y
B. Friendly : Ramah y

THE STUDENT'S READING SCORE

PRE - TEST

No.	Student's Name	Score	Category
1.	Ahmad Solihin	45	Incomplete
2.	Berthy Ari Wardhani	55	Incomplete
3.	Eli Nur Ahyani	80	Complete
4.	Faiza Kanti Pandia	58	Incomplete
5.	Fajar Setiawan	43	Incomplete
6.	Karista Nur Istiqomah	70	Incomplete
7.	Lupita Indriane	55	Incomplete
8.	Mas Ayu Aprillisa	80	Complete
9.	Nur Afifah	70	Incomplete
10.	Touis Dernia Arda	68	Incomplete
11.	Vivi Melinia Sari	63	Incomplete
Total		687	
Average		63	

Collaborator,



Novi Candra Dewi, S.Pd.
NBM. 1035279

Metro, Agustus 2019

Researcher



Diah Indah Permatasari
NPM. 1501070163

THE STUDENT'S READING SCORE

CYCLE I

No.	Student's Name	Score	Category
1.	Ahmad Solihin	70	Incomplete
2.	Berthy Ari Wardhani	83	Complete
3.	Effi Nur Ahyani	75	Complete
4.	Faiza Kanti Pandia	85	Complete
5.	Fajar Setiawan	70	Incomplete
6.	Karista Nur Istiqomah	58	Incomplete
7.	Lupita Indriane	63	Incomplete
8.	Mas Ayu Aprillisa	90	Complete
9.	Nur Afifah	90	Complete
10.	Touis Dernia Arda	45	Incomplete
11.	Vivi Melinia Sari	70	Incomplete
Total		799	
Average		73	

Collaborator,



Novi Candra Dewi, S.Pd.
NBM. 1035279

Metro, Agustus 2019

Researcher



Diah Indah Permatasari
NPM. 1501070163

THE STUDENT'S READING SCORE

CYCLE II

No.	Student's Name	Score	Category
1.	Ahmad Solihin	75	Complete
2.	Berthy Ari Wardhani	85	Complete
3.	Efti Nur Ahyani	98	Complete
4.	Faiza Kanti Pandia	85	Complete
5.	Fajar Setiawan	65	Incomplete
6.	Karista Nur Istiqomah	58	Incomplete
7.	Lupita Indriane	83	Complete
8.	Mas Ayu Aprillisa	95	Complete
9.	Nur Afifah	100	Complete
10.	Touis Demia Arda	68	Incomplete
11.	Vivi Melinia Sari	85	Complete
Total		897	
Average		82	

Collaborator,



Novi Candra Dewi, S.Pd.
NBM. 1035279

Metro, September 2019

Researcher



Diah Indah Permatasari
NPM. 1501070163

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

Subject : English

Class/semester : X/Ganjil

School : SMA Muhammadiyah 2 Metro

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AS	✓	-	-	✓
2	BAW	✓	-	-	✓
3	ENA	✓	✓	✓	✓
4	FKP	✓	-	✓	✓
5	FS	-	-	-	✓
6	KNI	-	✓	-	✓
7	LI	✓	-	-	✓
8	MAA	✓	✓	✓	✓
9	NA	✓	✓	✓	✓
10	TDA	-	✓	-	-
11	VMS	✓	-	-	-
TOTAL		8	5	4	9

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation = $\frac{73}{100} = 73\%$
 2. The students ask and answer question = $\frac{46}{100} = 46\%$

3. The students are active in class = 37 %
4. The students are able to do the task = 82 %

Collaborator



Novi Candra Dewi, S.Pd

NBM. 1035279

Metro, Agustus 2019

Researcher



Diah Indah Permatasari

NPM: 1501070163

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

Subject : English
 Class/semester : X/Ganjil
 School : SMA Muhammadiyah 2 Metro

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AS	✓	✓	-	✓
2	BAW	✓	-	✓	✓
3	ENA	✓	✓	✓	✓
4	FKP	✓	✓	✓	✓
5	FS	✓	✓	-	✓
6	KNI	✓	✓	✓	✓
7	LI	✓	-	-	✓
8	MAA	✓	✓	✓	✓
9	NA	✓	✓	✓	✓
10	TDA	✓	✓	-	✓
11	VMS	✓	✓	-	✓
TOTAL		11	9	6	11

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation = 100 %
 2. The students ask and answer question = 82 %

3. The students are active in class = 55%
4. The students are able to do the task = 60%

Collaborator



Novi Candra Dewi, S.Pd
NBM. 1035279

Metro, September 2019

Researcher



Diah Indah Permatasari
NPM: 1501070163

DOCUMENTATION



Profil SMA Muhammadiyah 2 Metro



The students do the question of pre-test

DOKUMENTASI

Treatment in cycle I



The teachers' explain how to apply jot chart Strategy



The students understanding the text used jot chart strategy

DOKUMENTASI
Post test 1 in Cycle I



The students do the question on Post test I



The students do the question on Post test I

DOKUMENTASI

Treatment in cycle II



The teachers explain the material and the students listen the teachers' explanation



The students listen the teachers' explanation

DOKUMENTASI
Post test 2 in Cycle II



The students do the question on post-test II



The students do the question on post-test II



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-866/ln.28/S/OT.01/10/2019**

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

Nama : DIAH INDAH PERMATASARI
NPM : 1501070163
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 1501070163.

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, 21 Oktober 2019
Kepala Perpustakaan


Drs. Mokhammad Sudin, M.Pd.
NIP. 195608311981031001

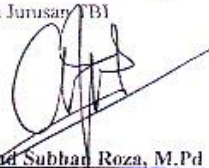
SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Diah Indah Permata Sari
NPM : 1501070163
Fakultas : Tarbiyah dan Ilmu Keguruan
Angkatan : 2015

Telah menyerahkan buku berjudul : English Grammar For the Utterly Confused

Metro, 21 Oktober 2019
Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Diah Indah Permata Sari
NPM : 1501070163
Fakultas : Tarbiyah dan Ilmu Keguruan
Angkatan : 2015

Telah menyerahkan buku berjudul : English Grammar For the Utterly Confused.

Metro, 21 Oktober 2019
Ketua Jurusan TBI



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



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

Jalan Ki Hajar Dewantara Kampus 16 A Inggomuko Metro Timur Kota Metro Lampung 34111
 Telp: (0726) 41507, Faksimil: (0726) 47298, Website: www.tarbiyah.metrouniw.ac.id, e-mail: tarbiyah@iainmetrouniw.ac.id

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

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 2 METRO
 di:
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : DIAH INDAH PERMATASARI
 NPM : 1501070163
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : IMPROVING READING COMPREHENSION THROUGH JOT
 CHART STRATEGY AT THE TENTH GRADERS OF SMA
 MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF
 2018/2019

untuk melakukan *pra-survey* di SMA MUHAMMADIYAH 2 METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2018
 Ketua Jurusan
 Pendidikan Bahasa Inggris

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



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT
SMA MUHAMMADIYAH 2 METRO
TERAKREDITASI B

NSS: 302120901007 NPSN: 10807577

Jl. K.H. Ahmad Dahlan No.1 Metro Pusat Telp. (0725) 7850200 Kode Pos 34111
Website: www.smamuh2metro.sito50.net E-mail: smamuh2metro@gmail.com

SURAT KETERANGAN

Nomor : 622/KET/IV.4.SMA/F/2019

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 2 Metro menerangkan bahwa :

Nama : DIAH INDAH PERMATASARI
NIM : 150107163
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah IAIN Metro

Nama tersebut di atas telah melaksanakan pra-survey di SMA Muhammadiyah 2 metro Sebagai Syarat untuk Menyelesaikan Studi.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 9 April 2019

Kepala Sekolah,



HARI ARDIANTO, S.Pd
NIP. 197810082006041017



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

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

Nama : DIAH INDAH PERMATASARI

Fakultas/Jurusan : TBI

NPM : 1501070163

Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 25/4/19	✓		- Revision Chapter II	
2.	Senin, 6/5/19	✓		- Revisian is OK - Acc for Seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : DIAH INDAI PERMATASARI

Fakultas/Jurusan : TBI

NPM : 1501070163

Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 10/2010 /09		✓	Penulisan : - cover - Font - Grammar - Add 3 prior research	
2.	Rabu, 24/2010 /09		✓	- Revise the using of article "The". - Acknowledgement.	
3.	Rabu, 24/2010 /09		✓	No Seminar See 1 advisor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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Telepon (0725) 41507; Faksimili (0725) 47295; Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No:

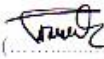
The Research Proposal entitled: IMPROVING READING COMPREHENSION THROUGH JOT CHART STRATEGY AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO, Written by: Diah Indah Permatasari, Student Number: 1501070163, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, May 23rd 2019 at 10.30-12.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum

()

Examiner I : Drs. Kuryani, M.Pd

()


Examiner II : Ahmad Subhan Roza, M.Pd

()

Secretary : Andianto, M.Pd

()

Head of English Education Department

()
Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008001 1 014



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

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

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

Nama : DIAH INDAH PERMATASARI

Fakultas/Jurusan : TBI

NPM : 1501070163

Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis, 4/7/19	✓		acc for research instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

Nama : DIAH INDAH PERMATASARI

Fakultas/Jurusan : TBI

NPM : 1501070163

Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu, 03 Juli 2019		✓	Per instrumentasi	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0726) 41507, Faksimili (0726) 47296, Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah.iaim@metrouiniv.ac.id

Nomor : B-2303/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 2
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2302/In.28/D.1/TL.01/07/2019, tanggal 12 Juli 2019 atas nama saudara:

Nama : **DAH INDAH PERMATASARI**
NPM : 1501070163
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION THROUGH JOT CHART STRATEGY AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juli 2019
Wakil Dekan I,

Dra. Isti Fatimah MA
NID. 0670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
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SURAT TUGAS

Nomor: B-2302/In.28/D.1/TL.01/07/2019

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

Nama : DIAH INDAH PERMATASARI
NPM : 1501070163
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION THROUGH JOT CHART STRATEGY AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 12 Juli 2019





MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT
SMA MUHAMMADIYAH 2 METRO
TERAKREDITASI B

NSS: 302120901007 NPSN: 10807577

Jl. K.H. Ahmad Dahlan No 1 Metro Pusat Telp. (0725) 7850200 Kode Pos 34111
Website: www.smamuh2metro.site50.net E-mail: smamuh2metro@gmail.com

SURAT KETERANGAN

Nomor : 934/KET/IV.4.SMA/F/2019

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 2 Metro menerangkan bahwa :

Nama : DIAH INDAH PERMATASARI
NIM : 1501070163
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah IAIN Metro

Nama tersebut di atas telah melaksanakan **Penelitian** di SMA Muhammadiyah 2 Metro sebagai syarat menyelesaikan studi, pada tanggal 05 Agustus sampai dengan 09 September 2019.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 11 September 2019

Kepala Sekolah,

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat, 04/10/19	✓		Revisi : - Cover Undergraduate Thesis - Abstract - Statement of research originality - Table of Contents - Chapter IV	
2	Selasa 8/10/19	✓		- Revision is OK	
3	Jumat 11/10/19	✓		- acc for munasosyal	

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 24/09/2019		✓	Revise : - Font Cover - Motto - Abstract - Acknowledgment - Chapter I, II, IV, V	
2.	Selasa, 01/10/2019		✓	Revise chapter V	
3.	Jumat, 04/10/2019		✓	in my opinion Se I Advisor	

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CURRICULUM VITAE



Diah Indah Permatasari was born in Adirejo, November 20, 1995. She is the last daughter of Tubagus Iskandar and Masnah. She was enrolled her study at TK RA (Raudhatul Athfal) Adirejo 30^A Pekalongan, East Lampung in 2000 and graduated in 2002. She graduated from State Elementary School of MIN Adirejo 30^A Pekalongan, East Lampung in 2002 until 2008. She decided to continue her study at SMP Muhammadiyah 1 Pekalongan in 2008 until 2011. After graduating the Junior High School, on 2011 until 2014 she studied in SMA Muhammadiyah 2 Metro.

Since she has been very intrested in English, as an result, she made State Institute Islamic Studies of Metro (IAIN) as her next step to study in accademic year 2015/2016. She expects that someday she can continue her study to master of degree.