

AN UNDERGRADUATE THESIS

**IMPROVING READING COMPREHENSION ABILITY
BY USING PACA STRATEGY
(PREDICTING-ACTIVITY-AND-CONFIRMING-ACTIVITY)
OF THE TENTH GRADERS
AT SMA MUHAMMADIYAH 1 TRIMURJO**

By :

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2020 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

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**Tarbiyah and Teacher Training Faculty
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ABSTRACT

BY : AMER ABADI

This study aims to determine whether the implementation of Predicting-Activity-and-Confirming-Activity (PACA) Strategy can improve reading comprehension ability of the tenth graders at Sma Muhammadiyah 1 Trimurjo. The researcher expects that *Predicting-Activity-and-Confirming-Activity Strategy* could help the students in learning process and be one of the strategies to increase the student's reading comprehension ability.

The researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 13 students in Tenth graders of Sma Muhammadiyah 1 Trimurjo. In collecting data, the researcher used test (pre-test, post-test I and post-test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MTs Sma Muhammadiyah 1 Trimurjo.

The result of this research showed that *Predicting-Activity-and-Confirming-Activity Strategy* had the positive result in improving the student's reading comprehension ability of the tenth graders of Sma Muhammadiyah 1 Trimurjo. It can be known by the student's percentage of post-test 2 that 77% of the students can achieve Minimum Mastery Criteria (MMC). It means that the *Predicting-Activity-and-Confirming-Activity Strategy* can improve the student's reading comprehension ability.

Keyword : *Predicting-Activity-and-Confirming-Activity Strategy, Reading comprehension ability, Classroom action research.*

**PENINGKATAN KEMAMPUAN MEMBACA PEMAHAMAN
DENGAN MENGGUNAKAN STRATEGI PACA
(PREDIKSI-AKTIVITAS-DAN-KONFIRMASI-AKTIVITAS)
PADA SISWA KELAS SEPULUH
DI SMA MUHAMMADIYAH 1 TRIMURJO**

ABSTRAK

OLEH: AMER ABADI

Penelitian ini bertujuan untuk mengetahui apakah penerapan Strategi Prediksi-Aktivitas-dan Konfirmasi-Aktivitas (PACA) dapat meningkatkan kemampuan membaca pemahaman siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Peneliti berharap Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan pemahaman membaca siswa.

Peneliti melakukan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Tiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 13 siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris di Sma Muhammadiyah 1 Trimurjo.

Hasil penelitian ini menunjukkan bahwa Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas memiliki hasil yang positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Hal ini dapat diketahui dari persentase post test 2 siswa bahwa 77% siswa dapat mencapai Kriteria Penguasaan Minimum (MMC). Artinya, Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas dapat meningkatkan kemampuan pemahaman bacaan siswa.

Kata Kunci: Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas, Kemampuan membaca pemahaman, Penelitian tindakan kelas, Meningkatkan.



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APPROVAL PAGE

Title : IMPROVING READING COMPREHENSION ABILITY BY
USING PACA STRATEGY (PREDICTING-ACTIVITY-AND-
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NOTIFICATION LETTER

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To:
The Honorable the Head of Tarbiyah Department
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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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MUHAMMADIYAH 1 TRIMURJO

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

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosahkan, Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: 8-0027 / M-23-1 / D / 11-00-9/01 / 2020

The Undergraduate Thesis entitled IMPROVING READING COMPREHENSION ABILITY BY USING PACA STRATEGY (PREDICTING-ACTIVITY-AND-CONFIRMING-ACTIVITY) OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 TRIMURJO, written by: AMER ABADI, Student Number 1501070220, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 23rd 2020 at 01.00 – 03.00 p.m.

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, December 2020
The Researcher



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

Metro, Desember 2020
Yang Menyatakan,



Amer Abadi
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

God does not burden a person except according to his ability.

(QS Al - Baqarah: 286)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and taught human being of what they do not know.
2. My beloved parents, Heri Santoso and Nurmawati, who always give me support and guidance to be successful in my study, thank you very much for your endless love. I love you are spirit in my life.
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5. All of my friends who have given me support to finish this undergraduate thesis
6. My grateful Almamater State Islamic Institute of Metro (IAIN Metro)

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this undergraduate thesis entitled **“Improving Reading Comprehension Ability by Using PACA Strategy (Predicting-Activity-and-Confirming-Activity) Of The Tenth Graders At SMA Muhammadiyah 1 Trimurjo”**.

First of all, the deepest gratitude would be addressed to my beloved parent, Mr. Heri Santoso and Mrs. Nurmawati for their endless love, for understanding and supporting me to finish the research undergraduate thesis and always pray for me to be a successful person.

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Last but not least, with limitation of ability of me, still many mistakes in writing and presentation items. Therefore, I apologize hopefully this undergraduate thesis can be benefit to all of us properly.

The Writer



Amer Abadi
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TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL PAGE	v
NOTIFICATION LETTER	vi
NOTA DINAS	vii
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
 CHAPTER I INTRODUCTION	 1
A. Background of The Study	1
B. Problem Identification	5
C. Problem Limitation	5
D. Problem Formulation	6
E. Objectives and Benefits of The Study	6
F. Prior Research	7
 CHAPTER II REVIEW OF THE RELATED THEORIES	 11
A. Concept of Reading Comprehension	11
1. Nature of Reading Comprehension	11
2. Process of Reading Comprehension	12
3. The Assesment of Reading Comprehension	12
B. Concept of Predicting Activity and Confirming Activity	13
1. Nature of Predicting Activity and Confirming Activity (PACA)	13
2. Purpose of Predicting Activity and Confirming Activity (PACA)	15
3. Advantages and Disadvantages of Predicting Activity and Confirming Activity (PACA)	15

a. Advantages of Predicting Activity and Confirming Activity (PACA)	15
b. Disadvantages of Predicting Activity and Confirming Activity (PACA)	16
4. Procedure of Predicting Activity and Confirming Activity (PACA)	17
C. Action Hypothesis	19
CHAPTER III RESEARCH METHOD	20
A. Variables and Operational Definition of Variables	20
1. Variables of The Research	20
2. Operational Definition of Variables	20
B. Setting of The Research	22
C. Subject and Object of The Research	23
D. Action Plan	24
E. Data Collecting Technique	32
F. Data Collecting Instrument	34
G. Data Analysis Technique	35
H. Indicator of Success	36
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	37
A. Result of The Research	37
1. The Description of Research Location	37
a. The Brief History of SMA Muhammadiyah 1 Trimurjo	37
b. Vision and Mission of SMA Muhammadiyah 1 Trimurjo	38
c. The Condition of Teachers and Official Employees at SMA Muhammadiyah 1 Trimurjo	39
d. The Quantity Students of SMA Muhammadiyah 1 Trimurjo	40
2. Description of The Research	41
a. Pre-test Activity	41
b. Learning Activity in Cycle 1	44
1) Planning	44
2) Acting	44
3) Observing	56
4) Reflecting	57
c. Learning Activity in Cycle 2	59
1) Planning	59
2) Acting	60
3) Observing	72

4) Reflecting	73
B. DISCUSSION	74
1. Result of Students Learning	74
2. Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II	75
CHAPTER V CONCLUSION AND SUGGESTION	78
A. Conclusion	78
B. Suggestion	78

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table 1	The Data of Pra-Survey Result Reading Comprehension Among The Tenth Graders at Sma Muhammadiyah 1 Trimurjo	3
Table 2	The Categorization of Pra-Survey Result Data Reading Comprehension among the tenth Graders at SMA Muhammadiyah 1 Trimurjo	4
Table 3	The Quantity of students at the tenth grade Sma Muhammadiyah 1 Trimurjo	24
Table 4	The Student's Pre-test Result of Reading Comprehension	42
Table 5	Frequency of student's grade in Pre-test	43
Table 6	The student's Grade of Post-test I	55
Table 7	Frequency of student's grade in Post-test I	55
Table 8	The Comparison between Pre-test and Post-test I Grade in Cycle 1	57
Table 9	The Comparison of Student's Pre-test and Post-test I in Cycle 1	58
Table 10	The student's Post-test II grade	71
Table 11	The Frequency of student's grade in Post-test II	71
Table 12	The Comparison of Student's Pre-Test, Post-test I Grade in Cycle I and Post-test II Grade in Cycle II	76

LIST OF FIGURES

Figure 1	Zina O Leary's Action Research Design	25
Figure 2	The Condition of Teachers and Official Employees at SMA Muhammadiyah 1 Trimurjo	39
Figure 3	The Student's Quantity at SMA Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020	40
Figure 4	The Student's Quantity in X IPA Class at SMA Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020	40
Figure 5	The Percentage of the Student's Grade in Pre-Test	43
Figure 6	The Percentage of the Student's Grade on Post-test I	56
Figure 7	The Comparison of Percentage of the Student's Comprehension Grade on Pre-test and Post-test I	58
Figure 8	The Percentage of the Student's Grade in Post-test II	72
Figure 9	The Percentage of Comparison of student's grade in Post-test I and Post-test II	73
Figure 10	The Comparison Grade of Students Reading Comprehension in Pre-test, Post-test I in Cycle I, and Post-test II in Cycle II	76

LIST OF APPENDICES

APPENDICES I

1. Syllabus
2. Lesson Plan
3. The Structure Organization of SMA Muhammadiyah 1 Trimurjo
4. Location Sketch of SMA Muhammadiyah 1 Trimurjo
5. Students Score of Pra-Survey
6. The Result of Pre-test
7. The Result of Post-test I
8. The Result of Post-test II
9. The Instrument of The Research
10. Documentation

APPENDICES II

1. Surat Izin Pra-Survey
2. Surat Balasan Pra-Survey
3. SK Bimbingan Skripsi
4. Surat Tugas
5. Surat Izin Research
6. Surat Balasan Research
7. Surat Keterangan Bebas Kaprodi
8. Surat Keterangan Bebas Pustaka
9. Kartu Konsultasi Bimbingan Skripsi
10. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

In various aspects of life, English is a foreign language which plays a major role. The text, ideas or ideas presented or implied in the content contain reading activities. Understanding then becomes an effect that can be evaluated in reading habits, not in physical behaviour. In Indonesia, English is a foreign language taught both in formal and non-formal education. The group will increase their awareness, get a job, follow the growth of their age and continue their levels of higher education by mastering English.

As one of the English skills, reading is a method that a reader uses to get a message that the writer wants to communicate through words/written language. Reading is an act focused on a number of skills, including observation, comprehension and thinking. In short, it can be said that reading is "bringing meaning from printed or written documents" and that it "selects and recognizes the meaning or meaning of written content."

In addition, reading practices are the capturing and interpretation of thoughts, reader activities and the proliferation of souls in the life of the script. The reading process begins with a mechanical activity that is the natural eye activity, the blind feeling. After the process, reason and organizations function in the context of a comprehension and appreciation process. In addition, reading exercises emphasize precision and speed as well as competence patterns or linguistic abilities, specific intelligence and broad

life references. Reading has many extraordinary advantages divided into several aspects: a quick increase in vocabulary, a knowledge of the structure of the sentence and a knowledge of grammar are created by itself.

However, reading skills are not easy to learn. Students face several difficulties during the reading process. The problems caused by poor linguistic and non-language influences include restricted english, weak mastery of english, difficulty in constructing simple ideas and supporting concepts. Moreover, reading difficulties due to weak non-linguistic aspects include poor reading encouragement, low interest in microconceptuals in reading abilities, weak reading habits and low environmental support.

The researcher has also carried out a pre-survey to classify the reading difficulties faced by SMA Muhammadiyah 1 Trimurjo students in class X. The pre-survey will take place on 31 August 2019. In the pre-survey process the researchers tested students for informative texts in the form of reading understanding testing in the form of multiple-choice testing. The findings are explained in the table below. The pre-survey results is illustrated in the following table:

Table 1
The Data of Pra-Survey Result
Reading Comprehension of the tenth graders
at SMA Muhammadiyah 1 Trimurjo
in the Academic Year of 2019/2020

NO	NAME STUDENTS	GRADE	CRITERIA
1	AP	20	INCOMPLETE
2	AA	45	INCOMPLETE
3	BP	40	INCOMPLETE
4	HA	50	INCOMPLETE
5	IMS	45	INCOMPLETE
6	IF	50	INCOMPLETE
7	K	5	INCOMPLETE
8	MM	70	COMPLETE
9	MDZ	40	INCOMPLETE
10	RM	25	INCOMPLETE
11	RP	20	INCOMPLETE
12	SS	50	INCOMPLETE
13	ZM	70	COMPLETE

Data on student reading problems obtained from the pre-survey were classified into full and incomplete categories based on the Minimum Mastery Criteria (MMC). The results of the Class X student reading abilities categorization at SMA Muhammadiyah 1 Trimurjo are shown in the results section:

Table 2
The Categorization of Pra-Survey Result Data
Reading Comprehension of the Tenth Graders
at SMA Muhammadiyah 1 Trimurjo

No.	Grade	Frequency	Percentage	Criteria
1	≥ 70	2 student	10 %	Complete
2	< 70	11 students	90 %	Incomplete
Total		13	100%	

Furthermore, the English subject's minimum mastery criteria (MMC) is 70. On the basis of the above findings, it is well known that the percentage of students with MMC is 10%, while the percentage of students without MMC is 90%. This means that the proportion of students with less than MMCs is higher than that of those with more than MMCs. Thus, it can be concluded that reading understanding is inadequate of the tenth graders at SMA Muhammadiyah 1 Trimurjo.

Based on the results of the pre-survey, it was investigated that difficulties with reading comprehension were motivated by the students' restricted English vocabulary. The tenth grader at SMA Muhammadiyah 1 Trimurjo also had issues with their lack of English grammar. The problem of student understanding is also exacerbated by the low enthusiasm of students' understanding of reading.

Based on the above reading understanding issues, attempts should be made to enhance reading understanding by using PACA. PACA stands for anticipating and verifying events. PACA is a technique for teaching students to exercise their pre-reading skills by hypothesizing what they are about to learn.

In addition, the PACA Approach has some fantastic advantages. By using PACA, students may make assumptions or predictions based on the given text. PACA also lets students work in one group with other students. PACA is used effectively to send its views to others based on the outcomes.

The researcher chooses, based on all described above to perform class action research. The researcher thus builds a research proposal entitled “Improving Reading Comprehension Ability By Using PACA Strategy (Predicting-Activity-and-Confirming-Activity) Of The Tenth Graders At SMA Muhammadiyah 1 Trimurjo”.

B. Problem Identification

The researcher identified the research problems as follows concerning the research background:

1. Students have limited English vocabulary.
2. Students have the unsatisfied reading comprehension.
3. Students have low grammar mastery.
4. Students have low motivation in reading.

C. Problem Limitation

The researcher had constrained the problem of this research after identifying problems only by concentrating on the problems of students of number 2 above in the form of the unsatisfied reading comprehension of the students. The use of the teaching technique, Predicting-Activity-and-Confirming-Activity-Activity, was carried out to reduce this problem

(PACA). The title of this study, therefore is “Improving Reading Comprehension Ability By Using PACA Strategy (Predicting-Activity-and-Confirming-Activity) Of The Tenth Graders At SMA Muhammadiyah 1 Trimurjo”.

D. Problem Formulation

The researcher had formulated the research problem including: “Can PACA strategy (Predicting-Activity-and-Confirming-Activity) improve reading comprehension of the tenth graders at SMA Muhammadiyah 1 Trimurjo?”

E. Objective and Benefit of the Study

1. Objective of the Study

The aim of this research is to decide whether Predicting-Activity-and-Confirming-Activity (PACA) strategy can improve reading comprehension reading of the tenth graders at SMA Muhammadiyah 1 Trimurjo.

2. Benefits of the Study

This research is intended not only to provide significant advantages for researchers, but also for students, teachers, and other researchers.

a. For the Students

This research is estimated to contribute positively to students in improving English language skills, especially reading. This is because with this research students can sharpen their reading skills in English

through the application of Predicting-Activity-and-Confirming-Activity (PACA) Strategy. In addition, it is desirable that students' learning motivation in English can be increased.

b. For the Teachers.

This research is estimated to be able to provide the benefits of English teachers in the form of inspiring the application of effective teaching techniques in teaching reading. This study can provide information to English teachers in the form of effective efforts in teaching reading. The application of this strategy can help teachers to create a conducive reading learning atmosphere.

c. For the Other Researcher

For the other researcher, this research helps the next researcher in conducting research related to this research variable. Through this research, the next researcher gets information about the effectiveness of using the predicting activity and confirming activity in teaching reading. Therefore, the other researcher can consider matters that need to be explored to be followed up in the next form of research.

F. Prior Research

This review was carried out by considering a number of previous research based on the field of research using Predicting Activity and Confirming Activity in reading comprehension. Ririn Ambarini, Listyaning Sumardiyani, and Subur Laksmono Wardoyo conducted the first related researches entitled "PACA (Predicting and Confirming Activity) Reading

Strategies to Promote the Teaching Strategy of Students in TEFL I Class." Classroom action research is the research approach used in the first similar research. The fifth semester students of the English Department at IKIP PGRI Semarang are a sample of the first preliminary research. The outcomes of the first earlier findings were related to the results of a qualitative review of improvement variables. The results of their research over the two periods indicate that the use of the PACA approach increases the efficacy of the reading skills teaching and learning process.¹

Similarities and discrepancies exist between another research as well as the first research conducted. The similarity in language skills lies in the similarity between this research and the first prior research. In the field of research, both of these studies have parallels in reading comprehension in the PACA study. This study and the first prior research have parallels in the research process, namely that the CAR method is used in this study, while the first prior study uses the classroom action research method. Furthermore this analysis uses descriptive text type, while narrative text types are used in the first prior study. The variation in the research sample then lies in the difference between this analysis and the first prior research. IKIP PGRI Semarang fifth semester students were the sample of the first previous study; while the first prior study sample is English TEFL 1 Class fifth semester students, 5G and 5H are the classes. And the researcher selects this second

¹Ambarani Rin, Sumardiyani Listiyaning, &Laksmono Wardoyo Subur, "PACA (Predicting And Confirming Activity) Reading Strategies To Promote Students' Teaching Strategy In Tefl I Class," *A Journal of Culture, English Language, Teaching & Literature (CELT)*18, No.1 (2018): 49-50.

study as a sample of science class consisting of 20 students because this class had no ability in understanding the text of reading. The researcher used an understanding test consisting of pre-test and post-test in collecting the data.

In similarly, Muhammad Dahlan Bahang, Fitriani, Kamban, conducted the second prior research entitled "Enhancing Reading Comprehension by Combining Paca and VIP Strategy at Second Grade Senior High School" The research tool used in the second prior research is classroom action research. In the academic year 2018/2020, the sample of this research was the second year students of SMA Negeri 1 Nosu. The investigator used the method of purposeful sampling. As a sample consisting of 20 students, the researcher chose science class because this class had low ability to understand the reading text. The investigator used the understanding test, which consists of pre-test and post-test, to collect the data. The outcome of the second previous study indicates that the use of the PACA approach increases the efficacy of the reading skills teaching and learning process.²

In addition, the third previous analysis, namely TEACHING READING NARRATIVE TEXT BY COMBINING PACA (Predicting and Confirming Activity) with VIP (Very Important Point) STRATEGY in SENIOR HIGH SCHOOL, was conducted by Desi Wahyuni and Agusni. The primary source of the third previous research is the PACA theory paper. PACA is a reading technique that can help students establish the context knowledge they need to

²Dahlan Bahang Muhammad, Fitriani, &Kamban, "Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the Second Grade Senior High School,"*Celebes Education Review X*", no. X (2019): 30.

be effective before starting the task of reading. Students make these predictions through the PACA strategy based on initial teacher results. Students can make predictions about a text and develop background and vocabulary knowledge using this approach. This approach is especially helpful if students have a little first-hand experience of a subject and assist them in establishing a reading goal.³

Based on all the descriptions related to some prior research, it can be concluded that Predicting Activity and Confirming Activity (PACA) in reading comprehension is an important thing to study. That is because the effective for use in teaching reading. Therefore taking into account the several prior research, the researcher has a strong foundation to improve the reading skills of class X SMA Muhammadiyah 1 Trimurjo by using the Predicting Activity and Confirming Activity (PACA) strategy.

³Wahyuni Desi, Agusni, TEACHING READING NARRATIVE TEXT BY COMBINING PACA (Predicting and Confirming Activity) with VIP (Very Important Point) STRATEGY in SENIOR HIGH SCHOOL, “*Jurnal Mahasiswa Bahasa Inggris Genap 2012-2013*”: 4.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Reading Comprehension

1. Nature of Reading Comprehension

Reading is the name given to a set of actions that are primarily cognitive: lexical processing, orthography and phonology mapping, sentence parsing, conceptual integration, etc. Today we know much more about both of these than we did ten years ago, yet it remains unclear whether or how they can be connected to perceptual operations.⁴ It means that reading is the way of searching at and gaining significance from a collection of lexical items. Reading is a perceptual development because for not only searching for symbols and meaning only, read also as a lexical process, the grading between lithograph and utterance, verdict define, and conceptual assimilation.

A secret to learning, a way of opening doors to knowledge, is reading. Writing is the instrument we use to record data, improve memory, and express our feelings and thoughts. These two talents are so basic to contemporary life, the written side of language, that any significant weakness in any of them is a real handicap. Illiteracy entails the possibility of being intellectually underdeveloped and culturally disconnected; in contemporary culture, it often severely decreases the potential for a

⁴Kenedy Alan et al., *Reading as a Perceptual Process*, (Oxford: Elsevier Science, 2000), 5.

prosperous adulthood.⁵ It can be said, reading is the most important part of life in contemporary society. because, reading is seeing, then capturing information in a book / reading or in the text.

2. Process of Reading Comprehension

Comprehension of reading is the process of building meaning through contact and participation in written language, oral communication, and/or visual input. Three components are involved in comprehension: the active understanding process; the comprehender's capacity, knowledge base, and motivation; and the difficulty and aspects of the text that is read, listened to or watched.

The process of understanding requires a number of simultaneous processes: decoding or moving from sounds and letters to meaning; generating units or propositions of idea; connecting units of idea to shape a text base consisting of a microstructure and macrostructure; and constructing a model of situation by communicating with previous information.⁶

3. The Assesment of Reading Comprehension

In current educational practice, evaluation is a common and often misunderstood term. You may be tempted to think of measuring and evaluating as words that are interchangeable, but they are not. Tests are scheduled administrative processes that occur in a curriculum at

⁵Anbar Ada, *The Secret of Natural Readers : how preschool children learn to read*, (London : Greenwood Publishing Group, 2004) , 3.

⁶Schuldt Caldwell Joanne, *Comprehension Assesment : A Classroom Guide*, (New York : The Guilford Press, 2008), 4 & 5.

identifiable times when learners gather all their faculties to deliver speech output, recognizing that their responses are being assessed and evaluated.

There are several requirements widely used to denote the reading comprehension of students, according to Brown, which are:

- a. Primary idea (topic)
- b. Speech of Context/idiom/phrases
- c. Inferencing Inside (implied detail)
- d. Grammatical features
- e. Details in depth (scanning for a specifically stated detail)
- f. Except for non-written proof (unstated details)
- g. Ideas helping
- h. Vocabulary In-context

Based on the indicator above, the preparation process of reading comprehension test must considered completeness of the indicators of reading comprehension.

B. Concept of Predicting Activity and Confirming Activity (PACA)

1. Nature of Predicting Activity and Confirming Activity (PACA)

PACA stands *Predicting and Confirming Activity* that helps students improve predictions by following a systematic procedure for predicting and confirming.⁷ It means that PACA aims to help students

⁷ Cowen J.E, Cohen Vicki L., *Literacy for Children is an Information Age*, (Belmont : Thomson Wadsworth, 2008), 193.

develop predicting and confirming by subsequent methodical proceeding in a text about reading.

Furthermore, PACA strategy is a pre-reading strategy that utilizes students' predictions to set a purpose for reading.⁸ It can be said that PACA is a prior reading strategy used by students in estimating content and determining ideas of a reading text.

Moreover, PACA is a strategy that prompts students to make predictions and seek confirmation in the text.⁹ In the other words, PACA supports the students in distinguishing the main information and looking for ideas in a text.

The predicting and confirming activity (PACA) is a teaching strategy that helps students build the background information they need to be successful before beginning a reading assignment.¹⁰ It means that PACA is beneficial in helping students to find the upbringing insight needed before starting to read.

PACA is a teaching technique that is particularly beneficial if students have no first-hand knowledge of a subject and assist them in setting a reading target.¹¹ This teaching strategy is very useful if the

⁸ Gregory Berry, E.d.D, *Literacy for Learning: A Handbook of Content-Area Strategies for Middle and High School Teachers*, (United Kingdom : Rowman & Littlefield, 2014), 43.

⁹ Mcknight Katherine. S., *The Teacher's Big Book of Graphic Organizers*, (San Fransisco : John Wiley & Sons, Inc., 2010), 144.

¹⁰ Bernadowski Carianne, Del Greco Robert and Kolencik Patricia L., *Beyond the Text Book*, (California : ABC-CLIO, LLC, 2013), 23.

¹¹ Vasquez Anete, Hansen Angela L and Smith Philip C., *Teaching Language Arts to English Language Learners*, New York : Routledge, 2010, 71.

students know about the background knowledge of a reading topic that helps them determine ideas from a text.

2. Purpose of Predicting Activity and Confirming Activity (PACA)

PACA has some purposes, as follows:¹²

- a. If students are going to learn about something they know very little about as they approach the reading selection, to help students establish context knowledge.
- b. To help students be more effective and to understand the data, ideas, or concepts it poses in a context.
- c. To help students make correlations between what they already know and the relevant information.

It means that this strategy aims to help students to discover upbringing info on a reading text they choose, while also making it easy for students to understand the information, ideas, or concepts in the reading as well as being able to connect what they already know and new information.

3. Advantages and Disadvantages of Predicting Activity and Confirming Activity (PACA)

a. Advantages of Predicting Activity and Confirming Activity (PACA)

PACA has some great advantage, as follows:¹³

¹² *Ibid.*, 23.

¹³ Gregory Berry, E.d.D, *Literacy for Learning: A Handbook of Content-Area Strategies for Middle and High School Teachers*, (United Kingdom : Rowman & Littlefield, 2014), 43.

- 1) Activating students' prior knowledge
- 2) Allowing students to make predictions based on initial information given by the teacher to build some prior knowledge.
- 3) Helping students to identify key ideas and themes in a text;
- 4) Allowing students to build vocabulary.

It means that, by PACA strategy, students can interpret and understand a reading text using the benefits described above, namely students can find preliminary knowledge then afterward students can make predictions based on the initial knowledge given by the teacher to build by combining prior knowledge. after that, the prediction and basic insight are combined, students are able to recognize ideas and leitmotifs in a text and can build some vocabulary.

b. Disadvantages of Predicting Activity and Confirming Activity (PACA)

Disadvantages of Predicting Activity and Confirming Activity (PACA) strategy are, as follows:¹⁴

1. PACA strategy takes time to train students in the process and time to train teachers in the strategy. It means that this strategy is time consuming.
2. PACA strategy involves risk taking on the part of students, who must develop the skills and courage to question and verbalize

¹⁴J. Allen Queen, *The Block Scheduling Handbook : Second Edition*, (California : The Writer's Edge Inc., 2009), 155

possible theories. It also involves risk taking on the part of the teacher, who must can turn over the direction of the learning process to the students.

3. The lower-level students may have difficulty generating questions. In addition, some students in all ability levels have difficulty working with and expressing theories. Since the major focus of PACA strategy is on students' developing inquiry skills, some teachers and administrators may have difficulty using a strategy that emphasizes the process over the acquisition of specific facts or concepts.

4. Procedure of Predicting Activity and Confirming Activity (PACA)

The procedure of PACA in teaching reading:¹⁵

- a. The teacher asks a general question relevant to the topic of reading and provides initial details.
- b. The teacher splits students into groups and offers a word list for groups of words connected with the subject of reading. Based on the list of words, the teacher asks students to decide the general content of the reading text. With their groups, students explore their responses to the issue.
- c. There are predictions composed by students. Depending on their small group conversations, students predict what they think about reading

¹⁵Vasquez Anete, Hansen Angela L and Smith Philip C., *Teaching Language Arts to English Language Learners*, (New York : Routledge, 2010), 71-73.

topics. The teacher documents these predicts (on an overhead or the chalkboard) and allows learners to clarify what terms have elicited their predictions.

- d. New information is given by the teacher: this may be through photographs, a video, a story, or an essay.
- e. Based on the new knowledge, students update or change their claims. Students, for instance, may have predicted that Florida were wealthy cities called to honor President Florida, when they were actually homeless shanty towns.
- f. Students read the assigned text collection actively (or have a partner read to them using their predictions as a reference).
- g. After reading, students and the teacher work together to revise their predictions.

In other words, students are probable to be able to apply the procedures above that had been explained, that is, the first time the teacher asks general questions according to the reading topic and gives initial information, then the teacher divisions the students into groups and provides a group of word lists with lexes related to the reading topic and after students discuss the answers that have been done with their respective groups, students make predictions based on group discussions then foresee what they think about the topic of the reading, after that, the teacher gives some new information according to the reading topic, students revise their statements based on new info

that is given, then after that students actively read the assigned text choices, use their prognostications as a guide, and finally students and teachers work together to revise their predictions after reading.

C. Action Hypothesis

The action hypothesis of this research is stated as follow:

"If PACA strategy is used, students' reading comprehension ability can be improved."

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This comprises of two main variables that include independent and dependent variables. The independent variable in this analysis is the PACA technique that has been applied to strengthen the comprehension of the reading of students. Moreover the dependent variable of this study is reading comprehension as one of the four language skills that students are expected to learn in order to be able to grasp the main idea of the text.

2. Operational Definition of Variables

John W. Creswell notes that the specification of how the researchers in their analysis interpret and calculate the variable is an operational concept.¹⁶ Operational meanings of variables in research are very important in order to prevent errors when the researcher collects data.

Relation to the statement above the operational meaning of the variables in this research is:

¹⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

a. Dependent Variable

According to Zina O'Leary, the dependent variable is the stuff that the researcher is trying to evaluate or what you are trying to assess.¹⁷ A variable that can be enhanced by an independent variable is a variable that is dependent. The study's dependent variable is the experience of reading by students.

In a multiple choice form consisting of 20 items, the researcher conducted pre-test and post-test at different levels to determine students' reading comprehension. The investigator gave 1 score for each object and determined the score obtained by formulating the total of true answers divided by the number of exercises and compounded by 100, so the lowest score is 0 and the highest score is 100. In this variable, the researcher describes several indicators in order to comprehend the student's mastery of understanding reading as follows:

- 1) The learners are able to identify the key concept of reading text.
- 2) Students are capable of discovering extensive material for text reading.
- 3) The students are able find in meaning the definition of vocabulary.
- 4) The learners are in a position to classify sources.
- 5) Students can draw from the text they read inferences.

¹⁷ Zina O'Leary, *The Essential Guide to Doing Research* (London; Thousand Oaks: SAGE, 2004) 188.

b. The independent Variable

According to Laura T. Flannelly, an independent variable is a variable assumed to have an effect on another variable (a dependent variable).¹⁸ In a sense, in an analysis, a factor that is manipulated is an independent variable. In this analysis, the independent variable uses the PACA technique. When discussing a specific text thoughtfully and actively, this variable engages students in a reflective discussion about their points of view. Moreover the participation of students in this approach has many indicators to consider:

- 1) The students in the classroom are able to grasp the PACA technique.
- 2) The students comprehend what they have read.

B. Setting of the Research

The researcher conducted Classroom Action research (CAR) at SMA Muhammadiyah 1 Trimurjo. The school was built at 1985 and located at Jl. Raya Adipuro, RT.038/RW.013, Adipuro, Trimurjo, Kabupaten Lampung Tengah, Lampung. SMA Muhammadiyah 1 Trimurjo is one of the old schools in Lampung Tengah. In tenth grade consists of two classes. Starting from class X and has two major classes, IPA and IPS. In tenth grade, IPA has one classes, X IPA. And IPS has one classes, X IPS. The subject of this

¹⁸ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162

research is the students' reading comprehension at X IPA of SMA Muhammadiyah 1 Trimurjo. The researcher chose the class because the students had a lower average score in reading.

C. Subject and Object of the Research

The focus of this action research is the students of X IPA at SMA Muhammadiyah 1 Trimurjo, made up of 13 students. The main purpose of this research is the students' ability to comprehend reading in the tenth grade at SMA Muhammadiyah 1 Trimurjo. A collaborative classroom action study is the classroom action study design applied in this research. In conducting the study, the researcher collaborated with the real English teacher of SMA Muhammadiyah 1 Trimurjo, Mr. Ikin Sodikin, S.Pd. As a collaborator, also. As an English teacher, the researcher plays a role in teaching students the ability to read through the PACA technique, while the English teacher's real role is as an observer who monitors the actions of the research while teaching and learning activities take place in the classroom. The real English teacher, as a consultant, assists the researcher in designing the lesson plan, carrying out the reflection, and reviewing the follow-up to the report.

This research, however is a joint investigation. The collaborator of this study in this case is an English teacher called Ikin Sodikin, S.Pd. Who serves as a teacher's observer by creating a lesson plan and offering evaluation. Then, along with the author, the researcher also collected and analyzed the data to explain the effect of their student reading outcome.

Table 3
The Quantity of Students at the tenth grade SMA Muhammadiyah 1
Trimurjo

No	Class	Gender		Total
		Male	Female	
1	X IPA	10	3	13

D. Action Plan

The nature of this research is classroom action research. It is called CAR because the study aims to develop a certain form of teaching to solve problems in a class.

According to Zina O'Leary, action research is a research methodology that pursues action and knowledge in an integrative manner through a cyclical and participatory process. In action study, the process, outcome and execution are inextricably related.¹⁹

Moreover, Lin Norton said that analysis of behavior, each with its own philosophies and rationales, is a broad umbrella term for what is basically a wide variety of paradigms and processes of study.²⁰

Yogesh further states that action research is a technique for improving and modifying the working framework of a school classroom.²¹

Based on the above statement, the researcher may conclude that classroom action research is one of the efforts of the instructor to improve the

¹⁹ Zina O'Leary, *The Essential Guide to Doing Research.*, 139.

²⁰ Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009) 51.

²¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), 261.

quality of learning through the use or combination of new methods, techniques, or strategies in a learning process.

The researcher explains the cycles from Zina O'leary's action research design scheme as follows:

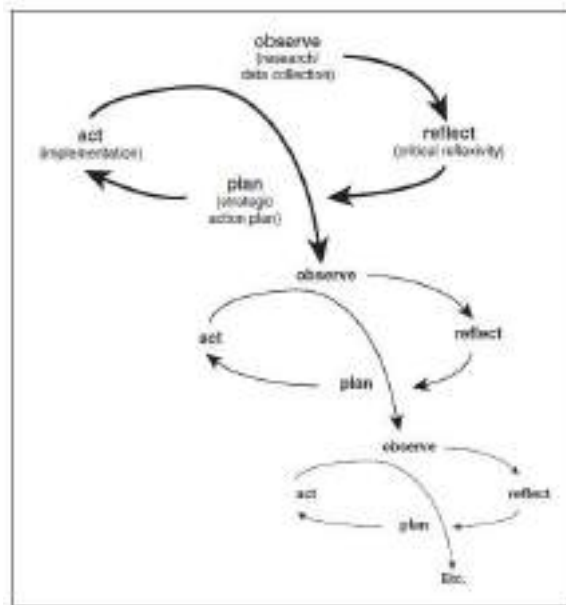


Figure 1
Zina O'leary's Action Research Design²²

In this research, CAR was applied as it is considered appropriate to improve the reading ability of SMA Muhammadiyah 1 Trimurjo's tenth grader by applying PACA strategy, and by applying this strategy it is assumed to solve the problems of students in the teaching-learning phase of reading ability.

The research wants to define a proposal for Classroom Action Research (CAR) as follows, according to the Zina O'leary action research design:

²² Zina O'Leary, *The Essential Guide to Doing Research.*, 141.

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

The researcher serves as the teacher in this process and the actual teacher becomes the observer. In the class, the researcher performs several tasks as follows:

1) Pre-Teaching

- a) The researcher welcomes the students and reviews the attendance list.
- b) The researcher performs warm-up exercises.
- c) The researcher gives a general description of the topics of the text.
- d) The researcher confirms the students' interpretation of the text.

2) While Teaching

- a) The teacher asks a general question relevant to the topic of reading and provides initial details.
- b) The teacher splits students into groups and offers a word list for groups of words connected with the subject of reading. Based on the list of words, the teacher asks students to decide the general content of the reading text. With their groups, students explore their responses to the issue.
- c) There are predictions composed by students. Depending on their small group conversations, students predict what they think about reading topics. The teacher documents these predicts (on an overhead or the chalkboard) and allows learners to clarify what terms have elicited their predictions.
- d) New information is given by the teacher: this may be through photographs, a video, a story, or an essay.
- e) Based on the new knowledge, students update or change their claims. Students, for instance, may have predicted that Florida were wealthy cities called to honor President Florida, when they were actually homeless shanty towns.
- f) Students read the assigned text collection actively (or have a partner read to them using their predictions as a reference.
- g) After reading, students and the teacher work together to revise their predictions.

3) Post-Teaching

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class

c. Observing

In this phase, the researcher indicated some activities as follows:

- 1) Actual teacher observers teaching classroom learning activities, such as the condition of the class, the performance of the teacher, and the response of students.
- 2) Identifies the success of student's in learning to understand reading by providing the CAR test in cycle 1.
- 3) The researcher measures the progress scores of students from testing before CAR to testing after CAR in cycle 1, whether or not they are progressing.

d. Reflecting

The researcher and teacher have some activities in this process as follows:

- 1) The teacher and the researcher discuss not only the outcome of CAR implementation, but also the success of students and the media.
- 2) In order to understand the improvement of the student score and to solve the unfinished problem, the teacher and the researcher

prepare the lesson plan for the next cycle and for the test after CAR in cycle 2.

2. Cycle 2

a. Planning

The teacher and the researcher render resources in the planning stage, as follows:

- 1) Based on the 2013 curriculum and English syllabus, the researcher prepares the lesson plan.
- 2) The researcher draws up the observational note and the recommendations.
- 3) Before and after CAR, the researcher prepares an instrument for reading tests.

b. Acting

The researcher serves as the teacher in this process and the actual teacher becomes the observer. In the class, the researcher performs several tasks as follows:

1) Pre-Teaching

- a) The researcher welcomes the students and reviews the attendance list.
- b) The researcher performs warm-up exercises.
- c) The researcher offers a general description of the topics addressed by the descriptive text.

- d) The researcher confirms the students' interpretation of the text.

2) While Teaching

- a) The teacher asks a general question relevant to the topic of reading and provides initial details.
- b) The teacher splits students into groups and offers a word list for groups of words connected with the subject of reading. Based on the list of words, the teacher asks students to decide the general content of the reading text. With their groups, students explore their responses to the issue.
- c) There are predictions composed by students. Depending on their small group conversations, students predict what they think about reading topics. The teacher documents these predicts (on an overhead or the chalkboard) and allows learners to clarify what terms have elicited their predictions.
- d) New information is given by the teacher: this may be through photographs, a video, a story, or an essay.
- e) Based on the new knowledge, students update or change their claims. Students, for instance, may have predicted that Florida were wealthy cities called to honor President Florida, when they were actually homeless shanty towns.
- f) Students read the assigned text collection actively (or have a partner read to them using their predictions as a reference).

- g) After reading, students and the teacher work together to revise their predictions.

3) Post-Teaching

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.

c. Observing

- 1) The actual teacher monitors the teaching activity in the classroom, which includes the condition of the class, the performance of the teacher, and the reaction of the students.
- 2) The test after CAR in cycle 2 is offered to students.
- 3) The researcher measures the enhancement scores of students from testing before CAR to testing after CAR in cycle 1 to testing after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher analyze the outcome of the CAR implementation by changing a new technique in motion, the reaction of students to the media, raising the performance of students in reading and comparing the outcome of the CAR test in cycle 1 to the CAR test in cycle 2.
- 2) So if the goal is not reached, the researcher and the teacher agree that the action will continue to cycle 3, but if the goal is accomplished, the action will be stopped.

E. Data Collecting Technique

Two forms of data collection exist. They are information that is quantitative and qualitative. The investigator uses data-related qualitative observation. The researcher, on the other hand uses the student's final reading outcome score as a pre-test and post-test to obtain the quantitative data.

In this study, some methods are used to obtain the data. The following is the full overview of these tools:

1. Test

The researcher uses the test to obtain knowledge arising from the students' readability. The consequence of this assessment is the learners' reading score dependent on the applied media. The aim of this test is to evaluate the students' reading comprehension.

The tests are made up of many kinds, as follows:

a. Pre-test

The pre-test was conducted in the preparatory report before the PACA technique was implemented. The pre-test of this study was in the form of a multiple choice test of reading comprehension that asked students to choose the correct response.

b. Post-test

The post-test is approved after using the PACA technique in teaching reading comprehension. The post-test of this study was in the form of a multiple choice test of reading understanding that asked the

students to choose the correct response. The enhancement can be shown if the pre-test average score is higher than the post-test.

2. Observation

Observation is a systematic data collection approach that relies on the capacity of a researcher to collect data through his or her senses.²³ In other words, observation is an activity or method of carefully observing something or someone to collect data or prove the validity of a report.

In this case the researcher primarily looks at students in the classroom and gets a summary of their actions in the learning process. The true teacher also studies the researcher who teaches and implements CAR in the classroom on the basis of previous observations.

During teaching and learning exercises, the data is taken based on the participants of the students according to the lesson plan. As a basis for evaluating the preparation of the following period, the knowledge gained from this observation is used.

3. Documentation

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

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

- a. The history of SMA Muhammadiyah 1 Trimurjo.

²³ *Ibid.*, 170.

- b. The condition teachers and officials employees in SMA Muhammadiyah 1 Trimurjo.
- c. The quantity of the students of SMA Muhammadiyah 1 Trimurjo.
- d. Organization structure of SMA Muhammadiyah 1 Trimurjo.
- e. Reading worksheet, course overviews and classroom materials of the students at SMA Muhammadiyah 1 Trimurjo.

4. Field Note

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

F. Data Collecting Instrument

The method is a measuring tool used to gather and document data for assessment, decision - making processes and understanding at long last. The research tool has been developed by the researcher. There are three types of observation, analysis and recording techniques. In addition, the three types of instruments can be defined as follows:

1. Observation

- a. Learning activity for students.
- b. Participation in the learning process by teachers.
- c. The success of teachers in the classroom

2. Test

- a. Students are mastering text comprehension skills
- b. The students explanation of text

3. Documentation

- a. The status of the teachers and official employees.
- b. The state of learners.
- c. Facilities for learning.
- d. Structure of organization.
- e. Location sketch at SMA Muhammadiyah 1 Trimurjo.

G. Data Analysis Technique

The technique of data processing was carried out by the appropriation of the average pre-test score. A statistical methodology is used by the authors. The student score is counted with the following formula in the scoring of the test:²⁴

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

²⁴ Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:²⁵

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, in pre-test and post-test, to know the outcome the researcher compared. In this school, the result was equivalent to the minimum norm of at least 70. If there are any students not good from cycle 1, so the researcher carried out cycle II.

H. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the students get minimal score 70.

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

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. The Description of Research Location

a. The Brief History of SMA Muhammadiyah 1 Trimurjo

School (SMA) Muhammadiyah 1 Trimurjo established on 13 July 1985 by Muhammadiyah college Trimurjo district, under the auspices of majlis pendidikan dan kebudayaan cabang trimurjo.

When the SMA Muhammadiyah occupy site of SLTP Muhammadiyah Trimurjo with loan status. In 1986 SMA Muhammadiyah has been able to build a building four permanent classrooms at Jalan Raya Adipuro kec. Trimurjo Kab. Central Lampung.

Until now SMA Muhammadiyah 1 Trimurjo has made development of infrastructure along with increasing the number of students in 2005-2006 200 students divided into 6 local learning group occupies 6 classrooms.

Fund infrastructure development in SMA Muhammadiyah 1 Trimurjo obtained from the parents donation, and routine operation and Block Grant funds from the central government. In detail the state of the infrastructure contained in the school profiles on these proposals.

Since its establishment in 1985 until 2005, SMA Muhammadiyah 1 trimurjo has several times made the turn of the principal as follows.

- 1) Drs. Arifin. (1985-1987)
- 2) Drs. Susanto. (1987-1992)
- 3) Drs. Manan Zani Usman (1992-1996)
- 4) Mr. Abdul Mu'id Hadist S.Ag. (1996-2000)
- 5) Mr. Abdul Mu'id Hadist S.Ag. (2000-2004)
- 6) Mr. Suyatman, S. Pd. (2004-now)

b. Vision and Mission of SMA Muhammadiyah 1 Trimurjo

1) Vision of the School

"Devoted, knowledgeable, cultured and shines in science"

The indicators are:

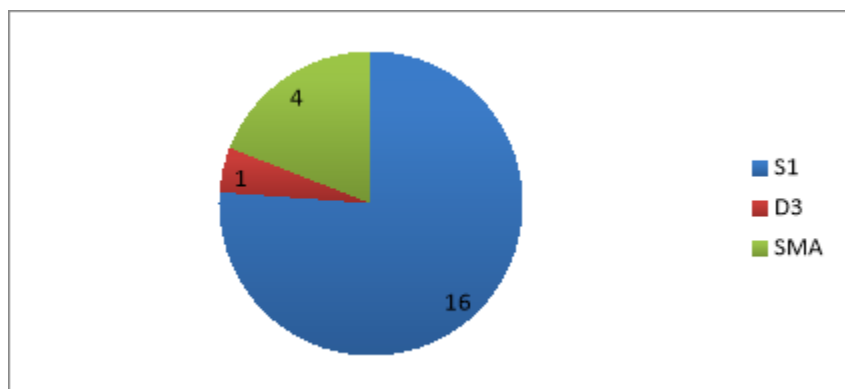
- a) Excelled in Islamic Creed
- b) Excelled in competition to continue education to a higher level.
- c) Excelled in the emulation/extracurricular activities
- d) Excelled in Discipline
- e) Excelled in Religious activity
- f) Excelled in preserving art and culture
- g) Excelled in behavior and Ethics in society
- h) Excelled in Learning Technology

2) Mission of the School

- a) Provide optimal service to the students.
- b) Inspire the learning spirit of students.
- c) Encourage and assist students in achieving achievements.
- d) Establish students ' personality in the application of daily life.

c. The Condition of Teachers and Official Employees at SMA Muhammadiyah 1 Trimurjo

The condition of teacher and official employees at Sma Muhammadiyah 1 Trimurjo is illustrated in the following graph:



Source : Documentation of SMA Muhammadiyah 1 Trimurjo

Figure 2
The Condition of Teachers and Official Employees
at SMA Muhammadiyah 1 Trimurjo

d. The Quantity of Students of SMA Muhammadiyah 1 Trimurjo

The students' quantity at SMA Muhammadiyah 1 Trimurjo is identified, as follows:

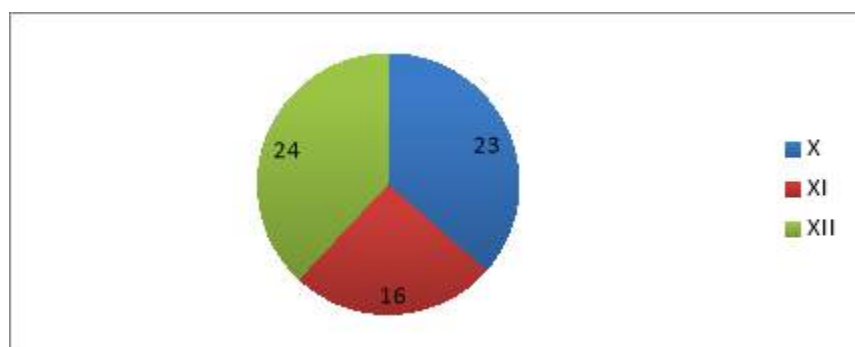


Figure 3
The Student's Quantity at SMA Muhammadiyah 1 Trimurjo
in the Academic Year of 2019/2020.

As a research subject, will be examined in the ipa tenth grade, Thirteen students consisting of ten male and three female, of as follows:

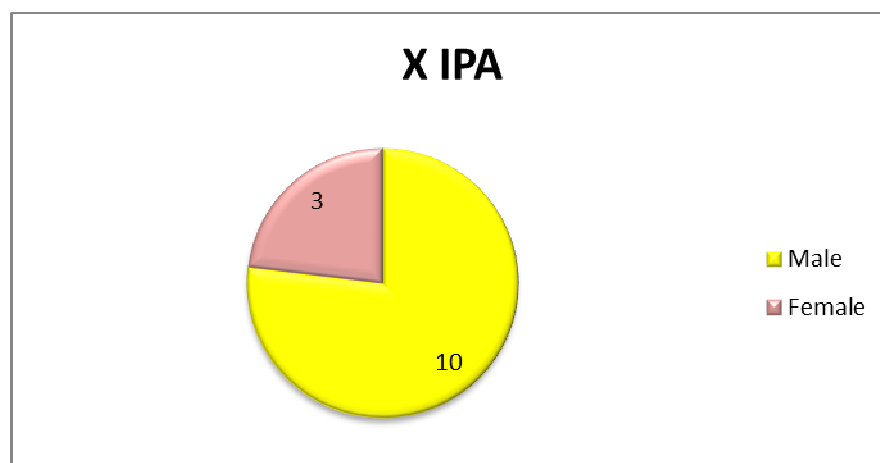


Figure 4
The Student's Quantity in X IPA Class at SMA Muhammadiyah 1 Trimurjo
In the Academic Year of 2019/2020

e. The structure organization of SMA Muhammadiyah 1 Trimurjo

The structure organization of SMA Muhammadiyah 1 trimurjo the academic year of 2019/2020 is stated in appendix 3.

2. Description of the Research

This research used classroom action research. It was carried out in two cycles: cycle I and cycle II, respectively. Each cycle is composed of two meetings and takes 2x45 minutes for each meeting. Planning, action, observation and reflection are included in each cycle. In this study the researcher is an English teacher and the collaborator is Mr. Ikin Sodikin, S.Pd.

a. Pre-test activity

The researcher guided the pre-test on January, 27th 2020 at 12.30 until 13.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their reading comprehension ability before doing the action of the classroom action research. The pre-test was ruled to the students to be finished individually. The kind of test was reading test in the form of multiple choice questions that questioned the students to do the test about reading descriptive text. Then, the students' pre-test result is illustrated on the table below:

Table 4
The Students' Pre-test Result of Reading Comprehension

NO	NAME STUDENTS	GRADE	CRITERIA
1	AP	30	INCOMPLETE
2	AA	25	INCOMPLETE
3	BP	30	INCOMPLETE
4	HA	45	INCOMPLETE
5	IMS	55	INCOMPLETE
6	IF	35	INCOMPLETE
7	K	15	INCOMPLETE
8	MM	45	INCOMPLETE
9	MDZ	40	INCOMPLETE
10	RM	25	INCOMPLETE
11	RP	30	INCOMPLETE
12	SS	30	INCOMPLETE
13	ZM	50	INCOMPLETE
Total all students' grade		455	
Total all of students		13	
The highest grade		55	
The lowest grade		15	
Average		35	

Table 5
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	0	0%	Complete
2	< 70	13	100%	Incomplete
	Total	13	100%	

Source: The result grade of Reading pre-test at X MIA class of SMA Muhammadiyah 1 Trimurjo January 27th 2020.

The result of pre-test is illustrated in the following figure:

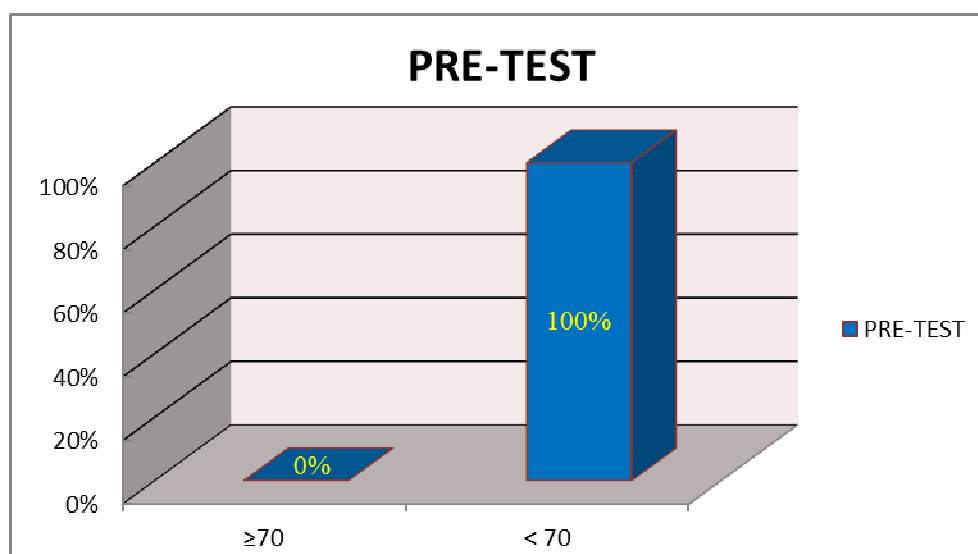


Figure 5
The Percentage of the Student's Grade in Pre-Test

Based on the data above, it could be deduced that 13 students (100%) were not successful and 0 student (0%) was successful. The insuccessful students were those who did not get the minimum mastery criteria of english subject at SMA Muhammadiyah 1 Trimurjo at least 70. Based on the pre-test result, none of the students achieve the minimum mastery criteria. From the pre-test result, the researcher got the average of 35, so the result was unsatisfied. It was the reason why the researcher

implemented the Predicting-Activity-and-Confirming-Activity (PACA) strategy to improve their reading comprehension.

b. Learning Activity in cycle I

The steps of learning activity in cycle 1 as follows:

1) Planning

The researcher and the collaborator ready several things in relation to the teaching and learning process during the planning phase, such as: preparing the lesson plan, making the instrument used in the post-test in cycle I, preparing the material, making the student activity observation sheet, identifying the problem and finding the causes of the problem at the beginning and end of the learning activities. The researcher also planned to offer evaluation to measure the mastery of the students on the materials given.

2) Acting

1) The first meeting

The first meeting was guided on January, 29th 2020 at 12.30 until 13.30 and followed by 13 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The implementation of PACA strategy consists of seven steps. In the first step, the researcher poses a general question related to the reading topic from the text about B.J. Habibie. The questions is “Do you know B.J.Habibie?”,”Who is Mr. Habibie?”, “Who the third president of indonesia?”, “Where is born place Mr. Habibie?”. Then the students try to answer what they know about B.J Habibie, after that the researcher will provide preliminary information regarding the reading topic of the text to be discussed. Early information such as *"There are seven peoples who have ever been the president of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person. Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie.*

Furthermore the researcher implemented the second step by deviding the students in four groups, and giving the groups a word list with standings associated with the reading topic in the form of worksheet. The word list taken from the text, such as *president, blessed, childhood, intelligence, wise, siblings, assertive, strong principles, heart attack, vehicle, high desire, exact lessons, favourite guy, scholarship, aircraft assembly,*

blessed etc. In addition, the researcher gave the reading text to the groups of the students in the title of B.J.Habibie. The researcher asked students, based on the list of terms, to determine the general content of reading text. In this case, the students discussed the general content of the text based on the word lists such as *president, childhood, wise, exact lessons, blessed, childhood.*

Moreover, the researcher applied the third step by asking the students to write their predictions about the text B.J.Habibie. Based on their small group discussions, the students predicted what they thought about reading topics. The researcher gave time for fifteen minutes for groups of students to work on their predictions. Then after fifteen minutes passed, the researcher asked one of the students of the groups to come forward to explain what words related with their prediction and the researcher wrote the student's prediction on the whiteboard. write the results of their predictions on the board, and after the researcher asked each group to read the results of their common prediction. From predictions that they read, researcher were able to find the words that affect the predictions that have been made. Like "*The third President of the Republic of Indonesia, Jusuf Habibie Bacharuddin or general call BJ Habibie, was born in Pare-Pare, South*

Sulawesi, on June 25, 1936. She was the fourth of eight children, couples Alwi and RA. Tuti Marini Puspwardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. In high school, he began to see remarkable achievements, especially in the exact sciences lessons". Or "Habibie becomes a favorite figure in his school. After graduating high school in Bandung in 1954, he attended the University of Indonesia in Bandung (ITB now). He received a diploma from the Technische Hochschule, Germany in 1960 which later received his doctorate from the same place in 1965. Habibie married in 1962, and has two children. In 1967, he became Honorary Professor (professor) at Institut Teknologi Bandung", etc.

In addition, in the fourth step the researcher provided new information, in the form of additional articles and image about B.J Habibie. Then Researcher description additional of B.J Habibie, " Habibie studied hard to be successful since he remembered how hard his mother worked for his life. Even,

Habibie spent his time in holiday to earn extra money for buying books. When holiday ended, he did not do anything except studying. In 1960, he graduated with great score, almost perfect (9.5). With his education background, he applied at an industry company of train, named Firma Talbot. After that, he continued his doctoral degree at Technische Hochschule Die Facultaet Fuer Maschinenwesen Aachean. In 1962, he got married with Hasri Ainun. She was a doctor and she followed his husband to Germany. Habibie and Ainun has two sons. They are Ilham Akbar dan Thareq Kemal. At that time, life got harder. He had to go to work in the early morning because he walked to the office to save more money. He went home in the evening and studied. He finished his doctoral degree in 1965 with perfect score (10)". Here

Students paying close attention on the part of this stage, because it can help them develop a prediction that is being created within the group, and the finals will be a text describing the B.J. Habibie.

Moreover, in the fifth step the researcher asked the students to revise or modify their statements based on new information that had been given. Then, each group revised the previous predictions by including the new information that had been provided by the researcher. Subsequently researcher gave

an example to the students in revising a statement like this

“Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Here are some of his appearance, so you can capture him in your mind. He has brownny skinn, sharp nose, thin eyebrows, sweet lips, short wavy black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes”.

Furthermore, in the sixth stage, the researcher asked students to read the results of previous predictions and researcher distribute text about B.J. Habibie to each group read ahead and use those predictions as a guide, with representatives of each group two students. In the final step,

the researcher helped the students to revise their predictions after reading.

2) The second meeting

The second meeting was conducted on February, 3rd 2020 at 12.30 until 13.30. 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 teaching reading with the implementation of PACA strategy.

In this second meeting, the researcher implementation seven steps of PACA strategy. In the first step, the researcher poses a general question related to the reading topic from the text about Monas. The questions is "Do you know Monas?","What is Monas?", "Where is the Monas place?", "What stands for Monas?". Then the students try to answer what they know about Monas, after that the researcher will provide preliminary information regarding the reading topic of the text to be discussed. Early information such as *"This building is located in the capital area of Jakarta, and has a height of 433 ft or 132 meters. began to be built in 1961 under the direction of President Sukarno and opened to the public in 1975. Topped by a fire coated with gold foil. It is located in the*

center of Merdeka Square, central Jakarta, representing the fight for Indonesian independence ".

Furthermore, the researcher implemented the second step by deviding the students in four groups, and giving the groups a word list with terms associated with the reading topic in the form of worksheet. The word list taken from the text, such as *independence, flame covered, gold foil, avenue, flag, flown, threadbare, nowadays, ceremony, accompany, obelisk shaped, topped, coated, golden leaf, depicting, lift, etc.* In addition, the researcher gave the reading text to the groups of the students in the title of Monas. The researcher asked students, based on the list of terms, to determine the general content of reading text. In this case, the students discussed the general content of the text based on the word lists such as *independence, flame covered, gold foil, avenue, flag, flown, threadbare.*

Moreover, the researcher applied the third step by asking students to write their predictions about the text Monas. Based on their small group discussions, the students predicted what they thought about reading topics. The researcher gave time fifteen minutes for groups of students to work on their predictions. Then after fifteen minutes passed, the researcher asked one of the students of the groups to come forward to explain what words related with their prediction and the

researcher wrote the student's prediction on the whiteboard. Write the results of their predictions on the board, and after the researcher asked each group to read the results of their common prediction. From predictions that they read, researcher were able to find the words that affect the predictions that have been made. Like *“National Monument (Indonesia: the National Monument (Monas)) is 433 ft (132 m) tower in the center of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. Construction began in 1961 under the direction of President Sukarno and the monument opened to the public in 1975. It is topped by a flame covered with gold paper”. Or “The main Sudirman-Thamrin in Jakarta led to Merdeka Square, where in the center stands the National Monument (also known as Monas - National Monument) which is the first place the red-white flag flown at the Proclamation of independence on 17 August 1945. This flag has now become thin and so now the Independence Day ceremonies, the original flag is taken but only to accompany the replica flag to be flown in front of the Palace”,etc.*

In addition, in the fourth step the researcher provides new information, in the form of additional articles and image about Monas. Then Researcher description additional of

Monas, *"The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea".* Here Students paying close attention on the part of this stage, because it can help them develop a prediction that is being created within the group, and the finals will be a text describing the Monas.

Moreover, in the fifth step the researcher asked the students to revise or modify their statements based on new information that has been given. Then, each group revised the previous predictions by including the new information that had been provided by the researcher. Subsequently researcher gave an example to the students in revising a statement like this *"The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of*

Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea. This imposing obelisk is Jakarta's most famous landmark. Construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975”.

Furthermore, in the sixth stage, of the researcher asked students to read the results of previous predictions and researcher distribute text about Monas to each group read ahead and use those predictions as a guide, with representatives of each group two students. In the final step, the researcher helped the students to revise their predictions after reading.

Furthermore, on February, 5th 2020 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was multiple choice questions that consist of twenty questions. In post-test 1, the students were given four descriptive texts followed by some multiple choice.

The result of the students' test in post-test 1 was better than test in pre-test before.

Table 6
The Students' Grade of Post-Test I

No.	Students' Name	Grade	Category
1.	AP	55	INCOMPLETE
2.	AA	40	INCOMPLETE
3.	BP	70	COMPLETE
4.	HA	70	COMPLETE
5.	IMS	75	COMPLETE
6.	IF	35	INCOMPLETE
7.	K	20	INCOMPLETE
8.	MM	70	COMPLETE
9.	MDZ	45	INCOMPLETE
10.	RM	50	INCOMPLETE
11.	RP	20	INCOMPLETE
12.	SS	25	INCOMPLETE
13.	ZM	75	COMPLETE
Total all of students' grade		650	
Total of all students		13	
The Highest grade		75	
The Lowest grade		20	
Average		50	

Table 7
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	5	38%	Complete
2	< 70	8	62%	Incomplete
	Total	13	100%	

Source: The result grade of reading Post-test I at X class of Sma Muhammadiyah 1 Trimurjo February, 5th 2020.

The result of post-test 1 is illustrated in the following figure:

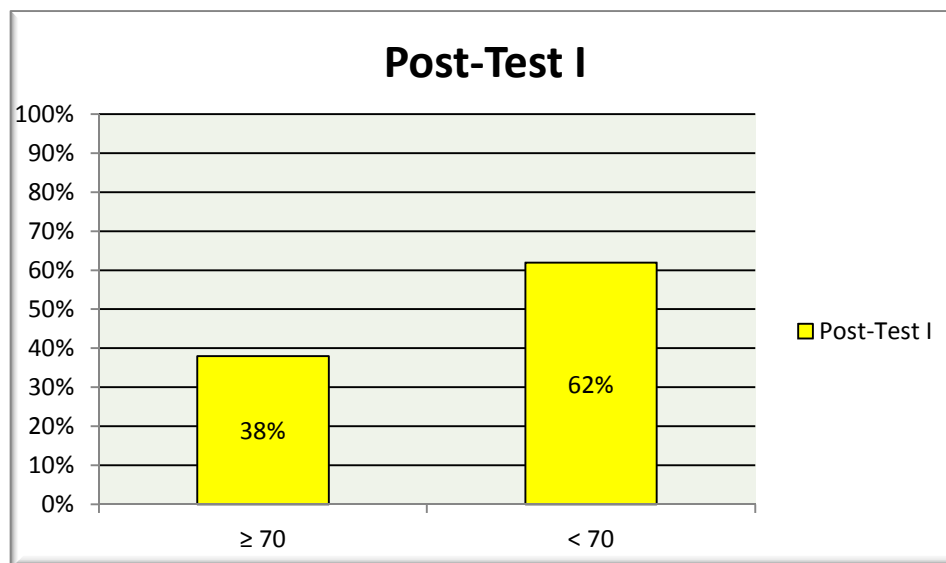


Figure 6
The Percentage of the Student's Grade on Post-Test 1

Based on the result above, it could be seen that 5 students (38%) got grade up to the standard and 8 students (62%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation process of this research, the researcher collaborated with the English teacher who helped the researcher in observing the learning process. The researcher as a teacher did the treatment by implementing PACA. While the treatment was

being executed, the student activities during the learning process were also being observed by the observer.

4) Reflecting

From the result observation in erudition process in cycle I, it could be concluded that in the erudition 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 follows:

Table 8
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AP	30	55	25	Increased
2.	AA	25	40	15	Increased
3.	BP	30	70	40	Increased
4.	HA	45	70	25	Increased
5.	IMS	55	75	20	Increased
6.	IF	35	35	0	Constant
7.	K	15	20	5	Increased
8.	MM	45	70	25	Increased
9.	MDZ	40	45	5	Increased
10.	RM	25	50	25	Increased
11.	RP	30	20	10	Decreased
12.	SS	30	25	5	Decreased
13.	ZM	50	75	25	Increased
Total		455	650	225	
Average		35	50		
The highest grade		55	75		
The lowest grade		15	20		

Table 9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	0	5 students	Complete
< 70	13 students	8 students	Incomplete
Total	13	13	

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

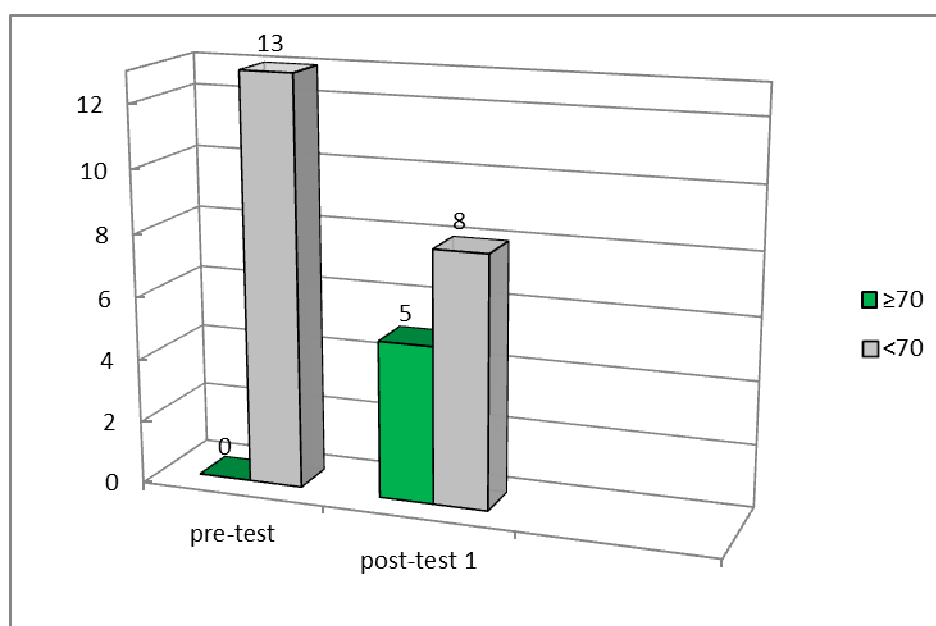


Figure 7
The Comparison of Percentage of the Student's Completeness Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 13 students (100%) were not successful and 0 student (0%) was successful. The successful students were those who got the minimum mastery criteria at Sma Muhammadiyah 1 Trimurjo at

least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 35, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 5 students (38%) got grade up to the standard and 8 students (62%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Learning Activity in Cycle II

The action in cycle I has not been sufficiently successful, the cycle must continue to cycle II. To repair the weakness in cycle I, Cycle II was used. The Cycle II steps are as follows:

1) Planning

Based on the activities in Cycle I, the Cycle II process was focused on the Cycle I problem. On Cycle I, there were some weaknesses. Then the researcher and collaborator planned to provide the PACA strategy with the material for students in reading comprehension.

In the first and last of the learning activities, the researcher and collaborator ready the lesson plan, observation sheet of the activities of the students, identified the problem, and identified the

causes of the problem. The researcher also intended to provide evaluation to measure the mastery of the students on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on February 10th 2020 at 12.30 until 13.30 followed by 13 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle two, the researcher implementation the PACA strategy that consists of seven steps. In the first step, the researcher poses a general question related to the reading topic from the text about Eiffel Tower. The questions is "Do you know The Eiffel Tower?", "What is Eiffel Tower?", "Where Located The Eiffel Tower?". Then the students try to answer what they know about The Eiffel Tower, after that the researcher will provide preliminary information regarding the reading topic of the text to be discussed. Early information such as "*The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and*

one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year."

Furthermore, the researcher are implemented the second step by deviding the students in four groups, and giving the groups a word list with terms associated with the reading topic in the form of worksheet. The word list taken from the text, such as *Iron, lattice, tower, built, recognizable, tallest, building, most-visited, paid, monument, ascend, entrance, arch, surpassed, assume, visitors, purchased, etc.* In addition, the researcher gave the reading text to the groups of the students in the title of Eiffel Tower. The researcher asked students, based on the list of terms, to determine the general content of reading text. In this case, the students discussed the general content of the text based on the word lists such as *iron, lattice, tower, built, recognizable, tallest, building.*

Moreover, the researcher applied the third step by asking students to write their predictions about the text Eiffel Tower. Based on their small group discussions, the students predicted what they thought about reading topics. The researcher gave time for fifteen minutes for groups of students to work on their predictions. Then after fifteen minutes passed,

the researcher asked one of the students of the groups to come forward to explain what words related with their prediction and the researcher wrote the student's prediction on the whiteboard. Write the results of their predictions on the board. From predictions that they read, researcher were able to find the words that affect the predictions that have been made. Like *"The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year". Or "Upon completion, he surpassed the washington monument to take the title of the highest man-made structure in the world, a title he held for 41 years, until the chrysler building in new york city was built in 1930; however, due to the adition of antennas in 1957, the tower is now taller than the chrysler building."*,etc.

In addition, in the fourth step the researcher provided new information, in the form of additional articles and image about Eiffel Tower. Then Researcher description additional of Eiffel Tower, *"Eiffel tower is one of the most famous buildings in the world. Every day, there are hundreds of tourists visiting to enjoy all the beauty in every side of it. The tower was built*

by an engineer named Gustave Eiffel and became an important monument to celebrate the 100th anniversary of the French revolution. The French government opened the tower on March 31, 1889 and since that time, the Eiffel Tower became an icon for the city of Paris and France. Eiffel is also known as La Tour Eiffel or La Dame De Fer which means as iron lady. Known as the iron lady because this is a building that is so graceful and beautiful. Then the building is also strong because of the legs supported by iron". Here Students paying close attention on the part of this stage, because it can help them develop a prediction that is being created within the group, and the finals will be a text describing the Eiffel Tower.

Moreover, in the fifth step the researcher asked the students to revise or modify their statements based on new information that had been given. Then, each group revised the previous predictions by including the new information that had been provided by the researcher. Subsequently researcher gave an example to the students in revising a statement like this *"The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the*

same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building”.

Furthermore, in the sixth stage, the researcher asked students to read the results of previous predictions and researcher distribute text about Eiffel Tower to each group read ahead and use those predictions as a guide, with representatives of each group two students. In the final step, the researcher helped the students to revise their productuon. Based on text distributed by earlier researcher.

b) The second meeting

The second meeting of cycle 2 was conducted on February, 12th 2020 for 2x45 minutes after the students given the action. In the second meeting of cycle two, the researcher executed the PACA strategy that consists of seven steps. In the first step, the researcher poses a general question related to the reading topic from the text about Borobudur Temple. The questions is “Do you know Borobudur Temple?”, ”What is Borobudur Temple?”, “Where Located The Borobudur Temple?”. Then the students try to answer what they know

about Borobudur Temple, after that the researcher will provide preliminary information regarding the reading topic of the text to be discussed. Early information such as *"Borobudur is the largest temple in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage. Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the heyday of the Sailendra dynasty. Borobudur founder, King Samaratungga from dynastic or Sailendra dynasty."*

Furthermore, the researcher are implementing the second step by deviding the students in four groups, and giving the groups a word list with terms associated with the reading topic in the form of worksheet. The word list taken from the text, such as *Largest, temple, bustling, attraction, worship, vesak, heyday, dynasty, possibility, reign, hereditary, evidence, governor, indicate, existence, derived, accordance, volcanic soil, shrubs, fragile, collapse, restoration, excavated, colonial*

period, etc. In addition, the researcher gave the reading text to the groups of the students in the title of Borobudur. The researcher asked students, based on the list of terms, to determine the general content of reading text. In this case, the students discussed the general content of the text based on the word lists such as *largest, temple, bustling, attraction, worship, vesak, dynasty.*

Moreover, the researcher applied the third step by asking students to write their predictions about the text Borobudur. Based on their small group discussions, the students predicted what they thought about reading topics. The researcher gave time for fifteen minutes for groups of students to work on their predictions. Then after fifteen minutes passed, the researcher asked one of the students of the groups to come forward to explain what words related with their prediction and the researcher wrote the student's prediction on the whiteboard. Write the result of their predictions on the board. From predictions that they read, researcher were able to find the words that affect the predictions that have been made. Like *"Borobudur is the largest temple in Indonesia. Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of worship for Buddhists in Indonesia, especially in every celebration of*

Vesak. This is consistent with the meaning of his name is "monastery in the hills". Borobudur is now established as one of the UNESCO World Heritage. Borobudur was built around 800 BC or 9th century. Borobudur was built by followers of Mahayana Buddhism during the reign of the Sailendra dynasty. The temple was built at the height of the Sailendra dynasty. Borobudur founder, King Samaratunga of dynasty or the Sailendra dynasty. Likelihood of this temple was built around 824 AD and was completed around the year 900 AD during the reign of Queen Pramudawardhani who is the daughter of Samaratunga. While the architects who contributed to build this temple according to a story passed down through generations named Gunadharma". Or "The word Borobudur itself is by the first written evidence written by Sir Thomas Stamford Raffles, the Governor-General of the United Kingdom in Java, who gave the name of this temple. There is no older written evidence that gives him the name of Borobudur Temple. The only document showing the oldest of these temples is the book of Nagarakretagama, written by Mpu Prapanca in 1365. The temple is used as a Buddhist meditation site.",etc.

In addition, in the fourth step the researcher provides new information, in the form of additional articles and image

about Borobudur. Then Researcher description additional of Borobudur, *"Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site. Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true."*. Here Students paying close attention on the part of this stage, because it can help

them develop a prediction that is being created within the group, and the finals will be a text describing the Borobudur.

Moreover, in the fifth step the researcher asked the students to revise or modify their statements based on new information that had been given. Then, each group revised the previous predictions by including the new information that had been provided by the researcher. Subsequently researcher gave an example to the students in revising a statement like this *“Borobudur is the largest temple in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is “monastery in the hills”. Borobudur is currently designated as one of the UNESCO World Heritage. Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the heyday of the Sailendra dynasty. Borobudur founder, King Samaratunga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the reign of Queen Pramudawardhani who is the daughter of Samaratunga.*

While the architects who contributed to build this temple according to the story of hereditary named Gunadharma. The word Borobudur itself by first written evidence written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple.”.

Furthermore, in the sixth stage of the researcher asked students to read the results of previous predictions and researcher distribute text about Borobudur to each group read ahead and use those predictions as a guide, with representatives of each group two students. In the final step, students and researcher are working to revise their predictions after reading.

Furthermore, on February, 19th 2020 the researcher gave post test 2 conducted in cycle 2. The kind of the test was multiple choice questions that consist of twenty questions. In post-test 2, the students were given three descriptive texts followed by some multiple choice questions. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 12. There were 10 of 13 students got the grade under the minimum mastery criteria in Sma Muhammadiyah 1 Trimurjo.

Table 10
The Students' Post Test II grade

No	Name	GRADE
1	AP	70
2	AA	55
3	BP	75
4	HA	75
5	IMS	80
6	IF	70
7	K	45
8	MM	75
9	MDZ	70
10	RM	70
11	RP	70
12	SS	60
13	ZM	80
Total all the students grade		895
Total of all students		13
The Highest grade		80
The lowest grade		45
Average		69

Table 11
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	10	77%	Complete
2	< 70	3	23%	Incomplete
	Total	13	100 %	

Source: The result grade of reading comprehension ability post test II at X class of SMA Muhammadiyah 1 on February, 19th 2020.

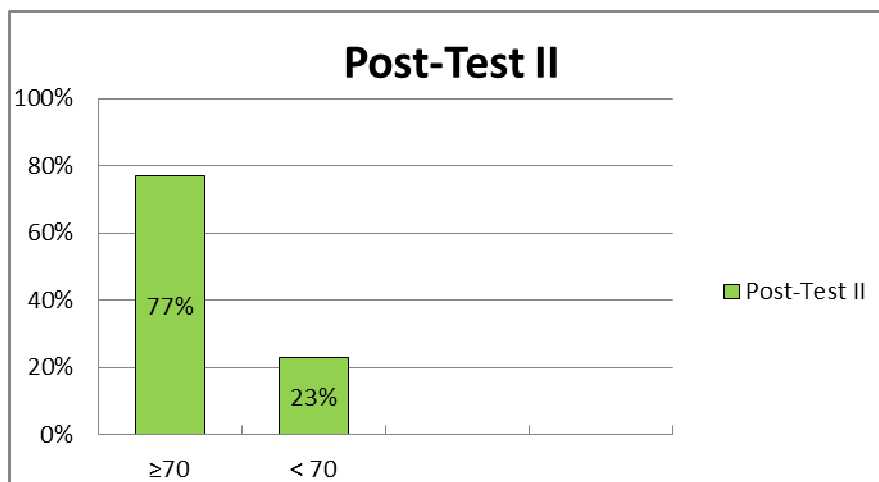


Figure 8
The Percentage of the Student's Grade in Post-Test II

Based on the result above, it could be inferred that 10 students (77%) were successful and 3 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 69. It was higher than post test 1 in cycle I.

3) Observing

In this phase, the researcher presented the PACA strategy material. The researcher suggested that the learning process in cycle II was efficient based on the outcome of the observation sheet in cycle II.

Then the graph of percentage learners in cycle II reading comprehension ability, as follows:

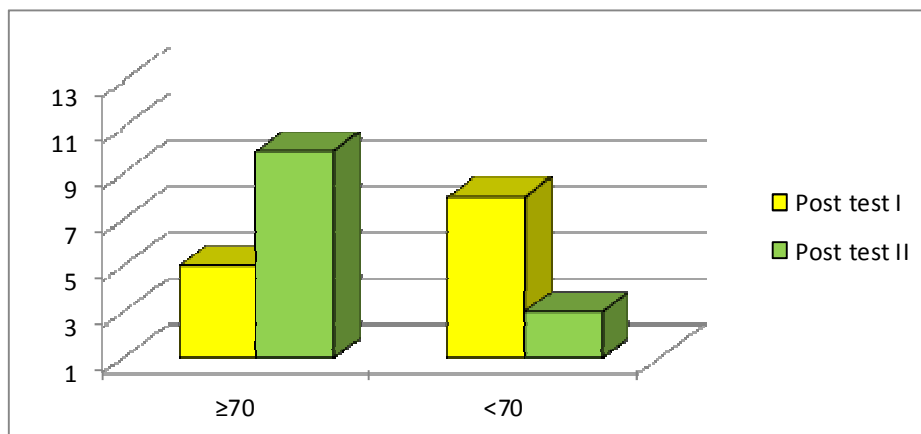


Figure 9
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II

From the above table, it could be seen that I was different in the grade of the post-test students. In addition, the researcher received 77 % of the percentage from the results of the post test II. It was higher than in Cycle I post-test 1. This indicates that the performance measure of this study was reached, which was >70 % of students in grade 70. It showed that the capacity of learners to understand reading was improved.

4) Reflecting

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued to the next. It means that PACA strategy improve the students' reading comprehension ability.

B. DISCUSSION

Reading comprehension ability can be improved by using Predicting-Activity-and-Confirming-Activity (PACA). Predicting-Activity-and-Confirming-Activity (PACA) has benefits in helping the students to comprehend the content of the text. When Predicting-Activity-and-Confirming-Activity (PACA) is done correctly, students are encouraged to develop their own creativity, motivation in the process of reading comprehension. Therefore, it has proved that Predicting-Activity-and-Confirming-Activity (PACA) could be one the interesting strategy to teaching reading comprehension ability.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this point, before initiating the treatment, the researcher presented the pre-test to assess the reading comprehension ability of the students. In the context of a multiple choice test, the investigator collected the data by testing. On the basis of pre-test results, 13 students (100%) were not successful and 0 students (0%) were successful.

b. Result of Students Post- Test 1 Grade

In this research the researcher performed the post-test I to understand the students reading comprehension capacity after initiating the treatment. It was carried out on the 5th of February 2020. Based on the post-test results, 8 students (62%) were not successful

and 5 students (38%) were successful. It means that the study outcome of post test 1 did not achieve a success indicator because 70 % of the students need to pass the passing grade for the success indicator.

c. Result of Students Post-Test II Grade

The researcher proceeded to cycle II in this stage because the outcome of cycle 1 was not successful. After administering the medication, the researcher presented the post-test II to assess the reading comprehension capability of the students. It was concluded that 10 students (77 %) were successful and 3 other students (23 %) were not successful based on the post-test II outcome. The researcher got an average of 69 from the results of the post test 2. It was higher than in Cycle I post-test 1. This indicates that the performance measure of this study was reached, which was >70 % of students in grade 70. It suggested that the learner's ability to comprehend reading was enhanced.

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' percentage that achieve the passing grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the percentage that achieve the passing grade was higher than cycle I. The following is the table of illustration grade in cycle I and cycle II.

Table 12
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		Explanation
	Frequency	Percentage	F	P	F	P	
≥ 70	0	0%	5	38%	10	77%	Complete
< 70	13	100%	8	62%	3	23%	Incomplete
Total	13	100%	13	100%	13	100%	

Based on the result of the pre-test, post-test I and post-test II, it was investigated that PACA can improve students' reading comprehension ability. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

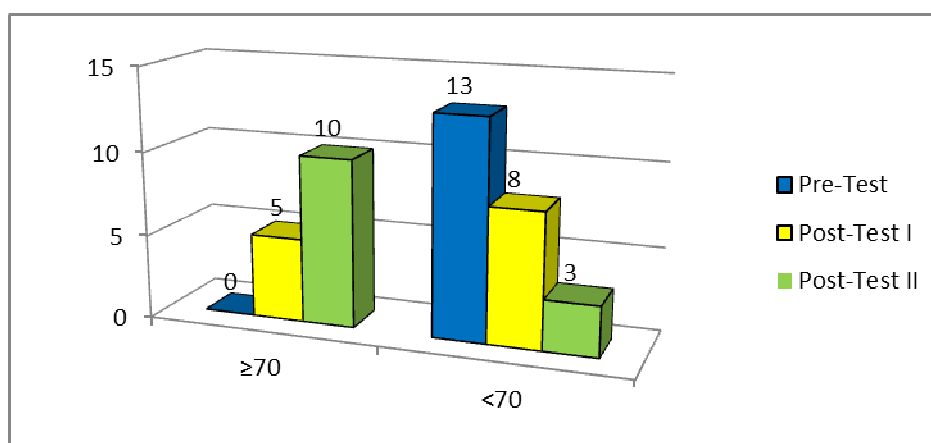


Figure 10
The Comparison Grade of Students Reading skill
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it can be concluded that the PACA strategy will increase the ability of students to understand reading. It is sponsored by the enhancement of student grades from pre-test to post-test I and from post-test I to post-test II.

The researcher chose Predicting-Activity-and-Confirming-Activity (PACA) to enhance the ability of the students to read reading comprehension in teaching reading comprehension ability to the students of Sma Muhammadiyah 1 Trimurjo, particularly in X class students. The researcher used this approach to help students understand the text's content and to make students more interested in reading comprehension skills.

It can be seen, based on the description of Cycle I and Cycle II, that the use of Predicting-Activity-and-Confirming-Activity (PACA) could increase the ability of students to understand reading.

From pre-test 100 % or 0 students, post-test 5 (38 %) or 8 students and post-test II becoming 77 % or 10 students, there is improvement from students receiving grade > 70 . It is concluded that the full grade and overall grade of the students who passed the least from pre-test, post-test I to post-test II are improved. The researcher concludes from the clarification that the study is good and can be stopped in cycle II because the progress indicator is reached by 70 % of students with grade > 70 .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher would like to explain the finding that the ability to understand reading was enhanced by "Predicting-Activity-and-Confirming-Activity (PACA)" among the 10th graders at SMA Muhammadiyah 1 Trimurjo, based on the outcome of the two-cycle learning process, as follows:

Predicting-Activity-and-Confirming-Activity (PACA) at the tenth graders of SMA Muhammadiyah 1 Trimurjo will enhance reading comprehension ability. The improvement from pre-testing to cycle I and cycle II can be seen. In post-test II, the mean grade from pre-test 35 to post-test 150 became 69. There were five students in cycle I (38 %) who passed the test. In addition, there were 10 students (77 %) in cycle II who earned grades of 70. This indicates that the progress measure, which was 70 % of the students attaining the passing grade, had already been reached by the outcome of cycle II.

B. Suggestion

There are some suggestions for improving the teaching and learning process as follows, based on the above conclusion:

1. For English Teacher

- a. The instructor should prepare and choose appropriate strategies and resources in order to establish a successful teaching learning process.

The object of the teaching that must be done should also be

determined by the teachers. The instructor should be able to create a fun learning experience for teaching, such as text choices or new teaching platforms.

- b. It is better for the teacher to use Predicting-Activity-and-Confirming-Activity (PACA) in English learning, particularly in reading, because it can enhance students' capacity to understand reading.
- c. The teacher should give the students support in order to be active in the teaching process.

2. For the Students

Students are recommended to be more interested in the classroom learning process and to improve their capacity to comprehend reading so that they can succeed in learning English.

3. For Headmaster

To support the English teacher in the learning process by using Predicting-Activity-and-Confirming-Activity (PACA), since Predicting-Activity-and-Confirming-Activity (PACA) is so useful.

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APPENDICES

1

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>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 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. 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/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	Mengkomunikasikan <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	latihan. <ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Muhammadiyah 1 Trimurjo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal
Alokasi Waktu	: 2 Tatap Muka (TM), 2 X 45 Menit
Topik	: Tatap Muka 1 : <i>Describing Person</i> Tatap Muka 2 : <i>Describing Tourist sights</i>

A. Kompetensi Inti SMA kelas X :

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

B. Kompetensi dasar dan indikator pencapaian kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
 - 1.1.1 Semangat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
 - 1.1.2 Bersungguh-sungguh dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
 - 1.1.3 Aktif mengikuti pelajaran Bahasa Inggris
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, melaksanakan Komunikasi fungsional
 - 2.3.1 Datang tepat waktu dalam setiap kegiatan pembelajaran Bahasa Inggris tentang teks deskriptif
 - 2.3.2 Menghargai perbedaan pendapat dalam mengerjakan tugas kelompok tentang teks deskriptif sebagai wujud rasa cinta damai
 - 2.3.3 Menyelesaikan tugas teks deskriptif yang menjadi bagiannya dalam kerja kelompok
- 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 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang dengan penuh percaya diri, bertanggung jawab, dan kerjasama yang baik.
 - 3.7.2 Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang dengan penuh percaya diri, bertanggung jawab, dan kerjasama yang baik.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal.
 - 4.8.1 Mengurai gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.
 - 4.8.2 Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang.

C. Tujuan pembelajaran :

Peserta didik terampil menangkap makna dan menyunting teks deskripsi lisan dan tulis sederhana tentang **orang untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman**, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran

Materi Pokok: **Teks deskriptif lisan dan tulis sederhana tentang *B.J. Habibie dan Monas***

1. Fungsi sosial
Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.
2. Struktur teks
 - a. Penyebutan nama orang, tempat dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - b. Penyebutan sifat seseorang dan bagiannya.
 - c. Penyebutan tindakan dari atau terkait dengan orang.
3. Unsur kebahasaan
 - a. Kata benda yang terkait dengan *B.J. Habibie dan Monas*
 - b. Kata sifat terkait dengan *B.J. Habibie dan Monas*
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Rujukan kata
4. Integrasi Muatan Lokal
 - **Sejarah:** Mendeskripsikan tentang salah satu Pahlawan Nasional yang berasal dari Indonesia, dan tentang salah satu tempat wisata bersejarah yang berasal dari Indonesia
5. Bahan Aktualisasi Kegiatan Kepramukaan
 - Menghargai dan peduli tentang Pahlawan Nasional yang diwujudkan dengan menciptakan teks deskriptif tentang Pahlawan Nasional.

- Kerja sama dan terampil dalam menciptakan teks deskriptif tentang orang yang diwujudkan dalam kegiatan (A. Warmer halaman 56 Buku Siswa).
6. Sumber lain dengan sudut pandang yang berbeda.
- Sumber:
 - [www.youtube.com/watch?v=sEDy0wGaXJY/Describe People! \(Physical Appearance\)](http://www.youtube.com/watch?v=sEDy0wGaXJY/Describe+People!+(Physical+Appearance))
 - [www.youtube.com/watch?v=o23npkPCD-I/Describing people in english - Sample English conversation](http://www.youtube.com/watch?v=o23npkPCD-I/Describing+people+in+english+-+Sample+English+conversation)
 - [https://www.youtube.com/watch?v=3sSMi3zFSjA/Descriptive text](https://www.youtube.com/watch?v=3sSMi3zFSjA/Descriptive+text)
 - <http://kumpulan-soal-dan-jawaban.blogspot.com/2013/10/soal-dan-jawaban-discriptive-text.html>
 - <http://www.carabelajarbahasainggrisoke.com/2014/07/contoh-descriptive-text-about-famous-person-dalam-bahasa-inggris-terbaru.html>

E. Metode Pembelajaran

- *PACA (Predicting Activity and Confirming Activity).*

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Teks deskriptif tentang orang, Picture
2. **Sumber Belajar** : Suara Guru, www.dailyenglish.com,
http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah pembelajaran

Pertemuan 1

a. Kegiatan Pendahuluan (7')

- Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas
- Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari
- Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut
- Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca.

- Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus

b. Kegiatan Inti (78')

Mengomunikasikan

- Guru mengajukan pertanyaan umum terkait dengan topik bacaan dan memberikan informasi awal.
- Guru membagi siswa menjadi beberapa kelompok dan memberikan kelompok daftar kata dengan istilah yang terkait dengan topik bacaan. Guru meminta siswa, berdasarkan daftar istilah, untuk menentukan konten umum teks bacaan. Siswa mendiskusikan jawaban mereka dengan kelompok mereka.
- Siswa menulis prediksi. Berdasarkan diskusi kelompok kecil mereka, siswa memprediksi apa yang mereka pikirkan tentang topik bacaan. Guru mencatat prediksi ini (pada overhead atau papan tulis) dan meminta siswa untuk menjelaskan kata-kata apa yang memunculkan prediksi mereka.
- Guru memberikan informasi baru: ini bisa melalui gambar, film, cerita, atau artikel.
- Siswa merevisi atau memodifikasi pernyataan mereka berdasarkan informasi baru.
- Siswa secara aktif membaca (atau meminta pasangan membacakan untuk mereka) pilihan teks yang ditugaskan, menggunakan prediksi mereka sebagai panduan.
- Siswa dan guru bekerja sama untuk merevisi prediksi mereka setelah membaca.

c. Penutup (5')

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
Contoh : For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal

- Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Collaborator

Trimurjo, 3 February 2020
The Researcher

Ikin Sodikin, S.Pd.
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Muhammadiyah 1 Trimurjo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal
Alokasi Waktu	: 2 Tatap Muka (TM), 2 X 45 Menit
Topik	: Tatap Muka 1 : <i>Describing Tourist sights</i> Tatap Muka 2 : <i>Describing Historical Place</i>

A. Kompetensi Inti SMA kelas X :

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

B. Kompetensi dasar dan indikator pencapaian kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
 - 1.1.1 Semangat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional

- 1.1.2 Bersungguh-sungguh dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
- 1.1.3 Aktif mengikuti pelajaran Bahasa Inggris
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, melaksanakan Komunikasi fungsional
 - 2.3.1 Datang tepat waktu dalam setiap kegiatan pembelajaran Bahasa Inggris tentang teks deskriptif
 - 2.3.2 Menghargai perbedaan pendapat dalam mengerjakan tugas kelompok tentang teks deskriptif sebagai wujud rasa cinta damai
 - 2.3.3 Menyelesaikan tugas teks deskriptif yang menjadi bagiannya dalam kerja kelompok
- 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 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang dengan penuh percaya diri, bertanggung jawab, dan kerjasama yang baik.
 - 3.7.2 Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang dengan penuh percaya diri, bertanggung jawab, dan kerjasama yang baik.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
 - 4.8.1 Mengurai gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.
 - 4.8.2 Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang.

C. Tujuan pembelajaran :

Peserta didik terampil menangkap makna dan menyunting teks deskripsi lisan dan tulis sederhana tentang **orang untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman**, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran

Materi Pokok: Teks deskriptif lisan dan tulis sederhana tentang *Describing Tourist sights* dan *Historical Place*

1. Fungsi sosial
Mendesripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.
2. Struktur teks
 - a. Penyebutan nama orang dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - b. Penyebutan sifat seseorang dan bagiannya.
 - c. Penyebutan tindakan dari atau terkait dengan orang.
3. Unsur kebahasaan
 - a. Kata benda yang terkait dengan *Tourist sights* dan *Historical Place*
 - b. Kata sifat terkait dengan *Tourist sights* dan *Historical Place*
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Rujukan kata
4. Integrasi Muatan Lokal
 - **Sejarah:** Mendeskripsikan tentang salah satu tempat wisata dan keajaiban dunia yang berasal dari Indonesia dan dunia.
5. Bahan Aktualisasi Kegiatan Kepramukaan
 - Menghargai dan peduli tentang tempat wisata dan keajaiban dunia yang diwujudkan dengan menciptakan teks deskriptif tentang tempat wisata yang bersejarah dan mendunia.
 - Kerja sama dan terampil dalam menciptakan teks deskriptif tentang orang yang diwujudkan dalam kegiatan (A. Warner halaman 56 Buku Siswa).
6. Sumber lain dengan sudut pandang yang berbeda.
 - Sumber:
[www.youtube.com/watch?v=sEDy0wGaXJY/Describe People! \(Physical Appearance\)](http://www.youtube.com/watch?v=sEDy0wGaXJY/Describe+People!+(Physical+Appearance))

[www.youtube.com/watch?v=o23npkPCD-I/Describing people in english - Sample English conversation](http://www.youtube.com/watch?v=o23npkPCD-I/Describing+people+in+english+-+Sample+English+conversation)

<https://www.youtube.com/watch?v=3sSMi3zFSjA/Descriptive text>

<http://kumpulan-soal-dan-jawaban.blogspot.com/2013/10/soal-dan-jawaban-discriptive-text.html>

<http://www.carabelajarbahasainggrisoke.com/2014/07/contoh-descriptive-text-about-famous-person-dalam-bahasa-inggris-terbaru.html>

E. Metode Pembelajaran

- *PACA (Predicting Activity and Confirming Activity).*

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Teks deskriptif tentang tempat bersejarah, Picture
2. Sumber Belajar : Suara Guru, www.dailyenglish.com,
http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah pembelajaran

Pertemuan 1

a. Kegiatan Pendahuluan (7')

- Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas
- Peserta didik merespon pertanyaan dari guru tentang keterkaitan pengetahuan sebelumnya dengan materi yang akan dipelajari
- Untuk memberikan motivasi Peserta didik dalam pembelajaran teks deskriptif, guru menampilkan contoh teks deskriptif yang disertai gambar mengenai cerita teks deskriptif tersebut
- Peserta didik disiapkan untuk mengikuti pelajaran tentang teks deskriptif dengan menanyakan teks cerita deskriptif yang pernah mereka baca.
- Peserta didik menerima informasi tentang tujuan pembelajaran dan manfaat pembelajaran teks deskriptif dan menerima cakupan materi dan penjelasan uraian kegiatan sesuai dengan silabus

b. Kegiatan Inti (78')

Mengomunikasikan

- Guru mengajukan pertanyaan umum terkait dengan topik bacaan dan memberikan informasi awal.
- Guru membagi siswa menjadi beberapa kelompok dan memberikan kelompok daftar kata dengan istilah yang terkait dengan topik bacaan. Guru meminta siswa, berdasarkan daftar istilah, untuk menentukan konten umum teks bacaan. Siswa mendiskusikan jawaban mereka dengan kelompok mereka.
- Siswa menulis prediksi. Berdasarkan diskusi kelompok kecil mereka, siswa memprediksi apa yang mereka pikirkan tentang topik bacaan. Guru mencatat prediksi ini (pada overhead atau papan tulis) dan meminta siswa untuk menjelaskan kata-kata apa yang memunculkan prediksi mereka.
- Guru memberikan informasi baru: ini bisa melalui gambar, film, cerita, atau artikel.
- Siswa merevisi atau memodifikasi pernyataan mereka berdasarkan informasi baru.
- Siswa secara aktif membaca (atau meminta pasangan membacakan untuk mereka) pilihan teks yang ditugaskan, menggunakan prediksi mereka sebagai panduan.
- Siswa dan guru bekerja sama untuk merevisi prediksi mereka setelah membaca.

c. Penutup (5')

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
Contoh : For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal
- Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).

- Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Collaborator

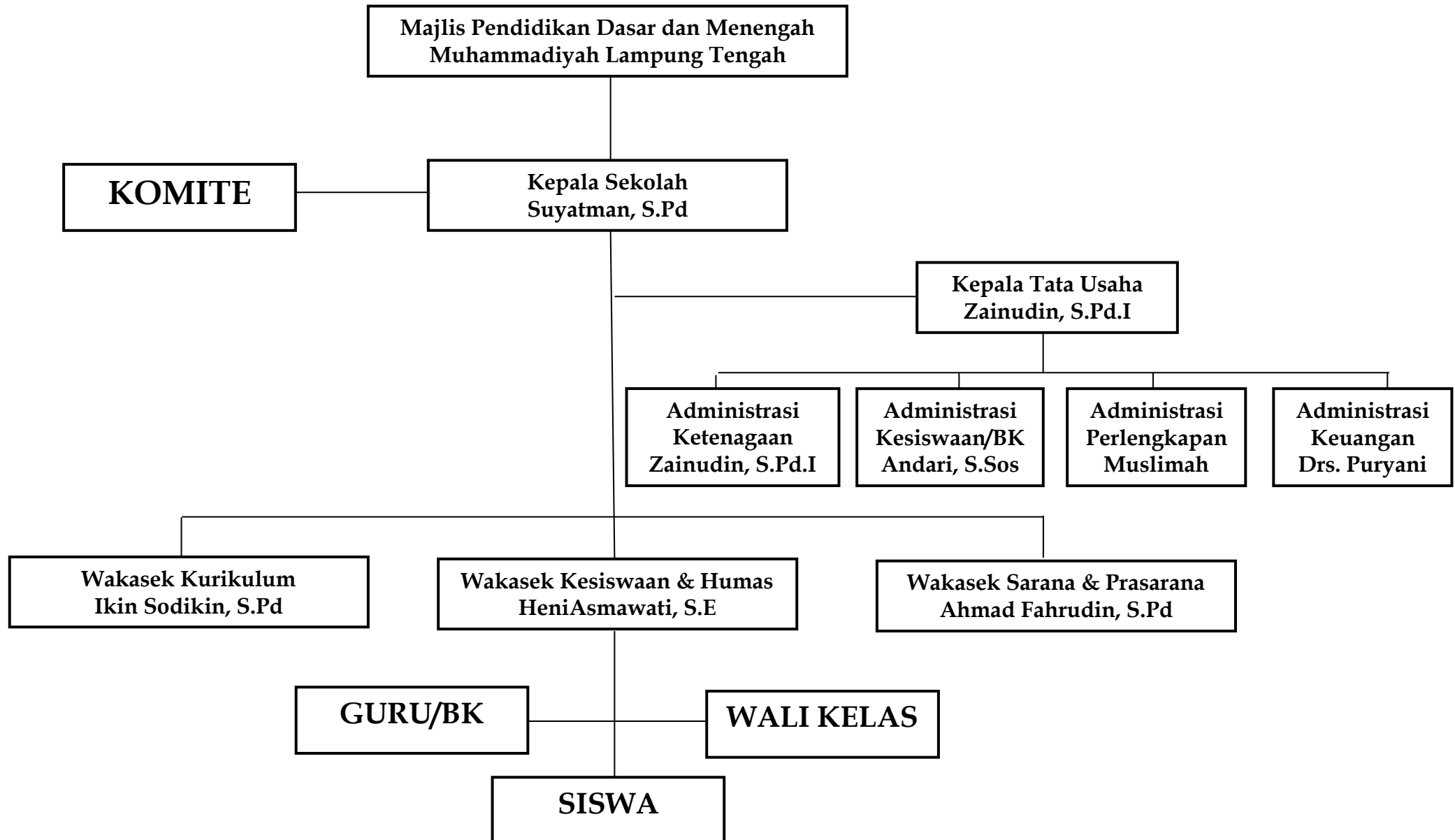
Trimurjo, 10 February 2020
The Researcher

Ikin Sodikin, S.Pd.
NBM. 1040745

Amer Abadi
NPM. 1501070220

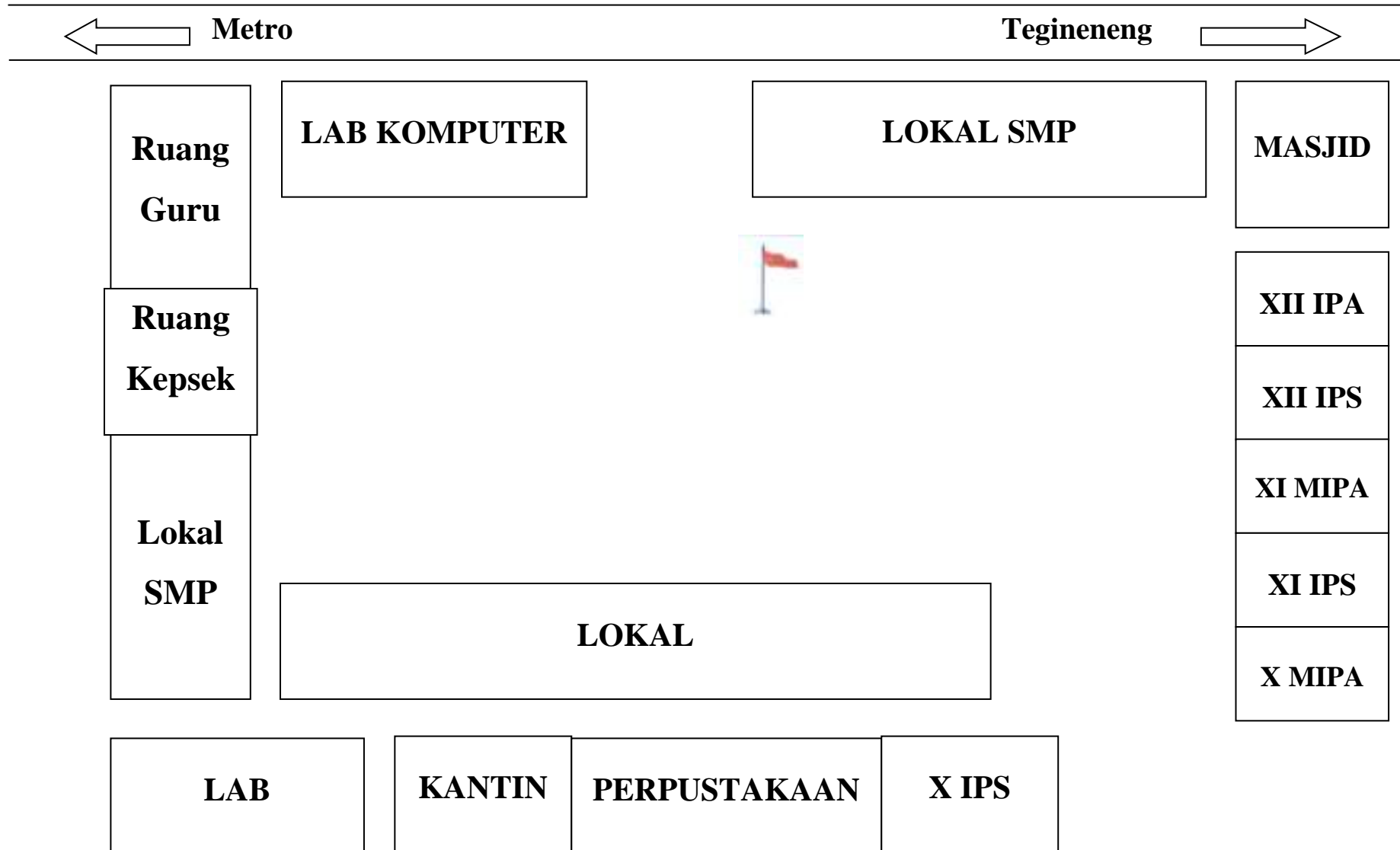


APPENDIX 3
STRUKTUR ORGANISASI
SMAS MUHAMMADIYAH 1 TRIMURJO
PERIODE 2019-2020



Appendix 4

DENAH LOKASI SMA MUHAMMADIYAH 1 TRIMURJO DENAH RUANG



Appendix 5

Students Score of Pre-Survei

NO	NAME STUDENTS	GRADE
1	AP	20
2	AA	45
3	BP	40
4	HA	50
5	IMS	45
6	IF	50
7	K	5
8	MM	70
9	MDZ	40
10	RM	25
11	RP	20
12	SS	50
13	ZM	70
Total all of student's grade		530
Total all of the students (n)		13
The highest grade		70
The lowest grade		5
Average		41

Appendix 6

The Result of Pre-Test

NO	NAME STUDENTS	GRADE
1	AP	30
2	AA	25
3	BP	30
4	HA	45
5	IMS	55
6	IF	35
7	K	15
8	MM	45
9	MDZ	40
10	RM	25
11	RP	30
12	SS	30
13	ZM	50
Total all students' grade		455
Total all of students		13
The highest grade		55
The lowest grade		15
Average		35

Appendix 7

The Result of Post-Test 1

No.	Students' Name	Grade
1.	AP	55
2.	AA	40
3.	BP	70
4.	HA	70
5.	IMS	75
6.	IF	35
7.	K	20
8.	MM	70
9.	MDZ	45
10.	RM	50
11.	RP	20
12.	SS	25
13.	ZM	75
Total all of students' grade		650
Total of all students		13
The Highest grade		75
The Lowest grade		20
Average		50

Appendix 8

The Result of Post-Test II

No	Name	GRADE
1	AP	70
2	AA	55
3	BP	75
4	HA	75
5	IMS	80
6	IF	70
7	K	45
8	MM	75
9	MDZ	70
10	RM	70
11	RP	70
12	SS	60
13	ZM	80
Total all the students grade		895
Total of all students		13
The Highest grade		80
The lowest grade		45
Average		69

APPENDIX 9

PRE-TEST

READING COMPREHENSION TEST

Choose the best answer of each number!

Read the following text to answer questions number 1 to 3!

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the purpose of the text?
 - A. To amuse the readers with Yogyakarta
 - B. To describe the location of Yogyakarta
 - C. To persuade the readers to go to Yogyakarta
 - D. To promote Yogyakarta as tourist destination

2. We know from the second paragraph that
- A. Plane is the most convenient access to reach Yogyakarta
 - B. Many local tourists prefer staying in Sosrowijayan Street
 - C. Sosrowijayan is also known as shopping and culinary delight
 - D. There are many convenient stores in the streets of Yogyakarta
3. " ... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning
- A. Settlement
 - B. Development
 - C. Improvement
 - D. Involvement

Read the following text to answer questions number 4 to 6.

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies *Blackadder*, the *Thin Blue Line* and *Mr. Bean*. He has been listed in the *Observer* as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as *Mr. Bean*.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

4. The text mainly describes ...
- A. Rowan Atkinson
 - B. Rowan Atkinson's school
 - C. Rowan Atkinson's movies
 - D. Comedy festivals in England

5. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
- A. Stocky
 - B. Athletic
 - C. Skinny
 - D. Chubby
6. "The couple has two children, Lily and Benjamin," (Paragraph 3) The underlined words refer to
- A. Atkinson and family
 - B. Lily and Benjamin
 - C. Atkinson and his children
 - D. Atkinson and Sunetra Sastry

Read the following text to answer questions number 7 to 10.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

7. The first paragraph tells about
 - A. The islands in the world
 - B. The location of Indonesia
 - C. The continents of Asia and Australia
 - D. The Samudera Indonesia and Pacific Ocean

8. Based on the text, The Indonesia Archipelago consists of islands.
 - A. 1.904.345
 - B. 13.667
 - C. 5.120
 - D. 1.770

9. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with
 - A. Erupted
 - B. Was done
 - C. Happened
 - D. Took part

10. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to
 - A. The largest groups of islands
 - B. The Indonesian Archipelago
 - C. The islands in the world
 - D. The Samudera Indonesia

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

11. What makes Bale Kambang famous?
 - A. Small rocky islands
 - B. Long beautiful beach
 - C. Huge waves of ocean
 - D. Overseas cruisers

12. What is the main idea of the second paragraph?
- A. There are three rocky islands in Bale Kambang
 - B. Huge waves frighten many overseas cruisers
 - C. Names of rocky islands are taken from “wayang” figures
 - D. The rocky islands are in the middle of the sea

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

13. What is the purpose of the text?
- A. To persuade the readers to choose him in the election
 - B. To entertain the readers about the story of Barack Obama
 - C. To report the life of the president of United States of America
 - D. To describe Barack Obama's physical appearance and personality
14. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is
- A. Flat
 - B. Short
 - C. Straight
 - D. Handsome

Gua Tabuhan is a lively unique cave

In the cave nyi (mrs) Kamiyem and ki (mr) padmo sit on a stone. nyi kamityem will sing a song and ki padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians.

What makes this unique is that they mix gamelan with the sound of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too. But you don't know where it is. gua tabuhan is located near pacitan in east java. It is situated in a lime hill called tapan, in tabuhan, wareng village. the route is easy. along the road there is beautiful tropical scerenry to enjoy-ricefields, coconut palms and birds. east of the cave peddlers sell souvenirs. the drink and food

peddlers are on the north. people sell agates on the cave terraces. somehow, it is like a fair.

It is said that the cave is the only place where nature produces sounds like the music of gamelan. nyi kamiyem, the well down pesinden (traditional Javanese singer) from the village of gabuhan, who often sings in the cave, does not doubt it.

Gua tabuhan did not use to welcome visitor. according to kartowiryo (90), village elder, gua tabuhan used to be a hiding place for robbers. it was believed to be a sacred place. no one dared go inside. however, wedana (chief of a district) kertodiprojo, went to the cave to find out what was wrong. he found out that the cave was inhabited by the annoying evil spirits. the people chased the spirits away.

The cave is dark, so people need light, and a local guide will lead the way sometimes visitors bump their heads against the sharp rocks on the ceiling.

Inside the cave there is a plain. big stone which is belived to be the prayer mat of pangeran diponogoro, one of the Indonesia heroes who fought against the dutch. it is said that pangeran diponegoro used to seclude himself in the cave. some people now use the place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. however, it can be heard from inside.

Besides the cave, watukarang, a beach nearby, is good to visit. by the way, want different souvenirs ? you can find them in donorodjo village where agate craftsman work. So, have a nice journey.

This text is for no. 15-17

15. What did kertodiprojo find out inside the cave?

- A. agates craftsman work
- B. annoying evil spirits
- C. many robbers
- D. the drink and food peddlers

16. What do people need to enter the cave ?

- A. light and local peddlers
- B. local musicians and agate craftsman
- C. chief of district and local guide
- D. local guide and lights

17. Which statement is true according to the text?
- A. to reach wareng village the visitor get troubles
 - B. the inside of the cave is like a fair because visitor and peddlers bring light if they come in
 - C. wedana kertodiprojo found out that the cave was inhabited by the annoying evil spirits
 - D. there is only one tourist resort around wareng village

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

18. What does the second paragraph tell you about?
- A. Rohmi and her family
 - B. Rohmi and her father
 - C. Rohmi and her brother
 - D. Rohmi and her friends
19. "...Rohmi and her brother work part-time to earn some money."
- What do the underlined words mean?
- A. work for the whole of working week
 - B. work for only part of each day or week
 - C. work for the purpose of getting money as much as possible
 - D. work for family
20. Where did the writer sit ?
- A. in front of Rohmi
 - B. behind Rohmi
 - C. next to Rohmi
 - D. far from Rohmi

LEMBAR JAWABAN SISWA

PRE-TEST

Nama : Helen Anggraini

Kelas : X IPA

(95)

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

PRE-TEST

Kelas : X IPA

55

PRE-TEST

Kelas : X Mipa

50

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

DESCRIPTIVE TEXT

B. J. HABIBIE (Cycle 1) Meeting 1

There are seven peoples who have ever been the president of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. He became a favourite guy in his school. Because of his intelligence, he got a scholarship to learn about aircraft assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his genuine airplane special for Indonesia in 1995. In 1998, he crowned as a president of Indonesia Republic replace Soeharto.

Here are some of his appearance, so you can capture him in your mind. He has brownny skinn, sharp nose, thin eyebrows, sweet lips, short wavy black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

Habibie was married with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His love for his wife is so well-known as the real story of endless love. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

National Monument (MONAS) (Cycle 1) Meeting 2

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. Construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 1

Group : 6

Name : Ival Padita, Ilham Mudiasyah, Zowita Mahanani

Title of the Text : B.J. Habibie

A. Words :

Words	Meaning
President	Presiden
Intelligence	Kecerdasan
Wise	Bijaksana
Siblings	Saudara kandung
Childhood	Masa kecil
Assertive	Tegas
Strong principles	Prinsip yang kuat
High desire	Keinginan yang tinggi
Seek knowledge	Cari ilmu
Achievement	Prestasi
Exact lessons	Pelajaran eksakta
Favorite guy	Pria favorit
Scholarship	Beasiswa

Aircraft Assembly	Perakitan Pesawat Terbang
Genuine	Asli
Crowned	Dinobatkan / diangkat
Appearance	Penampilan
Browny skin	Kulit coklat
Sharp nose	Hidung mancung
Thin eyebrows	Alis tipis
Sweet lips	Bibir manis
Short wavy black hair	Rambut hitam pendek bergelombang
Normal size eyes	Ukuran mata normal
Short body	Tubuh pendek
Eyeglasses	Kacamata
Cap	Topi
Coat	Mantel
Married	Menikah
Endless love	Cinta tanpa akhir

B. Students' Prediction:

B. J. HABIBIE

There are seven peoples who have ever been the intelligence of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high wise and he is a President person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight childhood from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since siblings, he has already strong principles, had high desire, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a Assertive to Achievement, so he get many Self knowledge especially in Exact lessons. He became a Scholarship in his school. Because of his intelligence, he got a favorite guy to learn about Aircraft Assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his Crowned airplane special for Indonesia in 1995. In 1998, he Genuine as a president of Indonesia Republic replace Soeharto.

Here are some of his Brown skin, so you can capture him in your mind. He has Appearance, sweet lips, sharp nose, thin eyebrows, short wavy black hair, and Normal size eyes as Indonesia people in average. He has eyeglasses, he wear short body and always wear a Coat, also often wear Cap or white clothes.

Habibie was Endless love with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His

love for his wife is so well-known as the real story of Married. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

C. Students' Revision:

B. J. HABIBIE

There are seven peoples who have ever been the President of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. He became a favourite guy in his school. Because of his intelligence, he got a scholarship to learn about aircraft assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his genuine airplane special for Indonesia in 1995. In 1998, he Crowned as a president of Indonesia Republic replace Soeharto.

Here are some of his appearance, so you can capture him in your mind. He has browny skin, sharp nose, thin eyebrows, sweet lips, short wavy black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

Habibie was married with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His love for his wife is so well-known as the real story of endless love. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 1

Group : 2

Name : Sendi Saputra, Penci Pratama, M. Dzaki, Maiza Maubani

Title of the Text : B.J. Habibie

A. Words :

Words	Meaning
President	Presiden
Intelligence	Kecerdasan
Wise	Bijaksana
Siblings	Saudara kandung
Childhood	Masa kecil
Assertive	Tegas
Strong principles	Prinsip yang kuat
High desire	Keinginan yang tinggi
Seek knowledge	Cari ilmu
Achievement	Prestasi
Exact lessons	Pelajaran eksakta
Favorite guy	Pria favorit
Scholarship	Beasiswa

Aircraft Assembly	Perakitan Pesawat Terbang
Genuine	Asli
Crowned	Dinobatkan / diangkat
Appearance	Penampilan
Browny skin	Kulit coklat
Sharp nose	Hidung mancung
Thin eyebrows	Alis tipis
Sweet lips	Bibir manis
Short wavy black hair	Rambut hitam pendek bergelombang
Normal size eyes	Ukuran mata normal
Short body	Tubuh pendek
Eyeglasses	Kacamata
Cap	Topi
Coat	Mantel
Married	Menikah
Endless love	Cinta tanpa akhir

B. Students' Prediction:

B. J. HABIBIE

There are seven peoples who have ever been the wise of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a president person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight childhood from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardjo. Since Siblings, he has already strong principles, had High desire, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a Assertive to Achievement, so he get many seek knowledge especially in Favorite guy. He became a Exact lessons in his school. Because of his intelligence, he got a Genuine to learn about Aircraft Assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his Scholarship airplane special for Indonesia in 1995. In 1998, he Appearance as a president of Indonesia Republic replace Soeharto.

Here are some of his Crowned, so you can capture him in your mind. He has Sharp nose, Brawny skin, Sweet lips, Thin eyebrows, Normal size eyes, and Short wavy black hair as Indonesia people in average. He has Eyeglasses, he wear short body and always wear a Coat, also often wear Cap or white clothes.

Habibie was Endless love with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His

love for his wife is so well-known as the real story of Married. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

C. Students' Revision:

B. J. HABIBIE

There are seven peoples who have ever been the President of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exakt lessons. He became a favorite guy in his school. Because of his intelligence, he got a scholarship to learn about aircraft assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his genuine airplane special for Indonesia in 1995. In 1998, he crowned as a president of Indonesia Republic replace Soeharto.

Here are some of his appearance, so you can capture him in your mind. He has branny skinn, sharp nose, thin eyebrows, sweet lips, short wavy black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

Habibie was married with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His love for his wife is so well-known as the real story of endless love. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 1

Group : 3

Name : Helen Anggraini, Kenten, Debellito Madam

Title of the Text : B.J. Habibie

A. Words :

Words	Meaning
President	Presiden
Intelligence	Kecerdasan
Wise	Bijaksana
Siblings	Saudara kandung
Childhood	Masa kecil
Assertive	Tegas
Strong principles	Prinsip yang kuat
High desire	Keinginan yang tinggi
Seek knowledge	Cari ilmu
Achievement	Prestasi
Exact lessons	Pelajaran eksakta
Favorite guy	Pria favorit
Scholarship	Beasiswa

Aircraft Assembly	Perakitan Pesawat Terbang
Genuine	Asli
Crowned	Dinobatkan / diangkat
Appearance	Penampilan
Browny skin	Kulit cokelat
Sharp nose	Hidung mancung
Thin eyebrows	Alis tipis
Sweet lips	Bibir manis
Short wavy black hair	Rambut hitam pendek bergelombang
Normal size eyes	Ukuran mata normal
Short body	Tubuh pendek
Eyeglasses	Kacamata
Cap	Topi
Coat	Mantel
Married	Menikah
Endless love	Cinta tanpa akhir

B. Students' Prediction:

B. J. HABIBIE

There are seven peoples who have ever been the president of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight childhood from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since High desire, he has already Assertive, had Siblings, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a Scholarship to Achievement, so he get many seek knowledge especially in Exact lessons. He became a favorite guy in his school. Because of his intelligence, he got a strong principle to learn about Crowned Genuine in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his aircraft assem^{ble} airplane special for Indonesia in 1995. In 1998, he Appearance as a president of Indonesia Republic replace Soeharto.

Here are some of his Sharp nose, so you can capture him in your mind. He has Thin eyebrows short body, sweet lips, short wavy black hair, browny skin, and strong principles as Indonesia people in average. He has normal size eyes, he wear eyeglasses and always wear a coat, also often wear cap or white clothes.

Habibie was married with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His

love for his wife is so well-known as the real story of Endless love. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

C. Students' Revision:

B. J. HABIBIE

There are seven peoples who have ever been the President of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. He became a Favourite guy in his school. Because of his intelligence, he got a scholarship to learn about aircraft assembly in Germany

Habibie got many **achievement**, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his genuine airplane special for Indonesia in 1995. In 1998, he crowned as a president of Indonesia Republic replace Soeharto.

Here are some of his appearance, so you can capture him in your mind. He has brown skin, sharp nose, thin eyebrows, sweet lips, short wavy black hair and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

Habibie was married with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His love for his wife is so well-known as the real story of endless love. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 1

Group : 4

Name : Angga Agustiansyah, Bagus Prasetya, Agum Prasetya

Title of the Text : B.J. Habibie

A. Words :

Words	Meaning
President	Presiden
Intelligence	Kecerdasan
Wise	Bijaksana
Siblings	Saudara kandung
Childhood	Masa kecil
Assertive	Tegas
Strong principles	Prinsip yang kuat
High desire	Keinginan yang tinggi
Seek knowledge	Cari ilmu
Achievement	Prestasi
Exact lessons	Pelajaran eksakta
Favorite guy	Pria favorit
Scholarship	Beasiswa

Aircraft Assembly	Perakitan Pesawat Terbang
Genuine	Asli
Crowned	Dinobatkan / diangkat
Appearance	Penampilan
Browny skin	Kulit cokelat
Sharp nose	Hidung mancung
Thin eyebrows	Alis tipis
Sweet lips	Bibir manis
Short wavy black hair	Rambut hitam pendek bergelombang
Normal size eyes	Ukuran mata normal
Short body	Tubuh pendek
Eyeglasses	Kacamata
Cap	Topi
Coat	Mantel
Married	Menikah
Endless love	Cinta tanpa akhir

B. Students' Prediction:

B. J. HABIBIE

There are seven peoples who have ever been the intelligence of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high President and he is a Siblings person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight Wise from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspowardjo. Since Assertive, he has already childhood, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a Achievement to seek knowledge so he get many High desire, especially in Favorite guy. He became a Exact lessons in his school. Because of his intelligence, he got a Scholarship to learn about Aircraft Assembly in Germany

Habibie got many achievement, such as he succeeded to find a formula that can calculate the crack or crack propagation on random even until to atoms. Beside it, he succeeded to make his Crowned airplane special for Indonesia in 1995. In 1998, he Genuine as a president of Indonesia Republic replace Soeharto.

Here are some of his Brownish skin, so you can capture him in your mind. He has Appearance, Thin eyebrows, Sharp nose, Sweet lips, Short wavy black hair and Short body as Indonesia people in average. He has Normal size eyes, he wear Eyeglasses and always wear a Coat, also often wear Cap or white clothes.

Habibie was Endless love with Hasri Ainun Habibie in 12th of May 1962 and have been blessed with two sons named Ilham Akbar and Thareq Kemal. His

love for his wife is so well-known as the real story of Married. He loves his wife very much even now, when his wife is already gone, he always sent her a prayer, and every Friday, he always visits her grave. Their love story is already made to movie and it was very booming in 2012-2013.

That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

C. Students' Revision:

B. J. HABIBIE

There are seven peoples who have ever been the president of Indonesian Republic, but we think, our favourite one is the third president named Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibie was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. He is the fourth child of eight Siblings from married couple Alwi Abdul Jalil Habibie and R.A.Turi Marini Puspwardoyo. Since childhood, he has already assertive had strong principles and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house and vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. He became a Favourite guy in his school. Because of his intelligence, he got a Scholarship to learn about aircraft assembly in Germany

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Here are some of his appearance, so you can capture him in your mind. He has browny skin, sharp nose, thin eyebrows, sweet lips, short wavy black hair and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

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That's all about Habibie, the third president of Indonesian Republic from us. Thank You for Reading.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 2

Group : 1

Name : Ival Padila, Ilham Mudihsyah, Zumiha Maharani

Title of the Text : Monas

A. Words :

Words	Meaning
Symbolizing	Melambangkan
Independence	Kemerdekaan
Construction	Konstruksi
Direction	Arahan
Topped	dilapisi
Flame covered	Diatapi api
Gold foil	Kertas emas
Throughout	Sepanjang
Avenues	Jalan
Flag	Bendera
Flown	Dikibarkan
Threadbare	Usang
nowadays	sekarang

Taken out	Dibawa keluar
Obelisk shaped	Berbentuk obelisk
Bronze flame coated	Ditutup nyala perunggu
Gold leaf	Daun emas
Pedestal	Alas
depicting	menggambarkan
Look-out	Mencari
Platform	Balkon
Surrounding	Sekeliling
Musical fountain	Air mancur musikal
Deer roam	Rusa berkeliaran
Shady trees	Pohon rindang
North side	sisi utara

B. Students' Prediction:

National Monument (MONAS)

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last

Monday of each month, when the monument is closed. The main Sudirman-Thamrin Avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become Threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The North side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry

for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

C. Students' Revision:

National Monument (MONAS)

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. construction began in 1961 under the direction

of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin Avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become thread bare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter broad flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A

lift takes visitors up to the look out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 2

Group : 2

Name : Sindi Saputra, Pendi Pratama, M. Dzaki, Maza Maulani

Title of the Text : Monas

A. Words :

Words	Meaning
Symbolizing	Melambangkan
Independence	Kemerdekaan
Construction	Konstruksi
Direction	Arahan
Topped	dilapisi
Flame covered	Diatapi api
Gold foil	Kertas emas
Throughout	Sepanjang
Avenues	Jalan
Flag	Bendera
Flown	Dikibarkan
Threadbare	Usang
nowadays	sekarang

Taken out	Dibawa keluar
Obelisk shaped	Berbentuk obelisk
Bronze flame coated	Ditutup nyala perunggu
Gold leaf	Daun emas
Pedestal	Alas
depicting	menggambarkan
Look-out	Mencari
Platform	Balkon
Surrounding	Sekeliling
Musical fountain	Air mancur musikal
Deer roam	Rusa berkeliaran
Shady trees	Pohon rindang
North side	sisi utara

B. Students' Prediction:

National Monument (MONAS)

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. Construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a gold foil with flame covered

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last

Monday of each month, when the monument is closed. The main Sudirman-Thamrin Avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag & lion at the Proclamation of Independence on 17 August 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The North side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry

for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

C. Students' Revision:

National Monument (MONAS)

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. Construction began in 1961 under the direction

of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin Avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become thread bare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter broad flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A

lift takes visitors up to the Look-out flat at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 2

Group : 3

Name : Helen Anggraini, Kevin, Rebellito Aladani

Title of the Text : Monas

A. Words :

Words	Meaning
Symbolizing	Melambangkan
Independence	Kemerdekaan
Construction	Konstruksi
Direction	Arahan
Topped	dilapisi
Flame covered	Diatapi api
Gold foil	Kertas emas
Throughout	Sepanjang
Avenues	Jalan
Flag	Bendera
Flown	Dikibarkan
Threadbare	Usang
nowadays	sekarang

Taken out	Dibawa keluar
Obelisk shaped	Berbentuk obelisk
Bronze flame coated	Ditutup nyala perunggu
Gold leaf	Daun emas
Pedestal	Alas
depicting	menggambarkan
Look-out	Mencari
Platform	Balkon
Surrounding	Sekeliling
Musical fountain	Air mancur musikal
Deer roam	Rusa berkeliaran
Shady trees	Pohon rindang
North side	sisi utara

B. Students' Prediction:

National Monument (MONAS)

The National Monument (Indonesian: Monumen Nasional (Monas)) is a 433 ft (132 metre) tower in the centre of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesia's independence. Construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum is open daily from 08.00 - 15.00 Western Indonesia Time (UTC+7), everyday throughout the week, except for the last

Monday of each month, when the monument is closed. The main Sudirman-Thamrin Avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument (also known as Monas--Monumen Nasional) which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Peet road among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The North side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry

for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

C. Students' Revision:

National Monument (MONAS)

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WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 1

MEETING 2

Group : 4

Name : *Ayga Agustiansyah, Bagus Prasetya, Agung Prasetya*

Title of the Text : Monas

A. Words :

Words	Meaning
Symbolizing	Melambangkan
Independence	Kemerdekaan
Construction	Konstruksi
Direction	Arahan
Topped	dilapisi
Flame covered	Diatapi api
Gold foil	Kertas emas
Throughout	Sepanjang
Avenues	Jalan
Flag	Bendera
Flown	Dikibarkan
Threadbare	Usang
nowadays	sekarang

Taken out	Dibawa keluar
Obelisk shaped	Berbentuk obelisk
Bronze flame coated	Ditutup nyala perunggu
Gold leaf	Daun emas
Pedestal	Alas
depicting	menggambarkan
Look-out	Mencari
Platform	Balkon
Surrounding	Sekeliling
Musical fountain	Air mancur musikal
Deer roam	Rusa berkeliaran
Shady trees	Pohon rindang
North side	sisi utara

B. Students' Prediction:

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POST TEST 1

READING COMPREHENSION TEST

Choose the best answer of each number!

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on
 - A. Singapore
 - B. Orchard Plantation
 - C. Plaza and Mall
 - D. Orchard road as business and entertainment center
2. Which statement is TRUE?
 - A. At first Orchard Road is a crowded settlement
 - B. Orchard road became business and entertainment center since 1974
 - C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - D. Orchard road is infamous place at Singapore

3. In the third paragraph the writer describes about?
 - A. The location of Orchard Road
 - B. The things that we can see at orchard road
 - C. The direction to get to Orchard Road
 - D. The history of Orchard Road
4. Words “it” in line 4 refers to?
 - A. The plantation
 - B. Luxury branded things
 - C. Suburban street
 - D. Singapore
5. The word “satisfy” in line eighth has the closet meaning with?
 - A. Pleased
 - B. Free
 - C. Frighten
 - D. Threat

On the banks of the Chao Phraya, Bangkok’s “Waterway of Kings”, lies an inn that has effectively set new principles of neighborliness for this commended city.

Set in sublimely landscaped tropical patio nurseries, the Shangri-La Bangkok furnishes visitors with all the appeal and warmth of the orient and, in the meantime, unbeatable scope of offices and relaxation exercises.

There is a decision of 12 heavenly settings in which to go out on the town, a huge freestyle swimming pool that ignores the stream, convention and getting offices for together to 2000 individuals, and a 24-hourbusiness focus.

Furthermore, from each and every visitor room and suite, there is a stunning perspective of all the extraordinary hurrying around of the mythical “Stream of Kings”.

One may expect such an all-around prepared and situated inn to be miles far from the downtown area at the same time, at Shangri-La Bangkok the business region and principle shopping zones are insignificant minutes away.

From over 200 years, Bangkok’s grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers close to this glorious waterway, offers its visitors the brilliant guarantee of the East.

6. The content primarily concentrates on... ..
 - A. Bangkok’s granduer
 - B. Shangri-La Bangkok

- C. Bangkok's "Stream Kings"
 - D. the water of the Chao Praya
7. The sort of content above is an/a... ..
 - A. Graphic
 - B. Relate
 - C. Story
 - D. fabel
 8. For what number of individuals the getting offices are together to?
 - A. 6000 individuals
 - B. 4000 individuals
 - C. 2000 individuals
 - D. 5000 individuals
 9. The informative reason for this content is... ..
 - A. to portray Chao Praya
 - B. to retell occasions for amusement
 - C. to present no less than two perspectives about an issue
 - D. to tell the advantage of Shangri-La Bangkok
 10. The text above is included form of.....
 - A. hortatory exposition
 - B. narrative
 - C. description
 - D. report

BOROBUDUR

The Borobudur Temple Compounds is one of the greatest Buddhist monuments in the world, and was built in the 8th and 9th centuries AD during the reign of the Syailendra Dynasty. The monument is located in the Kedu Valley, in the southern part of Central Java, at the centre of the island of Java, Indonesia.

The main temple is a stupa built in three tiers around a hill which was a natural centre: a pyramidal base with five concentric square terraces, the trunk of a cone with three circular platforms and, at the top, a monumental stupa. The walls and balustrades are decorated with fine low reliefs, covering a total surface area of 2,520 m². Around the circular platforms are 72 openwork stupas, each containing a statue of the Buddha.

The vertical division of Borobudur Temple into base, body, and superstructure perfectly accords with the conception of the Universe in Buddhist cosmology. It is believed that the universe is divided into three superimposing spheres, kamadhatu, rupadhatu, and arupadhatu, representing respectively the sphere of desires where we are bound to our desires, the sphere of forms where we abandon our desires but are still bound to name and form, and the sphere of

formlessness where there is no longer either name or form. At Borobudur Temple, the kamadhatu is represented by the base, the rupadhatu by the five square terraces, and the arupadhatu by the three circular platforms as well as the big stupa. The whole structure shows a unique blending of the very central ideas of ancestor worship, related to the idea of a terraced mountain, combined with the Buddhist concept of attaining Nirvana.

The Temple should also be seen as an outstanding dynastic monument of the Syailendra Dynasty that ruled Java for around five centuries until the 10th century.

The Borobudur Temple Compounds consists of three monuments: namely the Borobudur Temple and two smaller temples situated to the east on a straight axis to Borobudur. The two temples are Mendut Temple, whose depiction of Buddha is represented by a formidable monolith accompanied by two Bodhisattvas, and Pawon Temple, a smaller temple whose inner space does not reveal which deity might have been the object of worship. Those three monuments represent phases in the attainment of Nirvana.

The temple was used as a Buddhist temple from its construction until sometime between the 10th and 15th centuries when it was abandoned. Since its re-discovery in the 19th century and restoration in the 20th century, it has been brought back into a Buddhist archaeological site.

Criterion (i): Borobudur Temple Compounds with its stepped, unroofed pyramid consisting of ten superimposing terraces, crowned by a large bell-shaped dome is a harmonious marriage of stupas, temple and mountain that is a masterpiece of Buddhist architecture and monumental arts.

Criterion (ii): Borobudur Temple Compounds is an outstanding example of Indonesia's art and architecture from between the early 8th and late 9th centuries that exerted considerable influence on an architectural revival between the mid-13th and early 16th centuries.

Criterion (vi): Laid out in the form of a lotus, the sacred flower of Buddha, Borobudur Temple Compounds is an exceptional reflection of a blending of the very central idea of indigenous ancestor worship and the Buddhist concept of attaining Nirvana. The ten mounting terraces of the entire structure correspond to the successive stages that the Bodhisattva has to achieve before attaining to Buddhahood.

Integrity

The boundaries contain the three temples that include the imaginary axis between them. Although the visual links are no longer open, the dynamic function between the three monuments, Borobudur Temple, Mendut Temple, and Pawon Temple is maintained.

The main threat to the ensemble is from development that could compromise the extraordinary relationship between the main monument and its wider setting and could also affect the Outstanding Universal Value of the property. The approach to the property has to a degree already been compromised

by weak developmental regulations. Tourism also exerts considerable pressure on the property and its hinterland.

There is a growing rate of deterioration of the building stone, the cause of which needs further research. There is also a small degree of damage caused by unsupervised visitors.

The eruption of Mount Merapi is also considered as one of the potential threats because of its deposit acidic ash as happened in 2010.

Authenticity

The original materials were used to reconstruct the temple in two phases in the 20th century: after the turn of the century and more recently (1973-1983). Mostly original materials were used with some additions to consolidate the monument and ensure proper drainage which has not had any significant adverse impact on the value of the property. Though the present state of Borobudur Temple is the result of restorations, it retained more than enough original material when re-discovered to make a reconstruction possible.

Nowadays the property could be used as a Buddhist pilgrimage site. Its overall atmosphere is, however, to a certain degree compromised by the lack of control of commercial activities and the pressure resulting from the lack of an adequate tourism management strategy.

Protection and management requirements

The protection of the property is performed under Indonesian Law No. 11/2010 concerning Cultural Heritage and its surrounding cultural landscape. It is executed under a National Strategic Area and the Spatial Management Plan by the Ministry of Public Works in accordance with the Law concerning Spatial Management No. 26/2007 and Governmental Regulation No. 26/2008 concerning National Spatial Planning and will be enforced further by another presidential regulation regarding the Management for the Borobudur National Strategic Area that is still being drafted by the Ministry of Public Works.

The legal and institutional framework for the effective management of the property is regulated by a Presidential Decree Number 1 Year 1992. The established zones within the World Heritage property are respectively under the responsibility of the Borobudur Heritage Conservation Office under Ministry of Education and Culture, of state-owned institute PT. Taman Wisata Candi Borobudur under the Ministry of Enterprises, and of the local governments (Magelang Regency and Central Java Province). A study on the integrated management of Borobudur Temple Compounds has been conducted, including attention for the ecosystem, social and cultural aspects, ecotourism, public and private partnership and organisational feasibility study. This study is the basis of the still to be developed visitor management approach.

In order to ensure consistency between the 1992 Presidential Decree and the 1972 JICA Master Plan zone-system indicated in the World Heritage nomination dossier and to strengthen the regulations regarding development, a New Presidential Regulation is still being formulated by a Coordinating Board (14 Ministries and local authorities as well as representatives of local communities)

and by formalizing the role of the proposed Management Board into the wider zones. In addition, the protection of the property has been ensured by the regular financial contribution by the national budget.

11. When Borobudur temple was built?
 - A. 8-9 century
 - B. 8-10 century
 - C. 7-9 century
 - D. 5-7 century
12. How many monuments in Borobudur temple?
 - A. One
 - B. Two
 - C. Three
 - D. four
13. Where borobudur temple takes place?
 - A. West java
 - B. Eat java
 - C. central java
 - D. Jakarta
14. The eruption of Mount Merapi is also considered as one of the potential threats because of its deposit acidic ash as happened in_____
 - A. 2007
 - B. 2009
 - C. 2010
 - D. 2012
15. The temple was used as a Buddhist temple from its construction until sometime between _____
 - A. 10-11 century
 - B. 10-15 century
 - C. 15-17 century
 - D. 10-12 century
16. In Borobudur, Kamadhatu represented
 - A. the base
 - B. the top
 - C. the middle
 - D. the amazing

17. The total surface area was.....

- A. of 2,520 m²
- B. of 2,522 m²
- C. of 5,223 m²
- D. of 3,331 m²

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

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

18. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

19. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

20. "Those who do not work here ..." (last sentence). The "those" word refers to

....

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

POST-TEST 1

Kelas : \bar{X} (Sepuluh) IPA

70

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

POST-TEST 1

Kelas : X IPA

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

75

LEMBAR JAWABAN SISWA

POST-TEST 1

Nama : Zuhita Mahatani

Kelas : X Rupa

75

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

XXXXXXXXXXXXXXXXXXXX

DESCRIPTIVE TEXT

EIFFEL TOWER (Cycle 2) Meeting 1

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

BOROBUDUR TEMPLE (Cycle 2) Meeting 2

Borobudur is the largest temple in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is “monastery in the hills”. Borobudur is currently designated as one of the UNESCO World Heritage.

Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the heyday of the Sailendra dynasty. Borobudur founder, King Samaratungga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the reign of Queen Pramudawardhani who is the daughter of Samaratungga. While the architects who contributed to build this temple according to the story of hereditary named Gunadharma.

The word Borobudur itself by first written evidence written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no written evidence that older who gave it the name Borobudur temple. The only documents that indicate the existence oldest temple is Nagarakretagama book, which was written by MPU Prapanca in 1365. In the book written that the temple was used as a place of Buddhist meditation.

The meaning of the name Borobudur “monastery in the hills”, which is derived from the word “bara” (temple or monastery) and “beduhur” (hills or high place) in Sanskrit. Therefore, in accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of volcanic eruptions, most of the buildings covered Borobudur volcanic soil. In addition, the building is covered with trees and shrubs for centuries. Then the building of this temple began to be forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant archaeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already fragile and could collapse, then report to the Raffles Cornelius invention includes several images. Because of the discovery, Raffles was honored as the person who started the restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been excavated. The temple continues restored the Dutch colonial period.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 1

Group : 1

Name : Agung Prasetya, Ival Padila, Rebellito Madaa

Title of the Text : Eiffel Tower

A. Words :

Words	Meaning
Iron lattice tower	Menara kisi besi
Recognizable structures	Struktur yang bisa dikenali
Tower	Menara
Tallest building	Gedung tertinggi
Most-visited	Sering dikunjungi
Paid monument	Monumen berbayar
Entrance arch	Lengkungan pintu masuk
Surpassed	Melampaui
Assume	Mengambil alih
Three levels	Tiga tingkat
Tickets	Tiket
Purchased	Membeli
Stairs	Tangga

Lift	lift
First level	Tingkat pertama
300 steps	300 anak tangga
Accessible only	Hanya dapat diakses
Elevator	Tangga berjalan
Most prominent	Paling menonjol
Establishing shots of films	Lokasi syuting film

B. Students' Prediction:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The Tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

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broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has Three levels for visitors. Tickets can be Purchased to ascend, by Stairs or Lift, to the first and second levels. The walk to the 300 Steps is over first level as is the walk from the first to the second level. The third and highest level is Accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shots of films set in the city.

C. Students' Revision:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including

broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 1

Group : 2

Name : Maega Maulani, Helen Anggraini, M. Dzaki, Rendi Pratama

Title of the Text : Eiffel Tower

A. Words :

Words	Meaning
Iron lattice tower	Menara kisi besi
Recognizable structures	Struktur yang bisa dikenali
Tower	Menara
Tallest building	Gedung tertinggi
Most-visited	Sering dikunjungi
Paid monument	Monumen berbayar
Entrance arch	Lengkungan pintu masuk
Surpassed	Melampaui
Assume	Mengambil alih
Three levels	Tiga tingkat
Tickets	Tiket
Purchased	Membeli
Stairs	Tangga

Lift	lift
First level	Tingkat pertama
300 steps	300 anak tangga
Accessible only	Hanya dapat diakses
Elevator	Tangga berjalan
Most prominent	Paling menonjol
Establishing shots of films	Lokasi syuting film

B. Students' Prediction:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most Recognizable Structures in the world. The Tower is the paid monument in Paris and the tallest building most-visited in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the Entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it threw down the Washington Monument to take the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including

broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has surpassed for visitors. Assume can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is most prominent by elevator. Both the first and second levels feature restaurants.

The tower has become the accessible only symbol of both Paris and France, often in the establishing sets of films set in the city.

C. Students' Revision:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including

broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

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The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 1

Group : 3

Name : Bagus Prasetya, Angga Agustiansyah, Kevin

Title of the Text : Eiffel Tower

A. Words :

Words	Meaning
Iron lattice tower	Menara kisi besi
Recognizable structures	Struktur yang bisa dikenali
Tower	Menara
Tallest building	Gedung tertinggi
Most-visited	Sering dikunjungi
Paid monument	Monumen berbayar
Entrance arch	Lengkungan pintu masuk
Surpassed	Melampaui
Assume	Mengambil alih
Three levels	Tiga tingkat
Tickets	Tiket
Purchased	Membeli
Stairs	Tangga

Lift	lift
First level	Tingkat pertama
300 steps	300 anak tangga
Accessible only	Hanya dapat diakses
Elevator	Tangga berjalan
Most prominent	Paling menonjol
Establishing shots of films	Lokasi syuting film

B. Students' Prediction:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most Recognizable Structures in the world. The Tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it Assume the Washington Monument to Surpassed the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including

broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has Three levels for visitors. purchase can be Stairs to ascend, by tickets or lift, to the first and second levels. The walk to the First level is over 300 steps, as is the walk from the first to the second level. The third and highest level is Accessible only by Elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shots of films set in the city.

C. Students' Revision:

EIFFEL TOWER

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WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 1

Group : 9

Name : Iham Mudingsyah, Sendi Saputra, Fumita Maharani

Title of the Text : Eiffel Tower

A. Words :

Words	Meaning
Iron lattice tower	Menara kisi besi
Recognizable structures	Struktur yang bisa dikenali
Tower	Menara
Tallest building	Gedung tertinggi
Most-visited	Sering dikunjungi
Paid monument	Monumen berbayar
Entrance arch	Lengkungan pintu masuk
Surpassed	Melampaui
Assume	Mengambil alih
Three levels	Tiga tingkat
Tickets	Tiket
Purchased	Membeli
Stairs	Tangga

Lift	lift
First level	Tingkat pertama
300 steps	300 anak tangga
Accessible only	Hanya dapat diakses
Elevator	Tangga berjalan
Most prominent	Paling menonjol
Establishing shots of films	Lokasi syuting film

B. Students' Prediction:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most Tallest building in the world. The tower is the Recognizable structure in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

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broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has purchased for visitors. Tickets can be Three levels to ascend, by Stairs or Lift, to the first and second levels. The walk to the First level is over 300 steps, as is the walk from the first to the second level. The third and highest level is most prominent by elevator. Both the first and second levels feature restaurants.

The tower has become the Accessible only symbol of both Paris and France, often in the Establishing shot of films set in the city.

C. Students' Revision:

EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year.

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The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 2

Group : 1

Name : Agung Prasetya, Ival Padila, Reberito Mahnan

Title of the Text : Borobudur

A. Words :

Words	Meaning
Largest	Terbesar
Temple	Candi
Bustling	Ramai
Attraction	Daya tarik
Worship	Menyembah
Vesak	Waisak
Heyday	Masa kejayaan
Dynasty	Dinasti
Reign	Memerintah
Hereditary	Turun temurun
Evidence	Bukti
Derived	Berasal
Accordance	Sesuai

Volcanic	Vulkanik
Eruptions	Letusan
Volcanic soil	Tanah vulkanik
Shrubs	Semak belukar
Archeological	Kepurbakalaan
Fragile	Rapuh
Collapse	Jatuh
Invention	Penemuan
Restoration	Restorasi
Excavated	Digali
Colonial period	Masa kolonial

B. Students' Prediction:

BOROBUDUR TEMPLE

Borobudur is the Largest in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a Bustling tourist Attraction, is also a center of Worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the Heyday of

the Sailendra Dynasty. Borobudur founder, King Samaratunga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the Reign of Queen Pramudawardhani who is the daughter of Samaratunga. While the architects who contributed to build this temple according to the story of Hereditary named Gunadharma.

The word Borobudur itself by first written Evidence written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no written temple that older who gave it the name Borobudur temple. The only documents that indicate the existence oldest temple is Nagarakretagama book, which was written by MPU Prapanca in 1365. In the book written that the temple was used as a place of Buddhist meditation.

The meaning of the name Borobudur "monastery in the hills", which is Derived from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in Accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of Volcanic Eruptions, most of the buildings covered Borobudur Volcanic Soil. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be

forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant Archeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already Fragile and could collapse, then report to the Raffles Cornelius Invention includes several images. Because of the discovery, Raffles was honored as the person who started the Restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been Excavated. The temple continues restored the Dutch Colonial Period.

C. Students' Revision:

BOROBUDUR TEMPLE

Borobudur is the Largest in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of Worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the heyday of the Sailendra dynasty. Borobudur founder, King Samaratungga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the reign of Queen Pramudawardhani who is the daughter of Samaratungga. While the architects who contributed to build this temple according to the story of hereditary named Gunadharma.

The word Borobudur itself by first written evidence written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no written evidence that older who gave it the name Borobudur temple. The only documents that indicate the existence oldest temple is Nagarakretagama book, which was written by MPU Prapanca in 1365. In the book written that the temple was used as a place of Buddhist meditation.

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This temple for centuries no longer used. Then because of volcanic eruptions most of the buildings covered Borobudur

Volcanic soil. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant archaeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already Fragile and could collapse, then report to the Raffles Cornelius Invention includes several images. Because of the discovery, Raffles was honored as the person who started the restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been excavated. The temple continues restored the Dutch colonial period

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 2

Group : 2

Name : *Alaiza Maulana, Helen Anggraini, M. Dzaki, Rendi Pratama*

Title of the Text : Borobudur

A. Words :

Words	Meaning
Largest	Terbesar
Temple	Candi
Bustling	Ramai
Attraction	Daya tarik
Worship	Menyembah
Vesak	Waisak
Heyday	Masa kejayaan
Dynasty	Dinasti
Reign	Memerintah
Hereditary	Turun temurun
Evidence	Bukti
Derived	Berasal
Accordance	Sesuai

Volcanic	Vulkanik
Eruptions	Letusan
Volcanic soil	Tanah vulkanik
Shrubs	Semak belukar
Archeological	Kepurbakalaan
Fragile	Rapuh
Collapse	Jatuh
Invention	Penemuan
Restoration	Restorasi
Excavated	Digali
Colonial period	Masa kolonial

B. Students' Prediction:

BOROBUDUR TEMPLE

Borobudur is the Largest in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a Bustling tourist Attraction, is also a center of Worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the heyday of

the Sailendra Dynasty. Borobudur founder, King Samaratungga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the Reign of Queen Pramudawardhani who is the daughter of Samaratungga. While the architects who contributed to build this temple according to the story of hereditary named Gunadharma.

The word Borobudur itself by first written Evidence written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no written temple that older who gave it the name Borobudur temple. The only documents that indicate the existence oldest temple is Nagarakretagama book, which was written by MPU Prapanca in 1365. In the book written that the temple was used as a place of Buddhist meditation.

The meaning of the name Borobudur "monastery in the hills", which is Derive from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in Accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of Volcanic Eruptions, most of the buildings covered Borobudur Volcanic Soil. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be

forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant Archeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already Fragile and could collapse, then report to the Raffles Cornelius Invention includes several images. Because of the discovery, Raffles was honored as the person who started the Restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been Excavated. The temple continues restored the Dutch Colonial Period

C. Students' Revision:

BOROBUDUR TEMPLE

Borobudur is the Largest in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a bustling tourist attraction, is also a center of Worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

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WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 2

Group : 3

Name : Bagus Prasetya, Angga Agustiansyah, Kevin

Title of the Text : Borobudur

A. Words :

Words	Meaning
Largest	Terbesar
Temple	Candi
Bustling	Ramai
Attraction	Daya tarik
Worship	Menyembah
Vesak	Waisak
Heyday	Masa kejayaan
Dynasty	Dinasti
Reign	Memerintah
Hereditary	Turun temurun
Evidence	Bukti
Derived	Berasal
Accordance	Sesuai

Volcanic	Vulkanik
Eruptions	Letusan
Volcanic soil	Tanah vulkanik
Shrubs	Semak belukar
Archeological	Kepurbakalaan
Fragile	Rapuh
Collapse	Jatuh
Invention	Penemuan
Restoration	Restorasi
Excavated	Digali
Colonial period	Masa kolonial

B. Students' Prediction:

BOROBUDUR TEMPLE

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The meaning of the name Borobudur "monastery in the hills", which is Derived from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in Accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

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C. Students' Revision:

BOROBUDUR TEMPLE

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The meaning of the name Borobudur "monastery in the hills", which is derived from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of Volcanic eruption most of the buildings covered Borobudur

Volcanic Soil. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant archaeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already Fragile and could Collapse, then report to the Raffles Cornelius Invention includes several images. Because of the discovery, Raffles was honored as the person who started the restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been excavated. The temple continues restored the Dutch Colonial period

WORKSHEET OF THE STUDENTS' LEARNING ACTIVITIES

CYCLE 2

MEETING 2

Group : 4

Name : Ilham Mubinsyah, Seerdi Saputra, Zowita Mahanani

Title of the Text : Borobudur

A. Words :

Words	Meaning
Largest	Terbesar
Temple	Candi
Bustling	Ramai
Attraction	Daya tarik
Worship	Menyembah
Vesak	Waisak
Heyday	Masa kejayaan
Dynasty	Dinasti
Reign	Memerintah
Hereditary	Turun temurun
Evidence	Bukti
Derived	Berasal
Accordance	Sesuai

Volcanic	Vulkanik
Eruptions	Letusan
Volcanic soil	Tanah vulkanik
Shrubs	Semak belukar
Archeological	Kepurbakalaan
Fragile	Rapuh
Collapse	Jatuh
Invention	Penemuan
Restoration	Restorasi
Excavated	Digali
Colonial period	Masa kolonial

B. Students' Prediction:

BOROBUDUR TEMPLE

Borobudur is the largest in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a Bustling tourist Attraction, is also a center of worship for Buddhists in Indonesia, especially in every celebration of Vesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

Borobudur was built around 800 BC or 9th century. Borobudur was built by the followers of the Mahayana agama Buddha during the reign of the Sailendra dynasty. This temple was built in the Vesak of

the Sailendra hey day. Borobudur founder, King Samaratungga from dynastic or Sailendra dynasty. The possibility of this temple was built around 824 AD and was completed around the year 900 AD during the Dynasty of Queen Pramudawardhani who is the daughter of Samaratungga. While the architects who contributed to build this temple according to the story of Reign named Gunadharma.

The word Borobudur itself by first written Hereditary written by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no written _____ that older who gave it the name Borobudur temple. The only documents that indicate the existence oldest temple is Nagarakretagama book, which was written by MPU Prapanca in 1365. In the book written that the temple was used as a place of Buddhist meditation.

The meaning of the name Borobudur "monastery in the hills", which is Derived from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in Accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of Volcanic Eruptions, most of the buildings covered Borobudur Volcanic soil. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be

forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant Archaeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already fragile and could collapse, then report to the Raffles Cornelius invention includes several images. Because of the discovery, Raffles was honored as the person who started the restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been excavated. The temple continues restored the Dutch Colonial Period.

C. Students' Revision:

BOROBUDUR TEMPLE

Borobudur is the Largest temple in Indonesia. Candi Borobudur is located in Magelang, Central Java, in addition to being a best ling tourist attraction, is also a center of Worship for Buddhists in Indonesia, especially in every celebration of Wesak. This is consistent with the meaning of its name is "monastery in the hills". Borobudur is currently designated as one of the UNESCO World Heritage.

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The meaning of the name Borobudur "monastery in the hills", which is derived from the word "bara" (temple or monastery) and "beduhur" (hills or high place) in Sanskrit. Therefore, in accordance with the meaning of the name Borobudur, then this place since it was used as a place of Buddhist worship.

This temple for centuries no longer used. Then because of Volcanic eruption most of the buildings covered Borobudur

Volcanic SOIL. In addition, the building is covered with trees and Shrubs for centuries. Then the building of this temple began to be forgotten in the days of Islam arrived in Indonesia around the 15th century.

In 1814 when the British occupied Indonesia, Sir Thomas Stamford Raffles heard of the discovery of giant archaeological object in the village Bumisegoro Magelang. Due to the great interest the history of Java, then immediately ordered Raffles HC Cornelius, a Dutch engineer, to investigate the discovery of the location it is a hill covered with shrubs.

Cornelius assisted by about 200 men cut down trees and remove shrubs that covered the giant building. Because the building is already Fragile and could collapse, then report to the Raffles Cornelius Invention includes several images. Because of the discovery, Raffles was honored as the person who started the restoration of Borobudur and got the attention of the world. In 1835, the entire area of the temple has been excavated. The temple continues restored the Dutch Colonial period

POST TEST 2

READING COMPREHENSION TEST

Choose the best answer of each number!



The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on

television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is...
 - A. Jackson
 - B. Tolkien
 - C. Peter Tolkien
 - D. J.R.R Jackson
2. They are based on the... (Paragraph 1). The word “they” in the sentence refers to...
 - A. The Hobbit books
 - B. The Hobbit actors
 - C. Adventure series films
 - D. The Hobbit film series
3. The films take place in the fictional world... (Paragraph 2). The antonym of “fictional” is...
 - A. Fabricated
 - B. Fictive
 - C. True
 - D. Imagined
4. If The Lord of The Ring takes place on 1150, when will probably The Hobbit film takes place?
 - A. 1100
 - B. 1210
 - C. 1090
 - D. 1134
5. What did the Wizard want Bilbo to do in the movie?
 - A. To join the dwarves’ journey
 - B. To take care of the dwarves
 - C. To accompany him to meet smaug
 - D. To accompany dwarves and smug to the lonely mountain
6. The role of the dwarves’ leader is played by?
 - A. Thorin Oakenshield
 - B. Bilbo Baggins
 - C. Richard Armitage
 - D. Ian McKellen

7. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.
 - A. Kindness
 - B. Revenge
 - C. Reconciliation
 - D. Anger

8. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...
 - A. Azoh
 - B. Bolg
 - C. Thorin and ancestors
 - D. Thorin

9. How many people that lined in the red carpet on the first premiered The Hobbit film?
 - A. 1000000
 - B. 100000
 - C. 10000
 - D. 1000

10. Which of the following statement is false according to the text?
 - A. The premiers of the hobbit movies were held in the different places of the same country
 - B. The Hobbit movies consists of three epic adventurous film that were released on different years
 - C. The first series of The Hobbit wasn't premiered in Europe
 - D. The Third series of the Hobbit was premiered in a country of an European continent

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes

along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

11. What does the text tell you about?
 - A. Gondola.
 - B. Traghetto.
 - C. Venice
 - D. Italy.
12. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - A. Gondolas.
 - B. Traghetto.
 - C. Waterbuses.
 - D. Lagoon.
13. From the text we can say that Venice belongs to a city of
 - A. Water
 - B. Ceremonies
 - C. Buses
 - D. Funerals
14. What does the second paragraph of the text tell us about?
 - A. The forms of transport in the world.
 - B. The canals and roads that people like to use.
 - C. The archipelago that has a lot of islands.
 - D. Venice as the world famous for its canals.

NATURAL BRIDGE NATIONAL PARK

Natural Bridge National Park is lush tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow

worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

15. What is the function of paragraph 1?
 - A. as an identification
 - B. as an orientation
 - C. as a thesis
 - D. as a classification
16. The text above is in form of.....
 - A. hortatory exposition
 - B. narrative
 - C. description
 - D. report
17. What is the communicative purpose of the text?
 - A. to present two points of views about natural bridge national park
 - B. to explain the bridge national park
 - C. to describe the bridge national park
 - D. to retell the bridge national park
18. Where is the natural bridge national park located?
 - A. 110 kilometers from South of Brisbane
 - B. 110 kilometers from Pacific Highway
 - C. 110 kilometers from Numinbah Valley
 - D. 110 kilometers from Lamington National Park
19. What the visitors will see in the night?
 - A. a common glow worm
 - B. the unique feature of the glow worms
 - C. a great dark cave
 - D. the unique rocks
20. The word 'luscious' in the text means.....
 - A. Succulent
 - B. Dense
 - C. Dull
 - D. dry

POST-TEST 2

: HELEN ANGGRAINI

: Σ (Sepuluh) IPA



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

LEMBAR JAWABAN SISWA

POST-TEST 2

Nama : ILHAM MUDDUSYAH

Kelas : X IPA

80

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

Ilham Muddusyah X IPA

LEMBAR JAWABAN SISWA

POST-TEST 2

Nama : Zulwita Maharani

Kelas : X MIPA

80

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

to answer the question

Appendix 10

DOCUMENTATION

PRE-TEST



CYCLE 1: Meeting 1



CYCLE 1: Meeting 2



POST-TEST 1



CYCLE 2: Meeting 1



CYCLE 2: Meeting 2



POST-TEST 2



APPENDICES

2



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

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

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

Nomor : B-4326/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **AMER ABADI**
NPM : 1501070220
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION ABILITY BY USING
PACA STRATEGY (PREDICTING-ACTIVITY-AND-CONFIRMING-
ACTIVITY) AMONG THE TENTH GRADERS AT SMA
MUHAMMADIYAH 1 TRIMURJO

untuk melakukan *pra-survey* di SMA MUHAMMADIYAH 1 TRIMURJO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris


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



PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMA MUHAMMADIYAH 1 TRIMURJO



STATUS TERAKREDITASI NSS. 304120202062

Alamat : Jalan Raya Adipuro Kecamatan Trimurjo Kabupaten Lampung Tengah 34172 ☎ 0725-7613137

Nomor : 006/III.4.AU/L/2020
Lampiran : -
Perihal : Izin Pelaksanaan Pra-Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di
Metro.

Assalamu'alaikum wr.wb.

Menindaklanjuti surat saudara Nomor : B-4326/ln.28.1/J/TL.00/12/2019 tanggal 12 Desember 2019 tentang Izin Penelitian oleh mahasiswa sbb:

No	Nama	NPM	Prodi
1	AMER ABADI	1501070220	Tadris Bahasa Inggris

Maka dengan ini kami mengizinkan mahasiswa tersebut diatas untuk melakukan Pra-Survey di sekolah kami.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.



Trimurjo, 13 Januari 2020
Kepala Sekolah,

[Signature]
SUYATMAN, S.Pd.
NBM. 1040745



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

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

Nomor : B-0 /In.28.1/J/PP.00.9/1/2020
Lamp -
Hal : **BIMBINGAN SKRIPSI**

14 Januari 2020

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Amer Abadi
NPM : 1501070220
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Reading Comprehension Ability By Using Paca Strategy
(Predicting-Activity-And-Confirming-Activity) Among The Tenth Graders
At SMA Muhammadiyah 1 Trimurjo

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,



A. Subhan Roza, M.Pd
NIP. 19750610 2008011030



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

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

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

SURAT TUGAS

Nomor: B-0410/In.28/D.1/TL.01/01/2020

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

Nama : **AMER ABADI**
NPM : 1501070220
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING PACA STRATEGY (PREDICTING-ACTIVITY-AND-CONFIRMING-ACTIVITY) AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 TRIMURJO".
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.



Mengetahui
Pejabat Setempat

[Signature]
SURYATMAY, S.Pd.

Dikeluarkan di : Metro
Pada Tanggal : 23 Januari 2020



Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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

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

Nomor : B-0411/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1
TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0410/In.28/D.1/TL.01/01/2020, tanggal 23 Januari 2020 atas nama saudara:

Nama : **AMER ABADI**
NPM : 1501070220
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING PACA STRATEGY (PREDICTING-ACTIVITY-AND-CONFIRMING-ACTIVITY) AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 TRIMURJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2020

Wakil Dekan I,



Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA MUHAMMADIYAH 1 TRIMURJO



STATUS TERAKREDITASI NSS. 304120202062

Alamat : Jalan Raya Adipuro Kecamatan Trimurjo Kabupaten Lampung Tengah 34172 ☎ 0725-7613137

SURAT KETERANGAN

Nomor : 022/III.A.AU/L/2020

Yang bertanda tangan dibawah ini:

Nama : **SUYATMAN, S.Pd.**

NIP/NIK : -

Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : **AMER ABADI**

NPM : 1501070220

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **“ Improving Reading Comprehension Ability By Using PACA Strategy
(Predicting-Activity-and-Confirming-Activity) Among The Tenth Graders
At SMA Muhammadiyah 1 Trimurjo”**

Menyatakan benar telah melakukan penelitian di SMA Muhammadiyah Trimurjo Lampung Tengah
dari tanggal 27 Januari s.d 19 Februari 2020

Demikian surat keterangan ini dibuat semoga dapat dipergunakan sebagaimana mestinya.



Trimurjo, 20 Februari 2020

Kepala Sekolah,

SUYATMAN, S.Pd.

NIP.

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : AMER ABADI

NPM : 1501070220

Fakultas : ~~Tarbiyah~~ Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Angkatan : 2015

Telah menyerahkan buku berjudul : Service-Learning in Higher Education
(Critical Issues and Directions)

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

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NPM : 1501070220

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

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

Jalan Ki Hajar Dewantara Kampus 15 A Inringmulyo 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-1030/In.28/S/U.1/OT.01/12/2020**

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

Nama : AMER ABADI
NPM : 1501070220
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070220

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.

15 Desember 2020
Kepala Perpustakaan

Drs. Mukhlisudin Sudin, M.Pd
NIP. 195806311981031001



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Amer Abadi
NPM : 1501070220

Fakultas/Jurusan : FTIK /TBI
Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	1/11-19	✓	Chapter I → revise	
2.	5/11-19	✓	Chapter II → revise Elaborate the theories	
3.	8/11-19	✓	- Revision is OK - Acc for Seminar	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Amer Abadi
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Fakultas/Jurusan : FTIK /TBI
Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1		29/10/19	- Revise The Title including Margin - including margins (acknowledgement) - Enter Page number / Table of contents and The first page of chapters	Ag.
2		✓	- Revise Chapter one (including felling connector, writing layout position, and Footnote layout position) - Revise Chapter two (writing and Footnote layout position) - Revise Chapter three (writing layout position)	AS.
3		30/10/19	Se & I Idonot	Ag.

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Amer Abadi
NPM : 1501070220

Fakultas/Jurusan : FTIK /TBI
Semester/TA : X/ 2020

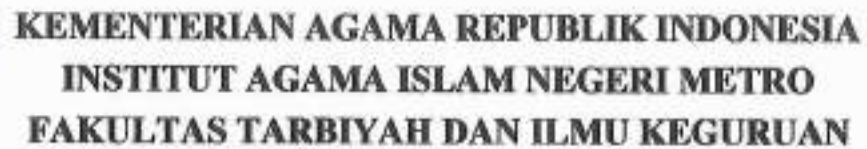
No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	Senin 13/1-20	✓	ACC for research instrument	

Diketahui :
An Kepala Jurusan TBI

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Nama : Amer Abadi Fakultas/Jurusan : FTIK /TBI
NPM : 1501070220 Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Kamis/ 9/1/20	✓	Be Instruments	AG



Dosen Pembimbing II



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Amer Abadi
NPM : 1501070220

Fakultas/Jurusan : FTIK /TBI
Semester/TA : XI/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	Kamis 3/12-20	✓	- abstract ? - misty re / revisi	
2	Senin 7/12-20	✓	Chapter IV } CV } Compleksi	
3	Senin 14/12-20	✓	- Revision is OK - Acc for munas usroh	

Diketahui :
An Kepala Jurusan TBI

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Semester/TA : XI/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	17/11/20	✓	- Revise Chapter IV - Revise Chapter V	
	24/11/20	✓	- Revise Chapter IV - Revise @Cover (margins)	
	1/12/20	✓	Ah Mungah ke I before	

Diketahui :
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CURRICULUM VITAE



AMER ABADI was born in Simbarwaringin, on September, 1st 1995. He is son from happy couple namely Mr. Heri Santoso and Mrs. Nurmawati.

He took him elementary school at Elementary School for 6 years at SDN 3 Adipuro, from 2001-2007.

He continued him study in SMPN 2 Trimurjo, for 3 years from 2007-2010. In line with focus on the study, He decided to continue him study in SMAN 2 Metro from 2010-2013. Then, he was registered as an S1 student of English Education at State Institute for Islamic Studies (IAIN) of Metro on 2015-2021. Many things he has gotten in the classroom and he hoped get job soon after graduated from the institute.