AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION ABILITY
BY USING *FREE VOLUNTARY READING* (FVR) STRATEGY
AMONG THE TENTH GRADERS AT MA BAITUSSALAM
MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2019/ 2020

BY:
LAILATUN NAJAH
STUDENT.ID. 1501070264

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) OF METRO

1441 H/ 2019 M

AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION ABILITY
BY USING *FREE VOLUNTARY READING* (FVR) STRATEGY
AMONG THE TENTH GRADERS AT MA BAITUSSALAM
MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2019/ 2020

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

BY:
LAILATUN NAJAH
STUDENT.ID. 1501070264

Sponsor : Dr. Umi Yawisah, M.Hum

Co-Sponsor : Andianto, M.Pd

Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

1441 H / 2019 M

IMPROVING READING COMPREHENSION ABILITY
BY USING *FREE VOLUNTARY READING (FVR)* STRATEGY
AMONG THE TENTH GRADERS AT MA BAITUSSALAM
MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2019/ 2020

ABSTRACT

By:
LAILATUN NAJAH

The purposes of this research are to show that using *Free Voluntary Reading* (FVR) strategy can improve the students' reading comprehension ability and learning activity at the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the academic year of 2019/ 2020. The researcher had limited the problems in this research that focused on students' insufficient reading comprehension ability. To improve students' reading comprehension ability, the researcher used FVR strategy.

The method of this research is classroom action research (CAR) which was conducted in three cycles. Each cycle consists of planning, acting, observing and reflecting. Subject of this research is the students' reading comprehension ability. In collecting the data, the researcher used test, observation and documentation. This research was conducted by being collaborated with an English teacher of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung, that is Mr. Armal Ika Bayu T, A.Md.

Finally, the result of this research proves that the use of FVR strategy can improve the students' reading comprehension ability. The percentage of students' reading comprehension ability that achieved the passing grade based on post-test III result is 74%. In addition, the result of the post-test III proves that the percentage of students' learning activity is 77%. It means that FVR strategy can improve the students' learning activity. Therefore, it is concluded that the use of FVR strategy can improve students' reading comprehension ability and their learning activity.

Keywords: *Reading Comprehension Ability, Free Voluntary Reading (FVR) Strategy.*

**PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA
DENGAN MENGGUNAKAN STRATEGI *FREE VOLUNTARY READING* (FVR)
PADA SISWA KELAS SEPULUH MA BAITUSSALAM
MIFTAHUL JANNAH TERBANGGI SUBING LAMPUNG TENGAH
TAHUN AJARAN 2019/ 2020**

ABSTRAK

**Oleh:
LAILATUN NAJAH**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi *Free Voluntary Reading* (FVR) dapat meningkatkan kemampuan pemahaman membaca dan aktivitas pembelajaran pada siswa kelas sepuluh MA Baitussalam Miftahul Jannah Terbanggi Subing Lampung Tengah pada tahun pelajaran 2019/ 2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Untuk meningkatkan lemahnya kemampuan pemahaman membaca, peneliti menggunakan strategi *Free Voluntary Reading* (FVR).

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam tiga siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini berkolaborasi dengan guru mata pelajaran bahasa Inggris kelas sepuluh MA Baitussalam Miftahul Jannah Terbanggi Subing Lampung Tengah Bapak Armal Ika Bayu T, A.Md.

Akhirnya, hasil penelitian ini membuktikan bahwa penggunaan strategi FVR dapat meningkatkan pemahaman membaca siswa. Persentasi kemampuan pemahaman membaca yang mencapai KKM berdasarkan hasil post-test III adalah 74%. Selain itu, hasil post-test III membuktikan bahwa persentase aktivitas pembelajaran siswa adalah 77%. Ini berarti bahwa strategi FVR dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan strategi FVR dapat meningkatkan pemahaman membaca siswa dan aktivitas belajar mereka.

Kata Kunci : *Kemampuan Pemahaman Membaca, Strategi Free Voluntary Reading (*FVR*).*

APPROVAL PAGE

Title	: IMPROVING READING COMPREHENSION BY USING FREE VOLUNTARY READING (FVR) STRATEGY AMONG THE TENTH GRADERS AT MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020
Name	: Lailatun Najah
NPM	: 1501070264
Department	: English Education
Faculty	: Tarbiyah and Teachers Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

Sponsor

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

Metro, November 2019
Co-Sponsor

Andianto, M.Pd
NIP. 19711022 015031 004

Head of English Education Department

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

v

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah
of Lailatun Najah**

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teachers Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikumWr.Wb.

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

Name   : Lailatun Najah
Student Number   : 1501070264
Department   : English Education
Faculty   : Tarbiyah and Teachers Training
Title   : IMPROVING READING COMPREHENSION BY USING
FREE VOLUNTARY READING (FVR) STRATEGY AMONG
THE TENTH GRADERS AT MA BAITUSSALAM
MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL
LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020

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

Wassalamu'alaikumWr.Wb.

Metro,   November 2019

Sponsor

Co-Sponsor

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

Andianto, M.Pd
NIP. 19711022 015031 004

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   :**PengajuanMunaqosyah**
                Lailatun Najah

KepadaYth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
       Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Lailatun Najah
NPM   : 1501070264
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : IMPROVING READING COMPREHENSION BY USING FREE VOLUNTARY READING (FVR) STRATEGY AMONG THE TENTH GRADERS AT MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020

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

Wassalamu'alaikumWr.Wb.

Dosen Pembimbing I,

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

Metro,   November 2019
Dosen Pembimbing II

Andianto, M.Pd
NIP. 19711022 015031 004

RATIFICATION PAGE

No. B-4155/In 28.1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION ABILITY BY USING FREE VOLUNTARY READING (FVR) STRATEGY AMONG THE TENTH GRADERS AT MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020, written by Lailatun Najah, student number 1501070264, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 21ᵗʰ November 2019 at 08.00 – 10.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M. Hum	(............................)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(............................)
Examiner II	: Andianto, M.Pd	(............................)
Secretary	: Eka Yuniasih, M.Pd	(............................)

The Dean of Tarbiyah and Teaching Training Faculty

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

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Lailatun Najah
NPM	: 1501070264
Faculty	: Tarbiyah and Teacher Training Faculty
Department	: English Education Department (TBI)

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

Metro, October 28th 2019
The writer

LAILATUN NAJAH
ST. ID 1501070264

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Lailatun Najah
NPM	: 1501070264
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris (TBI)

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

Metro, 28 Oktober 2019
Penulis

LAILATUN NAJAH
NPM. 1501070264

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا(الإنشراح٫٦)

Indeed, with hardship (will be) ease.
(Al-insyirah, 6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents, Mr. Minhajul Abidin, S.Pd.I and Mrs. Latifah

who always support me by their endless love

My lovely sisters and brothers,

Nailul Fauziah, S.Pd.I, Ainun Mardziah, S.Pd, Fahrudin Arrazi, and Hafid Alfisani

who always support, protect and advice my life and my study, thank you very much for

your everlasting love and incessant prayer.

My beloved lectures of English Departement of State Institute for Islamic of

Metro, Lampung

My beloved almamater

ACKNOWLEDGMENT

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given his gift to the researcher that she could accomplish this Undergraduate Thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "Improving Reading Comprehension Ability by Using *Free Voluntary Reading (*FVR*)* Strategy among the Tenth Graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/ 2020".

The researcher would like to express her sincere gratitude to her sponsor and co-sponsor, Dr. Umi Yawisah, M.Hum. and Andianto, M. Pd. that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:
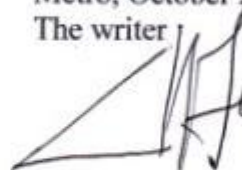
1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).

2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.

3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.

4. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.

5. Jumariyanto, S.Pd as the Headmaster of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung, who has allowed the researcher conducted the research in her school.

6. All teachers and staff of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung. Especially, Armal Ika Bayu T, A.Md, the English teacher of the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung.

7. Her beloved family. Thanks for attention, love, help and motivation. Because of you all, she become who she is now, much better than before.

8. Her beloved GirlsSquad, Annisa Nurmala Dewi, Diah Indah Permatasari, Inggit Pasdiqomah, Intan Priska and her friends in English Education Department thanks for being nice and kind friends that always accompanied her to study.

9. Her greatful friends in KadalSquad, Anis, Ega, Imam, Septi and Mba Uli They are the best family as long as in PPL until now.

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

Metro, October 28th 2019
The writer

LAILATUN NAJAH
ST. ID 1501070264

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of The Study

English Language Teaching (ELT) is a great way that guide the language learners to master English well so that they are able to use English based on their need. English language teaching is very important because English is an international language. By mastering English, people are easy to communicate by using English with other people from different countries. In addition, mastering English is very useful to compete in the globalization era. English mastery influences significantly on the opportunity to looking for the job because one of the employer requirements is being able to master English such as having high TOEFL score, and having good competency in reading, speaking, listening, and writing. Therefore, English Language Teaching (ELT) should be implemented in most of the educational level in Indonesian.

Moreover, ELT covers language skill that must be taught effectively. Those language skill are categorized to be productive and receptive language skill. Productive language skill is language skill that connects with performance or product that is resulted from the process of writing and speaking. Therefore, productive language skill consists of writing and speaking. Meanwhile, receptive language skill is the language skill that connects with the process of receiving the language input passively. Therefore, receptive language skills consist of listening and reading.

In addition, reading is the interaction between the readers and the text in order to form a meaning from the text which involves a complex process, word knowledge, and world knowledge. In the other words, the readers who have capability in knowing how to read words have a little value if they can not construct the meaning the text. It means that the goal of reading is able to construct meaning from the written text with comprehension.

Many factors influence reading comprehension ability when the students want to achieve a purpose of reading. The factors include of the background knowledge that readers bring to the reading process as well as the strategy they use while reading and their motivation engagement during reading. Text factors include the author's ideas, the words the authors' uses to express those ideas, and how the ideas are organized and presented. Both reader factors and text factors affect comprehension to increase students reading ability in learning process.

Related to the problem of reading above, the result of pre-survey conducted in MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung at the tenth graders also showed that there were problems in reading got by students of class X of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung on March 18th, 2019.

In addition, in the process of pre-survey, the researcher got the data of students' reading comprehension ability in the form of students' reading assignment given by the English Teacher. Based on the pre-survey result, there were 0% students who is able to achieve passing grade. Meanwhile,

there are 100% of students who are unable to achieve passing grade. Therefore, it can be concluded that the reading comprehension ability of students among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung is very low.

Based on the result of the pre-survey, students among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung got problems in reading. They are having lack vocabulary. It is hard for the students to understand the contents of the text if they have limited vocabulary. In addition, the readers tend to feel hard in comprehending the content of the text because they are difficult in the determining mean idea and supporting details of the text. Another problem in reading comprehension ability is having low grammar mastery. Moreover, some of the students have low motivation in reading that causes the students tend to be lazy in reading the text. Furthermore, bad reading habit also becomes problem in reading. Low reading comprehension ability is also caused by the unconducive environment.

Based on the explanation above, it can be seen that students among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung have reading problems. In relation to the reading problems got by students of class X at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung, it is very important to solve these reading problems. There should be an effort to improve the reading comprehension ability. One of effective ways to improve reading comprehension ability of

the students of class MA Baitussalam Miftahul Jannah is to apply the appropriate teaching strategy used to improve reading comprehension ability is *Free Voluntary Reading* (FVR).

Free Voluntary Reading (FVR) strategy is a strategy that can be applied by the teachers to help the students to develop their reading comprehension ability. *Free Voluntary Reading* (FVR) has advantages in helping the students to motivate students to read. *Free Voluntary Reading* (FVR) strategy helps the students to read with their own words about information that they get from the text. Therefore, researcher conducted a Classroom Action Research (CAR) entitled "Improving Reading Comprehension Ability by Using Free Voluntary Reading (FVR) Strategy among the Tenth Graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/ 2020."

B. Problem Identification

1. The students' vocabulary mastery is insufficient.

2. The students have low reading comprehension ability.

3. The students are difficult in understanding the important message of the text.

C. Problem Limitation

After identifying the problems the researcher limits the problems by focusing on the students "The students have low reading comprehension ability". In this case, the researcher conducted a Classroom Action Research (CAR) in the title of "Improving Reading Comprehension Ability by Using

*Free Voluntary Reading (*FVR*)* Strategy among the Tenth Graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/ 2020".

D. Problem Formulation

The researcher has outlined the problem formulation, as follows:

"Can *Free Voluntary Reading* (FVR) Strategy Improve Students' Reading Comprehension Ability and Their Learning Activity among the Tenth Graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in The Academic Year of 2019/ 2020?"

E. Objective and Benefits of Study

1. Objective of The Study

Based of the problem formulation, the purpose of this research is to Improve students' reading comprehension ability and their learning activities by using *Free Voluntary Reading (*FVR*)* strategy among the tenth graders at Ma Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the academic year of 2019/ 2020.

2. Benefits of the Study

This research has a variety of benefits, as follows:

a. The Students

It is hoped that this research can motivate and make enthusiasm the students in the learning process of reading

comprehension ability. This research is helpful for students to be able to create more enjoyable and meaningful learning.

b. The Teacher

To give information for English teacher, especially in MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung, that *Free Voluntary Reading* (FVR) strategy can be an experience for teacher to be used in teaching reading comprehension ability. It is expected to give useful contribution in teaching reading and to give another way for the teacher develops students' reading comprehension ability.

c. The Other Researchers

Hopefully, this study provides benefits to the other researchers by providing information about the procedure for improving students' reading comprehension ability by using the *Free Voluntary Reading* (FVR) strategy. Other researchers can get tangible evidence of the way to improve reading comprehension ability by using the *Free Voluntary Reading* (FVR) strategy. Therefore, it is hoped that this research can be one of the main foundation and references for other researchers to be able to take positive benefits and this research.

F. Prior Research

This research was conducted by considering several previous researches related to teaching by using *Free Voluntary Reading* (FVR) Strategy.

The first prior research was conducted by Tati Sunarti and Yuli Tiarina. The similarities between their research and this research include of the same investigated language skill that is reading; the similar teaching strategy that is *Free Voluntary Reading* (FVR);the same media that is comic; and the similar research method that is Classroom Action Research (CAR). Meanwhile, the differences between that research with this research include teaching material; narrative text of that research and this research is descriptive text, and the research locations; the research location from that research was carried out at Junior High School in Padang and this research location at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung at the tenth graders.The research title of Sunarti and Yuli Tiarina from English Department is "Teaching reading through *Free Voluntary Reading* (FVR) strategy at junior high school".[1]

The second prior research has similarities and differences with this research. The similarities between that research and this research include the language skill investigated is reading; while teaching strategy is the *Free Voluntary Reading* (FVR), and the research method; Classroom Action

---

[1]Tati Sunarti, Yuli Tiarina, "Teaching Reading Through Free Voluntary Reading (FVR) Strategy At Junior High School," *Serie G: A Journal of English Language Teaching*, no.2 (2013).

Research (CAR). The differences between that research with this research include media; the media of the second prior research is book presentation and this research is comic, and test; the test of that research in the form of TOEIC reading comprehension test and this research is multiple choice test, and the research locations; the research location from that was carried out at class in Korea and this research location at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung at the tenth graders.That research was conducted by the students of Sun Moon University named Hyung-ji Chang from Department of General Studies, Foreign Language Education in the title of "The effect of *free voluntary reading* on college English reading class in Korea".[2]

The third prior research has similarities and differences with this research. The similarities between that research and this research include the language skill investigated is reading; while teaching strategy is the *Free Voluntary Reading* (FVR). The differences between that research with this research include of the research method; the research method of the that research is experimental and this research is Classroom Action Research (CAR), and research locations; the research location from that was carried out at United States and this research location at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung at the tenth graders. Thatresearch was conducted by the students of The University of Southern California

---

[2]Hyung-Ji Chang "The Effect of Free Voluntary Reading on College English Reading Class In Korea,"*Proceedings of The 16ᵗʰ Conference of Pan-Pcific Association of Applied Linguistics*.

named Jeff McQuillan from Los Angeles. Foreign Language Education in the title of "How Should Heritage Languages Be Taught?: The Effects of a *Free Voluntary Reading* Program".[3]

Based on differences and similarities of the variable previous with this research, the researcher decided to Improving Reading Comprehension Ability by Using *Free Voluntary Reading* (FVR) Strategy at The Tenth Graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in The Academic Year of 2019/ 2020 is definitely succeed.

---

[3]Jeff McQuillan, "How Should Heritage Languages Be Taught?: The Effects of a Free Voluntary Reading Program," *Foreign Language Annals*, no. 1(1996).

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Reading

a. Definition of Reading

According to Colin Harrison and Terry Salinger, reading is a complex activity and accomplished readers operate at a number of levels simultaneously.[1] It means that reading is activitiy carried out by capable readers by reading a number of types of reading at the same level. In other words, reading is not a simple activity because there are many steps that sould be done.

In addition, Jennifer Serravallo states that reading is the process of thinking and understanding and getting the meaning behind a text.[2] It means that reading is activity done by the reader to understand about the meaning in the text. By the process of reading, the reader can get meaningful information from the text.

Moreover, Caroline T. Linsen states that reading is a set of abilities which involves deriving meanings and making sense from the written text.[3] It means that reading is the way to get meaning from

---

[1] Colin Harrison and Terry Salinger, *ASSESSING READING 1: THEORY AND PRACTICE*, (New York: Routledge, 1998), p. 89

[2] Jennifer Serravallo, *Teaching Reading in Small Group*, (USA: Heinemann, 2010),p.43

[3] Caroline T. Linsen, *Practice English Language Teaching : Young Learners*, (NY : The McGraw-Hill Companies, 2005), p. 69

the written text. In this case, the text that the reader chooses should contain the meaningful information.

Based on the statements above, the researcher can conclude that reading is an activity that some people do to understand the meaning on the text that they read based of the types of reading at the same levels. All of the students can read well, but not all the students can understand content of the text. Therefore, the students need the ability to comprehend the text.

b. Model of Reading

There are three model of reading according to Stella Hurd and Tim Lewis, as follows: [4]

1) Bottom-Up Model

In this model, reading is considered to be hard process of data driven which dominated by using stagegies like identifying the meaning of words, the structure of the sentences, even correspondence of the pronounciation and letters. In this model, reader should decoding the meaning from single elements like word or sentence.

2) Top-Down Model

This model takes the opposite of bottom-up model. In this model, the reader being the creator and the source of the meaning. Reader creates the meaning not becomes the translator or fixed

---

[4]Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (England : Library of Congress Cataloging in Publication Data, 2008), p. 68-71.

word like bottom-up models. The reader takes important role in conclude the meaning and comprehend the text.

3) Interactive Model

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

Based on statements above, it is known that three are three kinds of reading models in cluding of Bottom-Up Model, Top-Down Model, and Interactive Model. In this research, the researcher used Interactive Model of reading.

c. **The Purpose of Reading**

There are some purposes for reading, such as:[5]

1) Reading to search for simple information.

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

---

[5]William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading 2n Edition*, (Britain : Pearson Education Limited, 2011), p.7-8.

2) Reading to learn from the text.

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

3) Reading to intergrate information, write and critiques texts.

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

4) Reading for general comprehension.

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

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

According to Jennifer Serravallo, "Comprehension is at the heart of what it means to really read".[6] It means that comprehension is an activity that can not be separated with reading for the reader really to reading the text. By the process of reading, the reader gets comprehension.

---

[6] Jennifer Serravallo, *Teaching Reading in Small Group*, (USA: Heinemann, 2010),p.43.

Furthermore, Camille Blachowicz Donna Ogle explains that "Comprehension is an interest-driven process where the purpose for reading can change over time.[7] In the other words, comprehension is an interest of the reader over time. In comprehending, the reader should have interest in the process of the reading.

In addition, John T. Guthrie defines Comprehension as the reader who has advanced in the capacity for gaining knowledge from text".[8] It means that comprehension is the good activity to advance the reader in the gaining knowledge from the text. In the other words, reading is a benefitial activity to get meaningful knowledge from the text that the readers read.

Moreover, Jannete K Klingner states that reading comprehension is the process constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.[9] In the other words, reading comprehension is process used to improve the knowledge by the process of reading. Therefore, reading comprehension is a complex process of getting information from the text through the process of reading.

---

[7] Camille Blachowicz Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, (New York: The Guildford Press, 2008), p, 27.

[8] John T. Guthrie, et al. *Motivating Reading Comprehension Concept-Oriented Reading Instruction,* (New Jersey: Lawrence Erlbaum Associates, 2004), p. 231.

[9] Janette K Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford press, 2007), p.2.

Based on the quotation above, the researcher takes the conclusion that reading comprehension is a complex process constucting meaning to understanding language. Reading one of the target in English learning. The students can get better understanding of English if they could read well and the readers understand the total meaning of the reading text selection.

b. Strategies for Reading Comprehension Ability

According to Douglas H. Brown there are ten strategies that can be use in reading comprehension ability, as below [10]:

1) Identify the purpose in reading

When we read something we actually make the questions why we read and the purpose. While reading people should know the exact reason why they have to read in order to make them know what actually they have to found from what they read and can get the information they need from the text. So, it is important for teacher who teaches English especially reading to make sure their students know the reason and purpose in reading so they can find the particular information they needed.

---

[10] H. Doughlas, Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd*, (Sanfrancisco: Longman, 2001); p.306.

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

Learning foreign language is a hard thing to do especially for the beginning level students who does not familiar with foreign words and sentences. One of the difficulties students encounter while learning to read in English is making the correspondence between written and spoken English. In some cases, students already familiar with oral language but have some difficulties in learning English spelling. They need the explanations about particular English peculiarities and orthographic rules.

3) Use efficient silent reading techniques

This level is not apply if we are teaching the beginning levels of students cause they still have the difficulties in limited vocabulary and the grammatical patterns or structures. This strategy used in teaching the intermediate to advanced levels of students. This strategy helps them to be speed readers and increase their efficiency in reading.

4) Skimming

Skimming and scanning are two most worth reading strategies for students. Skimming composed by seeing the whole text with one's eyes across to get the main idea of it. this strategy give an opportunity for readers to predict the purpose of the text,

the message and main ideas or topic without reading the whole text.

5) Scanning

After skimming, scanning is one of two most worth reading strategies. Scanning is a process of searching some of particular informations in a text quickly. The purpose from this strategy is to get the specific information by not reading the whole text. Scanning strategy is essential for academic English.

6) Use semantic mapping

Sometimes it is very hard and exhausted when readers should read the whole line of ideas and events contained in the passage. Making the semantic mapping and grouping the ideas of the text into meaningful clusters is very helpful to provide the order of the confusion. Making this semantic maps can be done in a group or individually.

7) Guessing

We can use compensation strategies where they fill thegaps in their reference by the intelligence attempts using inevery clue that available for them. the nonlinguistic clues of the text is come from the situation, content, etc while the language-base clues includes word associations, analysis and structure.

8) Analyze the vocabulary

When readers does not recognize word immediately than the way that they can use is make a guessing or analyze the word in terms that they know about. Some of techniques they can use are look for suffixes, prefixes, gramamtical content etc.

9) Distinguish literal and implied meanings

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

10) Capitalize on discourse markers

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

c. **The Indicator of Reading Comprehension Ability**

To know the achievement of reading comprehension ability should be to know the indicator of reading comprehension ability. There are indicator of reading comprehension ability according to H. Douglas Brown, as follows:[11]

---

[11] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004), P.206.

1) Main idea (topic)

2) Expressions/ idiom/ phrase in context

3) Inference (implied detail)

4) Grammatical features

5) Detail (scanning for a specifically stated detail)

6) Excluding fact not written (unstated details)

7) Supporting idea(s)

8) Vocabulary in context

d. Grading the Multiple Choice Test Answer

Scoring procedures of multiple choice test range from simple scoring, with a "0" indicating an incorrect answer and a "1" a correct answer.[12] It means that the way to assess the students' reading comprehension ability in this research is by using the procedure of giving 0 for item of incorrect answer and 1 for item of correct answer. Therefeore, the lowest score is 0 and the highest score is 100.

B. *Free Voluntary Reading* (FVR) Strategy

1. Concept of *Free Voluntary Reading* (FVR) Strategy

According to Stephen D Krashen, *Free Voluntary Reading* (FVR) is putting down a book you do not like and choosing another one instead.[13] It means that *Free Voluntary Reading* (FVR) is a strategy that gives freedom to students in choosing reading a book another one instead.

---

[12] Freed, Melvyn N. *The Educator's Desk Reference.* (United States of America: Greenwood Publishing Group, 2002), p. 424.

[13] Stephen D Khrasen, *The Power of Reading (Insight From the Research2Nd Ed.* (United States of America: Libraries Unlimited, 2004), p.5.

By using FVR strategy, the students have free chance to choose the texts provided by the teacher.

Furthermore, Stephen D Khrasen states that *Free Voluntary Reading* (FVR) is easily accessible and compelling: the reader simply chooses to read.[14] It means that *Free Voluntary Reading* (FVR) is a strategy that makes the students easy in reading the sources. In the other words, FVR strategy helps the students in the process of reading from the beginning until the end of the reading process.

Moreover, Stephen D Khrasen assumes that FVR is one of the most powerful tools we have in language education, and the missing ingredient in first language "language arts" as well as intermediate second and foreign language instruction.[15] It means that *Free Voluntary Reading* (FVR) is a strategy in language education as the instruction to foreign language. In this case, FVR strategy can help teacher in teaching English as a foreign language.

Based on the quotation above, the researcher takes the conclusion that *Free Voluntary Reading* (FVR) strategy is strategy in the language education that can facilitate students, because in this strategy students are given the freedom to choose reading sources one instead.

---

[14] Joan Wink, *The Power of Story* (United States of America: Libraries Unlimited, 2018), p. 1.

[15] Stephen D Khrasen, *The Power of Reading (Insight From the Research2Nd Ed*. (United States of America: Libraries Unlimited, 2004), p.1.

2. The Advantages and Disadvantages of *Free Voluntary Reading* (FVR) Strategy

According to Krashen Stephen D the advantages of *Free Voluntary Reading* (FVR) as follows:[16]

a. Advantages

First, in-school free reading programs are consistently effective. In 51 out of 54 comparisons (94 percent), readers do as well as or better than students who were engaged in traditional programs. It is important that students are able reading in traditional programs which confirms that free reading result in literacy growth, an important theoretical. There is also strong evidence that free reading is extremely pleasant and result in superior general knowledge.

Second, studies that last longer show more consistently positive results. One reason for this finding is apparent to teachers who have used free reading in their classroom. It takes a while for students to select a book. So, the suggests that programs that last longer than a year are consistently effective.

---

[16] *Ibid*, P.2-3.

b. Disadvantages

According to Diana & Mario Alberto the disadvantages of *Free Voluntary Reading* (FVR) strategy as follows;[17]

1) All students had to complete the task in the given time by a teacher.

2) The students could understand a text without the help of a teacher.

3. The Implementation of *Free Voluntary Reading* (FVR) Strategy in Teaching Reading Comprehension Ability

According to Sze in Stephen D. Krashen, the implementation of *Free Voluntary Reading* (FVR) strategy in teaching reading is as follows:[18]

a. All of students are given some reading sources.

b. Students have free choice in reading sources selection and have to answer comprehension questions; "question and answer cards" are provided with each reading sources.

c. Teacher gives support through "awards" and "praise".

Beside that Elley and Mangubhai in Krashen Stephen D states that to implementation of *Free Voluntary Reading* strategy in teaching reading is as follows: [19]

---

[17] Diana Carolina & Mario Alberto, *"Free Voluntary Reading: Promoting Vocabulary Learning and Self-Directedness"*, *English Language Teaching*, Vol. 11, No. 8; 2018.
[18] Stephen D Khrasen, *Explorations in Language Acquisition and Use*, (Heinemann, Taipei, 2003). p. 26.
[19] Stephen D Khrasen, *The Power of reading: Insight From the Research2Nd Ed*, (Libraries Unlimited, London, 2004)p. 4.

a. The students are divided into three groups in English class.

b. One group "shared reading," Shared reading "is a method of sharing a good book with a class, several times, in such a way that the students are read to by the teacher, as in a bedtime story. They then talk about the book, they read it together, they act out the story, they draw parts of it and write their own caption, they rewrite the story with different characters or events".

c. After that in free reading group and the shared reading group were far superior to the traditional group in tests of reading comprehension ability.

Moreover, Stephen D Krashen assumes that the implementation of *Free Voluntary Reading* (FVR) strategy in teaching reading is "shared book experience," books are read to the class, discussed, read together, and acted out.[20] In the other word, the implementation of *Free Voluntary Reading* (FVR) the first is shared book experience. The second is the books are read in the class. The third is discussion, read together, and finally acted out.

Based on the quotation above, the researcher takes the conclusion that the implementation of *Free Voluntary Reading* (FVR) strategy is as follows:

1) Teacher provides some reading sources in the form of comic strips.

2) The students are divided into three groups.

---

[20] *Ibid*, p.90

3) Each group given one reading sources, and then they have free chose in choosing the comic strips.

4) The students read the comic strips together in their group.

5) The students discuss in their group.

6) One of them shared comic strip about the story, such as characters or events in the comic strips.

7) Teacher given question about the story for reading comprehension ability.

8) Teacher gives support through "awards" and "praise".

9) The students acts out in the life based on the good massage.

C. Action Hypothesis

The implementation of *Free Voluntary Reading* (FVR) strategy can improve the students' reading comprehension ability and their learning activity among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/ 2020.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variables in this research are *Free Voluntary Reading* (FVR) strategy as the independent variable and reading comprehension ability as the dependent variable. Based on the statement above, the operational definition as follows:

1. Independent Variable

Independent variable (X) is variable that causes, influences, or affect outcomes. It also called treatment, manipulated, antecedent or predictor variable. Independent variable of this research implemented *Free Voluntary Reading* (FVR) strategy as variable (X). This variable emphasizes on improving student's scores in reading comprehension ability base of general knowledge. In this research the students free to choose the book (comic strips) to them read.

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

a. The students are able to understand this strategy in the classroom.

b. The students are able to improve their knowledge when use their opinion.

c. The students are able to understand about the story of book (comic strips).

The researcher use objective test with multiple choice tests consist of 20 item relate to reading comprehension ability.

2. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension ability. It is can be defined as knowledge of students in identification the text such as: main idea, topic, and others. In this research, the variable was investigated in pre-test and post-test in different level in multiple choice from that consist of 20 items. The researcher gave 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension ability, the researcher decides some indicators in this variable; as follows:

a. The students are able to understand the main idea, topic of the passage and answering the question well.

b. The students are able to identify the communicative purpose of the text.

c. The students are able to predict and prove their prediction with their own word.

d. The students should be gotten included in the text.

B. Research Location

This research was conducted at MA Baitussalam Miftahul Jannah, which is location Terbanggi Subing village, Central Lampung. This research is about improving students reading comprehension ability by using *Free Voluntary Reading* (FVR) strategy of the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung.

C. Subject of Study

The subject of this research is the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung. The total of students are 35 students that consist of 19 males and 16 females. While, the object of this research is the students' reading comprehension ability. The collaborator of this research is the English teacher of the tenth garde. His name is Armal Ika Bayu.

D. Action Plan

1. Classroom Action Research

The research uses the Classroom Action Research (CAR). According to Car and Kemmis in Anne Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in

which the practices are carried out.[24] It means that through self-reflection the teacher conducts that study in own class.

In addition, Donald Ary et.al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems can not be found in generalized truths that take no account of local conditions.[25] It means that the teachers can focus on the use of action research in education. Meanwhile, Dick in Patrick states that action research is described as cyclic, with action and critical reflection taking place in turn.[26] It means that action research is reflection to used to review the previous action and plan the next one.

Based on quotation above, the researcher takes the conclusion that the calssroom action research is a dynamic process that has our aspects, planning, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research has various models but in this research the researcher used action research design by Zina O'leary. The researcher describes the cycles through the scheme of action research design by Zina O'leary as follows:

---

[24]Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30.
[25]Donald Ary et. al, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2010, 2006), p.512.
[26]Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.4.
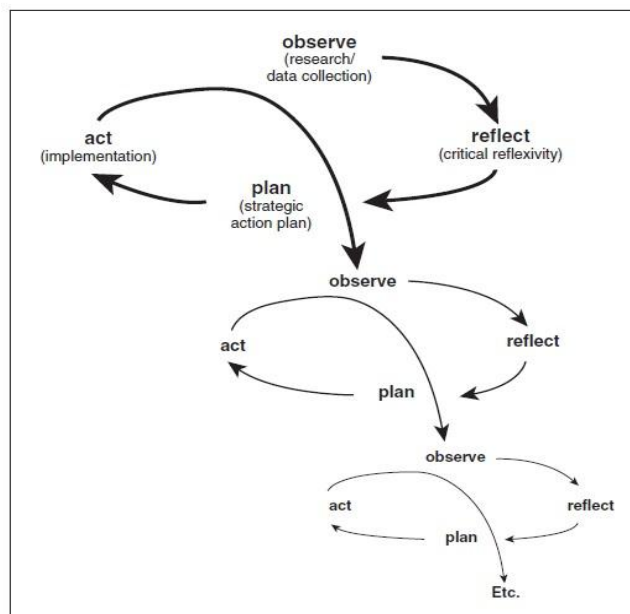
Figure 3.1 Zina O'leary's Action Research Design[27]

This figure describes the sequence of the research which is precede by planning, action, observation, and reflection that implement in each cycle in spiral system. Because the determine outcome in the first cycle was achieved, so it was continued to the next cycle that had same phase on the first cycle.

In this case, the researcher conducted classroom action research in class of the tenth graders of at the tenth grader of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung. The reason of why the researcher conducted classroom action research is because the researcher wanted to improve the reading comprehension ability of the tenth grader at MA Baitussalam Miftahul Jannah Terbanggi Subing

---

[27] Zina O'Leary, *The Essential Guide to Doing Research*., (Chennai: SAGE Publications, 2004), p.141.

Central Lampung by using *Free Voluntary Reading* (FVR) strategy. This research was conducted in multiple cycles.

2. **The Steps of Research**

There are four steps in a cycle including of planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by the following procedures:

a. Cycle I

1) Planning

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

a) Teacher prepares lesson plan.

b) Teacher prepares the material, and media of learning.

c) Teacher makes observation sheets and list of students' name.

d) Teacher provides some reading sources in the form of comic strips.

e) Teacher makes test question which is used in pre-test and post-test.

2) Action

The second step in the action research is acting. It is the implementation about the planning. In this step the researcher acts as follows:

a) Pre Teaching Activities

   (1)   Teacher greets the students.

   (2)   Teacher asks the students to pray

   (3)   Teacher checks the attendant list.

   (4)   Teacher asks the students condition.

   (5)   The teacher chooses the learning material.

b) While Teaching Process

   (1)   Teacher applies lesson plan.

   (2)   The teacher asks to the students what the kind of texts, and then the teacher explains the material about descriptive text.

   (3)   The students are divided into three groups.

   (4)   Each group is given one reading sources, and then they have free chose in choosing the comic strips.

   (5)   The students read the comic strips together in their group.

   (6)   The students discuss in their group.

   (7)   One of them shared comic strip about the story, such as characters or events in the comic strips.

c) Post Teaching Activities.

   (1) Teacher gives question about the story for reading comprehension ability.

   (2) Teacher gives support through "awards" and "praise".

(3) The students act out in the life based on the good massage. After giving treatment in Cycle I. The researcher gives the post-test.

3) Observation

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

4) Reflection

In this step, the researcher and collaborator analyze how the effect of the action, what thing which have to be repaired, and what thing which become attention on the next action. Then, the result of reflecting is used as a guideline to make a new plan in the next cycle.

b. Cycle II

1) Re-Planning

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

a) Teacher prepares lesson plan.

b) Teacher prepares the material, and media of learning.

c) Teacher makes observation sheets and list of students' name.

d) Teacher provides some reading sources in the form of comic strips.

e) Teacher makes test question which is used in pre-test and post-test.

2) Action

   a) Pre Teaching Activities

     (1) Teacher greets the students.

     (2) Teacher asks the students to pray

     (3) Teacher asks the students condition.

     (4) The teacher chooses the learning material.

   b) While Teaching Process

     (1) Teacher applies lesson plan.

     (2) The teacher asks to the students what the kind of texts, and then the teacher explains the material about descriptive text.

     (3) The students are divided into three groups.

     (4) Each group is given one reading sources, and then they have free chose in choosing the comic strips.

     (5) The students read the comic strips together in their group.

     (6) The students discuss in their group.

     (7) One of them shared comic strip about the story, such as characters or events in the comic strips.

c) Post Teaching Activities

 (1) Teacher gives question about the story for reading comprehension ability.

 (2) Teacher gives support through "awards" and "praise".

 (3) The students act out in the life based on the good massage.

d) Observation

 The collaborator observes and collects the data when the learning process is conducting.

e) Reflection

 The researcher and collaborator reflect all the acting which had been conducted and identify the result of observation in the learning process by comparing the score of pre-test and post-test.

E. Data Collecting Techniques

In collecting the data, the researcher used the following techniques:

1. Test

 In this research, the researcher used the test as data collection technique to measure both of variables. The test consists of pre-test and post-test. The test measured students' reading comprehension ability in descriptive text. The material in pre-test and post-test are different but have same difficulties.

a. Pre-Test

The pre-test is given in the first meeting before doing treatments in order to know comprehension of the students before doing the action research.

b. Post-Test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension ability by applying *Free Voluntary Reading* (FVR) strategy.

2. Observation Sheet

Observation sheet is used to get information how students activity in learning process. The researcher observed the students, whether they get borred or not with activity given. The students' activities were observed and were noticed by the observer.

3. Documentation Sheet

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

a. The history of MA Baitussalam Miftahul Jannah

b. The quantity of MA Baitussalam Miftahul jannah

c. The vision and Mission of MA Baitussalam Miftahul Jannah

4. Field Note Sheet

The field note supports the data from the research. It was aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this research. Therefore, the researcher was able to see the students' progress on their reading comprehension ability.

F. Data Collecting Instruments

1. Reading Test Question

To measure students' reading comprehension ability of the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung, the researcher gave multiple choice test that consist of pre-test, post-test I, post-test II and post-test III. The tests are some reading sources in the form of comic strips.

2. Observation Sheet for Students

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

a. Paying attention to the teacher's explanation.

b. Asking or answering the teacher's question.

c. Being active in the class discussion.

d. Doing the task given by the teacher.

G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did was in form of making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she selected the data related to the research question and classified them into the tow categories data during learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

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

Notes:

$\overline{X}$ = Mean of average score

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

N   = The total number of students[28]

---

[28]Donald Ary et. al, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2010, 2006), p.110.

The formula to figure out the percentage of the students who pass the passing grade in each cycles as follows:[29]

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

Notes:

P = Percentage

F = Frequency

N = Number of Observation

H. Indicators of Success

The indicator of the success is taken from the process and the result of the action research. The research is called successful if 70% of students get 70 as the minimal score in reading comprehension ability and in learning activity.

---

[29]Neil A Weiss, *Introductoy Statistics* (Boston, MA: Addison-Wesley, 2012), p.41.

CHAPTER IV

RESEARCH AND DISCUSSION

A. **Research Result**

   1. **Description of Research Location**

      a. **The History of MA Baitussalam Miftahul Jannah**

MA Baitussalam Miftahul Jannah is one of educational institution that stand under foundation Muslim Boarding School and Orphanage Baitussalam Miftahul Jannah.

MA Baitussalam Miftahul Jannah was established on July 2009 based on decision from Headmaster institute Baitussalam Miftahul Jannah. MA Baitussalam Miftahul Jannah stand on the land broadly 3.047 m^2, in Sidorejo III, RT 24/ RW.12 Terbanggi Subing village Gunung Sugih sub district, Central Lampung regency with the limits as follows:

1) The west side of this school is bordered by Mr.Prayet yard.

2) The east side of this school is bordered by the road.

3) The north side of this school is bordered by Alm. Hi. Markhaban yard.

4) The south side of this school is bordered by Mr.Prayet yard.

Since 2018 MA Baitussalam Miftahul Jannah leaded by Mr.

Jumariyanto, S.Pd. as the headmaster.

a) The Profile of the School

    (1) Name   : MA Baitussalam Miftahul Jannah

    (2) Address : Sidorejo, Terbanggi Subing, Central Lampung

    (3) Province : Lampung

    (4) Regency : Central Lampung

b. The Quantity of MA Baitussalam Miftahul Jannah Students

The quantity of MA Baitussalam Miftahul Jannah students in

the academic year of 2019/ 2020 can be identified as follows:

Table 4.1
The Quantity of the Students of MA Baitussalam Miftahul Jannah

No.	Class	Amount
1.	Class X	35
2.	Class XI	38
3.	Class XII	20
Total		**93**

Source: *Documentation at MA Baitussalam Miftahul Jannah in the Academic Year of 2019/ 2020.*

c. Vision and Mission of MA Baitussalam Miftahul Jannah

MA Baitussalam Miftahul Jannah has some visions and

missions namely:

1) Vision of school is "Creating a creative, capable generation

based on cultural values with morality based on faith and piety."

2) Missions of school:

The missions of school are, as follows:

a) Creating educational quality with the development and demands of the community.

b) Improve extracurricular achievements in accordance with existing Human Resources.

c) Carrying out educational programs based on the values of religion, social, culture, and national character.

2. **Description of The Research Data**

This research used Classroom Action Research (CAR). It was conducted three cycles: cycle I, cycle II and cycle III. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection in relation to manage the class the researcher made lesson plan. The action of this research used *Free Voluntary Reading* (FVR) strategy to improve the students' reading comprehension ability.

a. **Pre-Test Activity**

The researcher conducted pre-test activity on Monday, August 12th, 2019 at 09.00 until 10.00 a.m. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension ability before doing the action of the Classroom Action Research (CAR). The pre-test was administrated to the students to be finished individually. The kind of the test was

multiple-choice consisted of 20 items. Then, the students' pre-test

result is presented on the table below:

Table 4.2
The Frequency Distribution based on Reading Grade Interval Pre-Test

No.	Grade Interval	Frequency
1.	10 – 21	6 Students
2.	22 – 33	9 Students
3.	34 – 45	11 Students
4.	46 – 57	2 Students
5.	58 – 69	4 Students
6.	70 – 81	2 Students
7.	82 – 93	1 Students
Total		**35 Students**

Table 4.3
Frequency of students' Grade in Pre-test

No.	Grade	Frequencies	Percentage	Explanation
1.	≥70	3	9%	Complete
2.	<70	32	91%	Incomplete
Total		**35**	**100 %**	

Source: The students' grade of reading pre-test at the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung August 12th 2019.

Figure 4.1 The Percentage of the Students' Completeness Grade on Pre-Test

Based on the data above, it could be inferred that 32 students

(91%) were not successful and 3 other students (9%) were successful.

The successful students were those who got the passing grade at MA

Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung at least 70. The successful students were fewer than the unsuccessful students. Based the pre-test result, the researcher got the average of 39, so the result was unsatisfied. Therefore, the researcher used *Free Voluntary Reading* (FVR) strategy to improve the students' reading comprehension ability.

b. Cycle I

1) Planning

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

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, August 13th, 2019 at 12.20 until 13.40 p.m and followed by 35 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.

For the beginning, the researcher asked the students, "What is the types of the text?" Some students answered "narrative text, descriptive text, report text, and announcement text. Some students kept silent. The researcher said "Good! Oke. Today, we will study about description text, and have you ever studied about descriptive text?" All of students answered "Yes, I have".

The researcher started to introduce the descriptive text that was used in the learning process, then started to deliver the material. The researcher explained that the used media in the teaching learning. The generic structure included of identification-description. The purpose of the text is to describe and to reveal a particular person, place, or thing. Then, a student asked "Ms, what is the example?" The researcher answered "For the example is your friend, his name is Risky, He is the sweet male in your class, he is very diligent."

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "My Body, Mindfulness, Take a Course, and Desdemona" as a media. Secondly, the researcher divided the students into three groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "My Body, Mindfulness, Take a Course, and Desdemona", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in their group. Sixth, one of the students who has the highest score in their group based on the pre-test shared the comic strip such as characters or events in the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise and to the students by giving some candies and chocolate, and the last researcher gave question to the important message taken from the comic strip.

In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such as about students' low motivation in reading English text, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension ability, students difficulty in understanding the important message of the text, and students' low reading habits.

b) The second meeting

The second meeting was conducted on Tuesday, August 20th 2019 at 12.20 until 13.40 p.m. for 2x45 minutes after the students were given the ice breaking. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving the explanation more about descriptive text.

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "Bank, The Abasid Dynasty, The king, and Supermarket" as a

media. Secondly, the researcher divided the students into three groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "Bank, The Abasid Dynasty, The king, and Supermarket", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in their group. Sixth, one of the students who has the highest score in their group based on the pre-test shared the comic strip such as characters or events in the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise and to the students by giving some candies and chocolate, and the last researcher gave question to the important message taken from the comic strip.

c. **Post-Test I Activity**

Wednesday, August 21st 2019 at 09.00 until 10.00 a.m, the researcher gave post test of cycle I with similar task on pre-test before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post-test I was better than test in pre-test before.

Table 4.4
The Frequency Distribution based on Reading Grade Interval Post-
Test I

No.	Grade Interval	Frequency
1.	25 – 34	5 Students
2.	35 – 44	6 Students
3.	45 – 54	6 Students
4.	55 - 64	6 Students
5.	65 – 74	7 Students
6.	75 – 84	5 Students
Total		**35 Students**

Table 4.5
The Frequency of Students' Grade in Post-Test I

No.	Grade	Frequencies	Percentage	Explanation
1.	≥ 70	7	20%	Complete
2.	< 70	28	80%	Incomplete
Total		**35**	**100 %**	

Source: The students' grade of reading post-test 1 at the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung August 21th 2019.
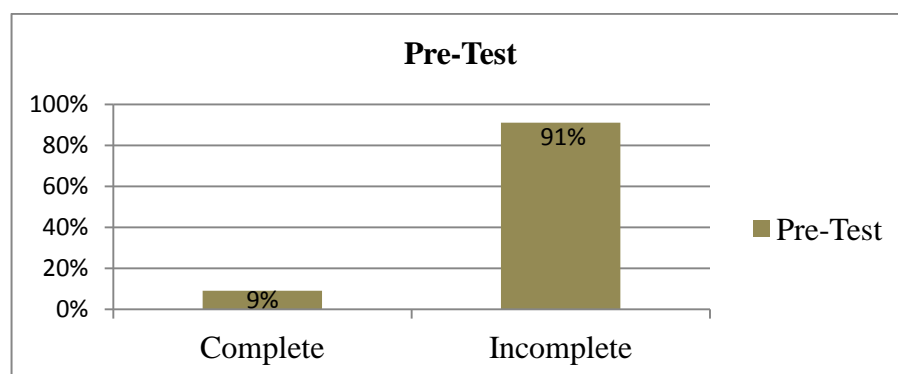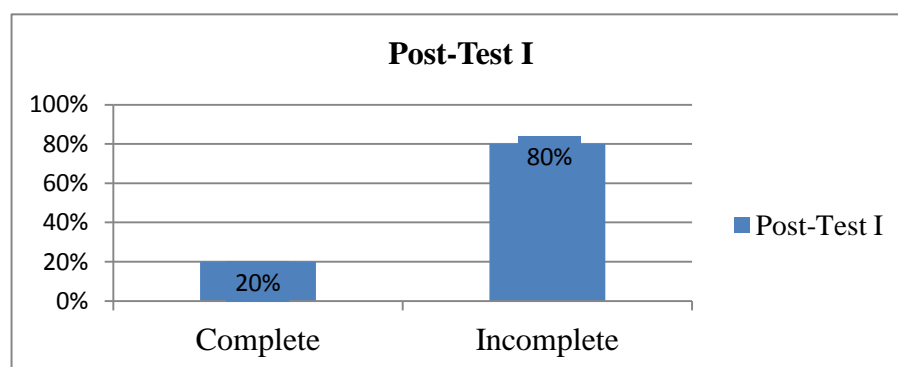

Figure 4.2 The Percentage of the Students' Completeness Grade on Post-test I

Based on the result above, it could be seen that 7 students (20%) got grade up to the passing grade and 28 students (80%) got grade less than the passing grade. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get the passing grade, at least 70. Learning process

was said success when 70% students got grade ≥70. The fact showed that the result was unsatisfied.

c) Observing

In observation of writer action, the collaborator observed the students' activities. The reseacher as a teacher gave material about reading text especially descriptive text by using *Free Voluntary Reading* (FVR) strategy.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' learning activities were:

(1) Paying attention to the teacher's explanation.

(2) Asking or answering the teacher's question.

(3) Being active in the class discussion.

(4) Doing the task given by the teacher.

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

Table 4.6

The Frequency Students' Learning Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	20	57%
2.	Asking or answering the teacher's question	16	46%
3.	Being active in the class discussion	14	40%
4.	Doing the task given by teacher	15	43%
Total Students		35	

Source: The students' learning activities at the tenth grade of MA Baitussalam Miftahul Jannah on Agust 20th 2019.
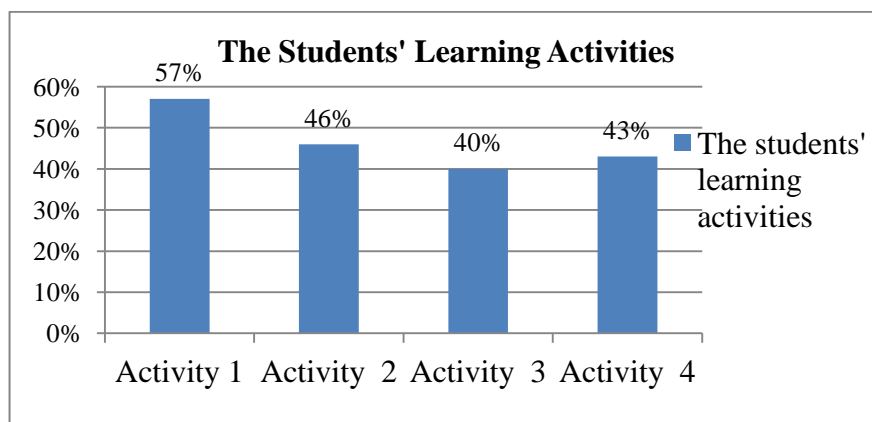
Figure 4.3 The percentage of students' learning activities in cycle I

The table showed that not all the students were active in learning process. There were 20 students (57%) who gave attention to the teacher explanation, 16 students (46%) who ask/ answer question, 14 students (40%) who active in the class, and 15 students (43%) were able to do the task.

d) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not been achieved the passing grade of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes such as students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test and post-test I grade was as follows:

Table 4.7
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No.	Description	Test	
		Pre-Test	**Post-Test I**
1.	Complete	3	7
2.	Incomplete	32	28
Total		**35**	**35**

Then, the graph of comparison students reading comprehension ability pre-test and post-test I Grade in cycle I could be seen as follows:
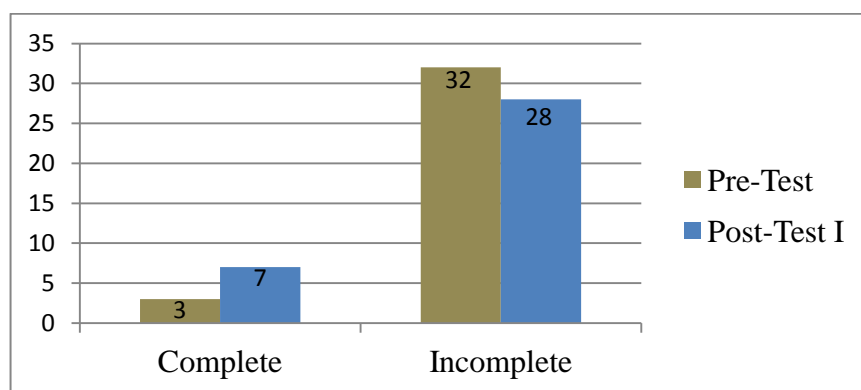
Figure 4.4 The comparison of students' completeness grade on pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 35 students, it could be concluded that 9% or 3 students were able to achieve the passing grade that is 70. Then the students who were not able to achieve the passing grade were 91% or 32 students. In post-test I, it could be concluded that 20% or 7 students were able to achieve the passing grade. Then, the students who were not able to achieve the passing grade were 80% or 28 students. Average Grade of pre-test was 39 and average Grade of post-test I was 53. There was improvement between pre-test and post-test I but it did not fulfill the indicator of success. This research is categorized successful if it achieves the indicator of success that is 70% of the total students must pass the passing grade. It could be concluded that the result was unsuccessful because the indicator of success could not be achieved yet.

d. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension

ability of descriptive text with the strategy of *Free Voluntary Reading* (FVR).

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

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, August 27th 2019 at 12.20 until 13.40 p.m followed by 35 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the first meeting cycle II, review material about descriptive text, the generic structure, and example.

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "Fluently Instruction, Elephant Island, My Cat, and My School" as a media. Secondly, the researcher divided the students into three

groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "Fluently Instruction, Elephant Island, My Cat, and My School", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in their group. Sixth, one of the students who has the highest score in their group based on the post-test I shared the comic strip such as characters or events in the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise and to the students by giving some candies and chocolate, and the last researcher gave question to the important message taken from the comic strip.

In this stage, the students were actively following the teaching learning process because they worked together in their groups. However, there were still troubles faced to the students such as about students' low motivation in reading English text, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension ability, students difficult in understanding the important message of the text, and students' low reading habits.

b) The second meeting

The second meeting was conducted on Tuesday, September 03th 2019 at 12.20 p.m until 13.40 for 2x45 minutes after the students given the ice breaking. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about descriptive text.

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "Borobudur Temple, My Best Friend the Cowboy, Happy Family, and Mother's Profession" as a media. Secondly, the researcher divided the students into three groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "Borobudur Temple, My Best Friend the Cowboy, Happy Family, and Mother's Profession", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in their group. Sixth, one of the students who has the highest score in their group based on the post-test I shared the comic strip such as characters or events in

the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise and to the students by giving some candies and chocolate, and the last researcher gave question to the important message taken from the comic strip.

e. **Post-Test II Activity**

Wednesday, September 04th 2019 at 09.00 until 10.00 a.m, the researcher gave post test of cycle II with similar task on post-test before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test II was better than test in post test I before.

Table 4.8
The Frequency Distribution based on Reading Grade Interval Post-Test II

No.	Grade Interval	Frequency
1.	25 – 35	4 Students
2.	36 – 46	2 Students
3.	47 – 57	4 Students
4.	58 – 68	9 Students
5.	69 – 79	9 Students
6.	80 – 90	7 Students
Total		**35 Students**

Table 4.9
The Frequency of students' Grade in Post-Test II

No.	Grade	Frequencies	Percentage	Explanation
1.	≥ 70	16	46 %	Complete
2.	< 70	19	54 %	Incomplete
Total		**30**	**100 %**	

Source: The students' grade of reading Post-Test II at the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung on September 04th 2019.
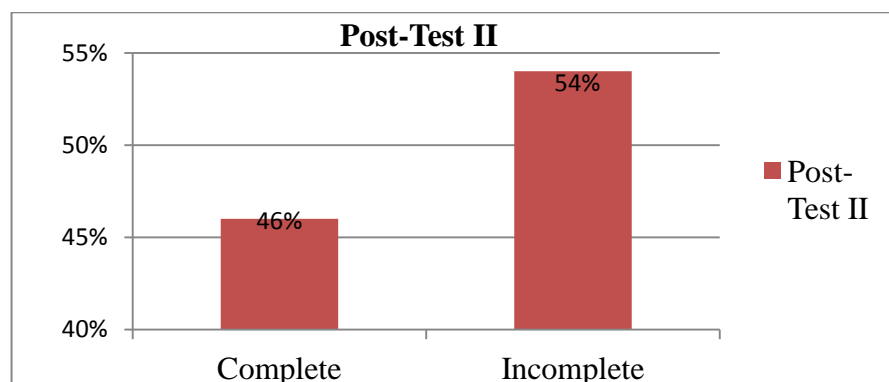
Figure 4.5 The percentage of the students' completness grade on post-test II

Based on the result above, it could be seen that 16 students (46%) got grade up to the passing grade and 19 students (54%) got grade less than the passing grade. It was higher than the result of post-test I. The criterion of students who were successful in mastering the material should get the passing grade, at least 70. Learning process is categorized successful when 70% students got grade ≥70. The fact showed that the result was unsatisfied.

3) Observing

The observation in the cycle I was not successful enough, the obsevation must be continued to cycle II. The result score of students' learning activities observation II, as follow:

Table 4.10

Th Frequency Students' Learning Activity in Cycle II

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	25	71%
2.	Asking or answering the teacher's question	20	57%
3.	Being active in the class discussion	18	51%
4.	Doing the task given by the teacher	17	49%
	Total Students	**35**	

Source: The students' learning activity at the tenth grade of MA Baitussalam Miftahul   Jannah Central Lampung on September 03th 2019.

Then, the graph of percentage students' learning activities in cycle II, as follow:
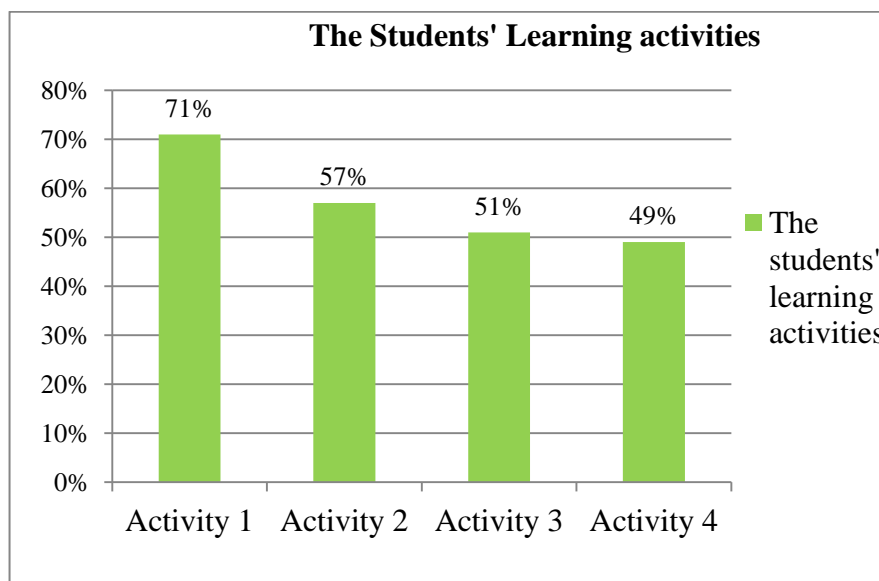
Figure 4.6 The percentage of students activities in cycle II

The table showed that not all the students' active in learning process. There were 25 students (71%) who gave attention to the teacher explanation, 20 students (57%) who ask/ answer question,

18 students (51%) who active in the class, and 17 students (49%) were able to do the task.

4) Reflecting

From the result observation in learning process in cycle II, it could be concluded that in the learning process has not been achieved the passing grade of the research yet. At the end of this cycle, the researcher analyzed and calculated all processes such as students' post-test I grade and the result of students' post-test II grade. The comparison between post-test I grade and post-test II grade was as follows:

Table 4.11
The Comparison of Students' Grade in Post-test I and Post-Test II

No.	Description	Test	
		Post-Test I	**Post-Test II**
1.	Complete	7	16
2.	Incomplete	28	19
Total		**35**	**35**

Then, the graph of reading comparison of students descriptive text post-test I and post-test II grade in cycle II could be seen as follow:
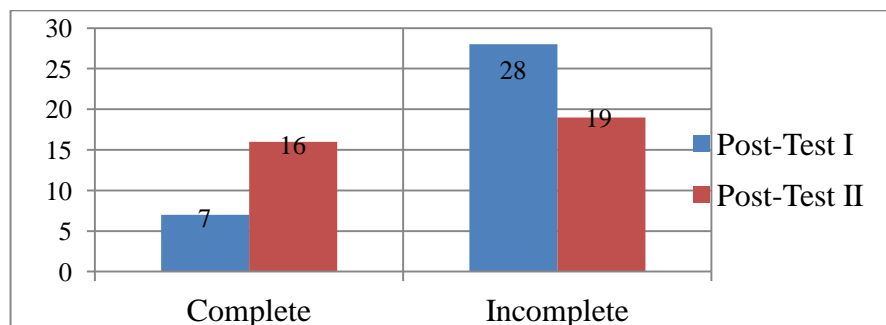
Figure 4.7 The comparison of students' completeness grade on post-test I and post-test II

The table and the graphic above, in post-test I it could be seen that total from 35 students, it could be concluded that 20% or 7 students were able to achieve the passing grade that is 70. Then the students who were not able to achieve the passing grade were 80% or 28 students. In post-test II, it could be concluded that 46% or 16 students were able to achieve the passing grade. Then, the students who were not able to achieve the passing grade were 54% or 19 students. Average grade of post-test I was 53 and average Grade of post-test II was 63. There was improvement between post-test I and post-test II but it did not fulfill the indicator of success. This research is categorized successful if it achieves the indicator of success that is 70% of the total students must pass the passing grade. It could be concluded that the result was unsuccessful because the indicator of success could not be achieved yet.

f. Cycle III

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

1) Planning

Based on the activities in the cycle II, the process at cycle III was focused on the problem on cycle II. There were some weaknesses on cycle II. Then, the researcher and collaborator planned to give the material for students in reading

comprehension ability by descriptive text with the strategy of *Free Voluntary Reading* (FVR).

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

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, September 10th 2019 at 12.20 until 13.40 p.m followed by 35 students. The reseacher began the lesson greeting, praying, checking attendance list, asking the students' condition and gave ice breaking. The researcher continued the material in the first meeting cycle III.

Next, the researcher instructed the students to review material about descriptive text. Then, the researcher instructed the students to make example of descriptive text.

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "My

Best Friend, Imaginary Friend, Learn about Microorganism, and Friendship" as a media. Secondly, the researcher divided the students into three groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "My Best Friend, Imaginary Friend, Learn about Microorganism, and Friendship", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in their group. Sixth, one of the students who has the highest score in their group based on the post-test II shared the comic strip such as characters or events in the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise and to the students by giving some candies and chocolate and the last researcher gave question to the important message taken from the comic strip.

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

in teaching learning process. Then, the reseacher gave the explanation to all of the students about the problem of reading comprehension ability that often faced by the students through the effective strategy; *Free Voluntary Reading* (FVR) strategy.

b) The second meeting

The second meeting was conducted on Tuesday, September 17th 2019 at 12.20 until 13.40 p.m. This meeting used to post test III at the end of cycle III, for 4x45 minutes after the students given the action.

In implementing *Free Voluntary Reading* (FVR) in teaching reading comprehension ability in the process of action, the researcher applied the steps of *Free Voluntary Reading* (FVR). Firstly, the researcher provided some reading sources in the form of comic strips entitled "Bullying, My Father Profession, My Bicycle, and My Car" as a media. Secondly, the researcher divided the students into three groups that consist of 11-12 students of each. Thirdly, each group was given four comic strips entitled "Bullying, My Father Profession, My Bicycle, and My Car", and then they had free choice to choose the comic strips. Fourthly, the researcher instructed the students to discuss with their groups. Fifth, the students discussed in

their group. Sixth, one of the students who has the highest score in their group based on the post-test II shared the comic strip such as characters or events in the comic strips. Seventh, the researcher gave question about the story for reading comprehension ability. Eighth, the researcher gave reward and praise to the students by giving some candies and chocolate and the last researcher gave question to the important message taken from the comic strip. After the implementation, the reseacher gave post test to the students to the end.

g. **Post-Test III Activity**

Wednesday, September 18th 2019 at 09.00 until 10.00 a.m. In this meeting almost all of the students could answer well. It could be seen from the result of the post test III. There were only 9 of 35 students got the score under the passing grade in MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung.

Table 4.12
The Frequency Distribution based on Reading Grade Interval
Post-Test III

No.	Grade Interval	Frequency
1.	40 – 48	1 Students
2.	49 – 57	2 Students
3.	58 – 67	6 Students
4.	68 – 76	7 Students
5.	77 – 85	14 Students
6.	86 – 94	5 Students
Total		**35 Students**

Table 4.13
The Frequency of students' Grade in Post-test III

No.	Grade	Frequencies	Percentage	Explanation
1.	≥70	26	74 %	Complete
2.	< 70	9	26 %	Incomplete
Total		**30**	**100 %**	

Source: The students' grade of reading post-test III at the tenth graders of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung on September 18th 2019.
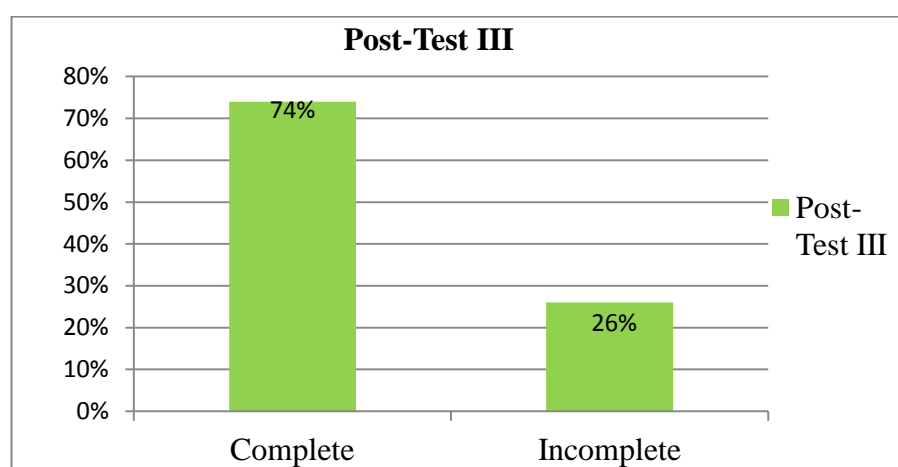
Figure 4.8 The percentage of the students' completness grade on post-test III

Based on the result above, it could be inferred that 26 students (74%) were successful and 9 other students (26%) were not successful. From the post test III results, the researcher got the average of 75. It was higher than post test II in cycle II.

3) Observing

In this step, the reseacher presented the material by *Free Voluntary Reading* (FVR) strategy. In learning process, there were also four indicators used to know the students' learning activities like in learning process previously.

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

Table 4.14
The Frequency Students' Learning Activity in Cycle III

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	29	83%
2.	Asking or answering the teacher's question	25	71%
3.	Being active in the class discussion	25	71%
4.	Doing the task given by the teacher	27	77%
Total Students		**35**	

Source: The students' learning activity at the tenth grade of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung on September 17th 2019.

Then, the graph of percentage students activities in cycle III, as follow:
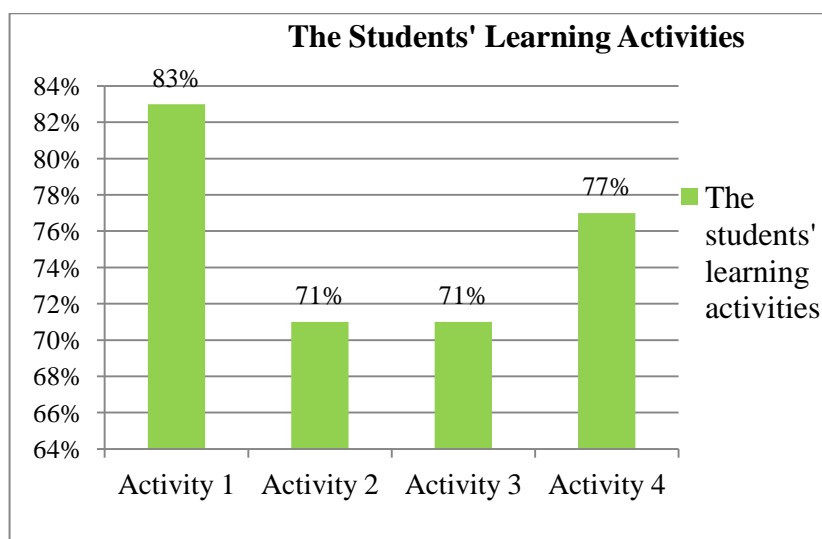
Figure 4.9 The Percentage of students' learning activities in cycle III

The table above showed that the students' learning activity in cycle III was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 83%, then, the students ask/answer the question from the teacher 71%, the students active in the class 71%, and the last the students who able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle III was successful because the students' learning activity got percentage $\geq$70%.

4) Reflecting

Based on the result of learning process in cycle III the reseacher analyzed that generally by using *Free Voluntary Reading* (FVR) strategy, the reading comprehension ability would improve.

At the end of this cycle, the reseacher and the collaborator analyzed and calculated the processes of student's post-test III score. The comparison between students post-test II and post-test III score could be compared on the following table:

Table 4.15
The Comparison of Students' Grade in Post-test II and Post-Test III

No.	Description	Test	
		Post-Test II	Post-Test III
1.	Complete	16	26
2.	Incomplete	19	9
Total		**35**	**35**

Then, the graph of comparison students reading comprehension ability text post-test II and post-test III score in cycle II and III could be seen as follow:
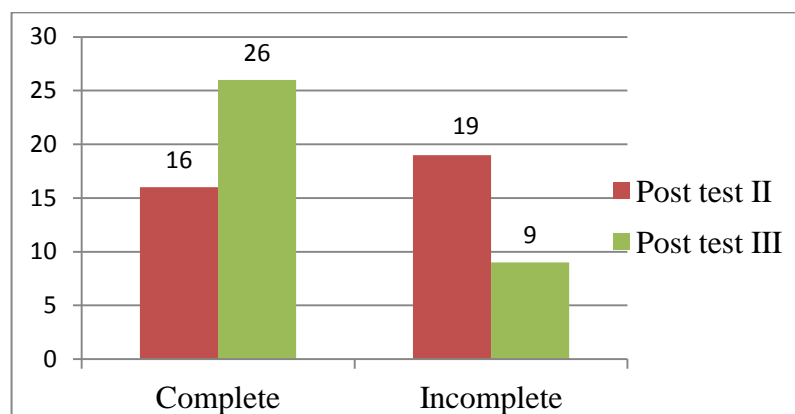
Figure 4.10 The comparison of students' completeness grade on post-test II and post-test III

From the table above, it could be seen that the score of the students in post-test III was various. The highest score was 90 and the lowest score is 40. The average score of post-test III was 75. Besides, the percentages of students' successfulness of post-test III score was 74% or 26 students of the total students passed the passing grade and 26% or 9 students did not pass the passing grade at least 70. It means that the indicator of success of this research had been achieved that was 70% students was gotten score 70. It indicated that the students' reading comprehension ability was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continued in the next cycle because the learning

process and the product of learning entirely passed the indicators of success. It means that *Free Voluntary Reading* (FVR) strategy improve students' reading comprehension ability.

B. Discussion

Based on the students' reading comprehension ability problem investigated from pre-survey, the researcher chose *Free Voluntary Reading* (FVR) strategy to improve students' reading comprehension ability. The researcher used this strategy to organize and to make students more active in learning reading comprehension ability. It was investigated that the use of *Free Voluntary Reading* (FVR) strategy can improve students' reading comprehension ability and learning activity.

The explanation of Cycle I, Cycle II, and Cycle III was investigated that use of *Free Voluntary Reading* (FVR) strategy improves the students' reading comprehension ability. The data of students' percentage in achieving passing grade ($\geq$70) showed the significant improvement from pre-test 9% or 3 students, post-test I 20% or 7 students, post-test II 46% or 16, and post-test III become 74% or 26 students.

Morever, the passing grade is 70 in this research. In the post-test I, there are 7 students or 20% who passed the test with the average 53. In post-test II, there are 16 sudents or 46%. In post-test III, there are 26 students or 74% who passed the test with average 75. From the explanation, the researcher

concludes that this research is successful and it can be stopped in the cycle III because the indicator of success 70% of students got grade ≥70 are achieved.

The result of the students' learning activities in cycle I, cycle II, and cycle III can be improved. The students' learning activity in payying attention of the teacher's explanation can be improved 57% in cycle I, 71% in cycle II become 83% in cycle III. The students' ability in asking/ answering question can be improved from 46% in cycle I, 57% in cycle II become 71% in Cycle III. The students' learning activities in the class can be improved from 40% in cycle I, 51% in cycle II become 71% in cycle III. The students' ability in doing the task can be improved from 43% in cycle I, 49% in cycle II become 77% in cycle III can be improved.

C. Interpretation

Reading would be easier to understand when it is supported by the appropriate strategy or technique. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher concludes that teaching reading by using *Free Voluntary Reading* (FVR) strategy can improve students' reading comprehension ability. *Free Voluntary Reading* (FVR) is a complex activity that requires comprehension and selection of information and reading production process. When *Free Voluntary Reading* (FVR) strategy is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that *Free Voluntary*

Reading (FVR) strategy could be one the interesting strategy to teaching reading.

1. Result of Students Learning

a. Result of students Pre-Test Grade

In this phase, the researcher presented the pre-test to measure the students' reading comprehension ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Monday, August 12th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test.

Based on the table 4.3 the students average were 39, it showed that most of the students have not passed yet in achieving the passing grade at least 70. In this phase, only 3 students out of 35 students passed of the passing grade.

b. Result of Students Post-Test I Grade

In this research, to know the students' reading comprehension ability after implementing the treatment the researcher conducted the post-test I. It was done on Wednesday, September 21th, 2019. Based on table 4.5 the students average was 53. It was shown that most of the students have not passed yet in achieving the passing grade at least 70. In this stage there are 7

students out of 35 students passed of the the passing grade. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not fulfilled the passing grade yet that was only 46% passed the passing grade. The researcher presented the post-test II to measure the students' reading comprehension ability after implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Wednesday 04th, 2019. Based on the table 4.9 students average were 63, it showed that most of the students have not passed yet in achieved the passing grade at least 70. In this stage, there are 19 students out of 35 students passed of the the passing grade. It can be concluded that most of the students failed in achieving the material.

d. Result of Students Post-Test III Grade

In this phase, the researcher continued to cycle III because the grade of post test II in cycle II did not fulfilled the passing grade yet that was only 46% passed the passing grade. The researcher presented the post-test III to measure the students' reading comprehension ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on

Wednesday 18th, 2019. Based on the table 4.13 students average were 75, it showed that most of the students have achieved the passing grade at least 70. In this phase, 26 students out of 35 students of 74% students passed of the passing grade and the research was successful.

2. **Comparison of Grade in Pre-Test, Post-Test I, Post-Test II, and Post-Test III**

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

Table 4.16
The Comparison of Students' Grade in Pre-Test, Post-Test I, Post-Test II, and Post-Test III

No.	Description	Test			
		Pre-Test	Post-Test I	Post-Test II	Post-Test III
1.	Complete	3	7	16	26
2.	Incomplete	32	28	19	9
Total		**35**	**35**	**35**	**35**

Based on the result of the pre-test, post-test I, post-test II, and post-test III, it was known that there was a positive significant improvement of the students' grade. It could be seen from the students get grade 70 from 3 to 7 became 26. Therefore, the researcher concluded

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, post-test II, and post-test III as follow:
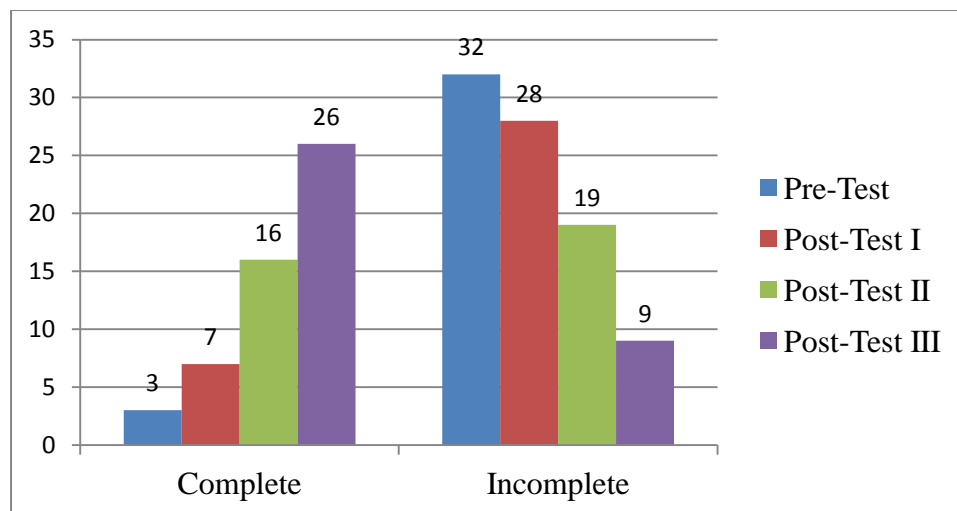
Figure 4.11 The comparison grade of students' reading comprehension ability in pre-test, post-test I, post-test II, and post-test III

Based on the graph above, it could be inferred that *Free Voluntary Reading* (FVR) strategy could improve the students' reading comprehension ability. It is supported by the improved grade of the students from pre-test to post-test I, post-test I to post-test II and from post-test II to post-test III.

Then, based on the explanation of cycle I, cycle II and cycle III, it could be inferred that the use of *Free Voluntary Reading* (FVR) strategy improve the students' reading comprehension ability. There was progress in students' average score of reading comprehension ability. The average of reading comprehension ability pre-test is 39. The average of reading

comprehension ability post-test I is 53. The average of reading comprehesnsion post-test II 63 and 75 in post-test III.

Moreover, in the pre-test there were 3 students or (9%) passed the test the indicator students get score $\geq$70 with average 39, in the post-test I there were 7 students or (20%) passed the test the indicator students get score $\geq$70 with average 53, in post-test II there were 16 students or (46%) passed the test indicator students get score $\geq$70 with average 63, and in the post-test III there were 26 students or (74%) passed the test the indicator students get score $\geq$70 with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle III because the indicator of success 70% of students got score 70 was achieved.

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

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

Table 4.17

The Presentage of Students Activities in Cycle I, Cycle II, Cycle III

No.	Students' Activities	Cycle I Percentage	Cycle II Percentage	Cycle III Percentage	Improving
1.	Paying attention to the teacher's explanation	57%	71%	83%	Improved
2.	Asking or answering the teacher's question	46%	57%	71%	Improved
3.	Being active in the class discussion	40%	51%	71%	Improved
4.	Doing the task given by the teacher	43%	49%	77%	Improved
Average		47%	57%	76%	Improved
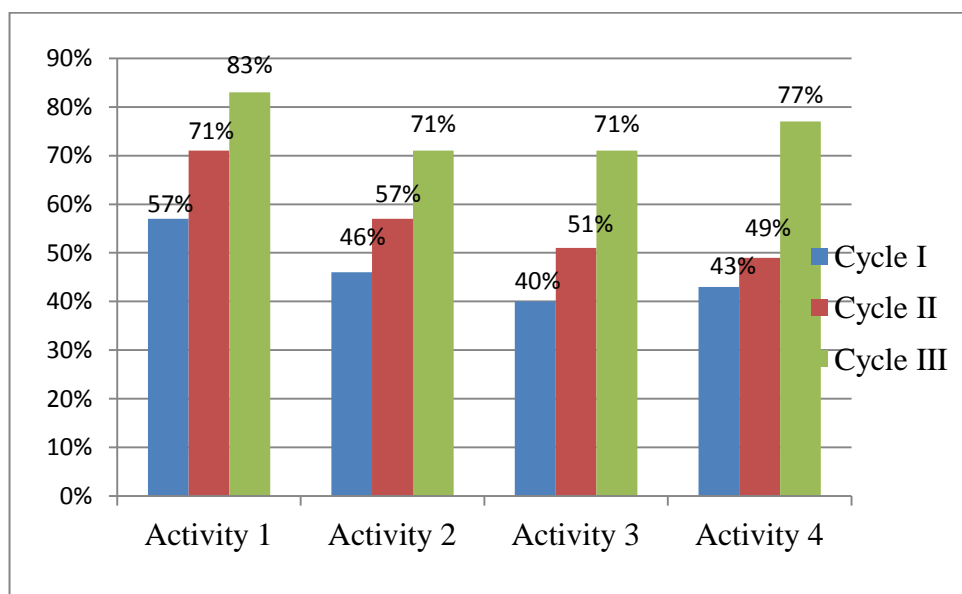
Figure 4.12 Figure of learning activity in cycle I, cycle II, and cycle III

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

a. **Paying attention to the teacher's explanation**

The percentages of paying attention activity to the explanation of the teacher from cycle I, cycle II, and cycle III were improved. In cycle I was only 57%, in cycle II 71%, and cycle III 83% . The percentage of students' progess in paying attention to the teacher's explanation from cycle I to cycle II is 14%. In addition, the percentage of students' progess in paying attention to the teacher's explanation from cycle II to cycle III is 12%.

b. **Asking or answering the teacher's question**

The students who ask/answered question from the teacher were improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. The percentage of students' progess in asking/answering question from the teacher from cycle I to cycle II is 11%. In addition, the percentage of students' progess in asking/answering question from the teacher cycle II to cycle III is 14%, from cycle I 46%, 57% in cycle II, and 71% in cycle III.

c. **Being active in the class discussion**

The active students in class were improved. It could be seen on the cycle I 40%, 51% in cycle II, and 71% in cycle III. The percentage of students' progess in being active in the class from cycle I to cycle II

is 11%. In addition, the percentage of students' progess in being active in the class from cycle II to cycle III is 20%.

d. **Doing the task given by the teacher**

The students who had done the task were improved. It could be seen on the cycle I 43%, cycle II 49%, and cycle II 77%. The percentage of students' progess in being able do the task from cycle I to cycle II is 6%. In addition, the percentage of students' progess in ability to do the task from cycle II to cycle III is 28%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on three cycles, the researcher would like to describe the conclusion that the reading comprehension ability and their learning activity could be improved through *Free Voluntary Reading* strategy among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung.

Free Voluntary Reading (FVR) strategy can improve reading comprehension ability among the tenth graders at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung. It can be seen on the progress from pre-test to cycle I, cycle II, and cycle III. The percentage of students' reading comprehension ability got from post-test III of cycle III is 74%. It means that result of cycle III had already achieved the indicator of success that 70% of the students achieve the passing grade. It is because FVR strategy consists of the effective teaching procedures that significantly encourage and improving the students' reading comprehension ability.

FVR strategy can improve students' learning activity at the tenth grade of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung. It was investigated that the percentage of learning activity of cycle III is 76%. It means that FVR strategy can improve the students' learning activity. It is because the use of all teaching procedures in FVR strategy including of "*Free*

Voluntary Reading" can support the researcher effectively in improving the students' learning activity.

B. Suggestion

Based on the conclusion above, some suggestion are proposed, as follows:

1. For English Teacher

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

   b. It is better for the teacher to use *Free Voluntary Reading* (FVR) strategy in English learning especially in reading because it can improve students' reading comprehension ability.

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

2. For the Students

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

3. For Headmaster

   To support the English teacher to use *Free Voluntary Reading* (FVR) strategy in learning process because *Free Voluntary Reading* (FVR) strategy is so helpfull.

BIBLIOGRAPHY

Ary, Donald et. al, *Introduction to Research in Education 8th Edition*, Belmont: Wadsworth Cengage Learning, 2010.

Blachowicz, Camille Donna Ogle. *Reading Comprehension Strategies for Independent Learners*. New York: The Guildford Press, 2008.

Burns, Anne. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press, 1999.

_____. *Doing Action Reasearch in English Language Teaching*. New York: Routledge, 2010.

Chang, Hyung-Ji. "The Effect of *Free Voluntary Reading* (FVR) on College English Reading Class In Korea," *Proceedings of The 16th Conference of Pan-Pcific Association of Applied Linguistics*.

Colin Harrison and Terry Salinger. *Assessing Reading 1: Theory and Practice*. New York: Routledge, 1998.

D Khrasen, Stephen. *Explorations in Language Acquisition and Use*. Heinemann, Taipei, 2003.

_____. *The Power of reading: Insight From the Research2Nd Ed* Libraries Unlimited, London, 2004.

Douglas, H Brown. *Language Assessment Principles and Classroom Practices*, San Francisco, California, 2003.

_____. *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004.

Freed, Melvyn N. *The Educator's Desk Reference*. (United States of America: Greenwood Publishing Group, 2002.

Fredricka L. Stoller and William Grabe. *Teaching and Researching Reading 2n Edition*. Britain: Pearson Education Limited, 2011.

Gallagher, Eithne. *Equal Rights to the Curriculum, Many Language One Massage*. Canada: Multilingual Matters, 2008.

J. M. Costello, Patrick. *Action Research*. British Library Cataloguing-in-Publication Data, 2003.

K. Klingner , Janette, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, 2007.

Lisnen, T. Caroline. *Practice English Language Teaching: Young Learners*. New York: The McGraw-Hill Companies, 2005.

Mario Alberto and Diana Crolina. Free Voluntary Reading: Promoting Vocabulary Learning and Self-Directedness", *English Language Teaching*. Vol. 11, No.8;2018.

McQuillan, Jeff. "How Should Heritage Languages Be Taught?: The Effects of a *Free Voluntary Reading* (FVR) Program," *Foreign Language Annals*, no. 1(1996)

O'Leary, Zine. *The Essential Guide to Doing Research*. New Delhi: SAGE Publications, 2004.

Serravallo, Jennifer. *Teaching Reading in Small Group*, USA: Heinemann, 2010.

Tati Sunarti, Yuli Tiarina, "Teaching Reading Through *Free Voluntary Reading* (FVR) Strategy At Junior High School," *Serie G: A Journal of English Language Teaching*, no.2 (2013).

T. Guthrie, John, et al. *Motivating Reading Comprehension Concept-Oriented Reading Instruction.* New Jersey: Lawrence Erlbaum Associates, 2004.

Tim Lewis and Stella Hurd. *Language Learning Strategies in Independent Settings*. England: Library of Congres Cataloging in Publication Data, 2008.

Weiss, A Neil. *Introductory Statistics*. Boston, MA: Addison-Wesley, 2012.

Wink, Joan. *The Power of Story.* United States of America: Libraries Unlimited, 2018.

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**

Kelas : **X**

Kompetensi Inti :

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

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	dan orang lain *Ungkapan* *My name is... I'm ... I live in ... I have … I like …. dan semacamnya* *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: *be*, *have* dalam simple present tense (3) Kata tanya *What*? *Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan,	**Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang	tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip		• http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perdamaian.		sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"*	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	berisi pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial*	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.c

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.	• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam		om • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengkomunikasikan • Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya 4.4. Menyusun teks lisan dan tulis untuk menyatakan	**Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu** *Fungsi Sosial* Menyatakan rencana *Struktur Teks* 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend *Unsur Kebahasaan* Kata kerja *I'd like to .., I will .., I'm going to* ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu • Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan	**Kriteria penilaian**: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Pengamatan (observasi)** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengekslorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*)	menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya. 4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	**Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)** *Fungsi Sosial* 　Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. *Struktur text* 　Ungkapan baku dari sumber-sumber otentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* 　Keteladanan tentang perilaku peduli dan	**Mengamati** • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):**	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	cinta damai.	• Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			atau cara penilaian lainnya		
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. 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we*	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan	2 x 2 JP	• <u>Audio CD/ VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/ majalah berbahasa Inggris</u> • <u>www.dailyenglish.com</u> • <u>http://americanenglish.state.gov/files/ae/resource_files</u> • <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	*left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.	**Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):**	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.	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 **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan**	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	• 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'	• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	**Teks tulis berbentuk** *announcement* **(pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/a

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	• Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari	penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*) **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi		e/resource_files • http://learnenglish. britishcouncil.org/e n/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning journal*)	- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/**	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiw	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount	7 x 2 JP	• <u>Audio CD/ VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/ majalah</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	**kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata	a yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusn kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan	• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam		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
	benda (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	/menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** ● Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. ● Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. ● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan ● Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. ● Siswa mempresentasikannya di kelas ● Siswa membuat kliping teks recount	proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** ● Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. ● Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi ● Kumpulan hasil tes dan latihan. ● Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** ● Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain ● Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)			
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs.	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan	6 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Ingggris • 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
	(4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah	memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu	2 x 2 JP	• Audio CD/ VCD/DVD • www.youtube • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Keteladanan tentang perilaku yang menginspirasi.	kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	• kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Sekolah   : MA Baitussalam Miftahul Jannah

Kelas/ Semester   : X/ 1 (Ganjil)

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 4 x 45 Menit

Siklus/ Pertemuan : 1/1 dan 2

A. Kompetensi Inti (KI)

KI-1	**:** Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	**:** Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI-3 (Pengetahuan)	: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budata, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI-4 (keterampilan)	: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.1 Mencocokkan kata-kata sifat dengan gambar yang tepat. 2.2 Melengkapi kalimat rumpang dengan kata sifat.
1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3 Menjawab pertanyaan dari teks descriptive. 2.4 Menyebutkan kata-kata sifat dalam teks descriptive.
1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	2.5 Mendeskripsikan tentang seseorang
1.4 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
1.5 Menyusun 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.

C. Tujuan Pembelajaran

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Melengkapi kalimat rumpang dengan kata sifat
3. Menjawab pertanyaan dari teks descriptive
4. Menyebutkan kata-kata sifat dalam teks descriptive
5. Mendeskripsikan tentang seseoranG

D. Pembelajaran

1. Fungsi sosial

Ungkapan untuk memaparkan, menanyakan, dan merespon mengenai deskriptif teks dengan teman dan guru.

2. Struktur teks

- Memulai
- Menganggapi (diharapkan/ di luar dugaan)

3. Unsur kebahasaan

- Kata terkait dengan hubungan kekeluargaan dan kekerabatan,profesi pekerjaan, hobi.
- Pronoun: subjective, objective, possessive.
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.
- Rujukan kata.

4. Topik

a. Generic Structure Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Teks yang

menjelaskan gambaran seseorang atau benda. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Descriptive text has two main parts:

1) Identification

This part identifies particular things to be described. What is the text about? berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

2) Description

This part describes the parts and characteristics. Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya. Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

E. Strategy

- Free Voluntary Reading (FVR) Strategy

F. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Comic Strip

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

G. Kegiatan Pembelajaran

Kegiatan	Aktifitas Guru/ Murid	Nilai Karakter	Waktu
Pendahuluan	• Researcher memberisalam (greeting) dan berdoa (pray). • Researcher checking the attendance list • Researcher memberikan Ice Breaking kepada murid	Religious	20'
Inti **Mengeksplorasi** **Negosiasi**	• Researcher menanyakan apa saja jenis teks. • Researcher menjelaskan kepada peserta didik tentang descriptive text beserta struktur dan contohnya. • Reseacher membagi siswa kedalam 3 grup. • Reseacher memberikan pilihan beberapa comic strips kepada murid. • Murid dalam setiap perwakilan grup diberi kebebasan untuk memilih comic strips. • Murid membaca comic strips dan kemudian berdiskusi dengan kelompoknya masing-masing.	Teliti	80'

	• Murid diminta untuk meceritakan kembali comic strips didepan kelas.		
Penutup	• Guru memberikan pertanyaan tentang isi comic strips. • Murid mengambil dan mengaplikasikan moral values yang ada di comic strips. • Guru memberikan hadiah sebagai pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a.	Religious	20'

H. Teknik penilaian

   1. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	**1.** The text mainly talks about Singapore as … A. A nation B. An island C. A republic D. A city state E. A member of ASEAN
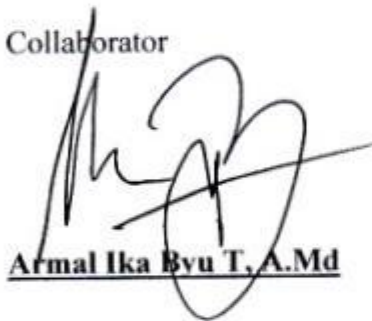
   2. Instrument :

    Terlampir

3. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions completely.
75 – 85	B	Good	b. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete, they only answer 15-13 questions of 20 items.
0 - 65	D	Fair	d. The students answer 13-0 question of 20 items.

Terbanggi Subing,   2019

Collaborator

The researcher

Armal Ika Byu T, A.Md

Lailatun Najah

NPM. 1501070264

Mengetahui

The Principle

Jumariyanto, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA Baitussalam Miftahul Jannah

Kelas/ Semester : X/ 1 (Ganjil)

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive Text

Alokasi Waktu : 4 x 45 Menit

Siklus/ Pertemuan : 2/ 1 dan 2

I. Kompetensi Inti (KI)

KI-1 **:** Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 **:** Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budata, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (keterampilan) : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

J. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.6 Mencocokkan kata-kata sifat dengan gambar yang tepat. 2.7 Melengkapi kalimat rumpang dengan kata sifat.
1.7 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.8 Menjawab pertanyaan dari teks descriptive. 2.9 Menyebutkan kata-kata sifat dalam teks descriptive.
1.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	2.10 Mendeskripsikan tentang seseorang
1.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
1.10 Menyusun 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. | |

K. Tujuan Pembelajaran

6. Mencocokkan kata-kata sifat dengan gambar yang tepat
7. Melengkapi kalimat rumpang dengan kata sifat
8. Menjawab pertanyaan dari teks descriptive
9. Menyebutkan kata-kata sifat dalam teks descriptive
10. Mendeskripsikan tentang seseorang

L. Pembelajaran

5. Fungsi sosial

Ungkapan untuk memaparkan, menanyakan, dan merespon mengenai deskriptif teks dengan teman dan guru.

6. Struktur teks

- Memulai
- Menganggapi (diharapkan/ di luar dugaan)

7. Unsur kebahasaan

- Kata terkait dengan hubungan kekeluargaan dan kekerabatan,profesi pekerjaan, hobi.
- Pronoun: subjective, objective, possessive.
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.
- Rujukan kata.

8. Topik

a. Generic Structure Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Descriptive text has two main parts:

3) Identification

This part identifies particular things to be described. What is the text about? berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

4) Description

This part describes the parts and characteristics. Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya. Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

M. Strategy

- Free Voluntary Reading (FVR) Strategy

N. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Comic Strip

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

O. Kegiatan Pembelajaran

Kegiatan	Aktifitas Guru/ Murid	Nilai Karakter	Waktu
Pendahuluan	• Researcher memberisalam (greeting) dan berdoa (pray).	Religious	20'

	• Researcher checking the attendance list • Researcher memberikan Ice Breaking kepada murid		
Inti **Mengeksplorasi** **Negosiasi**	• Researcher mengulas kembali materi mengenai descriptive text, structure dan contohnya. • Reseacher membagi siswa kedalam 3 grup. • Reseacher memberikan pilihan beberapa comic strips kepada murid. • Murid dalam setiap perwakilan grup diberi kebebasan untuk memilih comic strips. • Murid membaca comic strips dan kemudian berdiskusi dengan kelompoknya masing-masing. • Murid diminta untuk meceritakan kembali comic strips didepan kelas.	Teliti	80'
Penutup	• Guru memberikan pertanyaan tentang isi comic strips. • Murid mengambil dan mengaplikasikan moral	Religious	20'

			values yang ada di comic strips.		
			• Guru memberikan hadiah dan pujian untuk peserta didik.		
			• Guru menutup proses kegiatan belajar mengajar dengan do'a.		

P. Teknik penilaian

  2. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	**4.** The text mainly talks about Singapore as … F. A nation G. An island H. A republic I. A city state J. A member of ASEAN

  5. Instrument :
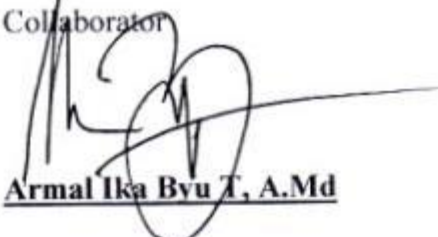
  Terlampir

  6. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions completely.
75 – 85	B	Good	b. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete, they only answer 15-13

0 - 65	D	Fair	d. The students answer 13-0 question of 20 items.

questions of 20 items.

Terbanggi Subing,   2019

The researcher

Collaborator

Armal Ika Byu T, A.Md

Lailatun Najah

NPM. 1501070264

Mengetahui

The Principle

Jumariyanto, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MA Baitussalam Miftahul Jannah

Kelas/ Semester   : X/ 1 (Ganjil)

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 4 x 45 Menit

Siklus/ Pertemuan   : 3 /1 dan 2

Q. Kompetensi Inti (KI)

KI-1	**:** Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	**:** Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI-3 (Pengetahuan)	: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahuya tentang ilmu pengetahuan, teknologi seni, budata, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI-4 (keterampilan)	: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

R. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.11 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	2.11 Mencocokkan kata-kata sifat dengan gambar yang tepat. 2.12 Melengkapi kalimat rumpang dengan kata sifat.
1.12 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.13 Menjawab pertanyaan dari teks descriptive. 2.14 Menyebutkan kata-kata sifat dalam teks descriptive.
1.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	2.15 Mendeskripsikan tentang seseorang
1.14 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
1.15 Menyusun 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.	

S. Tujuan Pembelajaran

11. Mencocokkan kata-kata sifat dengan gambar yang tepat

12. Melengkapi kalimat rumpang dengan kata sifat

13. Menjawab pertanyaan dari teks descriptive

14. Menyebutkan kata-kata sifat dalam teks descriptive

15. Mendeskripsikan tentang seseorang

T.   Pembelajaran

9. Fungsi sosial

Ungkapan untuk memaparkan, menanyakan, dan merespon mengenai deskriptif teks dengan teman dan guru.

10. Struktur teks

- Memulai
- Menganggapi (diharapkan/ di luar dugaan)

11. Unsur kebahasaan

- Kata terkait dengan hubungan kekeluargaan dan kekerabatan,profesi pekerjaan, hobi.
- Pronoun: subjective, objective, possessive.
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.
- Rujukan kata.

12. Topik

a.   Generic Structure Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Descriptive text has two main parts:

5) Identification

This part identifies particular things to be described. What is the text about?
berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

6) Description

This part describes the parts and characteristics. Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya. Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

U. Strategy

- Free Voluntary Reading (FVR) Strategy

V. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Comic Strip

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

W. Kegiatan Pembelajaran

Kegiatan	Aktifitas Guru/ Murid	Nilai Karakter	Waktu
Pendahuluan	• Researcher memberisalam (greeting) dan berdoa (pray). • Researcher checking the attendance list	Religious	20'

	• Researcher memberikan Ice Breaking kepada murid		
Inti **Mengeksplorasi** **Negosiasi**	• Reseacher meminta murid untuk membuat contoh descriptive text untuk mereview pemahaman murid dengan maju kedepan. • Reseacher membagi siswa kedalam 3 grup. • Reseacher memberikan pilihan beberapa comic strips kepada murid. • Murid dalam setiap perwakilan grup diberi kebebasan untuk memilih comic strips. • Murid membaca comic strips dan kemudian berdiskusi dengan kelompoknya masing-masing. • Murid diminta untuk meceritakan kembali comic strips didepan kelas.	Teliti	80'
Penutup	• Guru memberikan pertanyaan tentang isi comic strips. • Murid mengambil dan mengaplikasikan moral	Religious	20'

	values yang ada di comic strips.		
	• Guru memberikan hadiah dan pujian untuk peserta didik.		
	• Guru menutup proses kegiatan belajar mengajar dengan do'a.		

X. Teknik penilaian

3. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Finding the main idea	Tes tertulis	Pilihan ganda	**7.** The text mainly talks about Singapore as … K. A nation L. An island M. A republic N. A city state O. A member of ASEAN

8. Instrument :

Terlampir
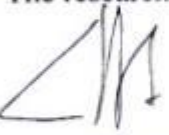
9. Rubrik Penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The Students answer questions completely.
75 – 85	B	Good	b. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete, they only answer 15-13 questions of 20 items.

0 - 65	D	Fair	d. The students answer 13-0 question of 20 items.

Terbanggi Subing,   2019

The researcher

Collaborator

Armal Ika Byu T, A.Md

Lailatun Najah
NPM. 1501070264

Mengetahui
The Principle

Jumariyanto, S.Pd

ANALYSIS INSTRUMENT OF READING COMPREHNSION

Direction:

1. **Write your name and class!**

2. **Read the text carefully!**

3. **Choose the correct answer, write only a, b, c, d, or e for each answer!**

Name : ....

Class : ....

QUESTION

Read the text below and answer the question 1-7!

Singapore is a city state, it is a city but it is also a sate. It is a republic. Along with Indonesia, Malaysia, Thailand, Philippines, and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations.

Like Indonesia, Singapore is a country of "Bhineka Tunggal Ika" Chinese, Malays, Indians, Eurasians make up its citizens. Other Asian, including Indonesians, Japanese, Philippines, Koreans, Thais, and Arabs also live on that tiny island. Singapore is sometimes called "Instant Asia" because you can see varieties of customs, culture, and food of nearly all Asia in Singapore.

1. The text mainly talks about Singapore as ….
   P. A nation
   Q. An island
   R. A republic

S. A city state
   T. A member of ASEAN

2. Singapore's citizens consist of ….
   a. Brunei, Indians
   b. Chinese, Thais, and Arabs
   c. Chinese, Malays, Indians, and Eurasians
   d. Eurasians and Philippines
   e. Asians and Arabs

3. What type of the text is used by the writer?
   a. Hortatory experience
   b. Narrative
   c. Description
   d. Report
   e. Explanation

4. " …. Koreans, Thais and Arabs, live on that <u>tiny</u> island." The

   underlined word may be replaced by ….

   a. Cure
   b. Huge
   c. Small

d. Broad

e. Narrow

5. What is "Bhineka Tunggal Ika" means in paragraph 2?

a. Divorced

b. Countries that have only one ethnicity

c. A country that has many different ethnicities

d. Developed and developing countries

e. A country that doesn't have ethnicity

6. What is the republic city of the text based on second sentence?

a. Malaysia

b. Thailand

c. Indonesian

d. Brunei

e. Singapore

7. What is the communicative purpose of the text?

a. To present two points of views about Singapore

b. To explain the Singapore

c. To describe the Singapore

d. To retell the Singapore

e. To persuade readers to treat preserve the Singapore

Read the text below and answer the question 8-15!

Natural Bridge National Park

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers South of Brisbane and is reached by following the Pasific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the 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 offer toilets, barbecue, shelter sheds, water, and fireplaces. However, overnight camping is not permitted.

8. What is the topic about?

a. Natural Bridge National Park

b. The Lamington National Park.

c. Visitors of Lamington National Park

d. The travelling through the Numinbah Valley

e. The phenomenon of the rock

9. What type of text is used by the writer?

a. Narrative

b. Report

c. Description

d. Explanation

e. Hortatory experience

10. Where is the location of National Park?

    a. 100 kilometers South of Brisbane

    b. 50 kilometers of Lamington National Park

    c. 100 kilometers of the Natural Bridge National

    d. 50 kilometers South of Brisbane

    e. 100 of 50 kilometers of South Brisbane

11. What are the facilities available at the Natural Bridge National Park?

    a. Motorcycle and car

    b. Bicycle, toilet and shelter

    c. Toilets, barbecue, shelter sheds, water, and fireplaces

    d. Motorcycle, toilets, and fireplaces

    e. Motorcycle

12. The organization of the text above is ….

    a. Orientation; evaluation, interpretative recount, evaluation, summation

    b. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion

    c. Thesis, argument, argument, recommendation

    d. General statement, explanation, explanation, explanation

    e. Identification, description

13. 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

    e. To persuade readers to treat preserve the bridge national park.

14. To show factual information, the writer uses ….

    a. Passive voice

    b. Direct speech

    c. Reported speech

    d. Simple past tense

    e. Simple present tense

15. What visitors will see if they come to the cave at night?

    a. Visitors can discover the unique feature of the glow worms

    b. They will see the moon and stars are very beautiful

    c. Visitors will climb the mountain

    d. Visitors will find a beautiful garden

    e. Visitors will be frightened because of seeing a ghost

Malaria is one of the most dangerous diseases in Indonesia. It is dangerous not because so many people die of it, but because so many people become weak as a result of it. When you …. (18) malaria your temperature goes up very fast, then lowers again, then goes up again. You many feel better next day, but you get ill again soon. All this weakens the body, so that people suffering from malaria get other diseases very easily. Therefore Indonesian doctors do their best to fight malaria. They tell the people in the areas where there is much malaria that they should spray their houses. They also ask the people to clean the dirty pools of water where thousand of mosquitoes are bred. Not all mosquitoes spread the disease, but it is difficult to see exactly which mosquito is dangerous; therefore they should all be destroyed as much as possible. In this way hundreds of areas have already been freed from the disease, but there are still many areas left where people suffer from malaria. At present the government is trying to free the whole country from the disease, and it will certainly succeed if people cooperate.

16. What the topic of the text?

    a. Malaria

    b. Blood

    c. Mosquitoes

    d. Many people die

    e. Disease

17. What is the text purpose?

    a. To inform readers about malaria disease

    b. To retell about malaria disease

    c. To introduce the malaria disease

    d. To describe malaria disease

    e. To explain the readers about the dangerous of malaria disease

18. *Look at paragraph 1 and answer the blank based on multiple choices below!*

    a. Had

    b. Having

    c. To be having

    d. Have

    e. are

19. Why is malaria dangerous?

    a. Because it brings death

    b. Because your temperature rises

    c. Because it make people weak

    d. Because your temperature goes down

    e. Because make the people happy

20. In order to fight malaria you must?

    a. Clean the dirty pools of water

    b. We must make mosquito cattle

    c. Call the doctor

    d. Play with mosquito

    e. Go shopping

21. Which one is **NOT TRUE** about the malaria based on the text?

    a. Malaria is a very dangerous disease

b. To prevent the coming of malaria is to clean the dirty pools of water

c. Malaria causes anxiety for all citizens at home and abroad

d. We have to clean all the places that can bring mosquitoes

e. We must make mosquito cattle

22. " …. the government is trying to free the whole country from the disease, and it will certainly succeed if people cooperate." The underlined phrases can be replaced by ….

   a. The government is trying to tackle malaria

   b. The government will provide assistance to residents affected by the disaster

   c. The government will make a health program

   d. The government is appealing to the orderly citizens in a food strife

   e. The government invites people to participate in celebrating independence

23. Where is place preferred by malaria mosquitoes, **EXCEPT**?

   a. Goth

   b. Warehouse

   c. Bathroom tubs that are really cleaned

   d. Trash can

   e. Dirty place

Read the text below and answer the question 23-32!

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

24. What is the text purpose?

   a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To Introduce The Local tourism in Kebumen

e. To describe Petruk Cave

25. Why did Petruk cave named as one of character in Punokawan puppet?

a. Because the cave is belong to Petruk

b. Because Petruk is the first explorer of the cave

c. Because Petruk is buried at the cave

d. Because the cave's length is as long as Petruk's nose

e. Because the cave's depth is as deep as Petruk's hair

26. Which part of Petruk Cave which used for place to put foods for ancestor?

a. In the basic cave

b. In petruk cave

c. In Hindu cave

d. In front of the cave

e. Inside the cave

27. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

e. Kind of animals in the cave

28. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

e. Place

29. What is the main idea of the passage?

a. Petruk Cave has four floors

b. Only a few stalactites and stalagmites which are really awesome

c. The Cave is used for tourist attractions

d. Petruk Cave is very ligh to be entered

e. Petruk Cave has four house

30. What does paragraph 2 talks about?

a. Condition in the Petruk Cave

b. Location of the Petruk Cave

c. History of Petruk Cave

d. Culture of Petruk Cave

e. Education of Petruk Cave

31. What does "it" in the first paragraph line three refer to?

a. Kebumen

b. Petruk Cave

c. Ayah District

d. Punokawan of Puppet

e. West Jave

32. Where is the location of Petruk Cave?

a. North Java

b. Surabaya

c. Kebumen

d. West Java

e. Jakarta

33. What is the main idea of first paragraph?

    a. History of the name of Petruk Cave

    b. Condition in the Petruk Cave

    c. Location of the Petruk Cave

    d. Culture of Petruk Cave

    e. Education of Petruk Cave

Read the text below and answer the question 33-40!

For the people of west Java, the fact that Gedung Sate is now the headquarters of the Provincial Government of West Java gives pride. In addition …. (40) highly historical value, the presence of this building is also known not only by indigenous people but nationally. Built since July 27, 1920, this is a historical asset even internationally known, as this building was built in the Dutch colonial period. No wonder this building located in Bandung is a feature and a symbol of West Java. The skewers which were stuck at the top of the building is the reinforced characteristic of the building hat is now the center of the West Java Provincial Government.

However, due to the global economic recession in 1930 which also hit the dutch government in Indonesia, the construction of the government center building cannot be finished entirely.

Even so, the establishment of Gedung Sate which is such graceful, magnificent, and monumental, has it self become such a phenomenon of the history of west Java. Now, after 98 years, Gedung Sate is still standing storng and become a witness of the journey of West Java Government towards the creation of societies that Gemah Ripah Repeh Rapih Kerta Raharja.

34. What is the first paragraph called?

    a. Identification

    b. Description

    c. Prologue

    d. Orientation

    e. Conflict

35. What is the social function of the text?

    a. To describe Gedung Sate

    b. To retell the reader about the story

    c. To guide the reader to make something

    d. To influence the reader to buy or use product or serve

    e. To give information about what will happen

36. Where is the location of Gedung Sate?

    a. Central Java

    b. Denpasar, Bali

    c. West Java

    d. East Java

    e. South Kalimantan

37. During what period was he bulding built?

    a. Zayyanid dynasty

    b. Dutch colonial

c. The fourth dynasty Pharoah of Egypt Khufu

d. Hafsid dynasty

e. Ayyubid dynasty

38. How old is the Gedung Sate Now?

a. 99

b. 89

c. 88

d. 80

e. 98

39. " …. Gedung Sate is now the <u>headquarters</u> of the Provincial Government of West Java gives pride." The underlined word may be replaced by ….

a. **Nest**

b. House

c. Garden

d. Office

e. Market

40. *Look at paragraph 1 and answer the blank based on multiple choices below!*

a. Being have

b. Be have

c. To being having

d. Be had

e. **To be having**

Read the text below and answer the question 41-50!

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 tourist, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses which play regular routes along the major canals and between the city's islands, the city has many private boats. The only gondola still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

41. What does the text tell you about?

a. Gondola

b. Traghetti

c. **Venice**

d. Italy

e. Grand Canals

42. What transport crosses the Grand Canal for foot passenger points without bridges?

a. Gondolas

b. **Traghetti**

c. Waterbuses

d. Lagoon

e. Canals

43. From the text we can say that Venice belongs to a city of ….

a. **Water**

b. Ceremonies

c. Buses

d. Funeral

e. Lagoon

44. 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**

e. The only gondola still in common use by Venetians are the Traghetti

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

a. Gondola is the classical Venetian

b. The people of Venice city

c. The total of pedestrian in the road

d. The city bridge

e. The Venetians are the Traghetti

46. What does "it" in the third paragraph?

a. Bridge

b. City

c. Water

d. Gondola

e. Venetian

47. The statement below are true, except ….

a. Gondola is the specific boat

b. Gondola is the classical Venetian boat

c. Venice city has many private boats

d. Every form of transport is on water or on foot

e. Venice is the specific boat

48. Where is the location of Venice?

a. Northern Italy

b. Western Canada

c. Eastern Canada

d. Western Italy

e. Northern Canada

49. The statement below are true about the name of Venice city, except ….

a. Queen of the Adriatic

b. The City of Light

c. The City of Sun

d. City of Bridges

e. Queen of City

50. How many bridge that connected of the islands on which the city is built?

a. 115

b. 150

c. 400

d. 117

e. 777

ANSWERS SHEET OF ANALYSIS INSTRUMENT 1

1. E	11. D	21. A	31. A	41. C
2. B	12. C	22. C	32. B	42. A
3. B	13. A	23. D	33. A	43. B
4. A	14. C	24. E	34. E	44. E
5. E	15. C	25. C	35. C	45. D
6. E	16. A	26. A	36. E	46. B
7. A	17. C	27. A	37. A	47. E
8. C	18. B	28. C	38. B	48. A
9. D	19. D	29. A	39. D	49. B
10. B	20. B	30. A	40. E	50. A

ANALYSIS INSTRUMENT OF READING COMPREHNSION

Direction:

4. **Write your name and class!**

5. **Read the text carefully!**

6. **Choose the correct answer, write only a, b, c, d, or e for each answer!**

Name   : ....

Class   : ....

QUESTION

Read the text below and answer the question 1-6!

Paris is the capital city of France. It is one of the most beautiful cities in the world.

Paris is called the City of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is

university, is located on the left bank (South side) of the river. The beautiful white church Sacre Coeur on the top of a hill called Montmartre is located on the right bank (North side) of the Seine.

There are many others famous places in Paris, such as the famous museum, the Louvre, the cathedral of Notre Dame, and the most famous landmark in this city must be the Eiffel Tower.

also famous for its world center of education. For instance, it is the headquarter of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-kwon bridge is Pont Neuf, was built in the sixteenth century. Sorbonne, famous

Paris is named after a group of people called the Paris who built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite is where Notre Dame. Today around eight million people live in the Paris area.

1. What the topic of the text?

   a. UNESCO
   b. France
   c. Notre Dame

d. United Nations Educational

e. Paris

2. The fifth paragraph is about?

   a. City of Paris
   b. The origin of the word Paris
   c. The location of Notre Dame
   d. A village built thousand of years ago.
   e. An island in the middle of the Seine River.

3. What is the oldest and the most well known part of the city?

   a. The Seine River
   b. The Pont Neuf
   c. The Sorbonne
   d. The right bank
   e. The left bank

4. What type of the text is used by writer?

   a. Descriptive
   b. Report
   c. Narrative
   d. Explanation
   e. Announcement

5. From the text we know the Notre Dame located …

   a. On the left bank
   b. Near left louvre
   c. Outside the city of Paris

d. On the right bank

e. In the middle of the Seine River

6. There are many others famous places in Paris, such as **EXCEPT** ….

   a. The museum
   b. The Louvre
   c. The cathedral
   d. The Eiffel Tower
   e. Borobudur temple

Read the text below and answer the question 7-20!

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They…. (12) 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 …. (13) 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 Mc Kellen) 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 Zealandon 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, Californiaon 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

7. What is the topic about?
    f. The Hobbit film
    g. The Lord of the Rings
    h. The Battle of the Five Armies
    i. The hobbit Bilbo Baggins
    j. The Lonely Mountain

8. What type of the text is used by the writer?
    f. Hortatory experience
    g. Narrative
    h. Description
    i. Report
    j. Explanation

9. To show factual information, the writer uses ….
    f. Passive voice
    g. Direct speech
    h. Reported speech
    i. Simple past tense
    j. Simple present tense

10. 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
    e. Ian Mc Kellen

11. 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
    e. The adventure of Hobbit film

12. *Look at paragraph 1 and answer the blank based on the multiple choices below!*
    a. Have
    b. Had

c. **Are**

d. Were

e. Having

13. *Look at paragraph 1 and answer the blank based on the multiple choices below!*

    a. **Written**

    b. Wrote

    c. Writing

    d. Write

    e. Writings

14. The films take place in the fictional world…. (*Paragraph 2*). The antonym of "fictional" is.…

    a. Fabricated

    b. Fictive

    c. **True**

    d. Imagined

    e. Fault

15. 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

    e. 1212

16. 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

e. To look the Hobbit movie

17. The role of the dwarves' leader is played by?

    a. Thorin Oakenshield

    b. Bilbo Baggins

    c. **Richard Armitage**

    d. Ian McKellen

    e. J.R.R Jackson

18. …. who seek vengeance against Thorin and hisancestors. (*Paragraph 2*). The synonym of vengeance.

    a. Kindness

    b. **Revenge**

    c. Reconciliation

    d. Anger

    e. friendly

19. …. who seek vengeance against Thorin and hisancestors. *(Paragraph 2)*. The word "his" in the sentence refers to.…

    a. Azoh

    b. Bolg

    c. Thorin and ancestors

    d. **Thorin**

    e. Ancestors

20. How many people that lined in the red carpet on the first premiered The Hobbit film?

    a. 1000000

    b. **100000**

    c. 10000

    d. 1000

    e. 100

21. 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.

    e. The premiers of the hobbit movies were held in the same places of the different country

22. What is the communicative purpose of the text?

    f. To present two points of views about the Hobbit film

    g. To explain the Hobbit film

    h. To describe the Hobbit film

    i. To retell the Hobbit film

    j. To persuade readers to treat preserve the Hobbit film

Read the text below and answer the question 21-30

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. …. (31) almost entirely of water, which is why you can look through them

Some jellyfish can glow in darkness by making their own light. The light is made by achemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animal they like to eat.

Most jellyfish …. (32) in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. …. (33) in warm, tropical seas and in icy waters near the North and South poles.

23. What is the purpose of the text?

    a. To inform readers about fish

    b. To entertain reader about jellyfish

    c. To explain the reader about jellyfish

    d. To describe about jellyfish

    e. To retell about jellyfish

24. The organization of the text above is ….

    f. Orientation; evaluation, interpretative recount, evaluation, summation

g. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion

h. Thesis, argument, argument, recommendation

i. General statement, explanation, explanation, explanation

j. **Identification, description**

25. What is the main idea of the passage?

a. Jellyfish is vertebrate animal

b. Jellyfish has a backbone

c. Jellyfish is invertebrate animal

d. Jellyfish are found in a canals

e. Jellyfish is legend of animal

26. What type of the text is used by writer?

a. **Descriptive**

b. Report

c. Narrative

d. Explanation

e. Announcement

27. What does "they" in a paragraph 2?

a. Jellyfish

b. Brain

c. Stomach

d. Mouth

e. Animal

28. Which one creates Jellyfish's light?

a. White blood

b. Nervous system

c. **Chemical Reaction**

d. Salt Water

e. Blood

29. Which one is **TRUE** about the Jellyfish based on the text?

a. **They belong to invertebrate animal**

b. They have heads like other animal

c. Their brain helps them find the food

d. They cannot live in freshwater

e. Jellyfish are not found in oceans and seas all over the world

30. What is the text about?

a. **Jellyfish**

b. Kind of all fish

c. All invertebrate animal

d. Some kind of sea animal

e. Animal in the zoo

31. *Look at paragraph 2 and answer the blank based on the multiple choices below!*

a. **They are made**

b. They were make

c. They are making

d. They had

e. They having

32. *Look at the last paragraph and answer the blank based on the multiple choices below!*

a. Living

b. Live

c. Life

d. Stay

e. Leave

33. *Look at the last paragraph and answer the blank based on the multiple choices below!*

a. They live

b. They life

c. They leave

d. They lived

e. They left

34. "Some Jellyfish can glow in darkness by making their own light." (paragraph 3). The word "glow" in the sentence means ….

a. Move

b. True

c. Produce

d. Appear

e. Shine

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

a. The system of Jellyfish

b. The organ of Jellyfish

c. The living of Jellyfish

d. The activity of Jellyfish

e. The kind of Jellyfish

36. What is the synonym of "unlike"?

a. Alike

b. Similar

c. Weird

d. Related

e. Different

37. What is the meaning of invertebrate animal?

a. There is no bone

b. There is no mouth

c. It has brain

d. It has stomach

e. It have brain

Read the text below and answer the question 31-40

The Suramadu bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya and on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge o/is 30 meters, while its height is 146 meters. It carries motors vehicles. Opened on June 10, 2009, and the 5,4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30. 000 for four-wheeled vehicles and Rp.3.000 for two-whellers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, …. (46) at 4.5 trillion rupiah (US Dollar Million).

38. What is the topic about?

　　a. The Surabaya-Madura Bridge
　　b. The Suramadu Bridge
　　c. The island of Madura
　　d. The island of Bangkalan
　　e. The two bridge of Suramadu

39. The purpose of the text is ….

　　a. To invite the builder of Suramadu Bridge
　　b. To inform the readers about something happened in the past
　　c. To entertain or to amuse the reader
　　d. To describe about Suramadu Bridge

　　e. To introduce Suramadu Bridge

40. The organization of the text above is ….

　　a. Orientation; evaluation, interpretative recount, evaluation, summation
　　b. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion
　　c. Thesis, argument, argument, recommendation
　　d. General statement, explanation, explanation, explanation
　　e. **Identification, description**

41. The appropriate title of the text above is ….

　　a. Surabaya and Bangkalan Bridge
　　b. The cable stayed in Suramadu Bridge
　　c. The Suramadu Bridge
　　d. The history of Suramadu Bridge
　　e. The Bangkalan Bridge

42. The three cable-stayed sections constructed between Surabaya and ….

　　a. Bangkalan
　　b. Pasuruan
　　c. Madiun
　　d. Blitar

e. Bali

43. When was the bridge opened?

   a. In 2008
   b. In 2009
   c. In 2010
   d. In 2011
   e. In 2012

44. Which statement is not true according to the text?

   a. The Suramadu bridge is the longest bridge in Indonesian
   b. The bridge has two lanes in each direction
   c. The bridge is 5,4 length
   d. Car must pay Rp.3,000 before passing the bridge
   e. The bridges had three lanes in each direction

45. " …. Has been estimated at …."

The word estimated has the closest meaning to ….

   a. Spent
   b. Escaped
   c. Counted
   d. Claimed
   e. Cable

46. *Look at the last paragraph and answer the blank based on the multiple choices below!*

   a. Had been estimated
   b. **Has been estimated**
   c. Having been estimated
   d. Has estimated
   e. Having estimated

47. Where is the statement based on the last paragraph, **EXCEPT**?

   a. The total cost of the project is 4.5 trillion rupiah (US Dollar 445 million)
   b. The bridge was built by a consortium of Indonesian Companies
   c. The bridge was built by PT. Adhi Karya and PT. Waskita Karya
   d. The bridge was built by PT. Bima Channel China
   e. The bridge was built by a consortium of China Companies

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

   a. The location of the Suramadu Bridge
   b. The structure of the Suramadu Bridge
   c. The cost of the Suramadu Bridge

d. The cable on stayed in Surabaya Bridge

e. The form of the Suramadu Bridge

49. What is the antonym of "built"?

a. Created

b. Weak

c. Made

d. Constructed

e. House

50. The synonym of "direction" in the third paragraph is ….

a. Command

b. Deviation

c. Misdirection

d. Wrong way

e. Place

ANSWERS SHEET OF ANALYSIS INSTRUMENT 2

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

18. B
19. D
20. B
21. A
22. C
23. D
24. E
25. C
26. A
27. A
28. C
29. A
30. A
31. A
32. B
33. A
34. E

35. C
36. E
37. A
38. B
39. D
40. E
41. C
42. A
43. B
44. E
45. D
46. B
47. E
48. A
49. B
50. A

ANALYSIS INSTRUMENT OF READING COMPREHNSION

Direction:

7. **Write your name and class!**

8. **Read the text carefully!**

9. **Choose the correct answer, write only a, b, c, d, or e for each answer!**

Name   : ....

Class   :

QUESTION

Read the text below and answer the question 1-7!

    The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

    Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

    The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?
   a. The architect Renzo Piano
   b. The Shard glass panels

c. The Shard, building in London
d. The tallest building in London
e. The heart of London

2. In Europe, the Shard gains popularity on its …
   a. Location
   b. Function
   c. Height
   d. Age
   e. Usage

3. What probably makes people interested to stay in the Shard?
   a. It has multiple uses
   b. It is the tallest building in UK
   c. It was built by famous architect
   d. It is located in the heart of London
   e. It is very cheap

4. "…, making it Western European's tallest building." What does the underlined word "it" refer to?
   a. The Shard
   b. The glass

c. London

d. Skyscraper

e. Renzo Piano

5. *Look at the last paragraph and answer the blank based on multiple choices below!*

   a. Was developed to have

   b. Were develop

   c. Are develop

   d. Having

   e. Have

6. *Look at the last paragraph and answer the blank based on multiple choices below!*

   a. Are

   b. Am

   c. Were

   d. Was

   e. To be have

7. "…. describes on the website as a 'vertical city where people can live, work and <u>relax</u>". The underlined word may be replaced by ….

   a. Panic

   b. Angry

   c. Reduce

   d. Taut

   e. Dislike

Read the text below and answer the question 8-16!

Kediri is name of a town. It is situated in avalley 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 …. (13) the Dathok mountain. Because of the topography of the region, Kediri is called a chily 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 product like cigarettes and a special kind of tofu or bean curd. This higly nutritious food is a delicacy of Kediri and has distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory …. (14) 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.

8. What does the above text tell us about?

   a. The history of Kediri

   b. The famous product of Kediri

   c. The description of Kediri

   d. The people of Kediri

   e. The temples of Kediri

9. In the center of town there is a large hill which is called ….

   a. Tangkuban Mountain

   b. Dathok mountain

   c. Brantas

   d. Chilly town

   e. Center of town

10. What type of the text is used by the writer?

k. Hortatory experience

l. Narrative

m. Description

n. Report

o. Explanation

11. Because of the topography of the region, Kediri is called ….

a. Center of town

b. Brantas

c. Temple

d. Dathok mountain

e. Chilly town

12. There is a big river called …. Cutting off the center of the town.

a. Dathok mountain

b. Temple

c. Center of town

d. Brantas

e. Chilly town

13. *Look at the paragraph 1 and answer the blank based on multiple choices below!*

a. is called

b. Were called

c. Are called

d. Having call

e. Have call

14. *Look at the last paragraph and answer the blank based on multiple choices below!*

a. Are

b. Am

c. Were

d. Was

e. To be have

15. "Those who do not work here …."(last sentence)

The underlined word refers to ….

a. The traders

b. The factory workers

c. The farmers

d. The local people

e. The officer

16. The statements below are true ….

f. Nickname of Kediri is a chilly town

g. In addition to working in factories, the Kediri community work thieves

h. The Kediri community work as a doctor

i. In the city of Kediri there are no factories.

j. Petroleum is a natural resource owned by the city of Kediri

Read the text below and answer the question 17-23!

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or

the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

17. What type of text is used by the writer?

    f. Narrative

    g. Report

    h. Description

    i. **Explanation**

    j. Hortatory experience

18. Where did the tragedy happen?

    a. In the sea

    b. In the high way

    c. In the harbor

    d. In the air

    e. In the hospital

19. "It had good facilities." The underlined word refers to ….

    a. The world

    b. The ship

    c. The time

    d. The biggest

    e. The smallest

20. Which line tells us that most of people died?

    a. Line 3 & 4

    b. Line 1 & 2

    c. Line 6 & 7

    d. Line 1

    e. Line 5

21. Where did the Titanic sink exactly?

    a. Southeast continent

    b. In the sea

    c. Atlantic ocean

    d. North Atlantic Ocean

    e. South Korea

22. What causes the titanic ship to sink?

    a. Because it's out of gas

    b. passenger overload

    c. Because it hit an enormous iceberg

    d. Crash into another ship

    e. Imbalance

23. What is the total number of passengers at the time?

    a. 819

    b. b. 198

    c. c. 891

    d. 1,316

    e. 1,361

Read the text below and answer the question 24-30!

    Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

    Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

24. What is the topic of the text?

a. Family

b. Peter

c. Sport

d. Brother's of Peter

e. The writer's brother

25. What is the text purpose?

f. To inform readers about Peter

g. To retell about writer's brother

h. To introduce the hobby of Peter

i. To describe Peter

j. To explain the readers about the brother's of Peter

26. Which of the following statement is not true about Peter?

a. He plays football and tennis

b. He has long and straight hair

c. He has bright eyes

d. He doesn't play badminton

e. He has friendly smile.

27. According to the passage, we know that Peter is…

a. The writer's elder brother

b. The writer's youngest brother

c. A friendly boy

d. A naughty boy

e. The writer's teacher

28. From the text, we may conclude that….

a. Peter is a welcoming person

b. People is older that the writer

c. Peter is not diligent at all.

d. Many people do not like Peter

e. Many people hate the writer's.

29. "He is fourteen years old …. than me"

The underlined word refers to ….

a. Peter

b. The writer

c. The writer's brother

d. The writer's family

e. The brother

30. "Peter is interested in sports very much and at school he palys football and tennis." The underlined phrase can be replaced by ….

a. Dislike sports

b. Hates sport

c. Hates sports very much

d. Sports not really entertaining

e. Really likes sport

Read the text below and answer the question 31-40!

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 tourist, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses which play regular routes along the major canals and between the city's islands, the city has many private boats. The only gondola still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

31. What does the text tell you about?
- f. Gondola
- g. Traghetti
- h. Venice
- i. Italy
- j. Grand Canals

32. What transport crosses the Grand Canal for foot passenger points without bridges?
- f. Gondolas
- g. Traghetti
- h. Waterbuses
- i. Lagoon
- j. Canals

33. From the text we can say that Venice belongs to a city of ….
- f. Water
- g. Ceremonies
- h. Buses

- i. Funeral
- j. Lagoon

34. What does the second paragraph of the text tell us about?
- f. The forms of transport in the world
- g. The canals and roads that people like to use
- h. The archipelago that has a lot of islands
- i. Venice as the world famous for its canals
- j. The only gondola still in common use by Venetians are the Traghetti

35. What is the main idea of the last paragraph?
- f. Gondola is the classical Venetian
- g. The people of Venice city
- h. The total of pedestrian in the road
- i. The city bridge
- j. The Venetians are the Traghetti

36. What does "it" in the third paragraph?
- f. Bridge
- g. City
- h. Water
- i. Gondola
- j. Venetian

37. The statements below are true, except ….
- a. Gondola is the specific boat
- b. Gondola is the classical Venetian boat
- c. Venice city has many private boats

d. Every form of transport is on water or on foot

e. Venice is the specific boat

38. Where is the location of Venice?

f. Northern Italy

g. Western Canada

h. Eastern Canada

i. Western Italy

j. Northern Canada

39. The statements below are true about the name of Venice city, except ….

f. Queen of the Adriatic

g. The City of Light

h. The City of Sun

i. City of Bridges

j. Queen of City

40. How many bridge that connected of the islands on which the city is built?

f. 115

g. 150

h. 400

i. 117

j. 777

Read the text below and answer the question 41-50!

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 …. (48) 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 …. (49) from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian ocean which huge waves frighten most overseas cruisers.

41. What is the topic above?

a. The islands

b. The beach

c. Bale Kambang

d. Wayang

e. Tanah Lot in Bali

42. What makes Bale Kambang famous?

a. Small rocky islands

b. Long beautiful beach

c. Huge waves of ocean

d. Overseas cruisers

e. Three small rocky islands

43. 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

e. Small village of Bale Kambang

44. The organization of the text above is ….

k. Orientation; evaluation, interpretative recount, evaluation, summation

l. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion

m. Thesis, argument, argument, recommendation

n. General statement, explanation, explanation, explanation

o. **Identification, description**

45. "These islands are surrounded by Indonesian Ocean which <u>huge</u> waves ….." The underlined word may be replaced by ….

f. Big

g. Huge

h. Small

i. Broad

j. Narrow

46. What is "Wayang" mean in paragraph 2?

f. Doll

g. Musical instrument

h. Toy

i. Book

j. Dance equipment

36. In Bale Kambang, there are three small rocky islands, namely except ….

a. Ismaya Island, Wisanggeni Island, and Anoman Island

b. Parangtritis Island, Indrayanti Island, and Pok Tunggal Island

c. Tangkil Island, Embe Island, and Sari Ringgung Island

d. Ngobaran Island, Glagah Island, and Tanggil Island

e. Parangtritis Island, Glagah Island, and Embe Island

47. What does "it" in the first paragraph line three refer to?

f. Island

g. Wayang

h. Bale Kambang

i. Java traditional puppets

j. Beach

48. *Look at paragraph 1 and answer the blank based on multiple choices below!*

a. As well as

b. Were

c. Am

d. Was

e. To be having

49. *Look at the last paragraph and answer the blank based on multiple choices below!*

a. Is take

b. Am are taking

c. Are taken

d. Is taken

e. Am take

50. Where is the location of Bale Kambang?

a. Malang

b. Bali

c. East Java

d. Lampung

e. Balik Papan

ANSWERS SHEET OF ANALYSIS INSTRUMENT 3

1. D	18. A	35. A
2. C	19. B	36. D
3. D	20. C	37. E
4. A	21. D	38. A
5. A	22. A	39. C
6. D	23. E	40. D
7. C	24. B	41. C
8. C	25. D	42. B
9. A	26. D	43. A
10. C	27. B	44. E
11. E	28. A	45. A
12. D	29. B	46. A
13. A	30. E	47. A
14. A	31. C	48. C
15. E	32. B	49. A
16. A	33. A	50. C
17. C	34. D	

ANALYSIS INSTRUMENT OF READING COMPREHNSION

Direction:

10. Write your name and class!

11. Read the text carefully!

12. Choose the correct answer, write only a, b, c, d, or e for each answer!

Name   :   ....

Class   :   ....

QUESTION

Read the text below and answer the question 1-10!

London

London is one of the largest cities in the world, and one-sixth of all the people in England, Wales and Scotland live in or near it. The centre or City of London is quite small, only about one square mile. However, the area known as Greater London is much larger and has a population of over 8 million.

London …. (6) rapidly during the last 100 years. This is because many of the roads and railways in the country meet at London. It is not only the most important port in Britain but also the most important city in the Gommonwealth.

There are many factories in London. There make things that people need such as clothes and furniture. There …. (7) many important banks and companies in London, too, and every year many thousands of businessmen from all over the world visit London. At London Airport, which is a few miles outside the city, an airplane lands or takes off every minutes of the day.

1. What is the topic above?
    a. City
    b. London
    c. Country
    d. Companies
    e. Airport

2. London has a population of over 8 million. How many people live in Britain?
    a. About 60 million
    b. About 16 million
    c. About 100 million
    d. About 48 million
    e. About 50 million

3. "London is one of <u>the largest cities in the world</u>…."
    The underlined phrase can be replaced by ….

a. London is a city that small

b. London is a big city

c. The centre or City of London is quite small, only about one square mile.

d. London is a city that big and small

e. London has grown rapidly during the last 100 years.

4. What is the communicative purpose of the text?

k. To present two points of views about London

l. To explain London

m. To describe London

n. To retell London

o. To persuade readers to treat preserve the London

5. To show factual information, the writer uses ….

k. Passive voice

l. Direct speech

m. Reported speech

n. Simple past tense

o. Simple present tense

6. *Look at paragraph 1 and answer the blank based on multiple choices below!*

f. Had grow

g. Having grown

h. To be having

i. Have grown

j. Has grown

7. *Look at paragraph 1 and answer the blank based on multiple choices below!*

a. Had

b. Having

c. To be having

d. Were

e. Are

8. What does "it" in the second paragraph line three refer to?

k. City

l. Country

m. Government

n. London

o. Companies

9. There are many factories in London, **EXCEPT** ….

a. Bank

b. Clothes

c. Furniture

d. Companies

e. Temple

10. London consists of ….

a. England

b. Wales

c. Scotland

d. Northern Ireland

e. California

Read the text below and answer the questions 11-20!

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50.000 hectares and is inhabited by around 100 families. Several other islands, both

inhabited and uninhabited, lies near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti, and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Departement of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so few local divers at the time, and because of the distance from other well known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Kapoposang Island, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear, you can expect underwater visibility of over 15 meters – ideal condition for divers.

11. The text is about....

a. Kapoposang and the surrounding islands
b. Kapoposang as a diving spot
c. Kapoposang as a very popular tourist spot
d. Kapoposang as a secret area
e. Kapoposang and the weather

12. What type of text is used by the writer?

k. **Description**
l. Narrative
m. Hortatory experience
n. Report
o. **Explanation**

13. Where is Kapoposang located?

a. In the Nature Tourism Park of Makassar
b. Next to Makassar, South Sulawesi
c. In the Spermonde Islands
d. Among the big islands near Makassar
e. Very close, to the north of Spermonde

14. We know from the text that....

a. There are very few divers in the island
b. Hundreds of families live in the island

c. Kapoposang has a large area of coral reefs

d. Kapoposang always has good weather

e. Kapoposang is surrounded by deep blue waters

15. Kapoposang is <u>one of the largest of the Spermonde Islands</u>, around 70 km northwest of Makassar, South Sulawesi.

The underlined phrase can be replaced by ….

a. Kapoposang is a island that small

b. Kapoposang is a big island

c. Kapoposang covers an area of around 50.000 hectares

d. Kapoposang is the big and small island

e. Kapoposang has grown once 1999

16. When the best time to visit Kapoposang?

a. December

b. January

c. March

d. August

e. February

17. What will be seen if you approach the island of Kappoesang, **EXCEPT**?

a. Blue water

b. An expanse of coral reefs

c. White sands in the seabed

d. Sea grass

e. The forest is full of monkeys

18. The islands were declared a Nature Tourism Park by the Departement of Forestry in 1999, **EXCEPT**?

a. Papandangan

b. Kondongbali

c. Suranti

d. Santorini

e. Tambakulu

19. How long does it take to get to Kappoesang Island?

a. Two hours

b. Three hours

c. Four hours

d. Five hours

e. Six hours

20. Why Kappoesang Island is highly recommended for divers?

a. **Because the water is very clear, divers can expect underwater visibility of over 15 meters.**

b. Because Kappoesang is on the larest of the Spermonde Islands

c. Because Kappoesan is bing island

d. Because Kappoesang has grown once 1999

e. Because Kappoesangcovers an area of around 50.000 hectares

Read the text below and answer the question 21-30!

Kaka was born in Brazilia. From age 4 to 7, his family lived in Cuiaba, following his father, a civil engineer. At age 7, the family …. (27) to the city of Sao Paulo, in the neighborhood of Morumbi,

near the stadium of Sao Paulo FC. As FIFA says, Kaka fails to fit the Brazilia stereo type of the kid from the Favela who first played the game in the street with a ball made from rags. Coming from comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession.

His talent was soon recognized. A professor .... (28) the family and suggested enrolling him in a football school. At age 8, Kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, Kaka used to wake up two hours early, to keep up with his studies. Kaka meneged to conclude the intermediary cycle (eleven years) in Brazil, before dedicating exclusively to football.

In 2006, only 24 years old, Kaka was one of the main Brazilian players in the World Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that Kaka would stars as a principle. The groups formed by Kaka, Ronaldinho, Ronaldo, and Adriano was called "the Magic Square" by Brazilian media fans.

21. What is the topic about ....
    a. The city of Brazil
    b. Kaka
    c. FIFA
    d. Ronaldo

    e. The world cup

22. What is the communicative purpose of the text?
    a. To persuade readers to treat preserve the FIFA
    b. To explain the world cup
    c. To describe Kaka
    d. To retell London
    e. To present two points of views about the world cup

23. Having recognized Kaka's talent, the professor suggested that ... in the football school.
    a. He become a supervisor
    b. He enroll as a member
    c. He accommodate
    d. He practice more
    e. He spend his free time

24. The main idea of paragraph 3 is....
    a. His talent was soon recognized
    b. Kaka would stars as a principle
    c. "Magic Square" was formed by Kaka, Ronaldinho, Ronaldo, and Adriano
    d. A professor suggested Kaka's family enrolling him in a football school
    e. Kaka was one of the main Brazilian players in the World Cup

25. "His talent was soon <u>recognized</u>." (paragraph 2) The underling word is closest in meaning to...
    a. Predicted

b. Registered

c. Managed

d. Succeeded

e. Identified

26. "…. comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession." (*Paragraph 1*). The antonym of vengeance.

a. Happy

b. Unhappy

c. Pleasant

d. Nice

e. Good

27. *Look at paragraph 1 and answer the blank based on the multiple choices below!*

a. **Moved**

b. Called

c. Move

d. Moving

e. Call

28. *Look at paragraph 1 and answer the blank based on the multiple choices below!*

a. Have

b. Having

c. Called

d. Has

e. Had

29. "His talent was soon recognized". (*Paragraph 2*) The underlined word refers to ….

a. Kaka

b. Ronaldo

c. Adriano

d. Carlos

e. Alberto

30. Who is coach of Kaka?

a. Carlos Alberto Parreira

b. Ronaldo

c. Alberto Parreira

d. Adriano

e. Kaka

Read the text below and answer the question 31-40!

Losari Beach

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you …. (36) also

free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often …. (37) as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

31. What is the main idea of the text?
   a.   Losari beach is a awful place.
   b.   Losari beach is a good place to visit.
   c.   No body visit Losari beach.
   d.   Many visitor on Pantai Gapura Hotel.
   e.   No one stay at Losari Beach Inn.

32. The organization of the text above is ….

   p.   Thesis, argument, argument, recommendation
   q.   Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion
   r.   Orientation; evaluation, interpretative recount, evaluation, summation
   s.   **Identification, description**
   t.   General statement, explanation, explanation, explanation

33. How many hotels does the writer mention?
   a.   Six hotels.
   b.   Five hotels.
   c.   **Four hotels.**
   d.   Three hotels.
   e.   Two hotels.

34. Where is Losari beach located?
   a.   Somewhere at Makassar City.
   b.   Locate at Jalan Penghibur.
   c.   Near Makassar City.
   d.   Far away from Losari Beach Inn.
   e.   Located only about 3 km from the center of Makassar (Karebosi Park).

35. *Look at paragraph 2 and answer the blank based on the multiple choices below!*
   a.   **Are**
   b.   Were

c. Have

d. Having

e. Was

36. *Look at paragraph 1 and answer the blank based on the multiple choices below!*

    a. Using

    b. Use

    c. Call

    d. Calling

    e. Used

37. "This place is a plaza with a clean floor for children to play and running around….". (*Paragraph 2)* What does the underlined word "This place" refer to?

    a. Lossari Beach

    b. Marine Park

    c. Hotel

    d. Sea

    e. Island

38. The statements below are not true ….

    a. Losari is its waterfront of Makassar

    b. Lossari beach have too much visitor

    c. Lossari beach have not much visitor

    d. You can see sunset at Lossari Beach

    e. Lossari beach have four hotels

39. We know from the text that....

    a. **Every evening you can see the panorama of red as the sun will disappear into the ocean.**

    b. The visitors can enjoy very delicious dishes every night.

c. Losari Beach provides a lot of games for children.

d. Losari becah has a very ugly view.

e. Losari becah has a very terrible story.

40. "The lengthy of the beach is approximately one kilometer …." (*Paragraph 1*). The synonym of lengthy.

    a. Long

    b. Big

    c. Bad

    d. Good

    e. Short

Read the text below and answer the question 40-50!

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 …. (48) 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 …. (49) from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian ocean which huge waves frighten most overseas cruisers.

41. What is the topic above?

   f. The islands

   g. The beach

   h. Bale Kambang

   i. Wayang

   j. Tanah Lot in Bali

42. What makes Bale Kambang famous?

   f. Small rocky islands

   g. Long beautiful beach

   h. Huge waves of ocean

   i. Overseas cruisers

   j. Three small rocky islands

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

   f. There are three rocky islands in Bale Kambang

   g. Huge waves frighten many overseas cruisers

   h. Names of rocky islands are taken from "wayang" figures

   i. The rocky islands are in the middle of the sea

   j. Small village of Bale Kambang

44. The organization of the text above is ….

   a. Orientation; evaluation, interpretative recount, evaluation, summation

   b. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion

   c. Thesis, argument, argument, recommendation

   d. General statement, explanation, explanation, explanation

   e. **Identification, description**

45. "These islands are surrounded by Indonesian Ocean which <u>huge</u> waves ….." The underlined word may be replaced by ….

   k. Big

   l. Huge

   m. Small

   n. Broad

   o. Narrow

46. What is "Wayang" mean in paragraph 2?

   k. Doll

   l. Musical instrument

   m. Toy

   n. Book

   o. Dance equipment

47. In Bale Kambang, there are three small rocky islands, namely except ….

   f. Ismaya Island, Wisanggeni Island, and Anoman Island

   g. Parangtritis Island, Indrayanti Island, and Pok Tunggal Island

   h. Tangkil Island, Embe Island, and Sari Ringgung Island

   i. Ngobaran Island, Glagah Island, and Tanggil Island

j. Parangtritis Island, Glagah Island, and Embe Island

47. What does "it" in the first paragraph line three refer to?

p. Island

q. Wayang

r. Bale Kambang

s. Java traditional puppets

t. Beach

48. Look at paragraph 1 and answer the blank based on multiple choices below!

f. As well as

g. Were

h. Am

i. Was

j. To be having

49. Look at the last paragraph and answer the blank based on multiple choices below!

f. Is take

g. Am are taking

h. Are taken

i. Is taken

j. Am take

50. Where is the location of Bale Kambang?

f. Malang

g. Bali

h. East Java

i. Lampung

j. Balik Papan

ANSWERS SHEET OF ANALYSIS INSTRUMENT 4

1. **A**	18. **D**	35. **A**
2. **A**	19. **A**	36. **E**
3. **B**	20. **A**	37. **B**
4. **C**	21. **B**	38. **C**
5. **D**	22. **C**	39. **A**
6. **E**	23. **B**	40. **A**
7. **D**	24. **B**	41. **C**
8. **D**	25. **B**	42. **B**
9. **E**	26. **B**	43. **A**
10. **E**	27. **A**	44. **B**
11. **B**	28. **C**	45. **A**
12. **A**	29. **A**	46. **A**
13. **B**	30. **A**	47. **C**
14. **A**	31. **B**	48. **A**
15. **B**	32. **D**	49. **C**
16. **D**	33. **C**	50. **C**
17. **E**	34. **A**	

BLUEPRINT

ANALYSIS INSTRUMENT 1 OF READING COMPREHENSION

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
KI-1: Living and practicing the teachings of the religion he adheres to. KI-2: Understanding and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.	1.1 Being grateful for the opportunity to learn English as an language of instruction international communication is realized in the spirit of learning. 1.2 Showing responsibility, discipline, cooperation and peace-loving behavior in carrying out functional communication. 1.3 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their	1. Main idea (topic)	1, 8, 16, 29, 30, 33, 41, 44, 45	9
		2. Expressions/ idiom/ phrase in context	22, 31, 46	3
		3. Inference (implied detail)	3, 7, 9, 12, 13, 14, 17, 24, 27, 34, 35	11
		4. Grammatical features	18, 40	2
		5. Detail (scanning for a specifically stated detail)	2, 6, 10, 11, 15, 25, 26, 32, 36, 37, 38, 42, 43, 47, 48, 49 50	17
		6. Excluding fact not written (unstated details)	5, 20,	2
		7. Supporting idea(s)	19, 21, 23	3
		8. Vocabulary in context	4, 28, 39	3

KI-3: Understand, apply, analyze factual, conceptual and procedural knowledge based on their curiosity about science, art technology, culture, and hmaniora with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply knowledge procedural in the field of study that is specific to their talents and interests to solve problems. K-4: Processing, reasoning, and presenting in concrete and abstract realms related to self-development learned in school independently, and being able to use methods according to scientific rules.	use. 1.4 Capturing meanings in descriptive oral and simple written texts 1.5 Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structure, and language elements that are correct and in context. 1.6 Arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, by paying attention to the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context.			
Total				**50**

BLUEPRINT

ANALYSIS INSTRUMENT 2 OF READING COMPREHENSION

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
KI-1: Living and practicing the teachings of the religion he adheres to. KI-2: Understanding and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association. KI-3: Understand, apply, analyze factual, conceptual and procedural knowledge based on their curiosity about science, art technology, culture, and hmaniora with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply knowledge procedural in the field of study that is specific to their talents and interests to solve problems. K-4: Processing, reasoning, and presenting in concrete and abstract realms related to self-	1.7 Being grateful for the opportunity to learn English as a language of instruction international communication is realized in the spirit of learning. 1.8 Showing responsibility, discipline, cooperation and peace-loving behavior in carrying out functional communication. 1.9 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use. 1.10 Capturing meanings in descriptive oral and simple written texts 1.11 Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structure, and language elements that are correct and in context.	9. Main idea (topic)	1, 7, 25, 30, 35, 38, 48	7
		10. Expressions/ idiom/ phrase in context	11, 19, 22, 27, 45	5
		11. Inference (implied detail)	2, 4, 8, 9, 23, 24, 26, 39, 40	9
		12. Grammatical features	12, 13, 31, 32, 33, 46	6
		13. Detail (scanning for a specifically stated detail)	3, 5, 10, 15, 16, 17, 20, 28, 42, 43	10
		14. Excluding fact not written (unstated details)	6, 21, 44, 47	4

development learned in school independently, and being able to use methods according to scientific rules.	1.12 Arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, by paying attention to the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context.	15. Supporting idea(s)	29, 37, 41	3
		16. Vocabulary in context	14, 18, 34, 36, 49, 50	6
Total				**50**

BLUEPRINT

ANALYSIS INSTRUMENT 3 OF READING COMPREHENSION

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
KI-1: Living and practicing the teachings of the religion he adheres to. KI-2: Understanding and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association. KI-3: Understand, apply, analyze factual, conceptual and procedural knowledge based on their curiosity about science, art technology, culture, and hmaniora with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply knowledge procedural in the field of study that is specific to their talents and interests to solve problems. K-4: Processing, reasoning, and presenting in concrete and abstract realms related to self-development learned in school independently, and being able to use	1.13 Being grateful for the opportunity to learn English as a language of instruction international communication is realized in the spirit of learning. 1.14 Showing responsibility, discipline, cooperation and peace-loving behavior in carrying out functional communication. 1.15 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use. 1.16 Capturing meanings in descriptive oral and simple written texts 1.17 Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structure, and language elements that are correct and in context. 1.18 Arrange simple oral and written descriptive texts about people, tourist	17. Main idea (topic)	1, 8, 24, 31, 35, 41, 43	7
		18. Expressions/ idiom/ phrase in context	4, 19, 29, 36, 47, 48,	6
		19. Inference (implied detail)	10, 17, 34, 44,	4
		20. Grammatical features	5, 6, 13, 14, 15, 49, 50	7
		21. Detail (scanning for a specifically stated detail)	2, 3, 9, 11, 12, 16, 18, 21, 23, 32, 38, 40, 42,	13
		22. Excluding fact not written (unstated details)	22, 26, 36, 39, 36	5
		23. Supporting idea(s)	20, 27, 28, 33,	4
		24. Vocabulary in	7, 30, 45, 46	4

methods according to scientific rules.	attractions, and famous historical buildings, by paying attention to the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context.	context		
Total				**50**

BLUEPRINT
ANALYSIS INSTRUMENT 4 OF READING COMPREHENSION

Core Competence	Basic Competence	Indicator of Reading	Item Number	Total
KI-1: Living and practicing the teachings of the religion he adheres to. KI-2: Understanding and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves	1.19 Being grateful for the opportunity to learn English as an language of instruction international communication is realized in the spirit of learning. 1.20 Showing responsibility, discipline, cooperation and peace-loving behavior in carrying out functional communication. 1.21 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and	25. Main idea (topic)	1,	
		26. Expressions/ idiom/ phrase in context		
		27. Inference (implied detail)		
		28. Grammatical features		
		29. Detail (scanning for a specifically stated detail)		
		30. Excluding fact not written (unstated details)		
		31. Supporting idea(s)		
		32. Vocabulary in context		

as a reflection of the nation in world association. KI-3: Understand, apply, analyze factual, conceptual and procedural knowledge based on their curiosity about science, art technology, culture, and hmaniora with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply knowledge procedural in the field of study that is specific to their talents and interests to solve problems. K-4: Processing, reasoning, and presenting in	famous historical buildings, according to the context of their use. 1.22 Capturing meanings in descriptive oral and simple written texts 1.23 Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structure, and language elements that are correct and in context. 1.24 Arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, by paying			

concrete and abstract realms related to self-development learned in school independently, and being able to use methods according to scientific rules.	attention to the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context.			
Total				**50**

CYCLE 1

PRE-TEST OF READING COMPREHNSION

Direction:
1. Write your name and class!
2. Read the text carefully!
3. Choose the correct answer, write only a, b, c, d, or e for each answer!

Name : fauzi ahmad nur aut

Class : X (sepuluh)   60

QUESTION

Read the text below and answer the question 1-6!

Singapore is a city state, it is a city but it is also a sate. It is a republic. Along with Indonesia, Malaysia, Thailand, Philippines, and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations.

Like Indonesia, Singapore is a country of "Bhineka Tunggal Ika" Chinese, Malays, Indians, Eurasians make up its citizens. Other Asian, including Indonesians, Japanese, Philippines, Koreans, Thais, and Arabs also live on that tiny island. Singapore is sometimes called "Instant Asia" because you can see varieties of customs, culture, and food of nearly all Asia in Singapore.

1. The text mainly talks about Singapore as ....
   a. A nation
   b. An island
   c. A republic
   d. A city state
   e. A member of ASEAN

2. What type of the text is used by the writer?
   a. Hortatory experience
   b. Narrative
   c. Description
   d. Report
   e. Explanation

3. " .... Koreans, Thais and Arabs, live on that <u>tiny</u> island." The underlined word may be replaced by ....
   a. Cure
   b. Huge
   c. Small
   d. Broad
   e. Narrow

4. What is "Bhineka Tunggal Ika" means in paragraph 2?
   a. Divorced
   b. Countries that have only one ethnicity
   c. A country that has many different ethnicities
   d. Developed and developing countries
   e. A country that doesn't have ethnicity

5. What is the republic city of the text based on second sentence?
   a. Malaysia
   b. Thailand
   c. Indonesian

Read the text below and answer the question 11-16!

Malaria is one of the most dangerous diseases in Indonesia. It is dangerous not because so many people die of it, but because so many people become weak as a result of it. When you .... (13) malaria your temperature goes up very fast, then lowers again, then goes up again. You many feel better next day, but you get ill again soon. All this weakens the body, so that people suffering from malaria get other diseases very easily. Therefore Indonesian doctors do their best to fight malaria. They tell the people in the areas where there is much malaria that they should spray their houses. They also ask the people to clean the dirty pools of water where thousand of mosquitoes are bred. Not all mosquitoes spread the disease, but it is difficult to see exactly which mosquito is dangerous; therefore they should all be destroyed as much as possible. In this way hundreds of areas have already been freed from the disease, but there are still many areas left where people suffer from malaria. At present the government is trying to free the whole country from the disease, and it will certainly succeed if people cooperate.

11. What the topic of the text?
   a. Malaria
   b. Blood
   c. Mosquitoes
   d. Many people die
   e. Disease

12. What is the text purpose?
   a. To inform readers about malaria disease
   b. To retell about malaria disease
   c. To introduce the malaria disease
   d. To describe malaria disease
   e. To explain the readers about the dangerous of malaria disease

13. Look at paragraph 1 and answer the blank based on multiple choices below!
   a. Had
   b. Having
   c. To be having
   d. Have
   e. are

14. Why is malaria dangerous?
   a. Because it brings death
   b. Because your temperature rises
   c. Because it make people weak
   d. Because your temperature goes down
   e. Because make the people happy

15. " .... the government is trying to free the whole country from the disease, and it will certainly succeed if people cooperate." The underlined phrases can be replaced by ....
   a. The government is trying to tackle malaria
   b. The government will provide assistance to residents affected by the disaster
   c. The government will make a health program
   d. The government is appealing to the orderly citizens in a food strife
   e. The government invites people to participate in celebrating independence

16. Where is place preferred by malaria mosquitoes, EXCEPT?
   a. Goth
   b. Warehouse
   c. Bathroom tubs that are really cleaned
   d. Trash can
   e. Dirty place

ANSWERS SHEET OF PRE-TEST

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

LIST OF PRESENCE

PRE-TEST

NO.	Student's Name	TTD	
1.	A Azis Habif	1	
2.	Ahmad Khoirul Anam		2
3.	Aini Fatul Ulumiah	3	
4.	Alfiya Damayanti		4
5.	Devi Lestari	5	
6.	Eka Santi Widya Ningsih		6
7.	Elis Puspita Sari	7	
8.	Erni Erdasari		8
9	Fauzi Ahmad Nur Alif	9	
10.	Gus Maruf		10
11.	Ikhbal Sukron Rahmadani	11	
12.	Ilham Rama Dhoni		12
13.	Irfan	13	
14.	Jamal		14
15.	Kartika Sari	15	
16.	Khoirotun Nisa		16
17.	Lailatul Khoiriah	17	
18.	M. Nasrul Arifin		18
19.	Muam Maroh	19	
20.	Muhammad Rofi Ngirfani		20
21.	Muhammad Saipul Ulum	21	
22.	Nur Azizah Ulviana		22
23.	Rahma Hanatul Ummah	23	
24.	Rega Waris Man		24
25.	Rendra Adie Anandra	25	
26.	Rizky Setiawan		26
27.	Robby	27	
28.	Selvia Monika		28
29.	Shella Maya Sari	29	
30.	Sri Sugiman		30
31.	Sulis Setiawati	31	
32.	Vani Andreanto		32
33.	Wais Kurnia Iskandar	33	
34.	Wisnu Ridho Kurniawan		34
35.	Zevi Lusiana	35	

Table 5
Students' Pre-test Grade

No.	Students' Name	Grade	Category
1.	AAH	75	COMPLETE
2.	AKA	30	INCOMPLETE
3.	AFU	30	INCOMPLETE
4.	AD	30	INCOMPLETE
5.	DL	40	INCOMPLETE
6.	ESWN	20	INCOMPLETE
7.	EPS	25	INCOMPLETE
8.	EE	50	INCOMPLETE
9.	FANA	60	INCOMPLETE
10.	GM	55	INCOMPLETE
11.	ISR	25	INCOMPLETE
12.	IRD	20	INCOMPLETE
13.	I	40	INCOMPLETE
14.	J	30	INCOMPLETE
15.	KS	65	INCOMPLETE
16.	KN	15	INCOMPLETE
17.	LK	85	COMPLETE
18.	MNA	80	COMPLETE
19.	MM	25	INCOMPLETE
20.	MRN	40	INCOMPLETE
21.	MSU	45	INCOMPLETE
22.	NAU	35	INCOMPLETE
23.	RHU	40	INCOMPLETE
24.	RWM	35	INCOMPLETE
25.	RAA	30	INCOMPLETE
26.	RS	35	INCOMPLETE
27.	R	60	INCOMPLETE
28.	SM	10	INCOMPLETE
29.	SMS	20	INCOMPLETE
30.	SS^1	35	INCOMPLETE
31.	SS^2	35	INCOMPLETE
32.	VA	20	INCOMPLETE
33.	WKI	25	INCOMPLETE
34.	WRK	60	INCOMPLETE
35.	ZL	35	INCOMPLETE
Total		**1,360**	
Average		**39**	
High Score		**85**	
Low Score		**10**	

Note:

1. Grade Interval of Pre-Test

    $K = 1 + 3,3 \log n$

    $K = 1 + 3,3 \log 35$

    $K = 1 + 3,3 \times 1,54$

    $K = 1 + 5,09$

    $K = 6,09$

    $K = 6$

2. $R = $ High Score – Low Score

    $R = 85 - 10$

    R = 75

    $I = \dfrac{R}{K}$

    $I = \dfrac{75}{6}$

    $I = 13$

    Note:

    $K = $ Number of Interval Class

    $R = $ Distance of Maximum and Minimum Score

    $I = $ Length of Interval Class (Total of Interval Class)

    $N = $ Total Students

Table 4.3

The Frequency Distribution based on Reading Grade Interval
Pre-Test

No.	Grade Interval	Frequency
1.	10 – 21	6 Students
2.	22 – 33	9 Students
3.	34 – 45	11 Students
4.	46 – 57	2 Students
5.	58 – 69	4 Students
6.	70 – 81	2 Students
7.	82 – 93	1 Students
Total		**35 Students**

CYCLE 1
POST-TEST OF READING COMPREHENSION

Direction:
1. Write your name and class!
2. Read the text carefully!
3. Choose the correct answer, write only a, b, c, d, or e for each answer!

Name : SRi Sugiman

Class : X

65

QUESTION

Read the text below and answer the question 1-4!

Paris is the capital city of France. It is one of the most beautiful cities in the world.

Paris is called the City of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarter of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-kwon bridge is Pont Neuf, was built in the sixteenth century. Sorbonne, famous university, is located on the left bank (South side) of the river. The beautiful white church Sacre Coeur on the top of a hill called Montmartre is located on the right bank (North side) of the Seine.

There are many others famous places in Paris, such as the famous museum, the Louvre, the cathedral of Notre Dame, and the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Paris who built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite is where Notre Dame. Today around eight million people live in the Paris area.

1. What is the oldest and the most well known part of the city?

    a. The Seine River
    b. The Pont Neuf
    c. The Sorbonne
    d. The right bank
    e. The left bank

2. What type of the text is used by writer?

    a. Descriptive
    b. Report
    c. Narrative
    d. Explanation
    e. Announcement

3. From the text we know the Notre Dame located ...

a. On the left bank
b. Near left louvre
c. Outside the city of Paris
d. On the right bank
x. In the middle of the Seine River

4. There are many others famous places in Paris, such as **EXCEPT** ....

a. The museum
b. The Louvre
c. The cathedral
d. The Eiffel Tower
x. Borobudur temple

Read the text below and answer the question 5-14!

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They.... (7) 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 .... (8) 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 Mc Kellen) 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 Zealandon 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, Californiaon 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

5. What is the topic about?
   a. The Hobbit film
   b. The Lord of the Rings
   c. The Battle of the Five Armies
   d. The hobbit Bilbo Baggins
   e. The Lonely Mountain

6. 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
   e. The adventure of Hobbit film

7. *Look at paragraph 1 and answer the blank based on the multiple choices below!*
   a. Have
   b. Had
   c. Are
   d. Were
   x. Having

8. *Look at paragraph 1 and answer the blank based on the multiple choices below!*
   ~~a.~~ Written
   b. Wrote
   c. Writing
   d. Write
   e. Writings

9. 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
   e. 1212

10. 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
    e. To look the Hobbit movie

11. The role of the dwarves' leader is played by?
    a. Thorin Oakenshield
    b. Bilbo Baggins
    ~~c.~~ Richard Armitage
    d. Ian McKellen
    e. J.R.R Jackson

12. .... who seek vengeance against Thorin and hisancestors. (*Paragraph 2*). The synonym of vengeance.
    a. Kindness
    b. Revenge
    c. Reconciliation
    d. Anger
    ~~e.~~ friendly

13. .... who seek vengeance against Thorin and hisancestors. (*Paragraph 2*). The word "his" in the sentence refers to....
    a. Azoh

b. Bolg
c. Thorin and ancestors
d. Thorin
~~e.~~ Ancestors

14. What is the communicative purpose of the text?
    a. To present two points of views about the Hobbit film
    b. To explain the Hobbit film
    ~~c.~~ To describe the Hobbit film
    d. To retell the Hobbit film
    e. To persuade readers to treat preserve the Hobbit film

Read the text below and answer the question 15-20!

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They are made almost entirely of water, which is why you can look through them

Some jellyfish can glow in darkness by making their own light. The light is made by achemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animal they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

15. What is the purpose of the text?

    a. To inform readers about fish
    b. To entertain reader about jellyfish
    c. To explain the reader about jellyfish
    d. To describe about jellyfish
    e. To retell about jellyfish

16. The organization of the text above is ....

    a. Orientation; evaluation, interpretative recount, evaluation, summation
    b. Issue, argument: point-elaboration, argument: point-elaboration, argument: point-elaboration, conclusion
    c. Thesis, argument, argument, recommendation
    d. General statement, explanation, explanation, explanation
    e. Identification, description

17. What is the main idea of the passage?

    a. Jellyfish is vertebrate animal
    b. Jellyfish has a backbone
    c. Jellyfish is invertebrate animal
    d. Jellyfish are found in a canals
    e. Jellyfish is legend of animal

18. What type of the text is used by writer?

    a. Descriptive
    b. Report
    c. Narrative
    d. Explanation
    e. Announcement

19. What does "they" in a paragraph 2?

    a. Jellyfish
    b. Brain

    c. Stomach
    d. Mouth
    e. Animal

20. Which one is **TRUE** about the Jellyfish based on the text?

    a. They belong to invertebrate animal
    b. They have heads like other animal
    c. Their brain helps them find the food
    d. They cannot live in freshwater
    e. Jellyfish are not found in oceans and seas all over the world

LIST OF PRESENCE

POST-TEST 1

NO.	Student's Name	TTD	
1.	A Azis Habif	1	
2.	Ahmad Khoirul Anam		2
3.	Aini Fatul Ulumiah	3	
4.	Alfiya Damayanti		4
5.	Devi Lestari	5	
6.	Eka Santi Widya Ningsih		6
7.	Elis Puspita Sari	7	
8.	Erni Erdasari		8
9	Fauzi Ahmad Nur Alif	9	
10.	Gus Maruf		10
11.	Ikhbal Sukron Rahmadani	11	
12.	Ilham Rama Dhoni		12
13.	Irfan	13	
14.	Jamal		14
15.	Kartika Sari	15	
16.	Khoirotun Nisa		16
17.	Lailatul Khoiriah	17	
18.	M. Nasrul Arifin		18
19.	Muam Maroh	19	
20.	Muhammad Rofi Ngirfani		20
21.	Muhammad Saipul Ulum	21	
22.	Nur Azizah Ulviana		22
23.	Rahma Hanatul Ummah	23	
24.	Rega Waris Man		24
25.	Rendra Adie Anandra	25	
26.	Rizky Setiawan		26
27.	Robby	27	
28.	Selvia Monika		28
29.	Shella Maya Sari	29	
30.	Sri Sugiman		30
31.	Sulis Setiawati	31	
32.	Vani Andreanto		32
33.	Wais Kurnia Iskandar	33	
34.	Wisnu Ridho Kurniawan		34
35.	Zevi Lusiana	35	

Table 7
The Students' Post-test 1 Grade

No.	Students' Name	Grade	Category
1.	AAH	80	COMPLETE
2.	AKA	25	INCOMPLETE
3.	AFU	40	INCOMPLETE
4.	AD	60	INCOMPLETE
5.	DL	65	INCOMPLETE
6.	ESWN	40	INCOMPLETE
7.	EPS	60	INCOMPLETE
8.	EE	75	COMPLETE
9.	FANA	55	INCOMPLETE
10.	GM	45	INCOMPLETE
11.	ISR	35	INCOMPLETE
12.	IRD	65	INCOMPLETE
13.	I	70	COMPLETE
14.	J	45	INCOMPLETE
15.	KS	60	INCOMPLETE
16.	KN	50	INCOMPLETE
17.	LK	75	INCOMPLETE
18.	MNA	75	COMPLETE
19.	MM	45	INCOMPLETE
20.	MRN	30	INCOMPLETE
21.	MSU	50	INCOMPLETE
22.	NAU	35	INCOMPLETE
23.	RHU	55	INCOMPLETE
24.	RWM	30	INCOMPLETE
25.	RAA	45	INCOMPLETE
26.	RS	40	INCOMPLETE
27.	R	30	INCOMPLETE
28.	SM	70	COMPLETE
29.	SMS	40	INCOMPLETE
30.	SS[1]	65	INCOMPLETE
31.	SS[2]	55	INCOMPLETE
32.	VA	25	INCOMPLETE
33.	WKI	75	COMPLETE
34.	WRK	65	INCOMPLETE
35.	ZL	70	COMPLETE
Total		**1,845**	
Average		**53**	
High Score		**80**	
Low Score		**25**	

Note:

3. Grade Interval of Pre-Test

   $K = 1 + 3,3 \log n$

   $K = 1 + 3,3 \log 35$

   $K = 1 + 3,3 \times 1,54$

   $K = 1 + 5,09$

   $K = 6,09$

   $K = 6$

4. $R = \text{High Score} - \text{Low Score}$

   $R = 80 - 25$

   R = 55

   $I = \dfrac{R}{K}$

   $I = \dfrac{55}{6}$

   $I = 9$

   Note:

   $K = \text{Number of Interval Class}$

   $R = \text{Distance of Maximum and Minimum Score}$

   $I = \text{Length of Interval Class (Total of Interval Class)}$

   $N = \text{Total Students}$

Table 4.5

The Frequency Distribution based on Reading Grade Interval Post-Test 1

No.	Grade Interval	Frequency
1.	25 – 34	5 Students
2.	35 – 44	6 Students
3.	45 – 54	6 Students
4.	55 - 64	6 Students
5.	65 – 74	7 Students
6.	75 – 84	5 Students
Total		**35 Students**

CYCLE 2

POST-TEST **OF READING COMPREHNSION**

Direction:
1. Write your name and class!
2. Read the text carefully!
3. Choose the correct answer, write only a, b, c, d, or e for each answer!

Name : IRFAN

Class : X

70

QUESTIONS

Read the text below and answer the question 1-5!

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building .... (5) multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?
   a. The architect Renzo Piano
   b. The Shard glass panels
   c. The Shard, building in London
   X. The tallest building in London
   e. The heart of London

2. In Europe, the Shard gains popularity on its
   a. Location

b. Function
X. Height
d. Age
e. Usage

3. What probably makes people interested to stay in the Shard?
   a. It has multiple uses
   b. It is the tallest building in UK
   c. It was built by famous architect
   X. It is located in the heart of London
   e. It is very cheap

4. "...., making it Western European's tallest building." What does the underlined word "it" refer to?
   X. The Shard
   b. The glass
   c. London
   d. Skyscraper
   e. Renzo Piano

5. Look at the last paragraph and answer the blank based on multiple choices below!
   X. Was developed to have
   b. Were develop
   c. Are develop
   d. Having
   e. Have

Read the text below and answer the question 6-10!

Kediri is 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 chily 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 product like cigarettes and a special kind of tofu or bean curd. This higly nutritious food is a delicacy of Kediri and has 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.

6. What does the above text tell us about?
   a. The history of Kediri
   b. The famous product of Kediri
   X. The description of Kediri
   d. The people of Kediri
   e. The temples of Kediri

7. In the center of town there is a large hill which is called ....
   a. Tangkuban Mountain
   X. Dathok mountain
   c. Brantas
   d. Chilly town
   e. Center of town

8. Because of the topography of the region, Kediri is called ....
   a. Center of town
   b. Brantas
   c. Temple
   d. Dathok mountain

9. There is a big river called .... Cutting off the center of the town.
   a. Dathok mountain
   b. Temple
   c. Center of town
   d. Brantas
   e. Chilly town

10. "Those who do not work here ...."(last sentence)
    The underlined word refers to ....
    a. The traders
    b. The factory workers
    X. The farmers
    d. The local people
    e. The officer

Read the text below and answer the question 11-15!

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

11. What type of text is used by the writer?

    X. Narrative
    b. Report
    c. Description
    d. Explanation
    e. Hortatory experience

LIST OF PRESENCE

POST-TEST 2

NO.	Student's Name	TTD	
1.	A Azis Habif	1	
2.	Ahmad Khoirul Anam		2
3.	Aini Fatul Ulumiah	3	
4.	Alfiya Damayanti		4
5.	Devi Lestari	5	
6.	Eka Santi Widya Ningsih		6
7.	Elis Puspita Sari	7	
8.	Erni Erdasari		8
9	Fauzi Ahmad Nur Alif	9	
10.	Gus Maruf		10
11.	Ikhbal Sukron Rahmadani	11	
12.	Ilham Rama Dhoni		12
13.	Irfan	13	
14.	Jamal		14
15.	Kartika Sari	15	
16.	Khoirotun Nisa		16
17.	Lailatul Khoiriah	17	
18.	M. Nasrul Arifin		18
19.	Muam Maroh	19	
20.	Muhammad Rofi Ngirfani		20
21.	Muhammad Saipul Ulum	21	
22.	Nur Azizah Ulviana		22
23.	Rahma Hanatul Ummah	23	
24.	Rega Waris Man		24
25.	Rendra Adie Anandra	25	
26.	Rizky Setiawan		26
27.	Robby	27	
28.	Selvia Monika		28
29.	Shella Maya Sari	29	
30.	Sri Sugiman		30
31.	Sulis Setiawati	31	
32.	Vani Andreanto		32
33.	Wais Kurnia Iskandar	33	
34.	Wisnu Ridho Kurniawan		34
35.	Zevi Lusiana	35	

ANSWERS SHEET OF POST-TEST II

1. D
2. C
3. D
4. A
5. A
6. C
7. A
8. E
9. D
10. E

11. C
12. A
13. B
14. C
15. D
16. D
17. B
18. A
19. A
20. E

Table 11
The Students' Post Test II Grade

No.	Students' Name	Grade	Note
1.	AAH	75	COMPLETE
2.	AKA	50	INCOMPLETE
3.	AFU	70	COMPLETE
4.	AD	65	INCOMPLETE
5.	DL	85	COMPLETE
6.	ESWN	45	INCOMPLETE
7.	EPS	75	COMPLETE
8.	EE	85	COMPLETE
9.	FANA	60	INCOMPLETE
10.	GM	80	COMPLETE
11.	ISR	25	INCOMPLETE
12.	IRD	35	INCOMPLETE
13.	I	70	COMPLETE
14.	J	60	INCOMPLETE
15.	KS	75	COMPLETE
16.	KN	60	INCOMPLETE
17.	LK	80	COMPLETE
18.	MNA	85	COMPLETE
19.	MM	60	INCOMPLETE
20.	MRN	60	INCOMPLETE
21.	MSU	55	INCOMPLETE
22.	NAU	70	COMPLETE
23.	RHU	80	COMPLETE
24.	RWM	60	INCOMPLETE
25.	RAA	75	COMPLETE
26.	RS	80	COMPLETE
27.	R	55	INCOMPLETE
28.	SM	35	INCOMPLETE
29.	SMS	60	INCOMPLETE
30.	SS[1]	70	COMPLETE
31.	SS[2]	55	INCOMPLETE
32.	VA	70	COMPLETE
33.	WKI	55	INCOMPLETE
34.	WRK	30	INCOMPLETE
35.	ZL	60	INCOMPLETE
Total		**2,210**	
Average		**63**	
High Score		**85**	
Low Score		**25**	

Note:

5. Grade Interval of Pre-Test

    K = 1 + 3,3 log n

    K = 1 + 3,3 log 35

    K = 1 + 3,3 x 1,54

    K = 1 + 5,09

    K = 6,09

    K = 6

6. R = High Score – Low Score

    R = 85 – 25

    R = 60

    $I = \dfrac{R}{K}$

    $I = \dfrac{60}{6}$

    I = 10

    Note:

    K = Number of Interval Class

    R = Distance of Maximum and Minimum Score

    I = Length of Interval Class (Total of Interval Class)

    N = Total Students

Table 4.9

The Frequency Distribution based on Reading Grade Interval
Pest-Test II

No.	Grade Interval	Frequency
1.	25 – 35	4 Students
2.	36 – 46	2 Students
3.	47 – 57	4 Students
4.	58 – 68	9 Students
5.	69 – 79	9 Students
6.	80 – 90	7 Students
Total		**35 Students**

CYCLE 3

POST-TEST OF READING COMPREHNSION

Direction:
1. **Write your name and class!**
2. **Read the text carefully!**
3. **Choose the correct answer, write only a, b, c, d, or e for each answer!**

Name : *Rahma Hanakul Ummah*

Class : X

85

QUESTION

Read the text below and answer the question 1-7!

London

London is one of the largest cities in the world, and one-sixth of all the people in England, Wales and Scotland live in or near it. The centre or City of London is quite small, only about one square mile. However, the area known as Greater London is much larger and has a population of over 8 million.

London .... (4) rapidly during the last 100 years. This is because many of the roads and railways in the country meet at London. It is not only the most important port in Britain but also the most important city in the Gommonwealth.

There are many factories in London. There make things that people need such as clothes and furniture. There .... (5) many important banks and companies in London, too, and every year many thousands of businessmen from all over the world visit London. At London Airport, which is a few miles outside the city, an airplane lands or takes off every minutes of the day.

1. What is the topic above?
   a. City
   b. London ✗
   c. Country
   d. Companies
   e. Airport

2. "London is one of <u>the largest cities in the world</u>...."
   The underlined phrase can be replaced by ....
   a. London is a city that small
   b. London is a big city ✗
   c. The centre or City of London is quite small, only about one square mile.
   d. London is a city that big and small
   e. London has grown rapidly during the last 100 years.

3. What is the communicative purpose of the text?
   a. To present two points of views about London
   b. To explain London
   c. To describe London ✗
   d. To retell London
   e. To persuade readers to treat preserve the London

4. *Look at paragraph 1 and answer the blank based on multiple choices below!*
   a. Had grow ✗
   b. Having grown
   c. To be having
   d. Have grown
   e. Has grown

5. *Look at paragraph 1 and answer the blank based on multiple choices below!*
   a. Had
   b. Having
   c. To be having
   ~~d.~~ Were
   e. Are

6. What does "it" in the second paragraph line three refer to?
   a. City
   b. Country
   c. Government
   ~~d.~~ London
   e. Companies

7. There are many factories in London, except ....
   a. Bank
   b. Clothes
   c. Furniture
   d. Companies
   ~~e.~~ Temple

Read the text below and answer the questions 8-14!

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50.000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lies near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti, and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Departement of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so few local divers at the time, and because of the distance from other well known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Kapoposang Island, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear, you can expect underwater visibility of over 15 meters – ideal condition for divers.

8. The text is about....

   a. Kapoposang and the surrounding islands
   ~~b.~~ Kapoposang as a diving spot
   c. Kapoposang as a very popular tourist spot
   d. Kapoposang as a secret area
   e. Kapoposang and the weather

9. What type of text is used by the writer?

   ~~a.~~ Description
   b. Narrative
   c. Hortatory experience
   d. Report
   e. Explanation

10. Where is Kapoposang located?

   a. In the Nature Tourism Park of Makassar
   ~~b.~~ Next to Makassar, South Sulawesi
   c. In the Spermonde Islands
   d. Among the big islands near Makassar
   e. Very close. to the north of Spermonde

11. We know from the text that....

   a. There are very few divers in the island
   b. Hundreds of families live in the island
   c. Kapoposang has a large area of coral reefs
   d. Kapoposang always has good weather
   e. Kapoposang is surrounded by deep blue waters

12. Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi.

The underlined phrase can be replaced by ....

   a. Kapoposang is a island that small
   b. Kapoposang is a big island
   c. Kapoposang covers an area of around 50.000 hectares
   d. Kapoposang is the big and small island
   e. Kapoposang has grown once 1999

13. When the best time to visit Kapoposang?
   a. December
   b. January
   c. March
   d. August
   e. February

14. What will be seen if you approach the island of Kappoesang, except?
   a. Blue water
   b. An expanse of coral reefs
   c. White sands in the seabed
   d. Sea grass
   e. The forest is full of monkeys

Read the text below and answer the question 15-20!

Kaka was born in Brazilia. From age 4 to 7, his family lived in Cuiaba. following his father. a civil engineer. At age 7, the family moved to the city of Sao Paulo, in the neighborhood of Morumbi, near the stadium of Sao Paulo FC. As FIFA says, Kaka fails to fit the Brazilia stereo type of the kid from the Favela who first played the game in the street with a ball made from rags. Coming from comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession.

His talent was soon recognized. A professor called the family and suggested enrolling him in a football school. At age 8, Kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, Kaka used to wake up two hours early, to keep up with his studies. Kaka meneged to conclude the intermediary cycle (eleven years) in Brazil, before dedicating exclusively to football.

In 2006, only 24 years old, Kaka was one of the main Brazilian players in the World Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that Kaka would stars as a principle. The groups formed by Kaka, Ronaldinho, Ronaldo, and Adriano was called "the Magic Square" by Brazilian media fans.

15. What is the topic about ....
   a. The city of Brazil
   b. Kaka
   c. FIFA
   d. Ronaldo
   e. The world cup

16. What is the communicative purpose of the text?
   a. To persuade readers to treat preserve the FIFA
   b. To explain the world cup
   c. To describe Kaka
   d. To retell London
   e. To present two points of views about the world cup

17. Having recognized Kaka's talent, the professor suggested that ... in the football school.
    a. He become a supervisor
    b. He enroll as a member
    c. He accommodate
    d. He practice more
    e. He spend his free time

18. The main idea of paragraph 3 is....
    a. His talent was soon recognized
    b. Kaka would stars as a principle
    c. "Magic Square" was formed by Kaka, Ronaldinho, Ronaldo, and Adriano
    d. A professor suggested Kaka's family enrolling him in a football school
    e. Kaka was one of the main Brazilian players in the World Cup

19. "His talent was soon recognized." (paragraph 2). The underling word is closest in meaning to...
    a. Predicted
    b. Registered
    c. Managed
    d. Succeeded
    e. Identified

20. ".... comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession." (*Paragraph 1*). The antonym of vengeance.
    a. Happy
    b. Unhappy
    c. Pleasant
    d. Nice
    e. Good

LIST OF PRESENCE

POST-TEST 3

NO.	Student's Name	TTD	
1.	A Azis Habif	1	
2.	Ahmad Khoirul Anam		2
3.	Aini Fatul Ulumiah	3	
4.	Alfiya Damayanti		4
5.	Devi Lestari	5	
6.	Eka Santi Widya Ningsih		6
7.	Elis Puspita Sari	7	
8.	Erni Erdasari		8
9	Fauzi Ahmad Nur Alif	9	
10.	Gus Maruf		10
11.	Ikhbal Sukron Rahmadani	11	
12.	Ilham Rama Dhoni		12
13.	Irfan	13	
14.	Jamal		14
15.	Kartika Sari	15	
16.	Khoirotun Nisa		16
17.	Lailatul Khoiriah	17	
18.	M. Nasrul Arifin		18
19.	Muam Maroh	19	
20.	Muhammad Rofi Ngirfani		20
21.	Muhammad Saipul Ulum	21	
22.	Nur Azizah Ulviana		22
23.	Rahma Hanatul Ummah	23	
24.	Rega Waris Man		24
25.	Rendra Adie Anandra	25	
26.	Rizky Setiawan		26
27.	Robby	27	
28.	Selvia Monika		28
29.	Shella Maya Sari	29	
30.	Sri Sugiman		30
31.	Sulis Setiawati	31	
32.	Vani Andreanto		32
33.	Wais Kurnia Iskandar	33	
34.	Wisnu Ridho Kurniawan		34
35.	Zevi Lusiana	35	

ANSWERS SHEET OF POST-TEST III

1. B
2. B
3. C
4. E
5. D
6. D
7. E
8. B
9. A
10. B

11. A
12. B
13. D
14. C
15. B
16. C
17. B
18. B
19. B
20. B

Table 15
The Students' Post Test III Grade

No.	Students' Name	Score	Note
1.	AAH	85	COMPLETE
2.	AKA	70	COMPLETE
3.	AFU	80	COMPLETE
4.	AD	60	INCOMPLETE
5.	DL	75	COMPLETE
6.	ESWN	65	INCOMPLETE
7.	EPS	40	INCOMPLETE
8.	EE	90	COMPLETE
9.	FANA	90	COMPLETE
10.	GM	85	COMPLETE
11.	ISR	60	INCOMPLETE
12.	IRD	85	COMPLETE
13.	I	80	COMPLETE
14.	J	85	COMPLETE
15.	KS	80	COMPLETE
16.	KN	60	INCOMPLETE
17.	LK	85	COMPLETE
18.	MNA	90	COMPLETE
19.	MM	75	COMPLETE
20.	MRN	70	COMPLETE
21.	MSU	80	COMPLETE
22.	NAU	90	COMPLETE
23.	RHU	85	COMPLETE
24.	RWM	65	INCOMPLETE
25.	RAA	65	INCOMPLETE
26.	RS	70	COMPLETE
27.	R	85	COMPLETE
28.	SM	50	INCOMPLETE
29.	SMS	80	COMPLETE
30.	SS[1]	75	COMPLETE
31.	SS[2]	85	COMPLETE
32.	VA	90	COMPLETE
33.	WKI	70	COMPLETE
34.	WRK	80	COMPLETE
35.	ZL	55	INCOMPLETE
Total		**2,635**	
Average		**75**	
High Score		**90**	
Low Score		**40**	

Note:

7. Grade Interval of Pre-Test

   $K = 1 + 3.3 \log n$

   $K = 1 + 3.3 \log 35$

   $K = 1 + 3.3 \times 1.54$

   $K = 1 + 5.09$

   $K = 6.09$

   $K = 6$

8. $R = \text{High Score} - \text{Low Score}$

   $R = 90 - 40$

   R = 50

   $I = \dfrac{R}{K}$

   $I = \dfrac{50}{6}$

   $I = 8$

   Note:

   K = Number of Interval Class

   R = Distance of Maximum and Minimum Score

   I = Length of Interval Class (Total of Interval Class)

   N = Total Students

Table 4.13
The Frequency Distribution based on Reading Grade Interval
Post-Test III

No.	Grade Interval	Frequency
1.	40 – 48	1 Students
2.	49 – 57	2 Students
3.	58 – 67	6 Students
4.	68 – 76	7 Students
5.	77 – 85	14 Students
6.	86 – 94	5 Students
Total		**35 Students**

Table
The Data of Pre-Survey
Reading comprehension of the tenth graders at MA Baitussalam Miftahul Jannah
Terbanggi Subing Central Lampung

No.	Students	Score	Criteria
1.	AAH	20	Incomplete
2.	AKA	35	Incomplete
3.	AFU	15	Incomplete
4.	AD	15	Incomplete
5.	DL	15	Incomplete
6.	ESWN	15	Incomplete
7.	EPS	20	Incomplete
8.	EE	25	Incomplete
9.	FANA	20	Incomplete
10.	GM	25	Incomplete
11.	ISR	10	Incomplete
12.	IRD	15	Incomplete
13.	I	20	Incomplete
14.	J	20	Incomplete
15.	KS	15	Incomplete
16.	KN	25	Incomplete
17.	LK	35	Incomplete
18.	MNA	20	Incomplete
19.	MM	25	Incomplete
20.	MRN	20	Incomplete
21.	MSU	35	Incomplete
22.	NAU	25	Incomplete
23.	RHU	20	Incomplete
24.	RWM	50	Incomplete
25.	RAA	30	Incomplete
26.	RS	20	Incomplete
27.	R	20	Incomplete
28.	SM	20	Incomplete
29.	SMS	20	Incomplete
30.	SS[1]	30	Incomplete
31.	SS	20	Incomplete
32.	VA	10	Incomplete
33.	WKI	30	Incomplete
34.	WRK	20	Incomplete
35.	ZW	20	Incomplete
	Total	780	
	Average	22.2	

(Archived from the students' assignment of reading comprehension given by the teacher on March18[th], 2019)

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

School : MA BAITUSSALAM MIFTAHUL JANNAH

Observation Class : X/ Ganjil

No.	Student's Name	The aspect that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AAH	✓	✓	✓	✓
2	AKA	✓			
3	AFU	✓	✓	✓	✓
4	AD		✓		
5	DL	✓		✓	✓
6	ESWN		✓		
7	EPS	✓			
8	EE		✓	✓	
9	FANA	✓			
10	GM	✓		✓	
11	ISR	✓			
12	IRD		✓		
13	I	✓	✓	✓	✓
14	J		✓		
15	KS	✓	✓		
16	KN	✓		✓	✓
17	LK		✓		
18	MNA			✓	✓
19	MM		✓		
20	MRN				
21	MSU	✓	✓	✓	✓
22	NAU	✓			
23	RHU	✓		✓	✓
24	RWM		✓		
25	RAA	✓	✓		✓
26	RS				
27	R				✓

28.	SM	✓		✓	✓
29.	SMS	✓	✓		✓
30.	SS¹	✓			✓
31.	SS²			✓	✓
32.	VA	✓		✓	
33.	WKI		✓	✓	
34.	WRK				
35.	ZL	✓			✓
→	**TOTAL**	20	16	14	15

Note:

- Tick (√) for each positive activity

- Percentage of student's activity

    1. The students pay attention of teacher's explanation

    2. The students ask & answer question

    3. The students are active in class

    4. The students able do the task

Terbanggi Subing,   2019

Collaborator   Researcher

ARMAL IKA BAYU T, A.Md   **LAILATUN NAJAH**
                                NPM. 1501070264

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

School : MA BAITUSSALAM MIFTAHUL JANNAH

Observation Class : X/ Ganjil

No.	Student's Name	The aspect that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AAH	✓	✓	✓	✓
2	AKA	✓			
3	AFU	✓	✓	✓	✓
4	AD		✓		
5	DL	✓		✓	✓
6	ESWN	✓	✓		
7	EPS	✓			
8	EE		✓	✓	
9	FANA	✓			
10	GM	✓	✓	✓	
11	ISR	✓			
12	IRD		✓		
13	I	✓	✓	✓	✓
14	J		✓	✓	
15	KS	✓	✓		
16	KN	✓		✓	✓
17	LK	✓	✓		
18	MNA	✓		✓	✓
19	MM		✓		
20	MRN				
21	MSU	✓	✓	✓	✓
22	NAU	✓			
23	RHU	✓		✓	✓
24	RWM	✓	✓	✓	✓
25	RAA	✓	✓	✓	✓
26	RS			✓	✓
27	R		✓	✓	

28.	SM	✓	✓	✓	✓
29.	SMS	✓	✓		✓
30.	SS¹	✓	✓		✓
31.	SS²			✓	✓
32.	VA	✓		✓	
33.	WKI		✓	✓	
34.	WRK	✓			
35.	ZL	✓			✓
→	**TOTAL**	25	20	18	17

Note:

- Tick (√) for each positive activity

- Percentage of student's activity

  1. The students pay attention of teacher's explanation

  2. The students ask & answer question

  3. The students are active in class

  4. The students able do the task

Terbanggi Subing,   2019

Collaborator   Researcher

ARMAL IKA BAYU T, A.Md   **LAILATUN NAJAH**
                                  NPM. 1501070264

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 3

School : MA BAITUSSALAM MIFTAHUL JANNAH

Observation Class : X/ Ganjil

No.	Student's Name	The aspect that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AAH	✓	✓	✓	✓
2	AKA	✓	✓		
3	AFU	✓	✓	✓	✓
4	AD		✓		
5	DL	✓		✓	✓
6	ESWN	✓	✓	✓	
7	EPS	✓			
8	EE		✓	✓	
9	FANA	✓			
10	GM	✓	✓	✓	
11	ISR	✓		✓	
12	IRD		✓		
13	I	✓	✓	✓	✓
14	J		✓	✓	✓
15	KS	✓	✓		
16	KN	✓		✓	✓
17	LK	✓	✓		
18	MNA	✓	✓	✓	✓
19	MM	✓	✓		✓
20	MRN				✓
21	MSU	✓	✓	✓	✓
22	NAU	✓			
23	RHU	✓		✓	✓
24	RWM	✓	✓	✓	✓
25	RAA	✓	✓	✓	✓
26	RS		✓	✓	✓
27	R	✓	✓	✓	✓

28.	SM	✓	✓	✓	✓
29.	SMS	✓	✓	✓	✓
30.	SS^1	✓	✓		✓
31.	SS^2	✓	✓	✓	✓
32.	VA	✓		✓	✓
33.	WKI	✓	✓	✓	✓
34.	WRK	✓		✓	✓
35.	ZL	✓	✓		✓
→	**TOTAL**	29	25	25	27

Note:

- Tick (√) for each positive activity

- Percentage of student's activity

    1. The students pay attention of teacher's explanation

    2. The students ask & answer question

    3. The students are active in class

    4. The students able do the task

Terbanggi Subing,   2019

Collaborator   Researcher

ARMAL IKA BAYU T, A.Md   **LAILATUN NAJAH**
                                        NPM. 1501070264

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-886/In.28/S/OT.01/10/2019

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

Nama	: LAILATUN NAJAH
NPM	: 1501070264
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070264.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Oktober 2019
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LAILATUN NAJAH

NPM : 1501070264

Fakultas : TARBIYAH

Angkatan : 2015

Telah menyerahkan buku berjudul : Teaching Literature

Metro, 24 September 2019

Ketua Jurusan TBI

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

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

Nomor : 4292/In.28.1/J/TL.00/12/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA BAITUSSALAM MIFTAHUL JANNAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **LAILATUN NAJAH**
NPM : 1501070264
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION SKILL OF THE TENTH GRADERS OF MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG BY USING FREE VOLUNTARY READING (FVR) STRATEGY IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MA BAITUSSALAM MIFTAHUL JANNAH.

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Desember 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

YAYASAN BAITUSSALAM MIFTACHUL JANNAH

MADARASAH ALIYAH (M A)

BAITUSSALAM MIFTACHUL JANNAH TERBANGGI SUBING

NSM / NPSN : 131.2.18.02.0041 / 10814604

Akte Notaris : 08 Tanggal 21 September 2000

Alamat: Sidorejo III, RT 24 RW 12 Terbanggi Subing Kec.Gunung Sugih Lampung Tengah 34161

SURAT REKOMENDASI

Nomor : 421/039/MA.BMJ/VII/2019

Yang bertanda tangan dibawah ini Kepala MAS Baitussalam Miftachul Jannah Gunung Sugih

Kabupaten Lampung Tengah, dengan ini menerangkan bahwa :

Nama	: LAILATUN NAJAH
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
NPM	: 1501070264

Telah kami setujui untuk melaksanakan pra survey penelitian pada sekolah kami Ma Baitussalam

Miftachul Jannah sebagai syarat penyelesaina skripsi dengan judul :

"IMPROVING READING COMPREHENSION SKILL OF THE TENTH GRADES OF MA

BAITUSSALAM MIFTACHUL JANNAH TERBANGGI SUBING KEC. GUNUNG SUGIH KAB.

LAMPUNG TENGAH SUBING CENTRLA LAMPUNG BY USING FREE VOLUNTARY READING (

FVR) STRATEGY IN THE ACADEMIC YEARS OF 2018/2019"

Demikian Surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan

sebagaimana mestinya

Gunung Sugih, 27 Februari 2019

Kepala Madrasah,

JUMARIYANTO,S.Pd.

NIP. -

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

Nama : LAILATUN NAJAH Fakultas/Jurusan : TBI

NPM : 1501070264 Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 26-04-2019	✓		Revise - Cover - Table of Contents - Bibliography - Chapter I & II	
	Jum'at 3-05-2019	✓		- Disadvantage of FVR - acc for seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

Nama : LAILATUN NAJAH

NPM : 1501070264

Fakultas/Jurusan : TBI

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa, 09-04-2019		✓	-Indicators of Reading - Show me the effect of Voluntary Reading - Reading Step 2 expert.	
	Rabu, 10-04-2019		✓	- Steps of FVR • Book • Journal	
	Kamis, 11-04-2019		✓	Revise your problem formation Revise chapter I.	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19711102 201503 1 004

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

Nama : LAILATUN NAJAH

NPM : 1501070264

Fakultas/Jurusan : TBI

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	26/2009 /4		✓	Perver. Ace Senval	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 1971102 201503 1 004

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

Nama : LAILATUN NAJAH Fakultas/Jurusan : TBI

NPM : 1501070264 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1.	25/07 2019	✓		Revise your Instrument	
2	26/7-19	✓		acc for instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

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

Nama : LAILATUN NAJAH   Fakultas/Jurusan : TBI

NPM : 1501070264   Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	18 Juni 2019		✓	Revise Instrument of Pre-Test and Post-Test	
2	26 Juni 2019		✓	Prepare Blueprint	
3	9 Juli 2019		✓	Revise Your Blueprint	
4	25 Juli 2019		✓	Main Idea	
5	29/7/19		✓	Revise your inshrument. Acc Riseach	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Andianto, M.Pd
NIP. 198711022015031004

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-2555/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA BAITUSSALAM
MIFTAHUL JANNAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2554/In.28/D.1/TL.01/07/2019, tanggal 30 Juli 2019 atas nama saudara:

Nama   : **LAILATUN NAJAH**
NPM   : 1501070264
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA BAITUSSALAM MIFTAHUL JANNAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION SKILL OF THE TENTH GRADERS OF MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG BY USING FREE VOLUNTARY READING (FVR) STRATEGY IN THE ACADEMIC YEAR OF 2019/ 2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

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

S U R A T   T U G A S
Nomor: B-2554/In.28/D.1/TL.01/07/2019

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

Nama	:	**LAILATUN NAJAH**
NPM	:	1501070264
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MA BAITUSSALAM MIFTAHUL JANNAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION SKILL OF THE TENTH GRADERS OF MA BAITUSSALAM MIFTAHUL JANNAH TERBANGGI SUBING CENTRAL LAMPUNG BY USING FREE VOLUNTARY READING (FVR) STRATEGY IN THE ACADEMIC YEAR OF 2019/ 2020".

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

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

Dikeluarkan di : Metro
Pada Tanggal   : 30 Juli 2019

Mengetahui,
Pejabat Setempat

JUMARIYANTO, S.Pd

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT REKOMENDASI
Nomor : 300/X/MA/2019

Yang bertanda tangan dibawah ini kepala MA Baitussalam Miftahul Jannah:

Nama   : Jumariyanto, S.Pd

NIP   : *

Jabatan   : Kepala MA Baitussalam Miftahul Jannah

Alamat Madrasah : Sidorejo III, Terbanggi Subing, Kec. Gunung Sugih

        Kabupaten Lampung Tengah

Dengan ini menerangkan bahwa:

Nama   : LAILATUN NAJAH

NPM   : 1501070264

Telah mengadakan research/ survey di MA Baitussalam Miftahul Jannah dikelas X (Sepuluh) tahun pelajaran 2019/ 2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dengan penuh tanggung jawab dan dapat dipergunakan sebagaimana mestinya.

Terbanggi Subing, 14 September 2018
Kepala Madrasah

JUMARIYANTO, S.Pd

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

Nama : LAILATUN NAJAH
NPM : 1501070264

Fakultas/Jurusan : FTIK / TBI
Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	20/9/19		✓	Rewr Chapter IV.	
	5/10/19		✓	Revise Table Frequency	
	9/10 a		✓	Revise your Grammar	
	1/10		✓	Revise all errors.	
	21/10/19		✓	Revise all errors	
	25/10/19		✓	Revise error	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19780610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd
NIP. 198711022015031004

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

Nama : LAILATUN NAJAH Fakultas/Jurusan : FTIK / TBI

NPM : 1501070264 Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	30/10/19	✓		Revise Chapter IV & V	
2	1/11-19	✓		Abstract → Revise	
3	5/11-19	✓		- Revision is OK - Acc for munaqosyah	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing I

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

DOCUMENTATION

Profil of MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung

The Students Do Questions of Pre-Test

DOCUMENTATION
Treatment in Cycle I

The Researcher Explain Material about Descriptive Text and Students Listen Teachers' Explanation

The Teacher Implementing *Free Voluntary Reading* (FVR) Strategy

DOCUMENATION
Treatment in Cycle II

The Researcher Explain Material about Descriptive Text and Students Listen Teachers' Explanation

The Teacher Implementing *Free Voluntary Reading (*FVR*)* Strategy

DOCUMENATION
Treatment in Cycle III

The Researcher Explain Material about Descriptive Text and Students Listen Teachers' Explanation

The Teacher Implementing *Free Voluntary Reading (*FVR*)* Strategy

FIELD NOTE TABLE

No.	Date	Activity	Description
1.	August, 12th 2019 09.0-10.00 A.M	Pre-Test	The students do the task of multiple choice about descriptive text that consist 20 items given by the researcher because the pre-test activity is the way to know the students' of reading comprehension.
2.	August, 13th 2019 12.20-13.40 P.M	Meeting 1 (Cycle 1)	The students accept the reading material about descriptive text from researcher by using Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 1 (cycle 1) the researcher observed about the learning activity of students MA Miftahul Jannah.
3.	August, 20th 2019 12.20-13.40 P.M	Meeting 2 (Cycle 1)	The students accept the reading material about descriptive text from researcher by using Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 2 (cycle 1) the researcher observed the learning activity of students MA Miftahul Jannah. The result of this activity is students have a progress to reading comprehension.
4.	August, 21th 2019 09.00-10.00 A.M	Post-Test 1	The students were unsuccessful to got passing grade because 70% of students score in post-test does not achieved 70 as the minimal score. In addition, the pre-test 1 results only 7 or 20% students were got 70 as minimal score.
5.	August, 27th 2019 12.20-1340 A.M	Meeting 1 (Cycle 2)	The students accept the reading material about descriptive text by researcher by using Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 1 (cycle 2) the researcher observed about the learning activity of students MA Miftahul Jannah. The result of this activity is students have a progress to reading comprehension.
6.	September, 03th 2019 12.20-13.40 A.M	Meeting 2 (Cycle 2)	The students accept the reading material about descriptive text by researcher that used Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 2 (cycle 2) the researcher observed about the learning activity of students MA Miftahul Jannah. The result of this activity is students have a progress to reading comprehension.

No.	Date	Activity	Result
7.	September, 04th 2019 09.00-10.00 A.M	Post-Test 2	The students were unsuccessful to got passing grade, because 70% of students score in post-test does not achieved 70 as the minimal score. In addition, the post-test 2 results only 16 or 46% students were got 70 as minimal score.
8.	September, 10th 2019 12.20-13.40 P.M	Meeting 1 (Cycle 3)	The students accept the reading material about descriptive text by researcher that used Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 1 (cycle 3) the researcher observed about the learning activity of students MA Miftahul Jannah. The result of this activity is students have a progress to reading comprehension.
9.	September, 17th 2019 12.20-13.40 P.M	Meeting 2 (Cycle 3)	The students accept the reading material about descriptive text by researcher that used Free Voluntary Reading Strategy (FVR) strategy. In addition, in meeting 2 (cycle 2) the researcher observed about the learning activity of students MA Miftahul Jannah. The result of this activity is students have a progress to reading comprehension.
10.	September, 18th 2019 09.00-10.00 A.M	Post-Test 3	The students were successful to got passing grade, because 70% of students score in post-test 3 is achieved 70 as the minimal score. In addition, the post-test 3 results 26 or 74% students were got 70 as minimal score.

CURRICULUM VITAE

The name of the writer is Lailatun Najah. She was born in Terbanggi Subing on March 29th 1997. She is the fourth daughter of happy couple, Mr. Minhajul Abidin, S.Pd and Mrs. Latifah.

She was enrolled her study at TK Satu Atap Terbanggi Subing on 2002-2003. She continued her study at SDN 01 Terbanggi Subing on 2004-2009. Then, she continued her study at SMPN 04 Gunung Sugih on 2009-2012. She continued her study at MAN 01 Terbanggi Besar on 2012-2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro Lampung.