

AN UNDERGRADUATE THESIS

**IMPROVING READING COMPREHENSION ABILITY BY USING
SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE
TENTH GRADERS OF SMKN 1 SUKADANA EAST LAMPUNG**

By:

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

STATE ISLAMIC INSTITUTE (IAIN) OF METRO

1442 H / 2021 M

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TENTH GRADERS OF SMKN 1 SUKADANA EAST LAMPUNG**

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

By:
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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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Title : IMPROVING READING COMPREHENSION ABILITY BY
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AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA
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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION ABILITY BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA EAST LAMPUNG, Written by: Riza Merlinda, Student Number 1701070046 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on July 06th, 2021, at 08.00-10.00. AM

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**IMPROVING READING COMPREHENSION ABILITY BY USING SEMANTIC
FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS
OF SMKN 1 SUKADANA EAST LAMPUNG**

ABSTRACT

**By:
RIZA MERLINDA**

The purpose of this research was to show that Semantic Feature Analysis (SFA) strategy can improve the students' reading comprehension ability and learning activity among the tenth graders of SMKN 1 Sukadana. The researcher tried to apply that Semantic Feature Analysis (SFA) strategy can be one of the teaching strategy for improving students' reading comprehension ability.

The method of this research is Classroom Action Research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research were 29 students of the tenth graders of SMKN 1 Sukadana. In collecting data, the researcher used test that consist of pre-test, post-test I and post-test II, observation and documentation. The research was conducted collaboratively with the English teacher of SMKN 1 Sukadana.

The result of this research shows that Semantic Feature Analysis (SFA) strategy had positive result in improving students' reading comprehension ability the tenth graders of SMKN 1 Sukadana. It was investigated that the students average score from pre-test to post test was improved. The average score in pre-test was 35, post-test I was 54 and become 69 in post-test II. The percentage of students reading comprehension ability in post tes II (72%) had achieved the indicator of success. It means that the use of Semantic Feature Analysis (SFA) strategy can improve the students' reading comprehension ability in recount text. Additionally, the students' learning activity were improved from the 69% in cycle I to 83% in cycle II. It means that the using Semantic Feature Analysis (SFA) Strategy can improve the students' learning activity.

Keyword : *Reading Comprehension, Semantic Feature Analysis (SFA) Strategy and Classroom Action Research*

**PENGGUNAAN STRATEGI SEMANTIC FEATURE ANALYSIS (SFA)
UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
SISWA KEAS X DI SMKN 1 SUKADANA LAMPUNG TIMUR**

ABSTRAK

Oleh:

RIZA MERLINDA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi Semantic Feature Analysis (SFA) dapat meningkatkan kemampuan pemahaman bacaan dan aktivitas pembelajaran siswa kelas X SMKN 1 Sukadana. Peneliti mencoba mengaplikasikan bahwa strategi Semantic Feature Analysis (SFA) dapat menjadi salah satu strategi pengajaran untuk meningkatkan kemampuan pemahaman bacaan siswa.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas X SMKN 1 Sukadana yang berjumlah 29 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan tes akhir II, observasi dan dokumentasi. Penelitian dilakukan secara kolaboratif dengan guru bahasa Inggris SMKN 1 Sukadana.

Hasil penelitian ini menunjukkan bahwa strategi Semantic Feature Analysis (SFA) berdampak positif dalam meningkatkan kemampuan pemahaman bacaan siswa kelas X SMKN 1 Sukadana. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari pre-test hingga post test meningkat. Nilai rata-rata pada pre-test adalah 35, post-test I 54 dan menjadi 69 pada post-test II. Persentase pemahaman bacaan siswa pada post tes II (72%) sudah mencapai indikator keberhasilan. Artinya, penggunaan strategi Semantic Feature Analysis (SFA) dapat meningkatkan kemampuan pemahaman bacaan siswa pada teks recount. Selain itu, aktivitas belajar siswa meningkat dari 69% pada siklus I menjadi 83% pada siklus II. Artinya penggunaan Strategi Semantic Feature Analysis (SFA) dapat meningkatkan aktivitas belajar siswa.

Kata Kunci: *Pemahaman Membaca, Strategi Semantic Feature Analysis (SFA), dan Penelitian Tindakan Kelas*



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

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The researcher



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Metro, 06 Juli 2021
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I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Suroto and Mrs. Dewi Jamangatu Rowiyah)
2. My Beloved Brother (Iqbal Dimas Saputra)
3. My Sponsor (Mr. Dr. Mahrus As'ad, M.Ag.) and co-sponsor (Mrs.Eka Yuniasih, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
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3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.
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The researcher do apologizes for all mistakes that she has made in writing and in finishing this undergraduate thesis. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, July 06th 2021



Riza Merlinda
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15. Kartu Konsultasi Bimbingan Skripsi
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a language skill that aims to obtain important information from the process of comprehending the text content. It is an activity of analyzing, and interpreting done by the reader to obtain the message. Reading is the process of communication between the reader and the author by using written language.¹

Reading is a window of the world. Through reading, people find out the various important information from a reading source. Reading has aim to find out why this is a good and interesting topic, a problem found in texts. Reading can broaden their experience and insight so that they will understand the intricacies of culture; the meaning of new words.

From reading English texts, students will more easily understand various references in English. People can improve the brain's memory because with a lot of reading, people will usually continue to hone the ability of their brain. When people read English text, if there are words they do not know what that means, people certainly will try to find it through reading the dictionary. Reading skill becomes a master key to finding the world of work, because English is an international language.

¹ Irene C. Fountas, Gay Su Pinnell, "Guided Reading: The Romance And The Reality," *International Reading Association*, Vol. 66 Issue 4 (2012): 273.

However, reading is not an easy language skill to master. There are problems got by readers in reading an English text. Vocabulary limitation is one of the problems of students' inability to understand a text. Students have difficulty in identifying main ideas and supporting ideas in texts. In addition, the grammar mastery is also a cause of problems in reading.

The researcher had conducted a pre-survey on August 3, 2020 at SMK N 1 Sukadana. From the survey results the researcher found reading problems got by class X students. The problem of reading students is illustrated in the following table.

Table 1

The Result of The Pre Survey Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana²

No	Name of Students	Grade	Criteria
1.	A P	45	Incomplete
2.	A S R	35	Incomplete
3.	A V P H	70	Incomplete
4.	A W	0	Incomplete
5.	A Y	0	Incomplete
6.	C S	55	Incomplete
7.	D S P	80	Complete
8.	D A H P	55	Incomplete
9.	D T	50	Incomplete
10.	E F	50	Incomplete
11.	E M	0	Incomplete
12.	E S	0	Incomplete
13.	F F S	50	Incomplete
14.	M A A B	0	Incomplete
15.	M B	80	Complete
16.	M S	30	Incomplete
17.	M Z K	0	Incomplete
18.	N O	0	Incomplete
19.	P R S	45	Incomplete

² Source: Take on pra survey of Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana.

20.	R A	50	Incomplete
21.	R A	50	Incomplete
22.	R M P	80	Complete
23.	R P	0	Incomplete
24.	S A	80	Complete
25.	S T	45	Incomplete
26.	S	35	Incomplete
27.	T S	80	Complete
28.	V T N	85	Complete
29.	W U	50	Incomplete
30.	Y A P	80	Complete
31.	Y I S	0	Incomplete

The reading comprehension ability of students shown in the table above are categorized based on the minimum criteria into two criteria, complete and incomplete. The results of students' reading comprehension ability categorization are shown in the following table.

Table 2

The Result of The Pre Survey Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana³

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	7 students	23 %	Complete
2	< 75	24 students	77 %	Incomplete
Total of the students		31 students	100%	

Based on information from the table above, it is known that students experience problems in reading. That is because the percentage of students who are able to reach the Minimum Mastery Criteria is very low namely 23%. In other words there are only seven students who are able to reach the Minimum Mastery Criteria. The problems in the reading process are caused by the lack of English vocabulary, English grammar, inability to determine the

³ Source: Take on pra survey of Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana.

main ideas and supporting ideas on texts. Therefore, it can be concluded that students have problems in reading comprehension ability.

To overcome the reading problems, there should be an effort to improve students their reading comprehension ability by using Semantic Feature Analysis (SFA) Strategy. Semantic Feature Analysis (SFA) is a way in linguistics which can be implemented in foreign language learning. Semantic Feature Analysis (SFA) is as a strategy which do in reading assignment by asking them to choose vocabulary to key feature of the text. Semantic Feature Analysis (SFA) is an instructional strategy in which the unique features of concept or vocabulary are defined and discriminated.⁴

In reading learning process, Semantic Feature Analysis (SFA) is a strategy that can helps students to examine related features or concept and make distinction among them. Semantic Feature Analysis (SFA) in foreign language learning helps them deeper understand the terms but also helps their comprehension as a way to enhance academic vocabulary. Semantic Feature Analysis (SFA) can be used to clarify and enrich the meaning of known words, as people as to pre-teach words that are important of the reading comprehension ability.

Based on all the illustration above, the researcher conducted a research to improve students' reading comprehension ability by using Semantic Feature Analysis (SFA) Strategy. In this phase the researcher applied Classroom Action Research. Therefore, the researcher constructed a research proposal

⁴ Ratna Kurnianingsih, "The Application of SFA in Promoting Lexical Concept Mastery in Reading Text," *CAKRAWALA PENDIDIKAN STKIP PGRI Blitar*, Vol. 16, No.2 (2014): 148.

entitled Improving Reading Comprehension Ability by Using SFA Strategy among the tenth graders of SMKN 1 Sukadana.

B. Problem identification

Based on the background of study, the researcher had identified five problems:

1. The students have low English mastery.
2. The students have low reading comprehension ability.
3. The students have low grammar skill.
4. The students have difficulty in identifying main ideas and supporting ideas in texts.
5. The students have minimum vocabulary.

C. Problem limitation

Based on the problem identification mentioned above, the researcher limits the problem of this research by focusing on research problem number 2 which is about the low reading comprehension ability among the tenth graders of SMKN 1 Sukadana.

D. Problem formulation

Based on problem limitation, the researcher formulates the problem of this research as follows:

1. Can Semantic Feature Analysis (SFA) Strategy improve students' reading comprehension ability among the tenth graders of SMKN 1 Sukadana ?
2. Can Semantic Feature Analysis (SFA) Strategy improve students' learning activity among the tenth graders of SMKN 1 Sukadana ?

E. Objective and benefit of the Study

1. Objective of the Study

Based on problem formulation

- a. To investigate whether Semantic Feature Analysis (SFA) strategy can improve students' reading comprehension ability among the tenth graders of SMKN 1 Sukadana.
- b. To know whether Semantic Feature Analysis (SFA) strategy can improve students' learning activities among the tenth graders of SMKN 1 Sukadana.

2. Benefits of Study

This research hopefully can give benefit not only for the researcher but also for students, teacher, and other researcher.

- a. For students

This research is supposed to be able to contribute to students by increasing their reading comprehension skills. Through the application of the Semantic Feature Analysis (SFA) Strategy students was motivated in understanding English texts. In addition, students are hoped to be more focused in the process of learning to read. Therefore

this research is hoped to improve the quality of students' reading comprehension ability.

b. For teacher

This study is supposed to be useful for teachers in an effort to improve the ability of students' reading comprehension ability. By using the Semantic Feature Analysis (SFA) Strategy, the teacher can be helped to teach reading comprehension ability effectively and efficiently. That is because Semantic Feature Analysis (SFA) Strategy has steps in teaching reading that make it easier for teachers in the teaching process.

c. For the other researchers

This study is supposed to be useful for the other researchers as a guideline for conducting research on the same topic, namely about Semantic Feature Analysis (SFA) in improving reading comprehension ability.

This is because through this study other researchers can find out not only the theoretical side of Semantic Feature Analysis (SFA) in improving reading comprehension ability but also how to apply it so that students' reading skills can improve. Therefore it is hoped that this research can strengthen research that can be processed by other researchers.

F. Prior Research

This research was conducted by considering several prior researches as a reference. Title of the first research is *Semantic Feature Analysis Model: Linguistics Approach in Foreign Language Learning Material Development* which is conducted by Mantasiah. R., Yusri, and Jufri.⁵ The purpose of the research is to investigate the effect of foreign language learning material development based on the semantic feature analysis model in improving student's learning achievement in English writing and translation subject. The results of their research proved that SFA model can be used as one of effective models in foreign language learning in the Department of English Literature..

Title of the second research was *The Application of SFA in Promoting Lexical Concept Mastery in Reading Text* which is conducted by Ratna Kurniangsih.⁶ The purpose of the research is to enhance concept on lexical units which in turn was able to help students in understanding reading text. The results of her research proved that Semantic Feature Analysis is a strategy to improve concept on lexical units which in turn was able to help students in understanding reading text based on the data source of the research is scientific books and journal in the topic of Semantic Feature Analysis.

The title of third research is *Teaching Vocabulary by Using Semantic Feature Analysis Strategy for The Young Learners* which is conducted by

⁵Mantasiah R., Yusri, dan Jufri, "Semantic Feature Analysis Model: Linguistics Approach in Foreign Language Learning Material Development," *International Journal of Instruction*, Vol.13, No.1 (2020): 187.

⁶ Ratna Kurnianingsih, "The Application of SFA in Promoting Lexical Concept Mastery in Reading Text.," 146.

Dona Alicia.⁷ The purpose of the research is to motivate their students in learning vocabulary more lively. The results of her research proved that Semantic Feature Analysis increases in learning vocabulary, for the first indicator 55 % and the second indicators 80 %, for the third indicators 75 % and the last indicators 89 % in the Kindergarten Pertiwi 3.

The title of fourth research is *Semantic Feature Analysis: Incorporating Typicality Treatment and Mediating Strategy Training to Promote Generalization* which is conducted by Julie L. Wambaugh, Shannon Mauszycki, Rosalea Cameron, Sandra Wright, and Christina Nessler.⁸ The purposes of the research are to explore the generalization effects of semantic treatment for word retrieval deficits in people with aphasia and to improve naming of treated typical and atypical exemplars in both animate and inanimate. The results of their research proved that Semantic Feature Analysis treated typical and atypical exemplars in both animate and inanimate categories for 8 of 9 participants.

Title of the fifth research is *The Application of Semantic Feature Analysis as a Strategy to Enrich Students' Vocabulary* which is conducted by M. Ardhan Akil and Ana Rosida.⁹ The purpose of the research is to know out whether or not significant improvement on students' vocabulary after applying

⁷ Dona Alicia, "Teaching Vocabulary by Using Semantic Feature Analysis Strategy For The Young Learners," *Jurnal Curricula*, Vol. 1, No. 1 (2016): 23.

⁸ Julie L. Wambaugh, Shannon Mauszycki, Rosalea Cameron, Sandra Wright, and Christina Nessler. "Semantic Feature Analysis: Incorporating Typicality Treatment and Mediating Strategy Training to Promote Generalization," *American Journal of Speech-Language Pathology*, Vol. 22. (2013): 334.

⁹ M. Ardhan Akil and Ana Rosida, "The Application Of Semantic Feature Analysis as a Strategy to Enrich Students' Vocabulary," *Jurnal of Advanced English Studies*, Vol. 1, No. 2 (2018): 12.

Semantic Feature Analysis. The results of their research proved that the application of Semantic Feature Analysis in this research had significant influence in students' vocabulary enrichment at SMA Negeri 1 Majene.

Based on the description above, the researcher considers two important prior research that was applied by the researcher. This is because the researcher conducted Classroom Action Research by considering the research applied by Dona Alicia who has also applied Semantic Feature Analysis to the teaching process using the Classroom Action Research method. In addition, the researcher also considers the prior research written by Julie L. Wambaugh, Shannon Mauszycki, Rosalea Cameron, Sandra Wright, and Christina Nessler which applies Semantic Feature Analysis to reading comprehension ability but with a different research method, namely quantitative, therefore the researcher considers both studies and decides to make this research as one of the bases in efforts to improve reading comprehension ability with Classroom Action Research at SMKN 1 Sukadana.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Reading Comprehension Ability

1. The Definition of Reading Comprehension Ability

According to Hornby, the word ability can be defined as to do something the way that a person or thing can accomplish something and a level of degree or insight.¹⁰ It means that ability is all insight that each individual needs to accomplish something.

According to Williams, reading ability is learned in first language is transferable to second language. Cummins introduced the idea of "interdependence" in second language acquisition. He argued that if a level is gained in second language the learner can easily transfer his first language reading comprehension ability to the new learning context. In fact he believes second language learning ability is depended on first language learning ability.¹¹

Therefore, ability is something defined in terms of performance on a particular task or class of task. In reading comprehension ability the students in first language is transferable to second language or the students can easily transfer his first language reading comprehension ability to the new learning context.

¹⁰ A. S, Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), 2.

¹¹ Muhamad Khatib & Atefeh Nasrollahi, *Enhancing Reading Comprehension through Short Stories in Iranian EFL Learners*, (Finland: Academy Publisher, 2012), Vol.2 No.2, 242.

Comprehension is also assessed in tasks that require the student to make conclusions from the text being read, and to identify the evidence used to infer that intention.¹² It means that comprehension relates to the complete series of reading practice that not only covers the world but also the whole of the reading text. Comprehension is an important step in reading comprehension improvement.¹³ In addition, comprehension is an unceasing process where there is still a considering of the text that continues even after reading.

According to RAND Reading Study Group, comprehension is the process involvement with written language by appearing meaning through interaction.¹⁴ In the other words, comprehension is the result of a process that deals with concept, so that they are structured and easy to understand.

Based on the definition stated above, the researcher concludes that comprehension is a complicated process that the reading process is not only related to concrete or real things in the text, such as words or phrases contained in the text, but also the meaning or important messages contained in the text.

Reading is an action that purposes to reach a certain context.¹⁵ In the others words, reading is an activity of understanding the content of the

¹² OECD, *PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science* (Paris: OECD, 2018), 32.

¹³ Kerry Hempenstall, *Read About it : Scientific Evidence for Effective Teaching of Reading* (Australia: The Centre for Independent Studies, 2016), 28.

¹⁴ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education* 6, no. 2, (Iran: Canadian Center of Science and Education, 2016): 230.

¹⁵ OECD, *PISA 2018 Assessment and Analytical Framework* (Paris: OECD, 2019), 41.

text to get information. Moreover, Amber Gove and Anna Wetterberg state that reading is acquired in phases, through one phase to the next phases and that the level of acquisition is likely to vary by language and context.¹⁶ It means that reading is level of acquisition based on language and context in text.

According to John Reynolds reading is something we spend our lives doing.¹⁷ It means that reading is a step to gain experience and knowledge. Reading is a receptive skill but readers need to be very active.¹⁸ In the other words, reading is a step for readers to be more responsive and think critically on the text. Reading is a complex skill that involves multiple cognitive processes.¹⁹

It means that reading is one of the English skills which can help the readers of many intellectual process.

Based on the definition stated above, the researcher concludes that reading is the act or exercise of reading aloud written to get the context or what the researcher conveyed and to get information and knowledge of the text.

Ladislao Salmeron explains that reading comprehension is defined as the ability to identify ideas by carrying out aspects of text

¹⁶ Amber Gove and Anna Wetterberg, *The Early Grade Reading Assessment: Applications And Interventions To Improve Basic Literacy* (Triangle: RTI International is a trade name of Research Triangle Institute, 2011), 11.

¹⁷ John Reynolds, *First Language English* (Cambridge: Cambridge Assessment International Education, 2018), 4.

¹⁸ Ildikó Csépes and Adrienn Fekete, "Handbook of Assessment for Language Teachers" *Language Assessment Quarterly*, Vol. 11 No. 4 (2004): 19.

¹⁹ Judith Wylie, et al, *Cognitive Processes and Digital Reading* (Philadelphia: John Benjamins Publishing Company, 2018), 57.

processing.²⁰ In other words, reading comprehension is several factors or elements to identify main idea and supporting idea. Moreover, reading comprehension is to emphasises that all readings contain information from the text with a structure began from the reader's experience.²¹ It means that reading comprehension is to give expression on insight.

Reading comprehension is described as a set of knowledge and skills that readers can use to constructed meaning from a text.²² In the other words, reading comprehension deals with the process of understanding not only the words in text but also the content of the text. It means that, reading comprehension needs the real context of the reader to be involve in the process of reading.

Based on the definition stated above, the researcher concludes that reading comprehension is a reading exercise accomplished to understand the contents of the reading as a perfect.

Furthermore, reading comprehension ability is quite complex and they vary in numerous ways depending on tasks, motivations, goals and language ability.²³ It means reading comprehension ability is dependent on motivation, goals and language ability. Reading comprehension ability is a complex process which comprises the successful or unsuccessful use many

²⁰ Ladislao Salmeron, et al, *Comprehension Processes in Digital Reading* (Philadelphia: John Benjamins Publishing Company, 2018), 95-96.

²¹ OECD, *PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science.*, 29.

²² Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students* (London: Springer, 2015), 140.

²³ W. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (England: Pearson Education, 2002), 13.

abilities. In the whole, reading comprehension ability is the process of constructed meaning from the text.

2. The Abilities of Reading Comprehension Ability

Language is a complex system that requires the coordinated action of three interacting subsystems. Meanwhile reading comprehension ability consists of several abilities, as follow:²⁴

a. Vocabulary Knowledge

Vocabulary is a necessary part of the reading process, but it is not sufficient. Reading is constructed meaning. Vocabulary is the key to comprehension, but skill in identifying words does not ensure comprehension.

b. Identify Main Idea

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. In other word main idea was ability in the reading comprehension.

c. Understanding Context

Understanding context is very important for good readers. A reader must know the contexts of the context that is read. Therefore, it was easier to understand the context of the text in reading. In other word in reading comprehension context is the ability that must be achieved.

²⁴ *Ibid.*, 35.

d. Identify Communicative Purpose of the Text.

The ability to reading comprehension is to identify the purpose of the text. This ability must be able to have someone. Therefore, the reader when reading the text, the reader must know the purpose of the text.

3. Assessment of Reading Comprehension Ability

The reading assessment is a 15 to 20 minute, individual oral assessment involving both the subject and the Early Grade Reading Assessment (EGRA). Assessors are trained as a group before they carry out an assessment. Students read letters, words, or text passages from the student instruction sheet, while the assessors respond to the student response form. Assessors use a stopwatch for timed training. Often team supervisors verify the completeness and clarity of the surveys that have been carried out, and align the approach from one assessment to the next.²⁵ In other words, reading assessment is an assessment activity carried out by the assessors based on certain predetermined criteria.

The reading assessment should covers the important indicators of reading. There are eight indicators of reading states by H. Douglas Brown, as follow:²⁶

²⁵ Amber Gove and Anna Wetterberg, *The Early Grade Reading Assessment: Applications And Interventions To Improve Basic Literacy.*, 185.

²⁶H. Douglas Brown, *Language Assessment: Principles And Classroom Practices* (New York: Pearson Education, 2004), 206.

- a. Main idea (topic)
- b. Expressions/idiom/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting idea(s)
- h. Vocabulary in context

In conducting this research, the researcher focused on four aspects of reading comprehension ability to be evaluated including of main idea, vocabulary, context, and details that show communicative purpose of the text.

B. The Concept of Semantic Feature Analysis (SFA)

1. The definition of Semantic Feature Analysis (SFA)

Semantic Feature Analysis (SFA) is a strategy that creates a true test of students' knowledge of various word or concept characteristics as students move beyond definitional knowledge to intricate feature analysis, type of word knowledge.²⁷ In addition, Semantic Feature Analysis (SFA) is a strategy that discovers assessment of students' distinctive.

²⁷ Vicky I, Zygouris-Coe, *Teaching Discipline-Specific Literacies in Grades 6–12*. (New York: Routledge Avenue, 2015), 148.

Semantic Feature Analysis (SFA) is intended to improve vocabulary naming through the semantic network and improve semantic specification specific purposes.²⁸ In other words, Semantic Feature Analysis (SFA) is an alternative teaching effort related to cognitive aspect because it is related to semantic knowledge.

Semantic Feature Analysis (SFA) is a treatment approach that aims to enhance the semantic network in the treatment process in speakers with aphasia.²⁹ It means that Semantic Feature Analysis (SFA) is a strategy of treatment or recovery process for aphasia.

Based on the definition stated above, the researcher concludes that Semantic Feature Analysis (SFA) is instructional strategy in which the unique features of concept or vocabulary are defined and discriminated that can make students easy to know the meaning .

2. Principles of Semantic Feature Analysis (SFA)

Principles of Semantic Feature Analysis (SFA) are, as follow:³⁰

- a. Semantic Feature Analysis (SFA) requires elaborations.

In this case, the Semantic Feature Analysis directs students to be thorough and careful in elaborating the contents of the reading based on the Semantic Feature Analysis schema table and students can develop new vocabulary that is not in the text.

²⁸ Michelle L. Gravier, et al, "What Matters in Semantic Feature Analysis: Practice Related Predictors of Treatment Response in Aphasia," *American Journal of Speech Language Pathology*, Vol. 27. (2018): 450.

²⁹ Monica I.N. Knoph, Marianne Lind and Hanne Gram Simonsen, "Semantic Feature Analysis Targeting Verbs in a Quadrilingual Speaker With Aphasia," *Journal homepage*, Vol. 29, No. 12 (2015): 1473.

³⁰ Vicky I, Zygouris-Coe. *Teaching Discipline-Specific Literacies in Grades 6–12.*, 149.

- b. Semantic Feature Analysis (SFA) works in close reading of text.

It's mean to get vocabulary mapping and find out vocabulary that is not contained in the text, students must understand the content of the text.

- c. Semantic Feature Analysis (SFA) should be done in the intensive meaning negotiation.

This is because the process of interpreting words to map meaning needs to be done intensively, not in a short time.

3. The Advantages and Disadvantage Semantic Feature Analysis (SFA)

- a. Advantages Semantic Feature Analysis (SFA)

The advantages of Semantic Feature Analysis (SFA) are as follow:

- 1) Semantic Feature Analysis (SFA) helps students can similarize and differentiate characteristic of subject.³¹
- 2) Semantic Feature Analysis (SFA) can help students get or find similarity and difference of new words information.³²
- 3) Semantic Feature Analysis (SFA) is effectively used to guide students in creating their own list of word/concept features and relationships, so the students are actively involved in constructeding meaning,³³

³¹ Dona Alicia, "Teaching Vocabulary by Using Semantic Feature Analysis Strategy For The Young Learners," *Jurnal Curricula*, Vol. 1, No. 1 (2016): 29.

³² *Ibid.*, 32.

³³ Vicky I, Zygouris-Coe. *Teaching Discipline-Specific Literacies in Grades 6–12.*, 149.

4) Semantic Feature Analysis (SFA) helps students in their reading development by improving their personal and academic vocabulary.³⁴

b. Disadvantage Semantic Feature Analysis (SFA)

Semantic Feature Analysis (SFA) is not an easy strategy; it works best as a during and after reading strategy.³⁵ In this strategy we must be able to understand and distinguish the Semantic Feature Analysis (SFA) elements.

4. The steps of teaching reading comprehension ability by using SFA

To develop a semantic feature analysis, and help students understand how to use it, the teacher considers the following steps:³⁶

- a. The teacher reviews the material and select the major concepts students will need to use during their study of the topic at hand.
- b. The teacher selects the words/concepts that represent the big ideas or concepts; select the most important vocabulary.
- c. The teacher develops the features during the initial teaching of Semantic Feature Analysis (SFA); for students to create their own, they will need to develop vocabulary knowledge and experiences with using the Semantic Feature Analysis (SFA) over time.
- d. The teacher lists in the first column some words in the category.

³⁴Aly Amer, "Teaching/Developing Vocabulary Using Semantic Feature Analysis," *The TESOL Encyclopedia of English Language Teaching*, DOI: 10.1002/9781118784235.eelt0743 (2018): 2.

³⁵ Vicky I, Zygouris-Coe. *Teaching Discipline-Specific Literacies in Grades 6–12.*, 148.

³⁶ *Ibid.*, 150.

- e. The teacher lists on the top row some features shared by some of the words.
- f. The teacher asks the students to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship.
- g. The teacher reviews the Semantic Feature Analysis (SFA) matrix model with a set of familiar words/concepts, provide sufficient examples, provide guided practice, and allow for collaborative learning.
- h. The teacher asks the students to discuss and to defend their choices in small groups and present them to the whole class for further discussion. During the review of the Semantic Feature Analysis (SFA) matrices, The teacher involves students in explaining their rationale for their choices.

5. The Example of SFA Strategy

The researcher implemented semantic feature analysis strategy in the classroom with share reading text for students to read, moreover the researcher ask the students to place (+) or (-) along with numerical digits for number of shared features in the column and rows.³⁷

³⁷ Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice* (Santa Barbara: ABC-CLIO, 2002), 568.

Game

The game is part of playing and playing is also part of the game, both of which are related. In the game, there are targets that the player wants to achieve. Games are complex activities in which there are rules, play and culture. A game is a system where players engage in an artificial conflict. Here the player interacts with the system and the conflict in the game is engineered or artificial. In the game there are rules that aim to limit player behavior and determine the game.

There are several benefits of the game namely Eye and hand coordination. Actually, there are many types of sports that can be done to improve hand-eye coordination, which is the same as games.

Make people happy, One of the greatest effects of playing games is to make people happy. However, it is very important to limit the playing time of the game, because it is possible that this tool makes you addicted.

The types of games are; Basketball is a type of game or sport that requires groups to play can usually be done outdoors or indoors.

Scrabble is a type of game that is played in groups but the playing system is individual, usually it can be done indoors.

Bingo is a type of game where the game system is individual, usually it can be done indoors. in this game many challenges in writing.

crazy 8 is a type of game where the game system is individual, and the tools used in this game are cards.

Soccer is a type of game that is similar to basketball, which is the same as using a ball, only with a difference in the number of group members and the game system.

Solitaire is a type of game where the game system is individual, and the tools used in this game are cards but can play through android.

Billiards is a game played on a large table, where we use a long stick called a cue to hit the balls against each other or into pockets around the sides of the table.

Strategy in the game is a game genre that has the gameplay to organize a unit or army to attack enemy bases in order to win the game. usually in the Strategy game, we are required to look for gold to finance our troops.

Words	Features	Games												
		Played with others	Uses deck of cards	Uses game board	Uses die (or dice)	Uses ball	Played indoors	Played outdoors	Team score					
Basketball	+	-	-	-	+	+	+	+						
Scrabble	+	-	+	-	-	+	-	-						
Bingo	+	-	+	-	-	+	-	-						
Crazy 8	+	+	-	-	-	+	-	-						
Soccer	+	-	-	-	+	-	+	+						
Solitaire	-	+	-	-	-	+	-	-						
Billiards	+	-	-	-	+	+	-	+						

Figure 1
The Matrix of Semantic Feature Analysis (SFA)

C. Action Hypothesis

The Action Hypothesis of this research is states as follow, this research is successfull if Semantic Feature Analysis (SFA) Strategy is used, it can improve students’ reading comprehension ability among the tenth graders of SMKN 1 Sukadana.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

There are two variables of this research that consists of independent and dependent variables. The independent variable in this research is Semantic Feature Analysis (SFA) Strategy that was implemented to improve the students' reading comprehension ability. This strategy is used to help students in developing their vocabularies and clearly delineate the similarities and differences in related words.

The dependent variable of this research is reading comprehension ability as one of the four of language skills that has to be mastered by the students in order to be able to understand the main idea and supporting idea of the text.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the blueprint of how the researchers determines and survey of the variable in their study.³⁸ Operational definitions of variables in research are very essential to avert mistakes when misconstrue data by the researcher.

Based on the statement above, the definition operational of the variable in this research are:

³⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 151.

a. Dependent Variable

According to John W. Creswell, dependent variable is that depend on the independent variables; they are the results of the influence of the independent variables.³⁹ The dependent variable of this research is students' reading comprehension ability. To survey reading comprehension ability of students, the researcher implemented pre-test and post-test in multiple choice form that consist of 20 items and provided 1 score for each items and counted gotten score with estimating total of true answers dissevered number of the rehearsal and multiplied to 100, so the lowest score is 0 and the highest score is 100. To recognize the student's mastery in reading comprehension ability, the researcher concludes some indicators in this variable as follows:

- 1) The students are able to identify the main idea of reading text.
- 2) The students are able to detect detail information on reading text.
- 3) The students are able to locate the meaning of vocabulary in context.
- 4) The students are able to identify references.
- 5) The students are able to make conclusion from reading text.

b. The independent Variable

According to Laura T. Flannelly, an independent variable is a variable that have an effect to helping another variable (a dependent

³⁹ John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (California: SAGE Publications, 2014), 84.

variable).⁴⁰ In a significance, independent variable is a factor that is actuated in a research. The independent variable of this research is using Semantic Feature Analysis (SFA) Strategy. This variable to demand students in perceptive discussion about their views while considerately and active analyzing a definitive text. Likewise, to know student's participation in this strategy there are some indicators as follows:

- 1) The students are able to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship.
- 2) The students are able to discuss and to defend their choices in small groups and present them to the whole class for further discussion.
- 3) The students are able to involved in explaining their rationale for their choices during the review of the Semantic Feature Analysis (SFA) matrices.
- 4) The students are able to understand the complete instruction of implementing Semantic Feature Analysis (SFA) in reading comprehension ability.

B. Research Location

The researcher conducted the Classroom Action research (CAR) at SMKN 1 Sukadana East Lampung. SMKN 1 Sukadana is one of the best

⁴⁰ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research", *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

schools in East Lampung. In SMKN 1 Sukadana consists of four departments, namely Computer and Network Engineering, Hotel Acomodation, Accounting, and Motorcycle Engineering. Each department consists of two classes. The researcher choose the class because the students had a lower average score in reading.

C. Subject and Object of the Research

The subject of this action research is the tenth graders of SMKN 1 Sukadana, consist of 31 students. The object of this research is the students' reading comprehension ability among the tenth graders of SMKN 1 Sukadana. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMKN 1 Sukadana Mrs. Ana Marlina, S.Sos as a collaborator. The researcher plays a role as an English teacher who teaches reading comprehension ability trough Semantic Feature Analysis (SFA) to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in making lesson plan, comiit the reflection, and determining the follow up of the study.

However, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment for students.

Then, the researcher also collects and analyzes data together with the teacher to know the result of their student reading result.

Table 3
Total of the tenth graders of SMKN 1 Sukadana

No	Class	Gender		Total
		Male	Female	
1	X TKJ1	13	28	31

D. Action Plan

The design of this research is Classroom Action Research (CAR). It is called CAR because the research is purposed at expanding a certain instructional strategy to analyze problems in a class. According to John W. Creswell, action research is practiced at the individual, the social, or at both levels.⁴¹ Furthermore, David Coghlan states that action research is a term used to describe an investigative approach that aims to integrate theory and action into research.⁴²

Based on the statement above, the researcher concludes that Classroom Action Research is one of the attempts made by the teacher in order to improve the quality of learning process by using new methods, techniques, or strategies or incorporating them.

⁴¹ John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches.*, 54.

⁴²David Coghlan and Mary Brydon-Miller, *The SAGE Encyclopedia of Action Research* (London: SAGE Publications, 2014), 233.

The researcher describes the cycles through the scheme of action research design by Stephen Kemmis as follows:

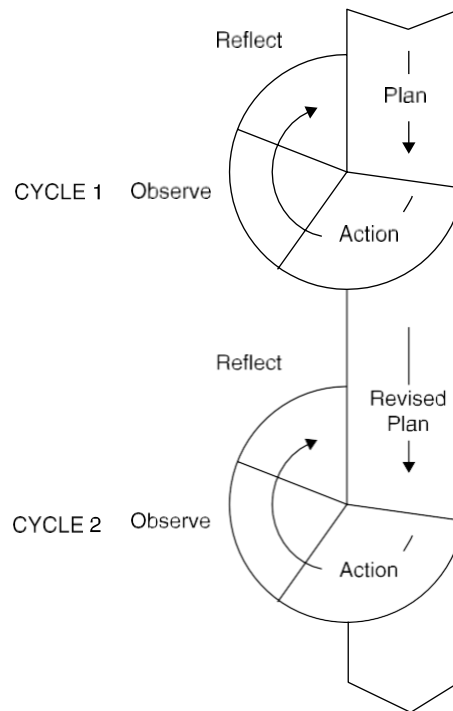


Figure 2
Kemmis and McTaggart's Action Research Design⁴³

CAR was applied in this research since it is regarded important to expand reading comprehension ability of the tenth graders of SMKN 1 Sukadana by Semantic Feature Analysis (SFA) strategy. By applying this strategy, it is predicted to solve students' problems in teaching-learning process of reading comprehension ability.

According to the Kemmis and McTaggart action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

⁴³ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 9.

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR, the teacher and the researcher make preparation, as follows:

- A. The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- B. The researcher prepares the observational note and guidelines.
- C. The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the text.
- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The researcher implements Semantic Feature Analysis (SFA); strategy.
- b) The researcher reviews the material and select the major concepts students need to use during their study of the topic at hand.
- c) The researcher selects the words/concepts that represent the big ideas or concepts; select the most important vocabulary.
- d) The researcher develops the features during the initial teaching of Semantic Feature Analysis (SFA); for students to create their own, they need to develop vocabulary knowledge and experiences with using the Semantic Feature Analysis (SFA) over time..
- e) The researcher lists in the first column some words in the category.
- f) The researcher lists on the top row some features shared by some of the words.
- g) The researcher asks the students to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship.
- h) The researcher reviews the Semantic Feature Analysis (SFA) matrix model with a set of familiar words/concepts, provide

sufficient examples, provide guided practice, and allow for collaborative learning.

- i) The researcher asks the students to discuss and to defend their choices in small groups and present them to the whole class for further discussion. During the review of the Semantic Feature Analysis (SFA) matrices, The teacher involves students in explaining their rationale for their choices.

3) Post-Teaching

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

c. Observing

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

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) The researcher identifies the students' achievement in learning reading comprehension ability by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1. The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
2. The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

In the phase of planning, the teacher and the researcher make instruments, as follows:

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

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the descriptive text.
- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The researcher implements Semantic Feature Analysis (SFA); strategy.
- b) The researcher reviews the material and select the major concepts students need to use during their study of the topic at hand.
- c) The researcher selects the words/concepts that represent the big ideas or concepts; select the most important vocabulary.
- d) The researcher develops the features during the initial teaching of Semantic Feature Analysis (SFA); for students to create their own, they need to develop vocabulary knowledge and experiences with using the Semantic Feature Analysis (SFA) over time.
- e) The researcher lists in the first column some words in the category.

- f) The teacher lists on the top row some features shared by some of the words.
- g) The teacher asks the students to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship.
- h) The teacher reviews the Semantic Feature Analysis (SFA) matrix model with a set of familiar words/concepts, provide sufficient examples, provide guided practice, and allow for collaborative learning.
- i) The teacher asks the students to discuss and to defend their choices in small groups and present them to the whole class for further discussion. During the review of the Semantic Feature Analysis (SFA) matrices, The teacher involves students in explaining their rationale for their choices.

3) Post-Teaching

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

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.

- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped. The cycle is stopped from reflection, so the total of cycles can not be determined but depend on the final reflection cycle.⁴⁴

E. Data Collecting Technique

There are two types of collecting data. They are qualitative and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of reading as a pre-test and post-test to obtain the quantitative data.

⁴⁴ Glenda Nugent, Sakil Malik, and Sandra Hollingsworth, *A Practical Guide to Action Research for Literacy Educators*, (Washington: Global Operations Unit, International Reading Association, 2012), 49.

1. Test

The researcher uses test to get data result of the students' reading comprehension ability. The result of this test is students' reading score based on the media applied. The aim of this test is to measure the students' reading comprehension ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing *Semantic Feature Analysis (SFA) Strategy* in preparations study. Pre-test of this research was in the form of multiple choice test of reading comprehension ability that asks the students to choose a correct answer.

b. Post-test

The post-test is implemented after using *Semantic Feature Analysis (SFA) Strategy* in teaching reading comprehension. Post-test of this research was in the form of multiple choice test of reading comprehension ability that asks the students to choose a correct answer. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Observation

Observation is the identification of a potential improvement.⁴⁵

An observation is not a compliance issue and does not need to be addressed before approval. In other words observation is an action or process of observing something or someone carefully to get information or prove the truth of a study.

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

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

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

⁴⁵ Clifton A Ericson II Concise, *Encyclopedia Of System Safety : Definition of Terms and Concepts* (Hoboken: John Wiley & Sons, 2011), 32.

- a. The history of SMKN 1 Sukadana.
- b. The condition teachers and officials employes in SMKN 1 Sukadana.
- c. The quantity of the students of SMKN 1 Sukadana.
- d. Organization structure of SMKN 1 Sukadana.
- e. Reading worksheet, course overviews and classroom materials of the students at SMKN 1 Sukadana.

4. Field Note

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

F. Data Collecting Instrument

Instrument is a measurement tool that was used to collect and record information for assessment and making decision. In this research, the research instrument was designed by the researcher. There are three kinds of instrument they are observation, test, and documentation. Futhermore, the three kinds of instrument can be explained as a follow:

1. Observation sheet
 - a) The students learning activity.
 - b) The students participation in learning process.

- c) The teacher performance in the classroom
2. Test sheet
- a) The students reading comprehension skill in text
 - b) The students summary of text
3. Documentation
- a) The condition of teachers and official employee.
 - b) The condition of students.
 - c) Learning facilities.
 - d) Organization structure.
 - e) Location sketch at SMKN 1 Sukadana.

G. Data Analysis Technique

Data analysis technique was conducted by taking the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:⁴⁶

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to know the result the researcher will compare between pre-test and post-test. The result was matched by the minimum standard in

⁴⁶ Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.

this school at least 75. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

H. Indicator of Success

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

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

In this chapter, the researcher would like to present the research result. It presents the research result and discussion which had been accomplished by the researcher at SMKN 1 Sukadana especially for the tenth graders. The result of the research, as follows:

a. The History of SMKN 1 Sukadana

Based on the collected document, it was obtained that SMKN 1 Sukadana located on Way Mati street Number 10 Sukadana East Lampung. This school is the first State Vocational High School in East Lampung district which was established in 2002 with the Hotel Accommodation Program, then in 2003 opened the Computer and Network Engineering Program then in the following year other majors were opened. SMKN 1 Sukadana East Lampung has land area of 20.000 square meters and building area of 2.310 square meters with ownership status.

1) Vision of the School: Being Vocational High Schools as integrated training and skills center with a view to arts, culture and tourism, business and modern technology based on environmental sustainability.

2) Mission of the School

- a) Educating students to become a middle and professional level workforce in accordance with their expertise, independent and able to develop themselves along with the development of science and technology.
- b) Filling the needs of local, national and international workers.
- c) Organizing training and skills according to the needs of local and national communities.
- d) Learning development with a flexible and permeable system.
- e) Organizing short courses, services and products for the economic development of the community.
- f) Realizing excellent service for the community and developing a learning climate with the perspective of arts, culture and tourism.
- g) Organizing advanced education and training with the Multi Entry Exit system.
- h) Producing the graduates in accordance with the needs of the independent market and have life skills.
- i) Producing the graduates who are able to continue to superior tertiary institutions.

**b. The Formation of Teacher and Official Employees
of SMKN 1 Sukadana**

The formation of the teacher and official employers in SMKN 1 Sukadana can be identified, as follows:

Table 4
The formation of the teacher and official employees in SMKN 1 Sukadana

No	Subject	Staff	
		Needed	Variable
1.	Religion Education		4
2.	Civic Education		2
3.	Indonesian Language		4
4.	English		4
5.	Mathematics		2
6.	Physics		2
7.	Chemist		2
8.	History		2
9.	Accountancy		4
10.	Computer Engineering		6
11.	Machine Engineering		3
12.	Hotel Acomodation		2
13.	Cultural Art and Craft		3
14.	Physical Education		1
15.	Etrepreneurship		2
16.	Librarian		1
17.	Natural Sciences		1
18.	Security		3
19.	Conseling		1
20.	Technician		3
21.	Laborer		1
22.	Administrator		3

(Source: the school archieve given by the administration staff of SMKN 1 Sukadana)

c. The Quantity of the Students of SMKN 1 Sukadana

The quantity of students of SMKN 1 Sukadana can be identified, as follows:

Table 5
The Students' Quantity of SMKN 1 Sukadana

No	Class	Gender		Total
		Male	Female	
1.	X	95	103	198
2.	XI	123	96	219
3.	XII	79	83	162
Total		297	282	579

(Source: the school archive given by the administration staff of SMKN 1 Sukadana)

d. The Building of SMKN 1 Sukadana

The condition of facilities in SMKN 1 Sukadana can be seen on the table below:

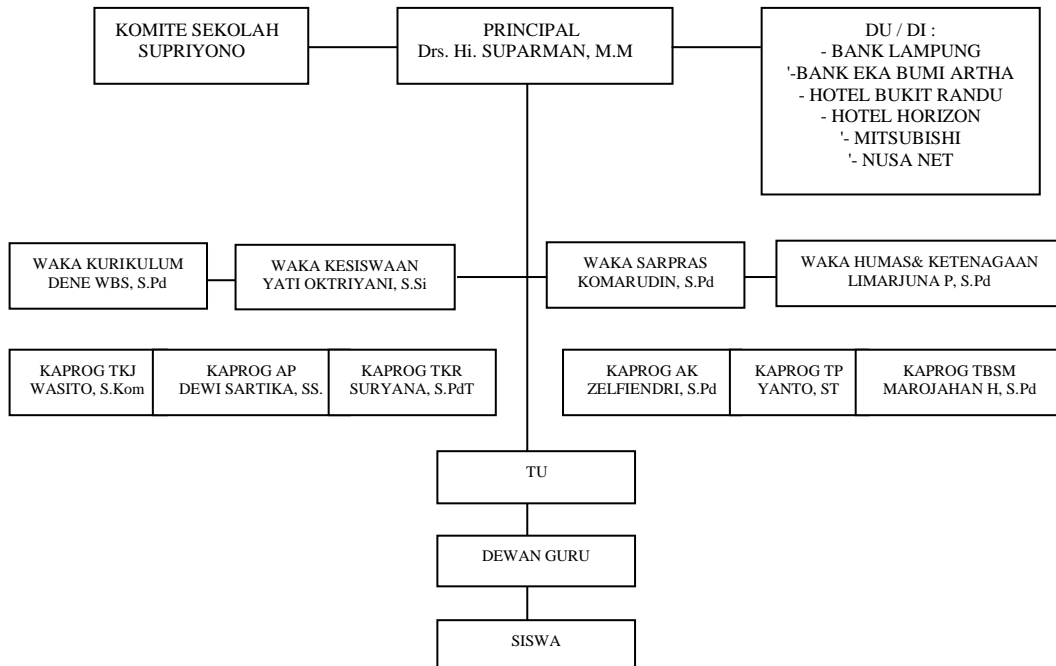
Table 6
The Building of SMKN 1 Sukadana

No.	Names of Building	Sum
1.	Classroom	19
2.	Headmaster Room	1
3.	Vice of Headmaster Room	2
4.	Administration Room	1
5.	Teacher Room	1
6.	Counseling Room	1
7.	Laboratory Room	
	Science Laboratory	1
	Computer Laboratory	1
	Art Laboratory	1
	Machine Laboratory	1
	Hotel Laboratory	1
8.	Library Room	1
9.	School Medical Room	1
10.	School Official Home	1
11.	Meeting Room	1
12.	School Cooperation	1
13.	Security Post	1
14.	Parking Area	
	Teacher Parking Area	1
	Students Parking Area	1
15.	Mosque	1
16.	Canteen	1

17.	Sport Yard	1
18.	Kitchen	1
19.	Toilets	
	Teacher toilet	1
	Student toilet	3

(Source: the school archive given by the administration staff of SMKN 1 Sukadana)

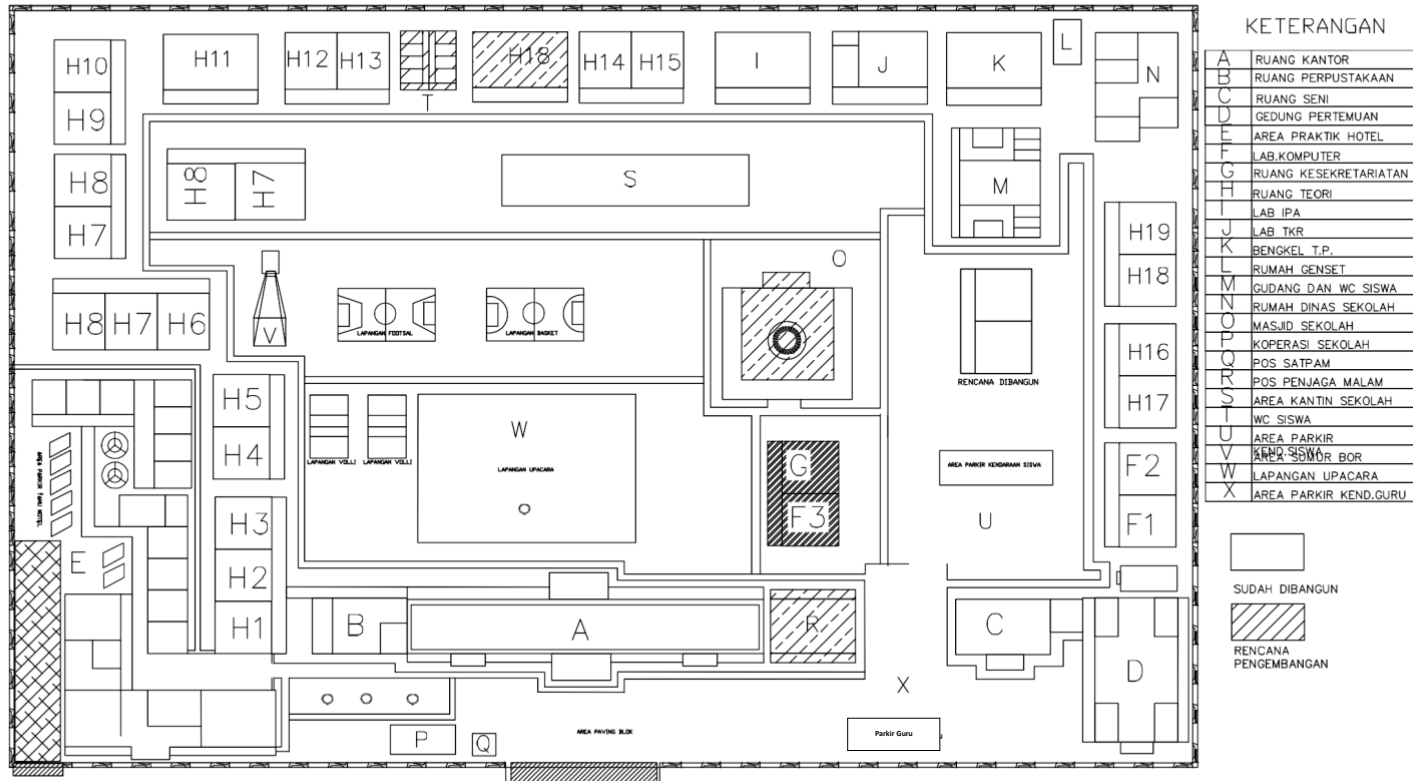
e. The Organization Structure of SMKN 1 Sukadana



(Source: the school archive given by the administration staff of SMKN 1 Sukadana)

Figure 3
The Organization Structure of SMKN 1 Sukadana

f. Location Sketch of SMKN 1 Sukadana



(Source: the school archive given by the administration staff of SMKN 1 Sukadana)

Figure 4
The Location Sketch of SMKN 1 Sukadana

2. Description of the Research

In this research, the researcher is as an English teacher and Mrs. Ana Marlina, S.Sos is as the collaborator managed the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle I

Before implementing the treatment using Semantic Feature Analysis (SFA) strategy, the researcher managed pre-test mediated by the online social media application to know the students' reading comprehension ability giving treatment and it was used as the comparison score with post-test. The students were given task to answer the multiple choice questions of reading comprehension ability. The results of pre-test could be seen on the table below:

Table 7

The Result of The Pre Test Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Name of Students	Grade	Criteria
32.	A P	30	Incomplete
33.	A S R	15	Incomplete
34.	A V P H	55	Incomplete
35.	A W	15	Incomplete
36.	A Y	15	Incomplete
37.	C S	25	Incomplete
38.	D S P	45	Incomplete
39.	D A H P	50	Incomplete
40.	D T	45	Incomplete
41.	E F	40	Incomplete
42.	E S	35	Incomplete
43.	F F S	40	Incomplete
44.	M A A B	20	Incomplete
45.	M B	80	Complete
46.	M S	50	Incomplete

47.	M Z K	30	Incomplete
48.	N O	25	Incomplete
49.	P R S	50	Incomplete
50.	R A	25	Incomplete
51.	R A	15	Incomplete
52.	R M P	75	Complete
53.	R P	40	Incomplete
54.	S A	35	Incomplete
55.	S T	30	Incomplete
56.	S	15	Incomplete
57.	V T N	20	Incomplete
58.	W U	20	Incomplete
59.	Y A P	50	Incomplete
60.	Y I S	20	Incomplete
Total Score		1010	
Average		35	
Highest Score		80	
Lowest Score		15	

Based on the pre-test table, it is inferred that most of the students got score less than 75. The following explanation is the categorization of pre-test result based on Minimum Mastery Criteria (MMC) as follows:

Table 8

The Percentage Pre-Test Result of Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	2 students	7 %	Complete
2	< 75	27 students	93 %	Incomplete
Total of the students		29 students	100%	

Based on the table above, it was analyzed that there were 2 students (7%) who got a minimum score and 27 students (93%) who failed the pre-test. The lowest score in pre-test was 15 and the

highest score was 80. It means that the students did not fulfill the minimum score at SMKN 1 Sukadana and the students' reading comprehension ability was low. Besides, from the result of pre-test the researcher got the average 35. Therefore, it was the reason why the researcher used Semantic Feature Analysis (SFA) strategy to improve the students' reading comprehension ability.

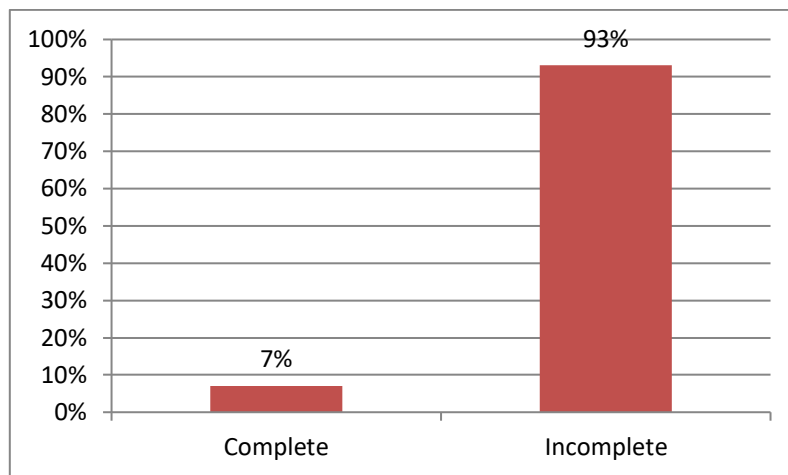


Figure 5
Graph of Students Result of Pre-Test

The following were the steps of the treatment mediated by the online social media application.

1) Planning

The first meeting was done on Tuesday, April 13th 2020. It was started by greeting, praying, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher had taken the students' pre-test score.

Based on the result of pre-test score, the researcher had identified and found the problems after taking the students' pre-

test score. Therefore, the researcher conducted the treatment mediated by the online social media application. The researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, the reading comprehension ability test, observation sheet that contain about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment done on Tuesday, April 20th 2021. The third meeting was post-test I done on Tuesday, April 27th 2021. In the treatment, the researcher is as an English teacher and Mrs. Ana Marlina, S.Sos is as a collaborator. The researcher started the meeting by greeting, checking attendance list and asking the condition of the students.

Furthermore, the researcher gave the material about reading the recount text. At the beginning of teaching learning process, the researcher chose the recount text in the title of Alfred Bernhard Nobel that was used to show to the students. The students read and comprehend the recount text. The students developed vocabulary knowledge and experiences by using the Semantic Feature Analysis (SFA) strategy. The students placed (+) or (-) along with numerical digits for number

of shared features. The researcher revised what they did based on revision.

After doing the first treatment, the researcher gave post-test I to the students. The post test was done to know how the students' reading comprehension ability after giving treatment. Then, the researcher gave post-test I to the students by asking the students to comprehend a recount text.

In the post-test I, only 6 students who got good grade, but the result of the students' was better than the students' pre-test before giving treatment. In this session, the researcher got the result of the students' post-test I in cycle I. The result can be seen, as follows:

Table 9

The Result of The Post Test I Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Name of Students	Grade	Criteria
1.	A P	35	Incomplete
2.	A S R	20	Incomplete
3.	A V P H	70	Incomplete
4.	A W	30	Incomplete
5.	A Y	25	Incomplete
6.	C S	55	Incomplete
7.	D S P	65	Incomplete
8.	D A H P	75	Complete
9.	D T	55	Incomplete
10.	E F	55	Incomplete
11.	E S	40	Incomplete
12.	F F S	50	Incomplete
13.	M A A B	55	Incomplete
14.	M B	90	Complete
15.	M S	60	Incomplete
16.	M Z K	35	Incomplete
17.	N O	75	Complete

18.	P R S	70	Incomplete
19.	R A	55	Incomplete
20.	R A	50	Incomplete
21.	R M P	75	Complete
22.	R P	65	Incomplete
23.	S A	75	Complete
24.	S T	40	Incomplete
25.	S	35	Incomplete
26.	V T N	25	Incomplete
27.	W U	55	Incomplete
28.	Y A P	75	Complete
29.	Y I S	45	Incomplete
Total Score		1555	
Average		54	
Highest Score		90	
Lowest Score		25	

Based on the table above, there were 6 students got ≥ 75 and 23 students got < 75 . The following was the table of students' score grade of post-test I:

Table 10

The Percentage Post Test I Result of Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	6 students	21 %	Complete
2	< 75	23 students	79 %	Incomplete
Total of the students		29 students	100%	

From the table above, it was analyzed that the students' average score was 54. The highest score was 90 and the lowest score was 25. Based on the Minimum Mastery Criteria (MMC), there were 6 students on post-test I got score ≥ 75 . It means that

in cycle I the students' attainment could improve enough, but it was not successful yet.

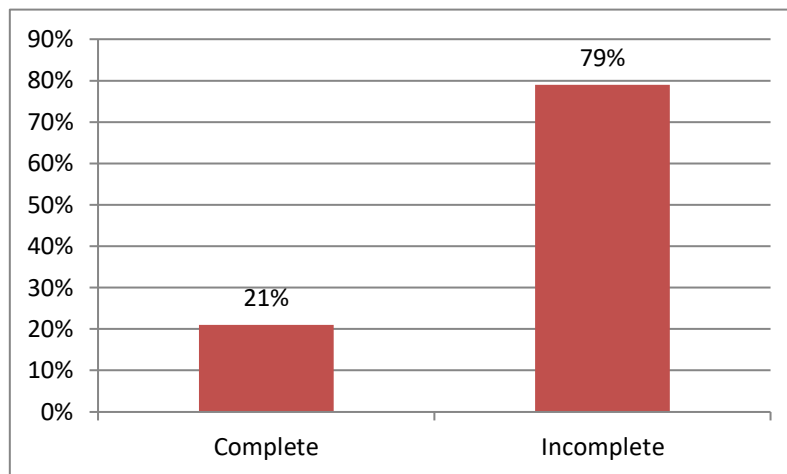


Figure 6
Graph of Students Result of Post-Test I

3) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading recount text in the theme of people.

While the treatment was being executed, the students exercises during the learning interaction were additionally being seen by the observer. The students who were active in the class would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the students' learning exercises could be seen as follow:

Table 11

The Students' Learning Activities Observation in Cycle 1

No	Student's Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	A P	√			√	√
2.	A S R	√	√	√	√	√
3.	A V P H	√	√	√	√	√
4.	A W					
5.	A Y					
6.	C S	√		√	√	√
7.	D S P	√	√	√	√	√
8.	D A H P	√			√	√
9.	D T		√	√	√	√
10.	E F	√	√	√	√	√
11.	E S	√		√	√	√
12.	F F S				√	√
13.	M A A B	√		√	√	√
14.	M B	√	√	√	√	√
15.	M S	√	√	√	√	√
16.	M Z K	√			√	√
17.	N O				√	√
18.	P R S	√	√	√	√	√
19.	R A	√				√
20.	R A	√	√	√	√	√

21.	R M P			√	√	√
22.	R P			√	√	√
23.	S A	√	√	√	√	√
24.	S T		√	√	√	√
25.	S	√		√	√	
26.	V T N	√			√	√
27.	W U	√	√		√	√
28.	Y A P	√	√	√	√	√
29.	Y I S			√		
TOTAL		20	13	20	25	25

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 69%
 2. The students ask and answer question= 45%
 3. The students are active in class= 69%
 4. The students are able to do the task= 86%
 5. The students follow teacher's instruction= 86%

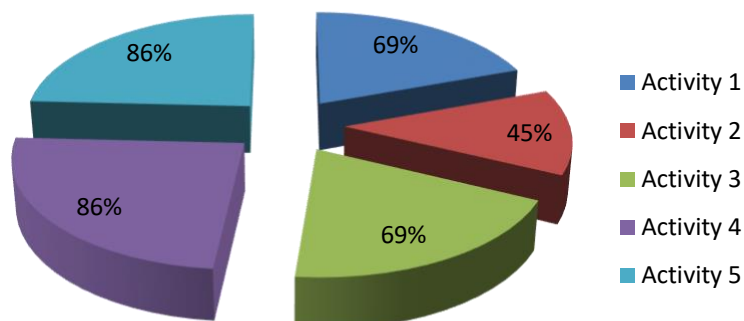


Figure 7
Graph of Students Activities in Cycle I

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unexcited to the teacher's explanation
- b) Some students did not ask and answer the teacher's questions. Based on the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

- (1) The teacher gave more detail explanation and questions after explaining the materials to control the students.
- (2) The teacher gave reward to the students who are active and achiever.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 12
The Score of The Pre- test and Post Test I Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Name of Students	Pre- test score	Post- test I score	Deviation	Explanation
1.	A P	30	35	5	Improved
2.	A S R	15	20	5	Improved
3.	A V P H	55	70	15	Improved
4.	A W	15	30	15	Improved
5.	A Y	15	25	10	Improved
6.	C S	25	55	30	Improved
7.	D S P	45	65	20	Improved
8.	D A H P	50	75	25	Improved
9.	D T	45	55	10	Improved
10.	E F	40	55	10	Improved
11.	E S	35	40	5	Improved
12.	F F S	40	50	10	Improved
13.	M A A B	20	55	35	Improved
14.	M B	80	90	10	Improved
15.	M S	50	60	10	Improved
16.	M Z K	30	35	5	Improved
17.	N O	25	75	50	Improved
18.	P R S	50	70	20	Improved
19.	R A	25	55	30	Improved
20.	R A	15	50	35	Improved
21.	R M P	75	75	-	Constant
22.	R P	40	65	25	Improved
23.	S A	35	75	40	Improved
24.	S T	30	40	10	Improved

25.	S	15	35	20	Improved
26.	V T N	20	25	5	Improved
27.	W U	20	55	35	Improved
28.	Y A P	50	75	25	Improved
29.	Y I S	20	45	25	Improved
Total Score		1010	1555		
Average		35	54		

In this research, pre-test and post-test I had been done individually. It was purposed to know the ability of the students before and after the treatment. From the result of pre-test and post-test I, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 35 and post-test I was 54. Even though there was an improvement of the students' attainment, cycle I was not successful yet because only 6 students (21%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Thus, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. But the difference in the way to impement in cycle II, I conduct directy in the class. It was divided into planning, acting, observing, and reflecting. It is explained more, as follows:

1) Planning

Based on observation and reflection in cycle I, it was investigated that cycle I was not successful yet. Thereupon, the researcher and collaborator tried to revise the several problems that observed in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post- test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each step, the researcher tried to make the students more dilligent. The implementation of this strategy was managed in two meetings, namely; treatment and post-test II.

The treatment in cycle II was managed on Wednesday, April 26th 2021. It was started by greeting, praying, and checking attendance list. The researcher as a teacher conveyed the material about reading the recount text about vacation. At the beginning of teaching learning process, the researcher choose the recount text in the title vacation to Surabaya that was used to show to the students. The students read and comprehend the recount text. The students developed vocabulary knowledge and experiences by using the Semantic Feature Analysis (SFA) strategy. The students placed (+) or (-)

along with numerical digits for number of shared features. The researcher revised what they did based on revision.

After giving the treatment process in cycle I and cycle II, the researcher managed post-test II on Thursday, April 27th 2021. It was same type with the cycle I. In brief the students done the test, the researcher corrected the students' answer sheet. The result of post-test II could be seen on the table below:

Table 13

The Result of The Post Test II Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Name of Students	Grade	Criteria
1.	A P	55	Incomplete
2.	A S R	75	Complete
3.	A V P H	75	Complete
4.	A W	45	Incomplete
5.	A Y	75	Complete
6.	C S	75	Complete
7.	D S P	75	Complete
8.	D A H P	75	Complete
9.	D T	75	Complete
10.	E F	75	Complete
11.	E S	50	Incomplete
12.	F F S	55	Incomplete
13.	M A A B	75	Complete
14.	M B	90	Complete
15.	M S	75	Complete
16.	M Z K	75	Complete
17.	N O	75	Complete
18.	P R S	75	Complete
19.	R A	75	Complete
20.	R A	80	Complete
21.	R M P	75	Complete
22.	R P	75	Complete
23.	S A	75	Complete
24.	S T	55	Incomplete
25.	S	45	Incomplete
26.	V T N	40	Incomplete

27.	W U	75	Complete
28.	Y A P	75	Complete
29.	Y I S	50	Incomplete
Total Score		1990	
Average		69	
Highest Score		90	
Lowest Score		40	

Based on the table below, there were 21 students got ≥ 75 and 8 students got < 75 . The following was the table of students' grade of post-test II:

Table 14

The Percentage Post Test II Result of Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	21 students	72 %	Complete
2	< 75	8 students	28 %	Incomplete
Total of the students		29 students	100%	

Based on the table above, it was known that the students' average score in post-test II was 69. The highest score was 90 and the lowest score was 40. Most of students could improve. It means that cycle II succeeded.

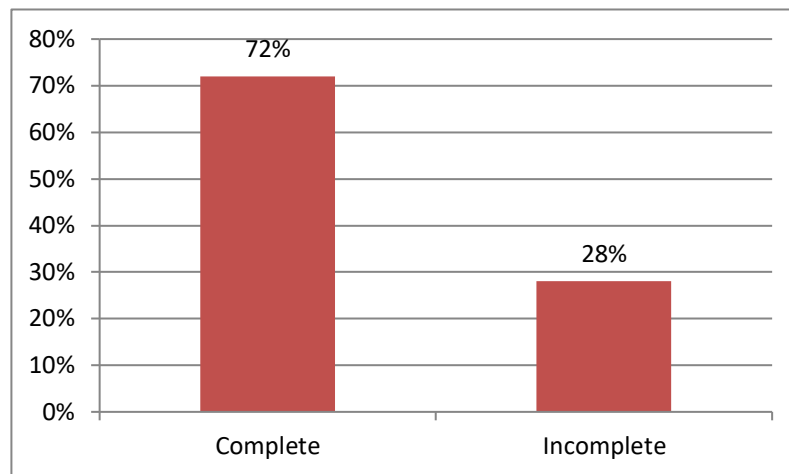


Figure 8
Graph of Students Result of Post-Test II

3) Observing

In this step, the researcher presented the material by using Semantic Feature Analysis (SFA) Strategy. Based on the result of the research in cycle II, it could be deduced that cycle II was successful. The researcher looked the result of the research complacently. There were > 70% of students passed the examination. It means the students' reading comprehension ability had been improved.

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

Table 15

The Students' Learning Activities Observation in Cycle 2

No	Student's Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	A P	√			√	√
2.	A S R	√	√	√	√	√
3.	A V P H	√	√	√	√	√
4.	A W				√	√
5.	A Y		√	√	√	√
6.	C S	√		√	√	√
7.	D S P	√	√	√	√	√
8.	D A H P	√	√		√	√
9.	D T	√	√	√	√	√
10.	E F	√	√	√	√	√
11.	E S	√		√	√	√
12.	F F S				√	√
13.	M A A B	√		√	√	√
14.	M B	√	√	√	√	√
15.	M S	√	√	√	√	√
16.	M Z K	√	√	√	√	√
17.	N O	√			√	√
18.	P R S	√	√	√	√	√
19.	R A	√		√	√	√
20.	R A	√	√	√	√	√

21.	R M P	√		√	√	√
22.	R P			√	√	√
23.	S A	√	√	√	√	√
24.	S T		√	√	√	√
25.	S	√		√	√	√
26.	V T N	√			√	√
27.	W U	√	√	√	√	√
28.	Y A P	√	√	√	√	√
29.	Y I S			√	√	√
TOTAL		24	16	24	29	29

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 83%
 2. The students ask and answer question= 55%
 3. The students are active in class= 83%
 4. The students are able to do the task= 100%
 5. The students follow teacher's instruction= 100%

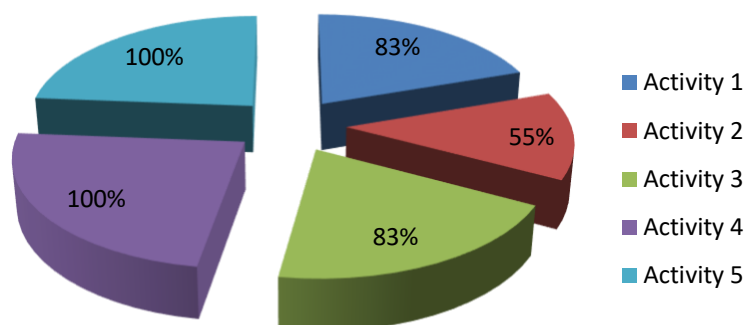


Figure 9
Graph of Students Activities in Cycle II

From the result above, the researcher deduced that this research was successful and would be not continued in the next cycle. The students score of from post-test I to post-test II could be seen on the table below:

Table 16

The Score of The Post- test I and Post Test II Students' Reading Comprehension Ability among the tenth graders of SMKN 1 Sukadana

No	Name of Students	Post- test I score	Post- test II score	Improving	Explanation
1.	A P	35	55	20	Improved
2.	A S R	20	75	50	Improved
3.	A V P H	70	75	20	Improved
4.	A W	30	45	15	Improved
5.	A Y	25	75	50	Improved
6.	C S	55	75	20	Improved
7.	D S P	65	75	10	Improved
8.	D A H P	75	75	-	Constant
9.	D T	55	75	20	Improved
10.	E F	55	75	20	Improved
11.	E S	40	50	10	Improved
12.	F F S	50	55	5	Improved
13.	M A A B	55	75	20	Improved
14.	M B	90	90	-	Constant
15.	M S	60	75	15	Improved
16.	M Z K	35	75	40	Improved
17.	N O	75	75	-	Constant

18.	P R S	70	75	5	Improved
19.	R A	55	75	20	Improved
20.	R A	50	80	30	Improved
21.	R M P	75	75	-	Constant
22.	R P	65	75	10	Improved
23.	S A	75	75	-	Constant
24.	S T	40	55	15	Improved
25.	S	35	45	10	Improved
26.	V T N	25	40	20	Improved
27.	W U	55	75	20	Improved
28.	Y A P	75	75	-	Constant
29.	Y I S	45	50	10	Improved
Total Score		1555	1990		
Average		54	69		

Based on the table above, Semantic Feature Analysis (SFA) strategy could improve the students' reading comprehension ability because there was improvement from average in post- test I was 63 became 70 in post-test II. In the cycle II, most of the students could develop their performance. It means that cycle II was successful.

4) Reflecting

Based on the result of post test II, the percentage of students reading comprehension ability was (72%) had achieved the indicator of success 72%. In the cycle II, most of the students could develop their performance. It means that cycle II was successful.

Table 17
The Comparison of Students' Grades that Achieving
Minimum Mastery Criteria (MMC)

No	Test	Frequency	Percentage
1.	Pre Test	2	7 %
2.	Post Test 1	6	21%
3.	Post Test 2	21	72%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. DISCUSSION

In this case, the total of students who are able to achieve the MMC in their reading comprehension ability was 21 students in terms of the results of post test 2 or 72% of students completed the MMC. This progress is agree with the theory stated by Michelle that the teaching Semantic Feature Analysis (SFA) strategy is able to improve students' reading comprehension ability.⁴⁷

In consequence, Semantic Feature Analysis (SFA) strategy can improve the students' reading comprehension ability. There is a progress average score from pre-test was 35, post-test I was 54 and become 70 in post-test II. We can be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

⁴⁷ Michelle L. Gravier, et al, "What Matters in Semantic Feature Analysis: Practice Related Predictors of Treatment Response in Aphasia., 450.

In addition, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to the students pay attention of teacher's explanation (83%), the students ask and answer question (55%), the students are active in class (83%), the students are able to do the task (100%) and the students follow teacher's instruction (100%). This is also agree with the theory stated by Vicky which explains that the stages of teaching using the Semantic Feature Analysis (SFA) strategy directly lead students to concentrate and focus more when reading⁴⁸. The researcher distributed a piece of paper to the students which consisted of text. The researcher practiced then the students repeated. This activity was done until the end of the meeting.

⁴⁸ Vicky I, Zygouris-Coe. *Teaching Discipline-Specific Literacies in Grades 6–12.*, 150.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion of the research. In addition, the researcher would like to provide the suggestion to the teacher in teaching reading comprehension ability by using Semantic Feature Analysis (SFA) strategy.

A. Conclusion

Based on the results of cycle I and cycle II, it was investigated that the use of Semantic Feature Analysis (SFA) strategy could improve the students' reading comprehension ability. This can be seen from the average score from pre-test was 35, post-test I was 54 and become 69 in post-test II. In addition, the percentage of students that achieved the minimum mastery criteria in pre-test was 7%, in post-test I was 21%, and in post-test II was 72%. It was investigated that the research is successful because the result of students' reading comprehension ability in post-test II had achieved the indicator of success. Consequently, it was inferred that there was an improvement on the average score and the percentage of the students who achieved the test from pre-test, post-test I and post-test II.

Additionally, Semantic Feature Analysis (SFA) strategy could improve the students' learning activity at the tenth graders of SMKN 1 Sukadana. In cycle I, the students' learning activity was 69%. Eventually, in cycle II the students' learning activity was 83%. It means that result of learning activity in

cycle II had achieved the indicator of success that was > 70% students fulfill the Minimum Mastery Criteria (MMC).

B. Suggestion

Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researcher:

1. For the Students

The researcher hopes that the students to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improved their knowledge especially in reading comprehension.

2. For the Teacher

It is recommended that the English teacher to use the Semantic Feature Analysis (SFA) strategy to guide the students' reading comprehension to develop the vocabulary in the process of reading a text in English.

3. For the other researcher

It is suggested to be useful for other researcher find out not only the theoretical side of Semantic Feature Analysis (SFA) in improving reading comprehension ability but also how to apply it so that students' reading skills can improve. Therefore it is hoped that this research can strengthen research that was processed by other researchers.

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APPENDICES

SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMK/MAK

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 ingintahunya 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
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i>	Teks <i>recount</i> lisan dan tulis, sederhana, tentang	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan 	14 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u>

<p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara</p>	<p>pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Menanya</p> <ul style="list-style-type: none"> 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 	<p>keruntutan struktur teks <i>recount</i></p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>observasi:</p>	<ul style="list-style-type: none"> SUARA GURU Koran/majalah berbahasa Inggris www.dailyyenglish.com http://americanenglish.state.gov/files/americanenglish/asset_downloads/1/11222main_content_content_download_attachmen http://learnenglish.britishcouncil.org/en/
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	<p>kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peistiwa yang sedang banyak dibicarakan .</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan</p>	<p>mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • 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 menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin 	<p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. 		
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	<p>tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang 	<ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> 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 <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
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		<p>hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none">• Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.• Siswa mempresentasikannya di kelas• Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.• Siswa membuat jurnal belajar (<i>learning journal</i>)			
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<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • 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 <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • 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 <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur 	<p>12 JP</p>	<ul style="list-style-type: none"> • Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/americanenglish/2012/01/20120118_english_resources_files • http://learnenglish.britishcouncil.org/en/
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	<p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresen tasikan secara lisan</p>	<p>dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan 	<p>kebahasaan dalam teks naratif</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • 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 • Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		
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	<p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>dengan runtut</p> <ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, 	<p>Portofolio</p> <ul style="list-style-type: none"> 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 penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar,</p>		
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		<p>struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda.</p> <ul style="list-style-type: none">• 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 bentuk penilaian lain		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMKN 1 Sukadana

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/II

Materi Pokok : Teks recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

- 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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

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

- 2.2 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.

C. Tujuan Pembelajaran :

- Menunjukkan sikap kerjasama dalam kelompok
- Menunjukkan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Menganalisis unsur teks dan unsur kebahasaan pada teks ilmiah (*recount text*)
- Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari *recount text* tentang tokoh/biography
- Menangkap makna dalam teks *recount*
- Memahami informasi dari teks *recount*

D. Materi Pembelajaran

Achmad Dody, *Developing English Competencies for Senior High School*, Jakarta: Setia Purna Invest, 2008, hal.15

learningenglishonline.blogspot.com/2014/11/teks-recount.html accessed on Mei 10, 2016.

Definition of Recount Text:

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complication among the participants and that differentiates from narrative.

Generic Structure:

1. Orientation : Introducing the participants, place and time
2. Events : Describing series of event that happened in the past
3. Re-orientation : It is optional. Stating personal comment of the researcher to the story

Language Features:

1. Introducing personal participant : I, My Group, etc
2. Using Phonological Connection : Then, First, etc
3. Using linking verb : Was, Were, Saw, Heard, etc
4. Using Action Verb : Went, Changed, etc
5. Using simple past tense : I went to school yesterday (e.g)

E. Teknik Pembelajaran : Semantic Feature Analysis Strategy (SFA)

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point Presentation, Teks.
2. Alat: Laptop
3. Sumber Belajar : Buku Bahasa Inggris kelas X, teks recount , lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks recount tentang seorang tokoh.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengulas kembali.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa ke dalam kelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru meminta beberapa siswa untuk membaca teks recount tentang seorang tokoh yang terdapat pada slide dan kertas yang telah dibagikan.

- Siswa mengamati teks recount yang terdapat pada slide untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

Menanya

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks recount.
- Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami dan menemukan informasi pada teks recount.

Mengeksplorasi

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks recount serta teknik yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.
- Siswa berlatih menyusun teks recount tentang seorang tokoh yang telah diacak oleh guru yang terdapat di dalam amplop.
- Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount.

Mengasosiasi

- Siswa secara aktif di dalam kelompok mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount pada lembar kegiatan yang telah disediakan oleh guru.
- Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount.

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Teknik: Unjuk kerja

Alfred Bernhard Nobel was a Swedish chemist, engineer, innovator, and ornament manufacturer. He was the inventor of dynamite. He also owned Bofors, which he had redirected from its previous role as primarily an iron and steel producer to a major manufacturer of cannons and other ornaments. He held 355 different patents, dynamite being the most famous. In his last would, he used his enormous fortune to institute the Nobel Prizes. The synthetic element nobelium was named after him. He was the third son of Immanuel Nobel and Andriette Ahlsell Nobel. Born in Stckholm on 21 October 1833, he went with my family to Saint Petersburg in 1842, where his father invented modern plywood. He studied chemistry with Professor Nikolay Nickolaevich Zinin. When he was 18, he went to the United States to study chemistry for four years and worked for a short period under John Ericsson, who designed the American Civil War ironclad USS Monitor.

Returning to Sweden, with his father after bankruptcy of his family business, he then devoted himself to the study of explosives, and especially to the save manufacture and use of nitroglycerine (discovered in 1847 by Acanio Sobrero, one of his fellow students under Theophile-Jules Pelouze at the University of Turin). A big explosion occurred on 2 September 1864 at his factory in Heleneborg in Stockholm, killing five people. Among them was his younger brother, Emil.

The foundations of the Nobel Prize were laid in 1895 when Alfred Nobel wrote his last will, leaving much of his wealth for its establishment. Since 1901, the prize has honoured men and women for outstanding achievements in physics, chemistry, medicine, literature and for work in peace.

Answer the question based on the text.

1. What is the type of these paragraph?
2. What is the main idea of paragraph 2?
3. What was Bofor's main business under Alfred Nobel?
4. Where did Alfred Nobel work with John Ericsson?
5. Who is Alfred Bernhard Nobel?

Skor maksimum : 100

Nilai Perolehan Akhir : $\frac{\text{Skor perolehan}}{\text{Skor Maksimum}} \times 100$

Sukadana, Februari 2021

The Collaborator

The Researcher

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CYCLE 1
Pre-Test of Recount Text on Reading Comprehension Ability

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, or d!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Name:

Score:

.....

Class:

The following text is provided for answering the questions of number 1 up to 4.

My First Time in Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So, we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many houses, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of products which they claim to be a traditional product of Yogyakarta. I bought some wooden figurines and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbags. My mom and dad were busy choosing some merchandises to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical buildings in Yogyakarta. We took a lot of pictures there. We also took some pictures of the building so we can check it again at home. We found some places providing Yogya traditional food around the building and we jumped in right away.

We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day,

that was the reason why we decided to spend more time in air conditioned building like these.

1. When does the activity of the paragraph 1 take according the tenses?
 - a. In the present
 - b. In the past
 - c. In the future
 - d. Next two weeks
2. Which of the following is not true according to the text?
 - a. The writer went to Malioboro street in the second day in Jogja.
 - b. The writer just stays home in the first day in Jogja.
 - c. The writer's went to Taman Sari and Keraton Ngayogyakarta Hadiningrat in the third day in Jogja..
 - d. The writer has two sisters.
3. "... Which is 5 minutes away by foot to Malioboro street. (paragraph 1). The underlined word means?
 - a. Walking to Malioboro street
 - b. Riding bicycle takes 5 minutes to Malioboro street
 - c. You need 1 minute by bus
 - d. Run to Malioboro street

The following text is provided for answering the questions of number 4 up to 7.

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived.

When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time.

After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way. I didn't realize what had happened until I found myself hanging on a branch of a tree.

4. The text mainly discusses ...
 - a. The story about terrible a earthquake

- b. The writer's experience with a big earthquake
 - c. The steps to avoid danger in your life
 - d. The description of a beach in Meulaboh
5. What is the main idea of the third paragraph?
- a. The writer saw many fish on the sand.
 - b. The view of the beach was very exciting.
 - c. The writer liked to see the wave in the sea.
 - d. Tsunami occurred and destroyed everything.
6. Which of the following is not true according to the text?
- A. The water going on into the middle of the sea.
 - B. There was an earthquake
 - C. Everybody in the beach was panic.
 - D. There was an amazing view in the sea.
7. "We all seemed to be astonished by"
- The underlined word has the same meaning with ...
- a. Panicked
 - b. Amazed
 - c. Delighted
 - d. Pleased

The following text is provided for answering the questions of number 8 up to 10.

THE SMARTEST PARROT

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano, however the bird did not say the word.

At first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal.

Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

8. What kind of phrases used in the title of text?
 - a. Verb phrase.
 - b. Adjective phrase.
 - c. Adverbial phrase
 - d. Noun phrase.

9. From the text we learn that
 - a. We have to respect others
 - b. We have to imitate others
 - c. We are not allowed to force others to do something
 - d. We must not have the feeling as higher creature than others

10. “... the parrot was standing proudly and screaming at the last old chicken ...”
The word “proudly” nearly means ...
 - a. Arrogantly
 - b. Bravely
 - c. Smugly
 - d. Humbly

The following text is provided for answering the questions of number 11 up to 14.

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton, his first team.

Wayne Rooney was born one October 2th, 1985 in Liverpool. He is the son of a working-class family. He grew up in croxteth. He was brought up in a three bedroom house with his parents, Jeanette and Wayne, and his younger brothers, Graham and John. When he was young, Wayne has a dream; he wanted to be the best footballer. His family were Everton lovers and Rooney’s old bedroom window was filled with Everton flags.

His debut in Everton football club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the history of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays he becomes the world’s most expensive teenager football player.

11. What is the text about?
 - a. England football players

- b. Top goal scorer
 - c. Wayne Rooney
 - d. Wonder boys
12. What is the main idea of paragraph one?
- a. Rooney is very popular
 - b. Rooney becomes the youngest footballer
 - c. Rooney lives in a simple family
 - d. Rooney has been fan on Everton since he was young
13. In what club did Wayne Rooney score his first goal?
- a. Arsenal
 - b. Liverpool
 - c. Everton
 - d. Manchester United
14. What is the supporting idea of paragraph one?
- a. Wayne Rooney went to USA
 - b. Wayne Rooney joined Manchester United.
 - c. Rooney was a top goal scorer for Everton
 - d. Wayne Rooney was born one October 2th, 1985 in Liverpool

The following text is provided for answering the questions of number 15 up to 17.

Last year I joined the Chicago Marathon, my first marathon. I had to run 26,2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators, that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year, because I was not satisfied with the first one.

15. When did the writer change his/her about marathon?
- a. During the race
 - b. Before the race
 - c. When preparing for the race
 - d. After finishing the race
16. What is the main idea of the second paragraph?

- a. The writer found that marathon was enjoyable so he wanted to join again
 - b. After completing the 26,2 miles, the writer felt upset
 - c. The writer felt tired when he had to run at 26,2 miles
 - d. The writer thought marathon was hard so he stopped it as soon as possible
17. Why did the writer want to join another marathon?
- a. To learn valuable things
 - b. To experience an interesting race
 - c. To improve his time
 - d. To participate in the event

The following text is provided for answering the questions of number 18 up to 20.

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our camp site was on the top of a hill, so we could see the scenery around us. It was amazing, it was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as a crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

18. What is the expression invite to join camping in the mountain?
- a. Would you like to join my camping?
 - b. I'd like to invite you to my birthday party.
 - c. Would you like to attend the meeting?
 - d. Would you like to go to the campus?
19. What kind of tenses used in the text?
- a. Present tense
 - b. Past tense
 - c. Present continuous tense
 - d. Past continuous tense

20. What is the supporting idea of paragraph one?
- a. The mountain very beautiful and very quiet
 - b. The writer laughed and sang
 - c. Observing carefully to examine something
 - d. Looking for something in surrounding area

CYCLE 1
Post-Test of Recount Text on Reading Comprehension Ability

Direction:

- 5. Write your name on your answer sheet!**
 - 6. Read the text then answer the question by crossing a, b, c, or d!**
 - 7. You may not cheat with your friends!**
 - 8. Check your answer before submitting!**
-

Name:

Score:

.....

Class:

The following text is provided for answering the questions of number 1 up to 6.

Our Vacation

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about...
 - a. The writer's trip to Yogyakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's experience at Yogya Kraton
2. Which of the following is not true according to the text?
 - a. The writer's went to Yogyakarta
 - b. The writer's went to Bali
 - c. The Wisnu temple is being renovated

- d. The writer's went to Yogya Kraton
3. What kind of tenses used in the text?
 - a. Present tense
 - b. Past tense
 - c. Present continuous tense
 - d. Past continuous tense
 4. What is the main idea of paragraph three?
 - a. The writers went to Yogya Kraton
 - b. The writers went to Paria, brahmana, and temples
 - c. The writers went to Brahmana, syiwa, and wisnu temples
 - d. The writers went to Wisnu, syiwa, and borobudur temples
 5. Then we continued our journey to Borobudur. The underlined word means
 - a. Enjoy.
 - b. Experience.
 - c. Adventure.
 - d. Trip.
 6. Why did they only visit Brahmana and Syiwa temples?
 - a. Because there was no wisnu temple
 - b. Because wisnu temple was amazing
 - c. Because wisnu temple was too small
 - d. Because wisnu temple was being repaired

The following text is provided for answering the questions of number 7 up to 11.

“The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students’ room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.”

7. What kind of verb used in the first sentence?
 - a. Past.
 - b. Past participle.
 - c. Present participle.

- d. Present.
8. The burglars broke into the students, The underlined word means
- a. Teacher
 - b. Thief
 - c. Farmer
 - d. Doctor
9. Where did the robbery take place?
- a. At 151 Pattimura street
 - b. At 151 Gajahmada street
 - c. At 161 Pattimura street
 - d. At 212 Sisingamangaraja street
10. The police stress thought that two burglars, so he went for a run to.....
- The right idiom to complete the sentence is?
- a. Piece of cake.
 - b. Lose your touch.
 - c. Blow off steam.
 - d. Cat and dog.
11. The text above mainly discusses about...
- a. A strong woman
 - b. The Police
 - c. The robbery
 - d. A beautiful girl

The following text is provided for answering the questions of number 12 up to 14.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

12. The text above is about ...

- a. The writer and his friend.
- b. The writer friends.
- c. An embarrassing day.
- d. Shopping with mother.

13. The writer couldn't contact his friend because ...

- a. He was in the parking area.
- b. His cell phone was broken.
- c. He went home alone.
- d. His friend was still choosing a shirt.

14. Which of the following is not true according to the text?

- a. The writer's friend was in the clothes section.
- b. The writer and his friend couldn't ride the motorcycle.
- c. The writer couldn't contact his friend.
- d. The writer and his friend decided to go to the department store

The following text is provided for answering the questions of number 15 up to 18.

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich.

The poor neighbours came to the couple to ask for some pari seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

15. What is the main idea of paragraph one?

- a. Kiai Gede was happy
- b. Had a great power
- c. Kiai Gede lived in the Penanggungan Mountain
- d. Kiai Gede Built a temple

16. What is the supporting idea of paragraph one?

- a. They were rich
- b. Kiai Gede had supernatural power
- c. Kiai Gede liked them
- d. They were good people

17. " ... , an incredible thing happened." The underlined word means

- a. Untouchable
- b. Unbelievable
- c. Common
- d. Usual

18. What is the right expression for Jaka and Dewi?

- a. How a beautiful they are!
- b. What displeasure!
- c. What a great they are!
- d. You are beautiful

The following text is provided for answering the questions of number 19 up to 20.

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that made me sad was my teacher rented the props and costumes for my friends but not for me.

My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition. The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me.

Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

19. What is the main idea of paragraph two?

- a. The writer memorize and understand the story well.
- b. The writer win the competition.
- c. The writer describe his feeling to the teacher.
- d. The writer show his disappointment to teacher.

20. What is the supporting idea of paragraph three?

- a. She had no luxurious gown.
- b. Her teacher really cares about her.
- c. She just wore the simple ones costume.
- d. Her friends did not support her.

POST TEST CYCLE 2
Post-Test of Recount Text on Reading Comprehension Ability

Direction:

- 9. Write your name on your answer sheet!**
 - 10. Read the text then answer the question by crossing a, b, c, or d!**
 - 11. You may not cheat with your friends!**
 - 12. Check your answer before submitting!**
-

Name:
.....
Class:

Score:

The following text is provided for answering the questions of number 1 up to 5.

Grandpa's Birthday

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

1. What is the main idea in paragraph two of the text?
 - a. The writer made a birthday cake.
 - b. The writer opened his present
 - c. The writer told us some stories about my Grandpa
 - d. The writers were in the kitchen.

2. What is the supporting idea in paragraph one of text?
 - a. The writer went to shopping.
 - b. The writer prepared for lunch
 - C. The writer roasted a lobster
 - D. The writer made a cake

3. How many the siblings that the writer has?
 - a. One
 - b. Two
 - c. Three
 - d. Four

4. Which of the following is not true according to the text?
 - a. Grandpa's birthday party
 - b. Grandma's birthday party
 - c. It was a big and beautiful cake
 - d. We sang "Happy Birthday"

5. It was a big and beautiful cake. The word It in paragraph three refers to?
 - a. Batik shirt
 - b. Cake
 - c. Flowers
 - d. Chocolate

The following text is provided for answering the questions of number 6 up to 10.

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

6. What is the main idea of the text?
 - a. The writer saw many fish on the sand.
 - b. The writer went to Surabaya.
 - c. The writer liked to see the wave in the sea.
 - d. The writer drank some cold lemonade.
7. What is the supporting idea of text?
 - a. My battery was running low.
 - b. My Friend joined Manchester United.
 - c. I tried to call my friend
 - d. The writer went there by bus.
8. The text mainly discusses ...
 - a. The writer bought some souvenirs
 - b. The writer drank some cold lemonade
 - c. The writer went to Surabaya
 - d. The writer got off the bus to get a cup of ginger tea
9. I was so ashamed when everybody on the bus looked at me, What is the kind of phrase underlined word?
 - a. Verb phrase.
 - b. Adjective phrase.
 - c. Adverbial phrase
 - d. Noun phrase.
10. How many friend that the writer had to join the vacation?
 - a. One
 - b. Two
 - c. Three
 - d. Four

The following text is provided for answering the questions of number 11 up to 20.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. The text mainly discusses ...
 - a. The clock
 - b. The New Year.
 - c. The town
 - d. The place
12. What is the main idea of the text?
 - a. The writer welcomed the New Year.
 - b. The writer present perspective points about an issue
 - c. The writer describe the way they are
 - d. The wr iter went to the Town Hall.
13. What is the right expression New Year arrived?
 - a. I'm so happy about this!
 - b. I kill you!
 - c. I feel bad!
 - d. That's amazing!
14. Based on the text, where was the writer?
 - a. At the center of the town
 - b. At home
 - c. AT the beach
 - d. At the market
15. When does the activity of the paragraph 1 take according the tenses?
 - e. In the present
 - f. In the past
 - g. In the future
 - h. Next two weeks
16. Which of the following is not true according to the text?
 - a. The writer was waiting to celebrate the New Year.
 - b. The writer brought a watch.
 - c. The writer was very happy.
 - d. The writer celebrated the New Year with his family.
17. The passage implies that from the New Year can make the people ...

- a. Walk and sing.
- b. Laugh and sing.
- c. Cry and sing.
- d. Run and sing.

18. Iat my watch. What is the past verb to complete the sentence?

- a. Met
- b. Started
- c. Looked
- d. Went

19. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.

What is the closest meaning of the underlined word?

- a. Mass
- b. Big
- c. Many
- d. Lots of

20. “The big clock refused to welcome the New Year”

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. Hate

ANSWER SHEET POST TEST CYCLE I

NAME : Cah-la SaZkia _____

CLASS : X TKJ I _____

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	X	B	C	D
2	A	X	C	D
3	A	X	C	D
4	X	B	C	D
5	A	B	C	X
6	A	X	C	D
7	X	B	C	D
8	A	X	C	D
9	X	B	C	D
10	A	B	X	D
11	A	B	C	X
12	A	X	C	D
13	A	X	C	D
14	A	B	X	D
15	X	B	C	D
16	A	B	X	D
17	X	B	C	D
18	A	X	C	D
19	X	B	C	D
20	A	B	C	X

B: $11 \times 5 = 55$

ANSWER POST TEST CYCLE 2

NAME : Wahyu Ulami

CLASS : x TKJ 1

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	X	B	C	D
2	X	B	C	D
3	A	X	C	D
4	X	X	C	D
5	X	X	C	D
6	A	X	C	D
7	A	B	C	X
8	A	B	X	D
9	A	X	C	D
10	A	B	X	D
11	X	X	C	D
12	X	X	C	D
13	X	B	C	D
14	X	B	C	D
15	A	X	C	D
16	X	B	C	X
17	A	B	X	X
18	A	B	C	X
19	X	B	C	D
20	X	B	C	D

75

ANSWER POST TEST CYCLE 2

NAME : Wahyu Utami

CLASS : X TKJ 1

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	X	B	C	D
2	X	B	C	D
3	A	X	C	D
4	X	X	C	D
5	X	X	C	D
6	A	X	C	D
7	A	B	C	X
8	A	B	X	D
9	A	X	C	D
10	A	B	X	D
11	X	X	C	D
12	X	X	C	D
13	X	B	C	D
14	X	B	C	D
15	A	X	C	D
16	X	B	C	X
17	A	B	X	X
18	A	B	C	X
19	X	B	C	D
20	X	B	C	D

75

ANSWER POST TEST CYCLE 2

NAME : Cahya Sazkia _____

CLASS : XTKJ 1 _____

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	A	B	C	B
2	X	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	X	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	X	B	C	D
15	X	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	X	B	C	D

75 //

Name : Wahyu Utami
Class : X TKJ 1

LEARNING WORKSHEET

Cycle 1

Meeting 1

Complete the following items!

1. Comprehend the following words and write the meaning!

No.	Words	Meaning
1.	Vacation	Liburan
2.	Went	Pergi
3.	Temples	keat kuil
4.	Amazing	Luar biasa
5.	Visited	di kunjungi

2. Read the following trecount text!

Our Vacation

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

3. Develop the vocabularies related to the topic of text

No.	Vocabularies	Meaning
1.	Travelling	Jalan-jalan
2.	Culinary	Kuliner
3.	History	Sejarah
4.	Inn	Penginapan
5.	Foreigner	Orang Asing

4. Place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-)for does not has relationship

Vacation

	Destination	Has temples	Malioboro	Hotel building
Yogyakarta	+	-	+	+
Jakarta	-	-	-	-

5. Present the result and discuss in the online class.

Cahya Sazkia

X TKJ 1

LEARNING WORKSHEET

Cycle 2

Meeting 1

Complete the following items!

1. Comprehend the following words and write the meaning!

No.	Words	Meaning
1.	Friend	Teman
2.	Cup	Cangkir
3.	Low	Readah
4.	Drank	minum
5.	Shocked	Faget / Terkejut

2. Read the following trecount text!

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

3. Develop the vocabularies related to the topic of text

No.	Vocabularies	Meaning
1.	Money	Uang
2.	TRIP	Petualangan
3.	Holiday	Liburan
4.	Tired	Lelah
5.	EXPerience	Pengalaman

4. Place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-)for does not has relationship

Vacation to Surabaya

	Holiday	By bus	Went to the toilet	Ashamed
I	✓	+	+	+
My friend	-	-	✓	✓

5. Present the result and discuss in the online class.

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 1**

Subject : English
 Class/semester: X/Genap
 School : SMKN 1 Sukadana

No	Student's Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	A P	√			√	√
2.	A S R	√	√	√	√	√
3.	A V P H	√	√	√	√	√
4.	A W					
5.	A Y					
6.	C S	√		√	√	√
7.	D S P	√	√	√	√	√
8.	D A H P	√			√	√
9.	D T		√	√	√	√
10.	E F	√	√	√	√	√
11.	E S	√		√	√	√
12.	F F S				√	√
13.	M A A B	√		√	√	√

14.	MB	√	√	√	√	√
15.	MS	√	√	√	√	√
16.	MZK	√			√	√
17.	NO				√	√
18.	PRS	√	√	√	√	√
19.	RA	√				√
20.	RA	√	√	√	√	√
21.	RMP			√	√	√
22.	RP			√	√	√
23.	SA	√	√	√	√	√
24.	ST		√	√	√	√
25.	S	√		√	√	√
26.	VTN	√			√	√
27.	WU	√	√		√	√
28.	YAP	√	√	√	√	√
29.	YIS			√		
TOTAL		20	13	20	25	25

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 69%
 2. The students ask and answer question= 45%
 3. The students are active in class= 69%

4. The students are able to do the task= 86%
5. The students follow teacher's instruction= 86%

The Collaborator



Ana Marlina, S.Sos
NIP. 19800327 200604 2 006

Sukadana, April 2021
The researcher



Riza Merlinda
NPM: 1701070046

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 2**

Subject : English
 Class/semester: X/Genap
 School : SMKN 1 Sukadana

No	Student's Name	The aspects that are observed				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	AP	√			√	√
2.	ASR	√	√	√	√	√
3.	AVPH	√	√	√	√	√
4.	AW				√	√
5.	AY		√	√	√	√
6.	CS	√		√	√	√
7.	DSP	√	√	√	√	√
8.	DAH P	√	√		√	√
9.	DT	√	√	√	√	√
10.	EF	√	√	√	√	√
11.	ES	√		√	√	√
12.	FFS				√	√
13.	MAAB	√		√	√	√

14.	MB	√	√	√	√	√
15.	MS	√	√	√	√	√
16.	MZK	√	√	√	√	√
17.	NO	√			√	√
18.	PRS	√	√	√	√	√
19.	RA	√		√	√	√
20.	RA	√	√	√	√	√
21.	RMP	√		√	√	√
22.	RP			√	√	√
23.	SA	√	√	√	√	√
24.	ST		√	√	√	√
25.	S	√		√	√	√
26.	VTN	√			√	√
27.	WU	√	√	√	√	√
28.	YAP	√	√	√	√	√
29.	YIS			√	√	√
TOTAL		24	16	24	29	29

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 83%
 2. The students ask and answer question= 55%
 3. The students are active in class= 83%

4. The students are able to do the task= 100%
5. The students follow teacher's instruction= 100%

The Collaborator



Ana Marlina, S.Sos
NIP. 19800327 200604 2 006

Sukadana, May 2021
The researcher



Riza Merlinda
NPM: 1701070046

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson plan b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Semantic Feature Analysis (SFA) strategy: <ol style="list-style-type: none"> 1) The teacher reviews the material and select the major concepts students will need to use during their study of the topic at hand. 2) The teacher selects the words/concepts that represent the big ideas or concepts; select the most important vocabulary. 3) The teacher develops the features during the initial teaching of Semantic Feature Analysis (SFA); for students to create their own, they will need to develop vocabulary knowledge and experiences with using the Semantic Feature Analysis (SFA) over time. 4) The teacher lists in the first column some words in the category. 5) The teacher lists on the top row some features shared by some of the words. 6) The teacher asks the students to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship. 7) The teacher reviews the Semantic Feature Analysis (SFA) matrix model with a set of familiar words/concepts, provide sufficient 	√		

<p>examples, provide guided practice, and allow for collaborative learning.</p> <p>8) The teacher asks the students to discuss and to defend their choices in small groups and present them to the whole class for further discussion. During the review of the Semantic Feature Analysis (SFA) matrices, The teacher involves students in explaining their rationale for their choices.</p> <p>c. Guiding the students to follow the lesson</p>			
<p>3. Post-teaching</p> <p>a. Concluding the result of learning</p> <p>b. Class closing ability</p>	√		
Tick (√) for each positive effect			

Metro, Februari 2021

Collaborator

Ana Marlina, S.Sos

NIP. 19800327 200604 2 006

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 2

Researcher Activities	Good	Enough	Low
4. Pre-teaching d. Preparing the lesson plan e. Preparing the material f. Class opening ability	√		
5. While-teaching c. Informing the objective of learning d. Explaining the material used Semantic Feature Analysis (SFA) strategy: 9) The teacher reviews the material and select the major concepts students will need to use during their study of the topic at hand. 10) The teacher selects the words/concepts that represent the big ideas or concepts; select the most important vocabulary. 11) The teacher develops the features during the initial teaching of Semantic Feature Analysis (SFA); for students to create their own, they will need to develop vocabulary knowledge and experiences with using the Semantic Feature Analysis (SFA) over time. 12) The teacher lists in the first column some words in the category. 13) The teacher lists on the top row some features shared by some of the words. 14) The teacher asks the students to place (+) or (-) along with numerical digits for number of shared features, (+) for has relationship and (-) for does not has relationship. 15) The teacher reviews the Semantic Feature Analysis (SFA) matrix model with a set of familiar words/concepts, provide sufficient	√		

<p>examples, provide guided practice, and allow for collaborative learning.</p> <p>16) The teacher asks the students to discuss and to defend their choices in small groups and present them to the whole class for further discussion. During the review of the Semantic Feature Analysis (SFA) matrices, The teacher involves students in explaining their rationale for their choices.</p> <p>c. Guiding the students to follow the lesson</p>			
<p>6. Post-teaching</p> <p>c. Concluding the result of learning</p> <p>d. Class closing ability</p>	√		
Tick (√) for each positive effect			

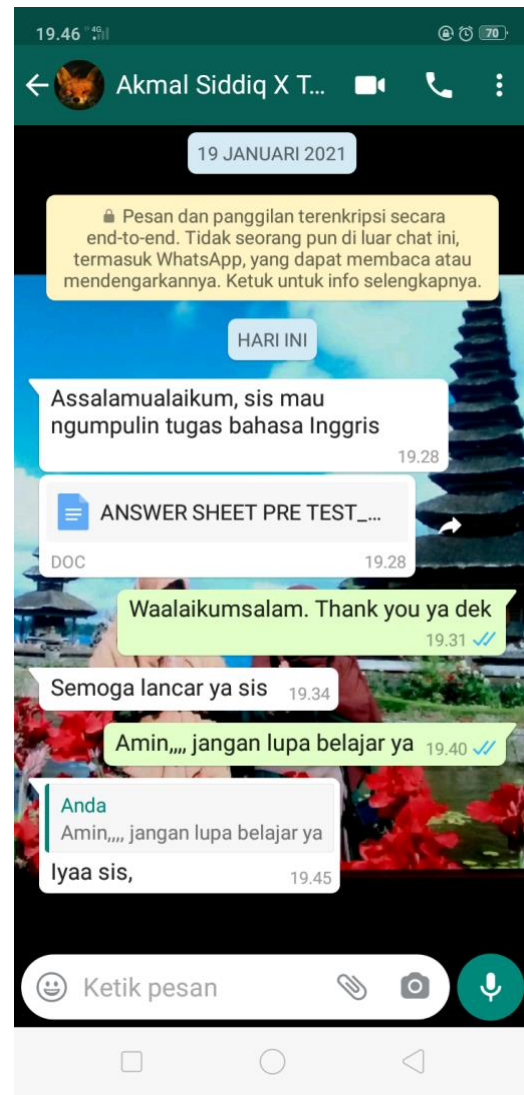
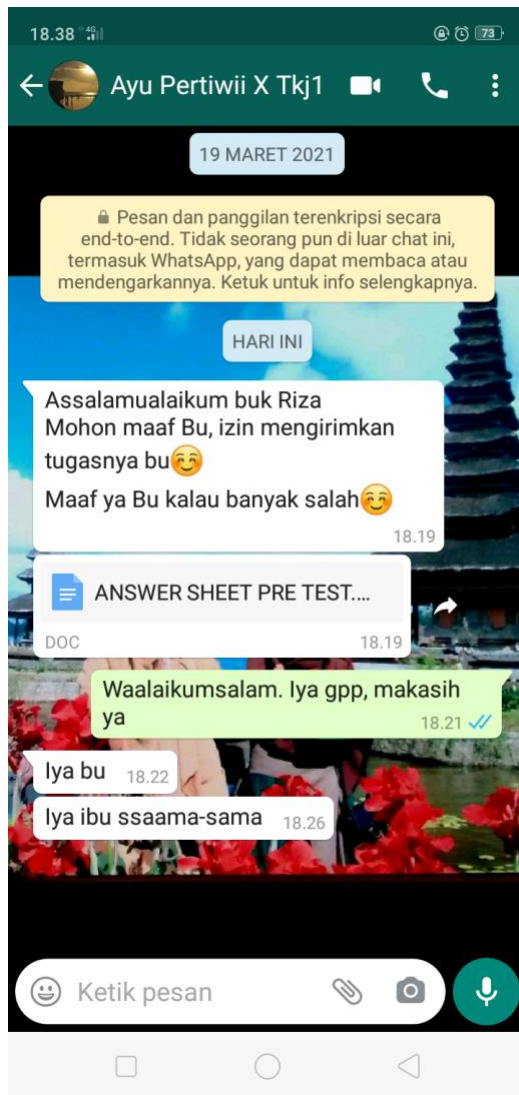
Metro, Februari 2021

Collaborator

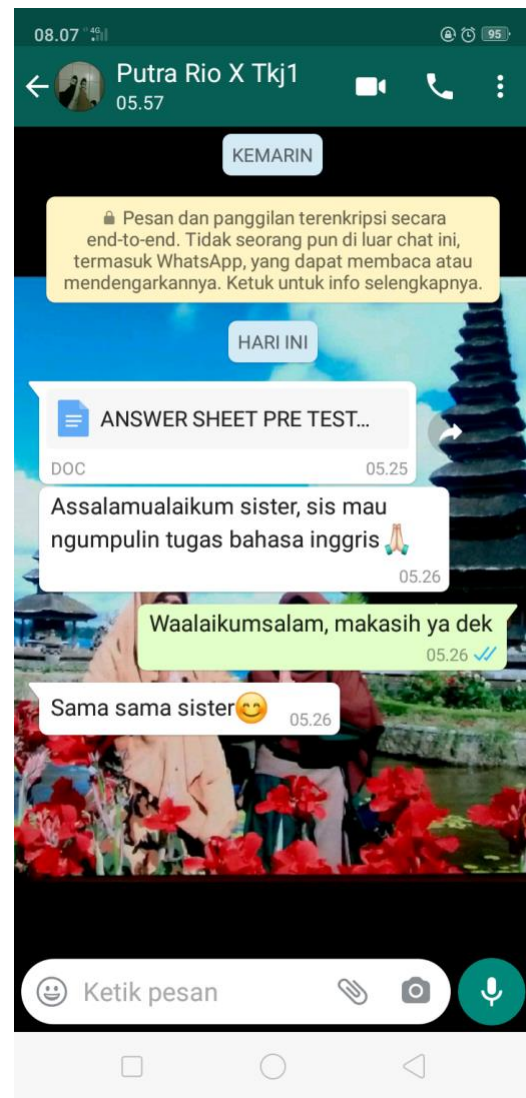
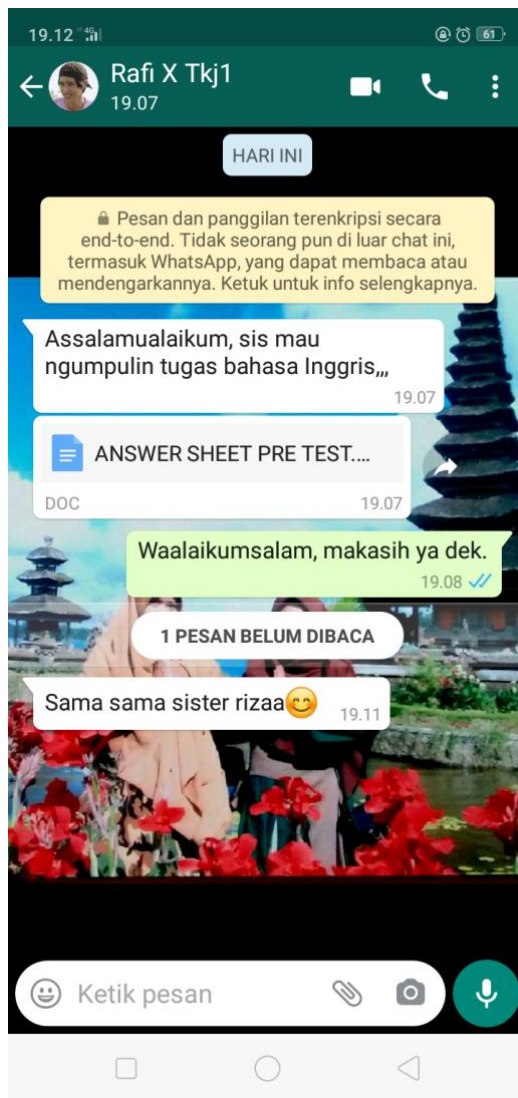
Ana Marlina, S.Sos

NIP. 19800327 200604 2 006

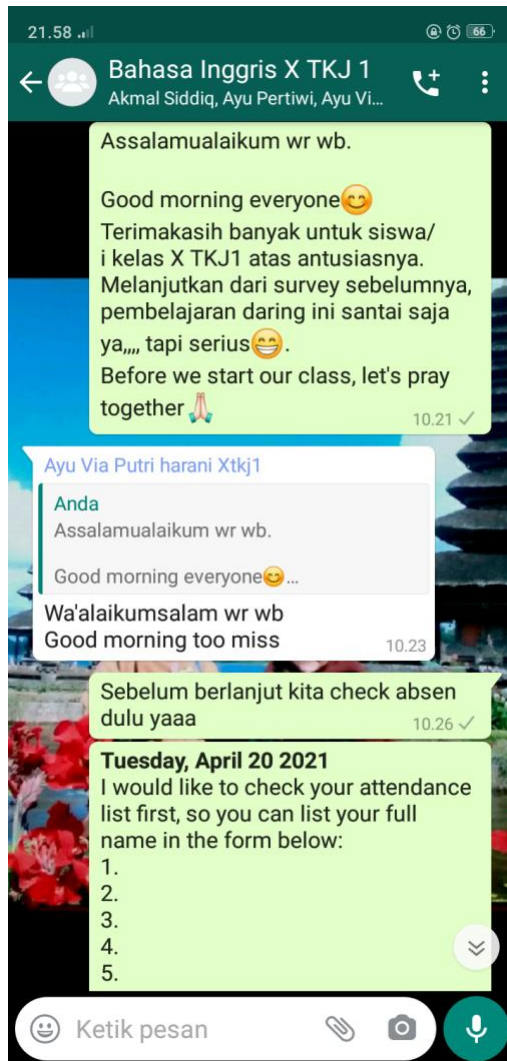
(Pre Test)



(Pre Test)

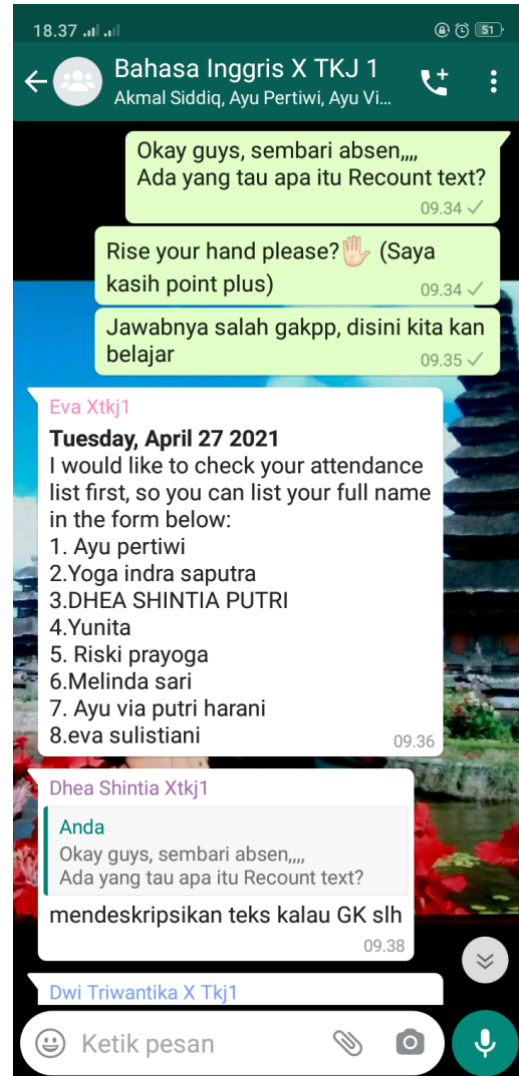


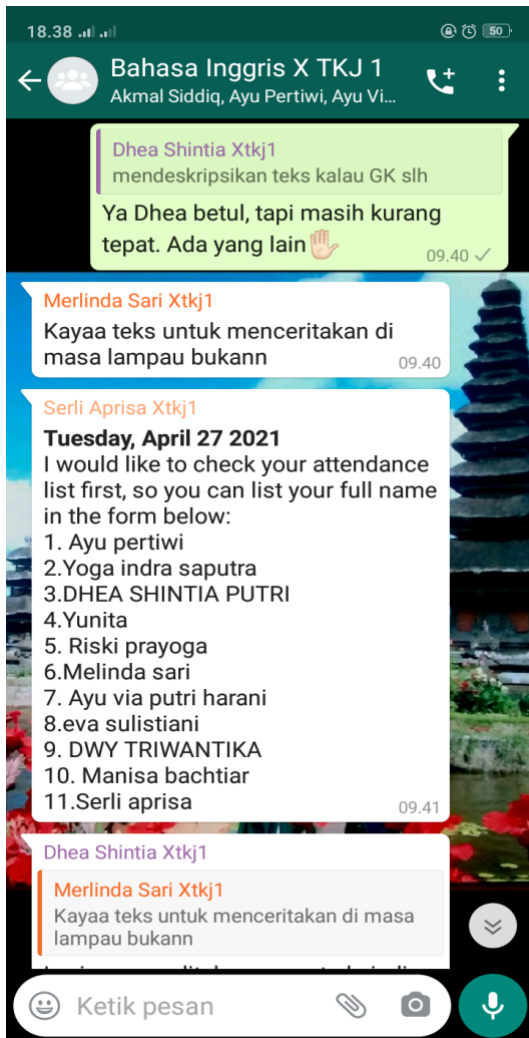
Cycle 1 (Meeting 1)





Cycle 1 (Meeting 2)





**Cycle 2
(Meeting 1)**



**Cycle 2
(Meeting 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.iaim@metrouniv.ac.id

Nomor : B-1541/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMKN 1 SUKADANA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **RIZA MERLINDA**
NPM : 1701070046
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING READING COMPREHENSION BY USING SEMANTICS FEATURES ANALYSIS (SFA) AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA**

untuk melakukan *pra-survey* di SMKN 1 SUKADANA.

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIR 197506102008011014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI I LAMPUNG TIMUR

Jln. Way Mati No.10 Sukadana Ilir Kec. Sukadana Lampung Timur
e-mail: smkn1skdn@gmail.com



Nomor : 420/050/15/SMKN.I/2020
Lamp :-
Perihal : **Jawaban Izin Pra-Survey**

25 Juni 2020

Kepada Yth,
Rektor Institut Agama Islam Negeri Metro
Di
Tempat

Dengan Hormat,

Menindaklanjuti surat permohonan izin Pra-Survey mahasiswa saudara dengan Nomor : B-1541/In.28.1/I/TL.00/06/2020 tanggal 25 Juni 2020, maka melalui surat ini kami menyampaikan bahwa SMKN I Sukadana mengabulkan permohonan saudara tersebut, untuk menerima mahasiswa/i didik saudara, yaitu :

Nama : RIZA MERLINDA
NPM : 1701070046
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan pra-survey di SMKN I Sukadana.

Demikian jawaban permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah

Drs. Hi. SUPARMAN, M.M
NIP. 196301081983031005



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.iaim@metrouniv.ac.id

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

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	9/20/11			Proposal as a @ untuk Seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.
NIP. 19611221 199603 1 1001



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

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

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

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

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	22/2020 6			<ul style="list-style-type: none">Perbaiki sistematika Penulisan, Sesuaikan dg penulisan karya ilmiah.Perbaiki tata bahasa, Sesuaikan dg tata bahasa Inggris yg benar.	
2.	11/2020 8			<ul style="list-style-type: none">Perbaiki tata bahasa Inggris dan penggunaan singkatan.Perbaiki Jesua saran.	
3.	23/2020 9.			<ul style="list-style-type: none">Chapter II. Perise.Check grammarUse the newest ref	
4.	12/2020 10			<ul style="list-style-type: none">Continue to next Chapter.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



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

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

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

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 3/2020 11 5/2020 11			keine Chyter II. Continue to 1st advice. Acc.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon di seminarkan Proposal
Riza Merlinda**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

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

Nama : Riza Merlinda
NPM. : 1701070046
Judul Skripsi : IMPROVNG READING COMREHENSION BY USING SEMANTIC
FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH
GRADERS OF SMKN 1 SUKADANA

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 04 Desember 2020

Co-sponsor

Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of Riza Merlinda**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Riza Merlinda
Students Number : 1701070046
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : IMPROVING READING COMPREHENSION BY USING SEMANTIC
FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH
GRADERS OF SMKN 1 SUKADANA

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

Wassalamu'alaikum Wr. Wb

Sponsor

Metro, December 04 2020
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department

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

APPROVAL PAGE

Title : IMPROVNG READING COMREHENSION BY USING
SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG
THE TENTH GRADERS OF SMKN 1 SUKADANA
Name : Riza Merlinda
Students Number : 1701070046
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Sponsor



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, December 09 2020

Co-sponsor



Eka Yuniasih, M.Pd
NIDN. 0210078702



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



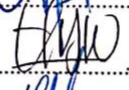

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

RATIFICATION PAGE


No:

Research proposal entitled: IMPROVING READING COMPREHENSION BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA, Written by Riza Merlinda, student number 1701070046, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on Desember 15th, 2020 at 10.00-11.30

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag.	()
Reader I	: Ahmad Subhan Roza, M.Pd	()
Reader II	: Eka Yuniasih, M.Pd	()
Secretary	: Leny Setiyana, M.Pd	()

The Head of English Education Department


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

Nomor : B-0556/In.28.1/J/TL.00/03/2021
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
EKA YUNIASIH (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : RIZA MERLINDA
NPM : 1701070046
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA

Dengan ketentuan sebagai berikut :

- Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
- Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
- Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

Nomor : B-1471/In.28/D.1/TL.00/05/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala Sekolah SMKN 1
SUKADANA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-1470/In.28/D.1/TL.01/05/2021,
tanggal 05 Mei 2021 atas nama saudara:

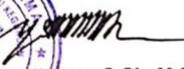
Nama : RIZA MERLINDA
NPM : 1701070046
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

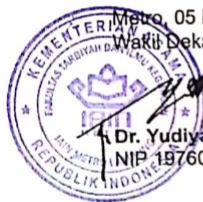
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMKN 1 SUKADANA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA".

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Mei 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.
NIP. 19760222 200003 1 003





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

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

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

SURAT TUGAS

Nomor: B-1470/In.28/D.1/TL.01/05/2021

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

Nama : RIZA MERLINDA
NPM : 1701070046
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di SMKN 1 SUKADANA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA".
 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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 05 Mei 2021

Mengetahui,
Pejabat Setempat

Drs. H. SUPARMAN, MM
NIP. 196301081983031005

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudyanto S.Si., M.Si.
NIP. 197602222000031003



PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 SUKADANA



Jln. Way Mati No 10 Lintas Timur Sukadana Ilir Kec. Sukadana, telp : 0725 7660002
NIS : 400010 NSS : 40112040001 NPSN : 10814099
web : <https://smkn1sukadana.sch.id> e-mail : info@smkn1sukadana.sch.id , smkn1skdn@gmail.com

Nomor : 420/ 100 / 11/SMKN/2021
Lampiran : -
Perihal : **Surat Balasan**

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
di
Tempat

Assalammu' Alaikum Wr. Wb

Menanggapi Surat Saudara Nomor : B-147/ln 28/D.1/TL.01/05/2021 tanggal
05 Mei 2021 tentang mohon Izin untuk melakukan Survey di SMK Negeri 1
Sukadana Kab. Lampung Timur oleh Mahasiswi atas nama :

Nama : RIZA MERLINDA
NPM : 1701070046
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : "IMPROVING READING COMPREHENSION BY
USING SEMANTIC FEATURE ANALYSIS (SFA)
STRATEGY AMONG THE TENTH GRADERS OF
SMKN 1 SUKADANA".

Maka dengan ini kami **memberikan izin** kepada yang bersangkutan untuk
melakukan Survey di SMKN 1 Sukadana , Kab. Lampung Timur.

Demikian Surat Izin ini kami buat agar dapat dipergunakan sebagaimana
mestinya

Sukadana, 06 Mei 2021

Kepala Sekolah Negeri 1 Sukadana

Drs. Hi. SUPARMAN, M.M
NIP. 19630108 198303 1 005

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Piza Marlinda

NPM : 1101010026

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Angkatan : 2011

Telah menyerahkan buku berjudul Teaching English language and literature
for Secondary Schools



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Telah menyerahkan buku berjudul Teaching English language and literature
for Secondary Schools

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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

M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-265/In.28/S/U.1/OT.01/03/2021**

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

Nama : Riza Merlinda
NPM : 1701070046
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070046

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, 12 April 2021

Kepala Perpustakaan


Drs. Mokhtarudin Sudin, M.Pd
NIP.195808311981031001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 28/10/2021	✓		Sudah dibaca dan sudah diteliti dan operasi telah	

Mengetahui
Ketua Jurusan TBI

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IAIN METRO

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 11/2020 12		✓	Bimbingan APD	
2.	Selasa 12/2020 3.		✓	- Selesai dan di koreksi - Buat keti & Serdaja.	
3.	Senin 18/2020 3		✓	keire	
4.	Senin 15/2020 3		✓	Continue to koreksi test,	
5.	Senin 22/2020 3.		✓	ace	

Mengetahui
Ketua Jurusan/TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riza Merlinda
NPM : 1701070046

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday 14/2021 /6	✓		Revise title Revise chapter I & II Add Theory of ability Revise Prior research	Ruf
2.	Wed nesday 16/2021 /6	✓		Revise discussion in the chapter IX	Ruf
3.	Thursday 29/2021 /6	✓		Revise chapter IX	Ruf
4.	Monday 28/2021 /6			Rahaila Ibrina Ade Ds ungasah	Ruf

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

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Dr. Mahrus As'ad, M.Ag.
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IAIN METRO

Nama : Riza Merlinda
NPM : 1701070046

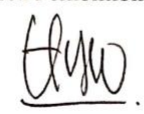
Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday 2/2021 16		✓	Check grammar, Review the categorize Cycle I. Review conclusion, the conclusion answering problem formulation.	Ruz
2.	Wednesdays 5/2021 6.		✓	Acc. Continue to the 1 st chapter	Ruz

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II


Eka Yuniasih, M.Pd.
NIDN. 0210078702

IMPROVING READING COMPREHENSION ABILITY BY USING SEMANTIC FEATURE ANALYSIS (SFA) STRATEGY AMONG THE TENTH GRADERS OF SMKN 1 SUKADANA EAST LAMPUNG

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CURRICULUM VITAE



The name of the researcher is Riza Merlinda. She was born in Sukadana City, East Lampung on May 17th, 1999. She is the first child from happy couple namely Mr. Suroto and Mrs. Dewi Jamangatu Rowiyah. She has graduated from Elementary School (SDN 2 Negara Nabung) on 2011. She continued her study in Junior High School (SMPN 2 Purbolinggo) and graduated on 2014. After graduated from Junior High School, she continued to Vocational High School (SMKN 1 Sukadana) and graduated on 2017. And on 2017 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).