

AN UNDERGRADUATE THESIS

**USING JAKARTA POST NEWSPAPER AS MEDIA
TO IMPROVE THE STUDENTS' READING SKILL
AT THE TENTH GRADE OF SMK MA'ARIF NU 1
PURBOLINGGO**

BY :

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

**USING JAKARTA POST NEWSPAPER AS MEDIA
TO IMPROVE THE STUDENTS READING SKILL
AT THE TENTH GRADE OF SMK MA'ARIF NU 1
PURBOLINGGO**

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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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M



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APPROVAL PAGE

Title : USING JAKARTA POST NEWSPAPER AS MEDIA TO
IMPROVE STUDENTS' READING SKILL AT TENTH GRADE
OF SMK MA'ARIF NU 1 PURBOLINGGO
Name : Muhammad Anwar Fuadi
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To be examined in the Munaqosyah in Tarbiyah Faculty of State Islamic Institute
of Metro.

Metro, June 2022
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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah of Muhammad Anwar Fuadi**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

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

Name : Muhammad Anwar Fuadi
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Department : English Education
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TO IMPROVE STUDENTS' READING SKILL AT
TENTH GRADE OF SMK MA'ARIF NU 1
PURBOLINGGO

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

Wassalamu'alaikum Wr. Wb.

The head of English Education
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NOTA DINAS

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Lampiran : -
Perihal : **Mohon Dimunaqosahkan Skripsi of Muhammad Anwar Fuadi**

Kepada Yth.
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Assalamu'alaikumWr. Wb.

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

Name : Muhammad Anwar Fuadi
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Judul : USING JAKARTA POST NEWSPAPER AS MEDIA TO
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GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO

Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosahkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

No. B-3442/11.28.1/D/PP.00.9/07/2022

An Undergraduate thesis entitled: USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE THE STUDENTS' READING SKILL AT THE TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO. Written by: Muhammad Anwar Fuadi, Student Number 1701070124, English Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 29th 2022 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

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**USING JAKARTA POST NEWSPAPER AS MEDIA
TO IMPROVE THE STUDENTS' READING SKILL
AT THE TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO**

ABSTRACT

By:

Muhammad Anwar Fuadi

One of the most important skills in English is reading. It is often considered as the most difficult skill by the students. This problem was also faced by the students of the tenth grade of SMK Ma'arif NU 1 Purbolinggo. Some media were needed by the teacher to overcome that problem. One of the media is Jakarta post newspaper. The objective of the research is to discover out whether the Using of Jakarta Post Newspaper can move forward students reading expertise at tenth grade of SMK Ma'arif NU 1 Purbolinggo and to know whether the Using Jakarta Post newspaper can make strides students reading skill at tenth grade of SMK Ma'arif NU 1 Purbolinggo.

Therefore, the researcher conducted a Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation, and reflection. The subjects of this study were 18 students at X TKRO of SMK Ma'arif NU 1 Purbolinggo. In collecting data, the researcher used tests consisting of pre-test, post-test I, and post-test II, observation, and documentation. This research was conducted collaboratively with an English teacher at the SMK Ma'arif NU 1 Purbolinggo.

The finding from the data analysis show that The student's activity in the implementation of the cycle I and cycle II is very active and satisfied in reading skill. It means that Jakarta Post Newspaper as Media can improve the students reading skill. The student's activity in cycle I and cycle II improve significantly.

Keywords: Jakarta Post, Newspaper, Reading Skill

**PENGUNAAN KORAN JAKARTA POST SEBAGAI MEDIA
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA
SISWA KELAS X SMK MA'ARIF NU 1 PURBOLINGGO**

ABSTRAK

Oleh:

Muhammad Anwar Fuadi

Salah satu keterampilan yang paling penting dalam bahasa Inggris adalah membaca. Hal ini sering dianggap sebagai keterampilan yang paling sulit oleh siswa. Masalah ini juga dialami oleh siswa kelas X SMK Ma'arif NU 1 Purbolinggo. Beberapa media diperlukan oleh guru untuk mengatasi masalah tersebut. Salah satunya adalah surat kabar Jakarta Post. Penelitian ini bertujuan untuk mengetahui apakah Penggunaan Koran Jakarta Post dapat memajukan keahlian membaca siswa kelas X SMK Ma'arif NU 1 Purbolinggo dan untuk mengetahui apakah Koran Using Jakarta Post dapat meningkatkan kemampuan membaca siswa di kelas X SMK Ma'arif NU 1 Purbolinggo.

Oleh karena itu, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas X TKRO SMK Ma'arif NU 1 Purbolinggo sebanyak 18 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari pre-test, post-test I, dan post-test II, observasi, dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan seorang guru bahasa Inggris di SMK Ma'arif NU 1 Purbolinggo.

Hasil analisis data menunjukkan bahwa aktivitas siswa dalam pelaksanaan siklus I dan siklus II sangat aktif dan puas dalam keterampilan membaca. Artinya, Koran Jakarta Post sebagai Media dapat meningkatkan keterampilan membaca siswa. Aktivitas siswa pada siklus I dan siklus II meningkat secara signifikan.

Kata kunci: Jakarta Post, Koran, Keterampilan Membaca.

MOTTO

إِنَّ الدَّالَّ عَلَى الْخَيْرِ كَفَاءٌ عَلَيْهِ. (رواه الترمذی)

Indeed, those who show kindness will get the same reward as those who do it.

(HR. Tarmidzi)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved parents, my great father Mr. Ahmad Khoiri and my patient mother Mrs. Mu'rodah who always prays and support my successes, because of their sacrifice, their son can complete his studies in this campus.
2. My beloved Almamater of State institute for Islamic Studies of Metro.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Muhammad Anwar Fuadi

Student Id : 1701070124

Department : English Education

Faculty : Tarbiyah and Teacher Training

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

Metro, June 2022
The Writer



MUHAMMAD ANWAR FUADI
Student Id. 1701070124

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Muhammad Anwar Fuadi

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Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juni 2022
Penulis



MUHAMMAD ANWAR FUADI
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Praise and gratitude to Allah SWT, the Most Gracious and Merciful, for the guidance, blessings, and opportunities in completing this undergraduate thesis. Peace and salutation are always delivered to our precious prophet Muhammad Saw who has brought humankind from the era of ignorance into the era full of knowledge.

This undergraduate thesis is entitled "**USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE THE STUDENTS' READING SKILL AT THE TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO**". This undergraduate thesis is written as one of the requirements of the S-1 degree at English Education Department of Tarbiyah and Teacher Training Faculty, State Institute for Islam Studies of Metro.

However, this undergraduate thesis would not have been completed without the support, motivation and assistance from many people or institutions. The writer also would like to thank:

1. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of IAIN Metro, who has given the opportunity to write this undergraduate thesis.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, who has given her permission to write an undergraduate thesis.
3. Andianto, M.Pd as the Head of English Education Department as the Sponsor the for their encouragement to write an undergraduate thesis.

4. The entire lecture English Education Department who always give knowledge, support and motivation during the study in IAIN Metro.

Finally, the writer's limitation of ability skill many mistakes in written and still far from perfect. The writer hopes that at least the results of this study can make a significant contribution to learning English in schools or colleges.

Metro, June 2021

The Writer



MUHAMMAD ANWAR FUADI

STUDENT ID. 1701070124

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the important tools used to communicate to delivery of information and though, both communications local and international. Because of the language we can understand what is written or heard. Sharifian argues that English as an International Language refers to a paradigm for thinking, research and practice.¹

As we enter to a new era which is called information and globalization age, productive and educated citizens require stronger literacy abilities especially in English, not only as global language but also as the language of science, technology and advanced research. As a result, the man with stronger and wider knowledge will be more valuable.

In English there are four skills that have to mastered by the learners, they are listening, speaking, reading, and writing. All of the skill is very important and in this research used reading skill to develop their reading ability. According to Nunan reading is a fluent process of readers combining information from a text and their own background to build meaning.² It is clearly stated that reading is a process to mix information of the text with the reader's intelligent background to build the meaning of the text.

¹ Farzad Sharifian, *English as an International Language: Perspectives and Pedagogical Issues* (Bristol: Multilingual Matters, 2009), 2.

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

In applied language over the last decades, it has been common to divide language into the four skills and then to add grammar, vocabulary and phonology to them.³ Hence the curriculum of K13 is seeing language as linguistics system or a set of skills rather than describing language in term of how it is used in communication. As a result, the scope of teaching language at senior high school includes four language skills; listening, speaking, reading, and writing. Those four skills are taught in an integrated manner.

In other hand, reading is an activity to emphasize both what the author has written and reader's ability to use their background knowledge and thinking ability to make sense of what they read. There are two important functions of reading. First, reading for communicative purposes, and second, reading for educational purposes.⁴ It clearly stated that both functions of reading itself identify the reader needs and purposes.

Nunan Stated that with strengthened reading skill, learners can make greater progress and development in all other areas of learning.⁵ It means that reading is the most useful skill because by upgrading reading skill the learner also can raises other skills. Meanwhile, by doing reading the reader also can get the information that written at a passage or text. It already knows that, text become the media of human to deliver information.

³ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge university press, t.t), 17.

⁴ David Nunan, *Teaching English to Speakers of Other Languages* (New York: Routledge, 2015), 64.

⁵ David Nunan, *Practical English Language Teaching*, (New York: Mcgraw Hill, 2003), 69.

The problems faced by Indonesian is English as foreign language which is not using as the main language in daily activity but it only becomes a side language or a language of learning at school. Broughton, et al. argues that learn English as a foreign language means students learn English at school which is English taught at school formally but English does not play an essential role in national or social life.⁶ It means that students just learn English in classroom setting, which is rarely to find English in social life outside the classroom. That condition can impact to the students ability, especially reading ability to comprehend the meaning of the text. Most students difficult to understand the message inside the text while they are read a text even passage, it is happened because Indonesian's learner find the difficulties to understand the message. That statement related to the result of pra-survey that the researcher conducted at SMK Ma'arif NU 1 Purbolinggo.

Based on the interviews from Mrs. Erma Hidayati, S.Pd and the students, there is some problems faced by the student in learning English especially in reading. First problem found in pra-survey most of students can understand reading text separately but difficult to understand the entire texts include the deeper meaning of it. It has just happened because of the limited vocabularies. Second, the teacher has limited information source text to use in learning activities. Third, the teacher rarely ask the student in active reading with interesting text source, teacher just used textbook or workbook monotonously as text source to read. Students just listen to the teacher

⁶ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (New York: Routledge, 2003), 6.

explanation without any innovation then impact to student's boredom. Fourth, the teacher use "Bahasa" as native language rather English to perform classroom tasks and student difficult to ask and receive individual attention.

In reality, the problem which shows that the tenth grade of SMK Ma'arif NU 1 Purbolingo have difficultie to find out the main idea and to get specific information of text. Moreover, there is nothing to motivate and encourage them to increase their reading skill. Therefore, the writer should find good way that can build the students interest on reading. As we know, if the students interested in learning that is given by teacher, they can understand the material easily.

Based on the problem above, in motivating students to read and to increase the students reading skill, the writer chose Jakarta Newspaper to help the students to increase their reading skill in text. Because by Jakarta Newspaper, the writer can motivate and encourage the students to read english text. This problem can be seen from the test scores of the tenth grade students of SMK Ma'arif NU 1 Purbolingo.

Table 1
The data of Students Reading Skill at the Tenth Grade of
SMK Ma'arif 1 Purbolingo

No	Class Interval	Frequency	Percentage	Category
1	80-100	1	6 %	Excellent
2	66-79	3	16%	High
3	56-65	4	25%	Fair
4	20-55	10	53 %	Poor
Total		18	100%	

Source: Based on interview from Mrs. Erma Hidayati, S.Pd

Based on the table above, there is a proof that most of the students have low score in reading skill. The data showed that 10 students have poor category, 4 students have fair category, 3 students have high category and 1 student have excellent category. The grade minimum requirement for English is 70%. It means that the students reading skill at the tenth grade of SMK Ma'arif NU 1 Purbolinggo is still low because many students get score less than 75.

On the other hand, some students were lazy and less enthusiasm although the text seemed simple, they needed much time to read and to translate it. Many of students become frustrated when they have difficulties in reading skill of English language. By seeing the result of interview in pra-survey that the most common problem frequently found is the language background which English as foreign language for students. The basic problem to understand the text or passage that faced by the student is the differences pattern in English if it is compare to Bahasa.

On the other hand, the difficulties that faced by students causes limited vocabularies and difficulties to understand the deeper meaning of the text. The problems then impact to the scores of the student's task in English because most of the tasks in written form where the student must read the text can able to understand the text to answer the question. Problems found on pra-survey student's score, driven the writer to find a compatible media to solve the student's problems in improving their reading skill by using new media that is

newspaper in learning activity. Because of those problems, the researcher used a new media to improve their reading skill using newspaper.

Djamarah and Zain state that Newspaper as learning media which is function to ensure the development of student's comprehension skills, effective reading instruction builds on their prior knowledge and experience. Word of media itself comes from Latin, it form of plural word of word "Medium", literary means expediter.⁷ Media as dealer device of information, it has defined those media resources widely. It includes all resources that deliberately try to convey a message, the forms of communication that people use to exchange information.

Based on the explanation above the researcher think that Jakarta post can be used for teaching reading as a media to improve the students reading skill. Here, the researcher did the research about Using Jakarta Post Newspaper as Media to Improve the Students Reading Skill at the Tenth Grade of SMK Ma'arif NU 1 Purbolinggo.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students still have difficulties to find main idea or general structure from the text.
2. The students still have difficulties to understand the text in English well.
3. The students have low motivation in reading skill.

⁷ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rieneka Cipta, 2010), 120.

4. The students do not know how to learn reading well.
5. The students have low vocabulary.
6. Using of media in the learning process is not suitable enough.

C. Problem Limitation

Based on the problem identification mentioned above, the writer would like to limit the problem only to the students do not know how to learn reading well and using of Jakarta Post Newspaper in the learning process is not suitable enough.

D. Problem Formulation

Based on the background above, the researcher would like to the problems as follows:

1. Can the use of Jakarta Post Newspaper as media improve the students reading skill at the tenth grade of SMK Ma'arif NU 1 Purbolinggo?
2. Can the use of Jakarta Post Newspaper as media improve the students learning activity at the tenth grade of SMK Ma'arif NU 1 Purbolinggo?

E. Objective dan Benefit of the Study

1. The Objective of the Study

The objective of this research was:

- a. To find out whether the use of Jakarta Post Newspaper as media can improve the students reading skill at the tenth grade of SMK Ma'arif NU 1 Purbolinggo.

- b. To know whether the using of Jakarta Post Newspaper as media can improve the students learning activity at the tenth grade of SMK Ma'arif NU 1 Purbolinggo.

2. Benefits of the Study

The benefits of study are as follow:

- a. Students

Another advantage of the result of this research is the students could find out various kinds of recent news written in English which will increase their reading skill. In addition, it gains their knowledge by reading certain parts of news as their favorite in Jakarta Post Newspaper, such as: sport, entertainment, education, art, politics and so on.

- b. English Teachers

After this research was conducted, hopefully some English teachers can teach Reading skill with various materials, in particular by using Jakarta Post Newspaper that consist many kinds of recent news written in English. So, the students can receive a lot of newest information that will be an interesting media to persuade their motivation in reading.

- c. Head Master

This research is expected to benefit the headmaster to facilitate teachers in order to improve the quality of teaching English, especially reading. In addition, this research is expected to encourage school

principals to make efforts to improve the quality of student reading by motivating teachers to implement new media and complement the English language learning media.

F. Prior Research

In this research, there are some reviews of related research findings from previous researchers, they are:

Rohmatillah conducted a research about: "*The Effect of Using The Jakarta Post Newspaper Articles in Enhancing Vocabulary of English for University Student : an Experimental Research*". The subject of this research is the first semester of English Education program at IAIN Raden Intan Lampung. The objective of this research are to know and to describe about the effect of using Jakarta Post newspaper articles in enhancing vocabulary of English. In the end of the research, the researcher found that there is significant effect of using the Jakarta Post newspaper articles to enhance vocabulary of English for university students.⁸

Umam conducts a research about: *Improving the Students Vocabulary Mastery with the Jakarta Post Newspaper Article*. The subject of his research is the students at second grade of MTs. Al-Khairiyah Jakarta. The aim of his research is to find out the empirical evidence whether there is significant influence between the use of the Jakarta Post newspaper articles toward the students vocabulary mastery at the second grade of MTs. Al-Khairiyah

⁸ Rohmatillah, "The Effect of Using the Jakarta Post Newspaper Article in Enhancing Vocabulary of English for University Student : an Experimental Research," *English Education : Jurnal Tadris Bahasa Inggris*, Vol.9, (Lampung: IAIN Raden Intan Lampung, 2016), p. 1

Jakarta. It includes the students mastery in verb, adjective, and noun. In the end of the research, the researcher found that teaching English vocabulay by using the Jakarta Post newspaper articles has a significant influence and it is more effective than teaching English vocabulary by using textbooks.⁹

Based on some previous finding, the researcher concludes that the use of articles in teaching use Jakarta Post has a significant influence and it is more effective than teaching reading by using Jakarta Post.

⁹ Khoirul Umam, "Improving the Students Vocabulary Mastery with the Jakarta Post newspaper Articles," *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 4

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Reading Skill

1. Definition of Reading Skill

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys-all of it. It means that the students are required being able to get a lot of information based on what they are reading in the text. Elizabeth S. Pang, et.al. explains that reading is about understanding written texts. It is a complex activity that involves both perception and thought.¹

Catherine Wallace said "reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes or processes involved."² In addition, reading is also defined by Reiko Kamiyama as an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school.³ Reading is very crucial to be mastered by the language learners because it is needed to gain urgent information that was needed in looking

¹ Elizabeth S. Pang, et. Al., *Teaching Reading*, (Switzerland: IBE Publications Unit, 2003), 6.

² Catherine Wallace, *Reading* (New York: Oxford University Press, 2003), 5.

³ Reiko Kamiyama, *CAR a Means for Motivating Students to Read* (United States: English Teaching Forum, 2009), 32.

for the job and in learning important subject at the school. Moreover, it is stated by Judy Willis that reading is not a natural part of human development.⁴ It means that reading ability is not able to have spontaneously because it needs a complex process.

Based on the quotations above, the researcher can make a conclusion that reading is a complex activity which is very important involving the language and thought in order to get meaningful message, science or information which is sent by the writer through printed language or text such as graphic, symbols, written verbal symbols, it is the interaction between text and reader in making meaning. Reading is used to ease people get information from the text, book, and newspaper, magazine and other.

Reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment readers of low skill are those who score below some standard. The substantive question is this. What are the processes of reading that produce variation in assessed reading skill this question is the focus here given that two individuals differ in some global assessment of their reading, what differences in reading processes are candidates to explain this differences.

The essence of reading is skill. Sharon Vaughn defines skill as the active process of constructing meaning from text; involves accessing

⁴ Judi Willis, *Teaching the Brain to Read* (USA: Alexandria, 2008), 2.

previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.⁵ In the other words, skill is the complex process of forming the important meaning from the text that is resulted by connecting the readers' background knowledge, knowing the meaning of vocabulary, making conclusion, and connecting important message from the text. Furthermore, Linda J. Dorn and Carla Soffos skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences.⁶ It is clear that the result of skill is only known by the readers who cannot manipulate whether they are able to comprehend the text or not.

Moreover, Karen Tankersley defines skill as the center of reading that requires making meaning from words when listening, speaking, reading, and writing.⁷ The heart of reading is skill as the main aim of reading process. Skill as an interest-driven process where the purpose for reading can change over time. It means that skill can be achieved by the continuous process based on the interest.

Based on all of the definition of skill above, it is concluded that skill is not a simple process in forming the urgent meaning from the text that is resulted by connecting the readers' previous knowledge,

⁵ Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Instruction*, (USA:ASCD,2004), 98-99.

⁶ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach.*, 14.

⁷ Karen Tankersley, *Treads of Reading* (United State of America: Association for Supervision and Curriculum Development , 2003), 90.

understanding the meaning of vocabulary, making inference, and relating important message from the text.

Reading skill is defined by Chatrine Snow as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

According to Gordon Wainwright, reading skill is a complex process which comprises the successful or unsuccessful use of many abilities.⁹ In addition, reading skill is defined by Karen Tankersley as one of the important language skills that depend on three factors such as the readers' ability in commanding of the linguistic structures of the text, the readers' ability in exercising metacognitive control over the content being read, and the readers' adequate background in the content and vocabulary being presented.¹⁰ Based on all of the definition of reading skill above, it is concluded that reading skill is a language skill that requires the readers' ability in responding and relating the linguistic structures of the text, in drilling metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

⁸ Catherine Snow, *Reading for Understanding* (Pittsburgh: RAND Education, 2002), 11.

⁹ Gordon Wainwright, *How To Read Faster And Recall More* (United Kingdom :Deer Park Productions, 2007) , 35.

¹⁰ Karen Tankersley, *Treads of Reading* (United State of America: Association for Supervision and Curriculum Development , 2003), 90.

2. Reading Strategies

One of the objectives of reading skills is to develop students reading skills. Reading is also one of important skill that should be mastered by the students. There are several reading strategies that it can be developed. These reading strategies could help the students to improve their skill in reading. They are:

a. Predicting

The teacher tells the title of the text that is going to be read, show a picture of the text and ask the students to predict what the text is about or what information they expect from the text. The students can use their imagination based on the information they got (title or pictures) to give their ideas.

b. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. It is skill of getting general idea of a text.¹¹

c. Scanning

Usually the students tend to read to whole text carefully word by word. It's waste of time. Sometime when we read, we don't read, we don't always want to know the whole meaning of sentence or text. The most important thing is based on our aim. Then we want to know some

¹¹ H. douglas Brown, *Taching by principles* (San Fransisco: San Fransisco state University, 2000), p.308

specific information, we don't have to read the whole passage.

Scanning is reading skill in getting specific information from a text.

d. Identifying Topic and Main Idea

Mikukecky suggest that "students" practice these skills in a developmental sequence from simple to more complex cognitive tasks.

The sequence of exercises include; (1) Finding the topic from a list of words; (2) Recognizing the topic of a paragraph; (3) Identifying the main idea of a passage.¹²

From the statement above, the writer conclude that model of reading is a process of drawing and organizing of the text on our intelligence and experience. This process to construct meaning and understand what is written in the text. The top-down models focused on working from meaning up text. The bottom-up model has a reader working from text to meaning (with a focus at word and sentences level). The interactive model is combination among the top-down model and bottom-up model.

3. The Measurement of Reading Skill

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:¹³

¹² Thomas S.C. Farrell, *Planning Lesson for a Reading Class* (Singapore: Seameo Regional Language Center, 2002), 35.

¹³ Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

Table 2
The Measurement of Reading Skill

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have

Aspect	Category	Indicator
		beet difficult to hear and had problems to expression himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all
	4 (good)	Some minor difficulties maintining the conversation were evident. There may have been a few pauses.
	3 (Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5 (excellent)	The student fully understood the text and question asked and answered correctly.

Aspect	Category	Indicator
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3 (Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Based on the data above, the writer will be researched about students reading skill, because a person's level of reading skill is different. There is difficulty to understand the answer on question.

4. Teaching Reading

Teaching is a multi-step process that involves more than just passing information from the instructor to the pupils. There are several activities that may be undertaken, particularly while teaching and learning in the classroom.

According to Jeremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it

also worth remembering that it is best teaching can also be extremely enjoyable.¹⁴ According to certain explanations of teaching, the teaching consists of activities and maintaining a favorable atmosphere in order to make and allow students in the learning process to achieve their goals. There are generally two parts to teaching reading. It can initially be applied to educating students who are learning to read for the first time. The second facet of teaching is instructing students who already know how to read in their original language.

Reading is one of the techniques to help students grasp the teaching-learning process in the classroom. Because each student has a distinct personality, the instructor is expected to give certain methods for making the student's lesson more engaging. The method of teaching reading in which the teacher is present in the classroom in one of several ways.

Newspaper is used to enrich the students vocabulary to achieve reading comprehension. On the other hand newspaper also function as learning media which is it can be source of information for student in learning about their environment. Ali and Devi stated that newspapers is considered as a great source of learning language and it also provides industry materials for variety of people especially for students.¹⁵ It means newspaper in education function as media source of information. They

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Longman, 2008) 23.

¹⁵ Shaik Iliyas Ali and V.Anitha Devi, "Role of Newspaper in English Language Teaching", *International Journal of English and Education*, Volume:2, Issue:2, APRIL 201, 256.

also added that newspapers can be designed in such a way to develop reading comprehension, grammatical skills and vocabulary skills, writing skills and critical analysis. It means newspaper can be designed to raise the student reading skill.

In teaching reading the teachers do certain pre activity task that can foster the learning of the student. The teacher give the material for student in hands as a means of homework to pick up the skill next day especially vocabulary task. Then the next day when the class begins, the student already know the meaning of each word in passage. The student can expect the meaning of the newspaper article based on vocabulary task that already given the last day. It means when question are asked by the teacher, the student can quickly have a glance to arrive at the meaning of the articles. Students can learn the new vocabulary from the photo stories, movie pictures, famous faces, literary columns, classifying acts, jobs interviews, T.V. guidelines, even horoscopes on newspaper.

B. Media

1. Definition of Media

Goodwyn and Branson state that the only subject that requires students to study the media is English because this form of study is more often called Media Education, with the implication that this is not an

introduction to media study but a rather more general consideration of the media.¹⁶

Wisdom and Alice argue media influences on youths in modern society are not likely to abate, as new technologies force rapid convergence of established communication tools with innovative ones.¹⁷

Media are vehicles that convey message. There are print texts, such as newspapers, magazines, books, and catalogs; visual text, such as television, movies, computers, billboards, and performing arts; audio text, such as music and radio; and multimedia such as computers, the World Wide Web, and Internet. So, media is very important in learning activities, because with learning media students can easily get knowledge from anywhere and anytime.

Media of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available.

¹⁶ Andrew Goodwyn and Jane Branson, *Teaching English: A Handbook For Primary And Secondary School Teacher* (London: Routledge Falmer. 2005), 92.

¹⁷ Wisdom I. Jude and Alice E. Edosen, “*Print Media Strategies And Development Of Students Competence In Reading*”, No. 3 (2012): 474

2. Kind of Media

According to Torre, there are three types of mass media:¹⁸

a. Broadcast Media

Broadcast media (also known as digital or electronic media), is any media in which information is transmitted electronically and consists of television, radio, movies, and Internet.

b. Print Media

Print media uses a physical object as a means of sending information, such as newspapers, magazines, books, leaflets, and pamphlets.

c. Outdoor Media

Outdoor media encompasses a wide range of “out-of-home” media in which information is aimed at reaching consumers where they live, work, play drive, shop, and commute.

In the explanation, mass media has several types of uses to distinguish what types are in mass media, what tools are used in mass media, and how to obtain mass media.

C. Jakarta Post Newspaper

1. The Definition of Newspaper

Dr. Reena Mittal statement newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank.¹⁹

¹⁸ Giuseppe La Torre, *Smoking Prevention and Cessation*. (Rome, Italy, Springer Science + Business Media. 2013). P.168.

Newspaper is considered to be the one of the cheapest forms of print media.²⁰ A newspaper is a publication that is issued daily or weekly and includes local and international news stories, advertisements, announcements, opinions, cartoons, sports news and television listings. It is an important media of letting the public knows everything that is happening in their local area and around the world. Even with the advancements in computer technology, newspapers continue to be an important aspect of everyday life.

Newspapers are also a great media for *ESP teachers*. They can be used as teaching materials to develop students language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use.²¹

A typical English language lesson in composition, comprehension or summary can start with reading of newspapers. When students read the newspapers they will set goals for reading (they can be led by the teacher),

¹⁹ Reena Mittal, "Role of Newspaper in English Language Learning" dalam *DAK DEGREE COLLEGE* (India: International Journal of Research (IJR)) Vol-1, Issue-6, July 2014, 690.

²⁰ C. Vijaya Bhaskar And S.Soundiraraj, "Application Of Reading Strategies Through Newspaper To Develop The Reading Ability Of Engineering Students" in *MAN IN INDIA* (India: Serials Publications), 1994, 705.

²¹ Vilma Tafani "Teaching English Through Mass Media" in *ANALYZING THE IMPORTANCE OF USING MASS MEDIA* (Unterricht: Acta Didactica Napocensia), Volume 2 No. 1/30 March 2009, 84.

relate their past knowledge to the article, think critically about what they have read, form new concepts and understandings from their reading.²²

Based on the quotations above, the writer can make a conclusion when students read the newspapers they will set goals for reading (they can be led by the teacher), relate their past knowledge to the article, think critically about what they have read, form new concepts and understandings from their reading.

2. Profile of Jakarta Post Newspaper

The Jakarta Post is an English-language daily in Indonesia. The daily is owned by PT Bina Media Tenggara, headquartered in Jakarta. The Jakarta Post was founded by a mix of four Indonesian media at the urging of Information Minister Ali Moertopo and politician Jusuf Wanandi. After its first publication on April 25, 1983, The Jakarta Post for several years survives only with some advertising and its circulation is increasing. After the turn of the 1991 editor-in-chief, the daily began to take a pro-democracy position. The Jakarta Post is one of the English-speaking Indonesian newspapers that survived the 1997 Asian financial crisis and currently has a circulation of 40,000 copies. The Jakarta Post also has a Sunday edition (Sunday) and Online (Online), whose contents are not published in daily print editions. The daily audiences of these readers are the foreign community and educated Indonesians, although the number of Indonesian readers from the middle class also continues to increase.

²² Emmanuel Taiwo Babalola “ Newspapers As Instruments For Building Literate Communitie” dalam *THE NIGERIAN EXPERIENCE* (Nigeria: Nordic Journal of African Studies), No. 11/2002 408

Known as a training ground for local and international journalists, The Jakarta Post has won numerous awards and is dubbed the "most prominent English daily newspaper in Indonesia. "The Jakarta Post is a member of the Asia News Network.

Jakarta Post is a piece of writing about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc. In this study, the researcher will use newspaper as a source of news item material.²³ Using a Jakarta post text in teaching English can bring lively and contemporary subject into the classroom and at the same time motivate the students. They also provide English learners most kinds of genres of writing written in authentic language, such as narratives, stories, letters, reports, and advertisements, etc., often rich in collocations, latest vocabulary and idioms. Jakarta post can serve as examples of writing and use to help train students" writing, reading and oral communication. Moreover, Jakarta post provide various materials for students to broaden their knowledge, as they contain a wide range of topics, including politics, sport, economy, education, health, entertainment, science and technology.²⁴

Rohmatillah said Jakarta post is the most famous daily English newspaper that is published in Indonesia. There are so many things that students can get from the newspaper article, such as up to date news and

²³ Nurmala Cahyani, *The Effectiveness of Using Authentic Material in Teaching Students Reading Comprehension*, (Jakarta: Syarif Hidayatullah State Islamic University, 2015), 13.

²⁴ Andri Patrianto, *The use of Jakarta Post News to improve students reading comprehension skill* (Garut: 2011), 5.

advertising. From the articles, the students can enhance their vocabulary by reading it. Thus, newspaper can help instill the reading habit among students with its interesting news as well as help them in language learning. It can also be understood that the use of newspaper in the classroom with secondary students is a worthwhile strategy that is worthy of attention to improve vocabulary.

So, Jakarta Post article is a print media to be used share information about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc.

3. Advantage and Disadvantages of Using Jakarta Post Newspaper

Teaching learning is process to deliver knowledge to the student from some source information which is delivering by using media. The information student was taken from some sources. Winatputra in Djamarah and Zain divided learning source in five categories. They are human, book/library, mass media, natural resources, and education media.²⁵ Based on that statement, newspaper was included as mass media.

There some advantages and disadvantages using newspaper, the advantage of using newspaper are:

- a. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading.
- b. Newspaper usually reflects the culture of a certain community through the language they contain.

²⁵ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rieneka Cipta, 2010), 122.

- c. Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes.
- d. Most newspapers are linguistically up-to-date and provide valuable linguistic data.
- e. Newspapers provide a wide range of various text types and language styles, which are not always found in textbooks.²⁶

Although using newspaper as authentic materials in teaching learning a foreign language is recommended by many experts, newspaper is not always suitable for all students at all levels. There are some disadvantages of using newspaper in the classroom in gaining reading skill.

Azri and Rashdi stated that, one important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, the materials are beyond the learners' ability or level, it might lead to de motivation and discourage learners from learning the target language.²⁷ It means that teacher must think twice to give material from newspaper to the student, is the article of newspaper appropriate or not for the students level. In fact that level of student determines their ability. To solve this problem the teacher have to choose a material from newspaper that suitable with the level of the learner.

²⁶ LauretaValva, "Benefits of Using Newspapers, Magazines and Books in Classroom", *Journal Education: LCPJ Publishing*, Volume 2/2, 2009, 13.

²⁷ Rashid Hamed Al Azri and MajidHilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching", *International Journal Of Scientific & Technology Research*, Volume 3, Issue 10, October 2014, 252.

On the other hand, some researcher in Shameem Ahmed journal argue that authentic materials can create too many difficulties for learners: they object for manufacturing materials that will simplify and facilitate learning.²⁸ It can be happen when the teacher give material that not suitable for the student's level. To solve this problem the teacher have to consider the material, vocabulary and etc, that appropriate with the level of the students.

4. Procedure of Teaching Reading by Using Jakarta Post Newspaper

(P) Preview steps:

1. Reading the title of the newspaper, try to do your own understanding of the contents of it from the title.

(Q) Steps to make questions:

1. Read the chapters in detail.
2. Make predictions using questions on the heading.
3. Use the question word: Who, What, When, Why, and how. Create questions that can lead to higher-order thinking skills.

(R) During reading do some of the following activities:

4. Answer the questions made.
5. Check as an emphasis on important parts such as being colored or underscored on a word or phrase.
6. Re-read the section that is considered difficult.
7. Broken in some parts if needed.

²⁸ Shameem Ahmed, "Authentic ELT Materials in the Language Classroom: An Overview", *Journal of Applied Linguistics and Language Research*, Volume 4, Issue 2, 2017, 188.

(S) summarize steps:

1. Find and label key ideas.
2. Summarize and note the important points in each section.
3. Write the key points found.

(T)Test steps:

1. Re-read the questions that have been made and answer the questions to ensure the level of understanding achieved;
2. Mapping the information obtained using mind maps, so that new concepts of text are found;
3. If a formal test is done by the teacher, make a test that accommodates high-level thinking;
4. Students do tests from teachers;
5. Provide feedback from test results so that the expected competencies can be achieved.²⁹

D. Action Hypothesis

In research hypothesis is typically the researcher's prediction or expectation of what the result will show. Hypo means tentative or subject to the verification and Thesis means statement about solution of a problem. The world meaning of the term hypothesis is a tentative statement about the solution of the problem. Hypothesis offers a solution of the problem that is to

²⁹ Dhiny Febri R., "The Effectiveness Of Using Jakarta Post To Improve Students Reading Comprehension At The Tenth Grade Of The Second Semester Of Sman 01 Abung Semuli North Lampung In The Academic Year Of 2017/2018" 35-37.

be verified empirically and based on some rationale.³⁰ Based on the frame of theories and assumptions the researcher formulates the hypothesis is by using Jakarta Post Newspaper the students reading skill and learning activity at the tenth grade of SMK Ma'arif NU 1 Purbolinggo can be improved.

³⁰ Yogesh Kumar Singh, *Fundamental Research Methodolgy and Statistics* (New Delhi: New Age International Limited Publisher, 2006), 54.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variables

Variable is any feature or aspect of an event function or process that, by its presence and nature, affects some other event or process which is being studied.¹ Variable is a construct or a characteristic that can take on different values or scores.² There are two variables in this research. They are independent and dependent variable. An operational definition is specific to the particular study in which it is used.³ Meanwhile, the variable is anything that can take on different values.⁴ Based on the statement above, variables in this research consist of Jakarta Post newspaper and reading skill. The operational definition as follows:

1. Independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).⁵ Independent variable (X) in this research is the Jakarta Post newspaper. Indicators of Jakarta Post newspaper (X):

a. Preview steps

¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (Publish New Age International Publishers, 2006), 136.

² Donald Ary, *Introduction to Research in Education* (USA: Wadsworth. 2010), 37.

³ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, 36.

⁴ *Ibid.*, 42.

⁵ 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, 2014), 162.

- b. Steps to make questions
- c. During reading do some of the following activities
- d. Summarize steps

2. Dependent Variable

Dependent variable is anything, a condition, or process exposed to or upon which treatments or actions from the independent variable are applied.⁶ In other word, it is as the process or representation of writer's perception of the ideas, experiences, and knowledge of the world, to transfer information of stories, acts and events to the readers through narrative text in order the readers are experienced directly or vicariously.

The indicators of student's reading skill (Y)

- a. Clarity
- b. Voice
- c. Fluency
- d. Comprehension

B. Research Location

This research is the classroom action research type, and was conducted at students tenth grade of SMK Ma'arif NU 1 Purbolinggo located in Tj. Inten, Purbolinggo, East Lampung, Lampung 34192. Action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

⁶ Mariano M. Ariola, *Principles and Methods of Research* (Manila: Rex Book Store Inc, 2006), p.122.

C. Subject and Object of the Study

1. Subject of The Study

The subjects of this research are students at tenth grade of SMK Ma'arif NU 1 Purbolinggo. The researcher selects class 4th Semester because the students have low English ability in Especially in reading. They also have low interest in learning English. The researcher choose this class because most of students did not fulfill the grade minimum requirement of English especially in reading skill.

2. Object of The Study

The object of the study in this research was using Jakarta post newspaper as media to improve students reading skill.

D. Action Plan

Action research is a method for improving and modifying the working system of a classroom in school.⁷ It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom action research is the inquiry about teaching and learning process by action in the class. It means that classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

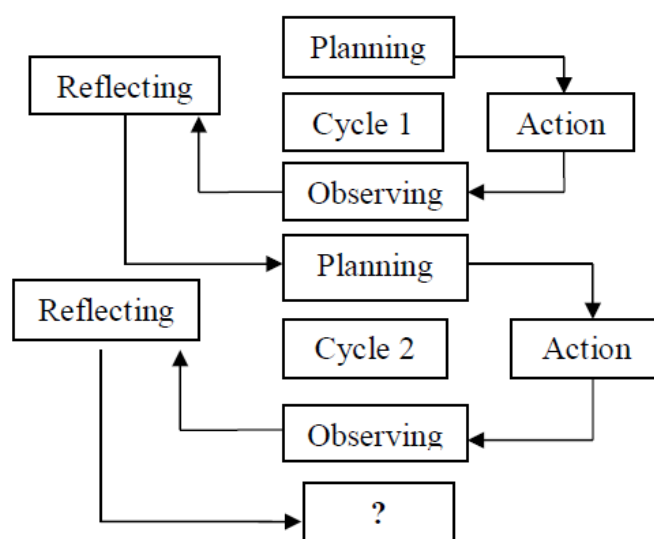
There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The

⁷ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), 5.

four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

In the classroom action research, there is a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consist of four steps include: planning, action, observation, and reflection.

Figure 1
Design of classroom action research by Suharsimi Arikunto model⁸



Based on design above, model design from Suharsimi there are four steps in action. They are planning, action, and reflection and the last evaluation. Which is all activity has relationship with the other.

⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas (PTK)* (Jakarta: Bumi Aksara, 2012), 23.

3. Cycle 1

a. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. Planning a lesson is more than just setting out a program of learning.⁹ A teacher must take into account not only the information or skills to be learned, but also the characteristics and capabilities of the students in the class. Here is the step that the writer can make in planning:

- 1) The teacher determine the research class.
- 2) The teacher identified the problem and found the problem solving.
- 3) The teacher prepares the learning programs.
- 4) The teacher prepares the suitable appropriate materials with the curriculum.
- 5) The teacher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the plan. It is the realization from the planning the researcher has made.¹⁰ Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the tenth grade of SMK Ma'arif NU 1

⁹ Ernest T. Stringer, *Integrating Teaching, Learning, and Action Research*, (United States: SAGE Publications.Inch, 2010), 4.

¹⁰ *Ibid*, 18.

Purbolinggo. It described about teaching procedures of the research.

There are the steps that the researcher did in the action:

- 1) The teacher applied the lesson plan.
- 2) The teacher explained the advantages of using newspaper in teaching reading.
- 3) The teacher explained the strategies of learning reading.
- 4) The teacher asked the students to read about the lesson or materials.
- 5) The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result in learning process. Based on the observing, the researcher decides whether there is anything that the researcher has to be increase soon in order that action achieve the aim of the researcher goals. The researcher observes them in every activity.

d. Reflecting

The last activity is reflecting, after observation process is done, the researcher made a reflection to evaluate teaching learning process and the improvement of students reading skill. Reflection is an activity to analyze, understand, and make conclusions based on observation. The researcher will know the strength and weakness from action by

reflecting. The researcher applies the data for evaluation of making improvement the next cycle.

4. Cycle 2

a. Planning

Planning is the first step in each activity, without planning the activity that the writer does will not focus. Here is step that the writer can make in planning :

- 1) The researcher determine the research class.
- 2) The researcher identified the problem and found the problem solving.
- 3) The researcher prepares the learning programs.
- 4) The researcher prepares the suitable appropriate materials with the curriculum.
- 5) The researcher prepare evaluations instrument

b. Acting

The second step in the action research is acting. It is the implementation of the plan. It is the realization from the planning the researcher has made.¹¹ Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the tenth grade of SMK Ma'arif NU 1 Purbolingo. It described about teaching procedures of the research. There are the steps that the researcher did in the action:

¹¹ *Ibid*, 18.

- 1) The teacher applied the lesson plan.
- 2) The teacher explained the advantages of using Jakarta newspaper in teaching reading.
- 3) The teacher explained the strategies of learning reading.
- 4) The teacher asked the students to read about the lesson or materials.
- 5) The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data.

d. Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

Tests have been developed and these aim to measure a wide range of individuals' skills, aptitude, traits, and behaviors.¹² In collecting data, the writer used test. Test is set of stimuli or questions to be answered by the study sample members and to which a numerical score can be assigned. The explanation of them, are follow:

a. Pre Test

At the first meeting, the researcher gave the students some question, it was called pre-test. The purpose was to know the students reading skill. Thus, the researcher conducted the treatment after gave pre-test to the students.

b. Post Test

The post-test gave in the last meeting after did treatments to find out whether the treatments gave any contribution to the students achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test.

2. Observation

Seltiz that observations can be defined as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose. In this present research, observation is used to know the teacher's performance (in teaching by using Jakarta newspaper) and students activities.

¹² David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum International Publishing Group, 2005), p. 245.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. So the researcher use notes as information in the form of documentation. The researchers used the documentation method to get some information about:

- a. The history of SMK Ma'arif NU 1 Purbolinggo.
- b. The condition teachers and officials employs in SMK Ma'arif NU 1 Purbolinggo.
- c. The quantity of the students of SMK Ma'arif NU 1 Purbolinggo.
- d. Organization structure of SMK Ma'arif NU 1 Purbolinggo.
- e. Reading worksheet, course overviews and classroom materials of the students at SMK Ma'arif NU 1 Purbolinggo.

F. Data Collecting Instrument

Gery Anderson defines "an instrument includes test and questionnaire, observations schedules and any other tool used to collect data."¹³ Instrument may be a system for estimating that will be utilized construct up" to construct up and record information for assessment, settling on choice and in the long run understanding. In this inquire about, the inquire about instrument will be planned by the analyst. There are three sorts of instrument they are perception, test and documentation. Besides, the three sorts of instrument can be clarified as a take after:

¹³ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), 94.

1. Observation

- a) The students learning activity.
- b) The student's participation in learning process.
- c) The teacher performance in the classroom.

2. Test

- a) The students reading comprehension skill in text.
- b) The student's summary text.

3. Documentation

- a) The condition of teachers and official employ.
- b) The condition of students.
- c) Learning facilities.
- d) Organization structure.
- e) Location sketch at SMK Ma'arif NU 1 Purbolinggo

G. Data Analysis Technique

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows.¹⁴

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

Notes:

- \bar{X} : Mean
- \sum : Sum of
- X : Raw score
- N : Number of cases

¹⁴ Donald Ary, *Introduction to Research in Education* (USA: Wadsworth. 2010), 108-109.

Then, the researcher will calculate the percentage of students activities during teaching learning process in each cycle. The formula of calculating the percentage is as follows:¹⁵

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

F = Frequency

N = Number of Cases

P = Number of Percentage

Then, to know the result the researcher will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 75. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II.

H. Indicator of Success

The indicators of success take from the process and the result of the action research, if $\geq 70\%$ of the students got minimum score 75 in the post test. It means that using Jakarta post newspaper is success to improve the students in reading skill and learning activities.

¹⁵ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014), 43.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher would like to present the research. It involved the research result and discussion which had been carried out by the researcher at SMK Ma'arif NU 1 Purbolinggo in the academic year of 2021/2022. The result of the result, as follows :

1. Description of Research Location

a. The History of SMK Ma'arif NU 1 Purbolinggo

SMK Ma'arif NU 1 Purbolinggo East Lampung is a vocational education institution equivalent to SMA which is located on Jl. Wahid Hasyim No.1, Tj. Inten, Purbolinggo, East Lampung Regency and under the auspices of the Ma'arif Educational Institute of East Lampung. This vocational school uses national education and has expertise programs in Automotive Light Vehicle Engineering, Office Administration Automation, Motorcycle Engineering & Business, Computer & Network Engineering, Accounting & Institutional Finance, Online Business & Marketing, Electrical Engineering

b. Vision and Mission of SMK Ma'arif NU 1 Purbolinggo

1) Vision

The realization of a school that is strong, trusted, people with integrity, Ahlussunah Wal Jama'ah, Learners, qualified and competent

and acceptable in society, the Business World and the Industrial World (DuDi).

2) Mission

- a) Manage school resources correctly, openly, responsibly, effectively, efficiently and reliably.
- b) Develop, perfect, implement and manage curriculum by combining norms, potential, school character, development of science and technology and society and relying on Ahlussunah Wal Jama'ah An-Nahdliyah.
- c) Carrying out learning, mentoring, training, continuous impacting, motivating, satisfying, implementing, applicative and valuable.
- d) Prepare students as NU cadres who have noble character, are confident, are learners, are qualified in their fields of expertise, have integrity so that they are able to be independent, acceptable in society, the Business World and the Industrial World (DuDi).
- e) Developing the potential and competence to contribute to the development of global civilization for school residents, especially students, educators, education staff independently or with other parties.

c. The Teacher of SMK Ma'arif NU 1 Purbolinggo

The teacher of SMK Ma'arif NU 1 Purbolinggo that can be identified, as follows:

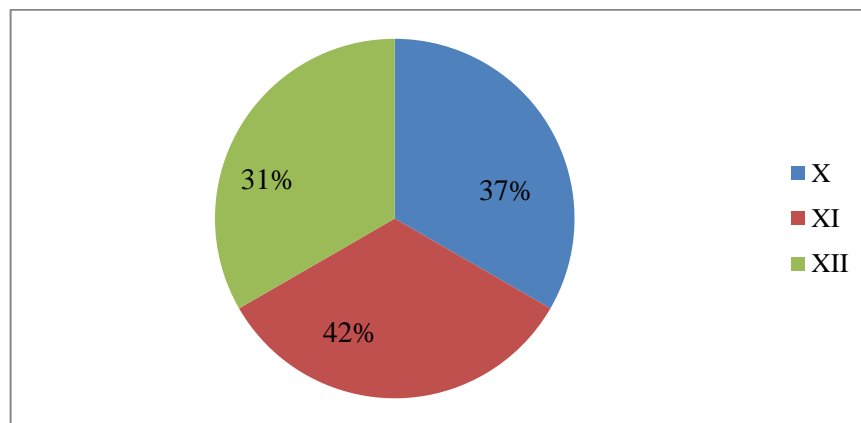
Table 3
List of the Teacher of SMK Ma'arif NU 1 Purbolinggo

No	Name	Position
1	Nurul Ahmad, S.Pd.I	Headmaster
2	Kateman, S.Pd.	Deputy Head of Curriculum
3	Sidem Kusridi, S.Pd.	Deputy Head of Facilities and Infrastructure
4	Haris Saputra, S.Pd.	Deputy Head of Student Representative
5	Amrin Nioso, S.E.	Treasurer
6	Ari Prasetyo, S.Pd.	Head of administration
7	Heri Pratama	School operator
8	Wardoyo, S.Kom	Head of Accounting Department
9	Lilis Setiawati, A.Md.	Head of Office Department
10	Esti Wahyuningsih, S.Pd.	Head of Marketing Department
11	Edi Susanto, S.T.	Head of the Department of Network Computer Technology
12	Budianto	Head of Motorcycle Engineering Department
13	M. Syahirudin, S.T.	Head of Light Vehicle Engineering Department
14	Sumali, S.T.	Head of Electrical Engineering Department

d. The Quantity Students of SMK Ma'arif NU 1 Purbolinggo

The quantity students of SMK Ma'arif NU 1 Purbolinggo that can be identified, as follows:

Figure 2
The Students Quantity of SMK Ma'arif NU 1 Purbolinggo
In the Academic year 2021/2022



Students who are enrolled in SMK Ma'arif NU 1 Purbolinggo, Purbolinggo District, East Lampung Regency come from the environment around the school, both from the local village and neighboring villages that are already in different sub-districts. There are 615 students at SMK Ma'arif NU 1 Purbolinggo, Purbolinggo District, East Lampung Regency, for the 2021/2022 academic year. The total number of students is divided into 21 classes, namely: class X by 37%, class XI by 42% and class XII by 31%.

2. Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle 1 and cycle 2. Each cycle consists of two meetings that take 90 minutes. Each cycle includes planning, action, observation, and reflection. In this research have 18 in X TKRO class, the researcher is an English teacher and Mrs. Erma Hidayati, S.Pd as the collaborator.

a. Pre test activity

The researcher conducted the pre-test on April, 6th 2022 from 07.15 until 09.10 am. All the students have already prepared when the teaching time came. The teacher greeted the students. The researcher told the students that the researcher would research their class to know their reading skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. After doing the pre-test, the students get the material. The kind of test was a multiple-choice test. The result of the students mark could be seen on the table as follow:

Table 4
The Pre-test Result of Students Reading Skill at X TKRO 2

No	Name	Score Total	Criteria
1	TN	53	Incomplete
2	W	40	Incomplete
3	MAS	76	Complete
4	AP	46	Incomplete
5	RA	56	Incomplete
6	F	60	Incomplete
7	MTF	76	Complete
8	AP	80	Complete
9	DFI	60	Incomplete
10	WS	60	Incomplete
11	AR	83	Complete
12	BYP	46	Incomplete
13	NZ	56	Incomplete
14	DP	83	Complete
15	GM	80	Complete
16	DAC	63	Incomplete
17	FRS	56	Incomplete
18	BS	60	Incomplete
Total		1134	
Average		63	
High Score		83	
Low Score		40	

Source: The result of Pre-test on April 06, 2022

Table 5
The Percentage of Students Reading Skill at X TKRO 2

No	Score	Frequency	Percentage	Category
1	≥ 75	6	33%	Complete
2	< 75	12	67%	Incomplete
Total		18	100%	

Source: The result of Pre-test on April 06, 2022

Based on the table above, it can be seen that there are only 6 students who are included in to complete category and 12 Students who are included in the incomplete category. The standard minimum for reading skill in SMK Ma'arif NU 1 Purbolinggo is at least 75. So, the researcher chooses Jakarta Post Newspaper as Media to improve reading skill in X TKRO class of SMK Ma'arif NU 1 Purbolinggo.

b. Cycle I

Based on the result and score of the Reading skill Pre-test in SMK Ma'arif NU 1 Purbolinggo, the researcher concluded that the problem is many students are incomplete to Reading skill and few students are complete to Reading skill. Based on the cases above, the researcher used a Jakarta Post Newspaper as Media as the solution.

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as the post-test in cycle I, prepared the material, made the observation sheet of the students activity, fieldnotes, identified the problems and found the

causes of the problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the student's mastery of the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on April, 6th 2022 from 08.00 until 09.15 am and followed by 18 students. The meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students. Afterward, the researcher gave the material of the narrative text. The researcher asked the students about the narrative text. Some of the students forgot and just a few of them have known the definition of narrative text. Secondly, the researcher explained the definition, generic structure, and social function of narrative text. Then, the researcher gave the example of narrative text.

After that, the researcher explained Jakarta Post Newspaper as Media. The researcher gives the text with the title "Warrior" to students. Then students read the text. The researcher asked students to look for words that they don't understand. Then, the teacher divides the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the

selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they has studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to make the students didn't bored. After finish, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on April, 7th 2022 from 08.00 until 09.15 am and followed by 18 students. Same as the first meeting, the second meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students.

Afterward, the researcher gave the material of the informative text again.

Continuing the material at the first meeting, the researcher asked the students about the informative text. Some of the students forgot and some of the students have known the definition of informative text. Secondly, the researcher explained the definition, generic structure, and social function of informative text. Then, the researcher gave the example of informative text.

After that, the researcher explained Jakarta Post Newspaper as Media. The researcher gives the text with the title "Indonesia's Prep for MotoGP in full swing" to students. And then students read the text. The researcher asks students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, wrote the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary

they have studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provides feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to make the students didn't bored. After finish, the researcher closed the material by praying together.

c) The third meeting

The third meeting was conducted on April, 8th 2022 from 08.00 until 09.15 am and followed by 18 students. After students took action, the researcher starts the lesson by praying, greeting, and checking the attendance list, and asking about the condition of the students. The activities continued by giving some further explanation about Informative Text on how to apply the Jakarta Post Newspaper to understand. The researcher gave a text "Underwater Lion Dance at Malaysian aquarium ahead of Lunar new Year" to students. Students read the text.

The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divided the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

Then, at the end of this meeting, the researcher gave evaluation 1 conducted in cycle 1, with the same result in the previous pre-test. Evaluation were conducted to find out how students reading skill after paying attention. This type of test is a multiple-choice test. The

researcher gave ten multiple choices. Student test results in evaluation are better than the test in the previous pre-test.

d) Observing

In observation of researcher action, the collaborator observed the student's activities. The researcher as a teacher gave informative text by using Jakarta Post Newspaper as Media. While the treatment was being executed, the student's activities during the learning process were also being observed by the observer. The students who were paying attention to the teacher's explanation, active asking/answering the teacher's question, active in the discussion either independently or in groups, would get the point by ticking it on the diagram and observation sheet.

In this session, the researcher observed and got the result of the student's post-test 1 in cycle I. The result can be seen as follow:

Table 6
The Students Post-Test 1 Result of Reading Skill in Cycle I

No	Name	Score Total	Criteria
1	TN	60	Incomplete
2	W	53	Incomplete
3	MAS	80	Complete
4	AP	60	Incomplete
5	RA	63	Incomplete
6	F	76	Complete
7	MTF	80	Complete
8	AP	90	Complete
9	DFI	76	Complete
10	WS	76	Complete
11	AR	83	Complete
12	BYP	63	Incomplete
13	NZ	66	Incomplete
14	DP	90	Complete
15	GM	90	Complete
16	DAC	70	Incomplete
17	FRS	70	Incomplete
18	BS	70	Incomplete
Total		1319	
Average		73	
High Score		90	
Low Score		53	

Source: The result of Post-test 1 on April 08, 2022

Table 7
The Percentage Students Score of Post-test 1 of Reading Skill Cycle I

No	Score	Frequency	Percentage	Category
1	≥ 75	9	50%	Complete
2	< 75	9	50%	Incomplete
Total		18	100%	

Source: The result of Post-test 1 on April 08, 2022

Based on the data above, it can be seen that 9 students belong to the complete category and 9 students belong to an incomplete category. It was higher than the result of the pre-test. The learning

process will be called a success if 50% of students got the minimum score of 75. The fact showed that the result was unacceptable.

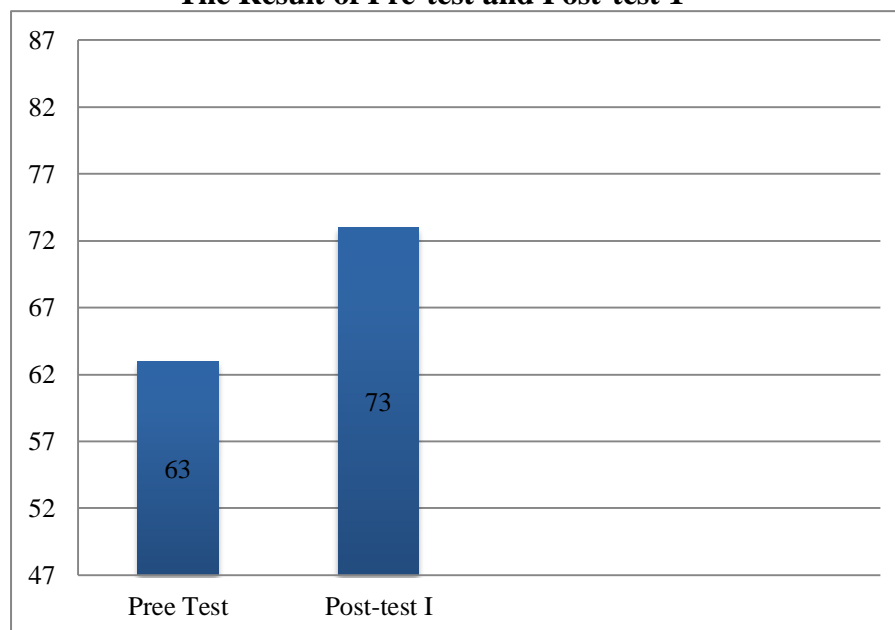
Table 8
The Result of Students Pre-test and Post-test 1

No	Name	Students Result			Explanation
		Pre-test	Post-test 1	Deviation	
1	TN	53	60	7	Improved
2	W	40	53	13	Improved
3	MAS	76	80	4	Improved
4	AP	46	60	14	Improved
5	RA	56	63	7	Improved
6	F	60	76	16	Improved
7	MTF	76	80	4	Improved
8	AP	80	90	19	Improved
9	DFI	60	76	16	Improved
10	WS	60	76	16	Improved
11	AR	83	86	3	Improved
12	BYP	46	63	17	Improved
13	NZ	56	66	10	Improved
14	DP	83	90	7	Improved
15	GM	80	90	10	Improved
16	DAC	63	70	7	Improved
17	FRS	56	70	14	Improved
18	BS	60	70	10	Improved
	Total	1134	1319		
	Average	63	73		

Source: The result of pre-test and post-test 1

Based on the table above, the result of pre-test and post-test 1 has a deviation. The average score increased from 63 becomes 73. The explanation of the pre-test and post-test 1 stated that the student's reading scores increased.

Figure 3
The Result of Pre-test and Post-test 1



Source: The result of pre-test and post-test 1

Based on the graphic above, there was an increase between pre-test and post-post test 1. The learning process is called a success if 70% of the students passed and the standard minimum criteria are 75. The table of the post-test 1 shows that 9 students passed the standard minimum criteria in the percentage of 50%. It means that the indicator of success was not achieved yet, although there is increasing in students activity. So, the researcher would be continued to cycle II. In addition, the result of cycle 1 would be used as a guideline to conduct the next cycle.

e) Reflecting

From the result of observation in the learning process in cycle 1, it could be concluded that the learning process has not achieved the Minimum Mastery Criteria (MMC) of the research yet. Based on the

table above, in the pre-test, it could be inferred that 12 students were not successful and 6 others students were successful. The successful students were those who got the Minimum Mastery Criteria (MMC) at SMK Ma'arif NU 1 Purbolingo at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 63, so the result was unacceptable. Meanwhile, based on the data of evaluation 1, it could be seen that 8 students got score up to the standard and 10 students got a score less than the standard. From the evaluation 1 result, the researcher got an average of 73. It was higher than the result of the pre-test. The criterion of students who were successful in mastering the material should get Minimum Mastery Criteria (MMC), at least 75. Then, the student's activity in cycle 1 is more active than the pre-test. The learning process was said successful when 70% of the students got a grade of 75. The fact showed that the result was unsatisfactory.

f) Cycle II

The action in cycle 1 was not successful yet, the cycle must be continued the cycle 2. Cycle 2 was used to repair the weakness in cycle I. The step of cycle II is as follows :

1) Planning

Based on the activities in cycle 1, the process at cycle 2 was focused on the problem that appeared in cycle 1. Then, the researcher

and collaborator planned to give the material for the students in reading skill by Jakarta Post Newspaper as Media.

The researcher and collaborator prepared the lesson plan, material, observation sheet, and field note of student activities. The researcher also planned to give an evaluation to measure the student's mastery of materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle 2 is was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The first meeting was conducted on April 13th 2022 at 08.00-09.15 am followed by 18 students. The researcher began the lesson greeting, praying, checking attendance list and asking the student's condition. The researcher continued the material in the last meeting. The researcher asked to students about the informative text. Some of the students forgot and just a few of them have known the definition of informative text. Secondly, the researcher explained the definition, generic structure, and social function of informative text. Then, the researcher gave the example of informative text.

After that, the researcher explained Jakarta Post Newspaper as Media. The researcher gave the text with the title "Indonesia

Welcome NFTs" to students. Then the students read the text and asked students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into several groups and assigns each group. A group of students decided the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned on previous day. So, they always remember the vocabulary.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before

praying, the researcher gave an Ice Breaking to made the students didn't bored. After finish, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on April, 14th 2022 from 08.00 until 09.15 am and followed by 18 students. Same as the first meeting, the second meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students. Afterward, the researcher gave the material of the informative text again. The researcher asked to students about the informative text. Some of the students forgot and some of the students have known the definition of informative text. Secondly, the researcher explained the definition, generic structure, and social function of informative text. After that, the researcher gave the example of informative text.

After that, the researcher explained Jakarta Post Newspaper as Media. The researcher gave the text with the title "Indonesia tells ASEAN's special Myanmar envoy to start inclusive dialogue" to students. After that students read the text and look for words they don't understand or that they find difficult. Then, the teacher divides the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a

word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day. So, they always remember the vocabulary.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to made the students didn't bored. After finish, the researcher closed the material by praying together.

c) The third meeting

The second meeting was conducted on April 15th, 2022 at 08.15- 10.20 am. This meeting used post-test 2 at the end of cycle 2

after the students given the action. The researcher reexamined about Jakarta Post Newspaper as Media.

The activities continued by giving some further explanation about Informative Text on how to apply the Jakarta Post Newspaper as Media to understand. The researcher gives a text "Hundreds of museums artifact stolen in suspected inside job" to students. Students read the text.

The researcher asked to students to look for words that they don't understand or they have difficulties. Then, the teacher divided the class into several groups. A group of students decided the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs reading skill reviews and exams, and students continue to work in the same group and answer the questions that

the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day. So, they always remember the vocabulary.

After giving the treatment twice in cycle 2, the researcher gave an evaluation 2 and after all the process studying was done, the teacher gave post-test to the students. The test was multiple choices. There were ten questions. It was the same type with cycle 1 But, different questions.

In this step, the researcher presented the material by Jakarta Post Newspaper as Media. In the learning process, there were also three indicators used to know the students activities like in the learning process previously. Based on the result of the observation sheet in cycle 2, the researcher indicated that the learning process in cycle 2 was successful.

In this session, the researcher observed and got the result of the student's post-test 2 in cycle II. The result can be seen as follow:

Table 9

The Students Score of Reading Skill Post-test 2 in Cycle 2

No	Name	Score Total	Criteria
1	TN	76	Complete
2	W	70	Incomplete
3	MAS	83	Complete
4	AP	73	Incomplete
5	RA	76	Complete
6	F	83	Complete
7	MTF	83	Complete
8	AP	93	Complete
9	DFI	80	Complete
10	WS	80	Complete
11	AR	90	Complete
12	BYP	73	Incomplete
13	NZ	76	Complete
14	DP	96	Complete
15	GM	93	Complete
16	DAC	76	Complete
17	FRS	80	Complete
18	BS	76	Complete
Total		1457	
Average		81	
High Score		96	
Low Score		70	

Source: The result of Post-test II on April 15, 2022

Table 10

**The Percentage Students Score of Post-test 2 of Reading Skill
Cycle 2**

No	Score	Frequency	Percentage	Category
1	≥ 75	15	83%	Complete
2	< 75	3	17%	Incomplete
Total		18	100%	

Source: The result of Post-test II on April 15, 2022

The table above is the result of student's marks post-test 2. It can be seen that there was an increase from the mark of post-test 1 and post-test 2, 15 students included to complete category in the percentage of 83% and there are just 3 students who included to an incomplete category in the percentage 17%. It means that there was an increasing score from post-test 1 and post-test 2 and the learning process was a success.

a) The resulting mark of students Post-test I and Post-test II

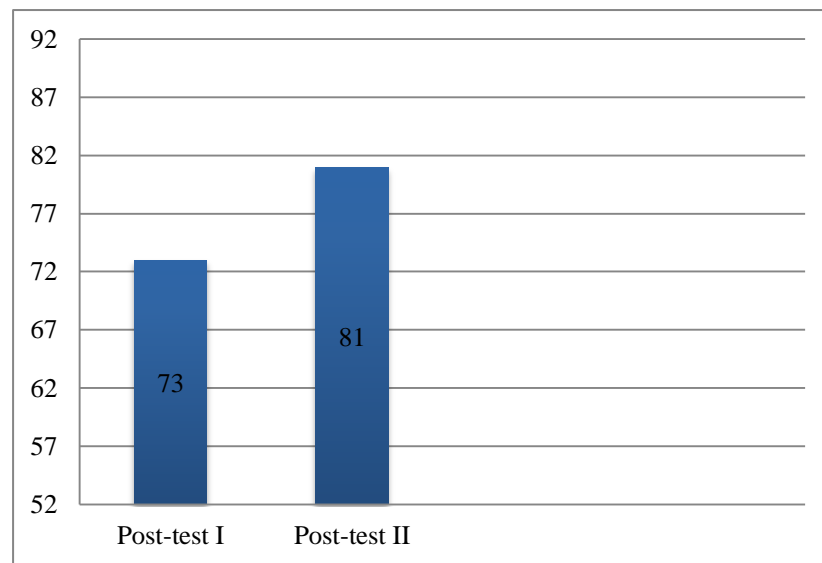
Table 11
The Result Mark of Students Post-Test 1 and Post-Test 2

No	Name	Students Result			Explanation
		Post-test 1	Post-test 2	Deviation	
1	TN	60	76	16	Improved
2	W	53	70	17	Improved
3	MAS	80	83	3	Improved
4	AP	60	73	13	Improved
5	RA	63	76	13	Improved
6	F	76	83	7	Improved
7	MTF	80	83	3	Improved
8	AP	90	93	3	Improved
9	DFI	76	80	4	Improved
10	WS	76	80	4	Improved
11	AR	86	90	14	Improved
12	BYP	63	73	10	Improved
13	NZ	66	76	10	Improved
14	DP	90	96	6	Improved
15	GM	90	93	3	Improved
16	DAC	70	76	6	Improved
17	FRS	70	80	10	Improved
18	BS	70	76	6	Improved
Total		1319	1457		
Average		73	81		

Source: The result of post-test I and post-test II

Based on the table above, the result of post-test 1 and post-test 2 have a deviation. The average score increased from 73 becomes 81. The explanation of the post-test 1 and post-test 2 stated that the student's reading scores was increased.

Figure 4
The Result of Post-test 1 and Post-test 2



Source: The result of post-test 1 and post-test 2

b) The Result of Students Mark Pre-test, Post-test 1, and Post-test 2

Nevertheless, there was an increasing mark of the students post-test 1 than pre-test. In cycle 2, the increase of post-test 2 is better than post-test 1. This is the mark illustration of them.

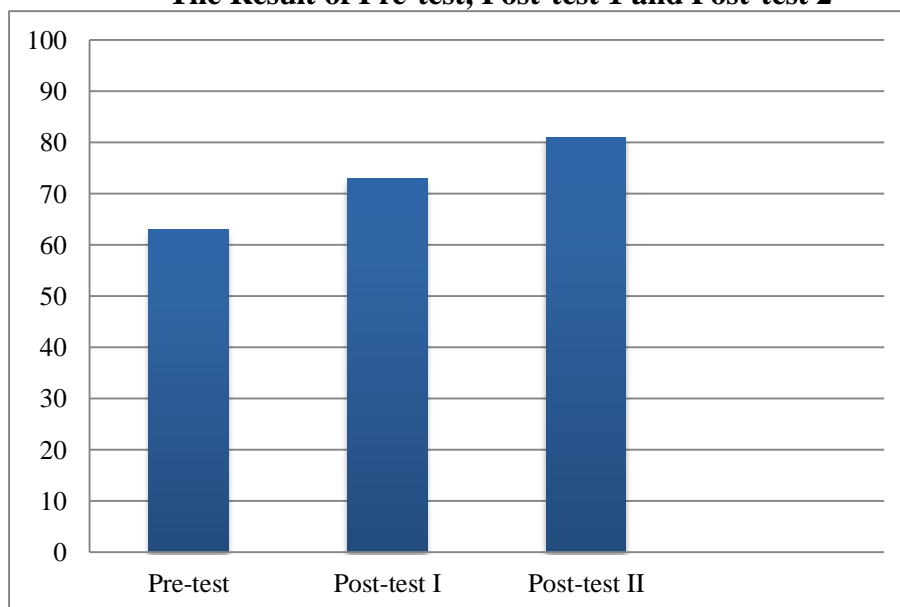
Table 12
The Result of Students Pre-test, Post-test 1, and Post-test 2

No	Name	Students Result			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	TN	53	60	76	Improved
2	W	40	53	70	Improved
3	MAS	76	80	83	Improved
4	AP	46	60	73	Improved
5	RA	56	63	76	Improved
6	F	60	76	83	Improved
7	MTF	76	80	83	Improved
8	AP	80	90	93	Improved
9	DFI	60	76	80	Improved
10	WS	60	76	80	Improved
11	AR	83	86	90	Improved
12	BYP	46	63	73	Improved
13	NZ	56	66	76	Improved
14	DP	83	90	96	Improved
15	GM	80	90	93	Improved
16	DAC	63	70	76	Improved
17	FRS	56	70	80	Improved
18	BS	60	70	76	Improved
Total		1134	1319	1457	
Average		63	73	81	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the table above, the result of pre-test, post-test 1, and post-test 2 has average score increased from pre-test is 63 score becomes post-test 1 is 73 score becomes post-test 2 is 81 score. The explanation of the pre-test, post-test 1, and post-test 2 stated that the student's reading scores was increased.

Figure 5
The Result of Pre-test, Post-test 1 and Post-test 2



Source: The result of pre-test, post-test 1, and post-test 2

From the table above can be seen that there was an improvement from post-test 1 and post-test 2. The students could achieve the target. Most of the students got mark ≥ 75 in the percentage 83% and there is improvement of students. It means, using Jakarta Post Newspaper can be improved the student's reading skill.

The table showed that the student's average in the pre-test was 63, in the post-test 1 was 73 and in the post-test 2 was 81. It means that there was an improvement of student's scores from pre-test to cycle 1 and cycle 2. The difference between pre-test and post-test 1 is 10 and the difference between post-test 1 and post-test 2 is 8. Then the difference between pre-test and post-test 2 is 18.

Table 13
The Percentage of Students Result Pre-test, Post-test 1, and Post-test 2

No	Score	Pre- Test		Post- test 1		Post- test 2		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	≥ 75	6	33%	9	50%	15	83%	Complete
2	< 75	12	67%	9	50%	3	17%	Incomplete
Total		20	100%	20	100%	20	100%	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the comparison table above, shows that there is a score improved in Pre-test, post-test 1, and post-test 2. There are more than 75% of students are categorized to complete. So, the researchers do not need to continue to the next cycle.

3) Reflecting

From the result of the learning process in cycle 2 the researcher analyzed that generally by Jakarta Post Newspaper as Media, the student's reading skills can be improved. At the end of this cycle 2, the researcher and collaborator analyzed and calculated all the processes like student's evaluation 2 scores, post-test, and observation of students learning activities.

From the table above, it could be seen that the grade of the students in the post-test 2 is very varied. It could be inferred that 15 students were successful and 3 other students is not successful. From the post-test results, the researcher got an average of 81. It was higher than the pre-test in cycle 1. It means that the indicator of the success of this research had been achieved that was 15 students got scores ≥ 75 . Furthermore, the

student's activity in cycle 2 were very impressive. They have more active on question and answer, more attention and enthusiasm. It indicated that the students reading skill and learning activity were improved.

B. Discussion

In the teaching reading skill to the students of SMK Ma'arif 1 Purbolingo especially in students of X TKRO class, based on the pre-survey there are some problems like some students have unsatisfied reading skill and was difficult in determining the main ideas. The researchers choose Jakarta Post Newspaper as Media to improve the students reading skill. The researcher used this strategy to identify the student's knowledge and understanding of the reading process. Therefore, it is proved that the implementation of Using Jakarta Post Newspaper as Media can improve the student's reading skill and learning activities.

Based on the explanation of cycle 1 and cycle 2, it can be shown that the used of Jakarta Post Newspaper as Media could improve the students ' reading skill. There is progress from the students get scores ≥ 75 from the pre-test, post-test 1, and post-test 2. It is inferred that there is an improvement in the students complete score and the total score of the students who passed from pre-test, post-test 1, and post-test. Then the student's activities have more active. It was got the goals that the benefit of using Jakarta post newspaper can improve student's reading skill.

From the explanation, the researcher concludes that the research is successful, and it can be stopped in cycle II because the indicator of success 83% of students got score ≥ 75 are reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two-cycle, the researcher would like to describe the conclusion that using Jakarta Post newspaper as media to improve students reading skill at tenth grade of SMK Ma'arif NU 1 purbolinggo, as follows :

1. Using Jakarta Post Newspaper can improve the student's reading skill at the tenth grade of SMK Ma'arif NU 1 Purbolinggo. It can be seen in the progress from pre-test to cycle 1 and cycle 2. The average score from pre-test 63 to post test 1 is 73, post test 2 is 81. In cycle I, 9 students passed the test. Moreover, in cycle 2 15 students got a score >75. It means that the result of cycle 2 had already achieved the indicator of success that was 83% of the students achieve the Minimum Mastery Criteria (MMC).
2. Using Jakarta Post Newspaper can improve the student's learning activity in the tenth grade of SMK Ma'arif NU 1 Purbolinggo. It can be seen from the result of reflecting that the student's activities on cycle pre-test were passive. Then, in cycle to cycle 2 the students become active, confident, and much better.

B. Suggestion

Based on the conclusion above, there is some suggestion indeed for the improvement of teaching and learning process, as follows :

1. For English Teacher

- a. This strategy is good in English learning especially in reading because it can improve the student's reading skill.
- b. The teacher should give motivation to the students to be active in the learning process.

2. For The Students

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

3. For Other Writers

This strategy will be reference to improve reading skill and learning activity.

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SILABUS

Mata Pelajaran : Reading

Kelas : X

Semester : Genap

Kompetensi Inti:

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Indicator Pencapaian	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menganalisis teks lisan dan struktur bahasa dengan tema narrative text dan informative text. 4.1 Menyusun teks	3.1.1 Mampu menganalisis informasi terkait fungsi sosial yang terkandung dalam text narrative text dan informative	1. Narrative text 2. Informative text 3. Informative text 4. Informative text	Kegiatan pendahuluan Kegiatan inti Menanyakan Dengan bimbingan dan arahan guru, menanyakan dan	1. Pengetahuan • Tes tertulis 2. Keterampilan • Tes lisan	2X40 Menit 4X Pertemuan	Jakarta Post Newspapper

<p>lisan dan stryktur bahasa dengan tema narrative text dan informative text.</p>	<p>4.1.1 text di Koran Jakarta Post. Mampu mengidentifikasi struktur isi text di Koran Jakarta pos.</p>		<p>mempertanyakan antara lain dengan tema narrative text dan informative text .</p> <p>Menyampaikan Mendengarkan dan menyaksikan guru menyampaikan dengan tema narrative text dan informative text.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Memahami struktur bahasa narrative text dan informative text. <p>Kegiatan penutup</p>			
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Ma'arif NU 1 Purbolinggo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi	: Narrative text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- 3.1 Menganalisis teks lisan dan tulis untuk Narrative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2 Menyusun teks lisan dan tulis untuk Narrative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.1.1 Mampu menganalisis informasi terkait fungsi sosial yang terkandung dalam text Narrative text di Koran Jakarta Pos.
- 4.1.1 Mampu mengidentifikasi struktur isi text di koran jakarta pos.

D. Materi Pembelajaran

At a paseban (royal hall) a large, muscular man with long black hair and gold armor on his chest and shoulders is kneeling in front of the throne where Tribuwana Wijaya Tungadewi, the third Majapahit monarch and the first woman in Javanese history to hold such a high position, sits. The mysterious man has just delivered a historic oath called "Sumpah Palapa", in which he swears by his premonition that a war will take place and that peace will only materialize under a leader who devotes themselves to the land - a leader whose name is written in the holy book in the sky. Yet 60 years before "Sumpah Palapa" took place, a special force comprising eight powerful soldiers called Astra Brata (Sanskrit, meaning eight natural elements symbolizing true leadership) was sent from above to "straighten up history". In the deep, dark jungle of Alas Tumpang, the border of Singosari (13th Century Javanese Hindu-Buddhist kingdom in East Java), a powerful man who can turn himself

into a sabertooth-like creature was taken by four of these soldiers, claiming that they “had come earlier” than they were supposed to.

Jakarta Post. Saturday, October 2, 2021

Latihan !

1. The story above tells about ?
 - a. Warrior
 - b. Sumpah Palapa
 - c. Tribuwana Wijaya Tunggadewi
 - d. Singosari
 - e. Paseban
2. What call the mysterious man has just delivered a historic oath ?
 - a. Warrior
 - b. Sumpah Palapa
 - c. Astra Brata
 - d. Alas Tumpang
 - e. Majapahit
3. The genre of the text is ?
 - a. recount
 - b. procedure
 - c. narrative
 - d. legend
 - e. news item
4. What call a special force comprising eight powerful soldiers ?
 - a. Majapahit
 - b. Alas Tumpang
 - c. Legend
 - d. Astra Brata
 - e. Sumpah Palapa
5. Eight natural elements symbolizing true leadership”, the meaning of ?
 - a. Leadership
 - b. Powerfull
 - c. Royal hall
 - d. Singosari
 - e. Sanskrit
6. Who is the third Majapahit monarch ?
 - a. Singosari
 - b. Royal hall
 - c. Tribuwana Wijaya Tunggadewi
 - d. Sabertooth
 - e. Paseban
7. What the colour of the armor’s Tribuwana Wijaya Tunggadewi ?
 - a. Red
 - b. Yellow
 - c. Green
 - d. Gold
 - b. Grey

8. The last story called
 - a. complication
 - b. orientation
 - c. coda
 - d. resolution
 - e. Twist
9. What the synonym of “Deliver” ?
 - a. Receive
 - b. Run
 - c. Accompany
 - d. Reply
 - e. J&T Express
10. What the synonym of “Peace” ?
 - a. Pacific
 - b. Deliver
 - c. Cool
 - d. Relax
 - e. Tired

E. Media/Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Laptop
 - d. Jakarta Post Newspaper
2. Sumber Pembelajaran
 Jakarta Post Newspaper
<https://www.thejakartapost.com/life/2021/10/01/padepokan-ragasukma-introducing-pendekar-comics-to-new-generation.html>

F. Langkah-langkah Kegiatan Pembelajaran

1. **Kegiatan Pendahuluan**
 - a. Salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka.
 - b. Guru mengecek daftar hadir siswa.
 - c. Menginformasikan tujuan yang akan dicapai selama pembelajaran.
 - d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran.
 - e. Guru menampilkan sebuah gambar di Jakarta Post Newspaper yang berhubungan dengan materi sebagai *brainstorming*.
 - f. Siswa menerka materi yang akan diajarkan sesuai dengan *brainstorming*.
2. **Kegiatan Inti**
 - Mengamati**
 - a. Siswa diminta untuk mengamati contoh teks Jakarta pos yang telah di tampilkan.
 - Mempertanyakan**

- a. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi
- b. Siswa mengajukan pertanyaan berdasarkan pada materi
- c. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain)
- d. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa

Mengeksplorasi

- a. Guru memberikan teks jakarta pos pada siswa.
- b. Siswa membaca secara bergantian tanpa diperintah oleh guru.
- c. Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks jakarta pos dalam bentuk tulisan.
- d. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama.

Mengasosiasi

- a. Siswa membuat sebuah grup dengan cara berpasangan.
- b. Guru memberikan teks jakarta post.
- c. Siswa diminta untuk berdiskusi berdasarkan materi yang telah diberikan oleh guru.
- d. Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Narraive text yang ada di jakarta pos.
- e. Guru meminta siswa untuk mengumpulkan hasil pekerjaannya.

Mengkomunikasikan

- a. Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

3. Kegiatan Penutup

- a. Guru dan siswa menyimpulkan materi yang telah dibahas
- b. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
- c. Guru dan siswa meriview materi yang telah diajarkan beserta soal-soalnya
- d. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar)
- e. Guru mengakhiri mata pelajaran
- f.

G. Penilaian Hasil Belajar

Teknik Penilaian : Praktik Membaca

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always

Aspect	Category	Indicator
		understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to expression himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3 (Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5 (excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.

Aspect	Category	Indicator
	3 (Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Skor maksimum = 100

Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui,
Kepala Sekolah

Purbolinggo, Januari 2022
Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Ma'arif NU 1 Purbolinggo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi	: Informative text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- 3.1 Menganalisis teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2 Menyusun teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.1.2 Mampu menganalisis informasi terkait fungsi sosial yang terkandung dalam text informative di Koran Jakarta Pos.
- 4.1.1 Mampu mengidentifikasi struktur isi text di koran jakarta pos.

D. Materi Pembelajaran

The government is expediting the construction of new roads, lodgings, tourist facilities and other local infrastructure ahead of the world-class MotoGP motorcycle racing event scheduled to run March 18-20 in Lombok, West Nusa Tenggara. Mandalika MotoGP field commander Hadi Tjahjanto said on Jan. 21 that developers had readied 300 homestays in addition to the 16,000 existing hotel rooms in Lombok to accommodate tourists. They were also preparing campgrounds and other accommodation in neighboring Bali and in Labuan Bajo, East Nusa Tenggara. "We will also add cruise ships, vessels from Pelni and pinisi [phinisi schooners] for additional accommodation on coastal areas," said Hadi, a former Indonesian Military commander and retired air chief marshal, referring to the state-owned ship operator.

Jakarta Post. Monday, January 24, 2022

Latihan !

11. What the type of the text above ?
 - a. Descriptive
 - b. Narrative
 - c. Persuasive
 - d. Informative
 - e. Interogative
12. What the name of that circuit above ?
 - a. Mandalika
 - b. Balikpapan
 - c. Mugelo
 - d. San Marino
 - e. Gora Bung Karno
13. MotoGP motorcycle racing event scheduled to run March.....in Lombok.
 - a. 20-18
 - b. 18-20
 - c. 18-02
 - d. 17-18
 - e. 20-22
14. Where is the Mandalika Circuit ?
 - a. Balikpapan
 - b. Sriwijaya
 - c. Bali
 - d. Banyuwangi
 - e. Lombok
15. Which statement are correct on that text above ?
 - a. MotoGP motorcycle racing event scheduled to run March 18-02 in Lombok
 - b. Addition to the 1600 existing hotel rooms
 - c. July 21 that developers had readied 300 homestays
 - d. Accommodation in neighboring Bali and in Labuan Ijo
 - e. The government is expediting the construction of new roads
16. What is the main idea of the text above?
 - a. The government is expediting the construction of new circuit
 - b. The government is expediting the construction of new read
 - c. January 21 that developers had readied 300 homestays
 - d. Addition to the 1600 existing hotel rooms
 - e. A former Indonesian Military commander and retired air chief marshal
7. "The government is expediting the construction of new roads", what the same meaning of the underline word ?
 - a. Expedition
 - b. Speed up
 - c. Extend
 - d. Expendable
 - e. Slowly
8. "They were also preparing campgrounds", what the same meaning of the underline word ?
 - a. Expedition
 - b. Speed up
 - c. Extend
 - d. Expendable
 - e. Slowly

- a. Groom
- b. Cram
- c. Provide
- d. Previous
- e. Ready

E. Media/Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Laptop
 - d. Jakarta Post Newspaper
2. Sumber Pembelajaran
Jakarta Post Newspaper
<https://www.thejakartapost.com/paper/2022/01/24/indonesias-prep-for-motogp-in-full-swing.html>

F. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- a. Salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka.
- b. Guru mengecek daftar hadir siswa.
- c. Menginformasikan tujuan yang akan dicapai selama pembelajaran.
- d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran.
- e. Guru menampilkan sebuah gambar di Jakarta Post Newspaper yang berhubungan dengan materi sebagai *brainstorming*.
- f. Siswa menerka materi yang akan diajarkan sesuai dengan *brainstorming*.

2. Kegiatan Inti

Mengamati

- a. Siswa diminta untuk mengamati contoh teks Jakarta pos yang telah di tampilkan.

Mempertanyakan

- a. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi
- b. Siswa mengajukan pertanyaan berdasarkan pada materi
- c. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain)
- d. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa

Mengeksplorasi

- a. Guru memberikan teks jakarta pos pada siswa.
- b. Siswa membaca secara bergantian tanpa diperintah oleh guru.
- c. Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks jakarta pos dalam bentuk tulisan.

- d. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama.

Mengasosiasi

- a. Siswa membuat sebuah grup dengan cara berpasangan.
- b. Guru memberikan teks jakarta post.
- c. Siswa diminta untuk berdiskusi berdasarkan materi yang telah diberikan oleh guru.
- d. Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Informative text yang ada di jakarta pos.
- e. Guru meminta siswa untuk mengumpulkan hasil pekerjaannya.

Mengkomunikasikan

- b. Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya.

3. Kegiatan Penutup

- a. Guru dan siswa menyimpulkan materi yang telah dibahas
- b. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
- c. Guru dan siswa meriview materi yang telah diajarkan beserta soal-soalnya
- d. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar)
- e. Guru mengakhiri mata pelajaran

G. Penilaian Hasil Belajar

Teknik Penilaian : Praktik Membaca

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance

Aspect	Category	Indicator
		communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to express himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3 (Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5 (excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.

Aspect	Category	Indicator
	3 (Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Skor maksimum= 100

Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui,
Kepala Sekolah

Purbolinggo, Januari 2022
Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Ma'arif NU 1 Purbolinggo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi	: Informative text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- 3.1 Menganalisis teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2 Menyusun teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.1.3 Mampu menganalisis informasi terkait fungsi sosial yang terkandung dalam informative text di Koran Jakarta Pos.
- 4.1.1 Mampu mengidentifikasi struktur isi text di koran jakarta pos.

D. Materi Pembelajaran

With fish and turtles swimming around them, divers performed an underwater lion dance in a Malaysian aquarium on Friday, in a fresh take on the traditional Lunar New Year performance. Two people wearing a multi-coloured lion suit performed in one of the tanks at Aquaria in Kuala Lumpur, as musicians played cymbals and drums outside. Turtles and colourful fish glided past the lion as it lumbered around in front of a rock formation.

"The underwater lion dance is something unique... here in the aquarium," Aquaria executive director Daryl Foong told reporters. To undertake the tricky task, the divers get special training and use suits that are light enough for them to perform while underwater, he added. Aquaria has put on the underwater dance several times in recent years. Lion dances are traditionally performed in China and among ethnic Chinese communities all over the world to mark the Lunar New Year, which falls at the start of February this year. In the traditional

art form, two or more performers put on a colourful head and cloak, and try to mimic a lion's movements, accompanied by music. Some believe that the dance can help ward off evil spirits and bring good luck.

Jakarta Post. Friday, January 21, 2022

Latihan !

17. What the type of the text above ?
 - a. Descriptive
 - b. Informative
 - c. Narrative
 - d. Persuasive
 - e. Interogative
18. Which statement are correct on that text above ?
 - a. With fish and turtles swimming around them
 - b. River performed an underwater lion dance in a Malaysian aquarium
 - c. The underwater lion dance is something queue
 - d. Lion has a child
 - e. Aquaria has put the lion down
19. What animal in the picture above ?
 - a. Barongsai
 - b. Turtle
 - c. Lion
 - d. Shark
 - e. Dolphin
20. How many people on that aquarium ?
 - a. Twelve
 - b. One
 - c. Three
 - d. Two
 - e. Four
21. Who is the director ?
 - a. Tji foong
 - b. Chinese
 - c. Yin yang
 - d. Two people
 - e. Daryl foong
22. The divers get special.....and use suits
 - a. Training
 - b. Icon
 - c. Colourful
 - d. Head
 - e. Dance
23. What call the traditional event in the text above ?
 - a. Lion Dance
 - b. Lunar New Year
 - c. New Year
 - d. Imlek

- e. Hannabi
- 24. When that event coming ?
 - a. February
 - b. March
 - c. December
 - d. January
 - e. July
- 25. What does they (chinese) believe in that event?
 - a. Can rich much money
 - b. Unlimited life's
 - c. Can help ward off evil spirits and bring good luck
 - d. Can help each other
 - e. Can get the iphone
- 26. Where place that text above ?
 - a. China
 - b. Indonesia
 - c. Taiwan
 - d. Malaysia
 - e. Singapore

E. Media/Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Laptop
 - d. Jakarta Post Newspaper
2. Sumber Pembelajaran
 Jakarta Post Newspaper
<https://www.thejakartapost.com/culture/2022/01/21/underwater-lion-dance-at-malaysian-aquarium-ahead-of-lunar-new-year.html>

F. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- a. Salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka.
- b. Guru mengecek daftar hadir siswa.
- c. Menginformasikan tujuan yang akan dicapai selama pembelajaran.
- d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran.
- e. Guru menampilkan sebuah gambar di Jakarta Post Newspaper yang berhubungan dengan materi sebagai *brainstorming*.
- f. Siswa menerka materi yang akan diajarkan sesuai dengan *brainstorming*.

2. Kegiatan Inti

Mengamati

- a. Siswa diminta untuk mengamati contoh teks Jakarta pos yang telah di tampilkan.

Mempertanyakan

- a. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi
- b. Siswa mengajukan pertanyaan berdasarkan pada materi
- c. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain)
- d. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa

Mengeksplorasi

- a. Guru memberikan teks jakarta pos pada siswa.
- b. Siswa membaca secara bergantian tanpa diperintah oleh guru.
- c. Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks jakarta pos dalam bentuk tulisan.
- d. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama.

Mengasosiasi

- a. Siswa membuat sebuah grup dengan cara berpasangan.
- b. Guru memberikan teks jakarta post.
- c. Siswa diminta untuk berdiskusi berdasarkan materi yang telah diberikan oleh guru.
- d. Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Informative text yang ada di jakarta pos.
- e. Guru meminta siswa untuk mengumpulkan hasil pekerjaannya.

Mengkomunikasikan

- a. Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

3. Kegiatan Penutup

- a. Guru dan siswa menyimpulkan materi yang telah dibahas
- b. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
- c. Guru dan siswa meriview materi yang telah diajarkan beserta soal-soalnya
- d. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar)
- e. Guru mengakhiri mata pelajaran

G. Penilaian Hasil Belajar

Teknik Penilaian : Praktik Membaca

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible

Aspect	Category	Indicator
	4 (good)	Question and answers were awkward at times but always understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to expression himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3 (Fair)	Some effort was required to maintain the conversation. There

Aspect	Category	Indicator
		may have been long pauses.
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5 (excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3 (Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Skor maksimum= 100

Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui,
Kepala Sekolah

Purbolinggo, Januari 2022
Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Ma'arif NU 1 Purbolinggo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi	: Informative text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- 3.1 Menganalisis teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2 Menyusun teks lisan dan tulis untuk Informative Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.1.4 Mampu menganalisis informasi terkait fungsi sosial yang terkandung dalam informative text di Koran Jakarta Pos.
- 4.1.1 Mampu mengidentifikasi struktur isi text di koran jakarta pos.

D. Materi Pembelajaran

Indonesia welcomes NFTs: Southeast Asia's first physical NFT art gallery opens in Bali

Within months in the art world and beyond, NFTs went from an obscure acronym to a 24/7 obsession. Now they are taking over Bali. The historical March 2021 sale of a Beeple artwork for US\$69 million set speculators ablaze, rushing to purchase this new genre of digitally encrypted assets. The market for non-fungible tokens (NFTs), assets tokenized on the blockchain to verify authenticity, is booming yet is an unregulated sphere in the wild west of decentralized finance (DeFi). Digital designers, creatives and conventional artists are targeting the NFT space. Artists are especially attracted by opportunities to monetize their work outside of the exploitative conventional art world and embracing the 21st-century digital creative economy. Minting, sales platforms and online communities, consequently, have quickly evolved.

However, physical infrastructure, a seeming misnomer and adverse to the digital realm requires distinct visions and strategic planning. Unfortunately, until recently, it has remained non-existent.

Jakarta post. Wednesday, February 09, 2022

Latihan !

1. What the type of the text above ?
 - a. Informative
 - b. Descriptive
 - c. Persuasive
 - d. Perspective
 - e. Creative
2. What the main idea of the text above ?
 - a. DeFi
 - b. Indonesia welcome NFTs
 - c. Indonesia have Bali
 - d. Digital designer
 - e. Grand opening of Bali
3. How much the historical sale of beeples artwork ?
 - a. US\$96 million
 - b. US\$66 million
 - c. US\$99 million
 - d. US\$69 million
 - e. US\$69 million
4. What statements are correct on the text above ?
 - a. The market for fungible tokens (NFTs)
 - b. Artists are especially attracted by opportunity
 - c. Southeast Asia's first physical NFT art gallery opens in Bali
 - d. The historical March 2021 sale of a Beeple artwork for US\$66 million
 - e. NFTs is a good future on gadget
5. "Indonesia welcome NFTs", what the same meaning of the underline word ?
 - a. Come
 - b. Coming soon
 - c. Good bye
 - d. Replay
 - e. Release
6. "Artists are especially attracted by opportunities", what the same meaning of the underline word ?
 - a. Attack
 - b. Enamored
 - c. Rush
 - d. Active
 - e. Good choice
7. "It has remained non-existent", what the same meaning of the underline word ?
 - a. Still

- b. Skill
 - c. Style
 - d. Silent
 - e. Shy
8. “Assets tokenized on the blockchain to verify authenticity”, what the same meaning of the underline word ?
- a. Disagree
 - b. Like
 - c. Receive
 - d. Confirm
 - e. Inform
9. Within months in the art.....and beyond.
- a. Artist
 - b. NFTs
 - c. Record
 - d. Word
 - e. World
10. In the wild west of.....finance (DeFi).
- a. Discover
 - b. Decentralized
 - c. Documentary
 - d. Worst
 - e. Dress

E. Media/Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Laptop
 - d. Jakarta Post Newspaper
2. Sumber Pembelajaran
<https://www.thejakartapost.com/paper/2022/02/08/indonesia-welcomes-nfts-southeast-asias-first-physical-nft-art-gallery-opens-in-bali.html>

F. Langkah-langkah Kegiatan Pembelajaran

1. **Kegiatan Pendahuluan**
 - a. Salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka.
 - b. Guru mengecek daftar hadir siswa.
 - c. Menginformasikan tujuan yang akan dicapai selama pembelajaran.
 - d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran.
 - e. Guru menampilkan sebuah gambar di Jakarta Post Newspaper yang berhubungan dengan materi sebagai *brainstorming*.
 - f. Siswa menerka materi yang akan diajarkan sesuai dengan *brainstorming*.
2. **Kegiatan Inti**
Mengamati

- a. Siswa diminta untuk mengamati contoh teks Jakarta pos yang telah di tampilkan.

Mempertanyakan

- a. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi
- b. Siswa mengajukan pertanyaan berdasarkan pada materi
- c. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain)
- d. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa

Mengeksplorasi

- a. Guru memberikan teks jakarta pos pada siswa.
- b. Siswa membaca secara bergantian tanpa diperintah oleh guru.
- c. Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks jakarta pos dalam bentuk tulisan.
- d. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama.

Mengasosiasi

- a. Siswa membuat sebuah grup dengan cara berpasangan.
- b. Guru memberikan teks jakarta post.
- c. Siswa diminta untuk berdiskusi berdasarkan materi yang telah diberikan oleh guru.
- d. Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Informative text yang ada di jakarta pos.
- e. Guru meminta siswa untuk mengumpulkan hasil pekerjaannya.

Mengkomunikasikan

- a. Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

3. Kegiatan Penutup

- a. Guru dan siswa menyimpulkan materi yang telah dibahas
- b. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
- c. Guru dan siswa meriview materi yang telah diajarkan beserta soal-soalnya
- d. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar)
- e. Guru mengakhiri mata pelajaran

G. Penilaian Hasil Belajar

Teknik Penilaian : Praktik Membaca

Aspect	Category	Indicator
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Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2 (bad)	All question and answers were awkward and incomprehensible
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient
	3 (Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to expression himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.

Aspect	Category	Indicator
	3 (Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5 (excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3 (Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Skor maksimum= 100

Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui,
Kepala Sekolah

Purbolinggo, Januari 2022
Guru Mata Pelajaran

PRE TEST INSTRUMENT

Subject : ENGLISH (READING SKILL)

Class : X

Time Allocation : 40 MINUTES

Direction :

1. Please write your name and class on the answer sheet!
2. Please be honest !
3. Please read the text in the sheet !
4. Choose the correct answer !

WARRIOR

At a paseban (royal hall) a large, muscular man with long black hair and gold armor on his chest and shoulders is kneeling in front of the throne where Tribuwana Wijaya Tunggadewi, the third Majapahit monarch and the first woman in Javanese history to hold such a high position, sits. The mysterious man has just delivered a historic oath called “Sumpah Palapa”, in which he swears by his premonition that a war will take place and that peace will only materialize under a leader who devotes themselves to the land - a leader whose name is written in the holy book in the sky. Yet 60 years before “Sumpah Palapa” took place, a special force comprising eight powerful soldiers called Astra Brata (Sanskrit, meaning eight natural elements symbolizing true leadership) was sent from above to “straighten up history”.

In the deep, dark jungle of Alas Tumpang, the border of Singosari (13th Century Javanese Hindu-Buddhist kingdom in East Java), a powerful man who can turn himself into a sabertooth-like creature was taken by four of these soldiers, claiming that they “had come earlier” than they were supposed to.

Jakarta Post, Saturday, October 2, 2021

<https://www.thejakartapost.com/life/2021/10/01/padepokan-ragasukma-introducing-pendekar-comics-to-new-generation.htm>

1. The story above tells about ?
 - a. Warrior
 - b. Sumpah Palapa
 - c. Tribuwana Wijaya Tunggadewi

- d. Singosari
 - e. Paseban
2. The first paragraph is the..... of the story
 - a. complication
 - b. reorientation
 - c. orientation
 - d. resolution
 - e. coda
 3. What call the mysterious man has just delivered a historic oath ?
 - a. Warrior
 - b. Sumpah Palapa
 - c. Astra Brata
 - d. Alas Tumpang
 - e. Majapahit
 4. The genre of the text is ?
 - a. recount
 - b. procedure
 - c. narrative
 - d. legend
 - e. news item
 5. What call a special force comprising eight powerful soldiers ?
 - a. Majapahit
 - b. Alas Tumpang
 - c. Legend
 - d. Astra Brata
 - e. Sumpah Palapa
 6. Eight natural elements symbolizing true leadership”, the meaning of ?
 - a. Leadership
 - b. Powerfull
 - c. Royal hall
 - d. Singosari
 - e. Sanskrit
 7. Who is the third Majapahit monarch ?
 - a. Singosari
 - b. Royal hall
 - c. Tribuwana Wijaya Tunggadewi
 - d. Sabertooth
 - e. Paseban
 8. What the colour of the armor’s Tribuwana Wijaya Tunggadewi ?
 - a. Red
 - b. Yellow
 - c. Green
 - d. Gold
 - e. Grey
 9. The last story called ...
 - a. complication

- b. orientation
- c. coda
- d. resolution
- e. Twist



The government is expediting the construction of new roads, lodgings, tourist facilities and other local infrastructure ahead of the world-class MotoGP motorcycle racing event scheduled to run March 18-20 in Lombok, West Nusa Tenggara. Mandalika MotoGP field commander Hadi Tjahjanto said on Jan. 21 that developers had readied 300 homestays in addition to the 16,000 existing hotel rooms in Lombok to accommodate tourists. They were also preparing campgrounds and other accommodation in neighboring Bali and in Labuan Bajo, East Nusa Tenggara. “We will also add cruise ships, vessels from Pelni and pinisi [phinisi schooners] for additional accommodation on coastal areas,” said Hadi, a former Indonesian Military commander and retired air chief marshal, referring to the state-owned ship operator.

Jakarta Post. Monday, January 24, 2022

<https://www.thejakartapost.com/paper/2022/01/24/indonesias-prep-for-motogp-in-full-swing.html>

10. What the type of the text above ?
- a. Descriptive
 - b. Narrative
 - c. Persuasive
 - d. Informative
 - e. Introgrative
11. What the name of that circuit above ?
- a. Mandalika
 - b. Balikpapan
 - c. Mugelo
 - d. San Marino

- e. Glora Bung Karno
12. MotoGP motorcycle racing event scheduled to run March.....in Lombok.
- a. 20-18
 - b. 18-20
 - c. 18-02
 - d. 17-18
 - e. 20-22
13. Where the place of Mandalika Circuit ?
- a. Balikpapan
 - b. Sriwijaya
 - c. Bali
 - d. Banyuwangi
 - e. Lombok
14. Which statement are correct on that text above ?
- a. MotoGP motorcycle racing event scheduled to run March 18-02 in Lombok
 - b. Addition to the 1600 existing hotel rooms
 - c. July 21 that developers had readied 300 homestays
 - d. Accommodation in neighboring Bali and in Labuan Ijo
 - e. The government is expediting the construction of new roads
15. What is the main idea of the text above?
- a. The government is expediting the construction of new circuit
 - b. The government is expediting the construction of new read
 - c. January 21 that developers had readied 300 homestays
 - d. Addition to the 1600 existing hotel rooms
 - e. A former Indonesian Military commander and retired air chief marshal



With fish and turtles swimming around them, divers performed an underwater lion dance in a Malaysian aquarium on Friday, in a fresh take on the traditional Lunar New Year performance. Two people wearing a multi-coloured lion suit performed in one of the tanks at Aquaria in Kuala Lumpur, as musicians played cymbals and drums outside. Turtles and colourful fish glided past the lion as it lumbered around in front of a rock formation.

"The underwater lion dance is something unique... here in the aquarium," Aquaria executive director Daryl Foong told reporters. To undertake the tricky task, the divers get special training and use suits that are light enough for them to perform while underwater, he added. Aquaria has put on the underwater dance several times in recent years. Lion dances are traditionally performed in China and among ethnic Chinese communities all over the world to mark the Lunar New Year, which falls at the start of February this year. In the traditional art form, two or more performers put on a colourful head and cloak, and try to mimic a lion's movements, accompanied by music. Some believe that the dance can help ward off evil spirits and bring good luck.

Jakarta Post. Friday, January 21, 2022

<https://www.thejakartapost.com/culture/2022/01/21/underwater-lion-dance-at-malaysian-aquarium-ahead-of-lunar-new-year.html>

16. What the type of the text above ?
 - a. Descriptive
 - b. Informative
 - c. Narrative
 - d. Persuasive
 - e. Interogative
17. Which statement are correct on that text above ?
 - a. With fish and turtles swimming around them
 - b. River performed an underwater lion dance in a Malaysian aquarium
 - c. The underwater lion dance is something queue
 - d. Lion has a child
 - e. Aquaria has put the lion down
18. What animal in the picture above ?
 - a. Barongsai
 - b. Turtle
 - c. Lion
 - d. Shark
 - e. Dolphin
19. How many people on that aquarium ?
 - a. Twelve
 - b. One
 - c. Three
 - d. Two
 - e. Four
20. Who is the director ?
 - a. Tji foong
 - b. Chinese
 - c. Yin yang

- d. Two people
 - e. Daryl foong
21. The divers get special.....and use suits
- a. Training
 - b. Icon
 - c. Colourful
 - d. Head
 - e. Dance
22. What call the traditional event in the text above ?
- a. Lion Dance
 - b. Lunar New Year
 - c. New Year
 - d. Imlek
 - e. Hannabi
23. When that event coming ?
- a. February
 - b. March
 - c. December
 - d. January
 - e. July
24. What does they (chinese) believe in that event?
- a. Can rich much money
 - b. Unlimited life's
 - c. Can help ward off evil spirits and bring good luck
 - d. Can help each other
 - e. Can get the iphone
25. Where place that text above ?
- a. China
 - b. Indonesia
 - c. Taiwan
 - d. Malaysia
 - e. Singapore
26. What are the swimming around the divers ?
- a. Lion
 - b. Cat
 - c. People
 - d. Rock
 - e. Fish and Turtle
27. Which statement are incorrect ?
- a. The underwater lion dance is something unique
 - b. Diver performed an underwater lion dance in a Malaysian aquarium
 - c. Two people wearing a multi-coloured lion suit
 - d. In the traditional art form, two or more performers put on a colourful head and cloak
 - e. Aquaria has put on the underwater dance several times in recent years

Indonesia welcomes NFTs: Southeast Asia's first physical NFT art gallery opens in Bali

Within months in the art world and beyond, NFTs went from an obscure acronym to a 24/7 obsession. Now they are taking over Bali. The historical March 2021 sale of a Beeple artwork for US\$69 million set speculators ablaze, rushing to purchase this new genre of digitally encrypted assets. The market for non-fungible tokens (NFTs), assets tokenized on the blockchain to verify authenticity, is booming yet is an unregulated sphere in the wild west of decentralized finance (DeFi). Digital designers, creatives and conventional artists are targeting the NFT space. Artists are especially attracted by opportunities to monetize their work outside of the exploitative conventional art world and embracing the 21st-century digital creative economy. Minting, sales platforms and online communities, consequently, have quickly evolved. However, physical infrastructure, a seeming misnomer and adverse to the digital realm requires distinct visions and strategic planning. Unfortunately, until recently, it has remained non-existent.

Jakarta post. Wednesday, February 09, 2022

<https://www.thejakartapost.com/paper/2022/02/08/indonesia-welcomes-nfts-southeast-asias-first-physical-nft-art-gallery-opens-in-bali.html>

28. What the type of the text above ?
 - a. Informative
 - b. Descriptive
 - c. Persuasive
 - d. Perspective
 - e. Creative
29. What the main idea of the text above ?
 - a. DeFi
 - b. Indonesia welcome NFTs
 - c. Indonesia have Bali
 - d. Digital designer
 - e. Grand opening of Bali
30. "Indonesia welcome NFTs", what the same meaning of the underline word ?

- a. Come
- b. Coming soon
- c. Good bye
- d. Replay
- e. Release

POST TEST CYCLE 1

Subject : ENGLISH (READING SKILL)

Class : X

Time Allocation : 40 MINUTES

Direction :

- 1. Please write your name and class on the answer sheet!**
- 2. Please be honest !**
- 3. Please read the narrative text in the sheet !**
- 4. Choose the correct answer !**

Residents push a motorbike through a flood in Kampung Margasana, Serang, Banten, on Sunday. At least four villages in three districts in Serang regency were inundated by heavy rains that began on Friday night.

1. What is the pushed by residents ?
 - a. Car
 - b. Bicycle
 - c. Motorcycle
 - d. Water
 - e. People
2. Where the place on the text above ?
 - a. Sarang
 - b. Serang
 - c. Sunday
 - d. Semarang
 - e. Yogyakarta
3. What the type of the text above ?
 - a. Descriptive
 - b. Informative
 - c. Narrative
 - d. Persuasive
 - e. Interogative

WARRIOR

At a paseban (royal hall) a large, muscular man with long black hair and gold armor on his chest and shoulders is kneeling in front of the throne where Tribuwana Wijaya Tunggadewi, the third Majapahit monarch and the first woman in Javanese history to hold such a high position, sits. The mysterious man has just delivered a historic oath called “Sumpah Palapa”, in which he swears by his

premonition that a war will take place and that peace will only materialize under a leader who devotes themselves to the land - a leader whose name is written in the holy book in the sky. Yet 60 years before "Sumpah Palapa" took place, a special force comprising eight powerful soldiers called Astra Brata (Sanskrit, meaning eight natural elements symbolizing true leadership) was sent from above to "straighten up history".

In the deep, dark jungle of Alas Tumpang, the border of Singosari (13th Century Javanese Hindu-Buddhist kingdom in East Java), a powerful man who can turn himself into a sabertooth-like creature was taken by four of these soldiers, claiming that they "had come earlier" than they were supposed to.

4. The story above tells about ?
 - a. Warrior
 - b. Sumpah Palapa
 - c. Tribuwana Wijaya Tunggadewi
 - d. Singosari
 - e. Paseban
5. The first paragraph is the..... of the story
 - a. complication
 - b. reorientation
 - c. orientation
 - d. resolution
 - e. coda
6. What call the mysterious man has just delivered a historic oath ?
 - a. Warrior
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 - c. Astra Brata
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 - e. Majapahit
7. The genre of the text is ?
 - a. recount
 - b. procedure
 - c. narrative
 - d. legend
 - e. news item
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 - d. Astra Brata
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The government is expediting the construction of new roads, lodgings, tourist facilities and other local infrastructure ahead of the world-class MotoGP motorcycle racing event scheduled to run March 18-20 in Lombok, West Nusa Tenggara. Mandalika MotoGP field commander Hadi Tjahjanto said on Jan. 21 that developers had readied 300 homestays in addition to the 16,000 existing hotel rooms in Lombok to accommodate tourists. They were also preparing campgrounds and other accommodation in neighboring Bali and in Labuan Bajo, East Nusa Tenggara. “We will also add cruise ships, vessels from Pelni and pinisi [phinisi schooners] for additional accommodation on coastal areas,” said Hadi, a former Indonesian Military

commander and retired air chief marshal, referring to the state-owned ship operator.

13. What the type of the text above ?
 - a. Descriptive
 - b. Narrative
 - c. Persuasive
 - d. Informative
 - e. Interrogative
14. What the name of that circuit above ?
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 - e. The government is expediting the construction of new roads
18. What is the main idea of the text above?
 - a. The government is expediting the construction of new circuit
 - b. The government is expediting the construction of new road
 - c. January 21 that developers had readied 300 homestays
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With fish and turtles swimming around them, divers performed an underwater lion dance in a Malaysian aquarium on Friday, in a fresh take on the traditional Lunar New Year performance. Two people wearing a multi-coloured lion suit performed in one of the tanks at Aquaria in Kuala Lumpur, as musicians played cymbals and drums outside. Turtles and colourful fish glided past the lion as it lumbered around in front of a rock formation.

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 - e. Interogative
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22. How many people on that aquarium ?
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 - b. Diver performed an underwater lion dance in a Malaysian aquarium
 - c. Two people wearing a multi-coloured lion suit
 - d. In the traditional art form, two or more performers put on a colourful head and cloak
 - e. Aquaria has put on the underwater dance several times in recent years

POST TEST CYCLE 2

Subject : ENGLISH (READING SKILL)

Class : X

Time Allocation : 40 MINUTES

Direction :

- 1. Please write your name and class on the answer sheet!**
- 2. Please be honest !**
- 3. Please read the narrative text in the sheet !**
- 4. Choose the correct answer !**

Wacana

Nearly all of the 19th-century Bone kingdom artifacts on display at the Lapawawoi Museum in Bone regency, South Sulawesi, have been stolen. The thief is believed to be someone from inside the museum. Bone regency's culture agency head, Andi Ansar Amal, said 95 percent of the museum's artifacts had been stolen. According to the Indonesian Museum Association, Lapawawoi exhibited some 331 historical objects, from kitchen utensils to weapons.

We cannot estimate their value because they are historical objects. They are priceless, so an enormous amount has been lost," Andi said on Tuesday, as quoted by kompas.com. Some of the stolen objects were duplicates of Bone king Arung Palakka's hair, the Bone kingdom's stamps, bosara (traditional trays) and ancient coins of the era, ceramics, utensils, nobles' tableware, heirloom weapons, as well as party and wedding decorations. Andi Ansar suspected that the theft occurred on Saturday after the museum staff had left for the day. One staff member returned on Sunday and saw that the front and back entrances to the museum had been damaged. Andi said there were no closed-circuit television (CCTV) cameras or security personnel at the museum.

"[Until the theft] it had been safe," he added. Bone's culture agency reported the incident to the local police, who have opened an investigation.

They have identified a person who lived in the museum for decades as a possible suspect. "[The suspect] has always stated that 91 percent of the Lapawawoi Museum collection is their private property," Andi said. After the local government conducted an inventory, the person was made to leave the Lapawawoi Museum. "Just after they left the Lapawawoi Museum, this theft incident occurred. The Lapawawoi Museum collection already existed before their parents lived there, so they should not claim that 91 percent of its objects are theirs," Andi said. Founded on Jan. 5, 1971, by then-Bone regent H. Suaib, the museum was named after the 31st Bone king and renowned Sulawesi hero, La Pawawoi Karaeng Sigeri.

Jakarta post. Wednesday, January 19, 2022

<https://www.thejakartapost.com/culture/2022/01/19/hundreds-of-museum-artifacts-stolen-in-suspected-inside-job.html>

1. Where is the museum artifacts?
 - a. In Jakarta
 - b. In south korea
 - c. In south Sulawesi
 - d. In source Sulawesi
 - e. In sumatera
2. What percentage of the museum artifacts has been stolen ?
 - a. 85%
 - b. 95%
 - c. 59%
 - d. 75%
 - e. 96%
3. How many historical objects on La Pawawoi ?
 - a. 313
 - b. 113
 - c. 333
 - d. 331
 - e. 131
4. What were stolen from that museum, except ?

- a. Bone king Arung Palakka's hair
 - b. Bone kingdom's stamps
 - c. Bosara
 - d. Ancient
 - e. Mighty statue
5. When the artifact of museum has stolen ?
- a. Monday
 - b. Sunday
 - c. Saturday
 - d. Wednesday
 - e. Friday
6. Which statement are correct on the text above ?
- a. The thief is believed to be someone from inside the museum
 - b. Bone kingdom have a red colour
 - c. The thief is clever
 - d. Lapawawoi museum at North Sulawesi
 - e. Lapawawoi is the biggest museum in Indonesia
7. What the type of the text above ?
- a. Descriptive
 - b. Persuasive
 - c. Legenda
 - d. Cooperative
 - e. Informative
8. Why Lapawawoi has stolen ?
- a. Because they are sleep
 - b. They are going to the beach
 - c. The have a good family
 - d. Museum staff had left on Saturday
 - e. Museum staff had left on Sunday
9. "The thief is believed to be someone from inside the museum", what the synonym of the underline word ?

- a. Snatcher
 - b. Guard
 - c. Staff
 - d. Farmer
 - e. Pilot
10. "Lapawawoi exhibited some 331 historical objects", what the synonym of the underline word ?
- a. Deep
 - b. Show
 - c. Close
 - d. Shutdown
 - e. Sleep
11. "We cannot estimate their value because they are historical objects", what the synonym of the underline word ?
- a. Object
 - b. Value
 - c. Exhibit
 - d. Approximate
 - e. Approve
12. "The theft occurred on Saturday", what the synonym of the underline word ?
- a. Claim
 - b. Explain
 - c. Pulse
 - d. Theft
 - e. Happened
13. Some of the stolen objects were.....of Bone king Arung Palakka's hair.
- a. Duplicates
 - b. Approximate
 - c. Deliver
 - d. Exist
 - e. investigation

14. The front and back.....to the museum had been damaged.
- a. Exist
 - b. Entrances
 - c. Black king
 - d. Identified
 - e. Incident
15. Bone's culture agency.....the incident to the local police.
- a. Suspect
 - b. Possible
 - c. Decades
 - d. Reported
 - e. State

Indonesia tells ASEAN's special Myanmar envoy to start inclusive dialogue

Indonesia and other ASEAN member states on Thursday called on the bloc's mediator for the Myanmar coup crisis to initiate contact with various stakeholders from the nation as a first step forward, following a year of slow progress on the complex situation that continues to unravel there. Since the military putsch on Feb. 1, 2021, ASEAN has been sluggish in its response to the ensuing crisis, even after making demands for coup leader Gen. Min Aung Hlaing to facilitate the delivery of humanitarian relief and initiate an inclusive dialogue to bring the country back from the brink of what some analysts predict could become a civil war. The top diplomats of nine ASEAN countries convened in Phnom Penh in a hybrid online-offline format for closed-door talks on various issues of regional concern, with the dire situation in Myanmar near the top of the list.

Jakarta pos. Thursday, February 17, 2022

<https://www.thejakartapost.com/world/2022/02/17/indonesia-tells-aseans-special-myanmar-envoy-to-start-inclusive-dialogue.html>

16. What is the text about ?

- a. Myanmar is a nice country
 - b. Indonesia tells ASEAN's special Myanmar envoy to start dialogue
 - c. Myanmar near the top of the list
 - d. Indonesia win ASEAN
 - e. Indonesia is Myanmar's neighbor
17. When the military putsch held?
- a. On feb. 5, 2021
 - b. On feb. 1, 2022
 - c. On feb. 1, 2021
 - d. On may. 5, 2021
 - e. On . july, 1, 2021
18. When ASEAN has been sluggish in its response to the ensuing crisis?
- a. Since the military putsch On feb. 5, 2021
 - b. Since the military putsch On feb. 1, 2022
 - c. Since the military putsch On feb. 1, 2021
 - d. Since the military putsch On may. 5, 2021
 - e. Since the military putsch On . july, 1, 2021
19. Min aung haling to facilitate the delivery of humanitarian relief. What The synonym of the underline word ? Except...
- a. Transmission
 - b. Dispatch
 - c. Consignment
 - d. Shipment
 - e. Birth
20. Where the top diplomats of nine ASEAN countries convened in a hybrid online-offline format?
- a. In phnom penh
 - b. Myanmar
 - c. Indonesia
 - d. Philippine
 - e. Thailand

21. “Myanmar coup crisis to initiate contact with various stakeholders“, What The synonym of the underline word ?
- a. Corp
 - b. Cleaver
 - c. Sluggish
 - d. Slam
 - e. Several
22. Myanmar.....the top of the list.
- a. Up
 - b. Is
 - c. Are
 - d. Were
 - e. Near

The government has said it will evaluate the prevailing levels of public mobility restrictions (PPKM) amid a surge of COVID-19 cases driven in large part by the Omicron variant, while epidemiologists say curbs must be tightened to prevent the nation’s hospitals from being overwhelmed. President Joko “Jokowi” Widodo said on Thursday that he had instructed Coordinating Maritime Affairs and Investment Minister Luhut Pandjaitan, who oversees the government’s pandemic response in Java and Bali, and Coordinating Economic Minister Airlangga Hartarto, who oversees the government’s pandemic response for the rest of the nation, to “evaluate” the nation’s regional restriction levels. He called on the public to remain calm amid the case spike, which he said the government had anticipated and was prepared for, noting that the symptoms of the Omicron variant were generally milder than those of other variants.

Jakarta post. Saturday, February 5, 2022

<https://www.thejakartapost.com/indonesia/2022/02/04/government-to-evaluate-restriction-levels-as-covid-19-cases-soar.html>

23. What is the text about ?
- a. COVID 19

- b. Omicron
 - c. Corona virus
 - d. Evaluate the prevailing levels of PPKM
 - e. Dancing event
24. What the type of the text above ?
- a. Information
 - b. Descriptive
 - c. Narrative
 - d. Procedure
 - e. cooperative
25. Who is luhut pandjaitan?
- a. Coordinating Maritime Affairs and Investment Minister
 - b. Coordinating Economic Minister
 - c. President
 - d. Coordinating military
 - e. Police
26. Who is the coordinating economic minister?
- a. Jokowi
 - b. Airlangga hartarto
 - c. Luhut pandjaitan
 - d. Hotman paris
 - e. KEMENKES
27. The government has said it will evaluate the prevailing levels of public mobility restrictions. The synonym of the underline word ?
- a. Appraise
 - b. Applause
 - c. Appstore
 - d. Value
 - e. Prove
28. “A surge of COVID-19 cases driven in large part by the Omicron variant”,
The synonyme of underline word ?

- a. Fly
 - b. Corona virus
 - c. Version
 - d. Large
 - e. Pandemic
29. He called on the public to remain calm amid the case spike. He refers to ?
- a. Jokowi
 - b. Airlangga Hartarto
 - c. Lihut Pandjaitan
 - d. Hotman Paris
 - e. KEMENKES
30. The Omicron variant were generally milder than those of other variants. The antonym of the underline word...
- a. Mostly
 - b. Usually
 - c. Specific
 - d. Regularly
 - e. In general



















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Nomor : B-0812/In.28.1/J/TL.00/03/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
Andianto (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **MUHAMMAD ANWAR FUADI**
NPM : 1701070124
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : * Tadris Bahasa Inggris
Judul : **USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE STUDENTS' READING SKILL AT TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. 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.

Metro, 14 Maret 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

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SURAT TUGAS

Nomor: B-1034/In.28/D.1/TL.01/03/2022

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

Nama : **MUHAMMAD ANWAR FUADI**
NPM : 1701070124
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK MA'ARIF NU 1 PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE STUDENTS' READING SKILL AT TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 24 Maret 2022

Wakil Dekan Akademik dan
Kelembagaan,



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





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Nomor : B-1033/In.28/D.1/TL.00/03/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MA'ARIF NU 1
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1034/In.28/D.1/TL.01/03/2022,
tanggal 24 Maret 2022 atas nama saudara:

Nama : **MUHAMMAD ANWAR FUADI**
NPM : 1701070124
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MA'ARIF NU 1 PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE STUDENTS' READING SKILL AT TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 24 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,



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



LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TIMUR
SEKOLAH MENENGAH KEJURUAN

SMK MA'ARIF NU 1 PURBOLINGGO
KABUPATEN LAMPUNG TIMUR

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Web: www.smkmaarifpurbolinggo.sch.id E-mail: info@smkmaarifpurbolinggo.sch.id

Alamat: Jln. Wahid Hasyim No. 01 Tanjung Inten Kecamatan Purbolinggo Kabupaten Lampung Timur 34193 Telp. 0856 0982 9340

Nomor : 421.5/099/15/SMK.MA/IV/2022
Lampiran : -
Perihal : **Pemberlan Izin Research**

Kepada Yth,
Dekan Akademik dan Kelembagaan IAIN Metro
Di -
Tempat.

Assalamu'alalkum Wr. Wb.

Dengan Hormat,
Memenuhi surat saudara Nomor : B-1003/In.28/D.1/TL.00/03/2022 Tentang Permohonan Izin Research Mahasiswa Institut Agama Islam Negeri (IAIN) Metro di SMK Ma'arif NU 1 Purbolinggo tanggal 24 Maret 2022 atas nama :

No	Nama Mahasiswa	NPM	Prodi
1.	MUHAMMAD ANWAR FUADI	1701070124	Tadris Bahasa Inggris

Pada dasarnya kami tidak keberatan dan memberikan izin kepada Institut Agama Islam Negeri (IAIN) Metro untuk melaksanakan penelitian di SMK Ma'arif NU 1 Purbolinggo.

Demikian surat persetujuan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alalkum Wr. Wb.

Purbolinggo, 6 April 2022
SMK Ma'arif NU 1 Purbolinggo
Kepala Sekolah,

Nural Ahmad, S.Pd.I.




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Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Muhammad Anwar Fuadi
NPM : 1701070124
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2022

Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 1987 1102 201503 1 004



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NPM : 1701070124
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Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070124

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

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Metro, 13 Juni 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

USING JAKARTA POST NEWSPAPER AS MEDIA TO IMPROVE STUDENTS' READING SKILL AT TENTH GRADE OF SMK MA'ARIF NU 1 PURBOLINGGO

by Muhammad Anwar Fuadi 1701070124

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AN UNDERGRADUATE THESIS
USING JAKARTA POST NEWSPAPER AS MEDIA TO
IMPROVE STUDENTS' READING SKILL AT
TENTH GRADE OF SMK MA'ARIF NU 1
PURBOLINGGO

BY :

MUHAMMAD ANWAR FUADI
Student Number: 1701070124



TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

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IAIN METRO

Nama : Muhammad Anwar Fuadi
NPM : 1701070124

Jurusan : TBI
Semester : X

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2	Rabu / 06 / 22		- Review All - Complete cover etc. attachment add the description of title & picture Make sure font List of title & picture	

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Dosen Pembimbing

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Anwar Fuadi
NPM : 1701070124


Jurusan : TBI
Semester : X

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	01/6 /20		Ace Menegosah	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,


Andianto, M.Pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE



The name of the writer is Muhammad Anwar Fuadi. He was born in Taman Fajar, on July 9th, 1996. He is the first child of happy couple Mr. Ahmad Khoiri and Mrs. Mu'rodah. He has graduated from elementary school (SDN 1 Taman Fajar) on 2009. Soon after that, He continued in Junior High School (SMPN 1 Purbolingo) and graduated on 2012. He continued his study in Senior High School (SMK Ma'arif NU 1 Purbolingo) and graduated on 2015. It was long journey for him to find out his dream. After graduated from Senior High School, He decided to take a major in S-1 English Education Department Of State Institute For Islamic Studies Metro (IAIN Metro). Hopefully, He can do anything best to increase and to apply her knowledge wisely.