AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' READING SKILL
BY USING SKETCH TO STRETCH STRATEGY
AMONG THE EIGHTH GRADERS AT SMPN 1 BATANGHARI
EAST LAMPUNG

BY:

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Tarbiyah and Teacher Training Faculty
English Education Department

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

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AMONG THE EIGHTH GRADERS AT SMP N 1 BATANGHARI
IN THE ACADEMIC YEAR OF 2019/ 2020

Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING SKILL BY USING SKETCH TO STRETCH STRATEGY AMONG THE EIGHTH GRADERS AT SMPN 1 BATANGHARI EAST LAMPUNG

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate Thesis Entitled : IMPROVING THE STUDENT'S READING SKILL BY USING SKETCH TO STRETCH STRATEGY AMONG THE EIGHTH GRADERS AT SMPN 1 BATANGHARI EAST LAMPUNG, Written By: Yosyie Mikatama, Student Number 14122377, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, October 17th 2019 at 09:30 - 12.00.

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IMPROVING THE STUDENTS' READING SKILL
BY USING SKETCH TO STRETCH STRATEGY
AMONG THE EIGHTH GRADERSAT SMP N 1 BATANGHARI
IN THE ACADEMIC YEAR OF 2019/ 2020

ABSTRACT

By:

YOSYIE MIKATAMA

The purposes of this research are to investigate that using note-taking strategy can improve the students' reading skilland students' learning activities at the tenth graders of SMPN 1 Batanghari in Academic Year of2018/2019.The researcher had outlined the problem in this research that focused on readingabilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planing, acting, observing and reflecting. Object of this research is the students' reading skill. In collecting the data, the researcherused test, observation and documentation. This research was conducted by collaborating with an English teacher of SMPN1 Batanghari that was mrs. LarasWirasweti, S.Pd.

Finally, the data confirmed that pre-test just 16% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 45. it can say that the result of pre-test was unsatisfactory. And, in post-test I there are 37 % students that can fulfill MMC and the average score of the post-test I was 64. Then, the resultin post-test II was 78% students that can fulfil MMC with the average score was 74. It means that the use ofsketch to stretch strategy in reading can improve the student's reading skillsat the eighth gradersofSMPN 1 Batanghari in academic year 2019/2020.

Keywords: *Reading Skill, Sketch to Stretch Strategy, Classroom Action Research*

PENINGKATKAN KEMAMPUAN MEMBACA SISWA PADA STRATEGI SKETCH TO STRETCH PADA SISWA KELAS DELAPAN SMPN 1 BATANGHARI TAHUN AJARAN 2019/2020

ABSTRAK

OLEH:
YOSYIE MIKATAMA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan sketch to stretch strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas delapan SMPN 1 Batangahari pada tahun pelajaran 2019/2020.Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas delapan SMPN 1 Batanghari yaitu ibu Laras Wirasweti, S.Pd.

Akhirnya, setelahdata diteliti dapat disimpulkan bahwa hasil pre-test hanya 16% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 45. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post-test I adalah 37% siswa yang dapat memenuhiKKM dengan rata-rata 64. Kemudian, hasil post-test II adalah 78% siswa yang dapat memenuhi KKM dengan rata-rata 74. hal ini dapat disimpulkan bahwa penggunaan strategy sketch to stretch dalam membaca dapat meningkatkan kemampuan pemahaman siswa pada kelas VIII SMPN 1 Batanghari tahun ajaran 2019/2020.

Kata Kunci : *Kemampuan Pemahaman Membaca Siswa, Strategi Sketch to Stretch*, *Penelitian Tindakan Kelas*

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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

Metro, 17 Oktober 2019
Yang Membuat Pernyataan

Yosyie Mikatama
NPM: 14122377

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Yosyie Mikatama
Student. ID	: 14122377
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 17 October 2019
The Researcher,

Yosyie Mikatama
St. ID 14122377

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح,٦)

Surely in difficulties there is easiness.

(Al-insyirah, 6)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Mijo Vemijohn and Mrs. Yuliani) who always pray and supportin their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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To start with, theresearcherwould like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the reseracher can finally accomplish an undergradute thesis entittled "Improving the Students' Reading Skill by Using Sketch to Stretch Strategy among the Eighth Graders at SMPN 1 Batanghari in the Academic Year of 2019/2020". Shalawat is also revealed to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in paricular.

In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dekan of the Faculty Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The writer's thanks also goes to Mrs. Dr. Umi Yawisah, M.Hum and Mrs. Syahreni Siregar, M.Hum as the First and Second Advisor.

The researcherrealizes that this udergraduate-thesis is nearly imperfect. Last but not least, I hope that the result of the research is beneficial to contribute in teaching learning activity of English Language in SMPN 1 Batangahri.

Metro, 17 October 2019
The Reseacher,

Yosyie Mikatama
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CHAPTER I
INTRODUCTION

A. Background of the Study

English Language Teaching (ELT) is a beneficial process that is intended not only to transfer the knowledge but also to habituate the language learners to be able to communicate using English. English is very important to be taught in each educational level in Indonesia. By mastering English as an international language, people can communicate well by many people from various countries. Some important references are written in English so by mastering English people can get important information and knowledge. In order to be able to communicate in English well, the students should learn English that consists of productive and receptive language skills. Productive language skills include of speaking and writing. Meanwhile, receptive language skills include of listening and reading.

Furthermore, reading is one of the receptive language skills that is very important to be mastered in order to get important information. By being able to read, the students can get many new vocabularies from the text. They are able to learn grammatical aspect from what they read. Reading has important function in guiding the students to think critically related to the content of the text. They are some aspects that influence reading that consist of internal and external aspects. Internal aspects include of intrinsic motivation, interest in reading, reading habit, and learning style. Meanwhile, external aspects include

of learning media, learning strategy, and external motivation from family members, classmate, and society.

However, reading skill is not easy. There are many problems in reading skill faced by the students. It is difficult for the students to understand the content of the text because they do not know the meaning of the words. In addition, they are difficult in readingthe text because they have limited vocabulary and low grammar mastery. The students have less motivation in reading the long text. It is because they feel hard in determining the main ideas and supporting details of the text.

In line with the reading problems above, the researcher conducted a pre-survey related on the eight graders' reading problem at SMPN 1 Batanghari. Based on the pre-survey result, it is investigated that ability of the eight graders' reading skill is insufficient. The teacher said that the students still need guidance while they are reading a text. Some of students have difficulties in reading text.Furthermore, the data of pre survey on March 28, 2018 among the second semester students at the eighth graders SMPN 1 Batanghari. It was investigated that the level of students' reading skill is low because of being proved by the result of pre-survey at the eighth gradersat SMPN 1 Batanghari, only 30% students who passed for the material of reading and 70% students failed with the minimum mastery criteria (MMC) for English is 70, the data can be known as follows:

Table 1
The Pre Survey data of Students Score

NO	NAME	SCORE	EXPLANATION
1	AR	50	Failed
2	AKA	30	Failed
3	AKR	75	Passed
4	APR	70	Passed
5	ADW	50	Failed
6	ARW	45	Failed
7	AGW	25	Failed
8	BT	30	Failed
9	CFA	25	Failed
10	DMP	70	Passed
11	DAH	50	Failed
12	ED	80	Passed
13	EY	30	Failed
14	EPW	45	Failed
15	FSA	50	Failed
16	HAIP	70	Passed
17	IM	50	Failed
18	IL	70	Passed
19	ID	65	Failed
20	I	75	Passed
21	KAA	55	Failed
22	MRM	40	Failed
23	NA	75	Passed
24	PS	35	Failed
25	RO	30	Failed
26	RA	35	Failed
27	RAZ	70	Passed
28	RSP	30	Failed
29	SPS	40	Failed
30	TDB	50	Failed
Total		1,515	-
Lowest Score		25	Failed
Highest Score		80	Passed
Score >70		9	Passed
Score <70		21	Failed

Source : The English Teacher archive, taken on March 28, 2018
at eight graders at SMPN 1 Batanghari.

The problem of reading skill that was proved by the grade of reading skill above was summarized in the following table:

Table 2
Table of Pre-survey Data
The Reading Skill Score of The Eight Graders
atSMPN1 Batanghari

No.	MMC	Number	Precentage	Criteria
1.	≥ 70	9	30%	Complete
2.	<70	21	70%	Incomplete
Total			100%	

Based on the table above, it is known that the number of students who achieved Minimum Mastery Criteria (MMC) was 9 students (30%). Meanwhile, the number of students who did not achieve MMC was 21 students (70%). It means that the students who were able to complete MMC is less than those who were not able to complete MMC. Therefore, it is concluded that the eighth gradersof SMPN 1 Batanghari have insufficient reading skill.

Based on the results of the pre-survey, it was found that the eighth graders of SMPN 1 Batanghari have problems in reading skill. This was due to the limited vocabulary they had. In addition, the eighth gradersof SMPN 1 Batanghari also have limitations in grammar so they have difficulty in understanding the information contained in the text. Besides that, the eighth graders also get difficulties in determining the main ideas and supporting ideas from the text they read. Therefore, they are not able to understand the contents of important information from the text.

The improvement of reading skill should be done by using the appropriate teaching strategy, that is Sketch toStretch strategy. Sketch to Stretch is a small group drawing activity that guide the students to reading the text, to draw a single image of the theme or central message of the story, and to share one at a time in the small group. Sketch to Stretch Strategy is designed to help students who get difficulties in reading skill. In addition, this strategy emphasizes that the students should have equal opportunity to deliver their thoughts or ideas by applying those strategies in a small-group discussion to get more understanding of the text comprehensively.

Based on the statements above, the researcher assumes that Sketch and Stretch strategy seemed to be a good alternative way to improve their reading skill. Therefore, the researcher would like to conduct the research under the title "Improving the Students' Reading Skill by Using Sketch to Stretch Strategy at the eighth graders at SMPN1 Batanghari in the Academic Year of 2019/ 2020".

B. Problem Identification

Regarding to the background of study above, the researcheridentified the problems as follow :

1. The students have limited vocabulary mastery.

2. The students did not have high motivation to practice reading.

3. Most of students find difficulty in reading the content of information of text.

4. The students have low reading skill.

5. The students are hard in determining main idea and supporting details of the text that they read.

C. Problem Limitation

There are many problems related to reading skill, but the researcher only focuses on the problem of number 4 that is "The students have low reading skill". Therefore, the researcher had constructed the research entitled "Improving the Students' Readingby Using Sketch and Stretch Strategy among the eighth gradersat SMPN 1 Batanghari.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem in this study:

1. "Can Sketch to Stretch Strategy improve the reading among the eighth gradersat SMPN 1 Batanghari"

2. Can Sketch to Stretch Strategy improve the learning activity among the eighth graders at SMPN 1 Batanghari 2019/2020

E. The Objective and Benefit of the Study

1. The Objective of the Study

The objectives of the study are, as follows:

a) To describe whetherSketch and Stretch Strategy can improve the students reading skill among the eighth graders at SMPN 1 Batanghari

b) To invetigate how Sketch and Stretch Strategy can improve the learning activity among the eighth gradersat SMPN 1 Batanghari

2. Benefit of the study

The benefit of this research as follow :

a. For the students

The result of this research could give positive contribution for students to improve their reading skill.

b. For the teacher

The result of this study could be consideration for the teacher to use Sketch to Stretch Strategy as an alternative teaching strategy to implementation in improving reading skill.

c. For the Headmaster

This research can be used as the quality improvement of teaching and learning generally in English subject in SMPN 1 Batanghari.

F. Prior Research

This research was done by considering some prior research that were done by some previous researchers. The first prior research was done by Nanda Wahyuni who conducted the same research in the topic of Sketch to Stretch Strategy in improving reading comprehension. The title of her research is "The Effect of Using Sketch to Stretch Strategy towards Readingin Narrative Text of the Second Year Students at MAN 2 Model Pekanbaru." This research was carried out at MAN 2 Model Pekanbaru. The subject of her research was the second year students of MAN 2 Model Pekanbaru and the object of this research was the effect of using sketch to stretch strategy towards readingin narrative text. The design of Nanda's research was Quasi-

Experimental research. The population of her research was the second year students. The total of population was 221. The sample of this research was X1 Science 2 as an experimental class and XI Science 3 as a control class. To analyze the data, the researcher used SPSS 16 Software to adopt independent sample t-test.

In addition, the second prior research was done Ayu Sayang, Sofian, and Bambang Wijaya.[1]"The title of their research is The Use of Sketch to Stretch Strategy in Teaching Readingat SMPN 2 Pontianak". This research was carried out at SMPN 2 Pontianak. It was a pre-experimental study with one group of pretest and post-test design. The subject of this research was Grade VIII E of SMPN 2 Pontianak, numbering 34 students. The data collected was in from of multiple choice item test (30 items) for pre-test before the treatment and post-test after treatment. The treatment was given twice the data then was analyzed by the effect size formula. The research finding showed that the effect size (ES) of the Sketch to Stretch strategy in readingwas 1.89 which was categorized as high effect. The computation finding of data analysis showed that the mean score of post-test was 74.61 that was higher than pre-test which was obtained 51.37. Therefore, it can be concluded that use of Sketch to Stretch Strategy is effective to the students in teaching reading comprehension.

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[1]AyuSayang, Sofian, BambangWijaya, *The Use of Sketch to Stretch strategy in Teaching Reading Comprehension,* UIN SUSKA RIAU,Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.

Furthermore, this research has similarity and differentiation with Nanda Wahyuni's research[2]. The similarity is in form of the same are of topic of Sketch to Stretch Strategy in improving reading skill. Meanwhile, there are some differentiation related with the education level, and kind of text. The writer's research wasconducted at Junior High School level; meanwhile,NandaWahyuni's research was conducted at Senior High School. In addition, The researcherwill apply Sketch to Stretch Strategy in improving readingof Descriptive text. Meanwhile, Nanda Wahyuni applied Sketch to Stretch Strategy in improving readingof Narrative text.

Moreover, this research has similarity and differentiation with the research that was done by Ayu Sayang, Sofian, and Bambang Wijaya. The similarity is in form of the same topic that is about Sketch to Stretch Strategy in improving reading skill. Meanwhile, there are some differentiation related with the education level, and the different research method. The writer's research wasconducted at the seventh grade of Junior High School level; meanwhile, Ayu Sayang, Sofian, and Bambang Wijaya's research was conducted at the eighth grade of Junior High School level. In addition, the researcher will apply Sketch to Stretch Strategy in improving reading skillby using classroom action research. Meanwhile, Ayu Sayang, Sofian, and Bambang Wijaya applied Sketch to Stretch Strategy in improving reading skill of Narrative text by using pre-experimental study research method.

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[2]Nanda Wahyuni, *The Effect Of Using Sketch To Stretch Strategy Towards Readingin Narrative Text of The Second Year Students at MAN 2 Model Pekanbaru,* Thesis, UIN SUSKA RIAU, Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.

Based on the researches above, it is concluded that all of prior researches have the similarity with the research that will conducted by the writer. The similarity is in the use of Sketch to Stretch in teaching Reading Skill. However, kind of the text that wastaught is different the first prior research used Sketch to Stretch strategy in improving readingin Narrative text meanwhile, the researcher will apply Sketch to Stretch strategy in improving reading of Descriptive text. In addition, the differentiation between the second prior research and this research are kind of education level and research method. The second prior research was conducted at the eighth grade of Junior High School level by using pre-experimental study research method. Meanwhile, the researcher used Sketch to Stretch strategy in improving readingof the seventh grade of Junior High School level by implementing Classroom Action Research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Conceptof Reading

a. The Definition of Reading

Karen Tankersley defines reading as a complex process made up of several interlocking skills and processes.[3]It means that reading is the accumulation result of process that includes of the integration between skills and processes. Reading is an important skill in English that should be mastered by the students who wasable to make a great progress in most academic areas.[4] Therefore, the ESL teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way. Reading is not simple since it deals with many related elements that support reading. It is in line with the definition of reading stated by Mike Fleming and David Stevens who point out that reading is at once a highly focused activity and one rooted in an extremely broad cultural context, with the potential to take one or several of many different forms.[5] In the other words, reading must be supported with many

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[3] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), p. 2.

[4]Tutyrahiza Mahmud, *A Survey on Teaching Reading Strategies Used by ESL Teacher that Facilitate Teaching and Learning Reading English lessons*, Faculty of Cognitive Scienes and Human Development University Mlaysia: Sarawak, 2008, p.2

[5]Mike Flemming and David Stevens, *English Teaching In The Secondary School,* (New York : Routledge, 2010), p. 76.

important elements such as culture context and linguistics competence.

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.[6] Reading is very crucial to be mastered by the language learners because it is needed to gain urgent information that wasneeded in looking for the job and in learning important subject at the school. Moreover, it is stated by JudyWilllis that reading is not a natural part of human development.[7] It means that reading ability is not able to have spontaneously because it needs a complex process.

Based on all definition of reading above, it is concluded that reading is an important language skill that deals with the complex and unnatural process because it is influenced by some important related elements such as linguistics competence of the reader, and cultural context.

b. The Definition of Skill

The essence of reading is skill. Sharon Vaughn defines skill as the active process of constructing meaning from text; involves accessing previous knowledge, understanding vocabulary and

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[6]Reiko Kamiyama, "*CAR a Means for Motivating Students to Read*", (United States: English Teaching Forum, 2009, Number 3), p. 32.
[7]Judi Willis, *Teaching the Brain to Read* , (USA: Alexandria, 2008), p. 2.

concepts, making inferences, and linking key ideas.[8] 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.[9]It is clear that the resut of skill is only known by the readers who cannot manipulate whether they are able to comprehend the text or not.

Meanwhile, according to Margaret, skill is the ultimate goal of reading. The process of reading is successful if the readers are able to comprehend the main information of text.

Moreover, Karen Tankersley defines skill as the center of reading that requires making meaning from words when listening, speaking, reading, and writing.[10] The heart of reading is skill as the main aim of reading process. In addition, Camille Blachowic defines skill as an interest-driven process where the purpose for reading can change over time.[11] It means that skill can be achieved by the continous process based on the interest.

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[8]Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Intruction,* (USA:ASCD,2004), 3th Edition, p. 98.

[9] Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. P. 14

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

[11] Camille Blachowicz and Donna Ogle, *ReadingStrategies for Independent Learners,*(United States of America : The Guilford Press, 2008), p. 27

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

c. The Definition of Reading Skill

Reading skill is defined by Chatrine Snow as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. [12] 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 wainright, reading skill is a complex process which comprises the successful or unsuccessful use of many abilities. [13] It means that reading skill is a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly.

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

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[12]Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

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

content being read, and the readers' adequate background in the content and vocabulary being presented.[14] This means that reading skill requires the readers' ability in commanding of the linguistic structures of the text, in drilling metacognitive control over the content being read, and in having sufficient background in the content and vocabulary contained in the text.

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.

2. The Models of Reading

There are some models of reading, as follow:[15]

a. The Top-down Model

In top-down isprocessing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

b. The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers oSr listeners focuses on individual words and phrases, and achieves

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

[15] Jeremy Hermer, *The Practice of English Language Teaching, (*Longman : Longman), p.20.

understanding by stringing these detaileds elements together to build up a whole. In other words, Buttom-up is processing of the readers understand the linguistics signal.

3. **The strategies of Reading Skill**

There are some important reading skill strategies explained by Meduranda, as follow:[16]

a. Making Connections

Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

b. Visualization

Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

c. Organization

Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author's central message or important ideas.

d. Determining Important Information

Students learn to categorize information based on whether or not it supports an author's central message or is important for a specific purpose.

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[16]Evan Moosr CORP, *Daily Reading Comprehension,* (USA, Evan Moor Publishers, 2010), p.6.

e. Asking Questions

Students learn to ask questions before reading to set apurpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

f. Monitoring Comprehension

Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

4. The Criteria of Reading Skill

According to Brown there are some criteria commonly used in indicating students' reading skill, those are. [17]

a. Main idea (topic)

b. Expression/ idiom/ phrases in context

c. Inference (implied detail)

d. Grammatical features

e. Detail (scanning for a specially stated detail)

f. Exluding facts not written (unstated details)

g. Supporting ideas

h.   Vocabulary in context

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[17] H. Douglas Brown, Language Assessment Principles and Classroom Practies, (New York : Longman, 2004), p. 206.

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

5. **The Measurementsof Reading Skill**

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kind of questions of reading skill they are:[18]

a. Pronominal Question, Imperatives

The questions equire learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

In addition, in assessing reading skill there should be a rubric of readingthat wasused to measure students' reading skill, as follow:[19]

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[18]I.S.P. Nation, *TeachingESL/EFL Reading and Writing, (*New York : Routledge, 2009), p.77-79.
[19]Joan F. Groeber, *Second Edition, Designing and using Rubric for Reading and Language arts, ke-6,*(United States America : Corwin Press, 2007), p. 27

Table 2
Rubric of Reading Skill

Criteria	4	3	2	1
Classification • Identifes story type • Recognizes story mood • Makes comparisons with similar stories	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
Plot • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots	3 complete elements present	2 complete elements presents	1 complete elements present	Evidence of 2+ incomplete elements
Conflict • Identifies main character's struggle • Understands why main character is struggling • Identifies type of conflict	3 elements present	2 elements presents	1 complete elements present	Evidence of 2+ incomplete elements
Theme • Knows what author wants to say • Restates theme in 1-3 words • Identifies passage that convey story theme	3 elements present	2 elements presents	1 complete elements present	Evidence of 2+ incomplete elements

B. The Concept of Sketch to Stretch Strategy

1. The Definition of Skecth to Stretch Strategy

Kathy Paterson defines Skecth to Stretch Strategy as one of the familiar stategies that helps students to get better understanding of the story evelements their connections and puts emphasis on students ideas and feeling, not on their artistic abilities.[20]It means that although Skecth to Stretch Strategy deals with the artictic activity it does not mean that this strategy ignores the students ability in comprehending the content of the text that the readers read. In addition, Sketch to Stretch Strategy is defined by Kathleen Feeney Jonson as a strategy that draws on the artistic abilities of students as they interpret literature by using sketches and, sometimes, by briefing text description or notes to express their thoughts about what they have read.[21] On the other words, the main aim of this strategy is to guide the readers in order to be able to comprehend the content of the text by using artistic activity.

Moreover, it is stated by Judy Tilton Brunner that Sketch to Stretch strategy is a nonverbal response strategy that suports visual imaging of text and encourages creativity and interpretation of the reading.[22] The readers activity in reading the text is not in form of the words that they say orally but in form of artistic activites. In addition, Camille Blachowicz and Donna Ogle explain that Sketch to Stretch Strategy is a small- group

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[20]Kathy Paterson, *Text Me a Strategy*,(Canada : Pembroke Publishers, 2009), p. 77.
[21]Kathleen Feeney Jonson, *Go Strategies for Improving Reading In Graders K-8*,(United States of America : Corwin Press, 2006), p. 158.
[22] Judy   Tilton Brunner, *I don't Get It! Helping Students Understand What They Read*,(United States of America : Rowman&Littlefield Education, 2011), p. 86.

drawing activity that leads the readers to read the same story and to draw a single image of the theme or central message of the story to be shared one at a time in the small group.[23] Skecth to Stretch Strategy can be applied to teach the students in group by sharing the result of their skill toward the content of the text to the other members of the group.

2. **The Principles of Sketch to Stretch Strategy**

According to Kathleen Feeney Jonson, the principles of Sketch to Stretch Strategy are as follow:[24]

a. Sketch to Stretch forces students to recall the main ideas of a story and helps them to understand what they have read.

b. Sketch to Stretchis a good exercise for visual learners who are better able to express themselves through art than through words.

c. Sketch to Stretch is also a good activity for the students who are English language learners, for beginning readers, or for struggling readersso they can bring the literature to life through pictures.

d. Sketch to Stretch may help to build the self-confidence of struggling readers and may encourage readers to be creative when responding to text.

By applying the principles of Sketch to Stretch Strategy, it is easy fo the readers to find out and to understand the main idea of the text in interesting way through art than through words . Sketch to Stretch

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[23] Camille Blachowicz and Donna Ogle, *ReadingStrategies for Independent Learners,*(United States of America : The Guilford Press, 2008), p.151.

[24]Kathleen Feeney Jonson, *Go Strategies For Improving Reading In Graders K-8,*(United States of America : Corwin Press, 2006), p. 158.

Strategy can be applied to teach reading for beginning readers because the artistic activity that is used by the teacher can help the readers to understand the content of the text effectively. In addition, Sketch to Stretch Strategy can increase not only the students' ability in reading skill but also their self confidence because they are able to reading the content of text in their creative way.

3. **The Advantagesand Disadvantages of Skecth to Stretch strategy**

Sketch to Stretch strategy has many great advantages that can be applied effectively to improve reading comprehension. The Advantages of Sketch to Stretch strategy are as follow:[25]

a. Sketch to Stretch strategy is easily implemented to teach reading comprehension.

b. Sketch to Stretch requires only moderate advance preparation from teacher.

c. Sketch to Stretch is a good activity for substitute teachers.

d. Sketch to Stretch supports mental imaging of content.

e. Sketch to Stretch provides a framework for discussion of text.

f. Sketch to Stretch can easily be implemented with nonfiction text.

g. Sketch to Stretch works with individual or with small groups of students.

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[25] Judy Tilton Brunner, *I don't Get It! Helping Students Understand What They Read*,(United States of America : Rowman&Littlefield Education, 2011), p. 87.

Sketch to Stretch strategy is very beneficial to be used to teach reading skill by supporting mental imaging of content that can easily implemented with nonfiction text. Sketch to Stretch strategy can be applied to teach individual or the small group of the students by providing a framework for discussion of text.

However, Sketch to Stretch strategy also has disadvantage. The disadvantage of Skecth to Stretch strategy explained by Judy Tilton Brunner is that Skecth to Stretch strategy is not rather appropriate to teach adult students because they can be encouraged by teacher emphasis on content of the drawing, rather than the artistic ability of the illustrator. Therefore, it is sugessted that a Sketch to Stretch strategyis not used to teach the adult students.

4. The Implementation of Skecth to Stretch Strategy in Teaching Reading Comprehension

Judy Tilton Brunner explains the way to implement Skecth to Stretch strategy, as follows : [26]

a. The teacher activates background knowledge of the students by motivating the students and by asking some questions that are related to the topic of reading.

b. The teacher tells students that the purpose for reading the material wasto understand and visualize the text related to important information, events, or scenes from the reading.

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[26] Judy Tilton Brunner, *I don't Get It! Helping Students Understand What They Read*,(United States of America : Rowman&Littlefield Education, 2011), p. 86.

c. The teacher asks students to read the text.

d. After students finish reading the text, the teacher intructs them to draw or make a quick sketch of the information. Drawings can include the scenes, the main idea, or other pertinent information.

e. When students have completed their sketches, the teacher give them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion.

f. After students have provided interpretation, the teacher asks the students to explain the drawing to the whole class.

Meanwhile the example of Sketch to Stretch strategyexplained by Judy Tilton Brunnner, as follow : [27]

a. Easily implemented

b. Requires only moderate advance preparation from the teacher

c. Good activity for substitute teachers

d. Supports mental imaging of content

e. Provides a framework for discussion of the text

f. Can easily be implemented with nonfiction text

g. Work with individual or with small group of students

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[27] Judy Tilton Brunner, *I don't Get It! Helping Students Understand What They Read*,(United States of America : Rowman&Littlefield Education, 2011), p. 87

C. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis "The Use of Sketch to Stretch Strategy can improve the students' reading skill and learning activity among the eighth grades students at SMPN 1 Batanghari in the Academic Year of 2019/ 2020".

CHAPTER III
RESEARCH METHODOLOGY

A. Variables and the Definition Operational of Variables

The Research is classroom action research. This research contains two variables (X) and (Y). Variable (X) is the independent variable (Sketch to Stretch strategy) and variable (Y) is the dependent variable (reading comprehension). Operational variable is the definition which based on characteristic of the things that is defined. Meanwhile, variable can be defined as an attribute.

There are two operational definitions of variables, which are :

1. Reading(variable Y) is the ability of the students to comprehend the text and get main meaning from the text. The indicators of reading are the students were able to :1). Know of word meanings, 2). Understand the meaning of text, and 3). Answer questions that are specifically answer in a age.

2. Sketch to Stretch strategy (variable X) is one of strategy that can be used in reading subject. By using sketch to stretchthe students can be:1). Interested in reading, 2). Improve their reading comprehension, 3). More relax in reading.

B. Setting of the Research

The researcher conducted classroom action research at SMPN 1 Batanghari located at Batanghari East Lampung. The researcher conducted the research at this school because the researcher found the reading problems at SMPN 1 Batanghari based on the data of pre-survey.

C. Subject of the Research

The subject of this research is the students of the eighth graders of SMPN 1 Batanghari. The total of students is 32 students. While, the object of this research is the students readingat class VIII of SMPN 1 Batanghari. This classroom action research was done by implementing collaborated study. In this case, the collaborator of this research is the real English teacher, Mrs Laras Wirasweti S.Pd

Table 3
The Number of Students

No.	Grade	Sex		Total
		Male	Female	
1.	VIII	14	18	32

D. Procedure of Classroom Action Research

1. Classroom action research

The researcher used the classroom action research. According toAnne Burns, action research is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it

actually is and what doing it involves.[28] It means that through self-reflection the teacher conduct that study in own class.

In addition, Donald Ary et.al, assert that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[29]It means that we focus on the use of action research in education. Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn.[30] It means that action research is reflection to used to review the previous action and plan the next one.

From several theories or explanations above, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart (1988) research design. According to Kemmis and MC Taggart as cited by Anne Burns(2010) action research is dynamic and complementary process which

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[28] Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30
[29]Donald Ary, Introduction to Research in Education 8th Edition, (Wadsworth, Cengage Learning,2010, 2006), p512
[30]Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.4

consists of four essential phases such as planning, action, observation, and reflection in spiral system.[31]This phases can be seen by following figured:
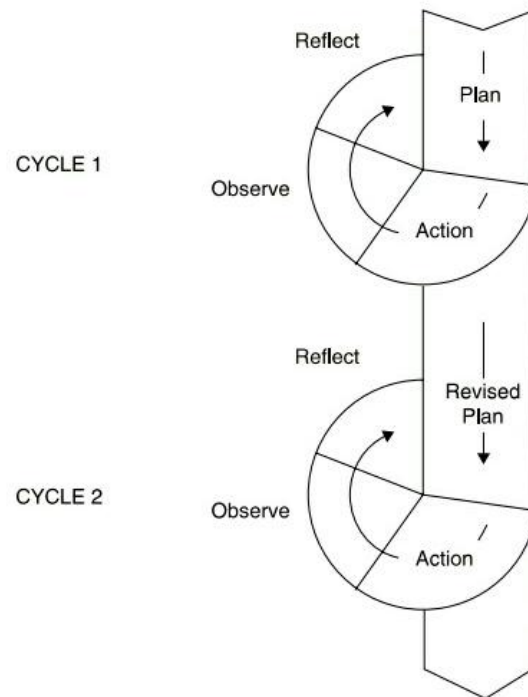
Figure 1.Kemmis and Mc Taggart Model[32]

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflectionthat implement in each cycle in spiral system. The assumption is if the determine outcame in the first cycle cannot be achieve or there may be found new problem, so it will probably be continue and resave in the next cycle that have same phase on the first cycle.

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[31]Ibid, p.32
[32]Anne Burns, Doing Action Reasearch in English Language Teaching, (New York: Routledge, 2010), p.9.

2. The steps in the research

Thereare four steps in each cycle including of planning, action, observation, and reflection. If the first cycle is failed and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by this procedures as follows:

a. **Cycle 1**

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading skill that was occured in the classroom based on the pre-survey result. Then the researcherprepared some plans to conduct the classroom. They were the following:

a) The researcher prepared the lesson plan including leraning procedure, media, and relevant material to be apply in acting phase.

b) The researcher prepared the learning resource for students.The researcher determined the method to be apply in acting phase. In this case, the reseracher used sketch to stretch strategy to improve reading skill.

c) The researcher prepared the observation format and evaluated format to evaluate the student's activity after learning process.

d) The researcher designed the criteria of success.

2) Action

In the second phase, the researcherimplemented the action that had been arranged in planning phase. The activities are explained in the following steps:

a) Pre teaching activity

   1) The researcher started the lesson by greeting to the students.

   2) The researcher and students prayed together.

   3) The researcher checked the students' attendance.

   4) The researcher informed to the students about the competence, the indicator and the objectives that should be achived.

b) While teaching activity

   1) The researcher devided the students into some group.

   2) The researcher explainedsketch to stretch to the students about how to apply sequences of strategy of sketch to stretch.

   3) The researcher gave the material and facilities the students during the discussion by applying sketch to stretch strategy.

   4) The researcher affirmed the student's reading skill by checking their understanding.

5) After the students become more proficient in using this strategy, gradually the researcher transfered the responsibilities to the students to lead the discussion by applying this strategy.

c) Post teaching activity

1) The researcher gave positive feedback to the students.

2) The researcher and the students concluded the learning topic that have been discussed.

3) The researcher greeted the students in end of the meeting.

4) After giving treatment in cycle 1. The researcher gave the post-test. The instrument which was given to the students had different type from the instrument which was given in the pre-test.

3) Observation

In the third phase, the observer observed the student' activity, their participations, class situation during learning process, and reading skill by using structure observation form and made note the overall activities. Furthemore, the researcher also collected the data from the post test and result of student's activity.The researcher observed the overall activities to find out the effectiveness of learning process that had been occured and the result was concluded and discussed in reflecting phase.

4) Reflection

In the fourth phase, the researcher tried to see and thought again something that research has done. It was also to know whether there is influence to the students' learning proccess. By reflecting, the researchercan get information the strength and the weakness from the action that the researcher had been done.If the researcher still found the problems, the researcher must conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-Planning

In the first phase, the researcher foundthe problem in the first cycle, so the researcherepaired the problem in the next cycle. It is explained as a follow :

a) The researcher analyzed the reflection result to obtain the solving problem.

b) The researcher revised and prepared the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher re-arranged observation format and also reformed the evaluation format to improve the plan indicators that had not been achieved yet in the previous cycle.

2) Action

In the secondphase of cycle two, the researcher applied the same steps in previous cycle, but the researcher applied the revise plan such as lesson plan, material, and instrument for evaluation. The activities are as follows:

a) Pre teaching activity

1) The researcher started the lesson by greeting to the students.

2) The researcher and students prayed together.

3) The researcher checked the student's attendance.

4) The researcher informed to the students about the competence, the indicators and the learning objectives.

b) While teaching activity

1) The researcher divided the students into some group.

2) The researcher reminded how to apply card sort.

3) The researcher gave the material and facilitates the students during the discussion by applying sketch to streth strategy.

4) The researcher affirmed student's reading skill by ckecking their understanding.

5) After the students became more proficient in using this strategy, gradually the researcher transfered the

responbilities to the students to lead the discussion by applying this strategy.

    6) The researcher gave the evaluation to the students.

c) Post teaching activity

    1) The researcher gave positive feedback or reinforcement to the students.

    2) The researcher and students concluded the learning topic that have been discussed.

    3) The researcher greeted the students in the end of the meeting.

3) Observation

    In the third phase, the observer observed the student's activity, their participations, class situation during learning process, and reading skill by using structure observation form and made note the overall activities. Furthemore, the researcher also collected the data from the post test and the result of student's activity.

4) Reflection

    In the fourth phase, the researcher discussed and analysed the data that had been collected from all the activities from the acting phase until observing phase to find out whether the implementation of sketch to stretch strategy run successsful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement.

Becasue there is a good improvement based on the criteria of success that had been determined before, the researcherdid not continue the action in next cycle.

E. Data Collection Strategy

In collecting data the researcher use the following steps:

1. Test

    Test of this research consist of pre-test that it was conducted before the treatment and post-tests that was done at the end of each cycle. The post test was done after the treatments. After the treatment, the student conducted a post test. The form and the procedure of the post text are the same as pre test.

2. Observation

    The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observation is systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[33]Itmeans that observation is a data collection strategy in which the activities of subjects are visually examine.

3. Documentation

    Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as

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[33]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p. 58.

with one of Her Majesty's Inspectorate reports on the physical state of schools,it can have a number of features.[34] For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.[35] In this research, the researcher used field note to record the student's activity during the learning proccess.

F. Instrument of the Research

1. Reading SkillTest Question

To measure students' reading skill ability, the researcher applied some reading skill tests. In this case, the researcher made the reading skill test question that is in form of the multiple choice test.The researcher asked the students to answer the questions.

2. Observation sheet

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

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[34]Ibid, p. 273.
[35]Ibid, p. 526.

a. Interaction with classmate

b. Reactions to particural students, optimal productive pairs and groups of the classroom are more vocal,etc.

c. Frequency of the student-initiated responses

d. Quality of teacher-elicited responses

e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.

f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.[36]

G. Data Analysis Strategy

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

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[36]H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

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

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

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

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

N = the total number of students[37]

The formula to figure out the percentage of the students who pass the minimum mastery criteria in each cycle as follow:[38]

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

Notes:

P = Class percentage

F = Frequency

N = Number of student

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[37]Ibid, p.110
[38]Timothy C. Urdan, *Statistic in Plain English 3rd Edition* (New York: Taylor & Francis Group,2010),14.

H. Indicators of Success

The indicator of success was taken from the process and result of the classroom action research. Then, the researcher is called successful when there is 70% of students could achieve the target of the minimum mastery criteria (MMC) at the school at least 70 and 70% students can participate actively in the learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of SMP N 1 Batanghari

SMPN 1 Batangahari is located on Jl. Captain Harun 46 Banarjoyo villageBatanghari District, exactly 100m from Batanghari District towards the south.

In the beginning, preparatory SMPN1 Batanghari was established on April 2, 1981. The founder of this school was initiated by community leaders from the Batanghari sub-district. This preparatory of junior high school ran for 2 years because in 1983 it became the 1 Batanghari Public School.

As for those who have served as Principals of SMPN 1 Batanghari are as follows:

1) In 1983-1990, it was led by Drs. Baharudin Harahap

2) In 1990-1997, it was led by Drs. Hasan Basri

3) The year 1997-1998 was led by Mr. Sugeng R.

4) Year 1998-2006 led by Drs. Edi Sutrisno, MM.

5) Year 2006-2007 was led by Mr. Sugeng S.Pd

6) Year 2007-2009 led by Drs. M. Ngadenan

7) 2009-2010 is led by Drs. Sunardi, M.m.Pd.

8) 2011-2013 led by Mr. Hj. Suroso, S.Pd. M. Si.

9) 2013-2014 led by Drs. Hj. Budi Santoso, M. Si

10) In 2014 - now led by Ms. Hj. Ngatemi, S.Pd

b. Vision and Mission of SMP Negeri 1 Batanghari

1) Vision of School

SMPN 1 Batanghari is excellent in carrying out education and professionalism in the field of technology and art knowledge based on IMTAQ, so that it is poured into the Vision and Mission as follows :

The vision of SMPN 1 Batanghariis being the first in Sports and Arts Science and Technology based on IMTAQ.

2) Mission of School

a) Guiding the students in the field of scientific work of science and technology to implement integrated and contextual programmed learning.

b) Developing the potential of students in the field of sports.

c) Developing talents, students interests in the field of arts and culture.

d) Fostering confidence in practicing religious teaching.

e) Developing the talents and interests of the Scout field.

f) Growing students' awareness of health.

c. Purpose of School

The objectives of organizing of SMPN 1 Batanghari are as follows:

1) Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and develop themselves and are ready to compete.

2) Producing the graduates who are virtuous, faithful and devoted.

3) Absorbing the graduates in extracurricular

1) Quality Policy

    a) Organizational Quality

        1) Morallity, Forming Moral Human Behavior that is Behavior and Culture.

        2) Accountability, Commits to being an individual and a responsible Team.

        3) Trustable, Always Maintaining the Trust Given.

        4) Initiative, Excited To Continue To Initiate New Breakthroughs.

        5) Creative, creative behavior in work.

2) Motto

"skills, discipline, behavior, and morrality"

d. The Organization of SMPN 1 Batanghari

The organization of SMPN 1 Batanghari in the Academic Year of 2019/2020 could be shown in the figure as follows:

Keterangan:

———————▶ : Garis Komando

- - - - - - - - ▶ : Garis Koordinasi

```
┌─────────────────────────┐
│     KEPALA SEKOLAH      │
│                         │
│    Hj. NGATEMI, S.Pd    │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     KEPALA STAF TU      │
│                         │
│     IBNU HAJAR, BA      │
└─────────────────────────┘
```

KESISWAAN	OPERATOR KOMPUTER	KETENAGAAN	KEUANGAN	SAR. PRAS.
SARWOKO	INDRA KISWANTO	IBNU HAJAR, BA	SUPRAPTO, S.Pd	SUYADI

PERPUSTAKAAN	PERSURATAN
ERMAWATI, S.Pd NURBAYA BR. BARUS	ANIEN KHUSNAYATI, S.Pd
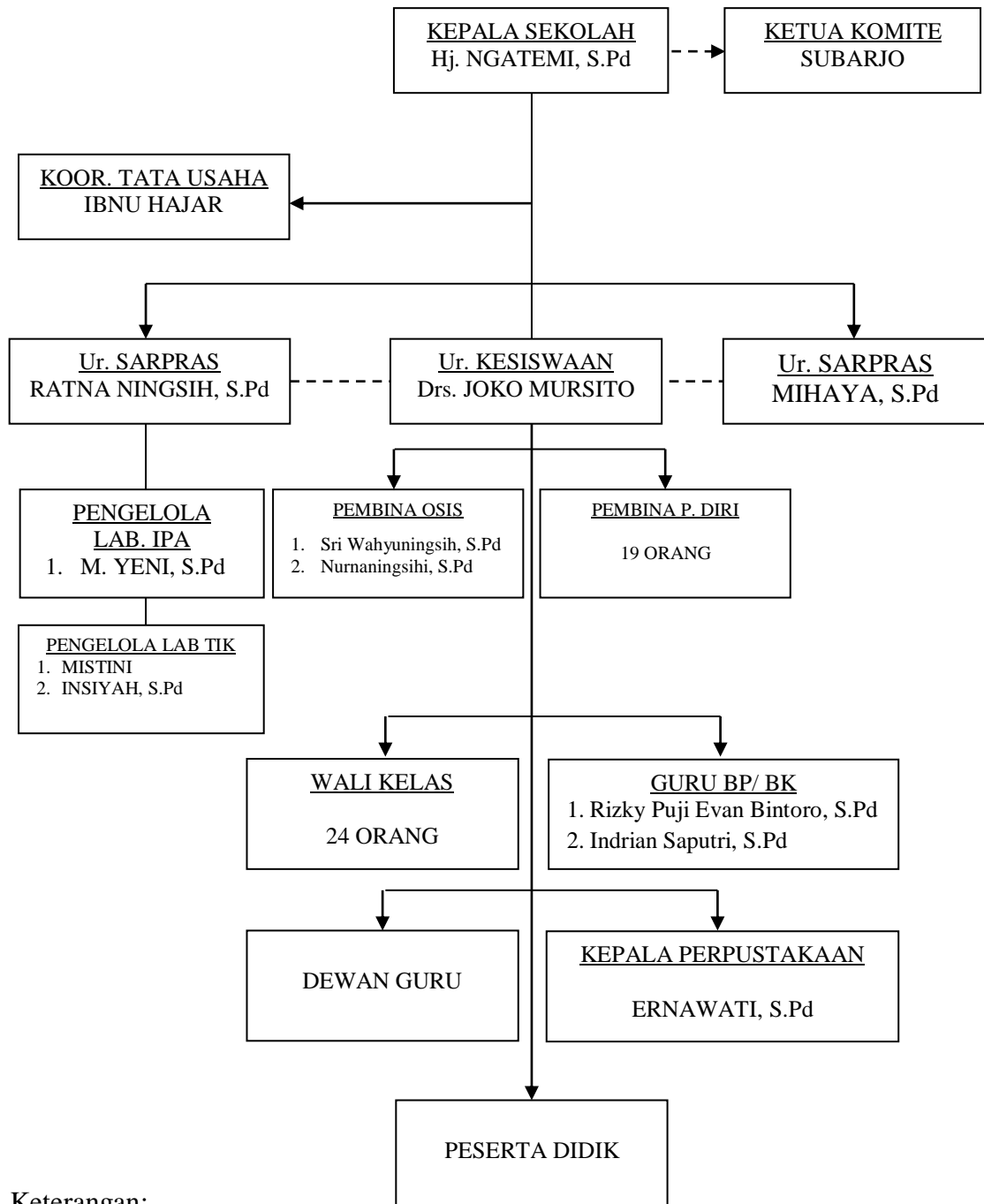
JAGA MALAM
LUGIYANTO
SATPAM
SUKARYANTO
TUKANG KEBUN
SLAMET RIYADI
PESURUH
WARSIDI
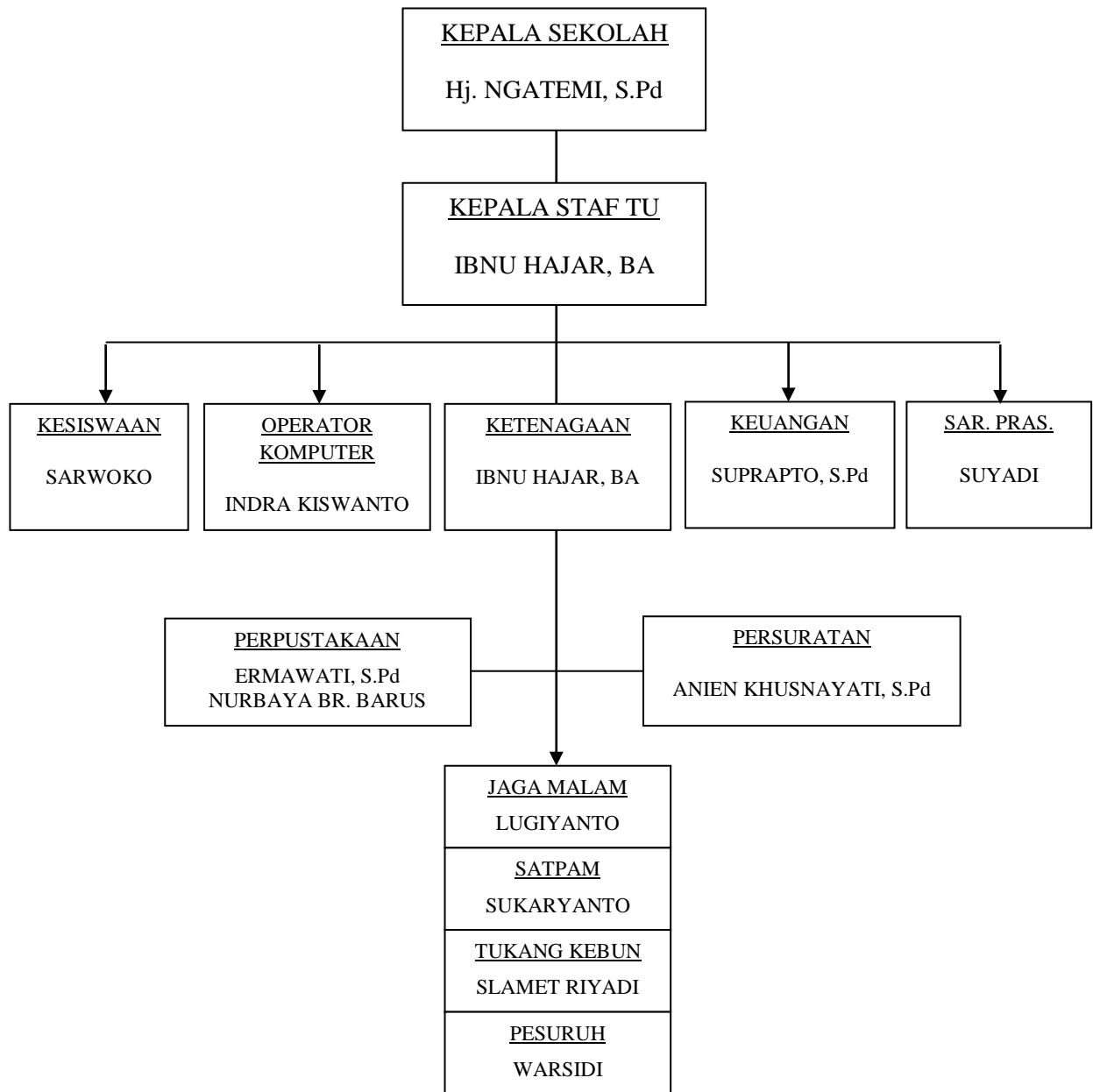
Keterangan:

⟶ : Garis Komando

- - - - - ▸ : Garis Koordinasi

2. Description of the Research

This research used classroom action research. It was conductedin two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researchermade lesson plan. The action of this research used Sketch to Stretchstrategy to improve the students' reading skill.

a. Pre-test activity

The learning, the researcherconducted on Thursday, April11[th], 2019 at 7.30 until 09.00. All students had already prepared when the teaching time came. The researcher greeted the students. The researchertold the students that the researcherwould conduct the research in their class in order to know their ability of reading skillbefore doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 20 items. Then, the students' pre-test result can be seen on the table below:

Table 4
Students' Pre-test score

No.	Students' Name	Score	Category
1	AR	70	COMPLETE
2	AKA	55	INCOMPLETE
3	AKR	50	INCOMPLETE
4	APR	40	INCOMPLETE
5	ADW	45	INCOMPLETE
6	ARW	50	INCOMPLETE
7	AGW	40	INCOMPLETE
8	BT	30	INCOMPLETE
9	CFA	35	INCOMPLETE
10	DMP	35	INCOMPLETE
11	DAH	35	INCOMPLETE
12	ED	35	INCOMPLETE
13	EY	70	COMPLETE
14	EPW	55	INCOMPLETE
15	FSA	45	INCOMPLETE
16	HAIP	25	INCOMPLETE
17	IM	30	INCOMPLETE
18	IL	70	COMPLETE
19	ID	50	INCOMPLETE
20	I	55	INCOMPLETE
21	KAA	50	INCOMPLETE
22	MRM	35	INCOMPLETE
23	NF	30	INCOMPLETE
24	NA	45	INCOMPLETE
25	PS	45	INCOMPLETE
26	RO	70	COMPLETE
27	RA	25	INCOMPLETE
28	RN	35	INCOMPLETE
29	RAZ	35	INCOMPLETE
30	RSP	35	INCOMPLETE
31	SPS	30	INCOMPLETE
32	TDB	70	COMPLETE
Total		**1425**	
Average		**45**	

Table 5
Frequency of students' score in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥70	5 students	16 %	Complete
2	< 70	27 students	84%	Incomplete
	Total	32	100 %	

Source: The result score of reading pre-test at VIII I class of SMP N 1
Batanghari April11[th],2019

Figure 2
The Percentage of the Students' Completeness Score on Pre-test
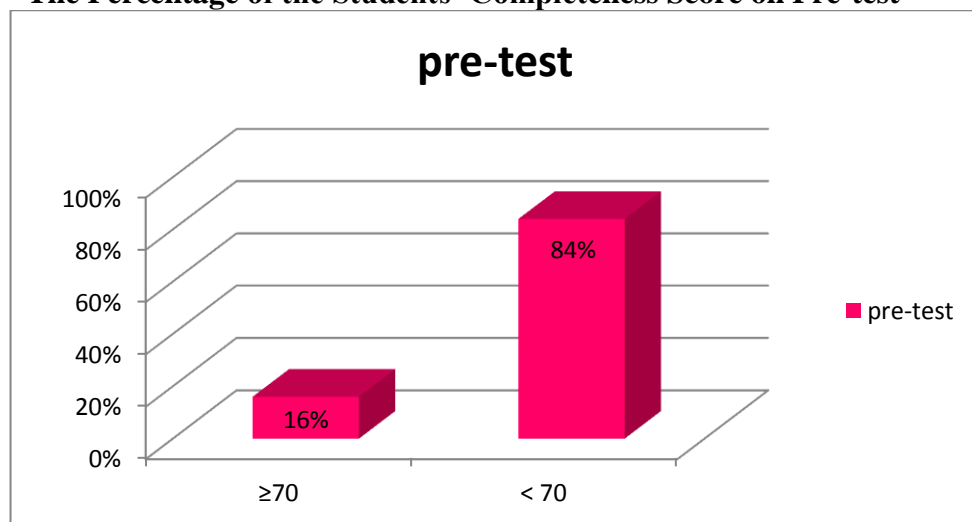
Based on the data above, it could be inferred that 27 students (84%) were not successful and 5 other students (16%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 1 Batanghariat least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researchergot the average of 45, so the result was unsatisfied. Therefore, the researcher usedSketch To StretchStrategyto improve the students' reading skill.

b. Cycle I

1) Planning

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

2) Acting

a) The first meeting

The first meeting was conducted on Saturday, April 13th, 2019 at 09.00 until 10.30 and followed by 32 students. The meeting was started by praying, greeting and checking the attendance list.

In implementing Sketch and Stretch strategy in the process of action, the researcher applied six steps of Sketch and Stretch strategy. In the first step, the researcher activated background knowledge of the students by motivating the students and by asking some questions that are related to the topic of reading. The researcher did the activation of students background knowledge that was done by delivering some

questions of reading topic, " A False Friend". In this case, the researcher asked the students whether they have a friend that gave bad effect to their attitude. In the second step, the researcher told students that the purpose of reading narrative text material is to understand and to visualize the text related to important information, events, or scenes from the reading.

Furthermore, in the third step, the researcher asked students to read the text. After the students had read the text, they were asked to make four groups. Each group consists of 7-8 students. The tittle of the narrative text is "A False Friend". In the fourth step, after students finish reading the text, intruct the students in group to draw or make a quick sketch of the information. The title of the reading text is "A False Friend". Drawings can include the scenes, the main idea, or other supporting information. In the fifth step, when students had completed their sketches, by showing the result of their drawing of story " A False Friend" the researcher gave them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion. In the sixth step, after students had provided interpretation, the researcher asked the leader to explain the drawing to the whole class.

In this stage, the students were actively following the teaching learning process, because they worked it by small group on one by one, so they would thinkwhen found the difficulties. However, there were still troubles faced to the students. Such as, some of the students werenot confidence to completed their sketches because they are confused that their result true or false. The students were lack of desire in reading English text for some students, they lost the time to work.

b) The second meeting

The second meeting was conducted onThursday, April 18th, 2018 at 09:00 until 10:30 for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about narrative text how to apply Sketch toStretch strategy to understanding. When the students have understand about story of the text and have completed their sketches. The teacher gave students opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small group discussion.

After students have provided interpretation, the students explain the drawing in the whole class.

Then, the end this meeting the researcher gave post test cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 6
The Students' Post-test 1 score

No.	Students' Name	Score	Category
1	AR	60	INCOMPLETE
2	AKA	60	INCOMPLETE
3	AKR	70	COMPLETE
4	APR	70	COMPLETE
5	ADW	60	INCOMPLETE
6	ARW	75	COMPLETE
7	AGW	55	INCOMPLETE
8	BT	75	COMPLETE
9	CFA	70	COMPLETE
10	DMP	60	INCOMPLETE
11	DAH	75	COMPLETE
12	ED	55	INCOMPLETE
13	EY	50	INCOMPLETE
14	EPW	55	INCOMPLETE
15	FSA	60	INCOMPLETE
16	HAIP	60	INCOMPLETE
17	IM	75	COMPLETE
18	IL	60	INCOMPLETE
19	ID	60	INCOMPLETE
20	I	75	COMPLETE
21	KAA	75	COMPLETE
22	MRM	75	COMPLETE
23	NF	60	INCOMPLETE
24	NA	60	INCOMPLETE
25	PS	75	COMPLETE
26	RO	55	INCOMPLETE
27	RA	60	INCOMPLETE
28	RN	60	INCOMPLETE
29	RAZ	70	COMPLETE
30	RSP	65	INCOMPLETE
31	SPS	50	INCOMPLETE
32	TDB	60	INCOMPLETE
Total		2045	
Avarage		64	

Table7
The Frequency of Students' Score in Post-test 1

No	Grade	Frequency	Percentage	Explanation
1	≥70	12	37%	Complete
2	< 70	20	63 %	Incomplete
	Total	32	100 %	

Source: The result score of reading post test 1 at VIII Iclassof
SMPN 1 Batangharion 18th, April 2018.

Figure 3
The Percentage of the Students' Completness Score on Post-test 1
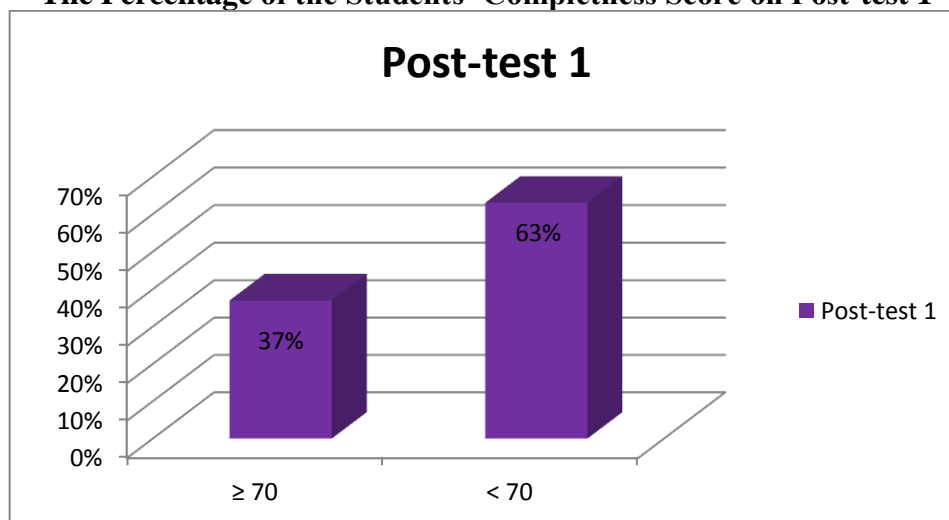
Based on the result above, it could be seen that 12 students
(37%) got score up to the standard and 20 students (63%) got score
less than the standard. It was higher than the result of pre-test. The
criterion of students who were successful in mastering the material
should get minimum mastery criteria, at least 70. Learning process
was said successful when 70% students got score 70. The fact
showed that the result wasunsatisfying.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative textby using Sketch to Stretch strategy.

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

a. Some students were not active in the learning process.

b. Some students were not confidence in sharing ideas.

c. Some students were not enjoyed with their groups.

d. Some of the students still had difficulties in identify the meaning of words and information of the text.

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

Table 8
The Frequencyof Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation	20	63 %
2	Asking/answering the teacher's question	19	60 %
3	Being active in the class	14	44 %
4	Being able to do the task	15	50%
The Average Percentage		**54 %**	

Source: The students' activity at VIII I class of SMP N 1 Batanghari on Saturday, April 13th, 2019

Figure 4
The Percentage of Students Activities in Cycle I
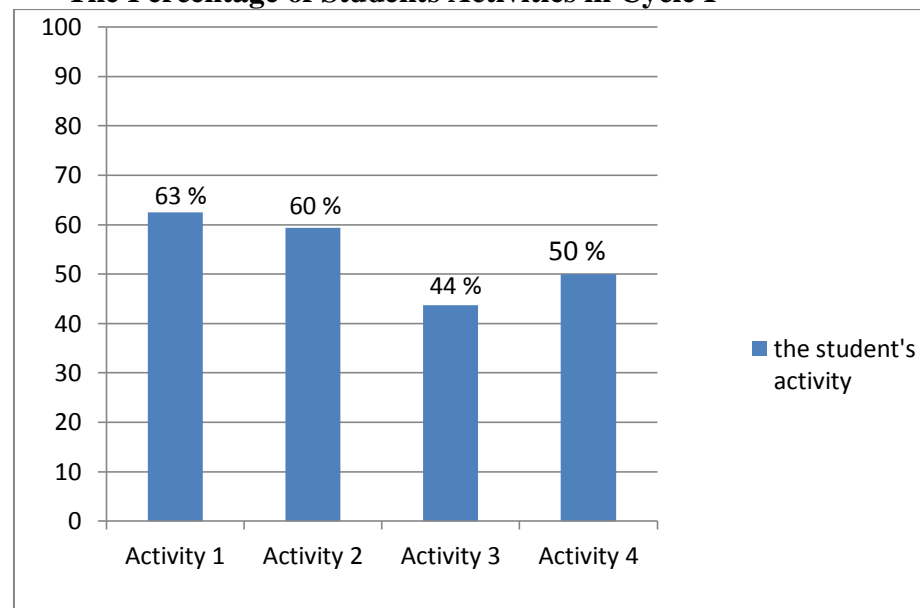
The table showed that not all the students' active in learning process. There were 20 students (63 %) who gaveattention to the teacher explanation. 19 students (60 %) who understood the materials, 14 students (44 %) were able to do the task and 15 students (50%) who active in the class.

4) Reflecting

From the result observation in learning process in cycle I, at the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

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

Interval	Pre-test		Post-test I		Criteria
	Frequency (F)	Percentage (P)	Frequency (F)	Percentage (P)	
≥70	5 students	16%	12 students	37%	Complete
< 70	27 students	84%	20 students	63%	Incomplete
Total	**32**students		**32**students		

Based on the result of post-test 1 stated on the table above, the percentage of students who achieve Minimum Mastery Criteria (MMC) is 37 %. It means that the result of post-test 1 did not achieve the indicator of success (70 %). Therefore, the researcher conducted cycle 2. Then, the graph of comparison students reading skill pre-test and post-test I score in cycle I could be seen as follow:

Figure 5
The Comparison of Students' Frequency in Reading Skill
Grades Post-test I and Post-test II
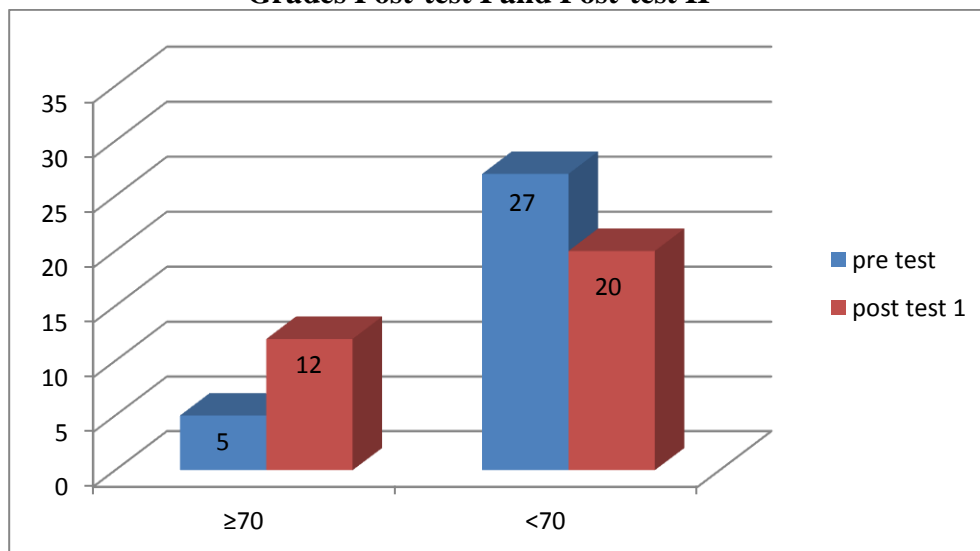
Based on the table and the graphic above, in pre-test it could be seen that total from 32 students, it could be concluded that 16% or 5 students get score70 as Minimum Mastery Criteria (MMC). Then the students who were incomplete Minimum Mastery Criteria (MMC)were

84% or 27 students. In post-test I, it could be concluded that 37% or 12 students among get score 70, was complete Minimum Mastery Criteria (MMC). Then the students who did not achieveMinimum Mastery Criteria (MMC) were 63% or 20 students get score70. Average score of pre-test was 45 and average score of post-test I was 64.There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

c. **Cycle II**

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

1) **Planning**

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

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning

activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) **Acting**

a) The first meeting

The first meeting was conducted on Saturday, April 20th 2018 at 09.00 until 10.30 followed by 23 students. In implementing Sketch and Stretch strategyin the process of action, the researcher applied six steps of Sketch and Stretch strategy. In the first step, the researcher activated background knowledge of the students motivating the students and by asking some questions that are related to the topic of reading.The researcher did the activation of students background knowledge that was done by delivering some questions of reading topic, " A Proud Rooster". In this case, the researcher asked the students whether they have a friend that is gave arrogant to the other friends. In the second step, the researcher told students that the purpose for reading the material narrative text to understand and to visualize the text related to important information, events, or scenes from the reading.

Furthermore, in the third step, the researcher asked students to read the text. After the students had read the text, they were asked to make four groups. Each group consists of

7-8 students each student in each group is determined by the English teacher based on the reading skill grade got from cycle 1. Each group consist of the students who have the random grade. The tittle of the narrative text is "A Proud Rooster". In the fourth step, after students finish reading the text, intruct them to draw or make a quick sketch of the information. The information from the source of internet in the tittle of "A Proud Rooster". Drawings can include the scenes, the main idea, or other pertinent information. In the fifth step, when students had completed their sketches, by showing the result of their drawing of story " A Proud Rooster" the researcher gave them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion. In the sixth step, after students had provided interpretation, the researcher asked all of member in group to explain the drawing to the whole class in turn.

Then, the researcher gave the explanation to all of the students about the problem of reading skill that often faced by the students through the effective strategy; Sketch to Stretch.

b) The second meeting

The second meeting was conducted on Thursday, April 25th 2018 at 07:30-09:00 followed by 32. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the

students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about narrative text how to apply Sketch toStretch strategy to understanding. When the students have understood the story of the text and have completed their sketches. The teacher gave students opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small group discussion.

After students have provided interpretation, the students explain the drawing in the whole class.

The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 2 of 32 students got the score under the minimum mastery criteria in SMPN 1 Batanghari.

Table 10
The Students' Post Test II score

No.	Students' Name	Score	Note
1.	AR	80	COMPLETE
2.	AKA	75	COMPLETE
3.	AKR	80	COMPLETE
4.	APR	80	COMPLETE
5.	ADW	85	COMPLETE
6.	ARW	80	COMPLETE
7.	AGW	85	COMPLETE
8.	BT	80	COMPLETE
9.	CFA	80	COMPLETE
10.	DMP	60	INCOMPLETE
11.	DAH	80	COMPLETE

12.	ED	70	COMPLETE
13.	EY	55	INCOMPLETE
14.	EPW	75	COMPLETE
15.	FSA	80	COMPLETE
16.	HAIP	60	INCOMPLETE
17.	IM	80	COMPLETE
18.	IL	60	INCOMPLETE
19.	ID	75	COMPLETE
20.	I	70	COMPLETE
21.	KAA	80	COMPLETE
22.	MRM	75	COMPLETE
23.	NF	80	COMPLETE
24.	NA	60	INCOMPLETE
25.	PS	75	COMPLETE
26.	RO	80	COMPLETE
27.	RA	60	INCOMPLETE
28.	RN	80	COMPLETE
29.	RAZ	85	COMPLETE
30.	RSP	85	COMPLETE
31.	SPS	60	INCOMPLETE
32.	TDB	80	COMPLETE
	Total	**2380**	
	Average	**74**	

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

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	25	78 %	Complete
2	< 70	7	22 %	Incomplete
	Total	32	100 %	

Source: The result score of reading post test II at VIII I class of
SMP N 1 Batanghari on Thursday April 25th 2018.

Figure 6
The Percentage of the Students' Completness Score on Post-test II
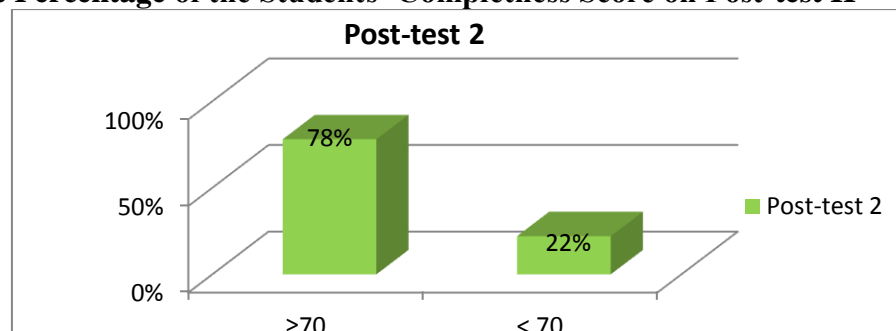
Based on the result above, it could be inferred that 25 students (78%) were successful and 7 other students (22%) were not successful. From the post test 2 results, theresearcher got the average of 74. It was higher than post test 1 in cycle I.

3) **Observing**

In this step,there were also four indicators used to know the students' learning activities like in learning process previously.Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The grade resultof students' learning activities observation, as follow:

Table 12
The Frequency of Students' Learning Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation	26	81%
2	Asking/answering the teacher's question	25	78%
3	Being active in the class	20	63 %
4	Being able to do the task	23	72 %
	The Average Percentage		**74 %**

Source: The students' activity at VIII I class of SMPN 1 Batangharion April 25th 2018.

Then, the graph of percentage students activities in cycle II,

as follow:

Figure 7
The Prcentage of Students'Learning Activities in Cycle II
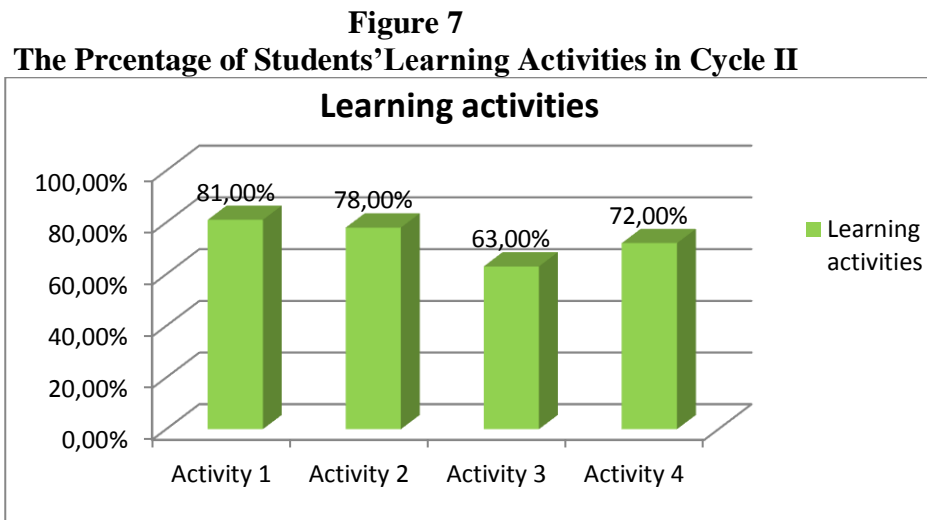
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students Paying attention of the teacher explanation 81 %, then, the students ask/answer the question from the teacher 78 % and Being active in the class 63 %, and the last Being able to do the task 72 %. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage 70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Sketch to stretch strategy, the reading skill would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II

score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

Table 13
The Comparison Between Post-Test I Score and Post-Test II Score

No.	Name Initial	Pre-Test Score	Post-Test I Score	Post-Test II Score	Improving	Explanation
1.	AR	70	60	80	20	Improved
2.	AKA	55	60	75	15	Improved
3.	AKR	50	70	80	10	Improved
4.	APR	40	70	80	10	Improved
5.	ADW	45	60	85	25	Improved
6.	ARW	50	75	80	5	Improved
7.	AGW	40	55	75	20	Improved
8.	BT	30	75	80	5	Improved
9.	CFA	35	70	80	10	Improved
10.	DMP	35	60	60	0	Constant
11.	DAH	35	75	80	5	Improved
12.	ED	35	55	70	15	Improved
13.	EY	70	50	55	5	Improved
14.	EPW	55	55	75	20	Improved
15.	FSA	45	60	80	20	Improved
16.	HAIP	25	60	60	0	Constant
17.	IM	30	75	80	5	Improved
18.	IL	70	60	60	0	Constant
19.	ID	50	60	75	15	Improved
20.	I	55	75	70	-5	Desreased
21.	KAA	50	75	80	5	Improved
22.	MRM	35	75	75	0	Constant
23.	NF	30	60	80	20	Improved
24.	NA	45	60	60	0	Constant
25.	PS	45	75	75	0	Constant
26.	RO	70	55	80	25	Improved
27.	RA	25	60	60	0	Constant
28.	RN	35	60	80	20	Improved
29.	RAZ	35	70	85	15	Improved
30.	RSP	35	65	85	20	Improved
31.	SPS	30	50	60	10	Improved
32.	TDB	70	60	80	20	Improved
Total		1425	2045	2380	290	

|					
Average	45	64	74		
Lowest Score	25	50	55		
Highest Score	70	75	85		

Table 14
The Comparison Grade Percentage Between Post-Test I Score and
Post-Test II Score

Interval	Pre- Test		Post test- I		Post test- 2		Criteria
	Frequency (F)	Percentage (P)	(F)	(P)	(F)	(P)	
≥70	5	16%	12	37%	25	78%	Complete
< 70	27	84%	20	63%	7	22%	Incomplete

Based on the table above, it was known that percentage of students whoachive Minimum Mastery Criteria (MMC) is 78 %. The result achieved indicator of success.Therefore, this research is successful.

Then, the graph of comparison students readingskill post-test I and post-test II score in cycle II could be seen as follow:

Figure 8
The Comparison of Students' Frequency in Reading Skill Grades
Post-test I and Post-test II
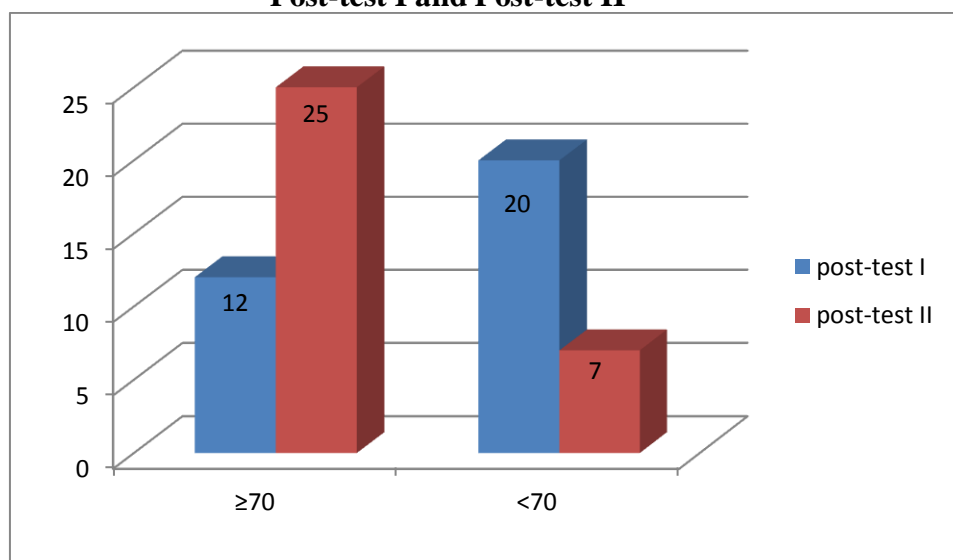
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the lowest score is 55. The average score of post-test II was 74. Besides, the percentages of students' success of post-test II score was 78% or 25 students of the total students that did not completeMinimum Mastery Criteria (MMC)22% or 7 students did not pass Minimum Mastery Criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved that was $\geq$70% students was gotten score 70. It indicated that the students' reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Sketch to stretch strategy improve students ability in reading skill.

B. Interpretation

Reading would be easier to understanding when it issupported by the appropriate teaching strategybecause the lesson takes more concretation. During the research, the researcherobserved that the students were enthusiastic to attention from teacher explaination in learning process.

Theresearcherassumes that teaching reading by using Sketch to stretch strategy can improve student' reading skill.Sketch to stretch strategy isto guide the readers in order to be able to comprehend the content of the text by using artistic activity. When sketch to stretch is done correctly, the students are active in the process of reading the text is not in form of the words that

they say orally but in form of artistic activites. Therefore, it has proved that sketch to stretch strategy could be one the interesting strategy to teaching reading.

1. **Result of Students Learning**

   a. Result of students Pre- Test Score

   In this phase, the researcher presented the pre- test to measure the students' reading skill before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Thursday, April11st, 2018. From the result of pre-test showed that most of the students got difficult for doingthe test. Based on the table 5 the students average were 45, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 75. In this phase, only 5 students out of 32 students passed of the MMC.

   b. Result of Students Post- Test 1 Score

   In this research, to know the students reading skill after implementing the treatment then researcher conducted the post- test I. It was done on Thursday, April 18th, 2018. Based on the table 7 the students average was 64. It shows that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 12 students out of 32 students passed of the minimum mastery criteria(MMC). It can be concluded that most of the students failed in achieving the material.

c. Result of Students' Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfill the MMC yet that was only 37% passed the MMC. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Thursday 25th, 2018. Based on the table 11 students average were 74, it showed that most of the students have achieving the MMC at least 70. In this phase, 25 students out of 32 students of 78% students passed of the MMC and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I, and Post-Test II

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

Table 15
The Comparison of Reading Skill
inPre-Test, Post-Test I and Post-Test II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	70	60	80
2.	55	60	75
3.	50	70	80
4.	40	70	80
5.	45	60	85
6.	50	75	80

7.	40	55	75
8.	30	75	80
9.	35	70	80
10.	35	60	60
11.	35	75	80
12.	35	55	70
13.	70	50	55
14.	55	55	75
15.	45	60	80
16.	25	60	60
17.	30	75	80
18.	70	60	60
19.	50	60	75
20.	55	75	70
21	50	75	80
22	35	75	75
23	30	60	80
24	45	60	60
25	45	75	75
26	70	55	80
27	25	60	60
28	35	60	80
29	35	70	85
30	35	65	85
31	30	50	60
32	70	60	80
Total	1425	2045	2380
Average	45	63	74
Complete			

Table 16
The Comparison of Students' Grade Percentage
inPre-Test, Post-Test I, and Post-Test II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥70	16%	37%	78%	Complete
< 70	84 %	63%	22%	Incomplete

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 70 from 5 to 12 became 25 Frequency. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

Figure 9
The Comparison Score of Students Reading Skill in Pre-Test,
Post-Test I, and Post-Test II
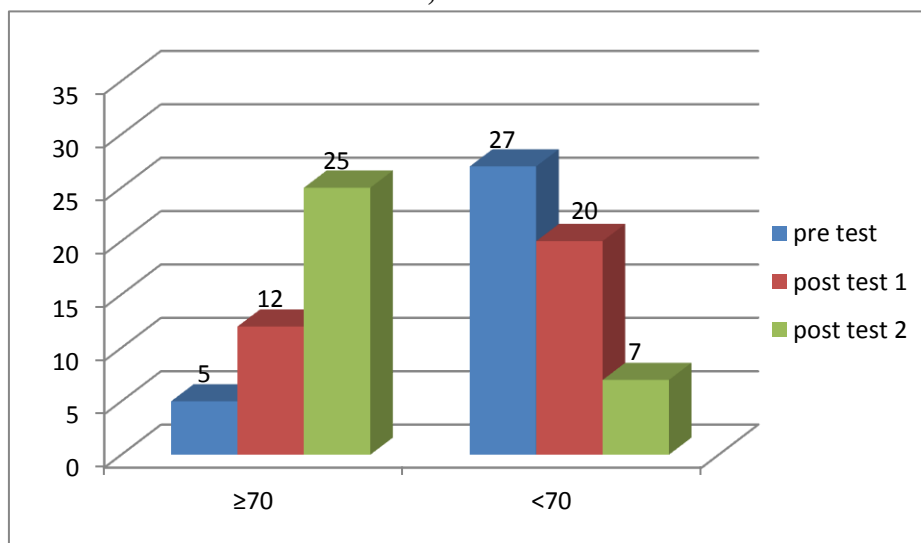
Based on the graph above, it could be inferred thatSketch to Stretchstrategy could improve the students' ability in reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

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

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

Table 17
The Precentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	20	63 %	26	81 %	**Improved**
2	The students' ask/answer question	19	60 %	25	78 %	**Improved**
3	Being active in the class	14	44 %	20	63 %	**Improved**
4	Being able to do the task	15	50%	23	72 %	**Improved**
5	**The average percentage**	**-**	**54 %**	**-**	**74%**	**-**

Figure 10
Figure of Learning Activity in Cycle I and Cycle II
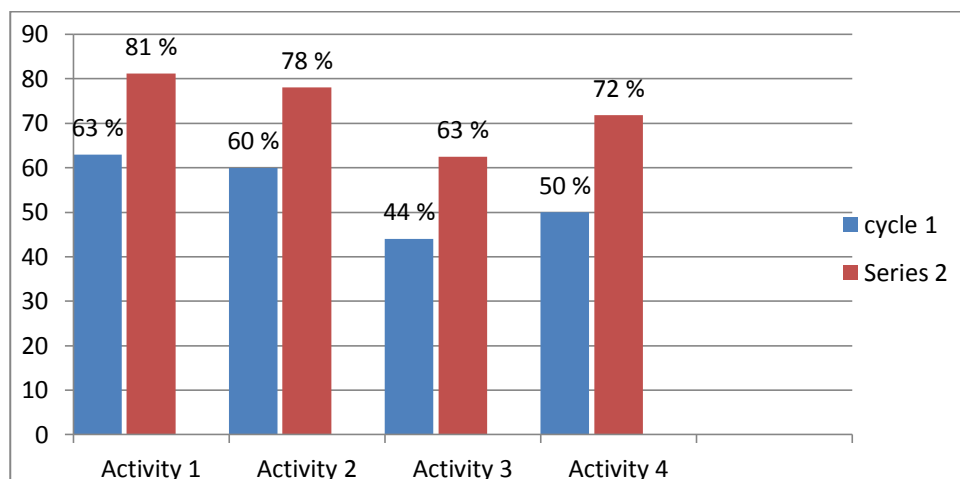
Based on the data had gotten, it can be explained as follow:

a) **The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 63 % and in cycle II 81 %, it improved 18 %.

b) **The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 18%, from cycle I 60 % and cycle II 78 %.

c) **Being active in the class**

The active students in class were improved. It could be seen on the cycle I 44 % and cycle II also 63 %, it improved 19%.

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

d) **Being able to do the task**

The students who had done the task were increased. It could be seen on the cycle I 50 % and cycle II 72%, it increased 22 %.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Sketch to stretch strategy improve the students' skill in reading skill.

From the graph 10, we could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 43 and only 5 students or (16%) passed the test.

Moreover, in the post-test I there was 12 students or (37%) passed the test the indicator students get score ≥ 70 with average 63. And in the post-test II there was 25 students or (78%) passed the test the indicator students get score ≥ 70 with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 7o% of students got score 70 was reached.

C. Discussion

In teaching reading to SMPN 1 Batanghari especially in students of class eight I, based on the pre survey there are some problems like some students difficulties to determine the ideas from the passage and low reading skill. The researcher choose Sketch to stretch strategyto improve the students' reading skill.

The researcher used this strategy to organize idea students and made students more active in reading skill in learning English. There was appositive

improving about students learning activities using sketch to stretch strategy. Therefore sketch to stretch strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of sketch to stretch stategy could improve the students' skill in reading. There is progress from the students gets score ≥70 from pre-test 16% or 5 students, post-test I 37% or 12 students and post-test II become 78% or 25 students. We can be see that is an improving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery creteria was 70 in this research, in the post-test I there is 12 students or 37% passed the test with the average 64 and the post-test II is 25 students or 78% who passed the test with average 74. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got score ≥70 are reached.

The result of the student's activities in cycle I and cycle II are improve. Pay' attention of the teacher' explanation from 63 % become 81 %, Asking/answering the teacher's question from 60 % become 78 %, the students' activeness in the class from 44 % become 63 %, the students' able do the task from 50% become 72 %. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading skill ability could be improved through sketch to stretch strategy at the eighth gradersof SMPN 1 Batanghari, as follows:

Moreover, Sketch to Stretch strategy can improve reading skill at the eighth gradersof SMPN 1 Batanghari. It can be seen on the progress from pre-test to cycle I and cycle II. The result of post-test 2 conducted in cycle 2 shows that the percentage of students' reading skill is 78%.It means that result of cycle II had already achieved the indicator of succes that was 70 % students fulfill the minimum mastery creteria (MMC).

In addition, Sketch to stretch strategy can improve learning activity at the eighth gradersof SMPN 1 Batanghari. The percentage of students' leraning activity in cyle 2 is 74 %. It means that the students' learning activity achives the indicator of success 70%

B. Suggestion

Based on the conclusion above, some suggetions are stated to be shared more attention in teaching and learning process go to:

1. For English Teacher

   a. The result of this study could be consideration for the teacher to use Sketch to Stretch Strategy as an alternative strategy to implementation in improving reading skill.

   b. For the Students

   The result of this research could give positive contribution for students to improve their reading skill.

2. For Headmaster

   This research can be used as the quality improvement of teaching and learning generally in English subject in SMPN 1 Batanghari.

APPENDICES

Nomor : B-818 /In.28.1/J/PP.00.9/4/2019   02 April 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Yosyie Mikatama
NPM	:	14122377
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving The Students' Reading Skill By Using Streatch Strategy Among The Seventh Graders At SMP N 1 Batanghari In The Academic Year Of 2018/2019

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1035/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMPN 1 BATANGHARI LAMPUNG TIMUR
di-
   Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **YOSYIE MIKATAMA**
NPM : 14122377
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE STUDENTS' READING COMPREHENSION BY USING SKETCH AND STRETCH STRATEGY AT SEVENTH GRADERS OF SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2017/2018

untuk melakukan *pra-survey* di SMPN 1 BATANGHARI LAMPUNG TIMUR.

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

Wassalamu'alaikum Wr. Wb.
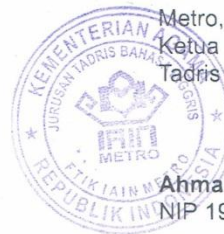
Metro, 26 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT IZIN PRA SURVEY
Nomor : 422/036/ 02/ SMP N.1/ 2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO Nomor: B-1035/In.28.1/J/TL.00/03/2018, Perihal : Izin Pra Survey, dengan ini memberikan izin kepada :

Nama	: YOSYIE MIKATAMA
NPM	: 14122377
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Untuk mengadakan Pra Survey dalam rangka penyelesaian tugas Akhir/ Skripsi , dengan judul : "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING SKETCH AND STRETCH STRATEGY AT SEVENTH GRADERS OF SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2017/2018 ".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 28 Maret 2018
Kepala SMP Negeri 1 Batanghari

Hj. NGATEMI, S.Pd,M.M
NIP.19620202 198301 2 002

S U R A T   T U G A S

Nomor: B-0896/In.28/D.1/TL.01/04/2019

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

Nama	:	**YOSYIE MIKATAMA**
NPM	:	14122377
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS` READING SKILL BY USING SKETCH TO STRETCH STRATEGY AMONG THE SEVENTH GRADERS AT SMP N 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

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 : 10 April 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-0897/In.28/D.1/TL.00/04/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0896/In.28/D.1/TL.01/04/2019, tanggal 10 April 2019 atas nama saudara:

Nama	:	**YOSYIE MIKATAMA**
NPM	:	14122377
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS` READING SKILL BY USING SKETCH TO STRETCH STRATEGY AMONG THE SEVENTH GRADERS AT SMP N 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT IZIN SURVEY

Nomor : 422/206 / 02/ SMP N.1/ 2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO Nomor : B-0897/In.28/D.1/TL.00/04/2019, Hal : Izin Research/ Survey, dengan ini memberikan izin kepada :

NO	Nama Mahasiswa	NPM	Program studi
1	YOSYIE MIKATAMA	14122377	Pendidikan Bahasa Inggris

Untuk mengadakan Research/Survey dalam rangka penyelesaian Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING SKILL BY USING SKETCH TO STRECH STRATEGY AMONG THE SEVENTH GRADERS AT SMP NEGERI 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019.

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 April 2019
Kepala SMP Negeri 1 Batanghari

Hj. NGATEMI, S.Pd, M.M
NIP. 19620202 198301 2 002

The Students' Activities Observation in Cycle I

No.	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	Afrido Rahmanda	√	√	√	√
2.	Ageng Kurnia A.	√			
3.	Agung Kurniawan R.	√	√	√	√
4.	Anisa Puspa Reza		√		√
5.	Aprilia Dewi W.	√		√	√
6.	Atika Rizkia Wati		√		
7.	Azis Ghani W.	√		√	
8.	Bagas Trianto		√	√	√
9.	Cut Felicha Azzahra	√			
10.	Debi Maylisa Putri	√			
11.	Dinda Ayum H	√			
12.	Efi Defiyanti		√		
13.	Egy Yudistian	√	√	√	√
14.	Erlangga Putra W.		√	√	
15.	Fathiyya Salma A.	√	√		
16.	Hamid Alkoiri I.P	√		√	√
17.	Ica Mawarni		√		
18.	Ilham Lahiya	√		√	√
19.	Irma Dafrianty		√		
20.	Istiqomah	√			√
21.	Khoiria Artha Aulia	√	√	√	√
22.	Mumammad Rizki M.	√	√		
23.	Nayasa Fiansyah	√		√	√
24.	Nur Aisyah		√		√
25.	Pangky Satria	√	√	√	√
26.	Ramayanti Oktavia		√		
27.	Rani Agustina	√	√		√
28.	Resdi Nirwanda	√		√	√
29.	Resma Ayu Zumrotul	√	√		√
30.	Resvo Sheandy P.	√	√		√
31.	Selvia Puspita Sari	√	√		√
32.	Tamara Dwi Berlian	√		√	√

The Students' ActivitiesResult in Cycle II

No	Name	The Aspect that Observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	Afrido Rahmanda	√	√	√	√
2.	Ageng Kurnia A.	√		√	√
3.	Agung Kurniawan R.	√	√	√	√
4.	Anisa Puspa Reza		√	√	√
5.	Aprilia Dewi W.	√	√	√	√
6.	Atika Rizkia Wati		√	√	√
7.	Azis Ghani W.	√		√	√
8.	Bagas Trianto		√	√	√
9.	Cut Felicha Azzahra	√		√	√
10.	Debi Maylisa Putri	√	√	√	
11.	Dinda Ayum H	√	√		√
12.	Efi Defiyanti		√	√	
13.	Egy Yudistian	√	√	√	√
14.	Erlangga Putra W.	√	√	√	√
15.	Fathiyya Salma A.	√	√		√
16.	Hamid Alkoiri I.P	√	√		√
17.	Ica Mawarni	√	√		√
18.	Ilham Lahiya	√	√	√	√
19.	Irma Dafrianty	√	√		√
20.	Istiqomah	√		√	√
21.	Khoiria Artha Aulia	√	√	√	√
22.	Mumammad Rizki M.	√	√	√	√
23.	Nayasa Fiansyah	√	√	√	√
24.	Nur Aisyah	√	√		√
25.	Pangky Satria	√	√	√	√
26.	Ramayanti Oktavia	√		√	√
27.	Rani Agustina	√	√		√
28.	Resdi Nirwanda	√	√	√	√
29.	Resma Ayu Zumrotul	√	√	√	√
30.	Resvo Sheandy P.	√	√	√	√
31.	Selvia Puspita Sari	√	√	√	√
32.	Tamara Dwi Berlian	√	√	√	√

**The Condition of Teachers and the Official Employers
At SMPN 1 Batanghari**

No	The Subjects' Teacher	Jumlah
1	Islamic Education	4
2	Indonesia Education	5
3	Civic education	4
4	Physical Education	3
5	Art	1
6	Mathematics	6
7	English Education	6
8	Natural Science	7
9	Social Science	6
10	Counseling Guidance	3
11	Skill	1
12	Local Language	2
13	Communication Technology	3
14	Library	1
15	Christian	1
16	UKS/ School Healthy	1
	Total	54

**Number of Teachers and their Educational Background of SMPN 1
Batanghari in academic year 2019/2020**

Teacher Educational Background			
Senior High School/ Vocatinal High School (SMA/SMK)	Diploma (D1)	Bachelor Degree (S1)	Masters (S2)
4	7	40	2

No	Administration	Educational		Honor	Total
		SMA	S1		
1	Head of Administration		1	1	1
2	Treasurer	1	2	3	3
3	Student Administration		1	1	1
4	Teacher Administration		1	1	1
5	Archive Administration		1	1	1
6	Vocational Staff		6	6	6
7	Library		1	1	1
8	Cleanliness	2		3	3
9	Security	1		1	1
10	Night guard	1		1	1
	Total	5	13	19	19

Source : Documentation in SMPN 1 Batanghari in academic year 2019/2020

The Students Quantity of SMPN 1 Batanghari

Class	Rombel	The Number of Students		Total	
		Man	Woman	Class	Total
Class VII	A	13	19	32	186
	B	13	19	32	
	C	13	19	32	
	D	14	18	32	
	E	14	16	30	
	F	14	14	28	
Class VIII	A	10	19	29	168
	B	12	18	30	
	C	15	13	28	
	D	16	12	28	
	E	13	14	27	
	F	12	14	26	
Class IX	A	13	27	40	234
	B	13	27	40	
	C	16	24	40	
	D	20	19	39	
	E	25	15	40	
	F	23	12	35	
TOTAL	18	269	319		588

Source: Documentation of SMPN 1 Batanghariinacademic year 2019/2020.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 1 Batanghari

Mata Pelajaran : Bahasa Inggris

Materi Pokok : It's English time!

Kelas /Semester : VIII

Tahun Pelajaran : 2019/2020

Alokasi Waktu : 8 JP (4 Pertemuan)

A. Kompetensi Inti

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi

KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat

KI 4 : Menyususn teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai	3.1.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan ungkapan meminta perhatian 3.1.3 Merespon ungkapan meminta perhatian 3.1.4 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan mengecek

dengan konteks penggunaannya	pemahaman 3.1.5 Menyebutkan ungkapan mengecek pemahaman 3.1.6 Merespon ungkapan mengecek pemahaman 3.1.7 Mengidentifikasi fungsi sosial dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik 3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik 3.1.9 Merespon ungkapan menghargai kinerja yang baik 3.1.10 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari meminta dan mengungkapkan pendapat 3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat 3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian. 4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman 4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik. 4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.

C. Tujuan Pembelajaran

1. **Pertemuan Pertama**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   ➤ Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian

2. **Pertemuan Kedua**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   ➤ Menyebutkan ungkapan meminta perhatian

   ➤ Merespon ungkapan meminta perhatian

   ➤ Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta Perhatian

3. **Pertemuan Ketiga**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   ➤ Menyebutkan ungkapan mengecek pemahaman

   ➤ Merespon ungkapan mengecek pemahaman

   ➤ Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek Pemahaman

   ➤ Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan mengecek pemahaman

4. **Pertemuan Keempat**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   ➤ Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.

   ➤ Menyebutkan ungkapan menghargai kinerja yang baik

   ➤ Merespon ungkapan menghargai kinerja yang baik

   ➤ Mengidentifikasi fungsi sosial dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik

5. **Pertemuan Kelima**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   ➤ Menyebutkan ungkapan meminta pendapat

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ugkapan meminta pendapat
- Menulis teks lisan sederhana untuk meminta pendapat

6. **Pertemuan Keenam**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari mengungkapkan pendapat
- Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan

  mengungkapkan pendapat.

Fokus nilai-nilai sikap

- Peduli
- Jujur berkarya
- Tanggung jawab
- Toleran
- Kerjasama
- Proaktif
- Kreatif

D. Materi Pembelajaran

1. Materi pembelajaran regular

a. Fakta:

- Teks lisan dan tulis meminta dan merespon perhatian

b. Konsep

- Menjelaskan fungsi sosial hubungan interpersonal
- Menjelaskan struktur teks memulai dan menanggapi tindakan meminta perhatian
- Menjelaskan unsur kebahasaan dalam tindakan meminta perhatian
- Menjelaskan pendapat hasil pemahaman dari percakapan serta meresponnya dengan

  memberi tanggapan

c. Prinsip

➢ Menganalisis berbagai fungsi sosial hubungan interpersonal

➢ Menganalisis struktur teks memulai dan menanggapi tindakan meminta perhatian

➢ Menganalisis unsur kebahasaan dalam tindakan meminta perhatian

d. Prosedur

➢ Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

➢ Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah

2. Materi pembelajaran remedial

➢ Penggunaan ungkapan rewarding someone's work

3. Materi pembelajaran pengayaan

➢ Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

E. Metode Pembelajaran

➢ Pendekatan : Scientific Learning

➢ Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)

➢ Metode : Ceramah, Diskusi dan Penugasan

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat, Bahan Pembelajaran

   a. Kurikulum Bahasa Inggris K-13

   b. Silabus bahasa Inggris kelas VIII SMP

   c. Buku bahasa Inggris kelas VIII " A False Friend"

   d. Contoh Kalimat Narrative text

   e. Kertas latihan

   f. Papan Tulis

   g. Spidol

2. Sumber Belajar:

   a. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Jakarta: Kementerian Pendidikan dan Kebudayaan.

   b. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII Jakarta: Kementerian Pendidikan dan Kebudayaan

   c. Buku teks pelajaran yang relevan

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40menit) Waktu	Waktu
Kegiatan Pendahuluan **Guru :** **Orientasi** ➢ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) ➢ Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ Menyiapkan fisik dan psikis peserta didik dalam	

mengawali kegiatan pembelajaran.	
Apersepsi	
➢ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya Pada kelas VII	
➢ Mengingatkan kembali materi prasyarat dengan bertanya.	
➢ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	**15 menit**
Motivasi	
➢ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
➢ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:	
➢ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian*	
➢ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	
➢ Mengajukan pertanyaan.	
➢	
Pemberian Acuan	
➢ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	
➢ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung	

1. Pertemuan Ke-1 (4 x 40menit)	**Waktu**
➢ Pembagian kelompok belajar	

➤ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah langkah pembelajaran.	

Kegiatan Inti
 	
1. Mengamati (Observing)
    a. Guru mengelompokkan siswa menjadi beberapa kelompok dengan masing-masing kelompok terdiri dari 7-8 siswa.
    b. Siswa dikondisikan untuk membuka materi narrative text dan guru membagikan contoh dari jenis narrative text ke masing-masing kelompok.
    c. Siswa diminta untuk memahami materi mengenai narrative text, struktur teks, dan unsur kebahasaan narrative text dengan berdiskusi dalam kelompok
    d. Siswa diminta untuk menemukan informasi dalam struktur teks, dan mengindentifiksi berbagai makna teks narrative
2. Menanya (Questioning)
    a. Siswa yang belum paham dengan materi, bertanya kepada teman kelompok yang faham dengan materi yang dipelajari
3. Mengumpulkan Informasi
    a. Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari
    b. Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan
4. Menalar (Associating)
    a. Setelah hasil dari pengumpulan informasi terkumpul, siswa secara bersama dalam kelompok membahas temuannya atau pemahamannya untuk saling dikoreksi oleh teman kelompok
    b. Siswa dalam kelompok memperbaiki hasil temuannya berdasarkan diskusi yang telah dilakukan
 	
Kegiatan Penutup
Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil diskusi kelompok dan kegiatan individu narrative text. Guru menutup pertemuan dengan mengucapkan salam.
	115 menit

	Sintak Model Pembelajaran	Kegiatan Pembelajaran		

Orientasi peserta didik kepada masalah	**Mengamati**		
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic		
	➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian dengan cara :		
	➢ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto/tabel berikut ini		
	➢ Mengamati lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan dengan Teks Lisan dan Tulis Meminta dan Merespon Perhatian		
	➢ Peserta didik mengamati gambar dan membaca percakapan antara guru dan murid yang terdapat pada buku		
	➢ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), **(Literasi)** materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan		

1. Pertemuan Ke-1 (4 x 40menit)		Waktu
	➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian ➢ **Mendengar** Pemberian materi oleh guru yang berkaitan dengan ➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian ➢ **Menyimak,** penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai : ➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian untuk melatih kesungguhan, ketelitian, mencari informasi.	
Mengorganisasikan peserta didik	**Menanya** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : ➢ **Mengajukan pertanyaan** tentang :	

	Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :		
Membimbing penyelidikan individu dan kelompok	**Mengumpulkan informasi** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: ➢ Mengamati obyek/kejadian, ➢ Membaca sumber lain selain buku teks, *mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang* ➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian ➢ Mengumpulkan informasi *(Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan*		

	mempresentasikan (4C) dengan penuh *tanggung jawab (Karakter)* Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu - Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian - Aktivitas (4C) - Peserta didik diminta membuat sebuah percakapan pendek yang mengandung ungkapan mendapatkan perhatian beserta respon yang tepat - Peserta didik diminta mencatat fungsi dan struktur teks yang tedapat pada percakapan *(Attention, please!Attention please)* - Mempraktikan - Peserta didik memerankan tokoh-tokoh dalam setiap percakapan tertulis yang terdapat pada buku. Gunakan teknik mengarahkan Bermain Peran - Mendiskusikan *(Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter))* - Saling tukar informasi tentang : - Fungsi sosial hubungan interpersonal dan struktur teks memulai dan		

	menanggapi tindakan meminta perhatian	

1. Pertemuan Ke-1 (4 x 40menit)		Waktu
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Mengembangkan dan menyajikan hasil karya	Mengkomunikasikan Peserta didik berdiskusi untuk menyimpulkan ➢ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap j ujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ➢ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian	

	➢ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ➢ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ➢ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ➢ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian* ➢ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ➢ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ➢ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Menganalisa & mengevaluasi proses pemecahan masalah	**Mengasosiasikan** Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: …… ➢ Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan	

		mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ➢ Peserta didik mengerjakan beberapa soal mengenai ➢ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian* ➢ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan meminta perhatian*	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
Kegiatan Penutup **Peserta didik :**		**15 menit**

1. Pertemuan Ke-1 (4 x 40menit)	Waktu
➢ Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. ➢ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. Guru : ➢ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. ➢ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik ➢ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). ➢ Mengagendakan pekerjaan rumah. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya	

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   a. Sikap

      1) Obeservasi (Jurnal)

      2) Penilaian Diri

      3) Penilaian Antar Teman

   b. Pengetahuan

      1) Tes Tertulis

         a) Pilihan ganda

         b) Uraian/esai

      2) Tes Lisan

   c. Keterampilan

      1) Proyek, pengamatan, wawancara'

> ➢ Mempelajari buku teks dan sumber lain tentang materi pokok

> ➢ Menyimak tayangan/demo tentang materi pokok

> ➢ Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi

    2) Portofolio / unjuk kerja

> ➢ Laporan tertulis individu/ kelompok

    3) Produk,

2. Instrumen Penilaian

    a. Pertemuan Pertama (Terlampir)

    b. Pertemuan Kedua (Terlampir)

    c. Pertemuan Ketiga (Terlampir)

    d. Pertemuan Keempat (Terlampir)

    e. Pertemuan Kelima (Terlampir)

    f. Pertemuan Keenam (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

    a. Remedial

> ➢ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

> ➢ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

> ➢ *Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan*

pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

b. Pengayaan

➤ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai

KKM atau mencapai Kompetensi Dasar.

➤ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

➤ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

➤ Penggunaan ungkapan rewarding someone's work

SILABUS

Satuan Pendidikan **: SMPN 1 Batanghari**

Mata Pelajaran **: Bahasa Inggris**

Materi Pokok **: It's English time!**

10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	• Teks fungsional pendek : - Undangan - Pengumuman - Pesan singkat	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - mengundang- mengumumkan - memberi pesan 3. Membahas gambitgambit yang sering muncul dalam teks fungsional terkait 4. Mengungkapkan secara lisan:	• Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Tes lisan	*Performance*	*1. Invite your friend orally to join a discussion on the danger of drugs.* *2. Give announcement orally about the plan of the trip to Borobudur Temple.* *3. Tell your friend to wait for you after school.*	2 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan, pengumuman pesan singkat	Santun Percaya diri Komunikatif Cermat Semangat
10.2 Mengungkap kan makna	• Teks monolog berbentuk *narrative*	- undangan - pengumuman	• Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Tes lisan	*Performance*	*1. Retell a stor that you know very well.* *2. Tell a story*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan	

dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*		- pesan singkat dengan santun dan komunikatif 1. Review kosakata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative - *simple past* - *past continuous* - *temporal conjunctions* - *connective words* - *adverbs - adjective*s 3. Menceritakan kembali				*based on theseries of a pictures given.*		3.Benda sekitar 4. Buku cerita dalam bahasa Inggris	

		cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then....,finally ... dengan percaya diri dan komunikatif*							
		4. Menceritakan kembali teks narative yang pernah didengar dengan semangat							

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	• Teks Essai berbentuk *narrative / recount* • Ciri kebahasaan Teks Essai berbentuk *narrative / recount* • Tujuan komunikatif teks essai *narratif / recount* • Langkah retorika *narrative / recount* • Teks fungsional : - undangan - pengumuman - pesan	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru dengan rasa ingin tahu 4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi yang benar	• Membaca nyaring danbermakna teks fungsional/ essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount* .Mengidentifikasi rujukan kata dalam teks narrative/ recount yang dibaca • Mengidentifikasi berbagai informasi dalam teks fungsional yang	Tes lisan Tes tulisan Tes	Membaca nyaring Pilihan ganda Pertanyaan	*Read the story aloud.* *Choose the right answer based on the text.*	4 x 40 menit 2 x 40 menit	1.Buku teksyang relevan 2. Buku cerita bahasa Inggris 3. Gambar-gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player	Rasa ingin tahu Percaya diri Teliti Cermat

		dengan percaya diri 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca dengan teliti 1. Menentukan tujuan komunikatif teks *fungsional yang dibaca* 2. Menentukan langkah retorika dari teks *fungsional yang dibaca* 3. Menentukan ciri kebahasaan teks *fungsional* yang di baca 4.. Membaca teks *fungsional*	dibaca • Mengidentifika si tujuan komunikatif teks fungsional • Mengindentifik asi ciri kebahasaan teks fungsional . Mengidentifikasi tujuan komunikatif teks *narrative / recount* • Mengidentifika si langkah retorika dan ciri kebahasaan teks *narrative / recount*	tulis	tertulis	*Answer the following questions based on the text.*		1. Buku teks yang relevan 2. Contoh teks fungsion al 3. Gambar terkait materi dan topik 4. Benda sekitar	
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secaraakur	• Tujuan komunikatif Teks narrative/ recount • Ciri kebahasaan teks narrative/ recount								

at, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative*		*undangan, pengumuman dan pesan dengan teliti* 1. Mencermati teks monolog terkait materi 2. Menyebutkan jenis teks monologl yang dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam teks monolog dengan cermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca							

Mengetahui
Collaborator

Batanghari,   April 2019

Researcher

Laras Wirasweti

Yoyie Mikatama

Rubric of Fiction Text Reading Skill

Criteria	4	3	2	1	Total points
Classification • Identifes story type • Recognizes story mood • Makes comparisons with similar stors	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements	__ x 3 = __ points
Plot • Retells in correct order • Distinguishes major events from supporting details • Recognizes subplots	3 complete elements present	2 complete elements presents	1 complete elements present	Evidence of 2+ incomplete elements	__ x 3 = __ points
Conflict • Identifies main character's struggle • Understands why main character is struggling • Identifies type of conflict	3 el ements present	2 elements presents	1 complete elements present	Evidence of 2+ incomplete elements	__ x 4 = __ points
Theme • Knows what author wants to say • Restates theme in 1-3 words • Identifies passage that convey story theme	3 elements present	2 elements presents	1 complete elements present	Evidence of 2+ incomplete elements	__ x 5 = __ points

Worksheet of Students' Learning Activity

A False Friend

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

The Difficult Vocabularies:

1.	Advised	: Di sarankan	11. Promised	: Di janjikan
2.	Bear lain	: Beruang	12. Each other	: Satu sama
3.	Climb	: Mendaki	13. Walking	: Berjalan
4.	Dangerous	: Berbahaya	14. Through	: Melauli
5.	Ears	: Telinga	15. Once	: Sekali
6.	Forest	: Hutan	16. Suddenly	: Mendadak
7.	Nearby	: Dekat	17. Came	: Datang
8.	Pretending	: Pura-pura	18. Lying	: Bohong
9.	Remain	: Tetap	19 On the ground	: Di tanah
10.	Tree	: Pohon	20.Replied	: Membalas

21.	Because	: Karena	31. Believe	: Percaya
22.	Breathless	: Sesak nafas	32. Into	: Ke
23.	Large	: Besar	33. Came down	: Turun
24.	Approaching	: Mendekati	34. Smelt	: Mencium
25.	Tell	: Mengatakan	35. Friend	: Teman
26.	Them	: Mereka	36. Asked	: Tanya
27.	Touch	: Sentuh	37. Happen	: Terjadi
28.	Slowly	: Lambat	38. Any time	: Kapan sajaa
29.	Left	: Kiri	39. Would	: Akan
30.	Place	: Tempat	40. United	: Bersatu

Worksheet of Students' Learning Activity

A Proud Rooster

Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

The Difficult Vocabularies:

1. Advantage : Keuntungan
2. Crowed : Berkokok ganas
3. Flapped : Mengepakkan
4. Rooster : Ayam jantan
5. Surrendered : Menyerah
6. Loud : Keras
7. Losing : Kehilangan
8. Immediately : Segera
9. Wings : Sayap
10. Winner : Pemenang

11. Fighting : Perkelahian
12. Fiercely : Dengan
13. King : Raja
14. Slunk : Tidur
15. Corner : Sudut
16. Quiet : Diam
17. Suddenly : Mendadak
18. Victory : Kemenangan
19. Gained : Di dapat
20. Winner : Pemenang

21. Eagle : Burung raja wali Membawanya
22. Flew up : Terbang
23. Talons : Cakar
24. High wall : Tembok tinggi
25. Ruled : Memerintah

26. Carried it :
27. With : Dengan
28. Through : Melalui
29. Finally : Akhirnya
30. Came out : Keluar
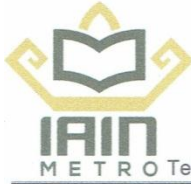
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-245/In.28/S/OT.01/05/2019

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

Nama	: Yosyie Mikatama
NPM	: 14122377
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122377.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Yosyie Mikatama

NPM : 19122377

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : Introduting Morphology

Metro, 30 April 2019

Ketua Jurusan TBI

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

Field Notes

Grade		Note Students' Attitude
Cyle 1	1st Meeting	➢ Most of the students still confused in following the learning group. ➢ Most of the students were not accountable about their answere. ➢ Most of the students were not confidence in sharing the ideas. ➢ Some of the students did not do the assignment.
	2st Meeting	➢ Some of the students began interested in the learning group. ➢ Some of the students were accountable about their answered. ➢ Some of the students were confidence in sharing ideas. ➢ Some of the students could do the assignment easily.
	1st Meeting	➢ Some of the students were enjoyed following the learning groups. ➢ Most of the students were accountable about their answered. ➢ The students could be more confidence in sharing ideas. ➢ Most of the students could do the assignments easily.
	2st Meeting	➢ Most of the students were active in the learning group. ➢ Most of the students enjoyed the new learning strategy. ➢ Most of the students were confidence in sharing their ideas to the other. ➢ Most of the students could do the task easily.

Batanghari, April 2019
Observer,

Laras Waraswet, S.Pd

ATTENDANCE LIST OF PRE TEST

CLASS   :

DATE   :

NO	NAME	SIGNATURE	
1.	AFRIANDO RAHMANDA	1.	
2.	AGENG KURNIA ANANTA		2.
3.	AGUNG KURNIAWAN RAMADHANI	3.	
4.	ANNISA PUSPA REZA		4.
5.	APRILIA DEWI WULANDARI	5.	
6.	ATTIKA RIZKIA WATI		6.
7.	AZIS GHANY WICAKSONO	7.	
8.	BAGAS PRIYANTO		8.
9.	CUT FELICHA AZZARA	9.	
10.	DEBHY MAYLISA PUTRI		10.
11.	DINI AYUM HANIAH	11.	
12.	EFI DEVIYATI		12.
13.	EGY YUDISTIAN	13.	
14.	ERLANGGA PUTRA WIJAYA		14.

No.	Nama	Tanda Tangan	Tanda Tangan
15.	FATHIYYA SALMA ANDRIMA	15.	
16.	HAMID ALQOIRI ISMU PRIYAMBADA		15.
17.	ICA MAWARNI	17.	
18.	ILHAM LAHIYA		18.
19.	IRMA DEFRIYANTI	19.	
20.	ISTIQOMAH		20.
21.	KHOIRIYAH ARTA AULIA	21.	
22.	M. IQBAL RIZKI MUA'FA		22.
23.	NAYOSA FIANSYAH	23.	
24.	NUR ASIYAH		24.
25.	PANGKY SATRIA	25.	
26.	RAMAYANTI OKTAVIA		26.
27.	RANI AGUSTINA	27.	
28.	RESDY NIRWANDA		28.
29.	RESMA AYU ZUMROTUL	29.	
30.	REVO SHEANDY PRATAMA		30.
31.	SELVIA PURPITASARI	31.	
32.	TAMARA DWI BERLIAN		32.

ATTENDANCE LIST OF POST TEST 1
(First Meeting)

CLASS   :

DATE   :

NO	NAME	SIGNATURE	
1.	AFRIANDO RAHMANDA	1.	
2.	AGENG KURNIA ANANTA		2.
3.	AGUNG KURNIAWAN RAMADHANI	3.	
4.	ANNISA PUSPA REZA		4.
5.	APRILIA DEWI WULANDARI	5.	
6.	ATTIKA RIZKIA WATI		6.
7.	AZIS GHANY WICAKSONO	7.	
8.	BAGAS PRIYANTO		8.
9.	CUT FELICHA AZZARA	9.	
10.	DEBHY MAYLISA PUTRI		10.
11.	DINI AYUM HANIAH	11.	
12.	EFI DEVIYATI		12.
13.	EGY YUDISTIAN	13.	
14.	ERLANGGA PUTRA WIJAYA		14.

No.	Nama		
15.	FATHIYYA SALMA ANDRIMA	15.	
16.	HAMID ALQOIRI ISMU PRIYAMBADA		15.
17.	ICA MAWARNI	17.	
18.	ILHAM LAHIYA		18.
19.	IRMA DEFRIYANTI	19.	
20.	ISTIQOMAH		20.
21.	KHOIRIYAH ARTA AULIA	21.	
22.	M. IQBAL RIZKI MUA'FA		22.
23.	MANOSA FIANSYAH	23.	
24.	NUR ASIYAH		24.
25.	PANGKY SATRIA	25.	
26.	RAMAYANTI OKTAVIA		26.
27.	RANI AGUSTINA	27.	
28.	RESDY NIRWANDA		28.
29.	RESMA AYU ZUMROTUL	29.	
30.	REVO SHEANDY PRATAMA		30.
31.	SELVIA PURPITASARI	31.	
32.	TAMARA DWI BERLIAN		32.

ATTENDANCE LIST OF POST TEST 1
(Second Meeting)

CLASS :

DATE :

NO	NAME	SIGNATURE	
1.	AFRIANDO RAHMANDA	1.	
2.	AGENG KURNIA ANANTA		2.
3.	AGUNG KURNIAWAN RAMADHANI	3.	
4.	ANNISA PUSPA REZA		4.
5.	APRILIA DEWI WULANDARI	5.	
6.	ATTIKA RIZKIA WATI		6.
7.	AZIS GHANY WICAKSONO	7.	
8.	BAGAS PRIYANTO		8.
9.	CUT FELICHA AZZARA	9.	
10.	DEBHY MAYLISA PUTRI		10.
11.	DINI AYUM HANIAH	11.	
12.	EFI DEVIYATI		12.
13.	EGY YUDISTIAN	13.	
14.	ERLANGGA PUTRA WIJAYA		14.

15.	FATHIYYA SALMA ANDRIMA	15.	
16.	HAMID ALQOIRI ISMU PRIYAMBADA		15.
17.	ICA MAWARNI	17.	
18.	ILHAM LAHIYA		18.
19.	IRMA DEFRIYANTI	19.	
20.	ISTIQOMAH		20.
21.	KHOIRIYAH ARTA AULIA	21.	
22.	M. IQBAL RIZKI MUA'FA		22.
23.	NANOSA FIANSYAH	23.	
24.	NUR ASIYAH		24.
25.	PANGKY SATRIA	25.	
26.	RAMAYANTI OKTAVIA		26.
27.	RANI AGUSTINA	27.	
28.	RESDY NIRWANDA		28.
29.	RESMA AYU ZUMROTUL	29.	
30.	REVO SHEANDY PRATAMA		30.
31.	SELVIA PURPITASARI	31.	
32.	TAMARA DWI BERLIAN		32.

ATTENDANCE LIST OF POST TEST 2
(First Meeting)

CLASS   :

DATE   :

NO	NAME	SIGNATURE	
1.	AFRIANDO RAHMANDA	1.	
2.	AGENG KURNIA ANANTA		2.
3.	AGUNG KURNIAWAN RAMADHANI	3.	
4.	ANNISA PUSPA REZA		4.
5.	APRILIA DEWI WULANDARI	5.	
6.	ATTIKA RIZKIA WATI		6.
7.	AZIS GHANY WICAKSONO	7.	
8.	BAGAS PRIYANTO		8.
9.	CUT FELICHA AZZARA	9.	
10.	DEBHY MAYLISA PUTRI		10.
11.	DINI AYUM HANIAH	11.	
12.	EFI DEVIYATI		12.
13.	EGY YUDISTIAN	13.	
14.	ERLANGGA PUTRA WIJAYA		14.

No.	Nama	Paraf	Paraf
15.	FATHIYYA SALMA ANDRIMA	15.	
16.	HAMID ALQOIRI ISMU PRIYAMBADA		15.
17.	ICA MAWARNI	17.	
18.	ILHAM LAHIYA		18.
19.	IRMA DEFRIYANTI	19.	
20.	ISTIQOMAH		20.
21.	KHOIRIYAH ARTA AULIA	21.	
22.	M. IQBAL RIZKI MUA'FA		22.
23.	NAMOSA FIANSYAH	23.	
24.	NUR ASIYAH		24.
25.	PANGKY SATRIA	25.	
26.	RAMAYANTI OKTAVIA		26.
27.	RANI AGUSTINA	27.	
28.	RESDY NIRWANDA		28.
29.	RESMA AYU ZUMROTUL	29.	
30.	REVO SHEANDY PRATAMA		30.
31.	SELVIA PURPITASARI	31.	
32.	TAMARA DWI BERLIAN		32.

ATTENDANCE LIST OF POST TEST 2
(Second Meeting)

CLASS   :

DATE   :

NO	NAME	SIGNATURE	
1.	AFRIANDO RAHMANDA	1.	
2.	AGENG KURNIA ANANTA		2.
3.	AGUNG KURNIAWAN RAMADHANI	3.	
4.	ANNISA PUSPA REZA		4.
5.	APRILIA DEWI WULANDARI	5.	
6.	ATTIKA RIZKIA WATI		6.
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9.	CUT FELICHA AZZARA	9.	
10.	DEBHY MAYLISA PUTRI		10.
11.	DINI AYUM HANIAH	11.	
12.	EFI DEVIYATI		12.
13.	EGY YUDISTIAN	13.	
14.	ERLANGGA PUTRA WIJAYA		14.

No.	Nama	No.	Tanda Tangan	No.	Tanda Tangan
15.	FATHIYYA SALMA ANDRIMA	15.			
16.	HAMID ALQOIRI ISMU PRIYAMBADA			15.	
17.	ICA MAWARNI	17.			
18.	ILHAM LAHIYA			18.	
19.	IRMA DEFRIYANTI	19.			
20.	ISTIQOMAH			20.	
21.	KHOIRIYAH ARTA AULIA	21.			
22.	M. IQBAL RIZKI MUA'FA			22.	
23.	NAMOSA FIANSYAH	23.			
24.	NUR ASIYAH			24.	
25.	PANGKY SATRIA	25.			
26.	RAMAYANTI OKTAVIA			26.	
27.	RANI AGUSTINA	27.			
28.	RESDY NIRWANDA			28.	
29.	RESMA AYU ZUMROTUL	29.			
30.	REVO SHEANDI PRATAMA			30.	
31.	SELVIA PURPITASARI	31.			
32.	TAMARA DWI BERLIAN			32.	

Answer Sheet

Name : Efi Defiyanti

Class : 8.1

Score:

35

Cross the right answer!

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

B = 7

S = 13

Answer Sheet

Name   : EFI Defiyanti

Class   : 8.1

Score:

5

Cross the right answer!

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

B= 11   S=9

Answer Sheet

Name   : Efi Defiyanti

Class   : 8.1

Score:

70

Cross the right answer!

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

B= 14

S= 5

Answer Sheet

Name : Nur Aisyah

Class : 0.1

Score: 45

Cross the right answer!

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

B=9

S₂ 11

Answer Sheet

Name : Nur Aisyah

Class : 8-1

Cross the right answer!

Score:

60

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

B = 12

S = 8

Answer Sheet

Name : Nur Aisyah

Class : 8.1

Score: 60

Cross the right answer!

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

B = 12

S = 8

Nama : M. Iqbal Rizky M'arfa
Kelas : VIII
Absen : 22

A false Friend

1. Andrew Olivia
Ada dua orang anak yang berteman dan baik

2. Suatu hari mereka pergi liburan

4. Kedua satu dari mereka ada yang naik pohon dan pura-pura mati

Bilang apa ya Beruang itu?

6. Beruang berkata :
jangan percaya dengan temanmu yang telah menyakitimu.

5. di Beruang mendekar dan menampakkan kepala
di Olivia (baik)

3. saat dikilan mereka berteman dengan beruang

①. Pada suatu hari, ada 2 teman berjalan melalui hutan. Mereka berjanji untuk saling tidak menyakiti di keadaan bahaya.

Vero   Alsian

②. Ketika mereka di hutan tiba-tiba mereka bertemu dengan beruang, salah satu dari mereka naik keatas pohon dan yang satunya berpura-pura mati.

③. Sang beruang mengetahui jika manusia itu berpura-pura mati, dan siberuang membisiki dia "He advised me not to believe a false friend."

A Proud Rooster

1

Ada 2 ekor ayam jago

2

mereka berlka bertarung untuk mendapatkan gelar

6

king

3

ayam jago yg sombong mengeluarkan saya²nya dan membuat lawannya masuk ke torg sampah

welcome to the ~ Farm Yard ~

4

5

ayam jago yg mengaku dirinya tidak sadar bahwa ofa elorg yg ingin mererkannya yang baik langsung terserbumg dalam torg sampah sejera ada elorg

elorg langsung menerkam ayam yang sombong
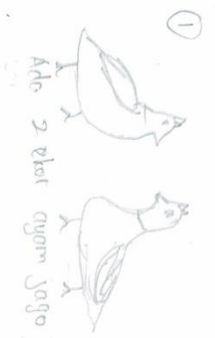
Ayam yang dalam torg sampah keluar dar menjadi pemenang namun ayam tersebut tidak sadar bahwa dirinya menjadi pemenang

1

ADA DUA AYAM JAGO YANG INGIN BERTARUNG UNTUK MEREBUTKAN BETINA

SI GORDICE & CHAMP

Tempat di sadari seekor elang yang ingin merebutkan SI SORVICE
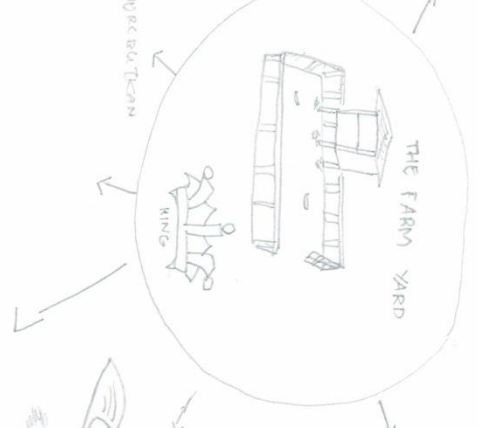
2

Mari kita ketemang untuk merebutkan FARM YARD

SIAPA TAKUT

welcome to FARM YARD

THE FARM YARD

KING

SI GORDICE PUN MATI TERKAPAR DI TANGAN ELANG TERSEBUT

3

MEREKA BERDUA BERTARUNG UNTUK MEREBUTKAN FARM YARD

TERKETT!!!

SI GORDICE PUN MEMBERIKAN ayam CHAMP PUN MARAH KOTAK GERAM GAYAPNYA
HAHAHAHAHA

SI CHAMP YANG KELUAR ODAU TEMPAT KARENA DIA ATHIDNYA PEMENANG SI CHAMP MENJADI

4

SI GORDICE PUN COMBONG KARENA CHAMP DI AREA CUAH KALAH

NUNUPOR

KING
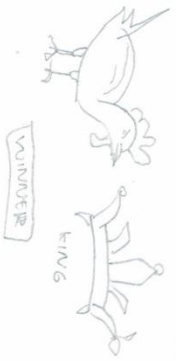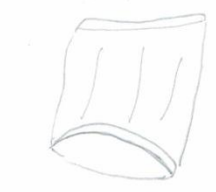
Nama : M. Iqbal Rizky Mu'affa
Kelas : VIIA
Absen : 22
Kelompok : 2

Nama : Agung Kurniawan Ramadhan
Kelas : VIII I

① Di sebuah desa yg bernama
   " Form Yard " ada 2 ekor ayam
   yang bertarung
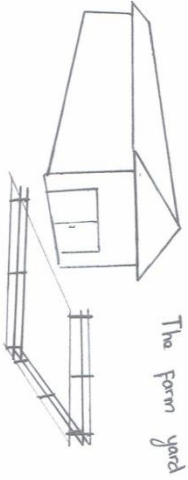
The Form yard

② mereka bertarung demi julukan
   The King of the Form yard

③ Saat si sombong mengapatkan sayapnya
   salah satu dari mereka terpental

④ salah satu ayam yg terpental itu
   bersembunyi di kotak kayu

⑤ ayam yang bertahan di arena tiba-tiba
   dimakan elang

⑥ saat ayam yg bersembunyi keluar
   dia melihat ayam yg sombong sudah
   dimakan elang

⑦ Dan ia lah yang di juluki
   " The king of the Form yard "

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

Nama : Yosyie Mikatama
NPM : 14122377

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	5/11 - 18	✓		- Revise chapter I - III - cover	
2.	7/11 - 18	✓		acc for seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

Nama : Yosyie Mikatama   Jurusan : TBI
NPM : 14122377   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Friday 19/10/2018		v	Revise chapter I - III	RWf
2	Thursday 25/10/18		v	- Revise again - Show Reference	RWf
3	Thursday 01/10/18		√	Acc and continue to the first sponsor	RWf

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING COMPREHENSION BY USING SKETCH TO STRETCH STRATEGY AT THE SEVENTH GRADERS OF SMP N 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019

Name : YOSYIE MIKATAMA
NPM : 14122377

Department : English Department

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal Seminar in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Metro, 5 November 2018

Sponsor

Co-Sponsor

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

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

Head of English Education Departement

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

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Diseminarkan Proposal**
                 Saudari Yosyie Mikatama

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

Assalamu'alaikum Wr. Wb.

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

Name   : Yosyie Mikatama
NPM   : 14122377
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : TBI
Judul   : IMPROVING THE STUDENTS' READING COMPREHENSION BY USING SKETCH TO STRETCH STRATEGY AT THE SEVENTH GRADERS OF SMP N 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019

Sudah kami dapat persetujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I	Metro, 5 November 2018 Pembimbing II
Dr. Umi Yawisah, M.Hum NIP. 19620424 199903 2 001	**Syahreni Siregar, M.Hum.** NIP. 19760814 200912 2 004

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to Hold the Seminar**
             of Yosyie Mikatama

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   : Yosyie Mikatama
St. Number : 14122377
Faculty   : Tarbiyah and Teacher Training Faculty
Department : English Department
Title   : IMPROVING THE STUDENTS' READING
              COMPREHENSION BY USING SKETCH TO
              STRETCH STRATEGY AT THE SEVENTH
              GRADERS OF SMP N 1 BATANGHARI IN THE
              ACADEMIC YEAR OF 2018/2019

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

Wassalamu'alaikumWr. Wb.

Sponsor

Metro, 5 November 2018
Co-Sponsor

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

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

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

Nama : Yosyie Mikatama
NPM : 14122377

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 1/4-19	V		acc for instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

Nama : Yosyie Mikatama   Jurusan : TBI
NPM : 14122377   Semester : X

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	Thursday 28/03/2019		✓	Acc Research instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004
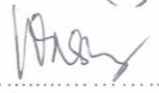
RATIFICATION PAGE
No:

The Research Proposal entitled: IMPROVING THE STUDENTS' READING SKILL BY USING SKETCH TO STRETCH STRATEGY AMONG THE SEVENTH GRADERS AT SMP N 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019 by: Yosyie Mikatama, Student Number: 14122377, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on November 29th 2018 at 08.00-09.30 WIB.

BOARD OF EXAMINERS

Chairperson   : Dr. Umi Yawisah, M.Hum   (.....................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum   (.....................)

Examiner II   : Syahreni Siregar, M.Hum   (.....................)

Secretary   : Ning Setio Wati, M.Pd   (.....................)

Head of English Education Department

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

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

Nama : Yosie Mikatama   Jurusan/Fakultas : TBI
NPM : 14122377   Semester/TA : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	12/8-19	✓		abstract → revise Motto Acknowledgment Table of Contents	RWH
2.	19/8-19	✓		- revision is/ok not	RWH
3.	6/9-19	✓		perbaiki sesuai catatan! (bab IV Acting (Cycle I & II)!!!	RWH
4.	9/9-19	✓		sketch → perlu penjelasan! spt apa? → cycle I & II!	RWH
5.	20/9-19	✓		Acc → munaqosyah	RWH

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 3 001

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

Nama : Yosie Mikatama   Jurusan/Fakultas : TBI
NPM : 14122377   Semester/TA : X

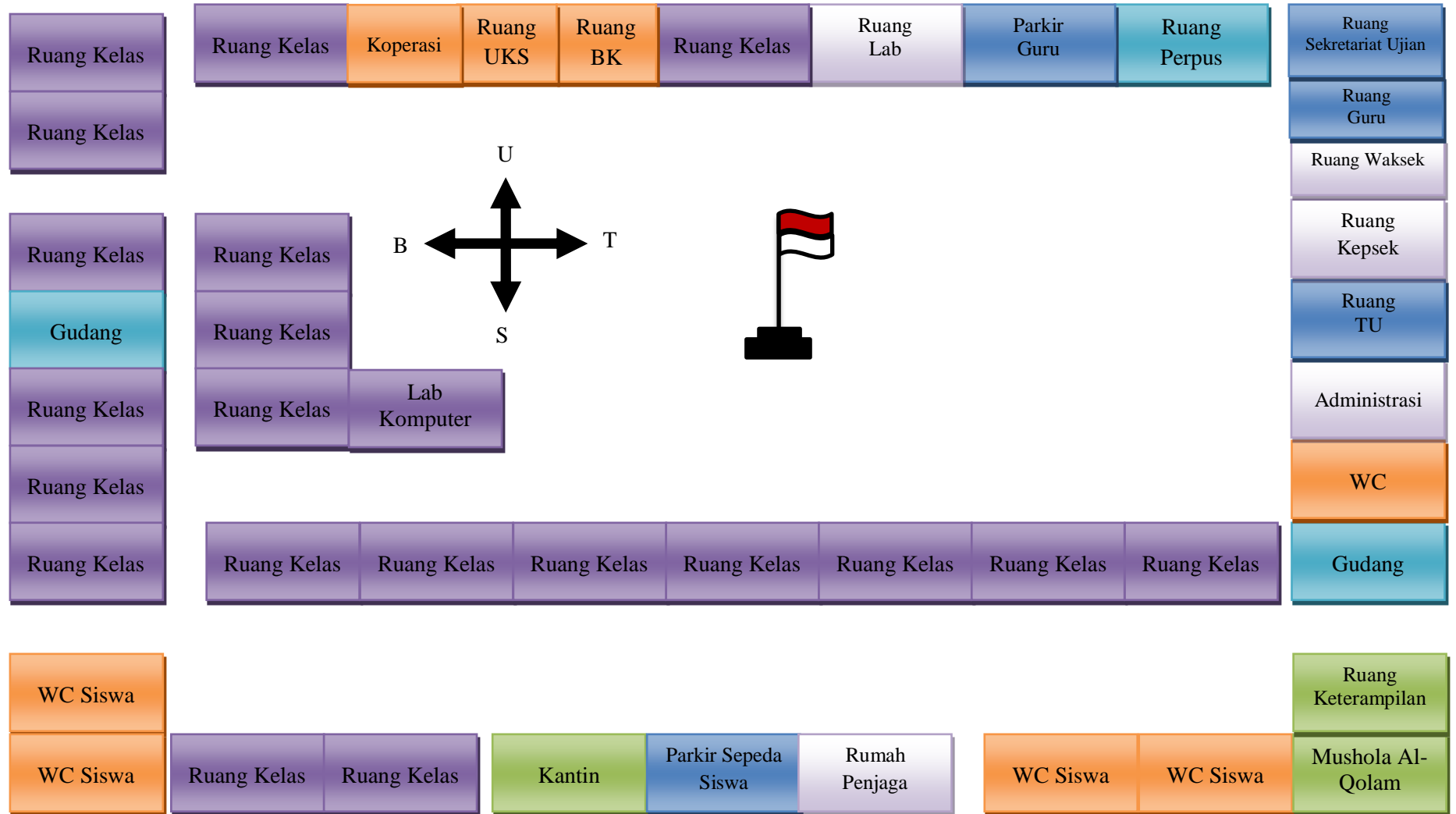| No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 18/07/2019		✓	- Revise Chapter IV (Revise the table and the data) - Revise your abstract - Complete your Appendix	
2	Thursday 01/08/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Sketch Location of SMPN 1 Batanghari

Ruang Kelas	Ruang Kelas	Koperasi	Ruang UKS	Ruang BK	Ruang Kelas	Ruang Lab	Parkir Guru	Ruang Perpus	Ruang Sekretariat Ujian

Ruang Kelas

Ruang Guru

Ruang Waksek

U

Ruang Kelas | **Ruang Kelas**

B — T

Ruang Kepsek

Gudang

Ruang Kelas

S

Ruang TU

Ruang Kelas | **Ruang Kelas** | **Lab Komputer**

Administrasi

Ruang Kelas

WC

Ruang Kelas	Ruang Kelas	Ruang Kelas	Ruang Kelas	Ruang Kelas	Ruang Kelas	Ruang Kelas	Ruang Kelas	Gudang

WC Siswa

Ruang Keterampilan

WC Siswa	Ruang Kelas	Ruang Kelas	Kantin	Parkir Sepeda Siswa	Rumah Penjaga	WC Siswa	WC Siswa	Mushola Al-Qolam

DOCUMENTATION

Profil of SMPN 1 Batanghari

The students do the question of pre- test

The teacher's explain how to apply skecth to stretch strategy

The students understanding and do the text used sketch to stretch strategy

DOCUMENTATION
Post test in Cyle 1

DOCUMENATION
Post test in Cycle II

The students do the question on post test II

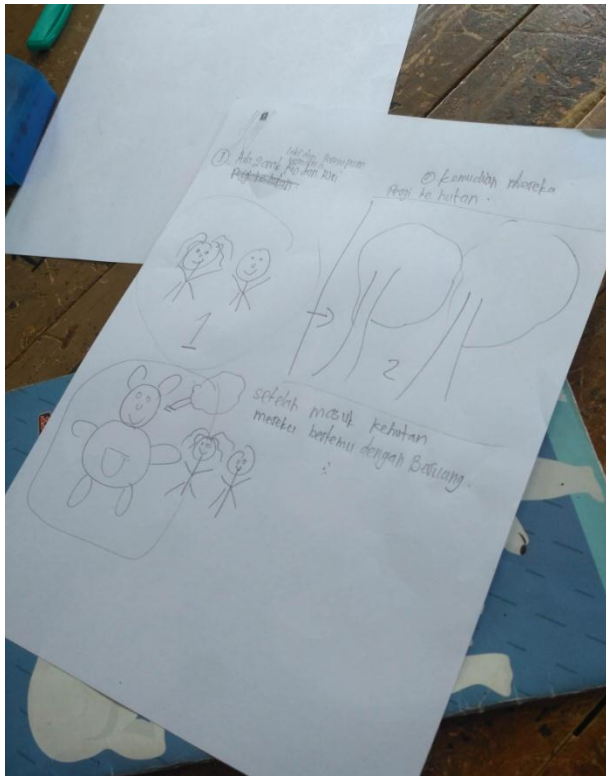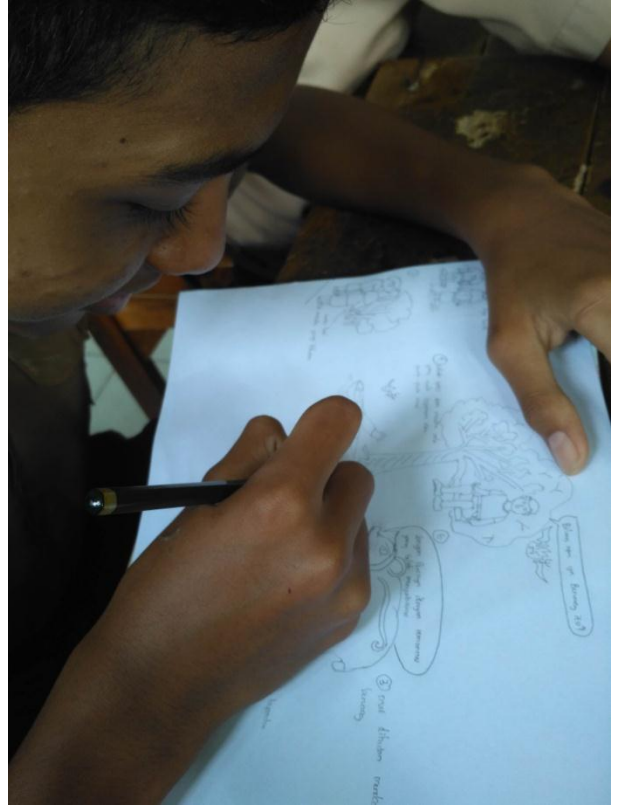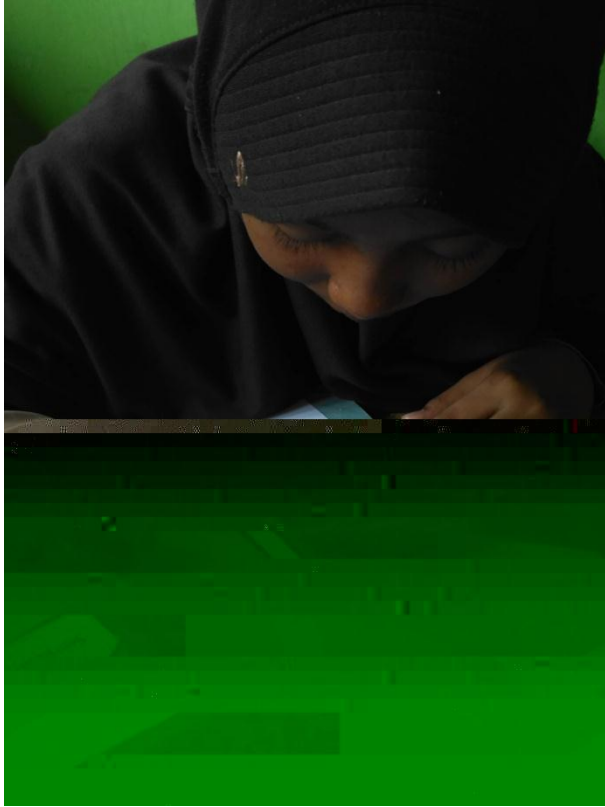The students do the question on post test II

DOCUMENTATION
Tritment in Cyle II

The teacher explain the material and the students listen the teacher's explanation

The teacher explain the material and the students listen the teacher's explanation

The students completed their sketches

CURRICULUM VITAE

The name of the researcher is Yosyie Mikatama. She was born in Tangerang, on Juli 25th 1995. She is the first daughter of Mr. Mijo Vemijohn and Mrs. Yuliani. She doesn't have sister and brother. She is the only child. Her parents lives in Tangerang Java Island.

She was enrolled her study at SD Muhammadiyah on 2001 until 2006. In line with her focus on the study, she continued her study at SMPN 17 Babakan Tangerang on 2007 and graduated on 2009. She decided to continue her study at SMK PGRI 01 Cikokol and took Office Administration on 2010 until 2012. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.