

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE
ON THE STUDENTS' READING COMPREHENSION
OF THE ELEVENTH GRADERSAT SMA NEGERI 1 BATANGHARI
IN THE ACADEMIC YEAR OF 2022/2023**

By :

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

**STATE ISLAMIC INSTITUTE OF METRO
1444 H / 2023 M**

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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ABSTRACT

By:

SALMA SALSABILA HERMAYANI

The purpose of this research was to determine the influence of using Fan-N-Pick technique on the students' reading comprehension. A Fan-N-Pick technique is a learning technique using question cards as the learning media. In this, research, researcher researched at SMA Negeri 1 Batanghari in the academic year of 2022/2023.

This research used quantitative method and the research design was a quasi-experimental research by employing experimental and control class. Population of this research was the eleventh graders students of SMA Negeri 1 Batanghari that consisted of six classes. The sample in this study consisted of class XI IPA 1, which consisted of 24 students as the experimental class, and class XI IPA 2, which consisted of 20 students as the control class. Next, the researcher used t-test formulation to prove whether the hypothesis is accepted or rejected.

The results of this research, there is a positive and significant influence of using Fan-N-Pick technique on the students' reading comprehension. Students were very active and enthusiastic in learning in the class and the use of Fan-N-Pick technique could help achieve learning. Based on the result and discussion of this research was analyzed by using t-test formulation, it can be said that the critical value of $t_{\text{observed}} = 5,35$ was higher than t_{table} level of significant 5% = 1,68 and level of significant 1% = 2,41. Therefore, it can be concluded that H_a is accepted there is a relationship between the Fan-N-Pick technique on the result of students' reading comprehension mastery in English Subject of the students' at SMA Negeri 1 Batanghari.

Keywords: Fan-N-Pick, Reading Comprehension Mastery, Quantitative Research.

**PENGARUH PENGGUNAAN TEKNIK FAN-N-PICK
TERHADAP PEMAHAMAN MEMBACA SISWA
DI KELAS 11 SMA NEGERI 1 BATANGHARI
PADA TAHUN PELAJARAN 2022/2023**

ABSTRAK

**Oleh:
SALMA SALSABILA HERMAYANI**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan teknik Fan-N-Pick terhadap pemahaman membaca siswa. Teknik Fan-N-Pick adalah teknik pembelajaran dengan menggunakan kartu soal sebagai media pembelajaran. Dalam penelitian ini, peneliti melakukan penelitian di SMA Negeri 1 Batanghari pada tahun akademik 2022/2023.

Penelitian ini menggunakan metode kuantitatif dan desain penelitian adalah quasi eksperimen, penelitian ini dilakukan dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi pada penelitian ini adalah siswa kelas sebelas SMA Negeri 1 Batanghari yang terdiri dari enam kelas. Sampel dalam penelitian ini terdiri dari kelas XI IPA 1 yang terdiri dari 24 siswa sebagai kelas eksperimen, dan kelas XI IPA 2 yang terdiri dari 20 siswa sebagai kelas kontrol. Selanjutnya, peneliti menggunakan formulasi t-test untuk membuktikan apakah hipotesis diterima atau ditolak.

Hasil penelitian ini, terdapat pengaruh positif dan signifikan penggunaan teknik Fan-N-Pick terhadap pemahaman membaca siswa. Siswa sangat aktif dan antusias dalam pembelajaran di kelas dan penggunaan teknik Fan-N-Pick dapat membantu pencapaian pembelajaran. Berdasarkan hasil dan pembahasan penelitian ini dianalisis dengan menggunakan rumusan t-test, dapat dikatakan bahwa nilai kritis $t_{\text{observed}} = 5,35$ lebih tinggi dari t_{table} tingkat signifikan 5% = 1,68 dan taraf signifikansi 1% = 2,41. Oleh karena itu, dapat disimpulkan bahwa H_0 diterima ada hubungan antara teknik Fan-N-Pick terhadap hasil penguasaan pemahaman membaca siswa pada mata pelajaran Bahasa Inggris siswa di SMA Negeri 1 Batanghari.

Kata kunci: *Fan-N-Pick, Penguasaan Pemahaman Membaca, Penelitian Kuantitatif.*



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Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

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

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

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb


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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

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

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMA NEGERI 1 BATANGHARI IN THE ACADEMIC YEAR OF 2022/2023. Written by Salma Salsabila Hermayani student number 1901050033, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, March 30th 2023 at 08.00-10.00 a.m.

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, March 2023

The writer



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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, Maret 2023

Penulis



SALMA SALSABILA HERMAYANI
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DEDICATION PAGE

This thesis is dedicated to :

My beloved parents Mr. Heri and Mrs. Bety, who always teach me to be good person, to be strong woman, always pray for me, for my thesis, for my task, for everything. You are my motivation why I finished my thesis, my task, and my school.

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MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ
خَيْرٌ لَّكُمْ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا
تَعْلَمُونَ

Fighting is obligatory upon you, even though fighting is something you hate. It may be that you hate something, even though it is very good for you, and it may be (also) that you like something, even though it is very bad for you; Allah knows, while you do not know.

(Q.S Al-Baqarah: 216)

Orang lain gak akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya bagian *success stories*nya. Berjuanglah untuk diri sendiri walaupun gak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini, tetap berjuang ya ♥♥♥

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(Ridwan Kamil)

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The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, March 2023

The writer



SALMA SALSABILA HERMAYANI

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the ability of humans to deduce and use sophisticated communication systems. It is used to communicate, to cooperate, and to connect among human with language. As you may be aware, the world is home to a wide variety of languages. English will be one of the languages examined in this study. English is an International language that is virtually universally spoken as a first or second language in practically every country. Furthermore, English has long been recognized on a global scale as a formal language. Students are also aware that mastering English is necessary for gaining advanced information; if they do not grasp English, they will fall behind and find it difficult to obtain employment. They must master the four skills of listening, speaking, reading, and writing in order to be successful in learning English.

One of the most important skill for students to develop is reading. As a result, students who have acquired reading skills will find it simple to obtain information and knowledge. Comprehending what you read is important because it can help students learn skills like generating generalizations from what they read and identifying details that back up the main point. Comprehension is among the methods for ensuring that readers comprehend what they are reading. Because we get the point from what we read in comprehension, it has a true tie with reading.

One of genres which are learned by the eleventh graders students in reading according to the current curriculum (Kurikulum 2013) is Analytical exposition. This text is a text that elaborates the writer's opinion on phenomena or issues, without persuading the readers to do something. This text will only persuade the readers that the phenomena or issue, are important/worth it to be discussed by providing the argument/opinions to support the topic. Because analytical exposition text contains the thoughts of the author about things that happen around them, whether objects, events, or places.

Nonetheless, the students have difficulty grasping the core of a story, forecasting the topic, understanding reading comprehension procedures, and assessing word structure, resulting in a lack of knowledge of word meaning. As a result, they are having trouble understanding what the researcher's goal is. The length of the text makes it difficult to locate the text's core topic. Due to a lack of vocabulary, it is also difficult for students to recognize the meaning of words. They are uninterested in reading text for these reasons. The following table shows the learning impairments of the students.

In addition teachers' role also becomes main cause why students face many problem in learning. The teacher practice monotonous way in teaching english especially in reading comprehension. To enable the students master those language skills, English teacher should provide materials that are appropriate with the curriculum and find suitable media in teaching and learning process.

Table 1
The pre-survey on October 2nd, 2022 at the eleven graders of SMA Negeri
1 Batanghari

Interval	Frequency	Percentages	Explanation
≥ 75	4	16,7%	Complete
< 75	20	83,3%	Incomplete
Total	24	100%	

Source: a conclusion drawn from the teacher archives

Based on the pre-survey research on October 2nd, 2022, 24 students from SMA Negeri 1 Batanghari participated in a pre-survey. This school's English requirement is a minimum of 75 points. To put it another way, students who receive a score of less than 75 do not pass the exam. In practice, four students received a score of >75 (or 16,7%), twenty students received a score of <75 (or 83,3%). It is clear that students still have trouble understanding what they read.

Furthermore, a pra-survey revealed that students remain face numerous challenges in study of English , particularly in reading comprehension. The students have the difficulty in getting a summary of a story, they have difficulty in finding the topic of prediction, they have difficulty in learning the tactic of reading comprehension, they have difficulty word-structure analysis, so that they don't understand the meaning of the words, and they are low in reading comprehension score.

Using a Fan-N-Pick technique to aid students' reading comprehension is among the conceivable and plausible technique to deal with the challenges mentioned above. A Fan-N-Pick technique is a learning technique using

question cards as the learning media.¹ Fan-N-Pick is a game that helps students join groups, practice social skills, and improve their comprehension and reasoning skills. These four functions of Fan-N-Pick are beneficial in the development of social skills and knowledge among students. The benefit of this learning style is that it encourages students to share information, learn new things, and educate others so that they can better comprehend the subject.² The researcher will explore the impact of utilizing Fan-N-Pick technique on students' reading comprehension based on the aforementioned rationale.

B. Problem Identification

As a result of foregoing, the researcher was able to identify the issue as like this:

1. The students have trouble understanding the story's main idea.
2. The students have lack predicting about the topic.
3. The students have less understanding about strategies of reading comprehension.
4. The students have difficulties in analyzing the word structure, so they do not grasp the word meaning.
5. The students have a low score in reading comprehension.

¹Kagan, Spencer and Miguel Kagan, *Kagan Cooperative Learning* (San Clemente: Kagan, 2009), 625.

²Radja, Petrus Logo. Soetjipto, Budi Eko. & Amirudin, Achmad. "The Implementation of Talking Chips and Fan-N-Pick Cooperative Learning Model to Improve Students' Motivation and Learning Outcomes" *International Journal of Humanities and Social Science Invention* 6, (2017): 15-20

C. Problem Limitation

Limitation is extremely efficient for the researcher in determining the problem's focal point. As a result, this study will meet the minimum quantity requirement, implying that the elaborations will not be out of context.

The researcher in this case concentrates about the fifth problem, which is that the students have a low reading comprehension score.

D. Problem Formulation

The researcher formulates the reasearch problem as follows in light of the preceding background problem to:

“Is there any positive and significant influence of using Fan-N-Pick technique on the students reading comprehension of the eleventh graders at SMA Negeri 1 Batanghari?”

E. Objective and Benefits of Research

1. Objective of research is :

The objectives of this study is to determine whether there is a positive and significant influence of Using Fan-N-Pick Technique on the students reading comprehension of the eleventh graders at SMA Negeri 1 Batanghari.

2. Benefits of the research are :

a. For students

- 1) The students should know how to use an effective and efficient technique in so they can understand an Englis text.

2) To inspire more students to read comprehension.

b. For the English Teachers

As expected, this study would motivate English teachers to increase students' reading comprehension. The teacher will make the students more concentrated in the learning process by implementing the Fan-N-Pick technique. Furthermore, the Fan-N-Pick technique assists teachers in reducing saturation or habits in the learning process.

F. Prior Research

In this section, studies or research that have relevance in terms of perspective, topic, and methodology will be presented with the research that the researcher is currently conducting. This study is important because it can contribute to the research that will be carried out by the author and clarify the position to be achieved by this research.

Broadly speaking, the presentation of the results of previous research related to this research will map this research among the various studies that have been done before. Thus, the similarities and differences in this research will be shown compared to previous studies, as well as the originality of this research.

In this literature review the researcher try to raise 3 results of previous research as comparison material in directing and focusing the research being conducted, namely:

First, The Effect of Using Fan-N-Pick Strategy on EFL Students' Speaking Ability. This thesis was written by Sartika Obian Ramadhan from

the Faculty of Tarbiyah and Educational Sciences UIN Fatmawati Soekarno Bengkulu 2022. This research is a quantitative research. The equation with the research being researched is examining the Fan-N-Pick technique. Meanwhile, in terms of the difference lies in the skills to be studied. In previous studies examining speaking skills in grade 8 junior high school students. The purpose of this study was to find out the significant of Strategy Fan-N-Pick which was focused on speaking descriptive text. The research design in this research was quantitative experimental research. The instrument to collect the data was test by oral test. The strategy taken sample used is purposive sampling to determine the control and the experimental group. In addition , there were pre-test, treatment or teaching and post – test in both of the groups. It was conducted at the eight grade students of SMPN 18 Kota Bengkulu. The results showed that the average value of the pre-test in the control class was 54.79, while the experimental class was 56,17. Then the average value of the post-test control class 60,58 while the experimental class is 72,67. Based on the results of hypothesis testing shows that the value of Sig. (2 tailed) obtained is 0.02 ($0,02 > 0,05$). This is indicated that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant effect on the Fan-N-Pick strategy in improving students' speaking descriptive text.³

Second, The Effects of The Fan-N-Pick Cooperative Learning Strategy on Young Saudi Students. This thesis was written by Sameha Al Matrafi from the Department of Curriculum and Instruction, State University of New York

³ Sartika Obian Ramadhan, “*The Effect of Using Fan-N-Pick Strategy on EFL Students’ Speaking Ability at SMPN 18 Kota Bengkulu*” (Bengkulu, UIN Fatmawati Sukarno Bengkulu, 2022)

at Fredonia, New York 2016. Cooperative learning allows students to share ideas, ask question and give feedback. The “Fan-N-Pick” strategy is a cooperative developed by Spencer Kagan. The purpose of this study was to examine the effectiveness of using the Fan-N-Pick cooperative learning strategy with young Saudi girls, aged 6-7, in science class to improve performance and participation. The research was conducted over a period of two weeks in an elementary school in Makkah, Saudi Arabia. The participants in this study were 48 female students from two science classes in the first grade. One class was the experimental group, and the other was the control group. The experimental group was taught by using the Fan-N-Pick cooperative learning strategy while the control group was taught by using a traditional, lecture method. The researcher compared the posttest score and students’ participation rates, as measured by observations during four lessons, between the control group and experimental group. The result of this study showed significant improvement of students’ performance and participation through using the cooperative learning Fan-N-Pick strategy.⁴

Third is the thesis by Resti Suciarti the student of English Faculty of Tarbiyah and Educational Sciences, The State Institute of Islamic Studies Ponorogo. The research which has the title *The Effectiveness of Cooperative Learning By Using Fan-N-Pick Strategy in Teaching Reading of the Seventh Grade Students At SMPN 2 Jetis Ponorogo*. The purpose of this research is to identify whether the seventh grade students who are taught by cooperative

⁴ Sameha Al Matrafi, “*The Effect of the Fan-N-Pick Cooperative Learning Strategy On Young Saudi Students*” (Fredonia, State University of New York at Fredonia, 2016)

learning method using Fan-N-Pick strategy get a better score or not. This research applied quantitative approach and used the quasi experimental design. This research assigned two classes as an experimental class and as control class. The population was taken from the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2018/2019. The number of the sample in this research was 23 students of experimental group and control group. The procedure of data collection was test and documentation. To analysis it, the researcher used t-test formula to know whether there was significant difference on students' reading ability who are taught by Fan-N-Pick strategy and students who are not taught by fan-n-pick strategy. The result of this research showed the average of post-test from experimental class who had been taught by cooperative learning method use Fan-N-Pick strategy was 87,2 and control class who was not taught by cooperative learning method use Fan-N-Pick strategy was 80,2. The result after treatment showed that Hypothesis test at is 2,613 from the computation above would be compared to the "t" index (t_t) at is 22 with the condition below: if the $t_0 \geq t_t$, H_a was accepted, it mean that the mean different of both variables was significant different. The researcher could know than 5% significant level $t_0 = 2,613$ and $t_t = 2.07$. So, from the computation above, it can be concluded that there is a significant difference between students' reading ability who are taught by Fan-N-Pick strategy and those who are not taught by Fan-N-Pick strategy at SMPN 2 Jetis Ponorogo. In other word, English teaching of cooperative learning by

using Fan-N-Pick strategy was effective in teaching reading at the seventh grade students of SMP N 2 Jetis Ponorogo in academic year 2019/2020.⁵

Based on prior research, many studies have been conducted on the Fan-N-Pick technique. For that the researcher try to research using Fan-N-Pick technique on the students` reading comprehension. The distinguishes this research from prior research is in terms of study location which have different characteristics and levels of urgency from prior research.

⁵ Resti Suciati, *“The Effectiveness Of Cooperative Learning By Using Fan-N-Pick Strategy in Teaching Reading Of The Seventh Grade Students at SMPN 2 Jetis Ponorogo”* (Ponorogo, IAIN Ponorogo, 2018)

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading

1. Definition of Reading

According to David Nunan, reading is a set of skills that involves sounding well and understanding the relevance of the written word.¹ It suggests that reading enhances readers' ability to derive meaning from the text.

Additionally, William Grabe and Fredricka L. Stoller claim that reading is the ability to interpret written information appropriately and draw meaning from it.² Reading in this way allows one to obtain information that isn't explicitly stated in the content

Reading is also a "psycholinguistic speculative game." The picture presents the idea that viewers "surmise" what the instant message is by just a few printed signs and their own intuition.³ Reading can answer questions about the game, and players can use their own expertise to determine what the content is about.

Anthony and H. Pearson make the supposition that reading is the process of creating meaning through the dynamic interaction between the

¹David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill ESL/ELT, 2005), p. 69

²William. Grabe and Fredicka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p.3.

³Barbara M. Birch, *English L2 Reading Getting to the Bottom* (London: Laurence Erlbaum Associates, 2007) p.7

reader's prior knowledge, the information that the written language eliminates, and the situational the reading's context.⁴

Reading, according to Widdowson, is "the process of receiving linguistic knowledge via print" in the meantime.⁵

Reading is the process by which people gain information and ideas from books, newspapers, manual, letters, contracts, advertisements and a host of others materials.⁶ Reading is imperative. It is the mechanism by which books, journals, manuals, letters, contracts, advertising and a variety of other materials procure information and ideas from individuals.

Then, Birch and Rumelhart define reading as an interaction the reader's understanding of the text cognitive processes and prior knowledge. We shall refer to these word-level skills as bottom-up skills because they are necessary for reading. We are able to decipher connected text thanks to the combination of these skills. These are portrayed as language processing techniques and linguistic knowledge in the Birch reading model.⁷

In addition, Adams claims that "A combination of skills that must work well together are necessary for reading" Student learn to accept print

⁴Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), Page.137

⁵Sandy Urquhart and C.J. Weir, *Reading in a Second Language: Process, Product and Practice*, (London and New York: Routledge, 2013), Page.17

⁶Camille Blachowics Donna Ogle., *Reading Comprehension*, (New York: The Guilford Press, 2008)., Page 15.

⁷Kristin Lems, *Teaching Reading to English language Learners*, (New York: The Guilford press, 2010), Page.33

as pleasurable and useful by understanding how it functions and that it has regular patterns.⁸

The previous definitions suggest that reading is a process used to clarify the meaning a text intends to convey. It happens as a result of a negotiation over meaning between the reader and the text.

2. Types of Reading

Reading comes in two types:

a. Extensive Reading

Brown makes it clear that thorough reading is done to achieve a comprehensive understanding of a typically rather lengthy reading material (book, long article, or expositions, and so forth). For the sake of fun and overall language growth, instructors encourage students to choose what they enjoy reading for themselves.⁹

Some relate it with the amount of material while others use it to denote "skimming and scanning operations." Krashen's intelligible input hypothesis may or may not "promote intake" in SL learners, according to Hedge, because "Exactly how a learner uses the provided input is impossible to predict". Hedge outlines the benefits of frequent use as follows:

Learners can improve their language skills, advance in their reading comprehension, increase their level of independence in their

⁸Karen Tankersley, *The Treads of Reading Strategies for Literacy Development*, (Virginia USA: Association for Supervision and Curriculum Development Alexandria,2003), Page.12

⁹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (USA : Longaman, 2003) p. 313

academic pursuits, gain cultural information, and increase their confidence and desire to keep studying.

b. Intensive Reading

According to Brown, intensive reading is frequently a study hall-scheduled activity in which students concentrate on the phonetics or semantic details of a segment. In-depth reading helps students understand strict importance by highlighting the linguistic patterns, discourse indicators, and other surface structural nuances.¹⁰

In intensive (or creative) reading, students often read a page to investigate the meaning and become familiar with the writing technique. According to Hedge, students can only obtain significant practice using these skills more independently on a variety of subjects "via greater in-depth reading. In intensive reading exercises, students are typically exposed to brief texts that are designed to illustrate particular lexical, syntactic, or discursive systems, among other things."¹¹

Including the above theories, there are two categories of reading comprehension: extensive reading and intensive reading. Each type has its own traits and differs from the others in other ways.

¹⁰Ibid., P.312

¹¹Thomas S. C. Farrel, *A Strategic Approach*, P. 142

3. Models of Reading

a. Top-down model

The top-down model, in reference with Ahmadi, Hairul, and Pourhossein, places an emphasis on reading skills including predicting, summarizing, and anticipating from texts.

Farrell claims that the top-down approach can provide clarification in the following ways: first, readers examine a word or passage of text (the information and experience the reader contributes to a text). The reader next reads the content in order to research the topics soon as you've read the heading, direction, and subdirection. As a result, the material is incorporated by the readers into their existing knowledge and experiences. It implies that this paradigm emphasizes what the reader brings to a text, such as past knowledge and experience, and that comprehension begins in the mind readers.

The example of top-down models is asking the learners to predict what a newspaper article might be about from the headline or first sentence will encourage them to use top-down processing on the article.

b. Bottom-up model

In the bottom – up model, a reader reads the words or sentences and analyzes the text's structure (without tying it to previous understanding or experiences) in order to organize the text's meaning; however, meaning also in relation to vocabulary and other linguistic

knowledge. To put it another way, this model emphasizes the written or printed text, with the comprehension process beginning with analyzing the phoneme, the smallest language unit and progressing to larger units.

The bottom-up approach focuses on the text, teachers, and students. Readers start out by comprehending words and letters before successfully moving on to larger linguistic units like sentences and finally ending up with meaning.

In the example of bottom-up models is asking the learners to read aloud my encourage bottom-up processing because they focus on word forms not meaning. In reading comprehension learners use their knowledge of the genre to predict what will be in the text and their understanding of affixation to guess meaning.

c. Interactive model

The interactive model, which focuses a reader's interaction with a text, is defined as a blend of top-down and bottom-up models. It is now widely acknowledged as providing the clearest description for L1 and L2 readers, the reading process. Additionally, the interactive model reveals that top-down and bottom-up processes interact with one another., indicating that neither of the two models can adequately capture the entire reading process on their own. This model identifies how, during the reading process, bottom-up and top-

down processes interact.¹² In other words, the reading process can mix the two models.

4. Indicator of Reading

The reading assessment are illustrated in the following table¹³ :

Table 2
Indicator of Reading

No.	Indicator
1	Main idea (Topic).
2	Expression/idioms/phrases in context.
3	Inference (implied detail).
4	Grammatical features.
5	Detail (scanning for a specifically stated detail).
6	Excluding facts not written (unstated details).
7	Supporting idea(s).
8	Vocabullary in context.

Based on the indicator above, it can be conclude that reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the autor means on the text. The students as the readers can comprehend the text based on their ability to recognized the text.

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

According to Anderson and Hiebert, The act of constructing meaning through the combination of several complex processes, such as

¹²Thomas S. C. Farrel, *A Strategic Approach.*, P. 134

¹³ H. Douglas Brown, *Language Assessment Principles an Classroom Practices*, (San Francisco State University, 2004), P.206

word reading, word and background knowledge, and fluency, is known as reading comprehension.¹⁴

As said by Kintsch, the processes that take place when reading to build a situation model—a mental image of the circumstances stated in the text—are what lead to reading comprehension.¹⁵

Garry Woolley believes that the process of deriving meaning from text constitutes reading comprehension.¹⁶ Being able to comprehend what is read is understanding reading. In addition to reading, students also need to comprehend what they read.

One of two methods is typically used to teach reading comprehension in schools. Students can read a text, respond to questions about it, and then read comments as one approach.¹⁷

Including the definition above, reading may be summed up as a set of objectives for learning as well as the activities that assist students in achieving those objectives. Students can develop their skills, minds, and knowledge by reading, and these things can all be gained from reading. To put it another way, it is a fundamental ability that English language learners must acquire.

¹⁴Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), Page.2

¹⁵Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York: Springer, 2015), Page.2

¹⁶Garry Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011) page 15

¹⁷Allan Collins and Edward E. Smith, *Teaching the Process of Reading Comprehension*, (Champaign: Illinois, 2007), P.age2

2. Strategies of Reading Comprehension

Reading comprehension is essentially an issue of creating appropriate, effective comprehension skills for the majority of learning a second language while already reading and writing in their original tongue. Some techniques are connected to bottom-up processes, while others improve top-down processes. The eight strategies listed below can all be used in the classroom.

a. Identify the purpose in reading

The key to successful reading is to understand why you are reading anything. You can select out possibly distracting material and know what you're looking for by doing this. Make sure students are aware of how they are reading whatever you are instructing them to do.

b. Apply sentence patterns and rules to stimulate bottom-up decoding (especially for beginning level learners)

Making the connections between spoken and written English is one of the challenges students face when learning to read at the beginner levels of the language. Many times, students struggle to acquire English spelling standards since they are familiar with oral language.

c. Use effective strategies for quiet reading for on forward comprehension (for intermediate to advanced levels)

Because they are still having trouble controlling a small vocabulary and grammatical structures, this particular method will not work with students who are at the beginning of their academic careers.

d. Skim the text to find the main points

A text (such as an essay, article, or chapter) is skimmed by quickly skimming one's eyes over it to determine its main points. Readers who skim have the advantage of being able to anticipate the passage's goal, primary idea, or message, as well as perhaps some of the developing or supporting ideas.

e. Scan the text for specific information

The second most useful activity is scanning, or fast looking up a specific piece of information within a book. Without reading the original text, scanning is used to extract specific information.

f. Apply semantic mapping or categorization

The reader can bring some order to the chaos by using the semantic mapping technique, which includes clustering ideas into meaningful groups. These semantic maps can be created individually, but they also function well in groups since they help students give a passage structure and hierarchy.

g. Make an educated guess when uncertain

This is a rather broad category. Guessing can be used effectively by learners to, for example, guess a word's meaning or a grammatical relationship.

h. Analyze vocabulary

Here, a variety of strategies are helpful:

- 1) Search for prefixes like co-, inter-, un-, etc. that could provide clues.
 - 2) Search for suffixes that may identify the part of speech (-tion, -tive, -ally, etc.).
 - 3) Pay attention to grammatical context that can indicate information.
 - 4) Search for clues in the semantic context (subject).
- i. Recognize physical and spiritual meanings

An advanced top-down processing skill must be used in this situation. It places additional demands on readers because not all languages could be understood correctly by focusing on its literal, surface grammaticality.

- j. Take advantage of discourse markers to process relationships

In English, there are numerous phrases, clauses, and sentences that serve as discourse markers to indicate the relationships between ideas. Learners' reading efficiency can be greatly improved by having a firm understanding of these signals.¹⁸

Thus, the researcher suggests from the theoretical background above that there are ten strategies for reading comprehension that a reader can employ in order to understand a text. These techniques can help a reader understand a section so they can understand the author's idea.

¹⁸Douglas Brown, *Teaching by Principles: An Alternative Approach to Language Pedagogy*, (New York : Addison Wesley, 2001), 2nd Edition, Page. 306-310.

3. Teaching Reading Comprehension

One of two methods is typically used to teach reading comprehension in schools. Students can read a material, respond to questions about it, and then read comments as one approach. The comments and answers may cover a wide variety of topics, from the definitions of certain terms to the basic idea of the entire work. This approach emphasizes important aspects of reading comprehension but treats them more as results rather than as activities.

Reading groups are another typical approach to teaching reading comprehension. Students read aloud in reading groups alternately. When a student is having trouble, the teacher normally steps in to help, and sometimes they will make a comment or ask a question about the material. This approach makes some progress in educating students about the process of reading comprehension, but often the teacher primarily addresses low-level challenges (difficulties with words and parsing) and focuses their questions to interpretations.¹⁹

As shown in the previous explanations, a teacher can adopt a variety of techniques or strategies to help a student in understanding the text when teaching reading comprehension.

4. Assessment of Reading Comprehension

Assessment is viewed as the process of identifying and defining the students' knowledge, understanding, abilities, and skills. It is a classroom

¹⁹Allan Collins and Edward E. Smith, *Teaching the Process*, Page 2-

exercise that promotes learning by gathering information and providing useful criticism.²⁰ In other words, testing is the only way to determine how much students' skills improve.

According to Cheryl A. Jones, assessment is an essential procedure needed to foster learning and, ultimately, achievement.²¹ It implies that evaluation is a method used by teachers to determine the effectiveness of the learning process that has been carried out.

Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about person, often making comparisons against established criteria.²² It means that assessment is the process by the teachers to make a conclusion and to evaluate the learning process has completed.

As shown in the definition given above, reading assessment is the process of processing and evaluating the information to establish a student's level of proficiency.

5. Concept of Exposition Text

A genre can be defined as a culturally specific text type which result in from using language to accomplish something. One of the genres

²⁰Madani Habib, "Assesment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no I (27 June 2016): Page 126

²¹Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) Page 4

²²Iasonas Lamprianou and James A Athanasou, "*A Teacher's Guide to Educational Assessment*" (Rotterdam, Boston: Sense Publisher, 2009) Page 3

is analytical exposition. In analytical Exposition text, there are definition, component, and example of the text that will be explained.

a. Definition of Hortatory Exposition Text

Priyana, Riandi, Mumpuni state that the hortatory exposition text is a text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentation.²³

b. Definition of Analytical Exposition Text

There are two experts that give similar description of analytical exposition. Djuanda defined analytical exposition as argumentative text because researcher providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no apparent efforts to persuade readers.²⁴

In addition, Siahaan and Shinoda argued that analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact.²⁵ Based on the definitions, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

²³ Priyani, J, Riandim and Mumpuni, *“Interlanguage: English for senior high school students XI science and social study programme: SMA/MA Kelas XI IPA/IPS”* (Jakarta, ID: Pusat Perbukuan, Department Pendidikan Nasional, 2010) page. 95

²⁴ O.S. Djuharie, *“Genre”* (Bandung: Yrama Widhya. 2007) P.31

²⁵ Siahaan, S and Shinoda K, *“Generic Text Structure 1”* (Yogyakarta: Graha Ilmu. 2008) P.51

c. Generic Structure of Analytical Exposition Text

There is some generic structure of analytical Exposition text, there are:

- 1) Thesis : In section thesis, the researcher introduces the topic or main idea that are discussed. Thesis has always been in the first paragraph in the text of Analytical Exposition.
- 2) Argument : The topic discussed by the researcher is a very important topic or need attention, in this section the researcher present the arguments or the opinions that support the idea of the researcher, usually in a text. Analytical Exposition have than more two arguments. The more arguments appear more confidents readers that.
- 3) Reiteration : This section covers Analytical Exposition of a text is always located at the end of the paragraph. Reiteration is also commonly called the conclusion. Restatement of researcher's position.²⁶

d. The Example of Analytical Exposition Text

To make students more understand about analytical exposition this is the example and the generic structure.

²⁶*Ibid*, 51

Table 3
The Example of Analytical Exposition

Title	Laptop as Student's Friend
Thesis	Conventionally, students need book, pen, eraser, drawing book, ruller, and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need more mobile keyboards to record every presented subject easily. Of course, it will need more cost, but it will deserve for its function.
Argument I	First, modern school tends to apply fast transferring knowledge because the school need to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently, students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help to get better understanding.
Argument II	Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, device which computer or laptop they need, and then complete the transaction. This is really easy and saves time and money.
Reiteration	From all that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommeded since online shop also provides several laptop types. Students just need to decide which type they really need.

C. Concept of Fan-N-Pick

1. Definition of Fan-N-Pick Technique

One technique for influencing all students in the learning process is the new cooperative learning technique known as "Fan-N-Pick." In Fan-N-Pick, the teacher can recommend each student to work in a small group and share with a friend, but each student must also take on a specific role. For example, some students who are fanning the cards may give them to another student, who will then read it to the next student, who will then answer the questions.²⁷

With the Fan-N-Pick technique, students are also given fresh ways to discuss themselves, practice self-control, learn in interesting ways, and master and retain the material they have learnt. They now understand that learning actually takes on more forms than they were previously exposed to. As can be observed from the explanation above, the Fan-N-Pick technique is a fun way to teach each vocabulary word in the classroom.

2. Procedure of Teaching Reading using Fan-N-Pick Technique

The technique for teaching reading with the Fan-N-Pick Technique is as follows:

- a. The first stage is opening
 - 1) The teacher focuses the student's attention before preparing them ready to study.

²⁷Spencer Kagan, Miguel Kagan, *Cooperative learning*, (Ca: Kagan publishing, 2009)
Page 18.

- 2) As a warm-up, the teacher asks some questions to the class that are related to the subject.
 - 3) The teacher explains to them what they should do.
- b. The second stage is whilst activity
- 1) The teacher explains the Fan-N-Pick technique.
 - 2) The teacher instructs the students to form groups of four people.
 - 3) The teacher gives a card to every group.
 - 4) The Demonstration of the Fan-N-Pick Technique.
 - a) The students had to give their whole attention to answering the question while using the Fan-N-Pick technique since they had to guess based on the answers in the card question.
 - b) Each team of four students receives a set of question cards.
 - c) Student 1 says, "Pick a card, any card," holding up a fan of question cards.
 - d) Student 2 chooses a card, reads the question aloud, and is given five seconds to consider the answer.
 - e) Student 3 should respond to the question.
 - f) Student 4 responds to the response:
 - 1) Student 4 checks the correct or incorrect response before giving praise or tutoring.
 - 2) When there is no right or wrong answer to a question, Student 4 does not check for accuracy but rather

acknowledges and then summarizes the thought process behind the response.

g) For every new round, students rotate positions one person clockwise.²⁸

c. The Third stage is post activity

a) After giving the students some questions, the teacher checks the students' answers thusly.

b) The students answer to the question.

c) The teacher then closes up the class.

3. Advantages and Disadvantages of Fan-N-Pick Technique

a. The Advantages of Fan-N-Pick

1) The students are more excited in their school study.

2) Each member has the option to contribute an idea.

3) It motivates students to share knowledge, develop new skills, and share knowledge to others.

4) The students enjoy this technique, which is also highly structured and uses a group approach to answering questions.

5) The Fan-N-Pick technique is also useful not just because it can increase students' interest in learning English but also because the students learn, develop, and succeed in the learning process.²⁹

²⁸Ibid, Page 12.

²⁹Fathurrahman Imran, Aprianto. "Fan-N-Pick Technique Towards Students' Motivation In Reading Comprehension At FPBS IKIP Mataram" in <http://ejournal.mandalanursa.org/index.php/JISIP/index> on June 27th 2022

b. The Disadvantage of the Fan-N-Pick Technique

- 1) It might be challenging to determine whether students can solve problems through teamwork or intellectual effort.
- 2) The procedure is time-consuming.

D. Theoretical Framework and Paradigm**1. Theoretical Framework**

They are two of the variables in this research. They consist of a dependent variable (Y) and an independent variable (X). Reading comprehension is the dependent variable (Y) and Fan-N-Pick Technique is the independent variable (X).

The fundamental language ability of reading comprehension is crucial since reading makes it simple to learn a lot of information. Text comprehension is challenging in reality, though. All language learners employ language learning techniques as they begin to process new information and complete assignment in the language classroom, whether they are doing it consciously or unconsciously.

For reading comprehension, a specific learning technique is required. The Fan-n-Pick cooperative learning technique has teams answer questions by playing a card game, and roles switch with each subsequent question. This technique of collaborative question-answering is very organized but enjoyable.

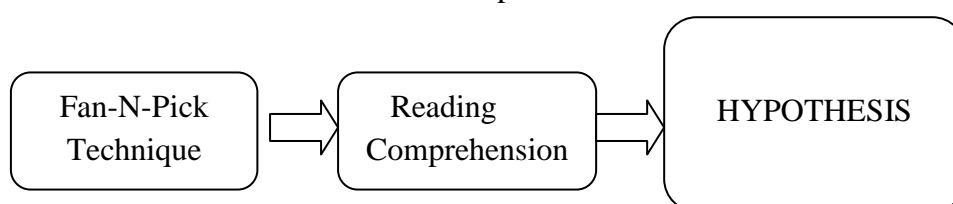
The researcher anticipated that if the teacher utilized the Fan-N-Pick technique to teach reading comprehension, the students would find it

easy to participate completely in the class. This assumption was based on the rationale given above. If the Fan-N-Pick Technique is used properly, students' reading comprehension will be good; conversely, if the technique is not used properly, there will be poor reading comprehension among students.

2. Paradigm

The variables' correlation pattern under study is known as a paradigm. In addition, the researcher stated the paradigm as follows based on the theoretical framework above;

Figure 1
The influence of using Fan-N-Pick Technique on the students Reading Comprehension



Using the Fan-N-Pick Technique has a favorable and significant impact on students' reading comprehension, as can be seen from the table above, where Fan-N-Pick Technique usage is high and students' reading comprehension is better. In contrast, there's no beneficial or substantial impact of employing the Fan-N-Pick Technique on the students' reading comprehension if the technique is poor and their reading comprehension is poor.

E. Hypothesis

1. Hypothesis Formulation

The hypotheses derived from observations, relevant literature, and/or the study's theory make up the research hypothesis. A research hypothesis outlines the connection that one anticipates the study will reveal.³⁰

The following hypothesis can be developed for this study based on the aforementioned supposition:

a. Null Hypothesis (Ho)

There is no positive and significant influence of using Fan-N-Pick Technique on the students reading comprehension of the eleventh graders at SMA Negeri 1 Batanghari.

b. An alternate hypothesis (Ha)

There is a positive and significant influence of using Fan-N-Pick Technique on the students reading comprehension of the eleventh graders at SMA Negeri 1 Batanghari.

2. Statistical Hypothesis

Yogesh argues that in respect to the idea of a statistical hypothesis, "A hypothesis obtainable given in the null form which is an assertion that no link or there is no difference between or among the variables. A statistical hypothesis that may be tested using the framework of probability theory is the form null hypothesis. Additionally, it is a non-directional type

³⁰Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, Page. 91

of hypothesis.³¹ This assumption is regarded as being related to a population parameter.

In this study, statistical hypotheses were formulated as follows:

- a. If $t_{\text{observed}} > t_{\text{table}}$ = H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$ = H_a is rejected and H_o is accepted.

³¹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), Page.61

CHAPTER III

RESEARCH METHOD

A. Research Design

Two common categories of research widely known are quantitative and qualitative. The purpose of both quantitative and qualitative researches is to attain a more comprehensive understanding about how the world works. Both categories of research are significantly making use of visual tool as well. Yet, quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).¹

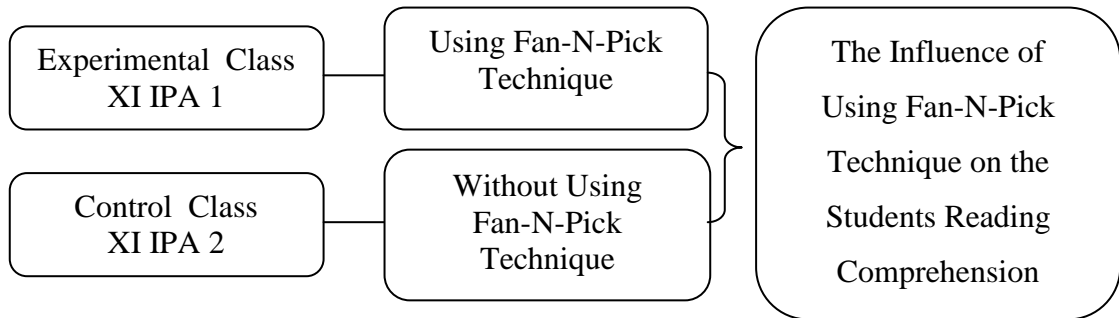
Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.²

In this research, the researcher conduct the experimental design that use two classes namely XI IPA 2 as a control class that do not receive the treatment and XI IPA 1 as an experimental class that will receive the treatment that teaching by Fan-N-Pick technique. The design is follows:

¹Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

²*Ibid.*, P. 13

Figure 2
The Influence of Using Fan-N-Pick technique
In Experimental and Control Group



Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (XI IPA 1) get a treatment using Fan-N-Pick Technique and control class (XI IPA 2) does not get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Fan-N-Pick technique on the students reading comprehension.

The description of sequence is:

Table 4
The True Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.³

³*Ibid*, P. 18

B. The Operational Definition of Variable

In quantitative research, operational definitions are used to specify how variables will be measure in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Dependent Variable

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable. ⁴ Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that can be defined as knowledge of student in identification the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher given the test in form the explanation of the students. There are the measurements of reading comprehension according to Camille Blachowicz and Donna Ogle, as follows:⁵

Table 5
The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	1. A good reader does not only have a good understanding, they also will be able put

⁴ Ibid. P 23

⁵ Collin Haison, "*Understanding Reading Delopment*", London: SAGE Publication, 2004 P. 64

Number	Letter	Categories	Description Criteria
			<p>him/her selves into the text and will try to live the story.</p> <p>2. A good reader will let the concentration mingle with the book, not only understand the deeper meanings of the text.</p> <p>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
66-79	B	Good	<p>1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an</p>

Number	Letter	Categories	Description Criteria
			<p>error).</p> <ol style="list-style-type: none"> <li data-bbox="927 421 1361 674">3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading. <li data-bbox="927 696 1361 999">4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
56-65	C	Fair	<ol style="list-style-type: none"> <li data-bbox="927 1025 1361 1328">1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error). <li data-bbox="927 1350 1361 1653">2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). <li data-bbox="927 1675 1361 1928">3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.

Number	Letter	Categories	Description Criteria
			<p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
40-55	D	Poor	<ol style="list-style-type: none"> 1. A good reader only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error). 2. A good reader does not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). 3. A good reader only be fluent in reading, but he or she will not show certain personal qualities in reading. 4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.

Number	Letter	Categories	Description Criteria
30-39	E	Very Poor	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error). 2. A good reader will not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). 3. A good reader will not be fluent in reading, but he or she will not show certain personal qualities in reading. 4. A good reader do not love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.

The indicators of dependent variable (Y) are:

- a. Students can find some detailed information (specific information)
- b. Students can find information explicit (reference) and implicit (inference)

- c. Students can find interpret words, phrases or sentences in the text.

2. Independent Variable

Independent variable is the element that the researcher believes may in some way relate to, or influence, the dependent variable.⁶ We can conclude that the independent variable is the primary variable, selected, manipulated, and measured by researchers.

Independent variable of this research is Fan-N-Pick technique (X). Fan-N-Pick is technique that has a goal to improve reading comprehension.

There are some indicators that indicate the students be able to master the objective of this technique example as follows:

- a. Students can identify the paragraph's main idea.
- b. Students can find the factual information in the analytical exposition text.
- c. Students can infer meaning from context, according to step three.
- d. Students are able to point out textual evidence.
- e. Students can locate the words with referring meanings.
- f. Students are able to identify the thesis of the text.
- g. Students are able to identify arguments of the text.
- h. Students are able to identify reiteration of the text.

⁶Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

C. Population, Sample and Sampling Technique

1. Population

The Population is the group of individuals having one characteristic that distinguishes them from other groups.⁷ Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population is all subject which presumed in this research.

Therefore, the population of this research is all of students at the eleventh graders of SMA Negeri 1 Batanghari.

2. Sample

According C.R Khotari sample is the items so selected constitute.⁸ The sample is part of the population to be taken as a source of data can represent all population. The sample of this research are two classes that consist of 44 students. Therefore, the researcher used the simple random sampling, and decide that class XI IPA 1 as an experiment class and class XI IPA 2 as a control class. The researcher choose class XI IPA 1 as an experimental class because in this class the students got low score in reading result.

Based on the definition of research method above, this research used the quantitative research. In this research used experimental research.

And the total of students is presented bellow:

⁷John W. Creswell, “*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*”, (United States of America: Pearson, 2012), Fourth Edition, P 381.

⁸C.R Kothari, “*Research Methodology Method and Technique*”, (New Delhi: New Age International, 2004) Second Revised Edition, Page.14.

Table 6

The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	XI IPA 1 (Experimental Class)	12	12	24
2	XI IPA 2 (Control Class)	9	11	20

Experiment class as the class that uses Fan-N-Pick Technique in reading comprehension and control class as the class that does not use Fan-N-Pick technique in reading comprehension and all of this action is to know whether Fan-N-Pick technique has some influences on the students reading comprehension.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study. In this research, the researcher will use simple random sampling to analyse the statistic specific. Random sampling is the process of selecting sample in such an away that all individuals in the defined population have an equal and independent chance of being selected for the sample.⁹

Based on the statement above, because total subjects are less than 100 people the samples of the research are the students of eleventh graders which

⁹*Ibid.*, P. 104

consist of 44 students. Therefore all of the population become sample. It can be considered that is population research.

D. Data Collecting Technique

To collect precise data at SMA Negeri 1 Batanghari, the researcher employed a technique. The researcher employed techniques like:

1. Test

A test, in Donald Ary's definition, is a series of stimuli given to a person in order to elicit answers that may then be used to determine a score.¹⁰ A test is a method of assessing someone's knowledge or competence in a certain field.

a. Pre-test

The pre-test was conducted in the first meeting prior to the treatment in order to ascertain the students' skills before beginning the action research.

b. Post-test

Following treatments, a post-test was given at the most recent meeting to determine whether the treatments had any effect on the students' performance in the class.

As a result, the researcher used the test to gather information about the students' reading comprehension. Multiple choice questions were

¹⁰Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, Pag. 67

used in the reading comprehension test. The eleventh graders students from SMA Negeri 1 Batanghari took this test.

2. Documentation

To gather data and obtain specific information regarding students' English results in reading comprehension among the eleventh graders at SMA Negeri 1 Batanghari, the researcher employed the documentation of an English teacher with the necessary skills.

E. Research Instrument

The research instrument in this research is the tests which will be describe as follow:

1. Instrument Blueprint

Research instrument which was used in this research are:

- a. The instrument which was used to measured students reading comprehension which has a person or group is test. Kind of test is multiple choice test there are consist of 20 questions.
- b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of SMA Negeri 1 Batanghari.

The instrument in this research designed and adjust with the indicators which has specify. Moreover, research instrument which ias used in this research is multiple choice questions that consisted of 20 questions. The higher score was 80-100 and the lower score was 40-55.

Table 7
Instrument Blueprint
Reading Comprehension Test

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total	Types of Test	Answer Key (Pre-test)	Answer Key (Post-test)
1	Main idea	6	1	20	Multiple Choice	A	B
		16	6			B	C
		18	17			A	B
2	Expression/Idioms/Phrases in context	8	4			B	C
			8				A
3	Inference (Implied detail)	1	2			A	A
		5	3			B	A
		12				B	
4	Gramatical Features	9	5			C	D
		13	10			A	A
		14	14			C	C
		15	15			D	A
5	Detail (scanning for a specifically stated detail)	2	12			C	B
		4	18			C	C
		7				D	
		20				B	
6	Excluding facts not written	11	7			D	D
			13				B
			19				A
7	Supporting idea(s)	10	9			A	C
		17		D			
8	Vocabullary	3	11	D	D		
			20		D		
9	Reference	19	16	C	D		

2. Instrument Calibration

In this research a test by using multiple choice. For reading comprehension test which consist of 20 items that use to comprehend of a text. Furthermore, several question to measure a Fan-N-Pick technique the researcher will use test. The researcher use the instrument by using the pre-test and post-test. Pre-test used to get the score before treatment

conducted. This test will use to determine the student's knowledge in reading comprehension. The post-test used to get the score after the treatment conducted. This test used to determine any significant before and after treatment. The researcher was used the objective tests.

F. Data Analysis Technique

After collecting the data, the researcher analyzed the data by using parametric and independent simple t-test.

1. Descriptive Statistic

Data analysis using descriptive statistic, which describes the existing data to obtain facts from respondents, hence more easily to understand by researcher or others who are interested in the result of research conducted. The analysis used with descriptive statistic is done by collecting, compiling, presenting, and analyzing all. Data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

2. Inferential Statistic

a. Normality Test

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The normality test is used to measure whether the data in the experimental class and control class. In this case, the researcher will use *Lilliefors* test as follows:

$$Z = \frac{Xi - \bar{X}}{S}$$

The hypothesizes for the normality test were formulated as follow:

H₀ : The data are normally distributed

H_a : The data are not normally distributed

The test criteria of acceptance or rejection of hypothesis for normality test were as follows:

H₀ is accepted if L_{observed} < L_{critical}

H_a is accepted if L_{observed} > L_{critical}

b. Homogeneity Test

Homogeneity test is used to know whether the data in experimental and control class are homogeneous or not.

c. T-test

In data analysis technique, the researcher will use one formula. To investigate whether there is any positive influence of using Fan-N-Pick technique on the students reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari, the researcher will use the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:¹¹

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

¹¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMA Negeri 1 Batanghari

SMA Negeri 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Djojonegoro.

SMA Negeri 1 Batanghari was officially opened based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 300070/0/1993 dated June 20, 1993 with the students of SMA Negeri 1 Batanghari, as the name implies because at that time the school was established in the autonomous region of Batanghari District, East Lampung Regency, Lampung Province, had Batanghari District in the village of Nampirejo and finally according to the Decree of the Minister of National Education of the Republic of Indonesia Number 02/1993 dated June 20, 1993, the name is SMA Negeri 1 Batanghari until now.

The first decade (1993 to 2000) SMA Negeri 1 Batanghari concentrated on quantity and quality trying to catch up and compete with superior schools in Lampung Province in particular and outside Lampung in general.

The following are the names of the principals in charge of SMA Negeri 1 Batanghari and the year of duty:

No	Name	Year
1.	Drs. Abdullah Makmur H.A.	1993 – 1997
2.	Drs. Jahidin Husein.	1997 – 2000
3.	Drs. Slamet Sudianto.	2000 – 2004
4.	Drs. Ketut Sutarta.	2004 – 2012
5.	Siman Ragil, S.Pd.	2012 – 2013
6.	Drs. Nengah Surata.	2013 – 2014
7.	Drs. Budi Rahayu, M.M.	2014
8.	Suripto, S.Pd.	2014 – 2019
9.	Drs. Mujiono, M.Pd.	2019 – now.

Source: SMA Negeri 1 Batanghari website

The geographical location of this school is a school that is in the middle of a resident's house, namely on Captain Harun Street, Nampirejo Village 47A, Batanghari District. To the south of SMA Negeri 1 Batanghari is bordered by residential areas. To the north it is bordered by residential areas. In the east it is bordered by Jln. Captain Harun and the settlement. To the west it is bordered by the residents' rice fields and a river in the valley behind the school.

b. Vision, Mission, and Purpose of SMA Negeri 1 Batanghari

1) Vision

To become a school with achievements based on faith and piety.

2) Mission

- a) Endeavor to launch various student development programs both in the academic and non-academic fields to produce graduates who are moral, knowledgeable, skilled, and have a nationality based on faith and piety.
- b) Develop curriculum content according to school character, but with national standards.
- c) Include educators and education staff to always attend training or workshops so that they become professional staff.
- d) Organizing peer teaching training to produce an enjoyable, enjoyable and meaningful learning process that is based on Spiritual Quantum Learning.
- e) Endeavor to procure complete educational facilities from simple to sophisticated such as the use of ICT.
- f) Striving for the development of a school website as an effective means of promotion.
- g) Empower various parties to form synergistic relationships in raising funds to improve school quality towards national standards.

- h) Ensuring the implementation of transparent and accountable school management.
 - i) Striving for the implementation of a valid and authentic assessment or testing system
- 3) Purpose :
- a) The creation of teachers who are proportional in their fields of study.
 - b) Producing graduates who are militant, qualified and responsible responsible in practicing his knowledge.
 - c) The creation of a beautiful, clean and beautiful school environment so that the teaching and learning process can run smoothly well and it worked.
 - d) Students can live independently.
- c. School Identity of SMA Negeri 1 Batanghari

Name of School : SMA Negeri 1 Batanghari

NPSN/NSS : 10805998 / 301120402007

Adres : Jln. Kapten Harun 47 A Kec. Batanghari,
Lampung Timur, Lampung.

Postal Code : 34181

Phone : 0852 6745 9668

E-mail : sman01batanghari@gmail.com

Website : <https://sman1batanghari.sch.id/>

d. The Condition of SMA Negeri 1 Batanghari

1) Buildings of SMA Negeri 1 Batanghari

Table 8
Building of SMA Negeri 1 Batanghari

No	Room Name	Condition		Total
		Good	Bad	
1.	Headmaster's Room.	√	–	1
2.	Vice Headmaster's Room.	√	–	1
3.	Staffroom.	√	–	1
4.	Library.	√	–	1
5.	Teacher's Room.	√	–	1
6.	Classroom.	√	–	17
7.	Computer Room.	√	–	1
8.	Chemistry Lab.	√	–	1
9.	Physics Laboratory.	√	–	1
10.	Basket ball court.	√	–	1
11.	Headmaster's toilet.	√	–	1
12.	Tearcher's toilet.	√	–	1
13.	Library's toilet.	√	–	1
14.	Student's toilet.	√	–	1
15.	OSIS Room.	√	–	1
16.	Warehouse .	√	–	1
17.	Mosque.	√	–	1
18.	Canteen.	√	–	5
19.	School Medical Room.	√	–	1

1.	Teacher	10	16	6	-	-	-	32
2.	Staff	-	4	-	-	-	-	4
Total		10	20	6	-	-	-	36

Meanwhile, in terms of age, the state of education staff at SMA Negeri 1 Batanghari can be seen in the following table :

Table 12
The Condition of E Educators/Educational in Term of Age

No	Position	Age						Total
		<20th	20-29th	30-39th	40-49th	50-59	>59th	
1.	Teacher	-	-	3	5	23	1	32
2.	Staff	-	-	-	-	4	-	4
Total		-	-	3	5	27	1	36

3) Number of Students at SMA Negeri 1 Batanghari

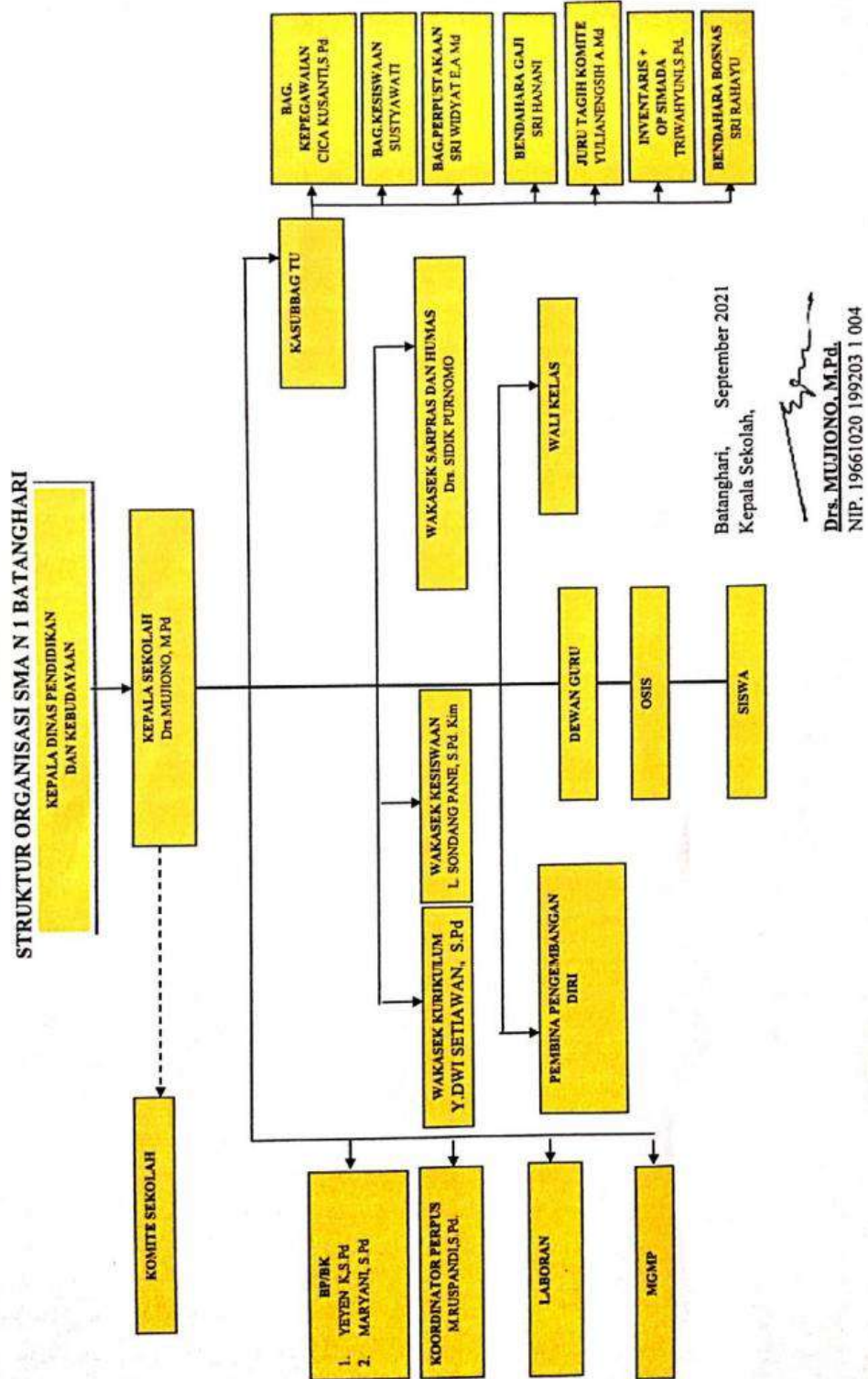
The number of students in SMA Negeri 1 Batanghari is that can be identified as follows:

Table 13
The numbers of Students in SMA Negeri 1 Batanghari

No	Class	IPA	IPS	Total
1.	X	82	84	166
2	XI	77	75	152
3.	XII	69	73	142
Total		228	232	460

e. Organization Structure of SMA Negeri 1 Batanghari

Figure 3
The Organization Structure of SMA Negeri 1 Batanghari



Batanghari, September 2021
Kepala Sekolah,

[Signature]
Drs. MUJIONO, M.Pd.
NIP. 19661020 199203 1 004

2. Description of Result Data Resarch

a. The Data of Variable Reading Comprehension based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjects.

1) The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 14
The Pre-test Result of the Experimental Class at the Eleventh Graders
of SMA Negeri 1 Batanghari

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AW		70			
2.	AF				55	
3.	AM			60		
4.	BP		70			
5.	DS			60		
6.	DN		70			
7.	DU			60		
8.	EL				55	
9.	FR				55	
10.	FS		75			
11.	IM				45	
12.	IH				50	
13.	KH				50	
14.	MG				40	
15.	MD	85				
16.	MS			65		
17.	NI				50	
18.	OA				50	
19.	RS			60		

20.	RO			65		
21.	SA			65		
22.	SR			60		
23.	SN		70			
24.	WS				50	
Total						1435
Average						59,79
The Highest Score						85
The Lowest						40
The Number of the Students who got 75 or more						2

Source: The Result of Students' Experimental Class Pre-Test on
Februari 25th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 85 - 40$$

$$= 45$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 4.554 = 5.554$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{45}{6} = 7,5$$

$$= 8$$

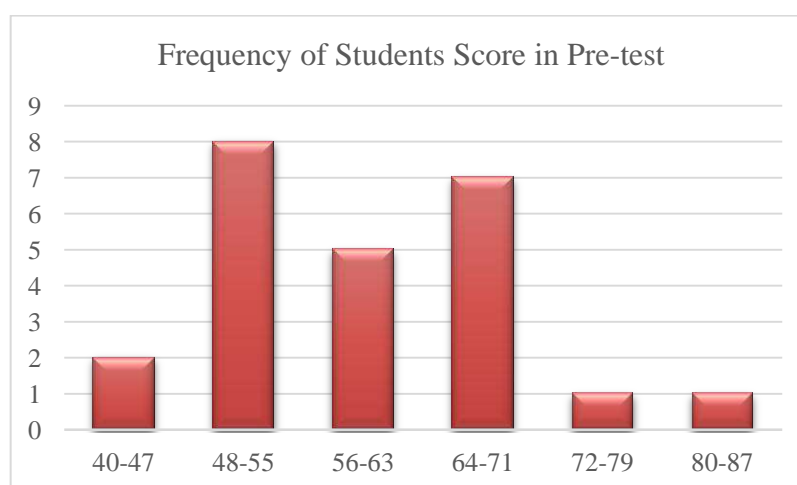
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 15
Frequency Distribution as the Result of Experimental Class Pre-Test at the
Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
40-47	2	Bad	8,3%
48-55	8	Bad	33,3%
56-63	5	Bad	20,8%
64-71	7	Fair	29,2%
72-79	1	Good	4,2%
80-87	1	Good	4,2%
	24		100%

Based on the table of frequency distribution above, it can be inferred there was two students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students reading comprehension is poor.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 2 (8,3%) students got score 40-47. Futhermore, there were 8 (33,3%) students who got score 48-55, 5 (20,8%) students who got score 56-63, 7 (29,2%) students who got score 64-71, 1 (4,2%) students who got score 72-79, and 1 (4,2%) students got

score 80-87. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follow

Table 16
The Pre-test Result of the Control Class at the Eleventh Graders
of SMA Negeri 1 Batanghari

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AS			65		
2.	AP			65		
3.	AD		75			
4.	AM				50	
5.	AE		70			
6.	DA		70			
7.	DN			65		
8.	ER		75			
9.	FM			60		
10.	GP		75			
11.	GA				50	
12.	IA		75			
13.	LH			65		
14.	MD			60		
15.	NO		70			
16.	RA		70			
17.	SG		70			
18.	SA		75			
19.	SR	80				
20.	VV		75			
Total						1360
Average						68
The Highest Score						80
The Lowest						50
The Number of the Students who got 75 or more						7

Source: The Result of Students' Control Class Pre-Test on
Februari 25th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 80 - 50$$

$$= 30$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 4.293 = 5.293$$

$$= 5$$

$$P = \frac{R}{K}$$

$$= \frac{30}{5}$$

$$= 6$$

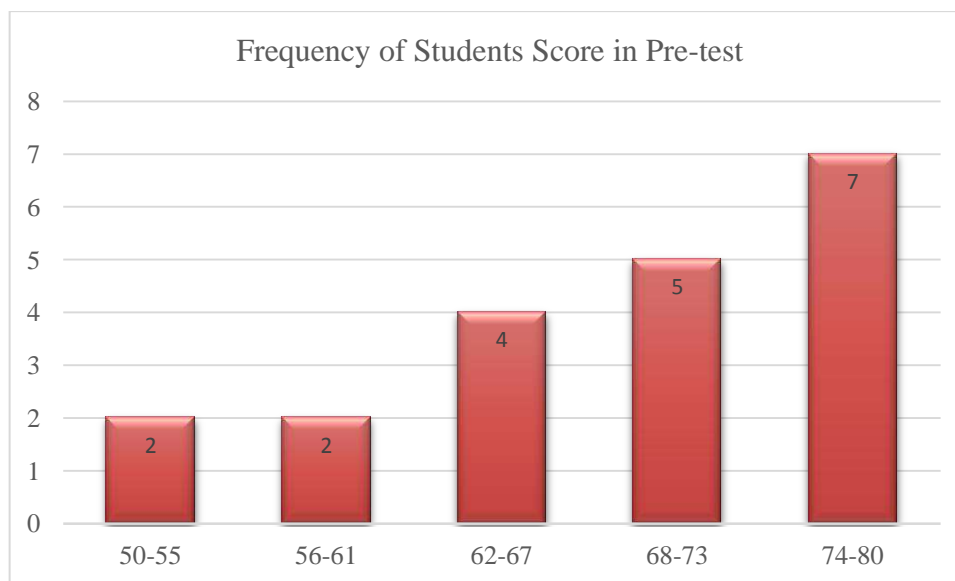
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 17
Frequency Distribution as the Result of Control Class Pre-Test at the Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
50-55	2	Bad	10%
56-61	2	Bad	10%
62-67	4	Bad	20%
68-73	5	Fair	25%
74-80	7	Good	35%
	20		100%

Based on the table of frequency distribution above, it can be inferred there was seven students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students reading comprehension is low.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 2 (10%) students got score 50-55. Furthermore, there were 2 (10%) students who got score 56-61, 4 (20%) students who got score 62-67, 5 (25%) students who got score 68-73, 7 (35%) students who got score 74-80. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

2) The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading comprehension before and after a treatment was given. And the data of post-test score at the Experimental class as follows:

Table 18
The Post-Test Result of the Experimental Class at the Eleventh Graders
of SMA Negeri 1 Batanghari

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AW		75			
2.	AF			65		
3.	AM			65		
4.	BP	80				
5.	DS	80				
6.	DN	85				
7.	DU		70			
8.	EL			65		
9.	FR	85				
10.	FS	85				
11.	IM			65		
12.	IH			65		
13.	KH		75			
14.	MG		70			
15.	MD	80				
16.	MS		75			
17.	NI			65		
18.	OA		75			
19.	RS		70			
20.	RO			65		
21.	SA		70			
22.	SR			65		
23.	SN	80				
24.	WS	85				
Total						1760
Average						73.3
The Highest Score						85
The Lowest						65
The Number of the Students who got 75 or more						12

Source: The Result of Students' Experimental Class Post-Test on
March 4th, 2023.

Based on the table above, the researcher measured the class
interval using Sugiono's formula as follows :

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 85 - 65$$

$$= 20$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 4.554 = 5.554$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{20}{6} = 3,333$$

$$= 4$$

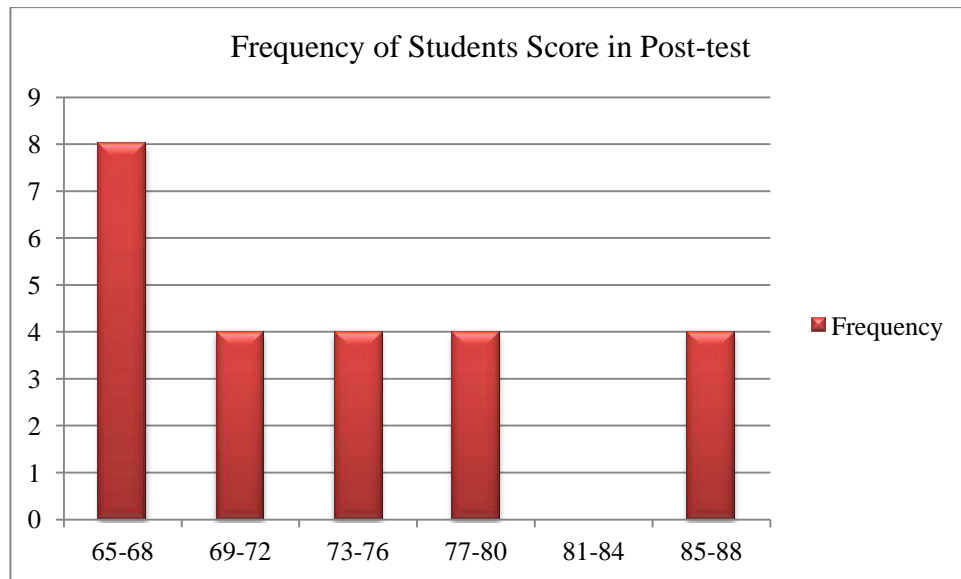
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 19
Frequency Distribution as the Result of Experimental Class Post-Test at the Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
65-68	8	Bad	33,3%
69-72	4	Fair	16,7%
73-76	4	Good	16,7%
77-80	4	Good	16,7%
81-84	0	Good	0
85-88	4	Good	16,6%
	24		100%

Based on the table of frequency distribution above, it can be inferred that there were 12 (50%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' reading comprehension in post test was increased or good.

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 8 (33,3%) students got score 65-68. Futhermore, there were 4 (16,7%) students who got score 69-72, 4 (16,7%) students who got score 73-76, 4 (16,7%) students who got score 77-80, 0 (0%) students who got score 81-84, and 4 students (17,6%) got score 85-88. In short, it can be inferred that the students reading comprehension was good.

The researcher also conducted post-test for the control class. The result of the students' post-test at the experimental class can be identified as follows:

Table 20
The Post-Test Result of the Control Class at the Eleventh Graders
of SMA Negeri 1 Batanghari

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AS			65		
2.	AP		70			
3.	AD		70			
4.	AM		75			
5.	AE		75			
6.	DA		70			
7.	DN		70			
8.	ER	80				
9.	FM			65		
10.	GP	80				
11.	GA				55	
12.	IA		75			
13.	LH			60		
14.	MD			65		
15.	NO		75			
16.	RA		75			
17.	SG			60		
18.	SA		75			
19.	SR			65		
20.	VV		75			
Total						1400
Average						70
The Highest Score						80
The Lowest						55
The Number of the Students who got 75 or more						9

Source: The Result of Students' Control Class Post-Test on March 4th, 2023

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 80 - 55
 \end{aligned}$$

$$= 25$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 4.293 = 5.293$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{25}{6} = 4,16$$

$$= 5$$

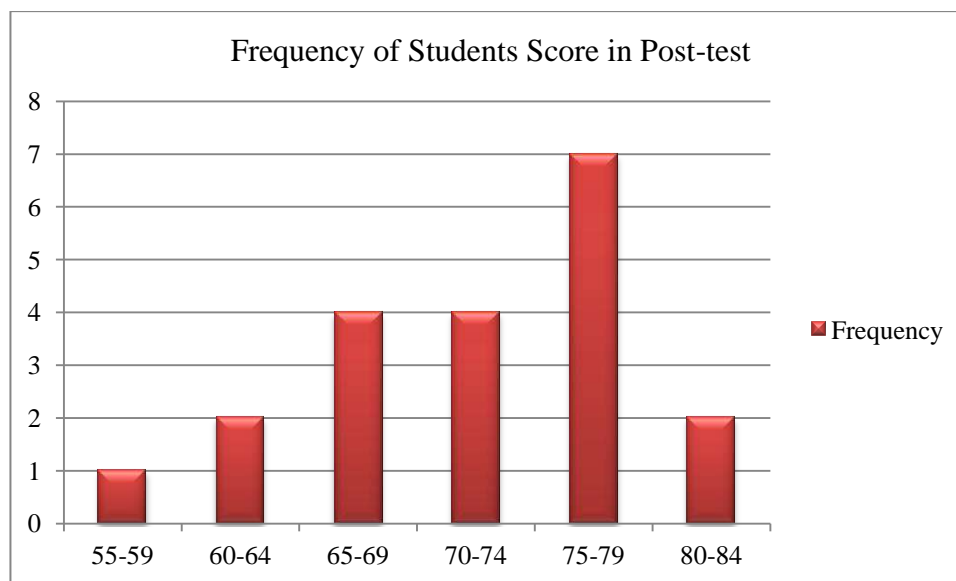
After knowing the interval class, the data is taken from interval above was put on the table of frequency distribution as follow:

Table 21
Frequency Distribution as the Result of Control Class Post-Test at the Eleventh
Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
55-59	1	Bad	5%
60-64	2	Bad	10%
65-69	4	Fair	20%
70-74	4	Good	20%
75-79	7	Good	35%
80-84	2	Good	10%
	20		100%

Based on the table of frequency distribution above, it can be inferred that there were only 9 (45%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report reading comprehension still low.

Grap 4



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 1 (5%) student got score 55-59. Futhermore, there were 2 (10%) students who got score 60-64, 4 (20%) students who got score 65-69, 4 (20%) students who got score 70-74, 7 (35%) students who got score 75-79, and 2 (10%) students who got score 80-84. In short, it can be inferred that the students reading comprehension was increased.

3. Hypothesis Testing

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Fan-N-Pick Technique and control class which didn't receive treatment using Fan-N-Pick Technique at the eleventh graders of SMA Negeri 1 Batanghari, as follows:

1) Normality Test

Table 22
Lilliefors test of The Pre-Test on the Control Class

No	X	Z	F(z)	S(z)	[F(z) – S(z)]
1	50	-2,4794275	0,00657967	0,05	0,043420327
2	60	-1,082567	0,13950034	0,2	0,06049966
3	60	-1,082567	0,13950034	0,2	0,06049966
4	60	-1,082567	0,13950034	0,2	0,06049966
5	65	-0,3841367	0,35043858	0,5	0,14956142
6	65	-0,3841367	0,35043858	0,5	0,14956142
7	65	-0,3841367	0,35043858	0,5	0,14956142
8	65	-0,3841367	0,35043858	0,5	0,14956142
9	65	-0,3841367	0,35043858	0,5	0,14956142
10	65	-0,3841367	0,35043858	0,5	0,14956142
11	70	0,31429363	0,62335098	0,7	0,076649017
12	70	0,31429363	0,62335098	0,7	0,076649017
13	70	0,31429363	0,62335098	0,7	0,076649017
14	70	0,31429363	0,62335098	0,7	0,076649017
15	75	1,01272393	0,84440398	0,95	0,105596022
16	75	1,01272393	0,84440398	0,95	0,105596022
17	75	1,01272393	0,84440398	0,95	0,105596022
18	75	1,01272393	0,84440398	0,95	0,105596022
19	75	1,01272393	0,84440398	0,95	0,105596022
20	80	1,71115422	0,95647368	1	0,043526323

\bar{X}	Average	67,75
S	Standard deviation	7,15891053

Lilliefors Observed	0,14956
Lilliefors Tabel 0,05	0,195
Lilliefors Tabel 0,01	0,231

Table 23
Lilliefors test of The Pre-Test on the Experimental Class

No	X	Z	F(z)	S(z)	[F(z) – S(z)]
1	40	-1,88931858	0,02942458	0,041666667	0,01224209
2	45	-1,41201704	0,07897247	0,083333333	0,004360862
3	50	-0,93471551	0,17496747	0,291666667	0,1166992
4	50	-0,93471551	0,17496747	0,291666667	0,1166992
5	50	-0,93471551	0,17496747	0,291666667	0,1166992
6	50	-0,93471551	0,17496747	0,291666667	0,1166992
7	50	-0,93471551	0,17496747	0,291666667	0,1166992
8	55	-0,45741397	0,32368676	0,416666667	0,092979905
9	55	-0,45741397	0,32368676	0,416666667	0,092979905
10	55	-0,45741397	0,32368676	0,416666667	0,092979905
11	60	0,019887564	0,50793347	0,625	0,117066533
12	60	0,019887564	0,50793347	0,625	0,117066533
13	60	0,019887564	0,50793347	0,625	0,117066533
14	60	0,019887564	0,50793347	0,625	0,117066533
15	60	0,019887564	0,50793347	0,625	0,117066533
16	65	0,4971891	0,69047215	0,75	0,059527854
17	65	0,4971891	0,69047215	0,75	0,059527854
18	65	0,4971891	0,69047215	0,75	0,059527854
19	70	0,974490636	0,83509351	0,916666667	0,08157316
20	70	0,974490636	0,83509351	0,916666667	0,08157316
21	70	0,974490636	0,83509351	0,916666667	0,08157316
22	70	0,974490636	0,83509351	0,916666667	0,08157316
23	75	1,451792171	0,9267203	0,958333333	0,031613034
24	85	2,406395243	0,99194459	1	0,008055412

\bar{X}	Average	59,7917
S	Standard deviation	10,4756

Lilliefors Observed	0,11707
Lilliefors Tabel 0,05	0,1766
Lilliefors Tabel 0,01	0,2053

Table 24
Lilliefors test of The Post-Test on the Control Class

No	X	Z	F(z)	S(z)	[F(z) – S(z)]
1	55	-2,17944947	0,01464915	0,05	0,035350853
2	60	-1,45296631	0,07311655	0,15	0,076883447
3	60	-1,45296631	0,07311655	0,15	0,076883447
4	65	-0,72648316	0,23377131	0,35	0,116228685
5	65	-0,72648316	0,23377131	0,35	0,116228685
6	65	-0,72648316	0,23377131	0,35	0,116228685
7	65	-0,72648316	0,23377131	0,35	0,116228685
8	70	0	0,5	0,55	0,05
9	70	0	0,5	0,55	0,05
10	70	0	0,5	0,55	0,05
11	70	0	0,5	0,55	0,05
12	75	0,726483157	0,76622869	0,9	0,133771315
13	75	0,726483157	0,76622869	0,9	0,133771315
14	75	0,726483157	0,76622869	0,9	0,133771315
15	75	0,726483157	0,76622869	0,9	0,133771315
16	75	0,726483157	0,76622869	0,9	0,133771315
17	75	0,726483157	0,76622869	0,9	0,133771315
18	75	0,726483157	0,76622869	0,9	0,133771315
19	80	1,452966315	0,92688345	1	0,073116553
20	80	1,452966315	0,92688345	1	0,073116553

\bar{X}	Average	70
S	Standard deviation	6,88247

Lilliefors Observed	0,133
Lilliefors Tabel 0,05	0,195
Lilliefors Tabel 0,01	0,231

Table 25
Lilliefors test of The Post-Test on the Experimental Class

No	X	Z	F(z)	S(z)	[F(z) – S(z)]
1	65	-1,09449379	0,13686923	0,333333333	0,1964641
2	65	-1,09449379	0,13686923	0,333333333	0,1964641
3	65	-1,09449379	0,13686923	0,333333333	0,1964641
4	65	-1,09449379	0,13686923	0,333333333	0,1964641
5	65	-1,09449379	0,13686923	0,333333333	0,1964641
6	65	-1,09449379	0,13686923	0,333333333	0,1964641
7	65	-1,09449379	0,13686923	0,333333333	0,1964641
8	65	-1,09449379	0,13686923	0,333333333	0,1964641
9	70	-0,43779752	0,33076654	0,5	0,169233465
10	70	-0,43779752	0,33076654	0,5	0,169233465
11	70	-0,43779752	0,33076654	0,5	0,169233465
12	70	-0,43779752	0,33076654	0,5	0,169233465
13	75	0,218898759	0,58663554	0,666666667	0,080031123
14	75	0,218898759	0,58663554	0,666666667	0,080031123
15	75	0,218898759	0,58663554	0,666666667	0,080031123
16	75	0,218898759	0,58663554	0,666666667	0,080031123
17	80	0,875595036	0,80937489	0,833333333	0,023958446
18	80	0,875595036	0,80937489	0,833333333	0,023958446
19	80	0,875595036	0,80937489	0,833333333	0,023958446
20	80	0,875595036	0,80937489	0,833333333	0,023958446
21	85	1,532291313	0,93727472	1	0,062725282
22	85	1,532291313	0,93727472	1	0,062725282
23	85	1,532291313	0,93727472	1	0,062725282
24	85	1,532291313	0,93727472	1	0,062725282

\bar{X}	Average	73,33
S	Standard deviation	7,61387

Lilliefors Observed	0,196
Lilliefors Tabel 0,05	0,1766
Lilliefors Tabel 0,01	0,2053

The researcher did normality test to measure whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow :

H_0 = the data are normally distributed

H_a = the data are not normally distributed

Test criteria :

$L_{observed} > L_{critical}$: it means that the data is not in the normal distribution.

$L_{observed} < L_{critical}$: it means that the data is in the normal distribution.

Based on the calculation, the scores of normality test of pre-test of both control and experimental class were as:

$L_{observed}$ pre-test of control class was 0,14956

$L_{observed}$ pre-test of experimental class was 0,11707

Based on the *lilliefors* table. It is found that $L_{critical}$ for 20 students with $\alpha = 0.05$ is 0.195, and $L_{critical}$ for 24 students with $\alpha = 0.05$ is 0.1766. Therefore, it can be concluded that the data above are in the normal distribution because $L_{observed}$ (0.149) < $L_{critical}$ (0.195) in the control class and $L_{observed}$ (0.11707) < $L_{critical}$ (0.1766).

While the score of normality test of post-test of both control and experimental class were as follow :

$L_{observed}$ post-test of control class was 0,133

L_{observed} post-test of experimental class was 0,196

Based on the *lilliefors* table. It is found that L_{critical} for 20 students with $\alpha = 0.05$ is 0.195, and L_{critical} for 24 students with $\alpha = 0.05$ is 0.1766. Therefore, it can be concluded that the data above are in the normal distribution because L_{observed} (0.133) < L_{critical} (0.195) in the control class and L_{observed} (0.196) < L_{critical} (0.1766).

2) Homogeneity Test

Table 26
The Homogeneity of Control Class

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	67,5	70
Variance	69,73684211	47,36842105
Observations	20	20
Df	19	19
F	1,472222222	
P(F<=f) one-tail	0,203438526	
F Critical one-tail	2,168251601	

Table 27
The Homogeneity of Experimental Class

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	59,79166667	73,33333333
Variance	109,7373188	57,97101449
Observations	24	24
df	23	23
F	1,89296875	
P(F<=f) one-tail	0,066643301	
F Critical one-tail	2,014424842	

Homogeneity test is used to know whether the variance of the data is homogenous or not. Hypothesis formula:

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

From the data gained, the homogeneity test of control class was 1,472 and experimental class was 1,892 the result above was to be consulted to *fisher* table, it was found that $F_{\text{observed}} < F_{\text{critical}}$ so the sample is homogeneity.

Therefore, ut can be concluded that the data above are in the homogeneity because $F_{\text{observed}} (1,472) < F_{\text{critical}} (2,168)$ in the control class and $F_{\text{observed}} (1,892) < F_{\text{critical}} (2,0144)$. It means that the data gained came from homogeneous data.

3) T-test

Table 28

The Authentic Table of the Differences between Experimental Class and Control Class at the Eleventh Graders of SMA Negeri 1 Batanghari

NO	Control Class					NO	Experimental Class				
	Subject	Pre-Test (X1)	Pos-Test (X2)	Difference (X)	X^2		Subject	Pre-test (Y1)	Post-Test (Y2)	Difference (Y)	X^2
1.	AS	65	65	0	0	1.	AW	70	75	5	25
2.	AP	65	70	5	25	2.	AF	55	65	10	100
3.	AD	75	70	-5	25	3.	AM	60	65	5	25
4.	AM	50	75	25	625	4.	BP	70	80	10	100
5.	AE	70	75	5	25	5.	DS	60	80	20	400
6.	DA	60	70	10	100	6.	DN	70	85	15	225
7.	DN	65	70	15	225	7.	DU	60	70	10	100

8.	ER	75	80	5	25	8.	EL	55	65	10	100
9.	FM	60	65	5	25	9.	FR	55	85	30	900
10.	GP	75	80	5	25	10.	FS	75	85	10	100
11.	GA	50	55	5	25	11.	IM	45	65	20	400
12.	IA	75	75	0	0	12.	IH	50	65	15	225
13.	LH	65	60	-5	25	13.	KH	50	75	25	225
14.	MD	60	65	5	25	14.	MG	40	70	30	900
15.	NO	70	75	5	25	15.	MD	85	80	-5	25
16.	RA	70	75	5	25	16.	MS	65	75	10	100
17.	SG	70	60	-10	100	17.	NI	50	65	15	225
18.	SA	75	75	0	0	18.	OA	50	75	25	625
19.	SR	80	65	-15	225	19.	RS	60	70	10	100
20.	VV	75	75	0	0	20.	RO	65	65	0	0
21.						21.	SA	65	70	5	25
22.						22.	SR	60	65	5	25
23.						23.	SN	70	80	10	100
24.						24.	WS	50	85	35	1225
The Result		1360	1400		$\sum_x 2$			1435	1760	$\sum Y = 325$	$\sum_Y 2$
				$\sum X = 60$	=					=	6275
					1550						

Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{60}{20}$$

$$= 3$$

$$\sum_x^2 = \sum_x^2 - \frac{(\sum x)^2}{n}$$

$$= 1550 - \frac{(60)^2}{20}$$

$$= 1550 - \frac{3.600}{20}$$

$$= 1550 - 180$$

$$\sum_x^2 = 1370$$

$$M_y = \frac{325}{24}$$

$$= 13,5$$

$$\sum_y^2 = \sum_y^2 - \frac{(\sum Y)^2}{n}$$

$$= 6275 - \frac{(325)^2}{24}$$

$$= 6275 - \frac{105.625}{24}$$

$$= 6275 - 4401$$

$$\sum_y^2 = 2234$$

Therefore the researcher counted by using the formula of t-test as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{3 - 13,5}{\sqrt{\left(\frac{1370 + 2234}{20 + 24 - 2}\right)\left(\frac{1}{20} + \frac{1}{24}\right)}}$$

$$= \frac{+10,5}{\sqrt{\left(\frac{3604}{42}\right)\left(\frac{2}{44}\right)}}$$

$$= \frac{10,5}{\sqrt{(85,8 \times 0,045)}}$$

$$= \frac{10,5}{\sqrt{3,847}} = \frac{10,5}{1,961} = 5,35$$

Moreover, after putting the data above into formula t-test, the researcher got to be observed is 5,35.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows

$$\begin{aligned} \text{d.f} &= N_x + N_y - 2 \\ \text{d.f} &= 20 + 24 - 2 \\ &= 42 \end{aligned}$$

The degrees of freedom (d.f) was 42, the researcher find it in t-table. So, it is not done interpolation.

Table 29
Critical Value of t_{table}

	5%	1%
d.f 42	1.65	2.41

Source : Junaidi, 2010. *Titik Persentase Distribusi t*, P.2

From all the data analysis above, it can be know that:

$$t_{\text{observed}} = 5.35$$

$$t_{\text{table}} = 1.68 (5\%) \text{ and } 2.41 (1\%)$$

Honestly, the researcher has formulated the null hypothesis (H_0) and alternative hypothesis (H_a) are as follows:

a. Null Hypothesis (H_0)

There is no a positive and significant influence of using Fan-N-Pick Technique on the students reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.

Furthermore, after H_a and H_0 has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

1) If $t_{\text{observed}} > t_{\text{table}}$, So H_a is accepted and H_0 is rejected.

2) If $t_{\text{observed}} < t_{\text{table}}$, So H_a is rejected and H_0 is accepted.

It means that if the t_{observed} is higher than t_{table} there is a positive influence, H_a is accepted and H_0 is rejected. On the other way, if the t_{observed} is smaller than t_{table} there is no a positive influence, H_a is rejected and H_0 is accepted.

b. Alternative hypothesis (H_a)

The hypothesis applied in this present research is there is a positive influence of using Fan-N-Pick Technique on the students reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.

Furthermore, the data confirm that t_{observed} is higher than t_{table} , or it can be written as $1.68 < 5.35 > 2.41$. It means that there is a positive influence of using Fan-N-Pick Technique on the students reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.

B. Discussion

The researcher has formulated to t_{observed} to t_{table} as follow :

1. If $t_{\text{observed}} > t_{\text{table}}$, So H_a is accepted and H_o is rejected.
2. If $t_{\text{observed}} < t_{\text{table}}$, So H_a is rejected and H_o is accepted.

The researcher has formulated the alternatif Hypothesis (H_a) such as “there is any positif and significant influence of using Fan-N-Pick Technique on the students’ reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.”

Eventually, the data confirmed that $t_{\text{observed}} = 5.35$ is higher than t_{table} 1.68 in level of significant 5% and 2.41 in 1%. So, it can be concluded that “there is a positif and significant influence of using Fan-N-Pick Technique on the students’ reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.”

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Fan-N-Pick Technique.

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, at the end activity of the treatment, the researcher faced difficulty to manage the class because the students have lost their concentration or their focus. For example, when the researcher asked students to comprehend the text, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in reading comprehension.

Some students did not care much about vocabulary. So, they have some difficulties in comprehending the text.

3. This research was conducted comprehension at the eleventh graders of SMA Negeri 1 Batanghari.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the research above, quantitative research at the eleventh grade of SMA Negeri 1 Batanghari class XI IPA 1 as a experimental class and class XI IPA 2 as a control class. According to the result of pre-test and post-test it can be concluded that the learning reading comprehension using question cards as the learning media. that helps students join groups, practice social skills, and improve their comprehension and reasoning skills. These four functions of Fan-N-Pick are beneficial in the development of social skills and knowledge among students. The benefit of this learning style is that it encourages students to share information, learn new things, and educate others so that they can better comprehend the subject. It can be shown from the result of pre-test and post-test.

After analyzing the data by using t-test formula, the researcher found that the critical value of t_{observed} is 5,35 Then, considering the t_{table} by using df.42, the researcher found it in the table. So, it is not done interpolation. It can be known that the critical value of t_{table} for the 5% level is 1.68 and for the 1% level is 2.41

From those all of the data analysis, it can be seen that t_{observed} (5,35) is higher than t_{table} (5%=1.68. 1%=2.41), or it can be written as (1.68 <5,35>2.41). It means there is a positive influence.

Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of using Fan-N-Pick Technique on the students reading comprehension at the eleventh graders of SMA Negeri 1 Batanghari.

B. Suggestion

To motivate the students in learning English, interesting techniques or strategy can help motivate them. One of technique is by using Fan-N-Pick Techniques. Based on the explanation above, the researcher suggests some points as follows:

1. For the Teacher

The teacher should choose a great technique in teaching English especially in reading class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and comprehension especially in reading comprehension.
- c. The students are suggested to improve their reading comprehension.

3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in reading comprehension.
- b. The school is recommended to make the further study in applying Fan-N-Pick Technique which is done by the teacher in learning reading comprehension.

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Lampiran : -
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Kepada Yth.,
Kepala SMA NEGERI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SALMA SALSABILA HERMAYANI**
NPM : 1901050033
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : The Influence of Using Fan-N-Pick Technique On the Students' Reading Comprehension

untuk melakukan prasurvey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2022
Ketua Jurusan,



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Assalamualaikum Wr.Wb

Menanggapi surat Bapak Nomor : B-4406/In.28/J/TL.01/10/2022 tanggal 04 Oktober 2022 tentang Izin Prasurvey, maka dengan ini kami menerangkan dengan sesungguhnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : SALMA SALSABILA HERMAYANI
NPM : 1901050033
Jurusan : Tadris Bahasa Inggris
Judul : "THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS READING COMPREHENSION"

Telah melaksanakan Prasurvey pada mata pelajaran Bahasa Inggris kelas XI IPA 1 dan IPA 2 di SMA Negeri Batanghari pada tanggal 2 dan tanggal 5 November 2022.

Demikian surat dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb

07 November 2022
Kepala Sekolah,
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RATIFICATION PAGE

No:

The Research Proposal entitled: THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS' READING COMPREHENSION OF THE ELEVEN GRADE AT SMA NEGERI 1 BATANGHARI written by: Salma Salsabila Hermayani, Student Number: 1901050033, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on January 16th, 2020 at 09.30 – 11.00 a.m.

BOARD OF EXAMINERS

Chairperson : Trisna Dinillah Harya, M.Pd.

(.....)

Examiner I : Syahreni Siregar, M.Hum.

(.....)

Examiner II : Andianto, M.Pd.

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Secretary : Rika Dartiara, M.Pd

(.....)

Head of English Education Department



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di-

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Assalamu'alaikum Wr. Wb.

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

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Judul : **THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA NEGERI 1 BATANGHARI IN THE ACADEMIC YEAR OF 2022/2023**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Januari 2023

Ketua Jurusan,



Andianto M.Pd

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Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0515/In.28/D.1/TL.01/02/2023, tanggal 07 Februari 2023 atas nama saudara:

Nama : **SALMA SALSABILA HERMAYANI**
NPM : 1901050033
Semester : 8 (Delapan)
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Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS' READING COMPREHENSION OF THE ELEVEN GRADE AT SMA NEGERI 1 BATANGHARI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2023
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SURAT TUGAS

Nomor: B-0515/In.28/D.1/TL.01/02/2023

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

Nama : **SALMA SALSABILA HERMAYANI**
NPM : 1901050033
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS' READING COMPREHENSION OF THE ELEVEN GRADE AT SMA NEGERI 1 BATANGHARI".
 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 : 07 Februari 2023

Wakil Dekan Akademik dan
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PEMERINTAH PROVINSI LAMPUNG
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Kepada

Yth. Wakil Dekan Akademik dan Kelembagaan

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Assalamualaikum Wr.Wb

Menanggapi surat Bapak Nomor : B-0516/In.28/D.1/TL.00/02/2023 tanggal 23 Mei 2022 tentang Izin Research, maka dengan ini kami bersedia memberikan izin kepada mahasiswa yang tersebut di bawah ini :

Nama : SALMA SALSABILA HERMAYANI
NPM : 1901050033
Jurusan : Tadris Bahasa Inggris
Judul : " THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE ON THE STUDENTS RADING COMPREHENSION OF THE ELEVEN GRADE AT SMA NEGERI 1 BATANGHARI"

Telah melaksanakan Research pada mata pelajaran Bahasa Inggris di SMA Negeri Batanghari, Pada Tanggal 25 Februari 2023 dan 4 Maret 2023.

Demikian surat Balasan Izin Research ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

Batanghari, 07 Maret 2023
Kepala Sekolah,

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KIP/AN/01/2019/2031004



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

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Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050033

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Maret 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Salma Salsabila Hermayani
NPM : 1901050033
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Maret 2023

Ketua Prodi TBI

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	Rabu 1/2-2023	✓	Acc APD	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 10/3 - 2023	✓	Revisi ch. IV.	
2	Senin 13/3 - 2023	✓	Acc ch. IV and V	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 1987110 2201503 1 004

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



PERANGKAT PEMBELAJARAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : XI / GENAP

MATERI POKOK : *Analytical Exposition Text*

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMA NEGERI 1 BATANGHARI PELAJARAN : BAHASA INGGRIS	KELAS / SEMESTER : XI / 1 ALOKASI WAKTU : 2 x 45 menit	PERTEMUAN Ke : 1 KD : 3.4; 4.4.1; 4.4.2
MATERI: <i>Exposition Text</i>		

A. TUJUAN

- Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, terkait isu aktual.
- Menyusun teks eksposisi analitis tulis.

B. LANGKAH – LANGKAH PEMBELAJARAN

Media: ➢ <i>Work sheet atau lembar kerja (siswa)</i> ➢ <i>Lembar penilaian</i> ➢ <i>LCD Proyektor / Slide presentasi (ppt)</i>	Alat / Bahan: ➢ <i>Penggaris, spidol, papan tulis</i> ➢ <i>Laptop & infocus</i>
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	PENDAHULUAN	<ul style="list-style-type: none"> • Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analytical exposition.
KEGIATAN INTI	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> .
	Critical Thinking	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .
	Collaboration	Peserta didik diberikan soal latihan terdiri dari 20 soal, mengenai <i>Teks Eksposisi Analitis</i> untuk dikerjakan secara individu dan menjawab soal tersebut pada lembar jawaban yang telah disediakan.
	Communication	Peserta didik menukar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama-sama.
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
	PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN PEMBELAJARAN

- Sikap : Lembar pengamatan,	- Pengetahuan : Tes Tertulis	- Keterampilan : Kinerja & observasi diskusi
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Batanghari, 21 Februari 2023

Guru Bahasa Inggris

MURDIYANTO, S.Pd.
NIP. 196903172007011 028

Mahasiswa / Peneliti

SALMA SALSABILA HERMAYANI
NPM. 1901050033

Mengetahui :
Kepala SMA Negeri 1 Batanghari

Drs. Mujiyono, M.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMA NEGERI 1 BATANGHARI PELAJARAN : BAHASA INGGRIS	KELAS / SEMESTER : XI / 1 ALOKASI WAKTU : 2 x 45 menit	PERTEMUAN Ke : 2 KD : 3.4; 4.4.1; 4.4.2
MATERI: <i>Exposition Text</i>		

D. TUJUAN

- Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, terkait isu aktual.
- Menyusun teks eksposisi analitis tulis.

E. LANGKAH - LANGKAH PEMBELAJARAN

Media: > <i>Work sheet atau lembar kerja (siswa)</i> > <i>Lembar penilaian</i> > <i>LCD Proyektor / Slide presentasi (ppt)</i>	Alat / Bahan: > <i>Penggaris, spidol, papan tulis</i> > <i>Laptop & infocus</i>
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analytical exposition. 										
KEGIATAN INTI	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Kegiatan Literasi</td> <td>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Critical Thinking</td> <td>Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Collaboration</td> <td>Peserta didik dibentuk dalam beberapa kelompok terdiri dari 6 orang untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Communication</td> <td>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.</td> </tr> <tr> <td style="text-align: center;">Creativity</td> <td>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.</td> </tr> </table>	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> .	Critical Thinking	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .	Collaboration	Peserta didik dibentuk dalam beberapa kelompok terdiri dari 6 orang untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Eksposisi Analitis</i> .	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> .										
Critical Thinking	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .										
Collaboration	Peserta didik dibentuk dalam beberapa kelompok terdiri dari 6 orang untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Eksposisi Analitis</i> .										
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Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.										
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 										

F. PENILAIAN PEMBELAJARAN

- Sikap : Lembar pengamatan.	- Pengetahuan : Tes Tertulis	- Keterampilan : Kinerja & observasi diskusi
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Batanghari, 2023

Guru Bahasa Inggris

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Mahasiswa / Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMA NEGERI 1 BATANGHARI PELAJARAN : BAHASA INGGRIS	KELAS/SEMESTER : XI/1 ALOKASI WAKTU : 2 x 45 menit	PERTEMUAN Ke : 3 KD : 3.4; 4.4.1; 4.4.2
MATERI: <i>Exposition Text</i>		

G. TUJUAN

- Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, terkait isu aktual.
- Menyusun teks eksposisi analitis tulis.

H. LANGKAH – LANGKAH PEMBELAJARAN

Media: > <i>Work sheet atau lembar kerja (siswa)</i> > <i>Lembar penilaian</i> > <i>LCD Proyektor / Slide presentasi (ppt)</i>	Alat / Bahan: > <i>Penggaris, spidol, papan tulis</i> > <i>Laptop & infocus</i>
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analytical exposition 										
KEGIATAN INTI	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Kegiatan Literasi</td> <td>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Critical Thinking</td> <td>Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Collaboration</td> <td>Peserta didik dibentuk dalam beberapa kelompok terdiri dari 4 orang untuk mengumpulkan informasi, saling bertukar informasi dan menjawab pertanyaan yang ada pada question card secara bergantian mengenai <i>Teks Eksposisi Analitis</i>.</td> </tr> <tr> <td style="text-align: center;">Communication</td> <td>Peserta didik menulis hasil jawaban yang telah mereka dapatkan pada lembar jawaban dan memutar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama-sama.</td> </tr> <tr> <td style="text-align: center;">Creativity</td> <td>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.</td> </tr> </table>	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> .	Critical Thinking	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat aktual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .	Collaboration	Peserta didik dibentuk dalam beberapa kelompok terdiri dari 4 orang untuk mengumpulkan informasi, saling bertukar informasi dan menjawab pertanyaan yang ada pada question card secara bergantian mengenai <i>Teks Eksposisi Analitis</i> .	Communication	Peserta didik menulis hasil jawaban yang telah mereka dapatkan pada lembar jawaban dan memutar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama-sama.	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan memuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> .										
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Collaboration	Peserta didik dibentuk dalam beberapa kelompok terdiri dari 4 orang untuk mengumpulkan informasi, saling bertukar informasi dan menjawab pertanyaan yang ada pada question card secara bergantian mengenai <i>Teks Eksposisi Analitis</i> .										
Communication	Peserta didik menulis hasil jawaban yang telah mereka dapatkan pada lembar jawaban dan memutar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama-sama.										
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.										
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 										

I. PENILAIAN PEMBELAJARAN

- Sikap : Lembar pengamatan.	- Pengetahuan : Tes Tertulis	- Keterampilan : Kinerja & observasi diskusi
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Batanghari, 2023

Guru Bahasa Inggris

MURDIYANTO, S.Pd.
NIP. 19690317 200701 1 028

Mahasiswa / Peneliti

SALMA SALABILAH HERMAYANI
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Mengetahui :
Kepala SMA Negeri 1 Batanghari

Dr. Muliana M Pd



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI A"



Jln. Kapten Haran 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email : sman01batanghari@gmail.com

PROGRAM TAHUNAN

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMA Negeri 1 Batanghari
 Kelas / Semester : XI / Ganjil dan Genap
 Tahun Pelajaran : 2022/2023

Kompetensi Inti :

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

SMT	KOMPETENSI DASAR	Alokasi Waktu
1	3.1 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	8 JP
	4.1 Menyusun teks interaksi, transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	
1	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion.)	6 JP
	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
1	3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.	8 JP
	4.3 Teks undangan resmi.	
1	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	8 JP
	4.4 Teks eksposisi analitis	
1	3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice.)	8 JP
	4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
1	3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	10 JP
	4.6 Teks surat pribadi.	
2	3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks	6 JP

SMT	KOMPETENSI DASAR	Alokasi Waktu
	penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	
	4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
2	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	8 JP
	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	
2	3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	6 JP
	4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	

Guru Bahasa Inggris

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Batanghari, 2023
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Mengetahui :
Kepala SMA Negeri 1 Batanghari

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NIP. 19661020 199203 1 004

Catatan Kepala Sekolah

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PROGRAM SEMESTER

Tahun Pelajaran : 2022/2023
Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Ganjil
Alokasi Waktu : 2 Jam / Minggu

Materi Pokok / Kompetensi Dasar	Jml JP	JULI				Agustus					September				Oktober				November					Desember				Ket				
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4					
Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran	8 JP	X	X	2	2	2	2																									
Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran	6 JP	X	X					2	2	2																						
Teks Khusus Dalam Bentuk Undangan Resmi	8 JP	X	X								2	2	2	2																		
Teks Eksposisi Analitis	8 JP	X	X												2				2	2												
Teks Interaksi Transaksional; Informasi Terkait Keadaan /Tindakan/ Kegiatan/ Kejadian Tanpa Menyebut Pelakunya Dalam Teks Ilmiah	6 JP	X	X																	2	2	2										
Jumlah Jam Efektif	36 JP	X	X	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2										
Jumlah Jam Cadangan	6 JP	X	X																				2					2	2			
Jumlah Jam Total Semester Ganjil	42 JP	X	X	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2					2	2			

Guru Bahasa Inggris

MURDIYANTO, S.Pd.
NIP. 19690317 200701 1 028

Mahasiswa / Peneliti

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Mengetahui :
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SILABUS SMA/MA

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

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya 	Mengamati <ul style="list-style-type: none"> • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi Mempertanyakan (questioning) <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian 	2 x 2jp	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Ungkapan</i></p> <p>Saran dan tawaran: <i>Why don't you... What about ...? You should ... You can Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>) , sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> - <i>Will/ Could you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday party?</i> <p><i>Closing</i></p> <p>Unsur kebahasaan:</p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> • Berbagai undangan dalam bahasa Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(4) Layout (5) Rujukan kata</p>	<ul style="list-style-type: none"> • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation: Dear</i></p> <p><i>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content: Mengabarkan hal yang sudah/ akan terjadi</i></p> <p><i>Closing: Menutup surat dengan harapan untuk bertemu kembali</i></p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<p>tertentu</p> <ul style="list-style-type: none"> • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>)</p> <p><i>Tujuan komunikasi :</i></p> <p>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i></p> <p>menyebutkan bahan/ bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>penyuntingan teks prosedur.</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p><i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i> Berbagai hal terkait</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <ol style="list-style-type: none"> Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<ul style="list-style-type: none"> • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p><i>Topik:</i></p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang</p>	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/ peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<ul style="list-style-type: none"> - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang diduplikasinya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/ kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <p>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks biografi sederhana Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/ didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu bahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://american.english.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	lainnya		

THE DOCUMENTATION OF EXPERIMENTAL CLASS



Pre-Test



Treatment



Post-Test using Fan-N-Pick Technique

THE DOCUMENTATION OF CONTROL CLASS



Pre-Test



Post-Test

Instrument Blueprint
Reading Comprehension Test

No	Indicators	Numbers of Items	Total	Types of Test	Answer Key	
1.	Main Idea	1	20	Multiple Choice	B	
		6			C	
		17			B	
2.	Expression/Idiom/Phrases in context	4				C
		8			A	
3.	Inference (Implied detail)	2				A
		3			B	
4.	Grammatical Features	5				D
		10			A	
		14			C	
		15			A	
5.	Detail (Scanning for a specifically stated detail)	12				B
		18			C	
6.	Excluding facts not written (unstated details)	7				D
		13			B	
		19			A	
7.	Supporting idea(s)	9				C
8.	Vocabulary	11				D
		20				D
9.	Reference	16				D

Reading Comprehension Test. (POST TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Text 1

Read the following text and then answer the question number 1 to 5.

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise is obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

1. What is the main idea of the text?
 - A. There is no risk in eating fast food.
 - B. The risk of consuming fast food.
 - C. The benefit of eating fast food.
 - D. People love eating fast food
2. Why did fast food maker processed it with highly-processed ingredients?
 - A. To give fast food shelf-life, to hold consistency, and to enhance flavor.
 - B. To make fast food more delicious and healthy.
 - C. To make fast food consumable with low cost.
 - D. To make fast food nutritional and priceless.
3. What is the conclusion based on the text above?
 - A. Fast food are made with highly-processed ingredients.
 - B. Fast food is not good for health and nothing nutritional.
 - C. Fast food contains chemical additives which damage health.

- D. Fast food is made with MSG and aspartame.
4. “fast-food operations **popped up** everywhere.”
- What is the closest meaning of **popped up** ?
- A. Spread
B. Occured
C. Appeared
D. Performed
5. What kind of text above?
- A. Report text.
B. Narrative text.
C. Descriptive text.
D. Analytical Exposition text.

Text 2

Read the following text and then answer the question number 6 to 10.

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become **resistant** to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

6. What can you say about paragraph two and four?
- A. The fourth paragraph supports the idea stated in paragraph two.
B. Both paragraphs tell about how pesticides affect the quality of farm products.
C. Both paragraph tell about the disadvantages of using pesticides.
D. The statement in paragraph is contrary to the statement in paragraph four.

7. Which of the following is not directly affected by pesticides used?
- A. Animals
 - B. Plants.
 - C. Environment.
 - D. Ecology.
8. “*Secondly, pests can gradually become **resistant** to pesticides*”
The word resistant in the sentence above means...
- A. Unaffected
 - B. Weak
 - C. Damage
 - D. Fragile
9. One of the disadvantages of using chemical pesticides is ...
- A. Killing fish and bees.
 - B. Increasing crops productivity.
 - C. Causing the pets to become inactive.
 - D. Creating balanced ecosystem.
10. We usually call the first paragraph as
- A. Thesis.
 - B. Argument.
 - C. Conclusion.
 - D. Reiteration.

Text 3

Read the following text and then answer the question number 11 to 15.

Smoking in the restaurants is just not disturbing harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

11. “*It must not be **allowed** because it is rude,...*”
- The synonym of the word **allowed** is ...
- A. Forbidden
 - B. Banned
 - C. Stopped
 - D. Permitted

12. What is the purpose of the text?
- A. To inform the readers about the effect of smoking.
 - B. To persuade to the readers that smoking in a restaurant should be banned.
 - C. To tell a story to the readers about the active and passive smokers.
 - D. To describe about smoking to the readers
13. There are the reason why smoking in restaurants isn't allowed, expect...
- A. Dangerous
 - B. Polite
 - C. Harmful

- D. Impolite
14. "*Firstly, smoking in a restaurant is impolite*"
- The sentence above characterize as of the text.
- A. Thesis
 - B. Reiteration
 - C. Arguments
 - D. Supporting details
15. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to
- A. Analytical exposition
 - B. Description
 - C. Procedure
 - D. anecdote

Text 4

Read the following text and then answer the question number 16 to 20.

Space Travel Should be Stopped

Space travel should be stopped for many reasons. Firstly, it is totally **unsafe** as proven by the Colombia Space Shuttle disaster. Thousand people have been killed in accidents. Secondly, *it* costs billions and billions dollars every day just to put fuel into rockets. Professor Smith from the Spend Money on People Not Space Association agrees that space travel is a waste of time and money. Further, space travel is altering the world's weather pattern as evidenced by the record of high temperatures this summer in Cobar. Everyone knows that if God wanted us to fly in space we should have been born with space suits. Stop space before it destroys the earth.

16. "*Secondly, it costs billions ...*"
- What does the word *it* refer to?
- A. The rockets' fuel
 - B. The Colombia Space Shuttle
 - C. The accidents of Colombia Space Shuttle

- D. Space travel
17. What is the main idea of the text?
- A. Air travel
 - B. Space Travel
 - C. Rocket travel
 - D. Road Travel

18. How many reasons are stated in the text dealing with the point that Space travel should be stopped?
- A. One
 - B. Two
 - C. Three
 - D. Four
19. Which is not true based on the text above...
- A. Space travel offer benefits to the earth.
 - B. Space travel should be stopped
 - C. Space travel costs billions and billions of dollars everyday
 - D. Space travel is unsafe
20. “*Firstly, it is totally unsafe as proven ...*”
- What is the synonym of word unsafe ?
- A. Strong
 - B. Protected
 - C. Stable
 - D. Dangerous

THE ANSWER SHEETS OF POST TEST

Name : 1). IRRA HIKMAL RAELIND
 2). IMADE PANJI KENCANA
 3). ESRA LUBIS
 4). RIKS OKTAVIANI
 Class : XI IPA J

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

S=7
 B=13

THE ANSWER SHEETS OF POST TEST

Name : Desvita Nadyasari
 Febi Rendika
 Felicia Saputri
 Willy Setiansyah.

Class : XI IPA !...

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

S = 3
 B = 17

THE ANSWER SHEETS OF POST TEST

Name : - Sabrma Agung Fitria Azaura
- Dwi Nurjanah
- Revan Sidik Pratama
- Mahesa Sukhan Garur.

Class : XI IPA 1..

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 6
B = 14

THE ANSWER SHEETS OF POST TEST

Name : Aditya wahyu eka M
M Satrio
OLIVIA ANNISA P
Kaffa Khalifatun Intihana

Class : XI IPA 1

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

S = 5
B = 15

THE ANSWER SHEETS OF POST TEST

Kelompok 2 :

- Name : 1. Aldo Fitriansyah
 2. Aura Martha Fadila
 3. Nabil Ivaman
 4. Sanza Rahmahka

Class : XI IPA ...

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

S = 7
B = 13

THE ANSWER SHEETS OF POST TEST

Name : ① Bagus Prastya
 ② Danil Nando Setiawan
 ③ Mishael Divana Aprilia
 ④ Syafiq Nabila Kesya

Class : XI IPA ...!

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

S = 4
 B = 16

THE ANSWER SHEETS OF POST TEST

Name : ADITYA SOPUTRA

Class : XI IPA 2..

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

S = 7
B = 13

THE ANSWER SHEETS OF POST TEST

Name : ALL PRASETIAWAN
.....
.....
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Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S, b

THE ANSWER SHEETS OF POST TEST

Name : Ananta Puja Dharma

Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S=6
B=14

THE ANSWER SHEETS OF POST TEST

Name : Andika Mardiansyah

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Class : XI IPA 1

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

S = 5

B = 15

THE ANSWER SHEETS OF POST TEST

Name : ANDINI ERSANINGSIH
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Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S=1

THE ANSWER SHEETS OF POST TEST

Name : DIAN AGUSTINA

Class : XI IPA 2.

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

S: b

THE ANSWER SHEETS OF POST TEST

Name : DIWA NUR AZIZAH

.....

Class : XI IPA 2

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

S = b
 B = H

THE ANSWER SHEETS OF POST TEST

Name : Erwin Rama Dinata

.....

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Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 1
B = 16

THE ANSWER SHEETS OF POST TEST

Name : Ferys MUTIAQEN MANSIA

Class : XI IPA ²

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

S = 7
B = 13

THE ANSWER SHEETS OF POST TEST

Name : Gagas Aji Putra

.....

Class : XI IPA 2...

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

S = 1
 B = 19

THE ANSWER SHEETS OF POST TEST

Name : Caah Auugyoro

Class : XI IPA²

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

S = 0
B = 11

THE ANSWER SHEETS OF POST TEST

Name : ILHAM ARIFIN

.....

.....

.....

Class : XI IPA ..2

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

S = 5
B = 15

THE ANSWER SHEETS OF POST TEST

Name : LUTFI HASNAH
.....
.....
.....

Class : XI IPA 2.

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S: 8
B: 12

THE ANSWER SHEETS OF POST TEST

Name : MONIKA DEWI

.....
.....
.....

Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S. 7
D. 13

THE ANSWER SHEETS OF POST TEST

Name : NABILA OKHARATI
.....
.....
.....

Class : XI IPA 2

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

65
67

THE ANSWER SHEETS OF POST TEST

Name : NABILA OKHARATI
.....
.....
.....

Class : XI IPA 2..

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

65
6.75

THE ANSWER SHEETS OF POST TEST

Name : RIKI ANDRIANSYAH
.....
.....
.....
Class : XI IPA².....

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S: 6
B: 15

THE ANSWER SHEETS OF POST TEST

Name : SASKIA GUSTA.....

.....

.....

.....

Class : XI IPA 2....

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

S = 8
B = 12

THE ANSWER SHEETS OF POST TEST

Name : Septi Ayu Wulandari

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.....

Class : XI IPA 2..

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

S: 5
B: 19

THE ANSWER SHEETS OF POST TEST

Name : Shela Rahmadani

Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 7

B = 13

THE ANSWER SHEETS OF POST TEST

Name : Vika Veronika Sary v.

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Class : XI IPA 2..

No	Jawaban			
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2	<input checked="" type="checkbox"/> A	B	C	D
3	A	<input checked="" type="checkbox"/> B	C	D
4	A	B	<input checked="" type="checkbox"/> C	D
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8	<input checked="" type="checkbox"/> A	B	C	D
9	<input checked="" type="checkbox"/> A	B	C	D
10	<input checked="" type="checkbox"/> A	B	C	D

No	Jawaban			
11	<input checked="" type="checkbox"/> A	B	C	D
12	A	<input checked="" type="checkbox"/> B	C	D
13	A	<input checked="" type="checkbox"/> B	C	D
14	A	B	<input checked="" type="checkbox"/> C	D
15	<input checked="" type="checkbox"/> A	B	C	D
16	A	<input checked="" type="checkbox"/> B	C	D
17	A	<input checked="" type="checkbox"/> B	C	D
18	A	B	<input checked="" type="checkbox"/> C	D
19	<input checked="" type="checkbox"/> A	B	C	D
20	A	<input checked="" type="checkbox"/> B	C	D

S = 5
B = 15

THE ANSWER SHEETS OF POST TEST

Name.....:

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Class : XI IPA

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

Instrument Blueprint
Reading Comprehension Test

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total	Types of Test	Answer Key (Pre-test)	Answer Key (Post-test)
1	Main idea	6	1	20	Multiple Choice	A	B
		16	6			B	C
		18	17			A	B
2	Expression/Idioms/Phrases in context	8	4			B	C
			8				A
3	Inference (Implied detail)	1	2			A	A
		5	3			B	A
		12				B	
4	Gramatical Features	9	5			C	D
		13	10			A	A
		14	14			C	C
		15	15			D	A
5	Detail (scanning for a specifically stated detail)	2	12			C	B
		4	18			C	C
		7				D	
		20				B	
6	Excluding facts not written	11	7			D	D
			13				B
			19				A
7	Supporting idea(s)	10	9			A	C
		17		D			
8	Vocabullary	3	11	D	D		
			20		D		
9	Reference	19	16	C	D		

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

Text 1

Read the following text and then answer the question number 1 to 5.

Vegetarians

There are many reasons why people become vegetarians, including personal health, the environment, and the economy.

A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin.

According to research, vegetarians have a lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fiber.

However, a vegetarian diet can be high in fat if it includes **excessive** amounts of fatty snacks, fried food, whole dairy products, and eggs.

At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

1. Why does a vegetarian have a lower risk many disease? They ...

- A. Eat vegetables every time.
- B. Consumes low-fat but high-fiber food.
- C. Avoid excessive amounts of fatty snacks.
- D. Have well-planned agenda of what to eat.

2. According to the text, which of the following statements is true?

- A. Eggs do not contain any fat or fiber
- B. Vegetarians may not eat fatty snack
- C. Being a vegetarian help keep your body strong.
- D. Vegetarians do not consume gelatin.

3. "... if it includes **excessive** amounts of fatty ..."

What is the synonym of the word **excessive** ?

- A. Little
- B. Decent
- C. Very few
- D. Too many

4. What is the purpose of the text?
- A. To inform the readers.
 - B. To tell a story to the readers.
 - C. To persuade to the readers.
 - D. To describe about vegetarians.
5. What meal is not consumed by vegetarians?
- A. Dairy products
 - B. Fried food
 - C. Milk
 - D. Nuts.

Text 2

Read the following text and then answer the question number 6 to 9.

Online Shopping

The internet has generated many changes in our lives. It has changed the way we communicate and access information.

The internet also has changed the way we buy things. In today's life, online shopping is growing rapidly. It has become a new culture in every country.

Buying things online is very easy. The only things to do is go to a certain website, which sells the product you need. The search engine on the web also enables us to find things fast with various choices.

After the product is chosen and the payment is made, the online shopper should only wait for three to five days until the thing purchased comes to his/her door. Another good advantages of online shopping is that things may be cheaper than in real stores.

In the other hand, online shopper should be careful in choosing products. Sometimes, you do not get what you need. Another big problem is the quality of the things can be less than similar items in real stores. That's the reason why online shoppers must **thoroughly** check products offered.

6. What does the text mainly talk about?
- A. The advantages and disadvantages of online shopping.
 - B. The benefits of online shopping.
 - C. The procedure of shopping online.
 - D. The deficiencies of online shopping.
7. How can online shoppers choose products? They have to ...
- A. Go to real shops
 - B. Have an account.
 - C. Login to their email
 - D. Visit the sho site.
8. "...shoppers must **thoroughly** check products offered."
- What does the underlined word mean?
- A. Extremely
 - B. Completely
 - C. Carelessly
 - D. Accurately.

9. What kind of the tense which is mostly used in an analytical exposition?
- A. Simple past tense
 - B. Future perfect tense
 - C. Simple present tense
 - D. Past perfect tense

Text 3

Read the following text and then answer the question number 10 to 15.

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

- | | |
|---|--|
| <p>10. What the title text above?</p> <ul style="list-style-type: none"> A. Cars Should be Banned in the City. B. Cars cause Pollution. C. Car Giant Killer Street. D. Car cause noise of the city. | <p>12. What one of the diseases caused by pollution?</p> <ul style="list-style-type: none"> A. HIV / AIDS B. Bronchitis C. Cholera D. Liver |
| <p>11. The following sentences are true, except ...</p> <ul style="list-style-type: none"> A. The cars contribute the most of pollution in the word. B. Cars are very noisy. C. Cars today are our roads biggest killers. D. The cars can accelerate the transport. | <p>13. What type of the text above?</p> <ul style="list-style-type: none"> A. Analytical B. Report C. Decription D. Narrative |
| | <p>14. Which paragraph is called arguments?</p> <ul style="list-style-type: none"> A. I and II. B. II and IV. C. II, III, and IV D. All paragraph. |

15. What are the generic structures of analytical exposition?

- A. Orientation, Complication, Resolution.
- B. Orientation, Argument, Coda.
- C. Thesis, Arguments, Recommendation.
- D. Thesis, Arguments, Reiteration.

Text 2

Read the following text and then answer the question number 16 to 20.

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

16. The text tells us about?

- A. Giraffe's reproduction.
- B. The highest animals.
- C. The strange animals.
- D. Baby giraffe.

17. The unique characteristic of giraffe is?

- A. Their food
- B. Two horns on its head
- C. Brown spot
- D. Their long neck

18. The second paragraph mainly discussed about?

- A. Giraffe's food
- B. Giraffe's characteristic
- C. Giraffe's life
- D. Giraffe's baby

19. The word it in third paragraph refers to?

- A. Neck
- B. Horn
- C. Baby giraffe
- D. Food

20. What is giraffe usuallu eats?

- A. Branch of tree
- B. Leaves of tree
- C. Trunk of tree
- D. Twig of tree.

THE ANSWER SHEETS OF PRE-TEST

Name.....:

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Class : XI IPA

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

THE ANSWER SHEETS OF PRE-TEST

Name : DRHYA WAHYU EKA N

Class : XI IPA

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

B: 14

S: 6

THE ANSWER SHEETS OF PRE-TEST

Name : Aldo Fitriansyah

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Class : XI IPA

No	Jawaban			
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X 2	X	B	C	D
3	A	B	C	D
X 4	A	B	C	D
5	A	B	C	D
6	X	B	C	D
X 7	A	B	C	D
X 8	A	B	C	D
X 9	A	B	C	D
10	X	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
X 13	A	B	C	D
X 14	X	B	C	D
X 15	A	B	C	D
X 16	X	B	C	D
17	A	B	C	D
18	X	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 9
 B = 11

THE ANSWER SHEETS OF PRE-TEST

Name : Aura Marcha Fadila
XI IPA 1

Class : XI IPA 1..

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

S=8
B=12

THE ANSWER SHEETS OF PRE-TEST

Name : BAHNS. PRASETYA

Class : XI IPA

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

S = 8
 B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : DANIL NAUDO SEHAWAN

Class : XI IPA ...

No	Jawaban			
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2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : DESUITA NADYASARI

Class : XI IPA 1

No	Jawaban				No	Jawaban			
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2	A	B	C	D	12	A	B	C	D
3	A	B	C	D	13	A	B	C	D
4	A	B	C	D	14	A	B	C	D
5	A	B	C	D	15	A	B	C	D
6	A	B	C	D	16	A	B	C	D
7	A	B	C	D	17	A	B	C	D
8	A	B	C	D	18	A	B	C	D
9	A	B	C	D	19	A	B	C	D
10	A	B	C	D	20	A	B	C	D

S = 7
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : Dia Nugmah

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Class : XI IPA 1.

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 8
E = 12

THE ANSWER SHEETS OF PRE-TEST

Name : ESRA LUBS

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Class : XI IPA 1

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

S = 9
 B = 11

THE ANSWER SHEETS OF PRE-TEST

Name : FEBI RENDHA

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Class : XI IPA 1...

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 9
B = 11

THE ANSWER SHEETS OF PRE-TEST

Name : Felicia Saputri

Class : XI IPA 1..

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

S = 5

B = 15

THE ANSWER SHEETS OF PRE-TEST

Name : I MADE PANJU KENCANA

Class : XI IPA 1

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

S = 11
B = 9

THE ANSWER SHEETS OF PRE-TEST

Name : IBRA AHMAD RAHMAN

Class : XI IPA

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 10

B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : KARA HOLIFATIUS INTI HARUA

Class : XI IPA

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

S = 10

B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : Maleqo Subhan Gafar

Class : XI IPA 1..

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

S = 12
 B = 8

THE ANSWER SHEETS OF PRE-TEST

Name : Mishele Dwiana Apellia

Class : XI IPA

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

B = 16
 S = 9

THE ANSWER SHEETS OF PRE-TEST

Name : MUHAMMAD SATRIO

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.....
.....

Class : XI IPA 1

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 7
B = 13



THE ANSWER SHEETS OF PRE-TEST

Name : NABIL NAMAN

.....
.....
.....

Class : XI IPA

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

S = 10
B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : OLIVIA ANNISA P

Class : XI IPA ...1

No	Jawaban			
1	X	B	C	D
2 x	A	B	C	D
3 x	A	B	C	D
4 y	A	B	C	D
5 x	A	B	C	D
6	A	B	C	D
7 x	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11 x	A	B	C	D
12 y	A	B	C	D
13	A	B	C	D
14 y	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19 x	A	B	C	D
20 x	A	B	C	D

S = 10
B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : RHEVAN SIDIQ FRATAMA

Class : XI IPA 1..

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

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : PIRS OKTAVIANI

.....

Class : XI IPA 1..

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

S=7
B=13

THE ANSWER SHEETS OF PRE-TEST

Name : SABRINA AGUNG FITRIA AZAHRA

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.....

.....

Class : XI IPA 1

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

S = 7
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : Sania Rahmatika
.....
.....
.....

Class : XI IPA J..

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : Syafiq Nabila Kesya
XI IPA 1

Class : XI IPA 1...

No	Jawaban				No	Jawaban			
1	A	<input checked="" type="checkbox"/>	C	D	11	A	B	C	<input checked="" type="checkbox"/>
2	A	B	C	<input checked="" type="checkbox"/>	12	A	<input checked="" type="checkbox"/>	C	D
3	A	B	C	<input checked="" type="checkbox"/>	13	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
4	A	B	C	<input checked="" type="checkbox"/>	14	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D	15	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D	16	<input checked="" type="checkbox"/>	B	C	D
7	A	B	C	<input checked="" type="checkbox"/>	17	A	B	C	<input checked="" type="checkbox"/>
8	A	<input checked="" type="checkbox"/>	C	D	18	<input checked="" type="checkbox"/>	B	C	D
9	A	<input checked="" type="checkbox"/>	C	D	19	A	B	<input checked="" type="checkbox"/>	D
10	<input checked="" type="checkbox"/>	B	C	D	20	A	<input checked="" type="checkbox"/>	C	D

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : WILU SULTIANSYAH

Class : XI IPA 2

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

S = 10
B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : Aditya S.
.....
.....
.....

Class : XI IPA 2.

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

C = 9
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : AJI PRASETIAWAN

Class : XI IPA 2.

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

S = 7
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : Ananta Pujia Charman

Class : XI IPA 2

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

S = 5
B = 15

THE ANSWER SHEETS OF PRE-TEST

Name : ANDIKA MARDIANISCAFI

Class : XI IPA II.

No	Jawaban			
1	A	B	(C)	D
2	A	B	(C)	D
3	(A)	B	C	D
4	A	B	C	(D)
5	A	B	(C)	D
6	(A)	B	C	D
7	A	B	C	(D)
8	A	(B)	C	D
9	A	B	(C)	D
10	A	(B)	C	D

No	Jawaban			
11	A	(B)	C	D
12	A	B	C	(D)
13	(A)	B	C	D
14	A	B	(C)	D
15	(A)	B	C	D
16	(A)	B	C	D
17	A	B	C	(D)
18	A	(B)	C	D
19	A	B	(C)	D
20	A	(B)	C	D

S: 10
B: 10

THE ANSWER SHEETS OF PRE-TEST

Name : ANDINI ERSA MINGSIH

.....

Class : XI IPA 2..

No	Jawaban				No	Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D	11	A	B	C	<input checked="" type="checkbox"/>
2	A	B	<input checked="" type="checkbox"/>	D	12	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D	13	<input checked="" type="checkbox"/>	B	C	D
4	A	B	C	<input checked="" type="checkbox"/>	14	A	B	<input checked="" type="checkbox"/>	D
5	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	D
6	A	<input checked="" type="checkbox"/>	C	D	16	A	<input checked="" type="checkbox"/>	C	D
7	A	B	C	<input checked="" type="checkbox"/>	17	A	B	C	<input checked="" type="checkbox"/>
8	A	<input checked="" type="checkbox"/>	C	D	18	<input checked="" type="checkbox"/>	B	C	D
9	A	B	<input checked="" type="checkbox"/>	D	19	A	B	<input checked="" type="checkbox"/>	D
10	A	<input checked="" type="checkbox"/>	C	D	20	A	<input checked="" type="checkbox"/>	C	D

S = 6
 B = 14

THE ANSWER SHEETS OF PRE-TEST

Name : DIANU AGUSTINA

Class : XI IPA 2

No	Jawaban				No	Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D	11	A	B	C	<input checked="" type="checkbox"/>
2	A	B	<input checked="" type="checkbox"/>	D	12	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>	13	<input checked="" type="checkbox"/>	B	C	D
4	A	B	C	<input checked="" type="checkbox"/>	14	A	B	<input checked="" type="checkbox"/>	D
5	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
6	A	<input checked="" type="checkbox"/>	C	D	16	A	<input checked="" type="checkbox"/>	C	D
7	A	B	C	<input checked="" type="checkbox"/>	17	A	B	C	<input checked="" type="checkbox"/>
8	A	<input checked="" type="checkbox"/>	C	D	18	<input checked="" type="checkbox"/>	B	C	D
9	A	B	<input checked="" type="checkbox"/>	D	19	A	B	<input checked="" type="checkbox"/>	D
10	A	<input checked="" type="checkbox"/>	C	D	20	A	<input checked="" type="checkbox"/>	C	D

S = 6
B = 14

THE ANSWER SHEETS OF PRE-TEST

Name : DWA KUR AZIZAH

Class : XI IPA 2

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

S = 7
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : Erwin Rama Pinata

Class : XI IPA 2

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

S = 5
B = 15

THE ANSWER SHEETS OF PRE-TEST

Name : FEMAS MUTTAQIEN

Class : XI IPA 2..

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : Gagas Adi Putra

Class : XI IPA 2

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

S = 5
 B = 15

THE ANSWER SHEETS OF PRE-TEST

Name : SAWA ANUGROHO

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.....

Class : XI IPA².....

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S = 10
B = 10

THE ANSWER SHEETS OF PRE-TEST

Name : HAM ARIEN

Class : XI IPA 2

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

C = 9
B = 15

THE ANSWER SHEETS OF PRE-TEST

Name : LUTEL HASNAH

Class : XI IPA 2

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

S = 7
B = 13

THE ANSWER SHEETS OF PRE-TEST

Name : Monika Dewa

Class : XI IPA 2

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

S = 8
B = 12

THE ANSWER SHEETS OF PRE-TEST

Name : Nabila Oktaviani

Class : XI IPA 2.

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S=6
B=14

THE ANSWER SHEETS OF PRE-TEST

Name : RIKI ANDRIANSYAH

Class : ³XI IPA

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

S-6
B.16

THE ANSWER SHEETS OF PRE-TEST

Name : SASKIA GUSTA

Class : XI IPA 2

No	Jawaban			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Jawaban			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

S:6

B:14

THE ANSWER SHEETS OF PRE-TEST

Name : Septi Ayu Wulandari

Class : XI IPA 2

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

S: 5
B: 15

THE ANSWER SHEETS OF PRE-TEST

Name : Shela Ratmodani

Class : XI IPA 2

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

S = 4
B = 15

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No	Jawaban				No	Jawaban			
1	A	B	C	D	11	A	B	C	D
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3	A	B	C	D	13	A	B	C	D
4	A	B	C	D	14	A	B	C	D
5	A	B	C	D	15	A	B	C	D
6	A	B	C	D	16	A	B	C	D
7	A	B	C	D	17	A	B	C	D
8	A	B	C	D	18	A	B	C	D
9	A	B	C	D	19	A	B	C	D
10	A	B	C	D	20	A	B	C	D

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B = 15

THE INFLUENCE OF USING FAN-
N-PICK TECHNIQUE ON THE
STUDENTS' READING
COMPREHENSION OF THE
ELEVEN GRADE AT SMA NEGERI
1 BATANGHARI IN THE
ACADEMIC YEAR OF 2022/2023

by Salma Salsabila Hermayani 1901050033


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42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

CURRICULUM VITAE



The name of the writer is **Salma Salsabila Hermayani**. She was born in Pekalongan, April 30th 2001. She is the first daughter of Mr. Heri Triantoro, S.H and Mrs. Betty Mariyani, S.Pd. She studied at SD Negeri 9 Metro Pusat. Soon after that, she continued to Junior High School at SMP Negeri 4 Metro. She stood her study at SMA Negeri 4 Metro. It was long journey for her to find out her dream. After graduating from senior high school, she was deciding to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her kwnledge wisely.