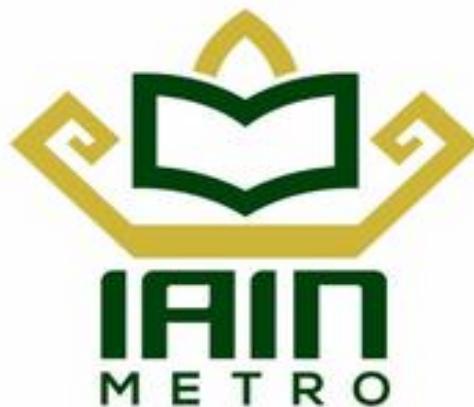


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
BY USING PAUSE, PROMPT, PRAISE (PPP) STRATEGY
AT THE ELEVENTH GRADERS OF SMA N 2 METRO**

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES METRO
(IAIN) OF METRO
1438 H/ 2017 M**

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
BY USING PAUSE, PROMPT, PRAISE (PPP) STRATEGY
AT THE ELEVENTH GRADERS OF SMA N 2 METRO**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES
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1438 H / 2017 M**

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BY USING PAUSE, PROMPT, PRAISE (PPP) STRATEGY
AT THE ELEVENTH GRADERS OF SMA N 2 METRO**

ABSTRACT

**BY
SELA ARIYANI**

Reading is one of four basic language skills that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in the learning process. Moreover, students often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro. Metro where many students had difficulties in English learning especially in reading comprehension ability, so it caused their result of learning was low. Hence, to improve the students' reading comprehension ability, the researcher used PPP in learning process. PPP is one of strategy that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of PPP strategy can improve the students' reading comprehension ability at the eleventh graders of SMA N 2 Metro.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' reading comprehension ability. In collecting the data, the researcher used test, observation, documentation and fieldnote. This research was conducted with an English teacher of SMA N 2 Metro that was Mrs. Dwi Agusriani, S.S.

The result of this research shows that PPP strategy has positive role in improving reading comprehension ability at the eleventh graders of SMA Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 59.13 and in post test was 70.34 became 79.48. It means that the use of PPP strategy in reading, especially report text can improve the students' reading comprehension ability.

**PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA DENGAN
MENGGUNAKAN STRATEGI *PAUSE, PROMPT, PRAISE*
PADA SISWA KELAS SEBELAS SMA N 2 METRO**

ABSTRAK

**OLEH
SELA ARIYANI**

Membaca merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi dan semua yang mereka butuhkan di dalam proses pembelajaran. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas sebelas SMA N 2 Metro dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan PPP dalam proses pembelajaran. PPP merupakan salah satu teknik yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan PPP dapat meningkatkan kemampuan pemahaman membaca siswa dalam pelajaran bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas XI SMA N 2 Metro yaitu Ibu Dwi Agusriani, S.S

Hasil dari penelitian ini menunjukkan bahwa PPP memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas XI SMA N 2 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 59.13, dan post test 70.34 menjadi 79.48. Ini berarti penggunaan teknik PPPS dalam membaca teks report dapat meningkatkan kemampuan pemahaman membaca siswa.



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COMPREHENSION ABILITY BY USING PAUSE,
PROMPT, PRAISE (PPP) STRATEGY AT THE ELEVENTH
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Assalamu'alaikum Wr. Wb.

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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. Thanks you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikum Wr. Wb.

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Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, July 2017

The writer



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

Metro, Juli 2017



SELA ARIYANI
St. Number 13108387

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِقْرَاءُ وَرَبِّكَ الْأَكْرَمِ
الَّذِي عَلِمَ بِالْقَلْمَى
عَلِمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“In the name of Allah The Most Gracious The Most Merciful”

“Recite, and your Lord is the most Generous, Who taught by the pen, Taught men
that which he knew not.”

“(Al-Alaq : 3-5)”

“Education is not learning of facts, but the training of the
mind to think.”

(Albert Einstein)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr. Mulyani and Mrs. Maryati who always
support me in their endless love**

**My lovely brother and sister, Suwito and Zania who have given
wonderful motivation to me**

**Uje, Khusnul, , Chandra, Rosita, Imah, Yunita, Yeni, Sestin,
Anita, Ega, Resti, Leni My Lovely Family in My Boarding House
and My lovely Classmates in TBI B Class**

**My beloved almamater State Institute for Islamic Studies
(IAIN) of Metro**

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled “IMPROVING READING COMPREHENSION ABILITY BY USING PAUSE, PROMPT, PRAISE (PPP) STRATEGY AT THE ELEVENTH GRADERS OF SMA N 2 METRO”. This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, Mulyani and Maryati for their endless love, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be successful person someday (amin). The greatest gratitude would also be addressed to both of my advisors, Dra. Umi Yawisah,M.Hum and Ahmad Subhan Roza M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, June 20th 2017

Sela Ariyani
St. Number 13108387

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills that it should be mastered by students. As one of the language skills, reading has important role used to understand the texts. Reading is not a passive skill because it needs the active interaction among the reader's prior knowledges. The good prior knowledge influences the comprehension of the reader. It needs more understanding to get the message or information from the texts.

Moreover, reading is one of the skills in language proficiency which is taught formally in Indonesia from elementary school up to the university level. It is imimportant for the students to master reading comprehension as the requirements for sharing information and enrich their knowledge. In learning reading, students have to realize the aim of learning this skills that to enable them to comprehend reading texts in their effort to enrich their vocabularies and knowledge.

Reading is as interpreting means reacting to a written text as a piece of communication. In other words, reading is not only a process of eyes movement to printed material, but also process of understanding the text to get information of knowledge.

However, reading is not an easy skill because it requires highly concentrate of the reader. There are many problems faced by the reader to

achieve the purpose of reading, such as reading habit, learning style, vocabulary mastery and motivation. It is hard to the readers to comprehend the text without having good reading habit, learning style, vocabulary mastery and motivation.

In this case, the problems of reading comprehension ability were found by the researcher as the result of pre-survey conducted on November 11th, 2016 at the eleventh graders of SMA N 2 METRO. In the pre-survey the researcher distributed the reading comprehension question in form of multiple choice test to twenty nine students of the eleventh graders.

The table below was the result of the pre survey of students' reading comprehension ability.

Table 1
The Pre-Survey Data of Reading Comprehension Ability Score
At the Eleventh Graders Students of SMA N 2 METRO:

No	Score	Explanation	Frequency	Percentage (%)
1	≥ 79	Complete	4	13.8%
2	< 79	Uncomplete	25	86.2%
Total			29	100%

Source: English teacher's archives, taken on the pre-survey at November 11th2016

Based on the result above, it could be concluded that the reading comprehension ability of the students were still low because of the minimum mastery criteria (MMC) of English subject in SMA N 2 Metro was 79. It could be seen that only 4 students (13.8%) were able to pass the test and 25 students (86.2%) were failed because they did not reach the

minimum mastery criteria (MMC). The students could not read the text fluently. There were many students who feel difficult in comprehending the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabulary. The students did not focus and were not enthusiast to read the text. The students got difficulty to finish the problem while they were studying individually.

In fact there are many factors that can solve students' reading comprehension ability problem. One of them is teaching strategy. A strategy helps the students learn faster and remember information for a long period of time. In reading comprehension ability, people are suggested not only to have just one strategy, but also learn other strategies that enable them to read a variety of text and to help them to have a good comprehension ability.

There are some strategies in teaching reading comprehension ability. They are activating background knowledge, questioning, searching for information, summarizing, and etc. The teacher must able to make variations and choose the suitable strategy in order to attact student's interest in reading for this purpose. The researcher proposes a strategy named Pause, Prompt, Praise (PPP) strategy to provit long-term support for students development in reading comprehension ability.

Pause, Prompt, Praise (PPP) strategy is a strategy which operationalizes the cognitive and metacognitive processes that effective

readers engage in to understand material. By using Pause, Prompt, Praise (PPP) strategy students are expected to be effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

There are so many strategies that it can be applied in learning processing to improve student's reading comprehension ability. As using bottom up decoding especially for beginning level learners, efficient silent reading technique for intermediate to advanced level, skim text for main ideas, scan text for specific information, semantic mapping or clustering and others.

In this case, the researcher applied Pause, Prompt, Praise (PPP) strategy. Teachers carefully partner a student with a classmate. The strategy works on various activities that address the academic needs of both students. This strategy would be applied to face the student's ability that is heterogeneous. Moreover, the applied activities in this strategy are cumulatively reviewing information, sequencing information, summarizing paragraph, stating main ideas and others.

This strategy helps the students to predict the right answer from the essay text. What needs to be done is to teach students a strategy that capitalizes upon the power of reading as a means of learning concepts so they can demonstrate their understanding on an exam. Moreover, the

students will try to understand the text. Therefore, it can make students more active to know what the text is about.

Based on the illustration above, the researcher would like to show that the use of Pause, Prompt, Praise (PPP) strategy could improve students' reading comprehension ability. Therefore, the writer interests to conduct the research entitled "Improving Reading Comprehension Ability By Using Pause, Prompt, Praise (PPP) Strategy At The Eleventh Graders of SMA N 2 METRO."

B. Problem Identification

Inferring to the background of the study above, the researcher identified some problems as follows:

1. Many students were infrequent in reading some books or texts.
2. Many students lacked of mastering the vocabularies.
3. Many students had low motivation that causes they are not interested and lazy to read.
4. The students had low in reading comprehension ability.
5. The students were difficult to comprehend in finding detail information of the text.

C. Problem Limitation

From the problem identification above, the researcher takes problem that the students had low in reading comprehension ability. Therefore, the students are difficult to comprehend the text especially in finding main idea and the detail information from a text especially an

essay paragraph. So, in this research the researcher limited the problem that focus on the students that have difficulties in finding detail information in reading comprehension ability and made the students are easier for comprehending the text by using Pause, Prompt Praise (PPP) strategy.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulated the problem as follows:

“Can the use of Pause, Prompt, Praise (PPP) Strategy Improve Reading Comprehension Ability at The Eleventh Graders of SMA N 2 Metro?”

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the researcher aims to show that pause, prompt, praise (PPP) strategy can improve reading comprehension ability at the eleventh graders of SMA N 2 Metro.

2. Benefits of the Study

a. For the Students

By using Pause, Prompt, Praise (PPP) strategy as one of the strategies which is applied in learning process, it would be hoped that make for students easily and more interesting in learning English especially in reading comprehension ability. So, their reading comprehension ability would be improved.

b. For the English Teacher

This research is as the inspiration for the teachers at SMA N 2 Metro to teach reading subject. It hopefully could help the teachers to solve the problem in reading subject in their class.

c. For the Headmaster

It is hopefully could be a positive contribution and as information to improve quality of learning English in SMA N 2 Metro.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. THEORETICAL REVIEW

1. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Reading is a set of skills that involves making sense and deriving meaning from the text.¹ In addition, reading is a skill that the reader must be able to comprehend the meaning of a text.

Meanwhile, Silberstein states that reading is an active process which entails the students to work intensively and interact with the text to create significant discourse.² In this sense an active process which involves students and text which is directed to invent good understanding from what they have read.

Furthermore, Scanlon states that reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources of information.³ In addition, reading is an activity which is carried out to gain overall understanding of the text being read.

¹ Caroline T. Linse. *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill, 2005), p. 69

² Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 6

³ Donna Scanlon, et.al, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 9

Reading is one of the most important language skills should be developing inside and outside the classroom, it is also one of the most common ways to get information.

Reading is the practice of using text to create meaning.⁴ Moreover, reading is an important process and they are two keys words here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.⁵ Moreover, reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading.

1) The Types of Reading

The combination of our daily encounters with texts and our needs to read in different ways in educational and professional settings requires that the readers read differently depending on the context and our goals or motivations. When the readers read for different purposes and engage in many types of reading. Five

⁴ Andrew P. Johnson, *Teaching Reading and Writing, A Guide for Tutoring and Remediating Students*(USA: A Division Rowman & Littlefield Education Publishers, 2008), p. 3

⁵ Daniella S. McNamara, *Reading Comprehension Strategies(Theories, Inventions, and Technologies)*, (New York: London, University of Memphis, 2007), p. 3

major purposes of each types of reading that are explained by William Grabe are as follows⁶:

a) Reading to search for information

When the readers want to locate some specific information, the readers engage in search processes that usually include scanning and skimming. Both skimming and scanning are processes carried out at very high speed (with high rates of words per minute). The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

b) Reading to Learn

Reading to learn is often carried out in academic and professional settings. The readers read to learn when the information in a text is identified as important and when that information will be used for some task or may be needed in the future. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information.

⁶ William Grabe, *Foundations of Reading*, (Cambridge: Cambridge University Press), p.7

c) Reading to Integrate

Reading to Integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long text, such as a long and complex.

d) Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information often also represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, least persuasive, or most. Moreover, readers need to decide how to relate the text information to other information intertextually and to their prior knowledge and beliefs.

e) Reading of General Comprehension

Reading of general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. Furthermore, reading for general

comprehension involves a complex set of processes when carried out by fluent readers.

2) Models of Reading

Most models may be placed in one of three classes that are explained by J. Charles Alderson are as follows :⁷

a) Top-down Model

Top-down model mean that approaches emphasize the importance of these schemata, and the reader's contribution, over the incoming text. In top-down model, the reader's prior knowledge and cognitive and linguistics competence play key roles in the construction of meaning.

The conclusion is in the top-down model, the reader plays an active role in the process. Students tries to predict the point of view of the text based on students own prior knowledge to get the information from the text.

b) Bottom-up Model

Bottom-up model, means that approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings. It means that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases, sentences). Next syntactic and

⁷ J. Charles Alderson, *Assessing Reading*, (New York: Cambridge University Press, 2000), p. 17

semantic processing will be happened. As the result, the written texts are understood by the reader.

c) Interactive Model

Interactive models are not merely a compromise between bottom-up and top-down model. Neither the bottom-up nor the top-down is an adequate characterisation of the reading process, and more adequate models are known as interactive models.⁸ It means that this model occurs when both of bottom-up and top-down model processes occur when the reader reads the text.

According to Haris and Sipay assert that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills, cognitive skills, and experience.⁹ It means that there are many relationships between the reader's background and the text.

Furthermore, according to McNamara "...comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".¹⁰ In this sense comprehension is not the ability how fast the reader can find the information in the text but how

⁸ *Ibid*, p. 18

⁹ Albert Josiah Harris and Edward R. Sipay, *How to Increase Reading Ability*, (USA: The Alpine Press, 1984), p.12

¹⁰Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Meanwhile, Parris and Stahl Reveal that comprehension is not a simple process because it needs delicate interaction of several component processes that connect information in a text with reader's background knowledge and experience.¹¹ From these statements, it can be assumed that comprehension is a complex process where in comprehending the text the reader integrates their prior knowledge and the text to obtain meaningful information.

Concerning about the theory of reading comprehension, Snow states that reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.¹² It means that in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Reading Comprehension refers to the ability to understand the ideas and the relationships between ideas conveyed in a text.¹³

¹¹Scot G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates Publishers , 2005), p.71

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

¹³ Danielle S. McNamara, *Reading Comprehension Strategies Theories, Inventions, and Technologies*, (New York: London, University of Mamphis, 2007), p. 11

Moreover, comprehension is how the reader comprehend the meaning around the text.

Elizabeth states that Reading comprehension is an active process that produces the meaning from printed language then concern with new word.¹⁴ In addition, reading comprehension means making sense of what one reads. A reader who comprehends text is an active reader. It can be concluded that comprehension is a complex process to produce meaning from the text by involving prior knowledge.

According to Widgor and Garner in David F. Lohman define ability as “systematic observation of performance on a task. In an earlier draft the authors were even more focused: ability is how well a person performs a defined task if he does his best.” There are thus as many different abilities as there are tasks that can be administrated and on which performance can somehow be observed and scored.¹⁵

Reading comprehension ability is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.¹⁶ In other words, reading comprehension ability means making sense of

¹⁴ Elizabeth S Pang, *Teaching Reading*, (Chicago: University of Illinois, 2000), p. 14

¹⁵ David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (New York: University of Plymouth, 1997), P.8

¹⁶ Kristi L. Santi, Improve Reading Comprehension of Middle and High Scholl Students. ISBN 978-3-319-14735-2. P. 2

what one reads. A reader who comprehends text is an active reader.

It can be concluded that reading comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text.

Furthermore, reading comprehension ability is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the elaboration of a mental representation.¹⁷ It means that reading comprehension ability, students need to be actively process what they read. The processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Reading comprehension ability is a process of cognitive ability to understand information from text. It is usually use the knowledge from the reader prior knowledge in the elaboration of a mental representation.¹⁸ It means that reading comprehension ability involves the processes of constructing conceptual knowledge from readers' cognitive skill and motivation in the text. The good comprehension in reading helps gaining the great knowledge easily.

¹⁷ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems: Assessment and instruction*, (United States of America: Harper Collins College Publisher. 1994), p. 40

¹⁸ Chiara Managhetti, et.al. *Components of Reading Comprehension and Scholastic Achievement, in International Journal in Science Direct*, (Italy Department of General Psychology, University of Padova, 2006), p. 1

Nevertheless, most people still have low comprehension in reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of sources frequently.

Reading comprehension ability is one of the most important language skills that should be developed inside and outside the classroom, it is also one of the most common ways to get information. The reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The purpose of teaching reading comprehension ability in school is both to teach the children to become independently active readers and to introduce them to the pleasure of knowledge which effective reading makes possible.

Based on the quotations about theories of reading comprehension ability above, it is clear that reading comprehension ability is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension ability can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer.

Before going to the conclusion, it is important to know about the purposes of reading. In general, the purposes of reading are classified as follows :

- 1) Getting general information from the text
- 2) Getting specific information from the text
- 3) Reading for pleasure

Based on the statement above, it can be inferred that reading comprehension ability is the understanding the content of written text to get information by activating the reader's prior knowledge. Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. The students are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

b. The Kinds of Reading Comprehension Ability

Pearson and Nicholson in Vila Panton Smith categorized reading comprehension into four categories namely, literal reading comprehension ability, interpretation reading comprehension

ability, critical reading comprehension ability, and creative reading comprehension ability.¹⁹

1) Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. Practicing in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used: (1) fact questions based directly on the text, (2) true-false statements, (3) completion sentences, (4) multiple-choice exercise.

2) Interpretative Reading Comprehension Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that

¹⁹ Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003), p. 9

interpretation probes for greater depth than literal comprehension. It is concerned with supplying meanings not directly stated in the text. For example, the type of question, "Why was the cooky jar kept on the basement steps?" Interpretative involves a cluster of several different kinds of thinking skills, such as: (1) making generalizations, (2) reasoning cause and effect, (3) anticipating endings, (4) making comparisons, (5) sensing motives, (6) discovering relationships.

3) Critical Reading Comprehension Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read. For example, the type of question, "Did mother do the right thing in leaving the children alone?" These skills should not be included under interpretation.

4) Creative Reading Comprehension Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other

current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. For example, the type of question," "How would you have solved this problem?" Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency. We can't expect this higher type of creative reading to happen in the classroom very often, unless the teacher does something to develop it.

Based on the explanation above, the student of Senior High School included in interpretation reading comprehension ability because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in the text.

c. The Strategies of Reading Comprehension Ability

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with

the goal of improving some aspect of comprehension.²⁰ There are some strategies which can be used by the readers are:

1) Scanning

Scanning is very fast reading. When you scan, you skip over many words. You look for some information as quickly as you can. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. You often do not need to read every word. If you learn to scan, you can learn to read and understand faster.²¹ In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

2) Skimming

Skimming is a kind of rapid reading that you may have a lot to read but not much time. For this kind of reading you usually do not want to know and remember everything. You only want to find out something about the book or article.²² It means that the students read the text to

²⁰ Danielle S. McNamara, *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p. 6

²¹ Beatrice S. Mikulecky and Linda Jeffries, *Reading Power(Second Edition)*, (Longman: Addison Wesley Longman),p. 21.

²² *Ibid*, p. 144

achieve main idea or general content, the students just skim the text to gain it without read word by word.

3) Previewing and Predicting

Previewing is when you preview, you look for information. Predicting is when you can make guesses about what is in the letter.²³ In addition, previewing and predicting help you read faster and understand better. This is because you are already thinking about what you will read. You should always preview and predict before you read. It means that before the readers read the text, the readers should guess what the content of the text.

4) Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure and topics, besides that they make connection of the text to their lives, various written sources and the world, finally they connected these ideas after finishing in reading the text.²⁴ In other words, before reading the readers should active their prior knowledge to think about what information that they find from the topic to make them easier in understanding the text.

²³ *Ibid*, p. 36

²⁴ Jennifer Serravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p. 43

5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of a word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.²⁵ Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

6) Identifying topics and main ideas

Most of comprehension exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of a passage.²⁶ It means that knowing the topic and main idea is extremely important in reading comprehension.

7) Use of Questions

²⁵ *Ibid*, p. 310

²⁶ Thomas S.C. Farrel, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), p.1

Questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text.²⁷ Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of text is being read.

d. The Levels of Reading Comprehension Ability

There are four different levels of proficiency readers as follows:²⁸

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details

²⁷ Jhon T. Guthrie, *Motivating Reading Comprehension*, (London:Lawrence Erlbaum Associates Publishers, 2004), p. 294

²⁸ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 10

of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School included in intermediate-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and factual topics with

familiar context in description, narrations and non technical prose.

e. The Meausurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely ;

1) Pronominal Questions Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answers are required and these forms of questions are called short answer questions.

2) True/False, Yes/No, Alternatives Questions, Multiple Choice

In these questions forms, the students do not make their own answer but they choose the answer which is available within the questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3) Information Transfer

To measure the students' comprehension, the teacher use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.²⁹ After the students finish reading the passage, they write short notes to fill in the diagrams.

To know the achievement of reading comprehension ability should be measured use assesment of reading. There are the measurements of reading comprehension ability according to Grenall and Swan, as follows :³⁰

2. PAUSE, PROMPT, PRAISE (PPP) STRATEGY

a. The Concept of Pause, Prompt, Praise (PPP) Strategy

The Pause, Prompt, Praise (PPP) strategy was developed in South Aukland, New Zealand, in the late 1970s. A team researchers worked intensively with parents of a group to 12 years-old low-progress readers to produce a training.³¹ In other words this strategy were developed in New Zaeland in 1970s to help the readers in low-progress.

Pause, Prompt, Praise (PPP) strategy was developed to support students of middle to upper primary school age who were

²⁹ L.S.P Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009), p. 77-79

³⁰ Simon Grenall and Michael Swan, *Effective Reading : Reading skill for advanced students: Teacher's Book*, (Cambridge University Press, 1994), p. 34

³¹Ted Glyn, Jenice Wearmouth and Mere Berryman, *Supporting Students with Literacy Difficultie s: A Responsive Approach*,(New York: Open University Press,2005), p. 84

making very low progress in learning to read, and whose reading achievement was two to five years below their chronological age.³²

In addition, this strategy is will help the students in less motivation to read or to comprehend a text. This strategy will make the students read a text because the students have to comprehend the main idea from the text.

Pause, Prompt, Praise aims to break into the cycle of instructional dependence which entraps many low progress reders into an over-dependency on their tutors, be they peers,teachers teaching assistants, parents of family or community members, who in turn may become entrapped in a transmission of knowledge mode.³³ Moreover, Pause Prompt Praise is a strategy to help the students in reading comprehension. The students will read a text and comprehend about detail information or message from the text.

From the explanation above the researcher conclude that pause. Prompt, praise is a strategy to help the students in comprehending main idea or detail information from the text.

³² *Ibid*, p. 84

³³ *Ibid*, p. 85

b. The Steps of Implementation of Pause, Prompt, Praise (PPP)

Strategy

Pause, Prompt, Praise (PPP) strategy involves the following simple steps that are explained by Peter Westwood are as follow :³⁴

- 1) When the child encounters an unfamiliar word, instead of stepping in immediately and giving the word, the teacher waits a few seconds for the child to work it out. It means that the procedure will focus between the students and the teacher to know the meaning of a word or information of a text.
- 2) If the child is not successful, the teacher prompt the child by suggesting he or she guesses the word from the meaning of the sentence or from the initial letter of the word, or perhaps reads to the end of the sentence. In other words, in this step the teacher guide the students in learning process. The students will know the meaning of each words by reading the text.
- 3) When the child succeeds in identifying the word he or she is reinforced by a word of praise. In addition, in this process the students will identify each words and the teacher gives a stabilization and word of praise for the students.
- 4) If the child can not identify the word after brief prompting, the teacher quickly supplies the word (children should not spend too much time attempting to identify any word as this disrupts

³⁴ Peter Westwood, *Reading and Learning Difficulties(Approach to teaching and assessment)*,(Australia:Acer Press, 2001), p. 65

fluency and comprehension). Moreover, when the students do not understand the meaning of a word, the teacher will directly help the students because the students have a little bit time in this step.

- 5) The child is also praised for self-correction while reading. It means that, the students give praise for them self.³⁵ From the explanation above the writer concludes that each steps will make the students more understand because the teacher will help the students in each steps.

c. The Advantages and Disadvantages of Pause, Prompt, Praise (PPP) Strategy

1) The Advantages of Pause, Prompt, Praise (PPP) Strategy

Pause, Prompt, Praise (PPP) strategy has some advantages in teaching and learning process, there are some advantages that are explained by Ted Glyn, Jenice Wearmouth, Mere Berryman are listed :³⁶

- a) Pause, Prompt, Praise may choose to ignore some minor errors that do not greatly the meaning of the text, in the interest of not interrupting the flow of the story being read.
- b) Regular interaction between more-skilled and less skilled learners around genuinely shares tasks.

³⁵ *Ibid*, p. 65

³⁶ Ted Glyn, Jenice Wearmouth and Mere Berryman, *Supporting Students with Literacy Difficulties: A Responsive Approach*, (New York: Open University Press, 2005), p. 83

- c) There is mutual influence between the students and teacher.
- d) Feedback that is responsive to the learner's current level of understanding and competence, and is not simply corrective or evaluative.
- e) Pause, Prompt, Praise is the quality of the information generated on tutor implementation is gathered using an observation and recording strategy.³⁷

2) Disadvantages of Pause, Prompt, Praise (PPP) Strategy

According to Ted Glyn, Jenice Wearmouth and Mere Berryman this strategy has some disadvantages in teaching and learning process, the disadvantages are:

- a) The teacher will focus on the readers familiarity with the language background knowledge of the story theme context.
- b) The teacher will help the students when the students ask the teacher about unfamiliar words.
- c) The students can not focus to know the meaning of each words because the students have a little bit time to read the text.

d. Teaching Reading Comprehension By Using Pause, Prompt, Praise (PPP) Strategy

Pause, Prompt, Praise strategy enabled account to be taken of a view of literacy in the way in which learners were encouraged

³⁷ Janet Soler, Gavin Reid, Approaching Difficulties in Literacy Development Assessment, Pedagogy and Programmes, (California: The Open University Press, 2005), p. 85

to view texts as situated and to make the links with the world beyond in a variety of ways :

- 1) The first step is Pause. This is frequently illustrated when low-progress readers, on encountering an unknown word in the text they are reading, the teacher waits a few seconds for the child to work it out.³⁸ It means that in the first step the students will read a text for a while and the teacher just listen what the students read.
- 2) The second is Prompt. In this step the teacher or tutor will focus on the reader's background knowledge of the story theme or context, the reader's familiarity with the language structure of the text, the meaning contained within the context of each sentence or paragraph, as well as the letter sound information carried within words.³⁹ In addition, in this step the teacher will help the students on understanding word and text meaning, and developing reading strategies that will enable them to manage their own learning.
- 3) Finally, the last step is Praise. In this step the students use independent strategies such as self-correction.⁴⁰ Moreover in this step the students reinforced by teacher or tutor praise for the whole cycle of independent responding, for looking into the

³⁸ Peter Westwood, *Reading and Learning Difficulties: Approach to teaching and assessment*, (Australia:Acer Press,2001), p. 65

³⁹ *Ibid*, p. 65

⁴⁰ *Ibid*, p. 65

tutors eyes to cue the tutors help, and for simply repeating the word given (without any attempt to fit this word into its sentence or story context). This is a clear example of a positive interaction between the teacher and the students.

B. Action Hyptheses

Based on the frame of theories and assumption above, the researcher formulates the hypothesis is as follow “By using Pause, Prompt, Praise (PPP) strategy the students will be able to improve their reading comprehension at the eleventh graders of SMA N 2 METRO.”

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with discuss about the research methodology. The topics that were discussed in this chapter were variable and the operational definitions of variables, setting of the study, subject of the study, procedure of the study, data collection technique, research instrument, data analysis technique and indicator of success.

A. Variable And The Operational Definitions of Variables

Operational definition is the specific way in which a variable is measured in a particular study. Meanwhile Variable can be defined as a characteristic or attribute of interest in the research study that can take on different values and is not constant.⁴¹

Based on the quotation above, the operasional definitions of variables as following:

1. Independent Variable

Independent variable of this research is Pause, Prompt, Praise (PPP) strategy. To improve reading comprehension ability of the student, the researcher took this strategy.

⁴¹ Hatch and farhady, *Research Design and Statistic for Applied Linguistics*, (Massachusetts:Newbury House Publishers, 1982), p. 12-15

2. Dependent Variable

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.⁴² of this research is reading comprehension ability . To measure reading comprehension ability of the students, the writer conducted reading comprehension ability test by giving a passage followed by 20 reading comprehension questions.

B. Setting of the Study

This research will be conducted in SMA N 2 Metro. The located at Jl. Sriwijaya No. 16-A, West Metro. Total of the students from the tenth up to twelfth graders are 785 students and total of the teachers are 59. This research is about improving the students' reading comprehension ability by using Pause, Prompt, Praise (PPP) strategy At Eleventh Graders of SMA N 2 Metro. Actually, there are nine classes for the eleventh graders of IPA and IPS. However, the writer will choose the eleventh graders of IPA 5 with the total students were 29 students because their reading comprehension ability have low. This is based on the result of pre-survey at the eleventh graders of SMA N 2 Metro.

C. Subject of the Study

Subject of the study in this research is the students of eleventh graders IPA 5 in SMA N 2 METRO. The teacher or researcher should choose the

⁴² John W. Creswell, *Educational Research Planning, Conducting, and Evaluating, Quantitative and Qualitative Research,Second Edition*, (USA:Pearson Merrill Prentice Hall ,2005), p. 121

material appropriately to teach reading comprehension ability in the classroom. In this research, the researcher will choose report text because it included in the syllabus. The students will practice to find main idea and the information of the text. After using Pause, Prompt, Praise (PPP) strategy in learning process, it would be hoped that it can be improving learning result and studies activity.

D. Action Plan

In this chapter, the researcher told a brief history of classroom action research. As the focus on my research is how the researcher Pause, Prompt, Praise (PPP) strategy to improve students' reading comprehension ability.

Action research began in the USA During the 1940s through the work of Kurt Lewin, a social scientist. It actually began in other places as well, but Lewin's work is generally taken as the starting point. It was popular in the USA for a time, but then went into decline because of cultural, political and economic changes.

Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.⁴³ Furthermore, Elliott states action research is about improving practice rather than producing knowledge.⁴⁴ It can be inferred that classroom action research is the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

⁴³ Jean McNiff, *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

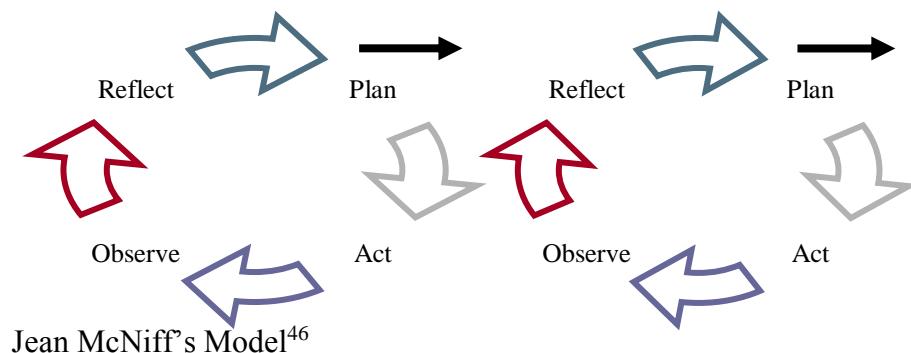
⁴⁴ Jean, McNiff, et.al. *You and Your Action Research Project*, (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

Furthermore, McNiff suggests that action research was conducted with critical partner.⁴⁵ It means the researcher will conduct the research together with friend. In doing classroom action research, the writer will ask Madam Dwi Agusriani, S.S. as a collaborator of the research.

In this research, the researcher will conduct in 2 cycles. If the first cycle is failed, it will be continued in the second cycle. It will conduct until there is an improving on the students' reading comprehension ability. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Spiral Classroom Action Research



From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

⁴⁵ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15

⁴⁶ *Ibid*, p. 41

a. Planning

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

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which will be learned by the student.
- 5) Making test which used in pre-test and post-test.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class and additional class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

- 1) Greeting, pray together, and check the attendance list.
- 2) The researcher gave the test to the students about report text as pre-test of the research and beginning score in Pause, Prompt, Praise (PPP) strategy.

- 3) The teacher did treatment by using Pause, Prompt, Praise (PPP) strategy to explain the material about explanation text.
- 4) The teacher guided and help the students in the learning process.
- 5) The teacher gave work sheets for the students.
- 6) The teacher asked the students to discuss the work sheets which contain report text and finish it in answer sheets.
- 7) The teacher reminded the students that they have to master the material which had given by the teacher.
- 8) After the students understood about report text, the teacher gave post test quiz to the students. They asked to do it by themselves Pause, Prompt, Praise (PPP) strategy, the result of student quiz accumulated with other students' result quiz from the students.
- 9) The teacher gave a reward to the students who have a highest score.

c. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the

researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

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

2. Cycle 2

a. Planning

- 1) The researcher studied the result of reflecting on cycle 1.
- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

- 1) The teacher gave the students motivation to study harder.
- 2) The teacher did the treatment by using Pause, Prompt, Praise (PPP) strategy..
- 3) The teacher gave post-test after the treatment.

c. Observing

The collaborator observed and collect the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

E. Data Collection Technique

In this research, the researcher will collect the data by using test, observation, documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in reading comprehension ability. The test was about report text. There are two tests which are used in this research namely pre-test and post-test.

a. Pre Test

Before doing the treatment the researcher gave the students pretest by asking the students to answer the questions about report text. The researcher used multiple choice questions to assess the student's reading comprehension ability.

b. Post Test

Posttest was applied after doing the treatment. It was implemented in order to know the students' reading comprehension

ability. The test was similar to pre-test where the students are asked to answer the multiple choice questions about report text, but the topic which was given in the post-test and it was different with in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

F. Research Instrument

Instrument of the study is a device used by writer while collecting data to make her works becomes easier and to get better result, complete, and systematic in order to make the data easy to be produced.⁴⁷ The researcher used observation , documentation, test, and fieldnote.

⁴⁷ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*,Second Edition,(USA:Pearson Merrill Prentice Hall,2005),p.380

1. Observation

In this research, observation will be used to know the teacher's performance and the student's participation in learning process.

2. Documentation

The writer will use documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

3. Test

In this research, the writer uses an achievement test as the one of research instrument to measure the student's reading comprehension. The writer will use test in form of pre-test and post-test in order to measure student's reading comprehension. Type of the test is multiple choice test by asking the students to answer the reading text.

4. Fieldnote

In order to record the student's activity in teaching and learning process using Pause, Prompt, Praise (PPP) strategy the writer will use fieldnote. In this case the writer take a note the students' activity and participation in teaching and learning process.

G. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher compared between pre-test and post-test score. Then, the results were matched with the minimum mastery criteria (KKM) in the school. At the eleventh graders of SMA N 2 Metro, the minimum mastery criterion (KKM) for English subject is 79.

There some students were not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were successful, so the cycles stopped because the students had achieved the minimum mastery criteria.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

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

Notes:

X = Mean

$\sum X$ = Total of students' score

n = Total of students⁴⁸

H. Indicator of Success

⁴⁸ Donald Ary, *Introduction to Research in Education eight edition*, (USA: Wadsworth, Cengage Learning, 2010), p.108

The indicator of the success is taken from the process and the result of the action research. This research will be called success if 70% of students got score 79. In addition, there is improvement both of in the learning process and in the learning result.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMA Negeri 2 Metro

SMA N 2 Metro was established based on The Minister of Education and Culture decision The Republic of Indonesia number 0363/1991 on June 20, 1991 was named SMA N Bantul. After the date of June 20, 1993 based on The Minister of National Education the Republic of Indonesia number 02/1993 the name become SMA N 2 Metro. the school location is on 16A Sriwijaya Streets, Metro, Lampung.

SMA N 2 metro have guided by 6 principles. On 1991 until 1996, Drs. Hi Baharuddin Harahap has guided as the principle. Then, on 1997 until 2000, R. Eko Haryono has guided as the principle. Next, on 2000 until October 2004, Drs. Kamiluddin has guided as the principle. After that, on October 2004 until 2006, Drs. Murni Siregar has guided as the principle. Subsequently, on 2006 until February 2015, Hartanto, S.Pd has guided as the principle. And now, the principle of SMA N 2 Metro is Drs. A. Indrianto Susetyo.

b. Vision, Mission, and Purpose of SMA N 2 Metro

1) Vision

To creat a school that have good achievement, hold on a good characteristics, and have a conception about technology information.

2) Mission

- Creating the developing of curriculum
- Increasing the effectivity of learning process
- Creating accomplishment with the standard minimum ≥ 7,50 for each lesson
- Creating human resources of good teacher
- Fulfill the infrastructures

The orientation of SMA N 2 Metro is the official management. The school consists of twenty seven classes, teacher room, official employee room, library, computer laboratory, biology laboratory, chemistry laboratory, physics laboratory, masque, canteen, toilet, and parking area.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMA N 2 Metro is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Each of the head vice has the duties.

- c. The student's quantity of SMA Negeri 2 Metro in the academic year of 2016/2017 is that can be identified as follows:

Table 2
Number of Students at SMA Negeri 2 Metro
in the Academic Year of 2016/2017

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class X	80	202	282
2.	Class XI	113	144	257
3.	Class XII	102	130	246
TOTAL		295	476	785

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Dwi Aguriani, S.S as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Pre-Test

The first meeting was pre-test. Pre-test was done on Monday, May 8th, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Pre-test consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in reading comprehension ability before giving treatment and it used as the comparison score with post-test.

The students were given 20 questions about report text. After they finished the pre-test, the researcher asked them to

submit the answer sheets. The result of pre-test could be seen on the table below:

Table 3
The Result of Pre Test

NO	NAME	PRE-TEST	NOTE
1	ACAS	50	Uncomplete
2	AA	55	Uncomplete
3	ADS	55	Uncomplete
4	BS	60	Uncomplete
5	CAW	80	Complete
6	DLIM	50	Uncomplete
7	ENT	60	Uncomplete
8	FM	55	Uncomplete
9	FP	60	Uncomplete
10	IN	80	Complete
11	KPW	45	Uncomplete
12	MFA	60	Uncomplete
13	MTP	60	Uncomplete
14	MAF	55	Uncomplete
15	MD	50	Uncomplete
16	NP	60	Uncomplete
17	NKFA	40	Uncomplete
18	NPWS	55	Uncomplete
19	PSM	40	Uncomplete
20	PRI	80	Complete
21	RNQA	80	Complete
22	RP	65	Uncomplete
23	STA	70	Uncomplete
24	SK	50	Uncomplete
25	WYP	65	Uncomplete
26	WHY	55	Uncomplete
27	WA	80	Complete
28	WO	45	Uncomplete
29	YA	55	Uncomplete
Total Score		1715	
Average		59.13	
Highest Score		80	
Lowest Score		40	

Table 4
The Students' Scores of Pre-test
of Reading Comprehension Ability

No	Scores	Frequency	Category
1	≥ 79	5	Complete
2	< 79	24	Uncomplete
Total Students		29	

Based on the table, it could be analyzed that there were 5 students (17.24%) whose the scores completed the minimum mastery criteria and 24 students (82.76%) whose the scores did not complete of minimum mastery criteria (MMC). The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMA N 2Metro and the students' reading comprehension ability was low. Besides, from the result of pre-test, the researcher got the average 59.13. So, it was the reason why the researcher used Pause, Prompt, Praise (PPP) Strategy to improve the students' reading comprehension ability.

b. Cycle 1

In order to increase students' reading comprehension ability the researcher applied PPP strategy in cycle one first. Cycle 1 consist of planning, acting, observing and reflecting. The students were given 20 questions about report text. After they finished the pre-test, the researcher asked them to submit the answer sheets.

The result of pre-test could be seen on the table below:

1) Planning

The process of planning was conducted before the process of acting. The process of planning was conducted based on the problem that the researcher found, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject, lesson plan, material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The process of acting in cycle I consists of three meetings. Two meetings were in form of treatment. In addition, another meeting was in form of post-test of cycle I.

The first treatment was conducted in the second meeting on Friday, May 12th, 2017. In this meeting, the researcher as an English teacher and Mrs. Dwi Agusriani, S.S as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students as the first meeting. Afterwards, the researcher gave the material about report text.

At the beginning of teaching learning process, the researcher asked to the students about report text. The researcher identified the students' responses and some of the

students forgot and just a little of them have known the definition about report text.

Secondly, the researcher explained about definition, generic structure, social function and language feature of report text. After that, the researcher gave some pictures related to natural disaster such as flood, earthquake, and dry season in the slide presentation. The students observed the pictures and some of them explained about how the condition of the picture and the natural disaster happened.

Afterwards, the researcher explained about Pause,Prompt, Praise (PPP) Strategy. The students must be understood about the text. Then the students should know and answer the questions below the text. The researcher guided the students to be active in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did the first treatment, the researcher was conducted the second treatment on Monday, May 15th 2017. In this meeting the researcher did as the first treatment, the researcher as an English teacher and Mrs. Dwi Agusriani, S.S as a collaborator. The researcher started the meeting by praying,

greeting, checking attendance list and asking the condition of the students as the first meeting. Afterwards, the researcher gave the material about report text.

At the beginning of teaching learning process, the researcher asked to the students about report text. The researcher identified the students' responses and some of the students forgot and just a little of them have known the definition about report text.

Secondly, the researcher explained about definition, generic structure, social function and language feature of report text. After that, the researcher gave some pictures related to natural disaster such as animal, weather, and dry season in the slide presentation. The students observed the pictures and some of them explained about how the condition of the picture and the natural disaster happened.

Afterwards, the researcher explained about Pause,Prompt, Praise (PPP) Strategy. The students must be understood about the text. Then the students should know and answer the questions below the text. The researcher guided the students to be active in the class.In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the

activities in the next meeting. Then, the researcher closed the material by praying together.

After did the second treatment, the researcher gave the first post-test to the students. The post-test was conducted on Friday, May 19th, 2017. The post test was done to know how the students' reading comprehension ability after giving the treatment. The researcher gave 20 questions in multiple choice. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 5
The Result of Post-Test 1

NO	NAME	POST-TEST	NOTE
1	ACAS	80	Complete
2	AA	80	Complete
3	ADS	60	Uncomplete
4	BS	75	Uncomplete
5	CAW	85	Complete
6	DLIM	50	Uncomplete
7	ENT	85	Complete
8	FM	50	Uncomplete
9	FP	80	Complete
10	IN	65	Uncomplete
11	KPW	85	Complete
12	MFA	80	Complete
13	MTP	70	Uncomplete
14	MAF	80	Complete
15	MD	60	Uncomplete
16	NP	70	Uncomplete
17	NKFA	50	Uncomplete
18	NPWS	80	Complete
19	PSM	50	Uncomplete
20	PRI	80	Complete
21	RNQA	65	Uncomplete
22	RP	50	Uncomplete
23	STA	80	Complete

24	SK	65	Uncomplete
25	WYP	75	Uncomplete
26	WHY	65	Uncomplete
27	WA	85	Complete
28	WO	55	Uncomplete
29	YA	85	Complete
Total Score		2040	
Average		70.34	
Highest Score		85	
Lowest Score		50	

Table 6
The Students' Scores of Post-test I
of Reading ComprehensionAbility

No	Scores	Frequency	Category
1	≥ 79	13	Complete
2	< 79	16	Uncomplete
Total Students		29	

From the table 8, it could be analyzed that the students' average score was 70.34. The highest score was 85 and the lowest score was 50. Based on the minimum mastery criteria (MMC), there were 13 students whose the scores completed of minimum mastery criteria on post-test 1 or got score ≥ 79 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. the researcher as a teacher gave material about reading text especially report text by using Pause, Prompt, Praise (PPP) Strategy.

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention to the teacher's explanation
- b) The students ask/answer the question from the teacher
- c) The students are active in giving suggestion or feedback to the teacher
- d) The students are able to do the task

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

Table 7
The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention to the teacher's explanation	14	48,27 %
2	The students ask/answer questions from the teacher	13	44,82 %
3	The students are active in giving suggestion/ feedback to the teacher	11	37,93 %
4	The students are able to do the task	12	41,37 %
The total of percentage of students' activities in cycle I (in the average)			43,09 %

The table showed that not all the students' active in learning process. There were 14 students (48.27%) who gave

attention to the teacher explanation, 13 students (44.82%) who active gave suggestion or feedback and 12 students (41.37%) were able to do the task, and there were 11 students (37.93%) who understood the materials.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

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

- a) There were some students that shown unenthusiastic to the teachers' explanation.
- b) Some students did not ask and answer the teachers' questions.
- c) Some students did not focus in teaching and learning process.
- d) Some students did not active in giving suggestion/ feedback to the teacher.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more effective and attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension ability.
- c) The teacher guided the students who they were not active yet in discussion.

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

Table 8
The Students' score of pre-test and post-test I

No	Name	Pre-test score	Post-test I score	Increasing	Increasing Percentage	Explanation
1	ACAS	50	80	30	60.00	Increased
2	AA	55	80	25	45.45	Increased
3	ADS	55	60	5	9.09	Increased
4	BS	60	75	15	25.00	Increased
5	CAW	80	85	5	6.25	Increased
6	DLIM	50	50	0	00.00	Constant
7	ENT	60	85	10	16.67	Increased
8	FM	55	50	-5	-9.09	Decreased
9	FP	60	80	20	33.34	Increased
10	IN	80	65	-15	8.33	Decreased
11	KPW	45	85	40	88.89	Increased
12	MFA	60	80	20	33.34	Increased
13	MTP	60	70	10	16.67	Constant
14	MAF	55	80	25	45.45	Increased
15	MD	50	60	10	20.00	Increased
16	NP	60	70	10	16.67	Decreased
17	NKFA	40	50	10	25.00	Increased
18	NPWS	55	80	25	45.45	Increased

19	PSM	40	50	10	25.00	Increased
20	PRI	80	80	0	0.00	Constant
21	RNQA	80	65	-15	-18.75	Decreased
22	RP	65	50	-15	-23.07	Decreased
23	STA	70	80	10	25.00	Increased
24	SK	50	65	15	30.00	Increased
25	WYP	65	75	10	15.38	Increased
26	WHY	55	65	10	18.18	Increased
27	WA	80	85	5	6.25	Increased
28	WO	45	55	20	44.45	Increased
29	YA	55	85	30	54.54	Increased
Total		1715	2040	420	765.31	
Average		59.13	70.34	14.48	26.39	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading comprehension ability before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result scores. It could be seen from the average in pre-test 59.13 and post-test I 70.34. Although there was improving of the students' achievement, cycle I was not successful yet because only 13 students (44.82%) whose the scores post-test 1 completed of minimum mastery criteria (MMC). It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems and materials that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

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

The treatment in cycle II was conducted on Monday May22th, 2017 and Friday May26th, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about report text. The teacher asked to the students to mention about definition of report text, generic structure, social function, and language features.

Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading comprehension ability in post-test I. The students discussed the text about “The Pharmacist” and “Whales”. Then, the teacher asked them to discuss about finding main idea and specific information from the report text. the teacher guided the students to be active in the class and the teacher asked the students to present the result in front of the class and the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Friday, May 26th, 2017. The test was multiplechoices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the teacher.

The result of post-test II could be seen on the table below:

Table 9
The Result of Post-Test II

NO	NAME	POST-TEST II	NOTE
1	ACAS	80	Complete
2	AA	80	Complete
3	ADS	85	Complete
4	BS	80	Complete
5	CAW	85	Complete
6	DLIM	75	Uncomplete
7	ENT	80	Complete
8	FM	75	Uncomplete
9	FP	85	Complete
10	IN	80	Complete
11	KPW	85	Complete
12	MFA	80	Complete
13	MTP	75	Uncomplete
14	MAF	80	Complete
15	MD	75	Uncomplete
16	NP	80	Complete
17	NKFA	60	Uncomplete
18	NPWS	80	Complete
19	PSM	85	Complete
20	PRI	80	Complete
21	RNQA	75	Uncomplete
22	RP	80	Complete
23	STA	80	Complete
24	SK	85	Complete
25	WYP	80	Complete
26	WHY	65	Uncomplete
27	WA	85	Complete
28	WO	80	Complete
29	YA	90	Complete
Total Score		2305	
Average		79.48	
Highest Score		90	
Lowest Score		60	

Table 10
The Students' Scores of Post-test II of Reading Comprehension

No	Scores	Frequency	Category
1	≥ 79	22	Complete
2	< 79	7	Uncomplete
Total Students			29

Based on the table above, it could be seen that the students' average score in post-test II was 79.48. The highest score was 90 and the lowest score was 60. According to minimum mastery criteria (MMC). There were 22 students (75.86%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their reading comprehension ability. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Pause, Prompt, Praise (PPP) Strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 11
The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation	25	86.20 %
2	The students ask/answer questions	18	62.06 %
3	The students are active in giving suggestion/feedback	19	65.51 %
4	The students are able do the task	22	75.86 %
The total of percentage of students' activities in cycle I (In the average)			72.40 %

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (86.20%) and the students are able to do the task (75.86%), then, the percentage of the students are active in giving suggestion/feedback (65.51%), and the students ask/answer the question (62.06%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the average of fourth students' activity got percentage $\geq 70\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students passed the examination. It means the students' reading comprehension had improved. From the result above, the

researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading comprehension from pre-test I to post-test II could be seen on the table below:

Table 12
The Students' score at post-test I and post-test II

No	Name	Post-test I score	PostTest II score	Increasing	Increasing Percentage	Explanation
1	ACAS	80	80	0	0.00	Constant
2	AA	80	80	0	0.00	Constant
3	ADS	60	85	25	41.67	Increased
4	BS	75	80	5	6.67	Increased
5	CAW	85	85	0	0.00	Constant
6	DIIM	50	75	25	50.00	Increased
7	ENT	85	80	-5	5.88	Decreased
8	FM	50	75	25	50.00	Increased
9	FP	80	85	25	31.25	Increased
10	IN	65	80	15	23.07	Increased
11	KPW	85	85	0	0.00	Constant
12	MFA	80	80	0	0	Constant
13	MTP	70	75	5	7.14	Increased
14	MAF	80	80	0	0.00	Constant
15	MD	60	75	15	25.00	Increased
16	NP	70	80	10	14.28	Increased
17	NKFA	50	60	10	20.00	Increased
18	NPWS	80	80	0	0.00	Constant
19	PSM	50	85	35	70.00	Increased
20	PRI	80	80	0	0.00	Constant
21	RNQA	65	75	10	15.38	Increased
22	RP	50	80	30	8000	Increased
23	STA	80	80	0	0.00	Constant
24	SK	65	85	20	30.76	Increased
25	WYP	75	80	5	6.67	Increased
26	WHY	65	65	0	0	Constant
27	WA	85	85	0	6.67	Constant
28	WO	55	80	25	45.45	Increased
29	YA	85	90	5	5.88	Increased
Total		2040	2305	290	8399.89	
Average		70.34	79.48	10.00	289.65	

Based on the result above, it could be inferred that Pause, Prompt, Praise (PPP) Strategy could improve the students' reading comprehension ability because there was improving from average in post-test I 70.34 became 79.48 in post-test II. In the cycle II, most of the students could develop their reading comprehension ability. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 13
The Comparison Between The Students' Score
in Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	ACAS	80	80	Constant
2	AA	80	80	Constant
3	ADS	60	85	Increase
4	BS	75	80	Increase
5	CAW	85	85	Constant
6	DLIM	50	75	Increase
7	ENT	85	80	Decrease
8	FM	50	75	Increase
9	FP	80	85	Increase
10	IN	65	80	Increase
11	KPW	85	85	Constant
12	MFA	80	80	Constant
13	MTP	70	75	Increase
14	MAF	80	80	Constant
15	MD	60	75	Increase
16	NP	70	80	Increase
17	NKFA	50	60	Increase
18	NPWS	80	80	Constant
19	PSM	50	85	Increase
20	PRI	80	80	Constant
21	RNQA	65	75	Increase

22	RP	50	80	Increase
23	STA	80	80	Constant
24	SK	65	85	Increase
25	WYP	75	80	Increase
26	WHY	65	65	Constant
27	WA	85	85	Constant
28	WO	55	80	Increase
29	YA	85	90	Increased
Total		2040	2305	
Average		70.34	79.48	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 22 students (75.86%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be continued in the next cycle.

A. INTERPRETATION

1. Cycle I

In this research, the researcher gave the students pre-test individually for the purpose to know the students' reading comprehension ability before giving a treatment. In the pre-test, there were only 5 students (17.24%) whose of pre-test completed the minimum mastery criteria (MMC) and 24 students (82.75%) whose did not complete the minimum mastery criteria. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Pause, Prompt, Praise (PPP) Strategy. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 13 students (44.82%) students whose the scores completed the minimum mastery criteria in the post-test I. The lowest score was 50, the highest score was 85, and the average score was 70.34.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 59.13 and post-test I 70.34. Although there was improving of the students' achievement, cycle I was not successfully yet because only 13 students (44.82%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 13 students (44.82%) whose the scores completed the minimum mastery criteria and got score ≤ 79 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 22 students (75.86%) whose the scores completed the minimum mastery criteria in post-test II because they got score ≥ 79 . In this post-test, the lowest score was 60, the highest score was 90, and the average score was 79.48.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 70.34 and 79.48, then the increasing score was 10.00. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 79 were 5, 13 and 22 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

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

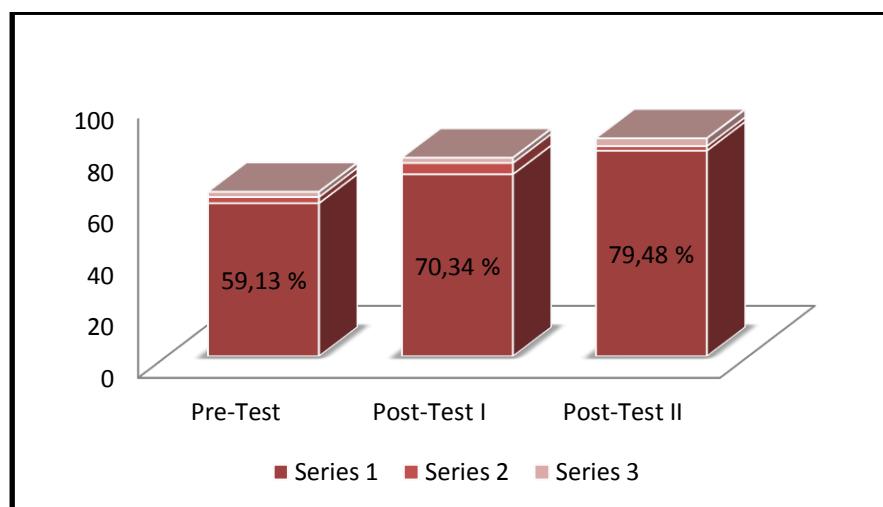
average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

Table 14
The Students' Score of Pre-test, Post-test in Cycle I
and Post-test Cycle II

No	Name	Pre-test	Post-Test I Score	Post-Test II Score
1	ACAS	50	80	80
2	AA	55	80	80
3	ADS	55	60	85
4	BS	60	75	80
5	CAW	80	85	85
6	DLIM	50	50	75
7	ENT	60	85	80
8	FM	55	50	75
9	FP	60	80	85
10	IN	80	65	80
11	KPW	45	85	85
12	MFA	60	80	80
13	MTP	60	70	75
14	MAF	55	80	80
15	MD	50	60	75
16	NP	60	70	80
17	NKFA	40	50	60
18	NPWS	55	80	80
19	PSM	40	50	85
20	PRI	80	80	80
21	RNQA	80	65	75
22	RP	65	50	80
23	STA	70	80	80
24	SK	50	65	85
25	WYP	65	75	80
26	WHY	55	65	65
27	WA	80	85	85
28	WO	45	55	80
29	YA	55	85	90
Total		1715	2040	2305
Average		59.13	70.34	79.48

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 59.13 to 70.34 became 79.48. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows :

**Figure 2
The Graph of Result of Pre-test, Post-test I and Post-test II**



Based on the graph above, it can be inferred that Pause, Prompt, Praise (PPP) Strategy could improve the students' reading comprehension ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

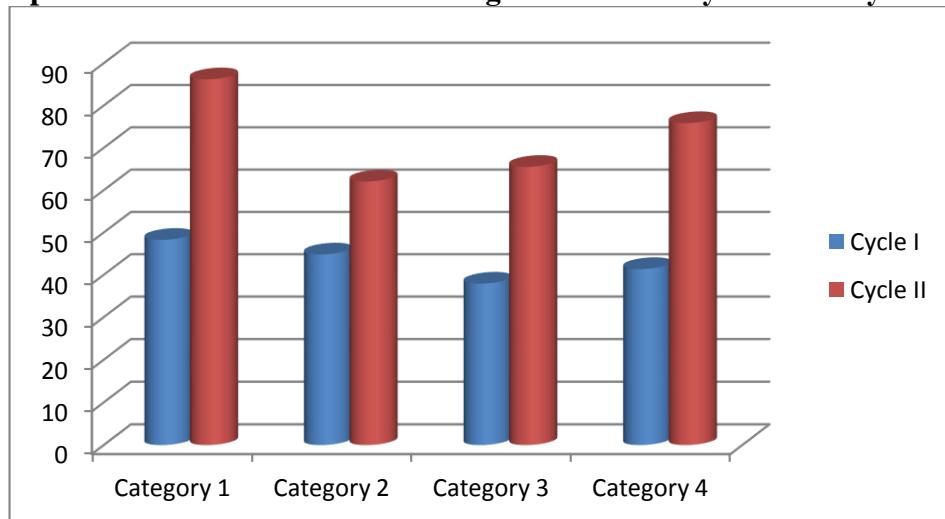
4. The Result of Students' Learning Activities in Cycle I and Cycle II

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

Table 15
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	14	48.27%	25	86.20 %	37.93 %
2	The students ask/answer questions	13	44.82%	18	62.06 %	17.24 %
3	The students are active in giving suggestion/feedback	11	37.93%	19	65.51 %	27.58 %
4	The students are able to do the task	12	41.37%	22	75.86 %	34.49 %

Figure 3
The Graph of Students' Result of Learning Activities in Cycle I and Cycle II



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

- a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 48.27% and in cycle II 86.20%, it improved 37.93%.

b. The students ask/answer question from the teacher

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was improved 17.24%, from cycle I 44.82% and cycle II 62.06%.

c. The students were active in giving suggestion/ feedback

The students who had activated in a group or pairs also improved. From cycle 37.93% and cycle II 65.51% , so it improved 27.58%.

d. The Students were able to do the task

The students who had done the task were improved. It could be seen on the cycle I 41.37% and cycle II 75.86%, it improved 34.49%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when Pause, Prompt, Praise (PPP) Strategy was applied in learning process from cycle I up to cycle II.

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Pause, Prompt, Praise (PPP) Strategy could improve the students' reading comprehension ability. There was progress average score from 59.13 to 70.34 and to 79.48.

From the graph 3, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 59.13 and only 5 students or (17.24%) whose the scores completed the minimum mastery criteria.

Moreover, in the post-test I and II there was 13 students or (44.82%) whose the scores completed the minimum mastery criteria with the average 70.34 and 22 students or (75.86%) whose the scores completed the minimum mastery criteria with average 79.48. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 79) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Pause, Prompt, Praise (PPP) strategy in reading comprehension ability, it can be concluded that there is the improvement of reading comprehension ability by using Pause, Prompt, Praise (PPP) Strategy at the eleventh graders of SMA Negeri 2 Metro. Therefore, the use Pause, Prompt, Praise (PPP) Strategy can be effective strategy and it can be used as an alternative way in teaching reading, because it is easy to be implemented and it is one of the interesting strategies which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material in essay text so it can improve the students reading comprehension ability.

It is supported by the improvement of the students' average score from pre test 59.13 to post test I 70.34 became 79.48 in post test II. In cycle 1, there were 13 students passed the test. Moreover, in cycle II there were 22 students who got score ≥ 79 . It means that the result of cycle II had already reached the indicator of success that was $>70\%$ students fulfill the minimum mastery criteria (MMC). It was clear that Pause, Prompt, Praise (PPP) Strategy could be used to improve the students' reading comprehension ability.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to improve their vocabularies mastery in order to get success in understanding reading texts.
2. The students are suggested to be more active in learning English so they can comprehend the material especially in essay text that given by the teacher and improve their knowledge especially in reading comprehension ability.
3. It is suggested for the English teacher to use Pause, Prompt, Praise (PPP) strategy as alternative strategy in the classroom because this strategy is effective to improve the students reading comprehension ability in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning especially in essay text since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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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 tahu 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
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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	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain	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- Ungkapan yang digunakan untuk memberi saran dan tawaran- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.	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 CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none">• Bermain peran (<i>role play</i>) dalam bentuk	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.dailylearning.com- http://americanenglish.state.gov/files/ae/resource_files- http://learnenglish.britishcouncil.org/en/
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya				
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran,	<i>Ungkapan</i> Saran dan tawaran: <i>Why</i> <i>don't</i>	 Mengeksplorasi			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>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"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi 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>) 	<p>interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</p> <ul style="list-style-type: none"> 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. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <ul style="list-style-type: none"> • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <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 memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	Teks lisan dan tulis untuk menyatakan pendapat dan	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi International</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</p>	<p>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>Ungkapan</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>responnya</p> <ul style="list-style-type: none"> 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 simulasi, role-play, dan kegiatan lain yang</p>	<p>menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> 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 		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.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>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>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>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>pendapat dan pikiran.</p> <ul style="list-style-type: none"> • 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 bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kedulian dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>komunikasi</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan	Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan:</i> harapan dan doa	Mengamati <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). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa	KRITERIA PENILAIAN: <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, 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/ae/r

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>- <i>I hope ...</i> - <i>I wish you all the best.</i> <i>Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapkan, tekanan kata, intonasi</p>	<p>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 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>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa 	<p>intonasi</p> <ul style="list-style-type: none"> • 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</p>		<p><u>esource files</u></p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>(observations):</p> <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 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana <i>Fungsi Sosial</i> Menjagahubungan transaksional	Mengamati <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 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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</p>	<p>dengan orang lain</p> <p>Struktur</p> <p>Salutation</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>Closing</p> <p>Unsur kebahasaan:</p> <ul 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, 	<p>teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> • 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 • Siswa 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • 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</p>		<p>Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata	<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 disampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi 	<p>seperti tes, tetapi untuk tujuan 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. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • 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"> • 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 Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Surat pribadi sederhana Fungsi Sosial Menjalin hubungan dengan bertegur	Mengamati <ul style="list-style-type: none"> • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). 	Kriteria penilaian: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa

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pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	sapa dan memberi kabar pribadi kepada teman secara tertulis	<ul style="list-style-type: none"> Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. 	pribadi		Inggris
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	Memberi informasi kepada teman	<ul style="list-style-type: none"> Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci 	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 		<ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> www.dailylearning.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya	Struktur Date <i>Salutation: Dear</i> <i>Opening paragraph:</i> <i>Greetings and mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpacu 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>Cara Penilaian: 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, 		
4.7 Menangkap makna teks surat pribadi.	<i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi				
4.8 Menyusun teks	<i>Closing:</i> Menutup surat dengan				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	harapan untuk bertemu kembali <i>Signature</i> <i>Unsur kebahasaan:</i> <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>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 tertentu • 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 sampaikan dalam surat pribadi <p>Komunikasi</p>	<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <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, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<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 	berupa komentar atau cara penilaian lainnya		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang	<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 imperatif dalam memberikan tip secara 	Kriteria penilaian: <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</p>	4 x 2 JP	<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

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<p>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</p>	<p>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>lisan dan tulis</p> <ul style="list-style-type: none"> • 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>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips 	<p>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 penyuntingan teks prosedur. • Kumpulan hasil tes 		<p>.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

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unsur kebahasaan yang benar dan sesuai konteks.		<p>yang disalin dari beberapa sumber</p> <ul style="list-style-type: none"> Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dan latihan.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<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</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></p> <p>Insects are considered dangerous</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>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</p>	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/k ejadian 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/k ejadian tanpa perlu</p>	<p>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></p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu</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"> a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. 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>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar 		uncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	melibatkan pelakunya	<p>passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</p> <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. 	<ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2	<p>Pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi Sosial</i> Menyatakan dan menanyakan</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 	<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 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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</p>	<p>tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you excercise regularly, you will get the benefit physically and mentally</i> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p>Topik:</p>	<p>pengandaian.</p> <ul style="list-style-type: none"> • 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</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian 	<p>tulisan tangan</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> - http://americanenglish.state.gov/files/aer/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/p eristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	<p>jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</p> <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 	<p>dalam proses pembelajaran di setiap tahapan</p> <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
		belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang dan gejal/ peristiwa alam	Mengamati <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 Mempertanyakan (questioning) <ul style="list-style-type: none">• Dengan pertanyaan pengarah dari guru, siswa terpacu untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.• Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan,	Kriteria penilaian: <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 Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. <ul style="list-style-type: none">• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional					
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk	Struktur - Klasifikasi Umum tentang binatang/ benda yang ditulis,				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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 orang,</p>	<p>e.g.</p> <p>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala 	<p>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. • 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 didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil 	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • 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>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, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	<p>alam yang diamati</p> <ul style="list-style-type: none"> - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<p>membaca beberapa teks ilmiah faktual.</p> <ul style="list-style-type: none"> • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<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</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>Struktur teks</p> <p>a. Menyebutkan pokok permasalahan terhadap</p>	<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 	<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 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>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>mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <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 runtuh • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <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>) 	<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 menggunakan strategi 		<p>s</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <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>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>		
1.1 Mensyukuri kesempatan dapat	Teks biografi pendek dan	Mengamati	Kriteria penilaian:	4 x 2 JP	• CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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</p>	<p>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>Pembelajaran</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 keteladanannya 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"> 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 		<p>VCD</p> <ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailylearning.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>konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<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, struktur, dan unsur kebahasaan dengan runtut • 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 	<p>menulis teks biografi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <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,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelompok.</p> <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' 	format khusus, komentar, atau bentuk penilaian lain.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p>	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>pesan moral <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>menemukan informasi rinci dan kesimpulan dari lagu tersebut</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpacu 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 	<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 		<p>bahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/ae/resource_files - http://learningenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</p> <ul style="list-style-type: none"> • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin • 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. 	<p>penilaian diri dan</p> <ul style="list-style-type: none"> • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Metro, May 2017

English Teacher

The Researcher

Dwi Agusriani, S.S
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA N 2 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/I
Materi Pokok	: Teks ilmiah faktual report tentang orang, benda, binatang dan gejala/peristiwa alam
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) 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.
 - 3.9.1 Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari teks factual report tentang gejala/peristiwa alam dengan penuh tanggung jawab, peduli, kerjasama, cinta damai
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.
 - 4.13.1 Memahami informasi dari teks ilmiah *factual report* tentang gejala/peristiwa alam terkait dengan mata pelajaran lain.

C. Tujuan Pembelajaran :

Setelah berdiskusi dan menggali informasi, peserta didik dapat :

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

D. Materi Pembelajaran

Achmad Dody, Developing English Competencies for Senior High School, Jakarta: Setia Purna Invest, 2008, hal.12

Fungsi sosial

Memberikan informasi-informasi yang terdapat pada orang, benda, binatang, tumbuhan, gejala/peristiwa alam dan sosial di dalam kehidupan sehari-hari.

Struktur text

- 1) General Classification
- 2) Descriptions

Unsur kebahasaan

- (1) Kalimat Present Tense
- (2) Passive voice
- (3) Kosakata yang berhubungan dengan orang, benda, binatang dan gejala / peristiwa alam dan sosial
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

E. Teknik Pembelajaran : Pause, Prompt, Praise (PPP) Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point Presentation, Teks.
2. Alat: Laptop, LCD
3. Sumber Belajar : Buku Bahasa Inggris kelas XI, teks *factual report*, lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *factual report* tentang gejala dan peristiwa alam.

- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengulas kembali.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa ke dalam kelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru meminta beberapa siswa untuk membaca teks *factual report* tentang gejala dan peristiwa alam yang terdapat pada slide dan kertas yang telah dibagikan.
- Siswa mengamati *factual report* yang terdapat pada slide untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

Menanya

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

Mengeksplorasi

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

Mengasosiasi

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

Mengomunikasikan

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

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Teknik: Unjuk kerja

Earthquake

An earthquake is sudden shaking of the earth's surface that often causes a lot of damage. It is the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. Earthquakes may happen naturally or a result of human activities. Smaller earthquakes can also be caused by volcanic activity, landslide, mine blasts and nuclear experiments.

At the Earth's surface, earthquakes can be seen from the shaking or displacement of the ground. Sometimes, they cause tsunamis, which may lead to loss of life and damage of property. There are two types of earthquake that occurs naturally, they are tectonic and volcanic earthquakes.

Tectonic earthquakes are earthquakes that are caused by tectonic plates getting stuck and putting a strain on the ground. The strain becomes so great that rocks give way by breaking and sliding along fault planes.

Volcanic earthquakes are earthquakes which are caused by the movement of magma in volcanoes. In volcanic regions earthquakes may be caused both by tectonic faults and by the movement of magma in volcanoes. Such earthquakes can be an early warning of volcanic eruptions.

The size of an earthquake is usually reported using Richter scale or a related Moment scale. Earthquakes which are 3 on the Richter scale or lower are hard to notice. Whereas, those which are 7 on the Richter scale causes serious damage over large areas.

Answer these questions based on the text.

1. What does paragraph 2 talks about?
2. How does tectonic earthquake happen?
3. Why does the earthquake can happen?
4. What is the purpose of the text?
5. How does the condition of the earth's surface when the earthquake happen?

Metro, May 2017

The Collaborator

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:SMA N 2 Metro
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: XI/I
Materi Pokok	: Teks ilmiah faktual report tentang orang, benda, binatang, dan gejala/peristiwa alam
Alokasi Waktu	: 2 x 45 menit

B. Kompetensi Inti (KI)

- KI1 :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 tahuanya 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.
- KI4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantarkomunikasi International yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) 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.
 - 3.9.1 Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari teks factual report tentang gejala/peristiwa alam dengan penuh tanggung jawab, peduli, kerjasama, cinta damai
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.
 - 4.13.1 Memahami informasi dari teks ilmiah factual report tentang gejala/peristiwa alam terkait dengan mata pelajaran lain.

C. Tujuan Pembelajaran :

Setelah berdiskusi dan menggali informasi, peserta didik dapat :

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

D. Materi Pembelajaran

Achmad Dody, Developing English Competencies for Senior High School,
Jakarta: Setia Purna Invest, 2008, hal.12

Fungsi sosial

Memberikan informasi-informasi yang terdapat pada orang, benda, binatang, tumbuhan, gejala/peristiwa alam dan sosial di dalam kehidupan sehari-hari.

Struktur text

- 1) General Classification
- 2) Descriptions

Unsur kebahasaan

- (1) Kalimat Present Tense
- (2) Passive voice
- (3) Kosakata yang berhubungan dengan gejala dan peristiwa alam dan sosial
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

E. Teknik Pembelajaran : Pause, Prompt, Praise (PPP) Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point Presentation, Teks.
2. Alat: Laptop, LCD
3. Sumber Belajar : Buku Bahasa Inggris kelas XI, teks *factual report*, lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *factual report* tentang binatang.

- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengulas kembali.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa ke dalam kelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru meminta beberapa siswa untuk membaca teks *factual report* tentang binatang yang terdapat pada slide dan kertas yang telah dibagikan.
- Siswa mengamati *factual report* yang terdapat pada slide untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

Menanya

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

Mengeksplorasi

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

Mengasosiasi

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

Mengomunikasikan

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

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

I. Penilaian

Teknik: Unjuk kerja

The Red Bird Of Paradise

An Indonesian endemic, the Red Bird of Paradise is distributed to lowland rainforests of Waigeo and Batanta islands of West Papua. This species shares its home with another bird of paradise, the Wilson's Bird of Paradise. Hybridisation between these two species are expected but not recorded yet.

The Red Bird of Paradise, *Paradisaea rubra* is a large, up to 33cm long, brown and yellow bird of paradise with a dark brown iris, grey legs and yellow bill. The male has an emerald green face, a pair of elongated black corkscrew-shaped tail wires, dark green feather pompoms above each eye and a train of glossy crimson red plumes with whitish tips at either side of the breast.

The male measures up to 72 cm long, including the ornamental red plumes that require at least six years to fully attain. The female resembles the male but is smaller in size, with a dark brown face and has no ornamental red plumes. The diet consists mainly of fruits, berries and arthropods.S

Answer the question based on the text!

1. What is the purpose of the text?
2. Where is the Red Bird distributed?
3. What is the main idea of the last paragraph?
4. What is the classification of paradise rubra?
5. Where we can find the Red Bird?

Metro, May 2017

The Collaborator

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Pre-Test of Report Text on Reading Comprehension Ability

Direction:

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

Read the following text and answer the questions !

Text 1

Question for number 1 to 4.

Polar Bears

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole. The polar bears live at the North Pole. There is only snow, ice, and water. There is not any land.

These bears are three meters long, and weigh 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms. The polar bears can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The governments of Canada, the United States, and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.

1. What is the main idea of the last paragraph?
 - a. Polar bears are very big animal
 - b. The polar bears are the tame animals
 - c. Polar bears live in the North Pale
 - d. There is no polar bear at the South Pole
 - e. Polar bears are hunted because of their beautiful white coats
2. They go into the sea when it is afraid (p.2). The underlined word is closest in meaning to...
 - a. Shy
 - b. Angry
 - c. Furious
 - d. Scared
 - e. Shocked
3. They can swim 120 kilometers out into the water (p.2). The underlined pronoun refers to...
 - a. People
 - b. Bears
 - c. Beautiful animal
 - d. Polar bear

- e. The government
4. The generic structure of the text at the first paragraph is called ...
- a. General classification
 - b. Orientation
 - c. Introduction
 - d. Re-orientation
 - e. Description

Text 2

Question for number 5 to 8.

Have you ever wondered how people get chocolate from? in this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating. Chocolate starts with a tree called the cacao tree . This tree grown in equatorial regions, especially in places such as South America, Africa, and Indonesia.

The cacao tree producers a fruit about the size of a small pine apple, inside the fruit are the tree's seeds, also known as cocoa beans. The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate makers starts by roasting the beans to bring out the flavour. Different bears from different places have different places have different qualities and flavour. so they are often sorted and blended to produce a distinctive mix. Next. the roasted beans are winnowed.

Winnowing removes the meat nib of the cacao bean from its sheel. Then, the rubs are blended. The blended rubs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different, However, cacao beans are half fat. which is why the ground ribs from liquid. It's pure bitter chocolate.

- 5. The text is about....
 - a. the cacao tree
 - b. the cacao beans
 - c. the raw chocolate
 - d. the making of chocolate
 - e. the flavour of chocolate
6. The third paragraph focuses on....
- a. the process of producing chocolate
 - b. how to produce the cocoa flavour
 - c. where chocolate comes from
 - d. the chocolate liquor
 - e. the cacao fruit
7. “.....so they are often sorted and blended to produce.....” (paragraph3)
The underline word is close in meaning to
- a. Arranged
 - b. Combined
 - c. Separated

- d. Distributed
 - e. organized
8. How does the chocolate maker chocolate?
- a. By fermenting the beans
 - b. By roasting the beans
 - c. By blending the beans
 - d. By sorting the beans
 - e. By drying the beans

Text 3

Question for number 9 to 12.

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a trunk.

The trunk is elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact, the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.

9. What is the main idea of the third paragraph?
- a. Elephants are strong
 - b. Elephants are very useful
 - c. Elephants can lift logs
 - d. Elephants must be trained
 - e. Elephants are servant
10. The elephant draws up water by its trunk and ... (p.2). What are the meaning of the underlined word?
- a. Thick legs
 - b. Long white tusks
 - c. Large hanging ears
 - d. Little eyes
 - e. Long nose
11. What is the purpose of the text above?
- a. To describe the specific information of the elephant
 - b. To describe the specific information of the trunk
 - c. To describe the specific information of the eyes' elephant
 - d. To describe the specific information of the food' elephant
 - e. To describe the specific information of the baby's elephant

12. It can be trained to serve in many ways such as carry heavy loads (p.3). What does the underlined pronoun refer to?
- Tail
 - Trunk
 - Intelligent
 - Weakness
 - Eyes

Text 4

Question for number 13 to 16.

Bees

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

Bees have a long proboscis (a complex tongue) that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *Trigona minima*, a stingless bee whose workers are about 2.1 mm (5/64) long. The largest bee in the world is *Megachile pluto*, a leaf cutter bee whose females can attain a length of 39 mm (1.5). Members of the family Halictidae, or sweat bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

- What is the text about?
 - Describing bees in general
 - Explaining bees in Antarctica
 - Telling the habitat of the bees
 - Giving information about bees in the Northern Hemisphere
 - Giving motivation to the readers
- What is the main idea of the first paragraph?
 - Bees live on every continent
 - Bees belong to flying insects
 - Bees produce honey and beeswax
 - Bees only live with insect-flowering plants
 - Bees is wild animal
- Which of the following sentences describes the physical appearance bees?
 - None has wings
 - It has 13 antennae
 - Its length is 39 mm

- d. Its tongue is complex
 - e. It has long neck
16. They are found on every continent except Antarctica,...". The word "they" refers to.....
- a. ants
 - b. bees
 - c. insects
 - d. flying insects
 - e. habitat

Text 5

Queston for number 17to 20.

A kangaroo is an animal found only in Australia, although it has a smaller relative, called wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour. The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

17. What is the main idea of the third paragraph?
- a. A kangaroo is an animal
 - b. A kangaroo is mammal
 - c. A kangaroo eat fish
 - d. Red kangaroo is the biggest one
 - e. Kangaroo eats grass and plants
18. It crawls at once into this pouch where it spends its first five months of life (p.3). What is the synonym of the underlined word?
- a. Fawn
 - b. Run
 - c. Stand
 - d. Fly
 - e. Jump
19. Where does kangaroo's smaller relative found?
- a. Africa
 - b. Australia island
 - c. America
 - d. Indonesia
 - e. China
20. The first paragraph of the text above is called?

- a. Description
- b. Re-orientation
- c. General Classification
- d. Resolution
- e. Complication

CYCLE I
Post-Test of Report Text on Reading Comprehension Ability

Direction:

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

Read the following text and answer the questions !

Text 1

Question for number 1 to 4.

Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most of the cases, the experienced pharmacists can even prescribe some better drugs and medicines to the patients. One of the most important pharmacist job descriptions is the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

Some of the job duties of a pharmacist are as follows: give advice and assist doctors or surgeons in matters relating to dosages and prescriptions to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefits of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments.

1. What does the text tell us about?
 - a. A pharmacist
 - b. A drug therapy
 - c. A medical expert
 - d. A doctor and surgeon
 - e. A patient
2. Which one is usually done by a pharmacist?
 - a. Giving immediate help to the patients
 - b. Recommending better drugs to patients
 - c. Helping surgeon while doing an operation
 - d. Giving drugs to patients with major ailments
 - e. Giving recipe to patient
3. Who has responsibility to recommend drugs to visitors with minor ailments?
 - a. A doctor
 - b. A surgeon
 - c. A pharmacist

- d. A medical expert
 - e. A visitors
4. What is the main idea of second paragraph ?
- a. A pharmacist has some duties
 - b. A pharmacist and doctor work cooperatively
 - c. A pharmacist recommends drugs to the patients
 - d. Doctor and surgeon give prescriptions to the patient
 - e. A visitors help pharmacist

Text 2

Question for number 5 to 8

Whales are the largest animals on the earth. Bigger than elephants, they may grow 95 feet long, and weigh 150 tons. A baby blue whale, just born, can be 23 feet long and weigh 3 tons.

Although whales live in the oceans and swim like fish, they are not fish. They are mammals, like cows and elephants. Unlike fish they bear young alive, not as eggs. Their babies live on their mother's milk. They breathe through their lungs and hold their breath when they go under water. If they cannot come to the surface to breathe fresh air, they will drown. They are warm blooded. Fish, however, lay eggs, breathe oxygen in the water, and are cold-blooded.

Whales life in all-the ocean, in the winter some of them go to warm waters to breed and in the summer most of them go to cold waters to feed. There are two kinds of whales, whales with teeth (toothed whales) and whales without teeth (baleen whales). The toothed whales eat fish and squid, which they can catch with their teeth, although they swallow their food without chewing it. The baleen whales eat plankton (small sea animals and plants). When they find plankton, they open their mouth and swallow the plankton.

Whales have few enemies. Only human and killer whale attack whales. And whales do not seem to fight among themselves. They usually live from 20 to 30 years.

9. What is the purpose of the text?
 - a. To inform whales eat
 - b. To describe baby's whales
 - c. To inform whale's live
 - d. To tell how the whales breathe
 - e. To entertain the readers
10. Whales occasionally live in warm waters...
 - a. To get more foods
 - b. For productions
 - c. For fresh air
 - d. To avoid winter
 - e. To feed their babies
11. What is the main idea of the second paragraph?
 - a. Whales are the largest animals on the earth.
 - b. There are two kinds of whales.

- c. Whales are mammals.
 - d. Whales have few enemies.
 - e. Fish lay eggs, breathe oxygen in the water
12. When they find plankton, they open their mouth and swallow the plankton.
 What does the underlined pronoun refer to...?
- a. Elephant
 - b. Whales
 - c. Milk
 - d. Fish
 - e. Eggs

Text 3

Questions for number 9-13.

Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. Next to the mammals, birds are the most important group of land-living vertebrates.

All birds have feathers, although in some types, particularly those that cannot fly, the normal structure of the feathers may be much modified and be downy, woolly, or straw like. The forelimbs of birds are modified into wings. The bony part of the tail, except in the very earliest fossil birds, is very short, and the visible tail is composed of feathers only. The teeth are absent except in some fossil forms. As in mammals-the only other group of warm blooded animal-the circulation is highly perfected so that there is no mixing of arterial and venous blood, but the arrangement of veins and arteries by which this is accomplished, is different in the two groups. Birds have keen hearing, although they have no external ears. The sense of sight also is very keen, but the sense of smell is weak or lacking, except in a small few vultures and other birds.

13. What is the main idea of the first paragraph?
- a. Birds is one of the animals which has warm blooded
 - b. The forelimbs of birds are modified into wings
 - c. The sense of sight is very keen
 - d. All birds have feathers
 - e. The birds can fly high
14. From the text we can conclude that both birds and mammals have ...
- a. Back bones
 - b. Keen sight
 - c. Keen hearing
 - d. Downy feather
 - e. Weak sense of smell
15. Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. What is the synonym of the underlined word?
- a. Leg
 - b. Hair
 - c. Hand
 - d. Tail
 - e. Fur

16. What is the communicative purpose of the text?
- To present information about something
 - To tell the past event
 - To give the solution of the problem
 - To inform the steps
 - To describe about experience
17. The first paragraph of the text above is called?
- Description
 - Re-orientation
 - General Classification
 - Resolution
 - Complication

Text 4

Question for number 14 to 17

Gold is precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is sometimes found loose on bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern process for removing gold from rocks.

Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare. And useful.

18. The best title of the text above is
- Gold
 - Type of Gold
 - Previous Metal
 - Rare Ornaments
 - Type Ornaments
19. The following are associated with gold, EXCEPT ...
- Useful
 - Beautiful
 - Precious
 - Necessary
 - Unnecessary
20. The text above is mainly intended to about gold.
- Discuss
 - Classify
 - Describe
 - Elaborate
 - Identify

21. It will be priced forever because ..." (paragraph 4). The underlined word means ...
- Valuable
 - Worthless
 - Interesting
 - Wonderful
 - Beautiful

Text 5

Question for number 18 to 20.

For many years, people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being. Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

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

- Dolphin is not a fish
- Dolphin is a fish
- Chimpanzee is cleverest than dolphin
- Dolphin is very friendly
- Dolphin is a helper

23. For many years, people believed that the cleverest animals (p.1). What is the antonym of the underlined word?

- Foolish
- Smart
- Skilled
- Outstanding
- Intelligent

24. What is the specific purpose of the second paragraph?

- To retell the history of dolphin
- To elaborate the factual information of dolphin
- To retell about the past
- To introduce the dolphin
- To give the solution of the problem

CYCLE II
Post-Test of Report Text on Reading Comprehension Ability

Direction:

- 25. Write your name and class on your answer sheet!
 - 26. Read the text then answer the question by crossing a, b, c, d, or e!
 - 27. You may not cheat with your friends!
 - 28. Check your answer before submitting!
-

Read the following text and answer the questions !

Text 1

Question for number 1 to 6.

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet" because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

1. What is the main idea of the second paragraph?
 - a. Antibiotic is a compound
 - b. Antibiotic is good for medication
 - c. Antibiotic is not good for fungi
 - d. Antibiotic kill without injuring its suffers
 - e. Antibiotic is magic bullet
2. What is the meaning of antibiotic?
 - a. Antibiotic is a compound effective handle infection caused by viruses
 - b. Antibiotic is a compound effective handle infection caused by fungi

- c. Antibiotic is a compound effective handle infection caused by nonbacterial
 - d. Antibiotic is a compound effective handle infection caused by bacteria
 - e. Antibiotic is a compound effective handle infection caused by amoeba
3. According to the text above, what is not true statement?
- a. Antibiotic is used to treat bacterial infections
 - b. Antibiotic is not same with disinfectant
 - c. Antibiotic kills instantly without injuring its sufferers
 - d. Antibiotic is effective in handling infection caused by viruses
 - e. All of statement is true
4. What is the purpose of the text above?
- a. To inform about antibiotic
 - b. To describe about antibiotic
 - c. To inform about disinfectant
 - d. To describe about bacteria
 - e. To entertain the reader
5. It is not effective in handling infection caused by viruses, fungi, or other nonbacterial (p.2). What does the underlined pronoun refer to?
- a. Antibiotic
 - b. Bacteria
 - c. Disinfectant
 - d. Viruses
 - e. Fungi
6. The first paragraph of the text above its called?
- a. General Classification
 - b. Discussion
 - c. Event
 - d. Steps
 - e. Re-orientation

Text 2

Question for number 7 to 11.

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.

7. What is the main idea of the second paragraph?
 - a. Giraffe's food
 - b. Giraffe's characteristic
 - c. Giraffe's life
 - d. Giraffe's reproduction
 - e. Giraffe's baby
8. Giraffe has a unique characteristic. What is the synonym of the underlined word?
 - a. Different
 - b. Special
 - c. Strange
 - d. Queer
 - e. Anger
9. What is the purpose of the text above?
 - a. Giraffe's reproduction
 - b. The strange animals
 - c. The highest animal
 - d. Baby giraffe
 - e. The heaviest animal
10. What is the unique character of giraffe?
 - a. Two horns on its head
 - b. Their long neck
 - c. Brown spot
 - d. Their food
 - e. Their life
11. They just drop it to the ground from a 1.5 meter of height (p.3). What does the underlined pronoun refer to?
 - a. Neck
 - b. Horn
 - c. Baby giraffe
 - d. Food
 - e. Long period of pregnant

Text 3

Question for number 12 to 15

Fungi used to be considered as a part of the plant kingdom, but they are now thought to be quite different.

The main part of the fungus is a mass of tiny thread called mycelium. Fungi live on the other organic matter in the soil. Fungi are the most important agent in the breakdown of dead plant and animal material, recycling it so that

plants can use the nutrients. Fungi live in damp areas or in water because they have no method of preventing their fragile threads drying out. They cannot survive dry atmospheres. There are around 50,000 species of fungi and they include yeast, rusts, smuts, mildews, mould and mushrooms.

12. "...they have one method of preventing their fragile threads drying out"

The antonym of the underlined word is...

 - a. Brittle
 - b. Sturdy
 - c. Breakable
 - d. Weak
 - e. Delicate

13. "They cannot survive dry atmospheres..." (Paragraph 2)

The underlined pronoun refers to...

 - a. Fungi
 - b. Mycelium
 - c. Fragile
 - d. Mushroom
 - e. Mildews

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

 - a. Species of fungi in the world
 - b. Characteristic of plant kingdom
 - c. Area where fungi live
 - d. Classification of fungi
 - e. Importance of fungi

15. What is the communicative purpose of the text?

 - a. To give entertainment or amusement to the readers
 - b. To describe the way things are, with reference to a range of nature.
 - c. To persuade the reader with its argument.
 - d. To present (at least) many different aspects of an issue
 - e. To describe how something is accomplished

Text 4

Question for number 16 to 20.

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet".

The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it

The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemies by doing this.

16. What is the main idea of the first paragraph?
 - a. The octopus escapes enemies by changing the color of its body
 - b. The weight of octopus is 45 kilograms
 - c. The huge of octopus is 8,5 meters
 - d. The octopus is an ocean creature with eight effective feet
 - e. The color of octopus is beautiful
17. It can likewise change the color of its body. The underlined word is closest in meaning to ...
 - a. It has more than color
 - b. The color is red
 - c. It has one color
 - d. It is beautiful
 - e. It has no color
18. Which group of sea creatures belongs to the same family with octopus?
 - a. Turtle and crab
 - b. Shrimp and crab
 - c. Crab and cuttlefish
 - d. Cuttlefish and squid
 - e. Crab and squad
19. What is the communicative purpose of the first paragraph?
 - a. To describe the common description of octopus
 - b. To describe the phenomenon under discussion
 - c. To inform about octopus' family
 - d. To retell about something
 - e. To give the solution
20. “The octopus additionally utilizes them against its adversaries (p.3)”. What does the underlined pronoun refer to?
 - a. Teeth
 - b. Tentacles
 - c. Enemies
 - d. Ghost sea
 - e. Crabs

Instrument Grill
Table Specification of Reading Comprehension Ability of the Report Text

No	Indicator	Items Numbers		
		Pre test	Post test 1	Post test 2
1	Students can find the main idea of the passage	1, 8, 11, 13, 16, 20	4, 7, 9, 18	1, 7, 14, 16
2	Students can find the purpose of the passage	7	5, 12, 20	4, 9, 15, 19
3	Students can scan for specific information of the passage	4, 5, 9, 12, 14, 18,	1, 2, 3, 6, 10, 14, 16	3, 10, 18
4	Students can find a detail word of a pronoun in the passage	3, 15	8	5, 11, 13, 20
5	Students can guess synonym or antonym of the underlined word	2, 6, 17	11, 19	8, 12
6	The students can find the meaning of word in the passage	11	15, 17	2, 17
7	Students can find the generic structure of the passage	19	13	6
Total		20	20	20

STUDENTS ATTENDANCE LIST (POST-TEST 1I)

**SATUAN PENDIDIKAN : SMA N 2 METRO
KELAS / SEMETER : XI IPA 5 / II
TAHUN PELAJARAN : 2016 / 2017**

NO	NAMA	L/P	PARAF
1	Ajeng Cantika Anjung Sari		
2	Aldi Aryawibi		
3	Anggi Dewi Saputri		
4	Bela Setiani		
5	Cakra Agung Wibisono		
6	Doly Lasroh Ito Malau		
7	Ervia Narimaning Tyas		
8	Febrian Mahendra		
9	Feriawan Prayogo		
10	Intan Novikasari		
11	Kadek Purne Wijaye		
12	M. Fikri Ardiansyah		
13	Minda Tuwaring Putri		
14	Muhammad Ammar Fakhri		
15	Muhammad Darmawan		

16	Nanda Puspita		
17	Ni Komang Fera Astuti		
18	Ni Putu Widi Eka Safitri		
19	Putri Sri Mulyati		
20	Putu Riki Irawan		
21	Reka Nur Qurota A'yun		
22	Rickoadji Pangestu		
23	Silva Tiara Ariani		
24	Suci Khansa'ali		
25	Wafi Yustika Putri		
26	Wayan Hendri Yani		
27	Winda Aprilia		
28	Winda Oktafia		
29	Yoyok Apriyanto		

Metro, May 2017

The Collaborator

The Researcher

Dwi Agusriani, S.S
NIP. 198408072010012013

Sela Ariyani
NPM. 13108387

ANSWER SHEET PRE-TEST

NAME : _____
CLASS : _____

Please Give The Cross (X) To The Right Answer !

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

ANSWER SHEET POST TEST CYCLE I

NAME : _____
CLASS : _____

Please Give The Cross (X) To The Right Answer !

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

ANSWER SHEET POST TEST CYCLE II

NAME : _____
CLASS : _____

Please Give The Cross (X) To The Right Answer !

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

**THE RESULT OF STDENTS' PRE-TEST AT THE ELEVENTH
GRADERS OF SMA N 2 METRO
CLASS : XI IPA 5**

NO	NAME	PRE-TEST	NOTE
1	ACAS	50	Low
2	AA	55	Average
3	ADS	55	Average
4	BS	60	Average
5	CAW	80	High
6	DLIM	50	Low
7	ENT	60	Average
8	FM	55	Average
9	FP	60	Average
10	IN	80	High
11	KPW	45	Low
12	MFA	60	Average
13	MTP	60	Average
14	MAF	55	Average
15	MD	50	Low
16	NP	60	Average
17	NKFA	40	Low
18	NPWS	55	Average
19	PSM	40	Low
20	PRI	80	High
21	RNQA	80	High
22	RP	65	High
23	STA	70	High
24	SK	50	Low
25	WYP	65	High
26	WHY	55	Average
27	WA	80	High
28	WO	45	Low
29	YA	55	Average
Total Score		1715	
Average		59.13	
Highest Score		80	
Lowest Score		H040	
The Number of Students who get 79 or more		5	

The Collaborator

The Researcher

Dwi Agusriani, S.S
NIP. 198408072010012013

Sela Ariyani
NPM. 13108387

**THE RESULT OF STDENTS' POST-TEST I (CYCLE 1) AT THE
ELEVENTH GRADERS OF SMA N 2 METRO
CLASS : XI IPA 5**

NO	NAME	POST-TEST	NOTE
1	ACAS	80	High
2	AA	80	High
3	ADS	60	Average
4	BS	75	Average
5	CAW	85	High
6	DLIM	50	Low
7	ENT	85	High
8	FM	50	Low
9	FP	80	Average

10	IN	65	High
11	KPW	85	High
12	MFA	80	High
13	MTP	70	Average
14	MAF	80	High
15	MD	60	Average
16	NP	70	Average
17	NKFA	50	Low
18	NPWS	80	High
19	PSM	50	Low
20	PRI	80	High
21	RNQA	65	High
22	RP	50	Low
23	STA	80	High
24	SK	65	Average
25	WYP	75	Average
26	WHY	65	Average
27	WA	85	High
28	WO	55	Average
29	YA	85	High
Total Score		2040	
Average		70.34	
Highest Score		85	
Lowest Score		50	
The Number of Students who get 79 or more		12	

Metro, May 2017

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Dwi Agusriani, S.S
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**THE RESULT OF STDENTS' POST-TEST II (CYCLE 2) AT THE
ELEVENTH GRADERS OF SMA N 2 METRO
CLASS : XI IPA 5**

NO	NAME	POST-TEST II	NOTE
1	ACAS	80	Average
2	AA	80	Average
3	ADS	85	High
4	BS	80	Average
5	CAW	85	High
6	DLIM	75	Average
7	ENT	80	Average
8	FM	75	Average
9	FP	85	High
10	IN	80	Average
11	KPW	85	High
12	MFA	80	Average
13	MTP	75	Average
14	MAF	80	Average
15	MD	75	Average
16	NP	80	Average
17	NKFA	60	Low
18	NPWS	80	Average
19	PSM	85	High

20	PRI	80	Average
21	RNQA	75	Average
22	RP	80	Average
23	STA	80	Average
24	SK	85	High
25	WYP	80	Average
26	WHY	65	Low
27	WA	85	High
28	WO	80	High
29	YA	90	High
Total Score		2305	
Average		79.48	
Highest Score		90	
Lowest Score		60	
The Number of Students who get 79 or more		22	

Metro, May 2017

The Collaborator

The Researcher

Dwi Agusriani, S.S
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Sela Ariyani
NPM. 13108387

Table
Observation Sheet of Students' Activities in Pre-Test

No	Student's Name	Activity				Score
		Paying attention to the teacher's explanation	Asking/answering the question from the teacher	Being creative in giving suggestion/feedback to the teacher	Being able to do the task	
1	ACAS	35	25	20	35	115
2	AA	30	32	25	45	132
3	ADS	40	35	20	50	145
4	BS	48	40	22	45	155
5	CAW	55	40	33	58	186
6	DLIM	40	50	25	55	170
7	ENT	37	45	30	57	169
8	FM	27	30	35	25	117
9	FP	25	28	37	35	125
10	IN	30	20	23	40	113
11	KPW	35	25	26	38	124
12	MFA	28	25	24	30	107
13	MTP	30	29	22	38	119
14	MAF	30	32	25	31	118
15	MD	27	30	24	30	111
16	NP	24	20	28	35	107
17	NKFA	30	32	30	40	132
18	NPWES	25	26	33	35	119
19	PSM	24	25	28	36	113
20	PRI	30	25	27	30	112
21	RNQA	24	22	30	40	116
22	RP	31	24	20	42	117
23	STA	30	25	22	33	110
24	SK	28	30	25	40	123
25	WYP	20	30	25	35	110
26	WHY	24	28	30	35	117
27	WA	25	24	30	35	114
28	WO	35	28	30	35	128
29	YA	25	29	27	33	114
Total						
Percentage (%)		%	%	%	%	

Note: Tick (✓) for each positive activity

a. Low = 0-35

- b. Medium = 36-70
c. High = 71-100

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

Metro, May 2017

The Collaborator

The Researcher

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Table
Observation Sheet of Students' Activities in Cycle I

No	Student's Name	Activity			Score
		Paying attention to the teacher's explanation	Asking/answering the question from the teacher	Being creative in giving suggestion/feedback to the teacher	
1	ACAS				
2	AA				
3	ADS				
4	BS				
5	CAW				
6	DLIM				
7	ENT				
8	FM				
9	FP				
10	IN				
11	KPW				
12	MFA				
13	MTP				
14	MAF				
15	MD				
16	NP				
17	NKFA				
18	NPWES				
19	PSM				
20	PRI				
21	RNQA				
22	RP				
23	STA				
24	SK				
25	WYP				
26	WHY				
27	WA				
28	WO				
29	YA				
Total					
Percentage (%)		%	%	%	%

Note: Tick (✓) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

Metro, May 2017

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Table
Observation Sheet of Students' Activities in Cycle 2

No	Student's Name	Activity				Score
		Paying attention to the teacher's explanation	Asking/answering the question from the teacher	Being creative in giving suggestion/feedback to the teacher	Being able to do the task	
1	ACAS	42	41	23	51	157
2	AA	37	51	33	52	173
3	ADS	56	52	27	55	190
4	BS	52	50	23	50	175
5	CAW	70	60	37	75	242
6	DLIM	51	55	27	60	193
7	ENT	61	61	32	62	216
8	FM	60	33	50	51	194
9	FP	56	66	63	78	263
10	IN	40	23	22	43	128
11	KPW	42	27	28	41	138
12	MFA	33	28	30	35	126
13	MTP	33	31	22	40	126
14	MAF	41	31	26	40	138
15	MD	21	32	28	33	114
16	NP	27	28	31	35	121
17	NKFA	33	36	30	40	139
18	NPWES	27	28	34	47	136
19	PSM	27	24	29	35	115
20	PRI	26	34	36	40	136
21	RNQA	28	25	31	51	135
22	RP	31	23	22	42	118
23	STA	27	28	26	35	116
24	SK	26	30	29	40	125
25	WYP	45	34	27	41	147
26	WHY	23	25	31	35	114
27	WA	26	23	32	40	121
28	WO	30	25	31	35	121
29	YA	24	23	25	35	107
Total						
Percentage (%)		%	%	%	%	

Note: Tick (✓) for each positive activity

- a. Low = 0-35
- b. Medium = 36-70
- c. High = 71-100

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

Metro, May 2017

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Table
Fieldnote of Students' Activities in Cycle I

No	Student's Name	Students' Activities and Participation in the Classroom in Each of Pause, Prompt, Praise (Strategy) Steps
1	ACAS	
2	AA	
3	ADS	
4	BS	
5	CAW	
6	DLIM	
7	ENT	
8	FM	
9	FP	
10	IN	
11	KPW	
12	MFA	
13	MTP	
14	MAF	
15	MD	
16	NP	
17	NKFA	
18	NPWES	
19	PSM	
20	PRI	
21	RNQA	
22	RP	
23	STA	
24	SK	
25	WYP	

26	WHY	
27	WA	
28	WO	
29	YA	

Metro, May 2017

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PICTURES

CYCLE I

THE RESEARCHER GIVES EXPLANATION ABOUT REPORT TEXT
USING PAUSE, PROMPT, PRAISE, (PPP) STRATEGY



CYCLE II
THE RESEARCHER GIVES EXPLANATION ABOUT REPORT TEXT
USING PAUSE, PROMPT, PRAISE, (PPP) STRATEGY



**THE RESEARCHER GIVES EXPLANATION ABOUT REPORT TEXT
USING PAUSE, PROMPT, PRAISE, (PPP) STRATEGY**



THE STUDENTS DO THE TASK

CURRICULUM VITAE

The name of the writer is Sela Ariyani. She was born in Lampung Tengah, on August 2, 1995. She is the second children of Mr. Mulyani and Mrs. Maryati.

She was enrolled her study in Kindergarten at TK Dharma Wanita, Rantau Jaya Baru, on 1999-2001. She continued her study at SDN 1 Rantau Jaya Baru on 2001-2007. Then, she continued her study at SMP N 2 Rumbia, Rumbia on 2007-2010. She continued her study at SMAN 1 Rumbia, Central Lampung on 2010 - 2013. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. After graduating from senior high school, she decided to have lecture in English major at IAIN Metro. To merely study in the classroom is not enough for her, accordingly she joined the English organization (Jurai Siwo English Club) as leader of Human Research Development (HRD) to increase her English Performance.