

**AN UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN  
INCREASING STUDENTS' READING ABILITY AT THE  
ELEVENTH GRADERS OF SMAN 1 SEKAMPUNG EAST  
LAMPUNG**

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**The Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2020 M**

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GRADERS OF SMAN 1 SEKAMPUNG EAST LAMPUNG**

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

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**The English Education Department**

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**OF METRO**  
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GRADERS OF SMAN 1 SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**BY  
TIKA RESTI FADILA**

This research has aims to present that the reading ability and learning activity can be increased through implementing anagram technique. The method of this research was Classroom Action Research (CAR) which involved 35 students in class XI IPA 4 and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from reading test to figure out the students' knowledge in reading analytical exposition text. Furthermore, the researcher used the observation technique to get the data about students' skill in reading ability, students' activities while reading, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

Anagram technique can increase reading ability among the eleventh graders at SMAN 1 Sekampung. In cycle I, there were 34 % of students passed the test and in cycle II were 74 % of students who get grade  $\geq 72$ . It means that result of cycle II had already reached the indicator of success that was  $>70\%$  students fulfill Minimum Mastery Criteria (MMC). In additon, in cycle I, the students' learning activity was 46 %. Meanwhile, in cycle II the students' learning activity was 73 %. It means that the result of learning activity in cycle II had already achieved the indicator of success that was  $>70\%$  students fulfill the MMC. It means that anagram technique can increase the student's learning activity.

Keywords: Reading, Reading Ability, and Anagram Technique.

**PENERAPAN TEKNIK ANAGRAM DALAM MENINGKATKAN  
KEMAMPUAN MEMBACA SISWA KELAS SEBELAS SMAN 1  
SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

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Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan membaca dan aktivitas pembelajaran dapat ditingkatkan melalui penggunaan *anagram technique*. Metode penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 35 siswa kelas XI IPA 4 dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes membaca untuk mengetahui tingkat kemampuan siswa dalam membaca teks ekposisi analitis. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data kemampuan membaca, aktivitas siswa selama membaca, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Teknik anagram dapat meningkatkan kemampuan membaca siswa kelas sebelas di SMAN 1 Sekampung. Pada siklus I, terdapat 34% siswa yang lulus tes dan pada siklus II 74% siswa mendapat nilai  $\geq 72$ . Artinya, hasil siklus II telah mencapai indikator keberhasilan yaitu  $> 70\%$  siswa memenuhi syarat Kriteria Ketuntasan Minimum (KKM). Selain itu, pada siklus I, aktivitas belajar siswa mencapai 46%. Sementara itu, pada siklus II aktivitas belajar siswa mencapai 73%. Ini berarti bahwa hasil kegiatan belajar pada siklus II mencapai indikator keberhasilan yaitu  $> 70\%$  siswa memenuhi KKM. Ini berarti bahwa teknik anagram dapat meningkatkan aktivitas belajar siswa.

Kata kunci: membaca, kemampuan membaca, dan teknik anagram.





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No. B-1606/11-23-1/0/PP-00-9/06/2020

An Undergraduate thesis entitled: THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN INCREASING STUDENTS' READING ABILITY AT THE ELEVENTH GRADERS OF SMAN 1 SEKAMPUNG EAST LAMPUNG, written by Tika Resti Fadila, student number 1501070211, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, 15<sup>th</sup> June at 11.00-13.00 am.

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

*Wassalmu'alakumWr.Wb*

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*Assalamu'alaikum Wr.Wb.*

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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb*

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**APPROVAL PAGE**

Title : THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN  
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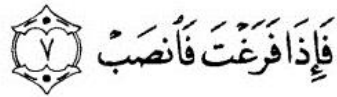
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## MOTTO



*“So when you have finished (your duties), then stand up (for worship)”*  
(Q.S. Al – Insyirah: 7)



## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My beloved parents Mr. Muhammad Nur and Mrs. Sri Suparmi for deep prayer, the endless love, great support and hope to finish this undergraduate thesis. My beloved sister Salisa Lutvi Ardita who always give me the spirit to finish this paper.
2. My beloved Friends: Marina Tasya, Anis Karunia Hasanah, Dwiana, Chelsy Chylindrica Effendi, and Agustin Pramuni Retno Rahayu.
3. My Almamater State Istitute for Islamic Studies of Metro.

## ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always gives the human being mercies and blessing especially to the researcher so that she is able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled “The Implementation of Anagram Technique in Increasing Students’ Reading Ability at the Eleventh Graders of SMAN 1 Sekampung East Lampung”.

The researcher is not able to stay alone. There are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Mrs. Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
2. Mr. Ahmad Subhan Roza, M.Pd as the Head of English Education Departmen, and as the first advisor. The gratitude is expressed for the kindness, valuable knowledge and support in finishing this undergraduate thesis.
3. Mr. Andianto, M.Pd as the second advisor. The deep thanks is expressed for the kindness, valuable knowledge, guidance in finishing this undergraduate thesis.
4. Lecturer and Administration Staff of English Education Department.

5. Headmaster, Teacher, staff and students of the SMAN 1 Sekampung, who give permission to the researcher to conduct the research in this school.
6. All of her friends in IAIN Metro as specially E Class, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for the campus and all readers generally.

Metro, June 2020  
The Reseacher



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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the study**

English language teaching is an effective effort that has meaningful aims not only to transfer knowledge of English, but also to familiarize the language learners to use all language inputs to know English in life both oral and written. In Indonesia, English is a foreign language that does not go through the language acquisition process, so English teaching is both formal and non-formal education. English is as a tool for delivering communication and for getting information from around the world, so teaching English is very important for life from time to time. English language teaching covers four main language skills such as speaking, writing, reading, and listening.

Moreover, reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It enable the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Reading ability is the ability to process

text, understand its meaning, and to integrate it with what the reader already knows.

In addition, fundamental skills required in efficient reading ability are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it. Reading ability deals with the ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, and ability to recognize the literary devices or propositional structures used in a passage and determine its tone. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to increase reading ability and inferences, including increasing one's vocabulary, critical text analysis and practicing deep reading.

However, reading is not an easy matter. In order to read the text in English comprehensively, there are many barriers in comprehending the main messages of the text. The students have lack ability in understanding the meaning of vocabulary. The students also find that it is difficult to find keywords in the text. In addition, some students are often lazy to read the text. This problem is also often got by the students so they are difficult to get the important information from the text they read.

Moreover, reading problems are influenced by internal aspects of the reader which includes aspects of linguistic and non linguistic. Problems in

reading English texts are caused by linguistic factors that include of limited mastery of English vocabulary, insufficient grammar mastery, difficulty in determining main ideas, and supporting ideas for reading. The limited mastery of English vocabulary will cause difficulties for the reader to understand the contents of the reading message. The insufficient mastery of grammar will make it difficult for the reader to grasp the meaning contained in the construction of English sentences in the reading. Other problems in reading include the confusion of the reader in determining the main ideas and supporting ideas for a reading.

Furthermore, the problems in reading English texts are also caused by non-linguistic aspects such as poor reading motivation, insufficient interest in reading, and insufficient reading habits. The insufficient motivation to read an English text will greatly hinder the process of forming good reading ability. Lack of interest in reading English texts will greatly affect the intensity of reading, insufficient reading habits also become one of the problems that affect a person's success in understanding the English text.

The problems in reading are also influenced by factors from outside the reader or external aspects, among others, uninteresting learning media, inappropriate teaching strategy, and limited environmental support. The use of learning media that is less attractive in the reading process will affect students' interest in the process of learning to read. The application of teaching strategy that is less precise in the reading process will hinder the effectiveness of the reading process, the insufficient support for reading from

the environment that is usually obtained from parents, classmates, and the community will worsen the quality of the reading process.

In line with the problem of reading above, the researcher had investigated reading problems of the eleventh grade students of SMAN 1 Sekampung. Based on the results of the pre-survey carried out on the 19<sup>th</sup> of August 2019, the grade of students' reading ability is categorized as being complete and incomplete based on the achievement of Minimum Mastery Criteria (MMC) of English subject that is 72. Categorization of the results of students reading ability of eleventh graders at SMAN 1 Sekampung is shown in the following table.

**Table 1.1**  
**The Categorization of Reading Ability of the Eleventh Grade at SMAN 1 Sekampung East Lampung**

No.	Grade	Number	Percentage	Criteria
1.	$\geq 72$	6 Students	17 %	Complete
2.	$< 72$	29 Students	83 %	Incomplete
Total		35 students	100%	

Based on the results of the pre-survey above, it can be seen that most Eleventh Grade students at SMAN 1 Sekampung have insufficient reading ability. This is indicated by the number of students who are unable to achieve MMC is 29 people (83%), because the number of students who are able to achieve MMC is as many as 6 students (17%). It means that the number of students who are able to achieve MMC is less than the number of students who are unable to achieve MMC. Therefore, it is concluded that the reading

ability of the Eleventh Grade Students' at SMAN 1 Sekampung is insufficient.

Reading problems got by the Eleventh Grade students at SMAN 1 Sekampung due to their limited English vocabulary. Besides that they also have a insufficient grammar mastery, so they have difficulty reading English texts. The eleventh grade students are students at SMAN 1 Sekampung who have difficulty in determining the main ideas and supporting ideas contained in the texts they read so that they are unable to capture important information from a reading. Reading problems got by the eleventh grade students at SMAN 1 Sekampung due to insufficient motivation, interest, and reading habits in English.

Moreover, reading problems got by the eleventh grade students at SMAN 1 Sekampung should be completed by applying an appropriate technique. One of the teaching techniques in reading is anagram technique. According to Richard, an anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase.<sup>1</sup>

Based on the explanation above, the researcher conducted Classroom Action Research (CAR) to improve students' reading ability by using anagram technique. Therefore, the researcher constructs a research proposal entitled "The Implementation of Anagram Technique in Increasing Students' Reading Ability at the Eleventh Graders of SMAN 1 Sekampung East Lampung".

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<sup>1</sup>Maimunah and Bachtiar, *Improving Students' Vocabulary Achievement in Reading Recount Text Through Anagram Technique*, (REGISTER Journal of English Language Teaching of FBS Unimed, Vol 3, No 1 (2014), 5

**B. Problem Identification**

Based on the background of the study, researcher had identified several problems in learning English got by the Eleventh Grade students in SMAN 1 Sekampung as follow:

1. Students have limited mastery of English vocabulary.
2. Students have difficulty in determining the main ideas and supporting ideas in the reading process.
3. Students have low reading ability.

**C. Problem Limitation**

Based on identification of problem, the researcher limited the problem only to “The students have low reading ability”. Therefore, the researcher used anagram technique at the eleventh graders of SMA N 1 Sekampung East Lampung.

**D. Problem Formulation**

Based on the problems that have been limited, the researcher formulates the research problems as the follow:

“Can anagram technique increase reading ability and learning activity at the eleventh graders of SMAN 1 Sekampung East Lampung?”



## **E. Objective and Benefits of the Study**

### **1. Objective of the Study**

Based on problem formulations, the purpose of this study is to increase reading ability and learning activity by using anagram technique at the Eleventh Graders at SMAN 1 Sekampung East Lampung.

### **2. Benefits of the Study**

This research is expected to contribute significantly by providing various benefits including as the follow:

#### **a. For the Students**

The application of anagram technique in the form of classroom action research is expected to help students to increase their reading ability, besides the application of this technique can help students to critical thinking because in this technique use words that are randomized in each sentence and students must find and change the randomized sentence it becomes a true and perfect sentence.

Furthermore, by applying this technique, students can master a lot of vocabulary from the efforts of students to understand the meaning of random sentences that was arranged into perfect paragraphs. Moreover, with the use of this technique students can also stimulate students' creativity in compiling a random sentence into a perfect sentence.

#### **b. For the Teacher**

This research is expected to be one of the references that inspires teachers to apply anagram technique in teaching English especially in

an effort to increase students' reading skills. This is because the application of anagram technique will help teachers to create an atmosphere of learning English that is conducive, effective, interesting and fun because the process of composing random sentences into paragraphs, and challenging students to be more creative and critical thinking to compile random sentences into sentences perfect.

c. For the Other Researchers

This research is expected to be one of the references for future researcher who will increase the ability to read or speak students using the anagram technique. Through this research the next researcher can get complete information both theoretically and practically about the real implementation of Anagram technique in an effort to increase students' reading.

## **F. Prior Research**

This research was conducted by considering some prior researches. The first prior research was done by Menelaos E. Sarris & Chris T. Panagiotakopoulos, did a research in the title "Linguistic Effects on Anagram Solution: The Case of a Transparent Language". The first prior research mentioned that anagram solution tasks have been frequently used to assess word recognition processes and relevant research suggests that anagram solution ability is closely related to reading. Recently, the anagram paradigm was utilized to compare reading performance in the Greek language and was

found to share significant positive correlation to reading fluency. The sample of their research is 76 Greek-speaking 6th grade students (44 boys and 32 girls) was randomly selected from three elementary schools. The aim of the present study is to explore theoretical views with regard to the linguistic effects on solving anagrams in a transparent language with a simple syllabic structure, using custom made software. For the needs of this study a custom application was developed using Microsoft Visual Studio, according to the prototyping method. Results from 76 children illustrate that anagram solution difficulty is influenced by both syllable complexity and grapheme frequency. These variables also explain much of the variation in terms of the number of moves required for solution and the time spent working on anagrams.<sup>2</sup>

The first prior research has similarities and differences with this research. The similarity between this research and the first prior research is the same teaching technique that is anagram technique. That research also has the difference between this research that is the different English language skills. This research investigated reading ability and the first prior research discuss about linguistic effects on the case of a transparent language. The method and sample in this research is classroom action research and in the second prior research was using the qualitative research method. The sample in the first prior research is 76 Greek-speaking 6th grade student from three elementary schools and while the sample of this research is the grade at SMAN 1 Sekampung with the total number of 35 students.

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<sup>2</sup>Menelaos E. Sarris and Chris T. Panagiotakopoulos, *Linguistic Effects on Anagram Solution: The Case of a Transparent Language*, Schiedu Press vol. 3, No. 4; 2013

In addition, the second prior research was done by Chris T. Panagiotakopoulos and Menelaos E. Sarris, did a research in the title “Playing With Words”: Effects of an Anagram Solving Game-Like Application for Primary Education Students”. The sample of their research is 76 primary school children. The purpose of this game is both to entertain the user and to provide teachers with a simple computerized assessment tool. Their research method applied was using game-like application entitled “Playing with Words – PwW”. Summative evaluation results, based on 76 primary schoolchildren sample, indicate that the performance of anagram solving tasks explain a significant proportion of variance in reading fluency.<sup>3</sup>

The second prior research has similarities and differences with this research. The similarity between this research and their research is the same teaching techniques that is anagram technique. Their research also has the differences between this research that are the method and sample, in this research was using classroom action research and in the second prior research was qualitative research method entitled “Playing with Words – PwW”. The sample in their research is 76 primary schoolchildren at Primary Education Students and while the sample of this research is the grade at SMAN 1 Sekampung with the total number of 35 students’.

Moreover, the third prior research was done by Maimunah and Bachtiar did a research in the title “Improving Students’ Vocabulary Achievement in Reading Recount Text Through Anagram Technique”. The sample of their

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<sup>3</sup>Chris T. Panagiotakopoulos and Menelaos E. Sarris, “*Playing With Words*”: Effects of an Anagram Solving Game-Like Application for Primary Education Students, International Education Studies; Vol.6, No. 2; 2013

research is VIII of the 29 students as the sample at Junior High School Pembangunan Galang, the research method applied was using action research method. The aim their research is to investigate improvement of students' achievement in vocabulary by applying anagram technique. The result of research students' score kept improving in every evaluation. In the orientation test the mean was 43,2, in the cycle I test the mean was 55,6. In the cycle II test the mean was 67,2. The percentage of orientation test was 10,34%, cycle I test was 24,13% and cycle II test was 86,20%. The qualitative data show that the students were more interested and motivated on vocabulary achievement through anagram.<sup>4</sup>

The third prior research has similarities and differences with this research. The similarities between this research and the their prior research is the strategies or using teaching technique, English language skills studied, and the using research method. The similarity between this research and the third prior research was using anagram technique, the English language skills studied in their research and this research are reading. The research method in the third prior research and the method of this research is classroom action research. The third prior research also has the difference between this research, the difference is sample. Sample from the third prior research is VIII of the 29 students at Junior High School Pembangunan Galang, while the sample of this research is the grade at SMAN 1 Sekampung with the total number of 35 students'.

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<sup>4</sup>Maimunah and Bachtiar, *Improving Students' Vocabulary Achievement in Reading Recount Text Through Anagram Technique*, (REGISTER Journal of English Language Teaching of FBSUnimed, Vol 3, No 1 (2014)

Based on the explanation of prior researches above, the researcher had continued the third prior research that has aims to improve reading by using anagram technique. In addition, this research did not only focus on the students' vocabulary achievement, but also focussed on the students' reading ability of analytical exposition text.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Reading Ability

##### 1. The Concept of Reading

This chapter contains some related on reading and anagram Technique. It includes concept of reading ability and anagram technique. At the same time, it embraces what anagram technique is and how to implement anagram technique in reading.

##### a. Definition of Reading

There are many definitions of reading that have been proposed by some experts. According to Douglas Brown, reading is likewise a skill that teachers simply expects learners that aquire.<sup>5</sup> The purpose of this understanding is that the students are expected to have reading skills as a first step in learning. The basic or beginner level is very much needed reading skills because reading is the initial level of mastery learning.

Furthermore, Andrew P. Johns on states that reading is the practice of using text to create meaning.<sup>6</sup> The point is that reading helps us find the content of meaning, and reading to find or create meaning is obtained from the use of text. From the text can be found the meaning contained in it, so that makes the reader must create and understand the meaning in the text.

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<sup>5</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Second Edition, Pearson Education, 2003), 185

<sup>6</sup>Andrew P. Johnson, *Teaching reading and writing*, (USA, 2008), 3

M.F. Patel states that reading is an important activity in life with which one can update his/her knowledge.<sup>7</sup> It means that reading is a tool for updating new knowledge. It can be concluded that reading is a very important activity in life, so that by reading someone can update knowledge in life.

Based on the theories above, the researcher interpreted that reading is very important for life. By reading, someone will easily get the meaning of the text that has been read. Thus, reading activities can also renew our knowledge. Reading is very helpful for someone to find and to create the meaning contained in the text being read.

#### b. Definition of Reading Ability

According to Robert J. and Elena L. abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences.<sup>8</sup> It means that ability is the potential acquired by someone from birth or innate potential. Ability is a talent that is owned by someone from birth or natural and has individual intelligence itself.

Reading ability is usually defined by comparing performance on single-word reading tests with what is expected on the basis of either age or IQ.<sup>9</sup> It means that reading ability is assessed to compare performance according to IQ based on the age of each reader. One's reading abilities

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<sup>7</sup>Dr. M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), 113

<sup>8</sup>Robert J. Sternberg and Elena L. Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (United States of America: Cambridge University Press, 2003), 142.

<sup>9</sup>*Ibid.*, 170.



and tests can be adjusted to the age of the reader in order to appropriate IQ and expected performance.

From the definition above, the researcher concludes that reading ability is the ability to read someone based on their IQ, the age of the reader, and the natural ability of a reader. Therefore, the text and test reading can achieve the expected results and performance.

## 2. Teaching Reading

Teaching reading is key to helping all students prepare for the literacy demands they will face in society. To prevent reading difficulties, teachers must monitor students regularly and give them targeted support as soon as they begin to fall behind their age-level benchmarks. Once students fall behind, intensive and directed support was necessary to help them close the gap. Content-area teachers must examine how they make meaningful connections for their students. When all teachers take responsibility, student success rates will soar.<sup>10</sup>

Therefore, it is vital that the teachers explicitly teach students how to select which strategy to use and how to apply it with specific types of text. Not only can the teacher assists our students by providing modeling and guided practice on how to use the strategy, but the teacher can also model our thinking. In many cases, students need to hear “thinking aloud” to understand why we made the choices that we did in our own application

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<sup>10</sup>Karen Tankersley, *Literacy Strategies Reinforcing the Threads of Reading for Grades 4-12*, (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2005), 43

of reading strategies. After modeling the thinking aloud, we should then provide coaching and support for students as they independently apply the new strategy to text. The teacher will need to pick and choose strategies that are appropriate to the materials being read so we can plan cohesive, well-developed instructional lessons for our students that truly develop their processing abilities.

To teach reading effectively, there are activities that should be done before reading, during the reading process, and after reading. The teacher needs to keep these three time frames in mind when building literacy lesson plans for our students. Mini-strategy lessons provided before reading will help guide student development so that students can practice key skills in context as they read.<sup>11</sup>

### 3. Reading Assessment

Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students ability. In assessing the students' reading, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers. Some of them are as follows:<sup>12</sup>

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<sup>11</sup> Karen Tankersley, *The Threads of Reading Strategies for Literacy Development*, (Association for Supervision and Curriculum Development: USA, 2003), 145

<sup>12</sup> J. Charles Alderson, *Assessing Reading*, (Cambridge University Press: 2000), 207-232

a. Integrative task

These tests are designed to obtain a much more general idea of how well students read a text.

b. The cloze task and gap-filling task

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice task

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

d. Matching task

This task allows the students to match two sets of components. For example, the testers match the title with paragraphs.

e. Dichotomous task

This task allows the testers to choose the two possible answers given i.e. true and false. The students have to choose one of those two choices.

f. Short-answer task

Short-answers task is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

g. The summary task

This task allows the students to summarize the main idea of each paragraph of the whole text. There are various ways of assessing students' reading skills. Therefore, teachers should use variation of techniques to test students' understanding especially in reading. Teachers should be aware of adapting their assessment techniques to suit the needs of students.

4. Indicator of Reading

Some reading indicators are as follows:<sup>13</sup>

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

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<sup>13</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Second Edition, Pearson Education, 2003), 206

Based on several reading indicators above, the researcher involves several reading indicators, including:

- 1) Main idea (topic)
- 2) Inference (implied detail)
- 3) Grammatical features
- 4) Detail (scanning for a specifically stated detail)
- 5) Excluding fact not written (unstated details)
- 6) Supporting idea(s)
- 7) Vocabulary in context
- 8) Reference<sup>14</sup>

## **B. Anagram Technique**

### **1. The Concept of Anagram Technique**

There are many concepts of anagram technique that have been proposed by some experts have been described in many ways, and their definition depends on their elements. The first definition of anagram technique by Argye E. Hillis is anagram are which require the person to construct a sentence from given written phrases, may also reveal submerged skills with sentences; that is, here the person may show an awareness of word order because the burden of speech has been removed.<sup>15</sup> Which mean, anagram is a sentence that is given that was built using skills and shows awareness of word order. Some of the sentences

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<sup>14</sup>*Ibid*, 188

<sup>15</sup>Argye E. Hillis, *The Handbook of Adult Language Disorders: Second Edition*, (Second Edition published: 2015) , 378

have been randomized, and the person has to rearrange it so that it matches the appropriate sentence.

Furthermore, anagrams is a fun pen and paper game — simply start with a word or sentence and using *just those letters* (no repeats allowed), turn them into another set of words.<sup>16</sup> Anagram is the use of words or sentences that are converted into other words or sentences. Anagram as a fun game in the learning process or technique.

Anagram M.L. was presented with a scrambled set of printed words on separate cards. She was instructed to form a complete sentence using all of the cards, no time limit was set for each anagram.<sup>17</sup> In the other words, anagram is a sentence that is separated by using a card whose contents in it are parts of sentences that are separated or words that are separated. Anagram has aim of which is to form complete and correct sentences.

From the explanation of the anagram concept above, it can be concluded that anagram technique is technical diagram is a skill that uses a way to form sentences from several words or phrases that have been randomized. Anagram uses several cards in which consist of pieces of words or phrases, and the task of the anagram is to rearrange the words or phrases from the cards provided so that they become the appropriate sentences.

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<sup>16</sup>Denise Sutherland, *Word Searches For Dummies*, (Wiley Publishing:Canada, 2009), 23

<sup>17</sup>Alfonso Caramazza, *Issues in Reading, Writing and Speaking; A Neuropsychological Perspective*, 1991, 375

## 2. The Benefits of Anagram Technique

The benefits of anagram technique are:

- a. This technique can help to introduce an element of fun into the session.
- b. It will also help to keep the class active and alert.
- c. This technique can provide an alternative focus that is at least related to the subject matter.<sup>18</sup>

## 3. The Advantages of Anagram Technique

Anagram technique has several advantages, some of the advantages are as follows:

- a. Anagram reflects the simplicity of the syntactic structure of the intransitive motion construction.<sup>19</sup>
- b. Anagram training to determine the most effective and efficient method for training organizational skills and improving reading ability.<sup>20</sup>
- c. Anagram is a word grouping strategy, and a training procedure were developed to train intra-sentence organizational skills.
- d. Anagram appears to be a suitable task through which to train intra-sentence organizational skills because sentence anagram performance correlates positively with reading comprehension test scores, and because anagram solution is facilitated when words are prearranged in phrases.

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<sup>18</sup>Andrew Walsh and Padma Inala, *Active Learning Techniques for Librarians: Practical examples*, (Chandos Publishing, 2010), 38

<sup>19</sup>David Kemmerer, Bharath Chandrasekaran, and Daniel Tranel, *A case of impaired verbalization but preserved gesticulation of motion events*, (cognitive neuropsychology: 2007), 106

<sup>20</sup>Phyllis A. Weaver, *Component Skill in Reading Comprehension an Investigation of The Effect of Sentence Organization Instruction*, (Harvard University: 1977), 17

- e. Anagram can be solved in brief periods of time without first organizing the words into groups; but attempts to solve longer (10-15 words) sentence anagrams in relatively brief time periods appear to "overload" short-term memory, unless the words are first grouped into phrases or clauses.<sup>21</sup>

#### 4. The Disadvantages of Anagram Technique

Anagram technique provides some great disadvantages as follows:

- a. Interpreting performance on anagram tasks can be difficult, mainly because the task imposes both input and output demands. For example, the person has to produce a sentence, this may be achieved largely through input; that is, by assembling the fragments randomly and then judging the outcome.
- b. Other subjects may fail the anagram task because they cannot read the fragments (although this can be assisted during administration).
- c. No single output sentence anagram task can "diagnose" the production impairment.<sup>22</sup>
- d. A strategy could not be explicitly used while reading because of time constraints, it was expected that experience with this structural strategy would attune the children to structural cues in their reading.<sup>23</sup>

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<sup>21</sup>*Ibid.*, 3-4

<sup>22</sup>Argye E. Hillis, *The Handbook of Adult Language Disorders; Integrating Cognitive Neuropsychology, Neurology, and Rehabilitation*, (Psychology Press: New York. 2002) 354

<sup>23</sup>W.J.M. Levelt, *Springer Series in Language and Communication*, (Springer-Verlag: New York, 1984), 165



## 5. Kinds of Anagram Technique

### a. Anagram task with pictures

The anagram task with pictures. This task has been used to evaluate whether negative sentences are more difficult than affirmative ones and whether and how negation is used. The cards are presented in a semi random order, but never in the grammatical order. Each picture shows a person or animal doing something. In each picture two objects are depicted to make the negative sentence more plausible.

### b. Anagram task without pictures

The students are asked to use all cards, so he is obliged to construct a sentence, whereas in the anagram test with pictures, not all cards had to be used.<sup>24</sup>

### c. Wh-anagram

Describe two types of questions: constructions in which the wh-word represents an NP (who and what questions) and constructions in which the wh-question word represents a PP (where and when). The former structure is derived by argument movement, whereas the latter is an adjunct transformation. It is difficult to elicit questions orally in a structured way, so anagrams are used. Twenty items are included in this task; five items for each wh-question word (who, what, where and when).<sup>25</sup>

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<sup>24</sup>J. Rispen, R. Bastiaanse, R. van Zonneveld, *Negation in agrammatism: a cross-linguistic comparison*, (Journal of Neurolinguistics 14 (2001), 11

<sup>25</sup>Elisabetta Fava, *Clinical Linguistics: Theory and Application in Speech Pathology and Therapy*, (JOHN Benjamins Publishing Company:Amsterdam), 290

In this research, the researcher used anagram task without pictures, the steps are as follow:

- 1) The students read a passage of text before being taught by using anagram technique.
- 2) The students read the jumbled words provided by the teacher from the text they have read.
- 3) The students arrange the jumbled words to form the sentences.<sup>26</sup>

#### 6. The Implementation of Anagram Technique in Teaching Reading

Anagram technique was implemented in teaching reading, the implementation are:

- a. The anagram technique required students to form a sentence out of a jumbled set of between five and fifteen words, each word having been written on separate cards.
- b. Students are then taught to construct their sentences by attending to the general structure of language.
- c. Consequently, they group words into phrases and grouped phrases into sentences, thus providing a structural approach to the construction of their sentences (the students are taught to construct the phrases

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<sup>26</sup>Chris T. Panagiotakopoulos and Menelaos E. Sarris, *"Playing With Words": Effects of an Anagram Solving Game-Like Application for Primary Education Students*, International Education Studies; Vol.6, No. 2; 2013

themselves by using a verb as the focus and “enframing” it by action words).<sup>27</sup>

In the other words, the steps to use anagram technique in teaching reading are as follow:

- 1) The students are grouped in to some pairs.
- 2) The students read a passage of text before being taught by using anagram technique.
- 3) The students get the jumbled cards from the researcher taken from the text that the students have read. Each cards contain a phrase.
- 4) The students read the jumbled phrases provided in some cards given by the researcher to form the sentence.
- 5) The students arrange the cards to be the appropriate sentence.

### **C. Action Hyphotesis**

Action hipphotesis of this research is outlined, as follows:

“The Implementation of Anagram Technique Can Increase Students’ Reading Ability and learning activity at the Eleventh Graders of SMAN 1 Sekampung East Lampung”.

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<sup>27</sup>Chris Fenwick, *Students and Their Learning From Reading*, ( Humanistic Mathematics Network Journal, 2001 Iss. 24), 57-58

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variable**

##### **1. Variables of Research**

This research consists of two variables; there are independent and dependent variables. The independent variable in this research is anagram technique that was implemented to increase the students' reading ability in interesting way. This strategy is useful to build up reading ability and easy in develop english ideas, and make students active in the class.

The dependent variable of this research is reading as one of the four of language skills that has to be mastered by the students in order to be able to communicate the message effectively.

##### **2. The Operational Definition of Variable**

###### **a. Dependent Variable**

According to Hatch, dependent variable is the major variable that was measured in the research. Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is the variable which is noticed and measured to know the effect of this variable by using independent variable.

Dependent variable of this research is students reading ability, the improving of students' reading ability can be seen after using anagram technique. The way of measuring in dependent variable is through

multiple choice test, and measuring instrument is items by range score 0-100. The indicator of success in reading ability are as follows:<sup>28</sup>

- 1) Students can identify the topic/main idea of the text.
- 2) Students are able to identify the inference of the text
- 3) Students are able to identify grammatical features of the reading text.
- 4) Students are able to comprehend the detail information in the text.
- 5) Students can identify the excluding fact not written of the text
- 6) Students can identify supporting idea of the text.
- 7) The students are able to comprehend the meaning of vocabulary in the text.
- 8) Students are able to identify the reference in the text.<sup>29</sup>

#### b. Independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).<sup>30</sup> In a sense, independent variable is a factor that is manipulated in a research. Independent variable of this research is the anagram technique which can be defined as the technique that can make students' easier to study reading ability in the class. Anagram technique can make students remember the contents of the text easier. To observe

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<sup>28</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Second Edition, Pearson Education, 2003), 206

<sup>29</sup>*Ibid*, 188

<sup>30</sup>Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162

this variable the researcher used observation sheet. The indicators of this variable are:<sup>31</sup>

- 1) Being able to read and understand the reading text given by the teacher.
- 2) Being able to rearrange the jumble cards into the appropriate sentences.
- 3) Being able to read the result of arranged sentences.

Moreover, based on the explanation above, in this research the researcher used anagram technique to observe students' reading ability in the eleventh graders of SMAN 1 Sekampung. In addition, the researcher collected the data by using observation sheet. This test is also to know as far as possible in students' reading ability by answer the anagram.

## **B. Research Location**

The researcher conducted the classroom action research at SMAN 1 Sekampung East Lampung. The school location in Jl. Hargomulyo, Dusun IV, Desa Hargomulyo 66C, Kecamatan Sekampung, Kabupaten Lampung Timur. E-mail address of this school is [smansa.sekampung@yahoo.com](mailto:smansa.sekampung@yahoo.com). SMAN 1 Sekampung has a website to give us information about this school, there is the website of SMAN 1 Sekampung <http://sma1.sekampung.sch.id>.

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<sup>31</sup>Chris T. Panagiotakopoulos and Menelaos E. Sarris, "*Playing With Words*": *Effects of an Anagram Solving Game-Like Application for Primary Education Students*, International Education Studies; Vol.6, No. 2; 2013

### C. Subject and Object of Study

The subject of this research are students at tenth grader of SMAN 1 Sekampung. The totals of students are 35 students consist of 9 boys and 26 girls. While, the object of this research is the students' reading ability at class XI IPA 4 of SMAN 1 Sekampung.

### D. Action Plan

According to Anne Burns, in Action Research a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it.<sup>32</sup> It means that action research is to make the teacher both an investigator and a participant in it. In the other words, the researcher can not do the research alone.

The statement from Carr & Kemmis, Action Research is 'self-reflective enquiry' undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.<sup>33</sup> It means that action research is a practice carried out by participants used to improve education, rationality and fairness of their social practices. Therefore, action research is meaningful because it gives the real possitive effect in improving the achievement.

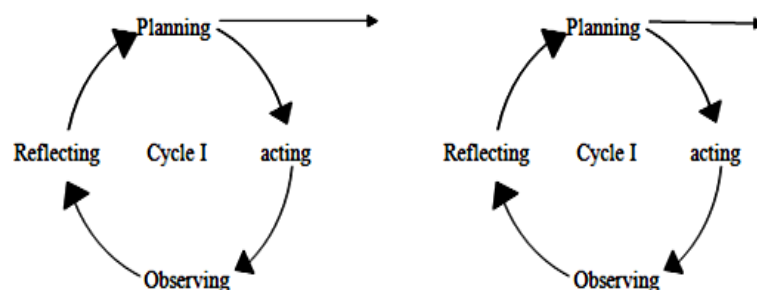
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<sup>32</sup>Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999 ), 2

<sup>33</sup>*Ibid.*, 5

According to Daniel R. Tomal, action research is a systematic process of solving educational problems and making improvements.<sup>34</sup> It means that action research is the process of solving problems by making systematic educational improvements. In the other words, action research is useful in education to improve students achievement.

The researcher divided the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:



**Figure 3.1**

### **Kurt Lewin's Action Research Design**

*(Adapted from Jean McNiff, 2002)<sup>35</sup>*

From the illustrated of the cycle above, the explanations about four steps of action research are preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and

<sup>34</sup> Daniel R. Tomal, *Action research for educators*, (United States of America: Scarecrow Press, Inc, 2003), 5

<sup>35</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002),40.



reflection. The steps in the classroom action research in the cycle are as follows:

## **1. Cycle 1**

### **a. Planning**

Planning is the first step in each activity. In this research, the researcher conducts some planning as follow:

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepares the learning source for the student.
- 3) The researcher establishes the strategy. The researcher used anagram technique to increase students' reading ability.
- 4) The researcher collaborates with the students' to make the criteria success.

### **b. Acting**

This step is the implementation of planning. This step must follow the steps that had been planned in the planning step. In this case the researcher follow the schedule of English language classes or in additional classes. The researcher puts the plan into action through the following step:

- 1) Pre-teaching activity
  - a) The researcher starts the lesson by greeting the students.
  - b) The researcher and students pray together.
  - c) The researcher checks student attendance.

- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

## 2) While teaching activity

- a) The students are grouped in to some pairs.
- b) The students read a passage of analitical exposition text before being taught by using anagram technique.
- c) The students get the jumbled cards from the researcher taken from the text that the students have read. Each cards contain a phrase.
- d) The students read the jumbled phrases provided in some cards given by the researcher to form the sentence.
- e) The students arrange the cards to be the appropriate sentence
- f) After success all have matched the phrases in a correct sentence, the researcher will call each student to read the results.

## 3) Post Activity

- a) The researcher asks students to answer some questions based on the material.
- b) The researcher gives conclusions of the material that described.
- c) Researcher provide motivation for students to be diligent in reading.

## c. Observing

Observation was done to observe the learning activity, participation of students and situation in the class. By the process of observation, the

researcher knows the action achieves the aim of the researcher goals. The researcher observes them in every activity and concludes the result.

d. Reflecting

By reflecting, the researcher can get information about the strength and the insufficientness of the action that the researcher has been done. The researcher rethinks about action that has been done, if the researcher still finds a problem the researcher will do the next cycle.

## 2. Cycle 2

a. Re-Planning

When the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It was explained as a following:

- 1) The researcher studies the reflection result in cycle 1 to obtain the problem-solving.
- 2) The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

In this phase, the researcher applied the same step in the previous cycle with collaborating, but the researcher applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

1) Pre-teaching activity

- a) The researcher starts the lesson by greeting the students.
- b) The researcher and students pray together.
- c) The researcher checks student attendance.
- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

- a) The students are grouped in to some pairs.
- b) The students read a passage of analytical exposition text before being taught by using anagram technique.
- c) The students get the jumbled cards from the researcher taken from the text that the students have read. Each cards contain a phrase.
- d) The students read the jumbled phrases provided in some cards given by the researcher to form the sentence.
- e) The students arrange the cards to be the appropriate sentence
- f) After success all have matched the phrases in a correct sentence, the researcher calls each student to read the results.

3) Post Activity

- a) The researcher asks students to answer some questions based on the material.

- b) The researcher gives conclusions of the material that described.
- c) Researchers provide motivation for students to be diligent in reading.

c. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

d. Reflecting

The researcher analyzes the data collected from all activities, then compared the scores of the pre-test and post-test.

## **E. Data Collecting Technique**

In this research, the researcher used the following techniques:

### **1. Test**

In this research, the researcher gave a test to students to evaluate students' reading ability. The test is about text, there are two tests used in this study, namely pre-test and post-test.

#### **a. Pre-test**

At the first meeting, the researcher gave the students the text of the analytical exposition text and asked to answer it. In this case the researcher uses multiple choice questions to assess students' reading ability.

#### **b. Post-test**

In this case, the post test was carried out after treatment. post test was carried out to determine students' reading ability in

this case the test was conducted the same as the pre-test, namely students are asked to answer multiple choice questions about the text. On this test the topic given is different from the pre-test and post-test conducted after the process in each cycle.

## **2. Observation**

In this study, observations were made to observe student activities during the teaching and learning process.

## **3. Documentation**

Documentation is a method for obtaining written information or others. In this case the researcher uses documentation from the school to find out school data such as total students, teachers and school conditions.

## **4. Field note**

In this research, researcher used field notes to record student activities during the learning process or focus on a particular problem. In addition, the researcher conducted field notes to obtain complete data from eleventh grader of SMAN 1 Sekampung about class situations, class management, interaction between teacher and student or student and teacher, learning objectives, study time, and students' feelings at school in learning process.

## F. Data Collecting Instrument

### 1. Reading Test

To identify the students' reading ability of the eleventh grade of SMAN 1 Sekampung, the researcher administrated reading test. The test measured the ability of the students about the topic of reading subject.

The test consists of pre-test and post-test, of this research was in the form of multiple choice test that asks the students to read a analitical exposition text in English. The table of test specification of multiple choice test is provided as follows:

**Table 3.1**

**The Table of Test Specification of Multiple Choice Reading Test**

Outcomes to Assess		Item Types (with Item numbers)	
Basic Competence	Performance Goal	Multiple choice Test	Total Points
4.4.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written analytical exposition text, related to the actual issues.	Students are able to grasp contextual meanings related to social functions, text structures, and linguistic elements of oral and written analytical exposition texts, related to actual issues.	Choose the best answer of each following questions	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the Eleventh Grade of SMAN 1 Sekampung East Lampung.

## **2. Observation Sheet**

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It used to observe the following items:

- a. Paying attention to the teacher explanation the students' activeness in asking and answering the question.
- b. Asking or answering questions to the teacher.
- c. Being active in the class.
- d. Being able to do the task.
- e. Being active in the group activity.

## **3. Documentation Sheet**

The researcher used the documentation sheet to complete the research information about:

- a. The history of SMAN 1 Sekampung East Lampung.
- b. The vision and mission of SMAN 1 Sekampung East Lampung.
- c. The condition teachers and officials employees in SMAN 1 Sekampung East Lampung.
- d. The quantity of the students of SMAN 1 Sekampung East Lampung.
- e. The condition of building and the sketch of SMAN 1 Sekampung East Lampung.
- f. The organization structure of SMAN 1 Sekampung East Lampung.
- g. The reading worksheet, course overviews and classroom materials of the students at SMAN 1 Sekampung East Lampung.



#### 4. Field Note Sheet

The field note supports the data from the research. It is aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this research. Therefore, the researcher is able to see the students' progress on their reading ability. Then, it details on the teaching and learning process such as: classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students and students.

#### G. Data Analysis Technique

In this research, the researcher used data analysis by taking the average and the percentage of the pre-test and post-test. To find out the result, the researcher compared the value of the pre-test and post-test. Then, the results are matched with the minimum mastery criteria (MMC) in the school.

To analyze data, the researcher calculated data from the average level of pre-test (X-pre) and post-test using the formula as follows:

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

Notes:

$\bar{X}$  : Mean of average score

$\sum X$ : Total score

N: Total Number of Students<sup>36</sup>

The formula to figure out the percentage of the students who pass the passing grade in each cycle as follows:<sup>37</sup>

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

Notes:

**P** = Class percentage

**F** = Frequency

**N** = Number of student

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school 72. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

## H. Indicator of Success

Indicators of the success of this study was declared successful if 70% of students get score 72. It is because the grade of minimum mastery criteria (MMC) of English subject is 72. In addition, 70% of students are active in the learning activity. 70% is determined based on the result of the teacher and researcher consideration by analyzing the students reading ability based on the pre-survey result (11%).

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<sup>36</sup>Donald Ary, at all, *Introduction To Research Education*, (USA: Wadsworth, 2010) 8<sup>th</sup> Edition, 108

<sup>37</sup>Neil A Weiss, *Introductory Statistics* (Boston : Addison-Wesley, 2012), 41

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of SMAN 1 Sekampung**

Before presenting the result of this research, the researcher describes SMAN 1 Sekampung that consists of:

##### **a. The History of SMAN 1 Sekampung**

SMAN 1 Sekampung was established in 2004, which was approved by the Minister of National Education led by Mr. Bambang Sudibyo. SMAN 1 Sekampung is located at the Jl. Raya Sekampung, Desa Hargomulyo. This school has land area of 14.175 m<sup>2</sup> and building area of 1.779 m<sup>2</sup>.

##### **b. Vision and Mission of SMAN 1 Sekampung**

##### **1) Vision of the School**

The vision of SMAN 1 Sekampung are :

“DISCIPLINE, ABILITY, MANNERS AND TAQWA”

The description of above vision is as follows:

- a) Being Discipline in the Teaching and Learning.
- b) Getting Achievement in Intra and Extracurricular.
- c) Being Polite in the Field Relationships.
- d) Being God-Fearing in Religious Spiritual.

## 2) The Mission of the School

The mission of SMAN 1 Sekampung are stated as follows:

- a) Implementing the learning process optimally.
- b) Encouraging the professional abilities of Teachers, Employees, Administration, Laboratory Managers and Librarians.
- c) Fostering self-awareness to the students in order to know their duties and obligations.
- d) Fostering the spirit of discipline in all school residents.
- e) Helping students to recognize their potential so they can be polite to others. Implement participatory, transparent and accountable management.
- f) Developing Extra-Curricular Activities optimally.

## 3) The Condition of Teacher and Official Employees at SMAN 1 Sekampung

**Table 4.1**  
**The Condition of Teacher and Official Employers**  
**at SMAN 1 Sekampung**

No	Name	Position
1	Drs. Mujiono, M.Pd	Principal
2	Drs. Margono	Curriculum Affair/ Chemistry Teacher
3	Sulaiman	Indonesian Language Teacher
4	Drs. Nyono	Islamic Education Teacher
5	Turgiarti, S.Pd	Sociology master
6	Kusminah, S.Pd	Indonesian Language Teacher
7	H. Suwitarjo	Islamic Education

		Teacher
8	M. Taufik Hidayat	Math Teacher
9	Suhardi, S.Pd	Physical Education, Health and Sport Teacher
10	Ikhwanudin	English Teacher
11	Eni Sukartini, S.Pd	Teacher
12	Purwanto, S. Pd.I	Islamic Education Teacher
13	Eni Sukartini, S.Pd	Teacher
14	Purwanto, S. Pd.I	Islamic Education Teacher
15	Eni Sukartini, S.Pd	Teacher
16	Purwanto, S. Pd.I	Islamic Education Teacher
17	Eni Sukartini, S.Pd	Teacher
18	Purwanto, S. Pd.I	Islamic Education Teacher
19	Nurlaili Hidayah, S.Pd	Biology Teacher
20	Drs. Sukri	Biology Teacher
21	Sukiyem, S.E	Economycs Teacher
22	Sukatmi, S. Pd	Physics Teacher
23	Rinawati, S.Pd	Math Teacher
24	Pudjiono Sukoco, S. Pd	Civic Education Teacher
25	Joko Sugiarto, S.Pd	Indonesian Language Teacher
26	Ratmini, S. Pd	English Teacher
27	Herawati, S.Pd	Vice Principal/ Economycs Teacher
28	Fitriani D, S. Pd	Physics Teacher
29	Mei Linawati, S.Pd	Physics Teacher
30	Linda Listiani, S. Pd	Economycs Teacher
31	Seger, S. Pd	Civic Education Teacher
32	Dewi Mustika, S. Pd	English Teacher
33	Desi Triwulandari, S. Pd	Counseling Guidance Teacher
34	Guretno, S. Pd	Economycs Teacher
35	Juwita Astuti S. Pd	Math Teacher
36	Hendri Winata, S. Pd	Officer / TIK Teacher
37	Dini Saraswati, S. Pd	Culture and Arts Teacher
38	Agres Duta Linor, S. Pd	Physical Education, Health and Sport

		Teacher
39	Misi Paripih, S. Pd	Geography Teacher
40	Noviana, S. Pd	Math Teacher
41	Ketut Martini, S. Pd	Teacher
42	Reno Sumardi	Prakarya Teacher
42	Adi Setiawan, S. Pd	History Teacher
44	Tika Aprianti, S. Pd	Physical Education, Health and Sport Teacher
45	Aulia Rodiah, S. Pd	Lampungnese Language Teacher
46	Bagus Arianto, S. Pd	Counseling Guidance Teacher
47	Fajar Romadon, S. Pd	Counseling Guidance Teacher
48	Nova Rahayu, S. Pd	Counseling Guidance Teacher
49	Hadi Saputra, S. Pd	Physical Education, Health and Sport Teacher
50	Nina Irama, S. Pd	Indonesian Language Teacher
51	Novita Mujiati, S. Pd	History Teacher
52	Eka Septiana, S. Pd	Life Skill Teacher
53	Risa Safera, S. Pd	Math Teacher
54	Maulana Yusuf, S. Pd	English Teacher
55	Aris Wantoro, A.Md	Officer
56	Tri Pristia Ningsih S. Pd	Officer
57	Jati Dewanto, S. Pd	Officer
58	Sugianto S. E	Officer
59	Mulyanah S. Pd.I	Officer
60	Nungki Kusumadewi S. Pd	Officer
61	Irwan Budiana S. Pd.I	Officer
62	H. Tukiman H W	School Commite

*Source: Documentation of SMAN 1 Sekampung*

#### **4) The Quantity Students of SMAN 1 Sekampung**

The students' quantity at SMAN 1 Sekampung is identified, as follows:

**Table 4.2**  
**The Students' Quantity of SMAN 1 Sekampung in the Academic Year of 2019/2020.**

No	Class	Total
1	X	288
2	XI	284
3	XII	275
<b>Total</b>		<b>847</b>

*Source: Documentation of Students' Quantity at SMAN 1 Sekampung in the academic year 2019/2020.*

### 5) The Building of SMAN 1 Sekampung

The condition of facilities in SMAN 1 Sekampung in the academic year of 2019/2020 that is illustrated on the table below:

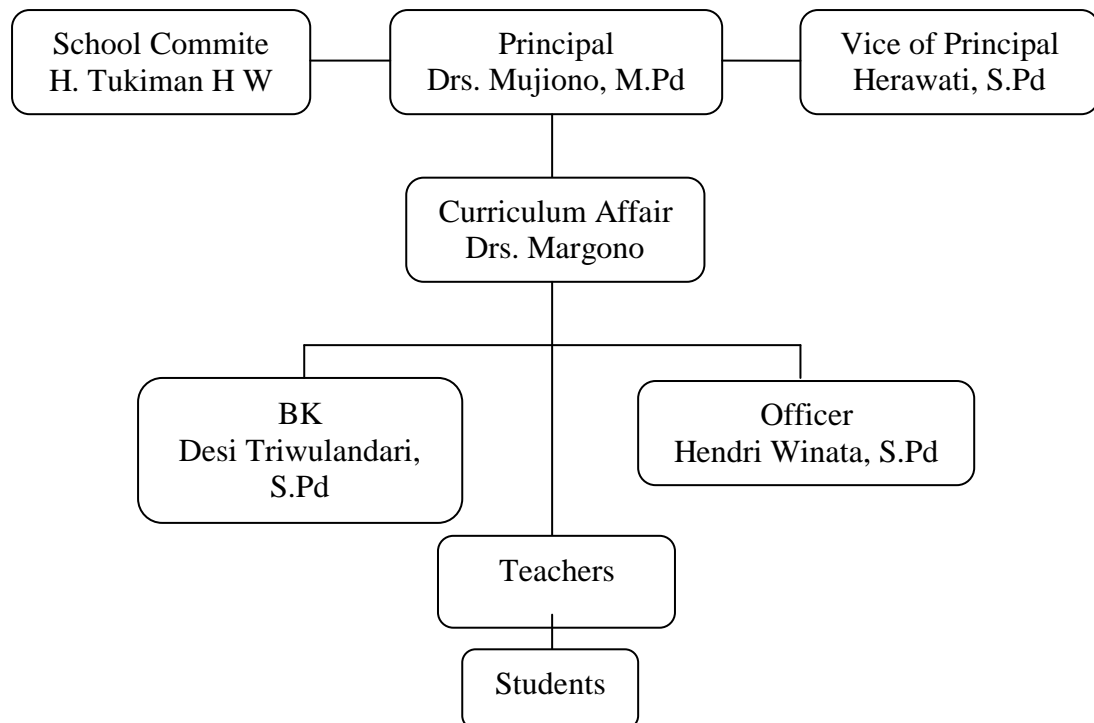
**Table 4.3**  
**The Building of SMAN 1 Sekampung**

No	Building facility	Quantity
1	Classroom	26
2	Library Room	1
3	Administration Room	1
4	Principal's Office	1
5	Teacher Council Room	1
6	Computer Laboratory Room	1
7	Social Science Laboratory	1
8	Language Laboratory Room	1
9	Medicine Unit of School	1
10	OSIS Room	1
11	Mosque	1
12	Canteen	4
13	Principal's Toilet	1
14	Students Toilet	12
15	Werehouse	1
16	Werehouse	1
17	Teacher Toilet	2

*Source: Documentation of SMAN 1 Sekampung.*

### 6) The Organization Structure of SMAN 1 Sekampung

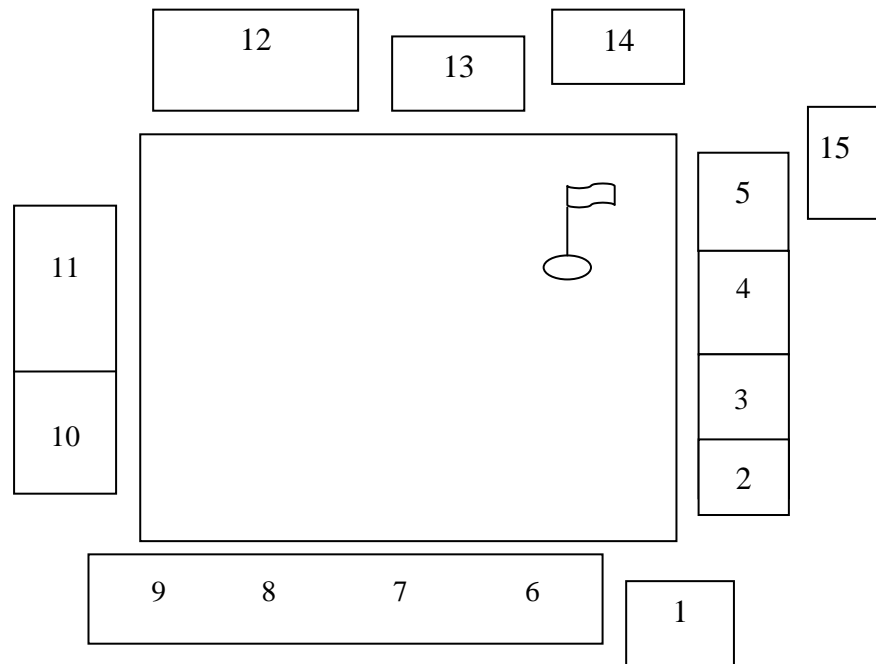
The Organization Structure of SMAN 1 Sekampung in the academic year of 2019/2020 is illustrated in the following figure:



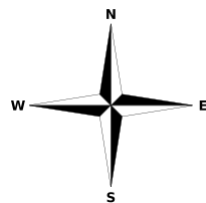
**Figure 4.1**  
**The Organization Structure of SMAN 1 Sekampung**



### 7) Location Sketch of SMAN 1 Sekampung



**Figure 4.2**  
**The Location Sketch of SMAN 1 Sekampung**



Notes :

1. Teacher's parking area
2. Library
3. Headmaster office
4. Teacher's room
5. Warehouse
6. Computer laboratory room
7. Classroom of X class
8. Classroom of XI class
9. Classroom of XII class
10. Social science laboratory

11. Library
12. Mosque
13. Toilets
14. Student's parking area
15. Canteen

## **2. Description of the Research**

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation: "Can anagram technique increase reading ability and learning activity at the eleventh graders of SMAN 1 Sekampung East Lampung?" In conducting the research, the researcher used classroom action research.

This research was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr.Ikhwanudin,S.Pd as the collaborator.

### **a. Pre-test**

The researcher conducted the pre-test on Tuesday, February 4<sup>th</sup> 2020 at 08.00 until 09.30. All of the students have already been ready when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading ability before doing the action of the classroom action research. The pre-test is administrated to the students to be finished individually. The kind of

test is reading test in the form of multiple choice test. Then, the students' pre-test result is illustrated on the table below:

**Table 4.4**  
**The Result of Studets' in Pre Test**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Criteria</b>
1	ADW	43	Incomplete
2	AZ	37	Incomplete
3	ARN	30	Incomplete
4	AS	73	Complete
5	AIS	37	Incomplete
6	BS	37	Incomplete
7	DAM	33	Incomplete
8	DF	27	Incomplete
9	DAW	37	Incomplete
10	DF	20	Incomplete
11	ER	53	Complete
12	EA	53	Incomplete
13	FR	47	Incomplete
14	FL	23	Incomplete
15	GSK	17	Incomplete
16	IK	73	Complete
17	IO	33	Incomplete
18	IKK	33	Incomplete
19	JNDS	43	Incomplete
20	KDR	73	Complete
21	KEP	50	Incomplete
22	MW	33	Incomplete
23	MA	30	Incomplete
24	MS	40	Incomplete
25	MR	33	Incomplete
26	MAW	30	Incomplete
27	NAS	20	Incomplete
28	RJ	77	Complete
29	RF	27	Incomplete
30	RAA	23	Incomplete
31	RPD	47	Incomplete
32	RF	53	Incomplete
33	TWS	23	Incomplete
34	TAP	37	Incomplete
35	WIL	33	Incomplete

Total of all students' grade	1.378
Total all of the students (n)	35
The highestgrade	77
The lowestgrade	17
Average	39

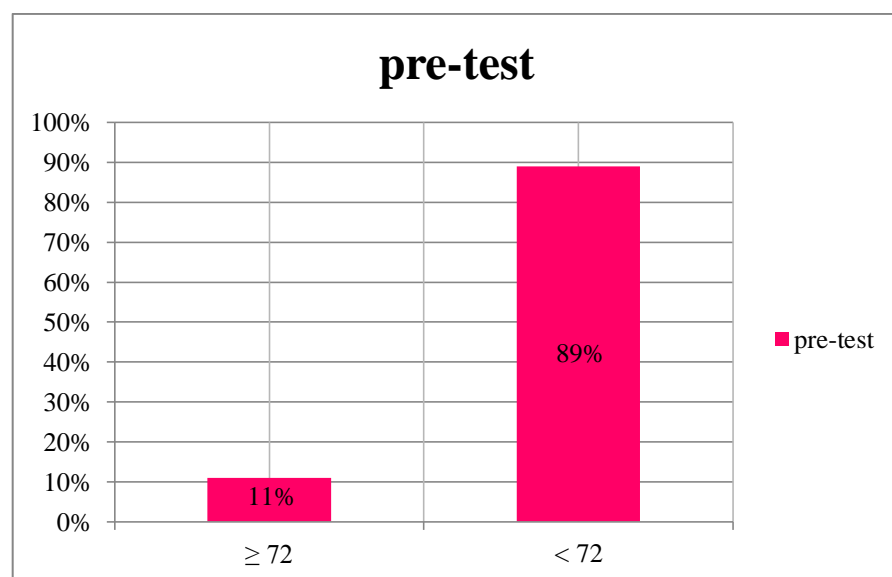
**Table 4.5**  
**The Frequency Distribution Based on Reading**  
**Grade Interval Pre-Test**

No	Grade Interval	Frequency
1	17-27	8 students
2	28-38	14 students
3	39-49	5 students
4	50-60	4 students
5	61-71	0 students
6	72-82	4 students
<b>Total</b>		<b>35 students</b>

**Table 4.6**  
**Students' Grade in Pre-Test**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 72$	4	11%	Complete
2	$< 72$	31	89%	Incomplete
	Total	35	100%	

Source: The Grade Result of Reading pre-test at XI IPA 4 class of SMAN 1 Sekampung February, 4<sup>th</sup> 2020.



**Figure 4.3**  
**The Percentage of the Students' Grade in Pre-test**

Based on the data above, it could be inferred that 31 students (89%) were not successful and 4 other students (11%) were successful. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average of 39, so the result was unsatisfied. Therefore, the researcher implement the anagram technique as a teaching technique to increase the students' reading ability.

## **b. Cycle I**

### **1) Planning**

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

### **2) Acting**

#### **a) The first meeting**

The first meeting was conducted on Thursday, February 6<sup>th</sup> 2020, 10.30 until 12.00 followed by 35 students.

The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced anagram technique to the students. Initially, the researcher introduced the anagram technique to students. Students are given an analytical exposition text entitled "The Unhealthy Fast Food" to read and understand it. Students group general functions of analytical text exposition. The researcher guides students to make several small groups and in each group consists of 2-3 students. The researcher shows a random card that will be given to each group, and the cards consist of words or phrases from sentences in the text. The researcher explains the student's task is to rearrange the jumbled cards into the appropriate sentences. Students who have finished compiling the sentence are instructed to come forward and read the results.

### **b) The second meeting**

The second meeting was conducted on Tuesday, February 11<sup>th</sup> 2019 at 08.00 until 09.30 for 2x45 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the students read the analytical exposition text entitled "Students' Laptop" to read and understand it. Students group general functions of analytical text exposition. The researcher guides students to make several small groups and in each group consists of 2-3 students. The researcher shows a random card that will be given to each group, and the cards consist of words or phrases from sentences in the text. The researcher explains the student's task is to rearrange the jumbled cards into the appropriate sentences. Students who have finished compiling the sentence are instructed to come forward and read the results.

### **3) Observing**

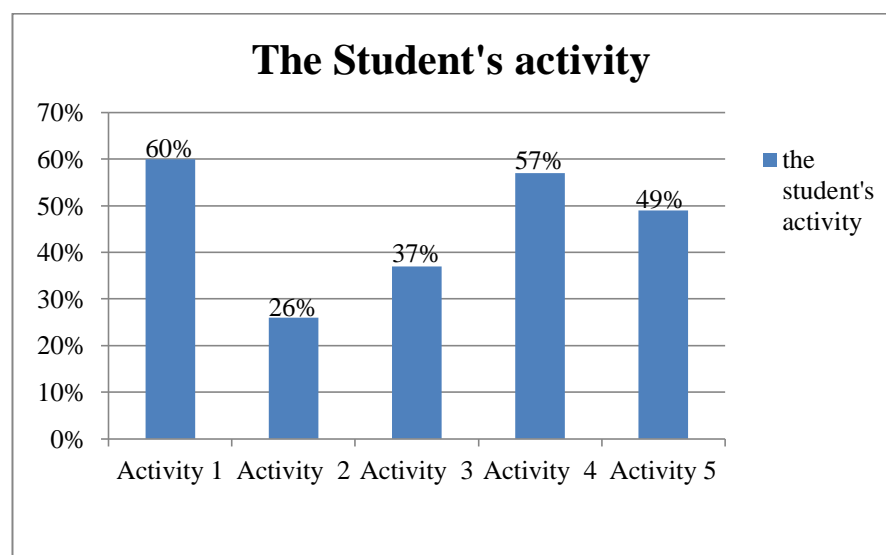
In observation of researcher action, the collaborator observed the students' activities. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were

active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

**Table 4.7**  
**The Frequency of Students' Learning Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher explanation	21	60%
2	Asking or Answering Questions of the Teacher	9	26%
3	Being active in the class	13	37%
4	Being able to do the task	20	57%
5	Being active in the group activity	17	49%
<b>Total Students</b>		<b>35 Students</b>	
<b>The Average Percentage</b>		<b>46%</b>	

*Source: The students' learning activity at the Eleventh grade of SMAN 1 Sekampung February, 2020.*



**Figure 4.4**  
**The Percentage of Students' Learning Activities in Cycle I**

The table showed that not all the students' were active in learning process. There were 21 students (60%) who gave



attention to the teacher explanation. 9 students (26%) who Asking or Answering Questions of the Teacher, 13 students who were active in the class (37%), 20 students (57%) who are able to do the task, and 17 students (49%) who were active in the group activity.

#### **4) Reflecting**

The process of teaching in reading cycle 1 was conducted effectively by applying anagram technique. The students were active in learning activity. However, the students were difficult in understanding the content of text because they have limited vocabulary mastery.

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 72 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. On Thursday, February 13<sup>th</sup> 2020, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of test is reading test in the form of multiple choice test. The result of the students' test in post test 1 was better than test in pre-test before.

**Table 4.8**  
**The Result of students' Score Post-Test 1**

No	Name	Score	Criteria
1	ADW	73	Complete
2	AZ	50	Incomplete
3	ARN	43	Incomplete
4	AS	80	Complete
5	AIS	60	Incomplete
6	BS	53	Incomplete
7	DAM	50	Incomplete
8	DF	43	Incomplete
9	DAW	57	Incomplete
10	DF	40	Incomplete
11	ER	73	Complete
12	EA	77	Complete
13	FR	73	Complete
14	FL	40	Incomplete
15	GSK	30	Incomplete
16	IK	77	Complete
17	IO	60	Incomplete
18	IKK	47	Incomplete
19	JNDS	50	Incomplete
20	KDR	73	Complete
21	KEP	73	Complete
22	MW	43	Incomplete
23	MA	43	Incomplete
24	MS	73	Complete
25	MR	60	Incomplete
26	MAW	57	Incomplete
27	NAS	60	Incomplete
28	RJ	77	Complete
29	RF	40	Incomplete
30	RAA	30	Incomplete
31	RPD	73	Complete
32	RF	77	Complete
33	TWS	43	Incomplete
34	TAP	73	Complete
35	WIL	50	Incomplete
<b>Total of all students' grade</b>		<b>2.021</b>	
<b>Total all of the students (n)</b>		<b>35</b>	
<b>The highest grade</b>		<b>80</b>	
<b>The lowest grade</b>		<b>30</b>	
<b>Average</b>		<b>58</b>	

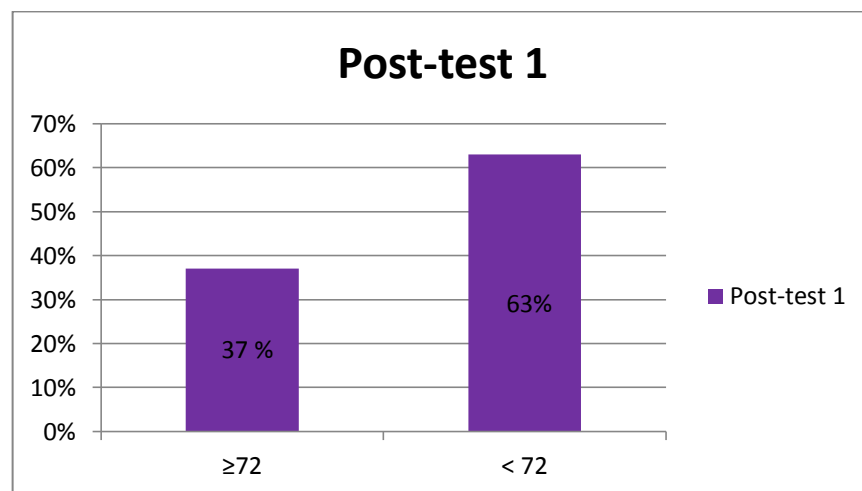
**Table 4.9**  
**The Frequency Distribution Based on Reading**  
**Grade Interval Post-Test 1**

No	Grade Interval	Frequency
1	30-38	2 students
2	39-47	9 students
3	48-56	5 students
4	57-65	6 students
5	66-74	8 students
6	75-43	5 students
<b>Total</b>		<b>35 students</b>

**Table 4.10**  
**Frequency of students' grade in Post-test I**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 72$	13	37%	Complete
2	$< 72$	22	63%	Incomplete
<b>Total</b>		<b>35</b>	<b>100%</b>	

*Source: The Grade Result of reading Post-test I at XI IPA 4 class of SMAN 1 Sekampung on February, 13<sup>th</sup> 2020.*



**Figure 4.5**

#### The Percentage of the Students' Grade on Post-test 1

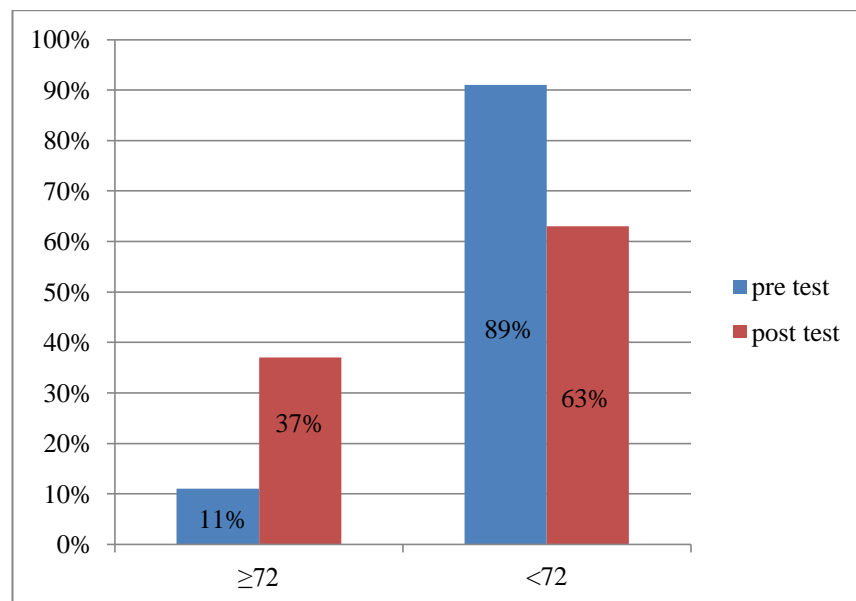
Based on the result above, it could be seen that 13 students (37%) got grade up to Minimum Mastery Criteria (MMC) and 22

students (63%) did not achieve Minimum Mastery Criteria (MMC). It was higher than the result of pre-test. Learning process was said successful when 70% students got grade  $\geq 72$ . The fact showed that the result was unsatisfied. The comparison between pre-test grade and post-test I grade was as follows:

**Table 4.11**  
**The Comparison of Students' Pre-Test and Post-Test I in Cycle 1**

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
$\geq 72$	4	11%	13	37%	Complete
$< 72$	31	89%	22	63%	Incomplete
Total	35	100%	35	100%	

Then, the graph of comparison students reading pre-test and post-test I grade in cycle I could be seen as follow:



**Figure 4.6**

**The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test I**

The table and the graphic above, from the pre-test result, the researcher got the average of 36, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 13 students (37%) got grade up to Minimum Mastery Criteria (MMC) and 22 students (63%) did not achieve Minimum Mastery Criteria (MMC). It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 72. Learning process was said successful when 70% students got grade  $\geq 72$ . The fact showed that the result was unsatisfied.

### **c. Cycle II**

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

#### **1) Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weakness on cycle I. Then, the researcher and collaborator planned to give the material for students in reading ability by anagram technique.

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

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

## 2) Acting

### a) The first meeting

The first meeting was conducted on Monday, February 17<sup>th</sup> 2020 at 10.30 until 12.00 followed by 35 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition.

In the beginning, the researcher introduced anagram technique to the students. Initially, the researcher introduced the anagram technique to students. Students were given an analytical exposition text entitled **“The Importance of Learning English”** to read and understand it. Students grouped general functions of analytical text exposition. The researcher guided students to make several small groups and in each group consists of 2-3 students. The researcher had shown a random card that was given to each group, and the cards consist of words or phrases from sentences in the text. The researcher explained the student's task is to rearrange the jumbled cards into the appropriate sentences. Students who had finished compiling the sentence were instructed to come forward and read the results.

### b) The second meeting

The second meeting was conducted on Tuesday, February 18<sup>th</sup> 2020 at 08.00 until 09.30 for 2x45 minutes after the students have been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the students read the analytical exposition text entitled “**Garbage Service need Improvement**” to read and understand it. Students grouped general functions of analytical text exposition. The researcher guided students to make several small groups and in each group consists of 2-3 students. The researcher had shown a random card that was given to each group, and the cards consist of words or phrases from sentences in the text. The researcher explained the student's task was to rearrange the jumbled cards into the appropriate sentences. Students who

had finished compiling the sentence were instructed to come forward and read the results.

### 3) Observing

In this step, the researcher presented the material by anagram as technique. In learning process, there were also five 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 grade result of students' learning activities observation, as follow:

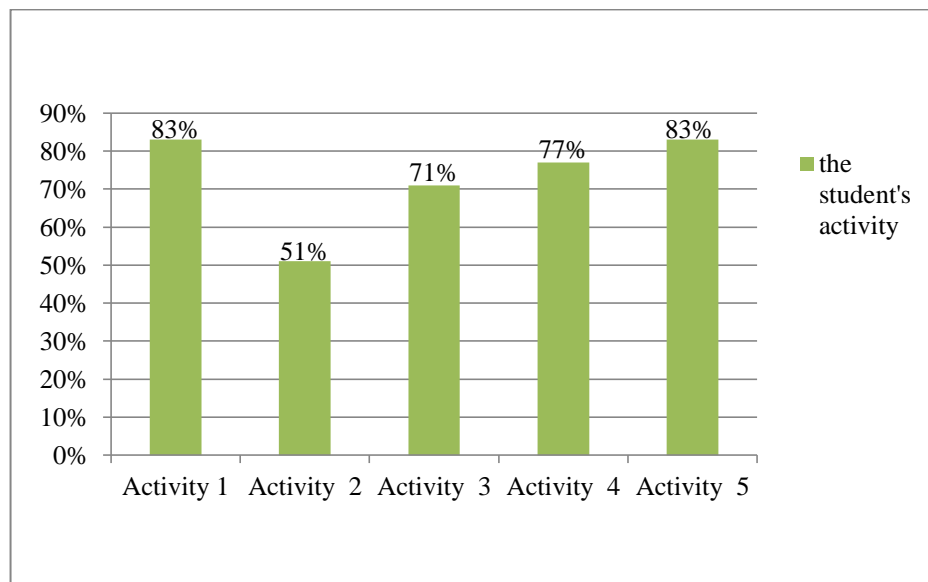
**Table 4.12**  
**The Frequency Students' learning activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher explanation	29	83%
2	Asking or Answering Questions of the Teacher	18	51%
3	Being active in the class	25	71%
4	Being able to do the task	27	77%
5	Being active in the group activity	29	83%
<b>Total Students</b>		<b>35 Students</b>	
<b>The Average Percentage</b>		<b>73%</b>	

*Source: The students' reading ability at the tenth grade of SMAN 1 Sekampung on February, 2020.*

Then, the graph of percentage students reading ability in cycle II, as follow:





**Figure 4.7**  
**The Percentage of Students reading ability in Cycle II**

The table above showed that the students' learning activity in cycle II was increase. The students' learning activity that had high percentage were the 29 students (83%) who gave attention to the teacher explanation, 18 students (51%) who Asking or Answering Questions of the Teacher, 25 students who were active in the class (71%), 27 students (77%) who are able to do the task, and 29 students (83%) who were active in the group activity. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' learning activity got percentage  $\geq 72\%$ .

#### **4) Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by implementing anagram as technique, the students reading ability would increase.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade. On Monday, February 24<sup>th</sup> 2020 at 10.30 until 12.00 the researcher gave post test 2 conducted in cycle II with similar task on pre-test before. The kind of test is reading test in the form of multiple choice test. The result of the students' test in post-test 2 was better than test in post-test 1 before.

**Table 4.13**  
**The Result of students' Post Test II**

No	Name	Score	Criteria
1	ADW	80	Complete
2	AZ	73	Complete
3	ARN	70	Complete
4	AS	83	Complete
5	AIS	73	Complete
6	BS	83	Complete
7	DAM	73	Complete
8	DF	63	Incomplete
9	DAW	80	Complete
10	DF	63	Incomplete
11	ER	77	Complete
12	EA	80	Complete
13	FR	73	Complete
14	FL	73	Complete
15	GSK	53	Incomplete
16	IK	77	Complete
17	IO	77	Complete
18	IKK	73	Complete
19	JNDS	80	Complete
20	KDR	83	Complete
21	KEP	77	Complete
22	MW	63	Incomplete
23	MA	70	Complete
24	MS	80	Complete
25	MR	73	Complete
26	MAW	73	Complete
27	NAS	80	Complete

28	RJ	83	Complete
29	RF	73	Complete
30	RAA	60	Incomplete
31	RPD	83	Complete
32	RF	80	Complete
33	TWS	60	Incomplete
34	TAP	80	Complete
35	WIL	70	Incomplete
<b>Total of all students' grade</b>		2.592	
<b>Total all of the students (n)</b>		35	
<b>The highest grade</b>		83	
<b>The lowest grade</b>		53	
<b>Average</b>		74	

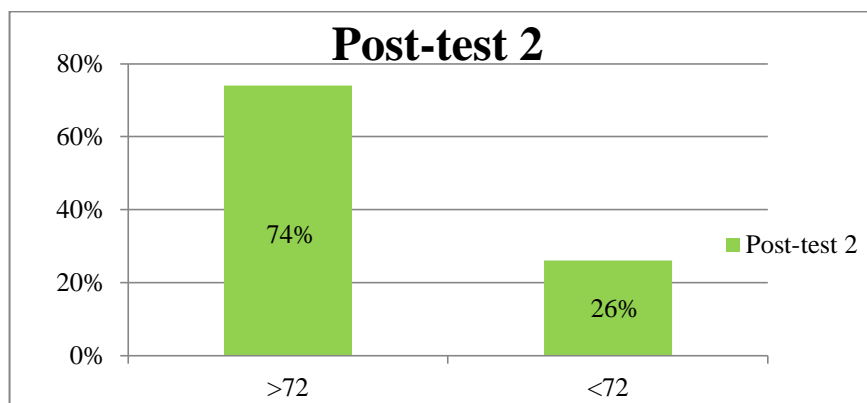
**Table 4.14**  
**The Frequency Distribution Based on Reading**  
**Grade Interval Post-Test II**

No	Grade Interval	Frequency
1	53-58	1 students
2	59-64	5 students
3	65-70	3 students
4	71-76	9 students
5	77-82	12 students
6	83-88	5 students
<b>Total</b>		<b>35 students</b>

**Table 4.15**  
**The Frequency of students' grade in Post-test II**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 72$	26	74%	Complete
2	$< 72$	9	26%	Incomplete
	Total	35	100%	

*Source: The Grade Result of reading post test II at Eleventh grade of SMAN 1 Sekampung on February, 24<sup>th</sup> 2020.*



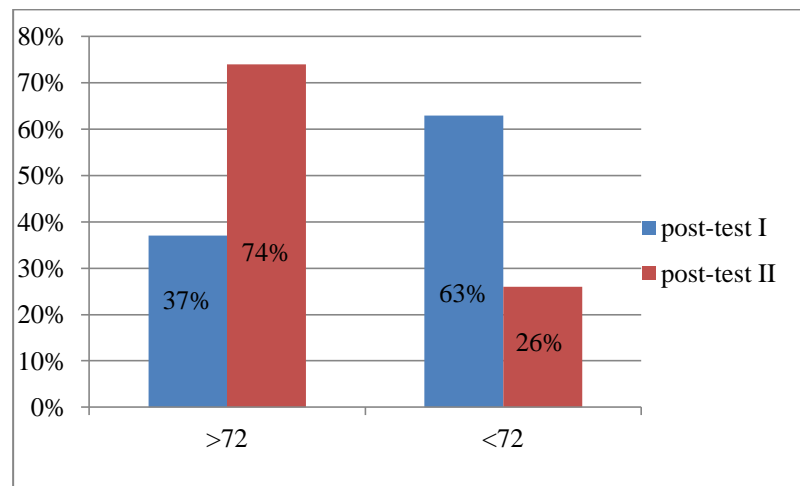
**Figure 4.8**  
**The Percentage of the Students' Grade in Post-test II**

Based on the result above, it could be inferred that 26 students (74%) were successful and 9 other students (26%) were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. The comparison between students post test I grade and post-test II grade could be compared on the following table.

**Table 4.16**  
**The Comparison of Students' Grade in Post-Test I and Post-Test II**

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
$\geq 72$	13	37%	26	74%	Complete
$< 72$	22	63%	9	26%	Incomplete
<b>Total</b>	<b>35</b>	<b>100%</b>	<b>35</b>	<b>100%</b>	

Then, the graph of students reading ability post-test I and post-test II grade in cycle II could be seen as follow:



**Figure 4.9**  
**The Percentage of Comparison of Students' grade on**  
**Post-test I and Post-test II**

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 26 students (74%) were successful and 9 other students (26%) were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students got grade 72. It indicated that the students' reading ability increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it was not continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that anagram as technique increase the students' reading ability.

## **B. Interpretation**

The researcher assumes that teaching reading ability by using anagram technique can increase students' reading ability. According to Alfonso Caramazza, anagram technique is presented with a scrambled set of printed words on separate cards. Therefore, implementing anagram technique in teaching in the classroom is very useful to develop students' thoughts and opinions and increase memory in the lesson so as to foster students' interest and motivation in learning.

### **1. Result of Students Learning**

#### **a. Result of students Pre- Test Grade**

In this phase, the researcher presented the pre- test to measure the students reading ability before implementing the treatment. The researcher obtained the data through reading test in the form of multiple choice test which completed for 60 minutes. It was done on February 4<sup>th</sup>, 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 31 students (89%) were not successful and 4 other students (11%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Sekampungat least 72.

#### **b. Result of Students Post- Test 1 Grade**

In this research, to know the students reading ability after implementing the treatment the researcher conducted the post- test I. It was done on February, 13<sup>th</sup> 2020. Based on the result of pot-test 1, it

could be seen that 13 students (37%) achieved Minimum Mastery Criteria (MMC) and 22 students (63%) did not achieve MMC. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get Minimum Mastery Criteria (MMC), at least 72. Learning process was said successful when 70% students got grade  $\geq 72$ . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II, because the grade of post test I in cycle I did not fulfill the MMC yet that was only 37%. The researcher presented the post-test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of reading test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 26 students (74%) were successful and 9 other students (26%) were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students got grade 72. It indicated that the students' reading ability was increased.

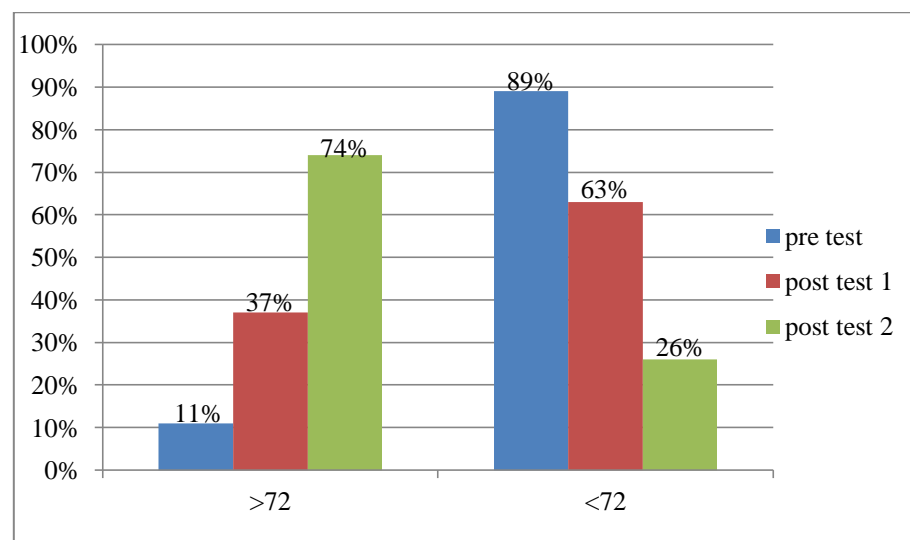
## 2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I. While, the percentage of the students grade in post-test I was higher than pre-test. Moreover, in cycle II, the percentage of students' grade was higher than cycle I.

**Table 4.17**  
**The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II**

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
$\geq 70$	4	11%	13	37%	26	74%	Complete
$< 70$	31	89%	22	63%	9	26%	Incomplete
<b>Total</b>	<b>35</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>35</b>	<b>100%</b>	

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



**Figure 4.10**  
**The Comparison Grade of Students Reading ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II**



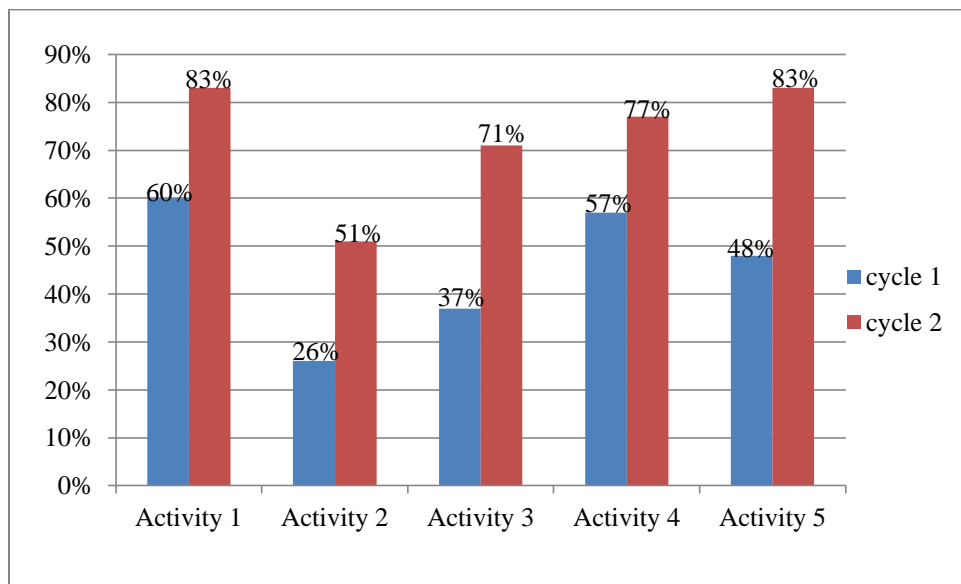
Based on the graph above, it could be inferred that anagram technique as a teaching technique could increase the students' reading ability. It is supported by the increasing grade of the students from pre-test to post-test I and from post-test I to post-test II.

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

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

**Table 4.18**  
**The Presentage of Students Activities in Cycle I and Cycle II**

NO	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Paying attention to the teacher explanation	21	60%	29	83%	Increased
2	Asking or Answering Questions of the Teacher	9	26%	18	51%	Increased
3	Being active in the class	13	37%	25	71%	Increased
4	Being able to do the task	20	57%	27	77%	Increased
5	Being active in the group activity	17	48%	29	83%	Increased
<b>The Average Percentage</b>		<b>46%</b>		<b>73%</b>		



**Figure 4.11**  
**Figure of Learning Activity in Cycle I and Cycle II**

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

**a. Paying Attention to the Teacher Explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I, it was only 60% and in cycle II 83%, it is improved 23%. In the teaching and learning process, the students show their enthusiasm to the teacher explanation in every steps of anagram technique.

In the beginning of learning process, the students paid attention to the researcher's explanation about the objective of learning. After the researcher had explained the teaching instruction, the students made several small groups and in each group consist of 2-3 students. Moreover, after the researcher had told the students that she gave analytical exposition text, the students read and understood it. After the

researcher had shown a random card that was given to each group, the students rearranged the jumbled cards into the appropriate sentences. The students who had finished compiling the sentence come forward and read the result.

**b. Asking or Answering Questions of the Teacher**

The students who were active in Asking or Answering Questions of the Teacher were increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 25%, from cycle I 26% and cycle II 51%.

**c. Being Active in the Class**

Based on the data, It could be seen on the cycle I 37% and cycle II also 71%, it improved 34%. It could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in reading ability when anagram technique was implemented in learning process from cycle I up to cycle II.

**d. Being Able to do the Task**

The students who were able to do the task were increased from the first cycle to the second cycle. It showed when the students were able to do the task given by the teacher. They did the task well. For this activity was improved 20%, from cycle I 57% and cycle II 77%.

#### **e. Being Active in the Group Activity**

Based on the data, It could be seen on the cycle I 49% and cycle II also 83%, it improved 34%. It could be concluded that the students were active in the group activity because most of the students shown good increasing in group activity when anagram technique was implemented in learning process from cycle I up to cycle II.

### **C. Discussion**

The researcher used anagram technique to organize students' idea and to make the students more active in reading ability in learning English. Therefore, it is proved that the implementation of anagram as the technique increases the students' reading ability and learning activity. Anagram technique hopefully is useful in increasing students' achievement in English.

Based on the explanation of cycle I and cycle II, it can be shown that the use of anagram technique as technique could increase the students' reading ability. There is progress from the students gets grade  $\geq 72$  from pre-test 11% or 4 students, post-test I 37% or 13 students and post-test II become 74% or 26 students. It is inferred that there is enhancement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in cycle II because the indicator of success 70% of students got grade  $\geq 72$  are achieved.

The result of the student's activities in cycle I and cycle II are increased. Paying attention to the teacher explanation from 60% become 83%, Asking or Answering Questions of the Teacher 26% become 51%, being active in the class from 37% become 71%, being able to do the task from 57% become 77%, being active in the group activity 49% become 83%. The result of students' activities in cycle I and cycle II, there is enhancement in students' learning activity.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading ability could be increased through anagram technique among the eleventh graders at SMAN 1 Sekampung, as follows:

Anagram technique can increase reading ability among the eleventh graders at SMAN 1 Sekampung. It can be seen on the progress from pre-test to cycle I and cycle II. The average Grade from pre test 36 to post test I 54 became 74 in post test II. In cycle I, there were 34 % of students passed the test and in cycle II were 74 % of students who get grade  $\geq 72$ . It means that result of cycle II had already achieved the indicator of success that was  $>70\%$  students fulfill the MMC. Anagram technique can increase learning activity among the eleventh graders at SMAN 1 Sekampung. In cycle I, the students' learning activity was 46 %. Meanwhile, in cycle II the students' learning activity was 73 %. It means that result of learning activity in cycle II had already achieved the indicator of success that was  $>70\%$  students fulfill the MMC. It means that Anagram technique can increase the student's learning activity.

## **B. Suggestion**

Based on the conclusion above, there are some suggestions to be shared more attention in teaching and learning process, as follows:

### **1. For English Teacher**

- a. The teacher should prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use anagram technique in English learning especially in reading because it can increase students' reading ability.
- c. The teacher should give motivation to the students in order to be active in learning process.

### **2. For the Students**

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

### **3. For Headmaster**

It is suggested to support the English teacher to use anagram technique in learning process, because anagram technique is so helpful.

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# APPENDICES I



MODEL SILABUS MATA PELAJARAN  
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH  
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN  
(SMA/MA/SMK/MAK)

MATA PELAJARAN  
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
JAKARTA, 2017

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## I. PENDAHULUAN

### A. Rasional

Bagi siswa SMA/MA/SMK/MAK di Indonesia, belajar bahasa Inggris bukan pengalaman pertama, tetapi kelanjutan dari yang sudah didapat di SMP. Dengan demikian kurikulum Bahasa Inggris SMA merupakan kelanjutan dari kurikulum Bahasa Inggris di SMP. Pada tahap ini, aspek bahasa seperti perbendaharaan kata, pengucapan, tekanan kata, tata bahasa dan aspek lainnya merupakan hal yang mungkin tidak mudah untuk dipelajari karena bahasa Inggris memiliki perbedaan dalam banyak aspek dari bahasa ibu siswa.

Pengajaran bahasa ditingkat SMA/MA/SMK/MAK, seperti di SMP masih berfokus pada peningkatan kompetensi siswa untuk mampu menggunakan bahasa tersebut untuk mencapai tujuan komunikasi dalam berbagai konteks, baik lisan maupun tulis dengan kompleksitas yang lebih tinggi dari materi yang dipelajari di SMP, dengan menggunakan pendekatan yang sama, yaitu pendekatan berbasis teks. Pembelajaran ini adalah pembelajaran yang mengacu pada fungsi bahasa dan penggunaannya, yang merupakan satu kesatuan makna baik lisan maupun tulis. Adapun yang dimaksud dengan teks adalah kesatuan makna yang dapat terdiri atas satu kata seperti kata '*stop*' di pinggir jalan, satu frase '*no smoking*', satu kalimat berupa pengumuman sampai satu buku. Dengan demikian, pembelajaran berbasis genre sangat relevan untuk diterapkan.

Dengan didasarkan pada pengajaran berbasis teks, silabus ini menekankan pada peningkatan kemampuan siswa untuk menggunakan bahasa Inggris dalam berbagai jenis teks. Teks dipelajari bukan sebagai sasaran akhir, tetapi sebagai alat untuk melakukan berbagai aktivitas dalam kehidupan nyata. Pada tingkat menengah ini, materi ajar terdiri atas teks-teks sederhana.

Merujuk pada rumusan Kompetensi Inti untuk SMA/MA/SMK/MAK, pembelajaran dirancang untuk memberikan pengalaman dalam menggunakan teks-teks berbahasa Inggris untuk memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural terkait fenomena dan kejadian tampak mata, melalui kegiatan berbicara, menyimak, membaca, dan menulis dalam ranah konkret dan abstrak. Penggunaan teks juga bertujuan untuk menumbuhkan sikap menghargai dan menghayati nilai-nilai agama dan sosial, termasuk perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Pembelajaran bahasa Inggris berbasis teks mendukung pembelajaran pada mata pelajaran lain dalam kurikulum. Misalnya, pembelajaran teks *explanation* dan eksposisi, akan membantu siswa memperluas wawasan keilmuannya tentang materi mata pelajaran lain dalam skala internasional. Pembelajaran teks deskriptif akan menumbuhkan kemampuan siswa antara lain pada mata pelajaran Seni Budaya untuk mempromosikan wisata di Indonesia.

Silabus mata pelajaran ini disusun dengan format dan penyajian/penulisan yang sederhana sehingga mudah dipahami dan dilaksanakan oleh guru. Penyederhanaan format dimaksudkan agar penyajiannya lebih efisien, tidak terlalu banyak halaman namun lingkup dan substansinya tidak berkurang, serta tetap mempertimbangkan tata urutan (*sequence*) materi dan kompetensinya. Penyusunan silabus ini dilakukan dengan prinsip keselarasan antara ide, desain, dan pelaksanaan kurikulum; mudah diajarkan oleh guru (*teachable*); mudah dipelajari oleh siswa (*learnable*); terukur pencapaiannya (*measurable*); dan bermakna untuk dipelajari (*worth to learn*) sebagai bekal untuk kehidupan dan kelanjutan pendidikan siswa.

Silabus ini merupakan acuan bagi guru dalam melaksanakan pembelajaran yang bersifat fleksibel, kontekstual, dan memberikan kesempatan kepada guru untuk mengembangkan



dan melaksanakan pembelajaran, serta mengakomodasi keunggulan-keunggulan lokal. Atas dasar prinsip tersebut, komponen silabus mencakup kompetensi dasar, materi pembelajaran, dan kegiatan pembelajaran. Uraian pembelajaran yang terdapat dalam silabus merupakan alternatif kegiatan yang dirancang berbasis aktivitas. Pembelajaran tersebut merupakan alternatif dan inspiratif sehingga guru dapat mengembangkan berbagai model yang sesuai dengan karakteristik masing-masing mata pelajaran. Dalam melaksanakan silabus ini guru diharapkan kreatif dalam pengembangan materi, pengelolaan proses pembelajaran, penggunaan metode dan model pembelajaran, yang disesuaikan dengan situasi dan kondisi masyarakat serta tingkat perkembangan kemampuan siswa.

**B. Kompetensi yang Diharapkan Setelah Mempelajari Bahasa Inggris di Pendidikan Dasar dan Pendidikan Menengah**

Secara umum kompetensi Bahasa Inggris Umum di SMA/MA dan SMK/MAK adalah kemampuan berkomunikasi dalam tiga jenis teks, (1) interpersonal, (2) transaksional, dan (3) fungsional, secara lisan dan tulis, pada tataran literasi informasional, untuk melaksanakan fungsi sosial, dalam konteks kehidupan personal, sosial budaya, akademik, dan profesi, dengan menggunakan berbagai bentuk teks, dengan struktur yang berterima secara koheren dan kohesif serta unsur-unsur kebahasaan secara tepat. Berikut ruang lingkup kompetensi dan materi Bahasa Inggris.

KOMPETENSI	RUANG LINGKUP MATERI
<ul style="list-style-type: none"> <li>Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</li> <li>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;</li> <li>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;</li> <li>Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</li> </ul>	<ul style="list-style-type: none"> <li>Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional dalam bentuk teks <i>descriptive, recount, narrative, procedure, report, explanation, analytical exposition, dan news item</i>, pada tataran literasi informasional;</li> <li>Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</li> <li>Sikap mencakup menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan;</li> <li>Keterampilan mencakup menyimak, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam lingkup pergaulan dunia;</li> <li>Unsur-unsur kebahasaan mencakup penanda wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan;</li> <li>Modalitas: dengan batasan makna yang jelas.</li> </ul>

**C. Kompetensi yang Diharapkan Setelah Siswa Mempelajari Bahasa Inggris di Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan**

Mata pelajaran Bahasa Inggris untuk jenjang pendidikan SMA/MA/SMK/MAK bertujuan mengembangkan potensi siswa agar memiliki kompetensi komunikatif dalam teks interpersonal, transaksional, dan fungsional, dengan menggunakan berbagai teks berbahasa Inggris lisan dan tulis. Melalui penggunaan teks-teks tersebut, siswa dibimbing untuk

menggunakan pengetahuan faktual, konseptual, dan prosedural, serta menanamkan nilai-nilai luhur karakter bangsa, dalam konteks kehidupan di lingkungan rumah, sekolah, dan masyarakat.

Secara khusus, lulusan SMA/MA/SMK/MAK diharapkan mampu:

SMP/MTs		SMA/MA/SMK/MAK	
KOMPETENSI	RUANG LINGKUP MATERI	KOMPETENSI	RUANG LINGKUP MATERI
<ul style="list-style-type: none"> <li>Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</li> <li>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;</li> <li>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;</li> <li>Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara runtut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</li> </ul>	<ul style="list-style-type: none"> <li>Teks-teks pendek dan sederhana dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional berbentuk <i>descriptive</i>, <i>recount</i>, <i>narrative</i>, <i>procedure</i>, dan <i>information report</i> pada tataran literasi fungsional;</li> <li>Berbagai jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</li> <li>Keterampilan mencakup mendengarkan, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</li> <li>Unsur-unsur kebahasaan mencakup penanda wacana,</li> </ul>	<ul style="list-style-type: none"> <li>Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</li> <li>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;</li> <li>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;</li> <li>Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara runtut dan runtut serta unsur kebahasaan secara</li> </ul>	<ul style="list-style-type: none"> <li>Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional <i>descriptive</i> terkait tempat wisata dan bangunan bersejarah terkenal, <i>recount</i> terkait peristiwa bersejarah, <i>narrative</i> terkait legenda rakyat, <i>procedure</i> berbentuk manual dan kiat-kiat (tips), <i>explanation</i> tentang gejala alam dan sosial, <i>analytical exposition</i> terkait isu aktual, dan <i>news item</i> pada tataran literasi informasional;</li> <li>Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</li> <li>Sikap mencakup menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan;</li> <li>Keterampilan mencakup menyimak, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam lingkup pergaulan dunia;</li> <li>Unsur-unsur kebahasaan mencakup penanda</li> </ul>



SMP/MTs		SMA/MA/SMK/MAK	
KOMPETENSI	RUANG LINGKUP MATERI	KOMPETENSI	RUANG LINGKUP MATERI
	kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan; • Modalitas: dengan batasan makna yang jelas.	akurat, berterima, dan lancar.	wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan; • Modalitas: dengan batasan makna yang jelas.

D. Kerangka Pengembangan Kurikulum Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan

Seperti kurikulum mata pelajaran lainnya, Kurikulum Bahasa Inggris merupakan bagian dari Kurikulum 2013, yang ruang lingkup pengelolaannya dimulai dari merumuskan Kompetensi Dasar (KD), khususnya KD 3 dan KD 4, untuk menjejawantahkan KI 3 dan KI 4. Meskipun kompetensi sikap yang tercantum dalam rumusan KI 1 dan KI 2 tidak secara eksplisit diturunkan ke dalam KD 1 dan KD 2, kompetensi sikap dikembangkan dalam mata pelajaran Bahasa Inggris secara tidak langsung dan diintegrasikan ke dalam proses pembelajarannya. Berikut ini adalah rumusan Kompetensi Inti Kelas X, Kelas XI, dan Kelas XII.

Kelas X	Kelas XI	Kelas XII
1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan	3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora

Kelas X	Kelas XI	Kelas XII
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.	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.	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.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.	4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Sikap Spiritual dan Sikap Sosial, dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Perumusan KD didasarkan pada beberapa asumsi tentang bahasa fungsional, termasuk konsep genre, sebagai berikut.

- Bahasa Inggris perlu dipelajari untuk dapat berfungsi bagi kehidupan siswa sehari-hari, dalam berbagai bentuk teks.
- Teks adalah alat komunikasi dan berpikir.
- Teks memiliki sifat bermakna dan mempunyai tujuan untuk melaksanakan suatu fungsi sosial.
- Berdasarkan rumusan KI 3 (pengetahuan), tujuan komunikatif adalah untuk mengomunikasikan informasi faktual (terkait dengan topik komunikasi), informasi prosedural (terkait dengan langkah-langkah melaksanakan suatu proses), dan informasi konseptual (terkait dengan pemahaman terhadap fungsi sosial, struktur, dan unsur kebahasaan teks)
- Genre memberikan kerangka pembentukan teks yang terdiri atas tiga aspek: (1) tujuan atau fungsi sosial yang hendak dicapai, dengan menggunakan (2) struktur teks dan (3) unsur kebahasaan yang sesuai dengan tuntutan kontekstual.
- Secara kontekstual, teks menyesuaikan fungsi, struktur teks, dan unsur kebahasaannya dengan (1) topik pembicaraan, (2) hubungan fungsional antarpeserta komunikasi, (3) moda komunikasi yang digunakan (misalnya lisan atau tulis).
- Struktur teks dan unsur kebahasaan yang menjadi penciri dasar setiap jenis teks (*genre*) akan disesuaikan dengan keunikan setiap konteks yang dihadapi, sehingga teks yang termasuk dalam setiap genre akan beragam dari konteks ke konteks.
- Pengguna bahasa akan terus menerus dihadapkan pada masalah untuk memilih dan menentukan isi dan bentuk teks yang sesuai dengan konteks yang dihadapi. Oleh



karena itu, berkomunikasi merupakan rangkaian tindakan *problem solving*, eksplorasi dan *discovery* secara terus menerus.

Berdasarkan berbagai asumsi tersebut, KD kemudian dirumuskan untuk penggunaan bahasa Inggris pada tiga jenis teks yaitu (1) interpersonal, (2) transaksional, dan (3) fungsional. Dalam teks interpersonal teks berfungsi untuk menjaga hubungan interpersonal; dalam teks transaksional teks berfungsi untuk bertukar informasi, barang dan jasa; dalam teks fungsional teks berfungsi untuk melaksanakan tugas atau pekerjaan tertentu.

Kompetensi untuk setiap jenis teks dirumuskan dengan acuan berbasis genre. Artinya, teks harus dipelajari sebagai alat untuk melaksanakan fungsi sosial secara kontekstual yang terkait langsung dengan kehidupan siswa sebagai remaja terpelajar dalam berinteraksi dengan lingkungan sekitarnya, secara lisan maupun tertulis. Kualitas teks dilihat dari kesesuaian struktur teks dan unsur kebahasaan dengan fungsi teks dalam konteks penggunaannya tersebut. Ketiga aspek genre inilah yang digunakan untuk menetapkan materi pembelajaran setiap jenis teks.

Pada jenjang SMA/MA/SMAK/MAK, pengetahuan faktual, konseptual, prosedural, dan metakognitif dipelajari pada tataran berpikir 'memahami' (khususnya mengidentifikasi, membandingkan, dan menafsirkan) dan tataran 'menerapkan'. Keterampilan menggunakan teks terwujud dalam tindakan komunikatif menangkap makna melalui menyimak dan membaca, dan menyusun teks melalui berbicara dan menulis, yang semuanya terintegrasi untuk melaksanakan fungsi sosial yang sama. Khusus untuk setiap teks transaksional, diberikan penekanan khusus untuk mengaitkan dengan pembelajaran kosa kata dan tata bahasa yang menjadi penciri dasar setiap jenis teks.

Berikut adalah daftar teks yang tercakup dalam kurikulum jenjang SMA/MA/SMAK/MAK, Bahasa Inggris (Umum).

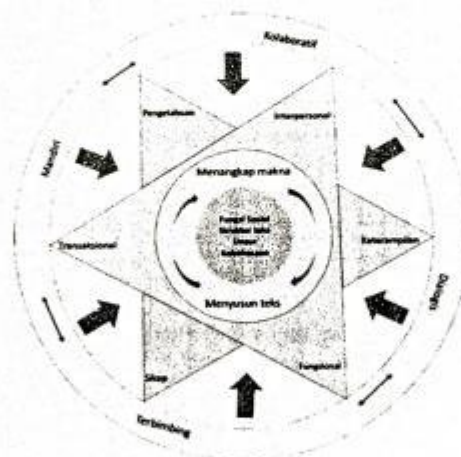
TEKS INTERAKSI INTERPERSONAL
- Ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapi (10)
TEKS INTERAKSI TRANSAKSIONAL
- Jati diri, dengan memperhatikan unsur kebahasaan <i>pronoun, subjective, objective, possessive</i> (10)
- Niat melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan kata kerja bantu modal <i>be going to, would like to</i> (10)
- Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan kata kerja dalam bentuk <i>simple past tense vs present perfect tense</i> (10)
- Saran dan tawaran, dengan memperhatikan kata kerja bantu modal <i>should</i> dan <i>can</i> (11)
- Pendapat dan pikiran, dengan memperhatikan unsur kebahasaan <i>think, I suppose, in my opinion</i> (11)
- Hubungan sebab akibat, dengan memperhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i> (11)
- Keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan kata kerja dalam bentuk <i>passive voice</i> (11)
- Menawarkan jasa, dengan memperhatikan ungkapan <i>May I help you?, What can I do for you? What if...?</i> (12)
- Pengandaian diikuti oleh perintah/saran, dengan memperhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i> (12)
TEKS FUNGSIONAL KHUSUS

- Pemberitahuan (*announcement*), terkait kegiatan sekolah (10)
- Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mak (10)
- Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja (11)
- Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya (11)
- Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (11)
- Surat lamaran kerja (12)
- Teks caption menyertai gambar/foto/tabel/grafik/bagan (12)
- Manual penggunaan teknologi dan kiat-kiat (*tips*) (12)
- Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (12)

#### TEKS FUNGSIONAL

- Teks deskriptif, terkait tempat wisata dan bangunan bersejarah terkenal(10)
- *Recount*, terkait peristiwa bersejarah (10)
- *Naratif*, terkait legenda rakyat (10)
- *Eksposisi analitis* terkait isu aktual. (11)
- *Explanation* terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas xi (11)
- Prosedur dalam bentuk manual (12)
- *News item* terkait berita sederhana dari koran/radio/tv (12)

Kerangka pengembangan kurikulum Bahasa Inggris dapat diilustrasikan sebagai berikut.



Gambar 1. Pengembangan Silabus Bahasa Inggris

Gambar di atas mengilustrasikan bahwa secara umum, kurikulum bahasa Inggris dikembangkan mengacu pada Kompetensi Inti (KI). KI meliputi aspek sikap, pengetahuan, dan ketrampilan yang selanjutnya menghasilkan Kompetensi Dasar (KD). Pengembangan KD diharapkan mampu menghasilkan siswa yang mampu melakukan tindakan Bahasa secara interpersonal, transaksional, dan fungsional dalam kegiatan menangkap dan menyusun makna yang dapat direalisasikan dalam berbagai jenis teks untuk mencapai fungsi sosial dengan menggunakan struktur teks dan unsur kebahasaan yang sesuai dengan konteksnya. Adapun proses pembelajarannya bersifat dialogis, kolaboratif, terbimbing, dan menumbuhkan kemandirian pada siswa.

#### E. Pembelajaran dan Penilaian

##### 1. Pembelajaran

Kurikulum 2013 mengutamakan pendekatan saintifik (mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengomunikasikan), didukung oleh



beberapa pendekatan inovatif lainnya, seperti *problem-based learning*, *discovery learning*, *explorative learning*, *project-based learning*, dan sebagainya, yang semuanya kurang lebih mengacu pada makna 'alami, sesuai fitrah manusia': terpusat pada siswa, autentik, kontekstual, dan bermakna bagi kehidupan siswa sehari-hari.

Pendekatan-pendekatan tersebut selaras dengan prinsip-prinsip pembelajaran bahasa Inggris berbasis genre atau teks, yang menjadi dasar dari silabus ini, yang berdasarkan pada serangkaian konsep tentang bahasa, fungsi, serta penggunaannya seperti yang diuraikan sebelumnya. Pembelajaran diperlukan untuk mendorong siswa bersikap mandiri, aktif terlibat dalam proses pembelajaran, bekerja sama dengan teman, berpikir eksploratif dan kritis, dan secara proaktif memperoleh bimbingan dan arahan dari guru.

Berdasarkan berbagai pendekatan tersebut di atas, pembelajaran Bahasa Inggris perlu mencakup beberapa bentuk kegiatan berikut ini.

- Tujuan untuk melaksanakan fungsi sosial. Teks-teks yang diucapkan, disimak, dibaca, dan ditulis siswa diarahkan untuk melaksanakan fungsi sosial secara autentik atau mendekati autentik dalam hal sumber maupun penggunaannya. Melalui kegiatan inilah siswa akan menemui masalah atau kesulitan yang autentik juga.
- Proses pembelajaran mencakup kegiatan mengamati, menanya, mengumpulkan informasi atau mencoba, mengasosiasi, dan mengomunikasikan. Dalam melaksanakan setiap kegiatan tidak menutup kemungkinan dilakukannya langkah-langkah lainnya. Misalnya, kegiatan menanya dapat langsung dilakukan pada tahap pengamatan, bahkan sampai pada kegiatan mengumpulkan informasi, mengasosiasi, dan mengomunikasikan. Ketika mengumpulkan informasi, bisa saja muncul hal-hal yang mengharuskan siswa untuk memperbaiki pengamatannya.
- Proses pembelajaran dilakukan melalui proses pembiasaan dan pembudayaan, dengan menggunakan banyak contoh dan keteladanan dalam ketepatan dan keberterimaan isi makna maupun struktur teks dan unsur kebahasaan dari teks yang diucapkan, disimak, dibaca, ditulis, termasuk perilaku dalam konteks penggunaannya.
- Proses pembelajaran memadukan inisiatif dan keaktifan diri, kerja sama dalam kelompok, dan bimbingan profesional dari guru
- Pembelajaran juga mencakup pengembangan kemampuan menyusun langkah kerja dalam melaksanakan setiap tugas, termasuk dalam menggunakan alat-alat seperti tabel, bagan, power point, peralatan audio/visual, dsb.
- Pembelajaran juga mencakup pengembangan kemampuan menanya, termasuk bertanya tentang hal-hal yang belum diketahui, mempertanyakan hal-hal yang sudah mapan, dsb.

Pembelajaran yang efektif dapat terwujud hanya apabila didukung oleh proses penilaian yang efektif juga. Penilaian merupakan bagian integral dengan pembelajaran, sehingga tidak dapat dipisahkan dari proses pembelajaran. Tujuan melaksanakan penilaian pada dasarnya adalah membantu dan memberikan arahan dan balikan pada siswa selama dan setelah proses pembelajaran agar dapat mencapai tujuan pembelajaran sebagaimana diharapkan.

## 2. Penilaian

Penilaian proses dan hasil belajar dilaksanakan berdasarkan prinsip-prinsip berikut ini.

- Penilaian dilakukan secara integratif, mencakup sikap, pengetahuan, dan keterampilan dalam menggunakan bahasa Inggris lisan dan tulis secara kontekstual sesuai dengan tujuan dan fungsi sosialnya.
- Penilaian sikap difokuskan pada sikap yang tampak dalam bentuk perilaku selama proses belajar berkomunikasi secara lisan dan tulis dengan bahasa Inggris di dalam dan di luar kelas, seperti kejujuran, kedisiplinan, tanggung jawab, percaya diri, toleransi, kerja sama, dan kesantunan.

## F. Kontekstualisasi Pembelajaran Sesuai dengan Kondisi Lingkungan dan Siswa

Kegiatan Pembelajaran pada silabus dapat disesuaikan dan diperkaya dengan konteks daerah atau sekolah, serta konteks global untuk mencapai kualitas optimal hasil belajar pada siswa. Tujuan kontekstualisasi pembelajaran ini adalah agar siswa tetap berada pada budayanya, mengenal dan mencintai alam dan sosial di sekitarnya, dengan perspektif global sekaligus menjadi pewaris bangsa sehingga akan menjadi generasi tangguh dan berbudaya Indonesia.

Pembelajaran Bahasa Inggris perlu disesuaikan dengan kebutuhan belajar siswa, namun tetap harus disesuaikan dengan kondisi dan situasi belajar setempat. Sebagai contoh, meskipun penggunaan alat elektronik (seperti radio, komputer, LCD) secara ideal perlu digunakan, namun jika di sekolah tidak tersedia, maka perlu dicarikan cara lain. Kegiatan menyimak cerita dapat dilakukan dengan cara guru langsung membacakannya. Cara ini mungkin justru lebih autentik digunakan daripada menggunakan alat audio yang sebenarnya sudah tersedia di sekolah.

Terkait dengan jenis teks, misalnya teks deskriptif, siswa yang tinggal di daerah wisata perlu diarahkan untuk belajar mendeskripsikan dan mempromosikan lingkungan alam, tempat-tempat wisata, makanan khas, hasil perkebunan, dan kerajinan budaya setempat. Teks untuk pembelajaran *passive voice* diarahkan untuk mendeskripsikan hasil kerajinan setempat. Teks report dapat dipakai untuk belajar membuat ensiklopedia flora-fauna setempat.

Pelaksanaan Kurikulum 2013 ditunjang oleh buku yang sudah disiapkan oleh Pemerintah sesuai dengan tuntutan Kurikulum 2013. Buku pelajaran terbitan tahun 2014 yang sudah beredar di sekolah masih relevan untuk digunakan dengan berbagai penyesuaian yang harus dilakukan guru. Selain itu buku lain juga dapat dimanfaatkan guru untuk bahan pengayaan. Guru juga dianjurkan untuk dapat menyiapkan Lembar Kerja Siswa sesuai dengan tuntutan proses pembelajaran.



B. Kelas XI  
Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi saran dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>guru, teman, dan orang lain.</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</p></li> </ul>	<p>pernyataan pendapat dan pikiran</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi siswa menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>Siswa mampu:</p> <p>3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks Undangan Resmi</p> <p>4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 menyusun teks khusus dalam bentuk undangan resmi lisan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <p>Menjaga hubungan interpersonal dalam konteks resmi</p></li> <li>• Struktur Teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran
dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> <li>Multimedia</li> </ul> <p>Layout yang membuat tampilan teks lebih menarik.</p>	
<p>Siswa mampu:</p> <p>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>Fungsi Sosial <p>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> </li> <li>Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>Pendapat/pandangan</li> <li>Argumentasi secara analitis</li> <li>Kesimpulan</li> </ul> </li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan seperti <i>I believe, I think</i></li> <li>Adverbia <i>first, second, third ...</i></li> <li>Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<ul style="list-style-type: none"> <li>Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan</p>	<ul style="list-style-type: none"> <li>Fungsi Sosial <p>Mendeskripsikan, memaparkan secara obyektif</p> </li> <li>Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara yang banyak menggunakan kalimat pasif</li> <li>Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>passive voice</i></li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>tekanan yang benar</p> <ul style="list-style-type: none"> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang maknanya tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya,</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <p>Menjalin kedekatan hubungan antar pribadi</p> </li> <li>• Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur surat pribadi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>- Mencermati rangkaian kalimat yang diacak dari tiga surat pribadi, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran
lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
<p>Siswa mampu:</p> <p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of</i> ..., <i>due to</i> ..., <i>thanks to</i> ...)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of</i> ..., <i>due to</i> ..., <i>thanks to</i> ...</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi siswa menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>Siswa mampu:</p> <p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks <i>explanation</i> terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks <i>explanation</i> dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dengan konteks penggunaannya</p> <p>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> <li>- rangkaian penjelasan</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</p> </li> </ul>	<p>lain lagi dengan topik yang berbeda</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>



## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Satuan Pendidikan : SMAN 1 Sekampung  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / 2  
Materi Pokok : Analytical Exposition Text  
Alokasi Waktu : 4 x 45 menit (Pertemuan 1 dan 2)

### A. Kompetensi Inti

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

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.4 Teks eksposisi analitis	Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.
4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur	

kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

### C. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

### D. Materi Pembelajaran

The structure of an analytical exposition consist of:

1. Title (optional)
2. Introduction or Thesis
3. Arguments
4. Reiteration or Conclusion

#### Analytical exposition text 1

##### **The Unhealthy Fast Food**

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

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

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

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



**Students' Laptop**

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

**Fungsi Sosial :**

- Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

**Struktur teks :**

- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

**Unsur Kebahasaan :**

- Kalimat Simple Present Tense
- Conditional Clauses
- Modals

**E. Metode Pembelajaran**

Teknik: Teknik Anagram

**F. Kegiatan Pembelajaran**

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam (greeting) dan berdo'a</li> <li>- Guru memeriksa kehadiran siswa</li> <li>- Guru berkomunikasi dengan siswa dan memberi informasi kepada siswa tentang kompetensi,</li> </ul>	<b>15 menit</b>

	indikator, dan tujuan yang harus dicapai.	
<b>Kegiatan inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru</li> <li>- Siswa membaca teks sebelum diajarkan dengan menggunakan teknik anagram</li> <li>- Siswa mendapatkan kartu-kartu acak yang mengandung kata-kata yang diambil acak oleh guru dari teks yang telah mereka baca</li> <li>- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Siswa membaca kata-kata acak yang terkandung dalam kartu-kartu yang diberikan oleh guru untuk membentuk kalimat.</li> <li>- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>- Siswa secara berkelompok menuliskan menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>- Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>- Siswa menyusun kartu-kartu menjadi kalimat yang tepat.</li> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru</li> </ul>	<b>60 menit</b>

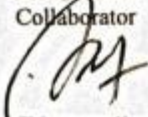


	<p>dan teman tentang hasil yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat laporan berupa catatan hasil dari anagram technique</li> <li>- Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>15 menit</b>

#### **G. Alat dan Sumber Belajar**

1. Alat dan bahan :
  - White board
  - Marker
  - Card Anagram
  - Analytical Exposition Text
2. Sumber Belajar :
  - Buku paket bahasa inggris SMA
  - Internet

Mengetahui,  
Collaborator



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Sekampung, February 2020

The researcher



**Tika Resti Fadila**  
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# RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Satuan Pendidikan : SMAN 1 Sekampung  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / 2  
Materi Pokok : Analytical Exposition Text  
Alokasi Waktu : 4 x 45 menit (Pertemuan 3 dan 4)

## **A. Kompetensi Inti**

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

## **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

KOMPETENSI DASAR	INDIKATOR
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.4 Teks eksposisi analitis	Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.
4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur	

kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.	
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### C. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum .

### D. Materi Pembelajaran

The structure of an analytical exposition consist of:

1. Title (optional)
2. Introduction or Thesis
3. Arguments
4. Reiteration or Conclusion

Analytical exposition text 1

#### **The Importance of Learning English**

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.



Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

Analytical exposition text 2

### Garbage Service need Improvement

There have been many complaints recently about the ABC garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done!

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and an unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

It is the duty of the official department to collect all the garbage efficiently and regularly.

*Fungsi Sosial :*

- Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

*Struktur teks :*

- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

*Unsur Kebahasaan :*

- Kalimat Simple Present Tense
- Conditional Clauses
- Modals

### E. Metode Pembelajaran

Teknik: Teknik Anagram

### F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>- Guru memberi salam (greeting) dan berdo'a</li> <li>- Guru memeriksa kehadiran siswa</li> <li>- Guru berkomunikasi dengan siswa dan memberi</li> </ul>	15 menit

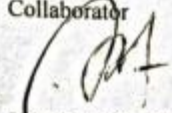
	informasi kepada siswa tentang kompetensi, indikator, dan tujuan yang harus dicapai.	
<b>Kegiatan inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru</li> <li>- Siswa membaca teks sebelum diajarkan dengan menggunakan teknik anagram</li> <li>- Siswa mendapatkan kartu-kartu acak yang mengandung kata-kata yang diambil acak oleh guru dari teks yang telah mereka baca</li> <li>- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Siswa membaca kata-kata acak yang terkandung dalam kartu-kartu yang diberikan oleh guru untuk membentuk kalimat.</li> <li>- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>- Siswa secara berkelompok menuliskan menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>- Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>- Siswa menyusun kartu-kartu menjadi kalimat yang tepat.</li> </ul>	60 menit

	<p>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <p>- Siswa membuat laporan berupa catatan hasil dari anagram technique</p> <p>- 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.</p>	
<b>Penutup</b>	<p>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</p> <p>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</p> <p>- Peserta didik menerima tugas mandiri</p> <p>- Peserta didik dan guru mengucapkan salam penutup</p>	<b>15 menit</b>

#### G. Alat dan Sumber Belajar

1. Alat dan bahan :
  - White board
  - Marker
  - Card Anagram
  - Analytical Exposition Text
2. Sumber Belajar :
  - Buku paket bahasa Inggris SMA
  - Internet

Mengetahui,  
Collaborator

  
**Ikhsanudin, S.Pd**

NIP. 19701109 199702 1 001

Sekampung, February 2020


























































The researcher

















































  
**Tika Resti Fadila**

NPM: 1501070211



# STUDENTS ATTENDANCE LIST

NO	STUDENTS NAME	PRE-TEST	POST-TEST 1	POST-TEST 2
1.	Afriani Dwi Wahyuni			
2.	Amalia Zahro			
3.	Angga Rahayu Ningsih			
4.	Anisa Setiawati			
5.	Aprilia Indah Sari			
6.	Bambang Setiyono			
7.	Dea Arta Mudita			
8.	Desi Fransiska			
9.	Desta Ayu Wulandari			
10.	Dina Fitriyani			
11.	Ela Restiyana			
12.	Elisa Anjarwati			
13.	Fachrul Ramadhan			
14.	Fiki Laksana			
15.	Galuh Sekar Kirana			
16.	Ila Karini			
17.	Indri Oktavia			
18.	Iyub Krido Kamaruci			
19.	Justin Nuriyan Dimas Sendria			

20.	Kadek Dita Riyani			
21.	Kinanti Endah Prastiwi			
22.	Magdalena Wulandari			
23.	Maulana Abdillah			
24.	Meyka Sari			
25.	Miratur Rohmah			
26.	Muhammad Adithya Wijaya			
27.	Nova Anjas Sari			
28.	Restu Jelita			
29.	Retha Fatmala			
30.	Risa Azhar Aulia			
31.	Riyanti Putri Dewi			
32.	Rizky Firmansyah			
33.	Tanu Wibowo Susilo			
34.	Thirani Anggieta Putri			
35.	Widhia Intan Lestari			



### THE BLUEPRINT OF READING ABILITY

	Multiple Choice Test			
No.	Indicators of Reading	Question Items		
		Pre-Test	Post-Test 1	Post-Test 2
1.	Students can identify the topic/main idea of the text	1,12,18,22,28.	7,16,20,28.	1,9,18,24.
2.	Students are able to identify the inference of the text	2,13,23,27.	1,8,19,26.	3,12,15,21,29.
3.	Students are able to identify grammatical features of the reading text	7,11,17,25,30.	10,22,30.	4,13,20,25,30.
4.	Students are able to comprehend the detail information in the text.	3,8,14,20.	2,6,21,27.	16,22,26.
5.	Students can identify the excluding fact not written of the text	4,24,26.	3,9,18,25.	2,8,19.
6.	Students can identify the supporting idea of the text	6,9,19,21.	4,13,14,24.	7,10,14.
7.	Students are able to comprehend the meaning of vocabulary in the text.	5,10,16.	12,15,29.	6,11,23,27.
8.	Students are able to identify the reference in the text.	15,29.	5,11,17,23.	5,17,28.
Total		30	30	30

23

PRE-TEST

**Direction:**

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

Name: Restu Jelito

Class: XI IPA A

Read the following text to answer questions 1-7

**Text 1**

Developing information technology enables cellphone manufacturers to compete by releasing more sophisticated phones. This fact may tune to buy the latest cellphones, what about you? Are you one of those people? Let me tell you something. Don't be hasty when buying cellphones, there are any things you need to consider.

First, you can start by asking yourself about the usefulness of the equipment. The question must be. Do I want it for prestige or its usefulness? "Be honest with yourself.

Then, you should make a choice on the type of cellphone. There are various choices in the market, so you should decide the one that meets your needs and whether you can afford it or not.

The consequence of using a cellphone is its high operational costs. You have to pay more for a cell phone compared to a fixed telephone. Besides, you can use a cellphone to access the Internet then you should obtain the Internet data which is costly. Therefore, you have to provide an extra budget for it. Considering the above statements, you should think further before deciding to buy a cellphone.

Remember, be reasonable before making a decision.

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

- a. Do not buy a cellphone that has not been clearly used
- ☒ b. Don't be hasty when buying cellphones because there are any things you need to consider
- c. Information not to buy a cell phone because cell phones have advantages and disadvantages
- d. You can start by asking yourself about the usefulness of the equipment
- e. You have to pay more for a cell phone compared to a fixed telephone

2. What is the text about?

- a. How to use a cellphone effectively
- ☒ b. Points to think further before buying a cellphone
- c. The advantages of using a cellphone
- d. The consequences of using a cellphone
- e. The various types of cellphones

3. What is the most important thing to consider before buying a cellphone?

- a. The choice
- ☒ b. The prestige

- c. The price
- d. The type
- e. The use

Q What is the purpose of the writer in writing the text?

- a. Discuss a topic from at least two points of view
- b. Explain tips when buying a cellphone
- c. Inform the readers about a newsworthy topic
- d. Mention the reasons why we should buy a cellphone
- e. Persuade us to think wisely when buying a cellphone

Q "Remember, be reasonable before making decision."

Which word may replace the underlined word in the sentence?

- a. Cooperative
- b. Moderate
- c. Possible
- d. Reliable
- e. Sensible

Q What is the social function of the text?

- a. To describe the reader
- b. To entertain the reader
- c. To give information
- d. To persuade the reader
- e. To tell a story

7. The sentence in paragraph 4 "The consequence of using a cellphone is its high operational costs." The underlined word is ....

- a. Adjective
- b. Adverb
- c. Conjunction
- d. Noun
- e. Verb

Read the following text to answer questions 8-12  
Text 2

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis, and tuberculosis.

Antibiotics are sometimes called "Wonder drugs" because they can cure diseases such as meningitis, pneumonia, and scarlet fever. But, when the antibiotics are overused or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotics do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless microorganism, the pathogenic ones (the dangerous microbes) will have a greater chance to multiply. This situation often leads to the development of a new infection called suprainfection.

Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be acquired by pathogenic microbes. The resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply.

To avoid the side effect of antibiotics, you'd better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for chicken pox, measles, and other viral diseases.

Q Which diseases cannot be cured by antibiotics?

- a. Chicken pox
- b. Meningitis
- c. Scarlet fever



- d. Tonsillitis
- e. Tuberculosis

9. Choose one of the following statement which is not the effect of using antibiotics improperly?

- a. Harmless microorganisms are destroyed
- b. New infection which is called suprainfection develops
- c. Organs and tissues are damaged
- d. Pathogenic microbes become nonresistant
- e. The pathogenic microbes multiply

10. "Antibiotics do not always distinguish between harmless and dangerous microbes." (paragraph 2)  
The underlined word means ....

- a. Compare
- b. Contradict
- c. Correlate
- d. Differentiate
- e. Vary

11. "Antibiotics ... drug produced by certain microbes." The verb that is appropriate to complete the sentence is ....

- a. Am
- b. Are
- c. Is
- d. Shall be
- e. Will be

12. What is the main idea of the fourth paragraph?

- a. Antibiotics are a miracle drug because they can cure all kinds of diseases
- b. Antibiotics are drugs that have no side effects
- c. Antibiotics can kill all kinds of viruses and diseases

- d. Extensive use of some antibiotics may damage organs and tissues
- e. You should not urge your doctor to prescribe antibiotics

Read the following text to answer questions 13-19

### Text 3

#### School Uniform

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for

school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

13. What is the text about?
- The equality among students
  - The importance of school uniform
  - The school identity
  - The school rules
  - What we should wear at school

14. In institutions without uniform students, one will be regarded poor because he/she ....
- Has a bad attitude at school
  - Posses a bad academic record
  - The school identity
  - The school rules
  - What we should wear at school

15. "As such it promotes discipline and helps to drive up academic standards ..." (Paragraph 3). What does the underlined word refer?
- A study
  - Community
  - Research finding
  - School ethos
  - Uniform

16. "... Substance abuse, behavioral problems or attendance." (Paragraph 2) The antonym of the underlined word is ....
- Absence
  - Appearance
  - Arrival
  - Come up
  - Presence

17. "...under which all students are equal in the eyes of the school and of each other." (First paragraph) The underlined word is....

- Adjective
- Adverb
- Conjunction
- Noun
- Verb

18. What is the main idea of the first paragraph?
- Parents like it when students are not required to buy uniforms
  - School uniform is special clothes worn by all students of a particular school
  - The government makes uniforms for students
  - Uniform for saving parents' money
  - Uniforms in every school must have luxury

19. Why should the government also publish some kind of rule which makes uniform compulsory for schools?
- Uniform as their school's identity
  - Uniforms are not required to wear at school
  - Uniforms can change their style
  - Uniforms have a direct effect on student behavior
  - Uniforms help make students always present at school

Read the following text to answer questions 20-25  
Text 4

#### The government should Provide rehabilitation Program for Drug Users

Drug users are actually ill people who need help. Rehabilitation is one of the main things they should get. Instead of punishing drug users in prisons, the government should provide rehabilitation for them.



Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out from traps, which they might accidentally step on.

If we only arrest drug users and send them to jail, this doesn't solve the problem as drug users will still be addicted unless proper rehabilitation is imposed to them. Providing rehabilitation programs for drug users and forcing them to participate in the programs is better than only arresting them and doing nothing to their illness. Only drug dealers, traffickers, and wholesalers should be imprisoned.

20. Most drug users get drugs from ....

- a. Jails
- b. Peddlers
- c. Rehabilitation center
- d. Traffickers
- e. Wholesalers

21. Sending the drug users to prison is not a good solution because ....

- a. They are given the whole recovery program
- b. They are treated normally
- c. They can be freed as soon as possible
- d. They can't consume harmful drugs
- e. They may still be infected with harmful drugs

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

- a. Drug users are actually ill people who need help
- b. Drug users must be imprisoned with drug dealers
- c. Drug users must be rehabilitated while being sentenced in prison
- d. Punishing drug users is better than just rehabilitating them

e. The government must punish drug users in prison

23. What is the text about?

- a. Drug dealers must be rehabilitated
- b. Drug users deserve to be jailed
- c. Drug users must get freedom
- d. Drug users should be jailed and not get rehabilitation
- e. Drug users should rehabilitated and not imprisoned

24. Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out from traps, which they might accidentally step on.

The sentence above characterize as ... of the text.

- a. Argument
- b. Conclusion
- c. Recommendation
- d. Thesis
- e. Twist

25. "Therefore, by rehabilitating them, we are actually helping them out from traps...." (Paragraph 2) The underlined word is....

- a. Adjective
- b. Adverb
- c. Conjunction
- d. Noun
- e. Verb

Read the following text to answer questions 26-30  
Text 5

#### Smoking in Restaurant

Smoking in restaurants is just not disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

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

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

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

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

26. The type of the text above is ....

- ☒ a. Analytical exposition
- b. Discussion
- c. Explanation
- d. Hortatory exposition
- e. Narrative

27. What is the purpose of the text?

- a. To argue about smoking to the readers
- b. To describe to the readers
- ☒ c. To inform the readers to the readers
- d. To persuade to the readers
- e. To tell a story to the readers

28. What is the main idea of the fourth paragraph?

- a. Smoking does not cause any illness for the passive smoker
- ☒ b. Smoking is dangerous and a health risk to the smokers
- c. Smoking in restaurants is just not disturbing
- d. Smoking is only prohibited in restaurants because it is not polite
- e. Smoking is prohibited because it can turn them off of their food

29. "The smell of the smoke affects all people and can turn them off their food." (Paragraph 2).

The word "them" refers to ....

- ☒ a. Smokers
- b. Restaurant visitors
- c. Restaurant owners
- d. Waiters
- e. Cashiers

30. The sentence in paragraph 4

"Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.." The underlined word is ....

- a. Adjective
- b. Adverb
- c. Conjunction
- ☒ d. Noun
- e. Verb

## POST-TEST CYCLE 1

## Direction:

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

Name: Anisa Setiawati

Class: XI IPA 4

Read the following text to answer questions 1-5

## Text 1

**Cars Should Be Banned in the City**

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

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

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

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

1. What is the purpose of the text?

- a. To describe Cars Should Be Banned in the City
- b. To entertain readers about Cars Should Be Banned in the City
- c. To explain the characteristics the Cars Should Be Banned in the City

d. To inform readers about Cars Should Be Banned in the City

☒ To persuade reader about the Cars Should Be Banned in the City

2. What one of the diseases caused by pollution?

- ☒ Bronchitis
- b. Cholera
- c. HIV / AIDS
- d. Impotent
- e. Liver

3. What is the generic structure of the last paragraph?

- ☒ Argument
- b. Conclusion
- c. Recommendation
- d. Thesis
- e. Twist

4. The following sentences are true, except ....

- ☒ The car cans accelerate the transport
- b. The cars are very noisy .
- c. The cars can also cause many deaths and other road accidents.
- d. The cars contribute the most of pollution in the world .
- e. The cars today are our roads biggest killers .



5. "... cars commonly hit pedestrians in the city, which causes them to die." (Paragraph 3). What does the word 'them' refer to?
- a. Cars
  - b. Drivers
  - ☒ c. Pedestrians
  - d. Street vendors
  - e. Killers

Read the following text to answer questions 6-13

#### Text 2

#### Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is

really a serious problem if it is not resolved immediately.

6. Why is formalin dangerous for human's body?
- a. It is 10% solution of formaldehyde in water
  - b. It is a disinfectant for human beings
  - c. It is controlled flighty from the government
  - ☒ d. It is not food preservatives
  - e. It is used to preserve biological specimens

7. The main idea of the last paragraph is ....

- a. Consuming formalin will make the human immune system become stronger
  - b. The human's bodies will be harmful after consuming the formalin
  - ☒ c. The use of formalin and other preservatives is really a serious problem if it is not resolved immediately
  - d. The use of formalin is known all over the regions
  - e. The weak control of using formalin is not threatening the human
8. Based on the facts above, the writer suggests that ...
- a. Food seller is supposed to pour formalin for vegetables and food products
  - ☒ b. People should add 100% solution of formaldehyde in water
  - c. People have to avoid consuming formalin in their food
  - d. The food preservative is required to make the food delicious
  - e. The use of formaldehyde is necessary to control the food

9. What is the generic structure of the text?

- a. Arguments-Recommendation- Thesis
- b. Reiteration-Arguments-Thesis
- c. Thesis-Argument-Recommendation
- ☒ d. Thesis-Argument-Reiteration
- e. Thesis-Supporting Points-Contrasting Points-Reiteration

10. The text above contains tenses ...

- a. Past continuous tense
- b. Past tense
- c. Present continuous tense
- d. Simple perfect tense
- ☒ e. Simple present tense

11. "Of course when it is used for food preservative, it will be very dangerous to human's body." (Paragraph 1). What does the word underlined refer to?

- a. Drinks
- b. Fish
- ☒ c. Formalin
- d. Poison
- e. Snacks

12. "Fish or food traders still sell their products which contain formalin and **dangerous** preservatives." (Paragraph 2).

What is the antonym of the bold words above?

- a. Alert
- ☒ b. Secure
- c. Strong
- d. Tough
- e. turn off

13. What is the social function of the text?

- a. To describe the reader
- b. To entertain the reader
- c. To give information
- d. To persuade the reader
- ☒ e. To tell a story

Read the following text to answer questions 14-

#### Text 3

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

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

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

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control.

Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

14. One of the disadvantages of using chemical pesticides is ....

- a. Causing the pests to become inactive
- b. Creating balanced ecosystem
- c. Helping reduce pollutants in the environment
- d. Increasing crops productivity
- ☒ e. Killing fish and bees

15. Secondly, pests can gradually become resistant to pesticides. (paragraph 3)

The word resistant in the sentence above means ....

- a. Damage
- ☒ b. Fragile



- c. Unaffected
- d. Unbalanced
- e. Weak

6. What is the main idea of the fourth paragraph?
- a. Chemicals in pesticides can poison fish
  - b. Pesticides have a positive role for the quality of agricultural products
  - c. Some pesticides affect non target plants and animals
  - d. The chemicals in pesticides are very good for fertilizing plants and ecology
  - ☒ e. Understanding of ecology of an area helps a lot in pest control

17. "I think combining different management operations is the most effective way to control pests." (Paragraph 1)  
The word "I" refers to ....
- a. Breeder
  - b. Pest
  - c. Pesticide
  - d. Reader
  - ☒ e. Writer

18. "Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed." (Paragraph 3)  
The sentence above is characterized as ... of the text.
- ☒ a. Arguments
  - b. Conclusion
  - c. Recommendation
  - d. Thesis
  - e. Twist

Read the following text to answer questions 19-24

#### Text 4

A Career is an individual's journey through learning, work and

other aspects of life. There are a number of ways to define a career and the term is used in a variety of ways. Every body who have career exactly want to advance their career.

If you want to advance your career, you will have to make some careful decisions about which jobs you take. Consider a job offered for the value it has to your career. It may mean sacrifices at first. You may have to move to a different region or country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the skill or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is one you to have.

19. What is the text about?
- a. How to advance a career
  - b. How to lessen your stress in your office
  - ☒ c. How to look for a job
  - d. How to make the people around happy
  - e. What to do to get a good job

20. The main idea of the first paragraph is that ....
- ☒ a. A career is an individual's journey through learning, work and other aspects of life
  - b. Considering a job offered is necessary

- c. Looking for a higher salary and experience will benefit you
- d. Moving to a different region to get a job can help you
- e. Relating your jobs to your career goals will be advantageous for your boss

21. According to the text, the author advice the reader about...

- a. How to get a good job
- b. How to increase the career
- c. Make a decision in a job
- d. Never accept a job if it is not related to your career

☒ Think carefully before accepting position in a job

22. "You will find yourself frustrated in such a position and consequently will not perform your best" (Paragraph 3)

The underline word included in....

- a. Adjective
- b. Adverb
- ☒ c. Conjunction
- d. Noun
- e. Verb

23. "You may have to move to a different region or country to get a job that is right for you." (Paragraph 2)

What does the underlined word refer to?

- a. Author
- b. Job
- ☒ c. Reader
- d. Team
- e. The farmer

24. What is the best suggestion from the author?

- a. Accept jobs that are not in your career path
- b. Don't have to consider the job offered for the value it has for your career

- c. Have to move to another region or country to get a very large salary

☒ Think carefully before accepting any position and make sure that the job is yours

e. You must take a lower salary for a job that offers the experience you need

Read the following text to answer questions 25-30

Text 5

### Learning English

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

25. What is the communicative purpose of the text?

- a. To entertain the reader with the songs
- b. To explain above the songs
- ☒ c. To persuade the reader to use songs in learning language
- d. To show the reader the use of songs
- e. To tell the reader about the songs

26. What is the text about ....

- a. Learning songs
- b. Music listeners
- ☒ c. Using songs in language learning
- d. Very enjoyable music
- e. The phenomenon

27. Based on the text, there are .... reason for using songs in learning language.

- a. 2
- b. 3
- ☒ c. 4
- d. 5
- e. 6

28. The main idea of the first paragraph is ....

- a. English songs are very fun and scary
- b. English songs are very fun to learn to speak
- ☒ c. Learning English through music and songs can be very enjoyable
- d. Use music and songs to learn to dance
- e. Use music and songs to learn to translate

29. "Some underlying reason can be drawn to support the idea why we use songs in language learning." (first paragraph)

The word *reason* means....

- a. Argument
- b. Conclusion
- c. Point of view
- ☒ d. Reinforcement
- e. Statement

30. "Furthermore, song can be appropriated by listener for their own purpose." (Paragraph 4)  
The underlined word is ....

- a. Adjective
- b. Adverb
- ☒ c. Conjunction
- d. Noun
- e. Verb



POST-TEST CYCLE 2

Direction:

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

Name: Reshu Jelutu

Class: XI IPA 4

Read the following text to answer questions 1-7

Text 1

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded. The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

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

- a. The consequences of not paying attention traffic
- b. The debatable issue of texting and driving

- c. The involvement of mobile devices while driving
- ☒ d. The popularity of mobile devices has had some dangerous consequences
- e. The warning of texting and driving

2. What does the passage tell us about the writer's opinion on the issue at hand?

- a. Distracted driving is still safe for the drivers
- b. Many people lost their lives because of injury
- c. Mobile communication doesn't have relation with accident
- d. Only adult drivers involved in the accident
- ☒ e. Text messaging creates more risk than undistracted driving

3. From the text, we know that ....

- a. 18 percent of fatal crashes were caused by unnoticed street signs
- b. Distracted driving makes accident more rarely to happen
- c. Drivers involved in car accidents admitted they were texting when they crashed
- ☒ d. Most of the accident caused by the condition of the road
- e. The mobile phone should be banned in the street

4. Distracted driving endangers life, ... it is not an acceptable action.
- a. And
  - b. As
  - c. If
  - ☒ d. So
  - e. Yet

5. "...who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed." (Last Paragraph)  
The word they refers to ....

- a. Cars
- ☒ b. Drivers
- c. Writers
- d. The National Highway Traffic Safety Administration
- e. The Virginia Tech Transportation Institute

6. The sentence of the first paragraph: "We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life." The synonym of "significant" is....
- a. Decreased
  - b. Fast
  - ☒ c. Important
  - d. Increased
  - e. Slow

7. What is the generic structure of the text?
- a. Arguments-Recommendation- Thesis
  - b. Reiteration-Arguments-Thesis
  - c. Thesis-Argument-Recommendation
  - ☒ d. Thesis-Argument-Reiteration
  - e. Thesis-Supporting Points-Contrasting Points-Reiteration

Read the following text to answer questions 8-13

#### Text 2

Many people use the Internet to search for information, to broaden their knowledge. Many others use it to chat with their friends. However, they have not optimized the functions of the Internet yet, primarily to get money. Yes, you can earn money from the Internet.

Only a few people use the Internet to can money. This is usually done by bloggers. In their blogs, they usually write about interesting topics or issues for readers. The more people read the articles, by visiting the blogs, the more advertisers appear on the blogs. These are sources of money.

In addition to creating a blog and filling it with interesting articles, many people try their luck by doing online businesses recently. Businesswomen usually offer shoes, handbags, wallets, scarves, veils and many other accessories. While businessmen sell equipment used by men, such as air pumps, cars or motorcycle covers, sports and fishing equipment and T-shirts. Those online sellers can earn millions of Rupiah per month!

There is one more thing you can do to make money from the Internet. You can create online games. Many youngsters often spend their weekends in an Internet café to play games with their colleagues. Of course, the more interesting the games you create, the more youngsters play them. Consequently, many ads will benefit from the space you provide for your games, which becomes your income resources!

So, the Internet is not only a medium for information, knowledge, and friends but also revenue. By creating blogs and filling them with interesting items, bloggers can earn money from ads served on their blogs.

In addition, many people are doing online businesses using the Internet, for example, selling shoes, bags, scarves for businesswomen, and selling vehicles, sports and fishing equipment and T-shirts for businessmen. Creative game creators can also earn money from the Internet.

9. The suitable title for the text is ....

- ☒ a. Earning Money from the Internet
- b. The Rapid Growth of Internet Usage
- c. The Reason People Use the Internet
- d. The Way to Use the Internet Efficiently
- e. What the Internet is

10. What is the main idea of the last paragraph?

- a. Advertisements on online games
- ☒ b. The internet is not only a medium for information, knowledge, and friends but also revenue
- c. Interesting online games for youngsters
- d. Playing online games in an Internet café
- e. Youngsters' activity during weekends

11. What do bloggers usually do to get money from the Internet?

- a. Informing about the benefits of being
- b. Persuading people to become bloggers
- c. Providing interesting online games
- d. Relating stories as successful bloggers
- ☒ e. Writing about interesting topics or issues

12. "Many people use the Internet to search for information, to broaden their knowledge." (First paragraph)  
The underlined word has closest in meaning to ....

- a. Cut
- ☒ b. Increase
- c. Narrow down
- d. Reduce
- e. Worsen

13. What is mainly discussed in the text?

- a. How to download online games
- b. How to get money from the internet
- c. How to shop using the internet
- ☒ d. How to use online games on the internet
- e. How to write articles on the internet

14. "Consequently, many ads will benefit from the space you provide for your games...." (Paragraph 4)  
The underlined word is....

- a. Adjective
- b. Adverb
- c. Conjunction
- ☒ d. Noun
- e. Verb

Read the following text to answer questions 14-20

Text 3

#### Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has



become a standard component in cars. The research shows that most car accidents will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

14. Which one is true according to paragraph 3?

- ☐ a. He old cars have seat belts for their safety
- ☒ b. Old cars do not use seat belts
- ☐ c. The drivers wearing seat belts may drive carefully
- ☐ d. The old cars' designer considered a seat belt as an important part
- ☐ e. The traffic conditions in the past were similar to the recent

15. What is the function of seat belts?

- ☐ a. To become a standard component in cars
- ☐ b. To increase the risk of injury in car accidents
- ☐ c. To prevent the drivers driving cars carefully
- ☐ d. To reduce the risk of injury or death in an accident
- ☒ e. To reduce the traffic conditions

16. Who considered a seat belt as an unimportant part?

- ☐ a. Drivers
- ☒ b. Old cars designers
- ☐ c. Passengers
- ☐ d. People
- ☐ e. Police

17. "... that they are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- ☐ a. Belts
- ☐ b. Cars
- ☐ c. Designers
- ☒ d. Drivers
- ☐ e. Others

18. What is the main idea of the last paragraph?

- ☐ a. Injuries will not occur because the belt holds our body in the car seat when an accident occurs.
- ☒ b. Many cars don't have seat belts
- ☐ c. The seat belt is only one of the ways to reduce the risk of car accidents
- ☐ d. Seat belts guarantee safe from car accidents
- ☐ e. The driver or passenger who is driving without a seat belt

19. The statements of paragraph 2: "The use of seat belts has been proven to reduce the risk of injury or death in an accident." The sentence is included in the characteristic as ... of the text.

- ☒ a. Argument
- ☐ b. Conclusion
- ☐ c. Recommendation
- ☐ d. Thesis
- ☐ e. Twist

20. "Nowadays, the police has been applying the new regulation

concerning the use of seat belts."  
(First paragraph)

Use the tense ....

- a. Past continuous tense
- a. Past perfect continuous tense
- b. Present perfect tense
- b. Simple future tense
- ☒ Simple past tense

Read the following text to answer questions 21-25

Text 4

Even though many people think that national activities are usually concentrated in big cities, village people can still receive information, education and entertainment through television. Take the national and the world news for example.

These programs generally give its viewers the latest information on national and international events. By watching news programs, village people can keep abreast of what's happening on the other side of the world. Other programs featuring the animal kingdom, farm life, cultural events, and health issues educate the villagers on various aspects of life. These programs can certainly broaden their horizons and hopefully give them fresh ideas on how to improve their standard of living.

Programs such as music, film series, quizzes, and dance shows with their entertaining nature provide visual enjoyment. Relaxing at home while enjoying free entertainment is something villagers usually look forward to after a day of hard work. So, television really offers a lot of benefits to villagers. It gives them access to information, education, and entertainment, thus widening their horizons.

21. What is the text about?

☒ Benefit of television programs for villagers

- b. Kinds of television programs for people in village
- c. Progress of television programs for villagers
- d. Television's programs concentrated in big cities
- e. Watching television is interesting for villagers

22. Which ones are included to educational programs of television for villagers?

- ☒ Animal kingdom, farm life and culture event
- b. Film series and world news of events
- c. Film series, quizzes and dance shows
- d. National and world news of events
- e. National news of event and dance shows

23. "village people can still receive information, education and entertainment through television."

The underlined word is closely in meaning with ....

- ☒ Acquire
- b. Change
- c. Deny
- d. Produce
- e. Publish

24. What is the main idea of the last paragraph?

- a. By watching the news program, villagers can keep up with what is happening in other parts of the world
- b. Television programs are only for city dwellers
- c. Television programs for villages namely animal kingdoms, agricultural life, cultural events and health issues

- ☒ Television really offers a lot of benefits to villagers  
e. Villagers don't like watching television programs

25. "...village people can still receive information, education and entertainment through television." (First paragraph). The underlined word is....

- a. Adjective  
b. Adverb  
c. Conjunction  
d. Noun  
☒ Verb

Read the following text to answer questions 26-30

**Text 5**

Rainforests are one of the most complicated environments on Earth. They are recognized worldwide as containing the richest source of plants and animals and are believed to contain nearly three-quarters of all the varieties of life on Earth. This is remarkable because rainforests cover only about six per cent of the Earth's land surface.

Rainforests are the oldest major ecosystem, having survived climate changes for more than one million years. They provide habitats for more species of plants, animals, insects and birds than any other environment found on our planet. Scientists estimate that between 60 and 90 per cent of all species of life are to be found in rainforests. Unfortunately, the widespread destruction of many of the world's rainforests has caused a significant decline in the number of plant and animal species on Earth.

Rainforests influence both our local and global climates. For example, between 50 and 80 per cent of the moisture in the air above rainforests comes from the rainforest's trees. If large areas of these lush rainforests

are cleared, the average rainfall in the area will drop. Eventually, the area's climate will get hotter and drier. This process could convert rainforests into a sparse grassland or desert. Rainforests are also able to absorb over 90 per cent of the rainfall in their leaves and mosses. By doing this, they are able to slow down water run-off by gradually releasing the water over time into streams and rivers. This helps to control soil erosion and flooding.

Rainforests are vital to the Earth in helping to recycle carbon and oxygen. Carbon dioxide (CO<sub>2</sub>) is the gas put into the air globally by humans, mainly by the burning of fossil fuels (for example in cars and factories). Rainforests are able to remove carbon dioxide from the air and return oxygen in its place. This is why our global rainforests are often called the Earth's "lungs". Rainforests are major producers of the Earth's oxygen. In fact, scientists believe that nearly 50 per cent of the Earth's oxygen is produced by rainforests in the Amazon region alone.

Nearly 40 per cent of the world's carbon is contained in the trees of the rainforests. As rainforests are cut down and burned, carbon dioxide is released into the Earth's atmosphere. Eventually, as this gas builds up in the atmosphere, leading to what scientists call the enhanced greenhouse effect. To sum up, the role of the rainforests is essential for human life. It creates equilibrium in our environment and its resources are significant for human beings survival.

26. What is the best title of the text above?
- a. Rainforest  
b. Rainforest are cut down and burned  
c. Rainforest are Vital to Humans



d. Rainforest, the Complicated Environment

☒ The importance of Rainforest

27. Rainforests influence both our local and global climates. The underlined word can be replaced by ....

a. Control

b. Divide

c. Inform

d. Provide

☒ React

28. If large areas of these lush rainforests are cleared, the average rainfall in the area will drop (paragraph 3).

The word *these* refers to ....

a. Climates

☒ b. Desert

c. Moistures

d. Rainforest's trees

e. Rainforests

29. What is the aim of author in writing the text?

☒ Argue about the importance of rainforests

b. Compare different rainforest in the world

c. Expose analytically on the importance of rainforest

d. Inform us on the importance of rainforest

e. Persuade the reader

30. "Rainforest ... the oldest major ecosystem, having survived climate changes for more than one million years." (Second paragraph)

The verb that is appropriate to complete the sentence is ....

a. Am

b. Are

☒ c. Is

d. Shall be

e. Will be

# **OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**

## **CYCLE 1**

**Subject** : English

**Class/semester** : XI/Genap

**School** : SMAN 1 SEKAMPUNG

No	Students' Name	The Aspects of Students' Learning Activities				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the group activity
1.	ADW	✓			✓	✓
2.	AZ				✓	✓
3.	ARN				✓	
4.	AS	✓	✓	✓	✓	
5.	AIS	✓			✓	
6.	BS	✓	✓	✓	✓	✓
7.	DAM	✓		✓		✓
8.	DF				✓	
9.	DAW	✓		✓	✓	
10.	DF					✓
11.	ER	✓				
12.	EA	✓				
13.	FR	✓		✓	✓	✓
14.	FL				✓	
15.	GSK					✓
16.	IK	✓			✓	
17.	IO			✓		✓
18.	IKK	✓	✓	✓	✓	✓
19.	JNDS			✓	✓	
20.	KDR	✓	✓	✓	✓	
21.	KEP	✓	✓			✓
22.	MW			✓	✓	
23.	MA	✓				✓
24.	MS	✓				✓
25.	MR			✓	✓	✓
26.	MAW	✓	✓			
27.	NAS			✓	✓	
28.	RJ	✓	✓			


29.	RF	✓	✓	✓	✓	
30.	RAA					
31.	RPD	✓			✓	✓
32.	RF	✓				
33.	TWS	✓	✓	✓	✓	✓
34.	TAP				✓	✓
35.	WIL					
Total		21	9	13	20	17

**Note:**

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation
  2. Asking or answering questions to the teacher
  3. Being active in the class
  4. Being able to do the task
  5. Being active in the group activity

Sekampung, February 2020

Collaborator

  
**Ikhwanudin, S.Pd**  
**NIP. 19701109 199702 1 001**

The researcher

  
**Tika Resti Fadila**  
**NPM: 1501070211**

# **OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**

## **CYCLE 2**

**Subject** : English

**Class/semester** : XI/Genap

**School** : SMAN 1 SEKAMPUNG

No	Students' Name	The Aspects of Students' Learning Activities				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the group activity
1.	ADW	✓			✓	✓
2.	AZ	✓	✓	✓	✓	✓
3.	ARN	✓		✓	✓	✓
4.	AS	✓	✓	✓	✓	✓
5.	AIS	✓		✓	✓	✓
6.	BS	✓	✓	✓	✓	✓
7.	DAM	✓	✓	✓	✓	✓
8.	DF	✓				✓
9.	DAW		✓	✓	✓	
10.	DF	✓		✓		
11.	ER	✓			✓	✓
12.	EA	✓	✓	✓	✓	✓
13.	FR				✓	✓
14.	FL	✓		✓	✓	✓
15.	GSK	✓		✓		✓
16.	IK	✓		✓		
17.	IO	✓			✓	✓
18.	IKK	✓		✓	✓	✓
19.	JNDS	✓	✓	✓	✓	✓
20.	KDR	✓	✓	✓	✓	
21.	KEP	✓	✓	✓	✓	✓
22.	MW		✓	✓	✓	✓
23.	MA	✓	✓	✓	✓	
24.	MS		✓	✓	✓	✓
25.	MR	✓				
26.	MAW		✓	✓	✓	✓
27.	NAS	✓				✓
28.	RJ	✓	✓	✓	✓	✓



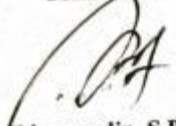
29.	RF	✓	✓	✓	✓	✓
30.	RAA				✓	
31.	RPD	✓	✓	✓	✓	✓
32.	RF	✓			✓	✓
33.	TWS	✓	✓	✓		
34.	TAP	✓	✓	✓	✓	✓
35.	WIL	✓				✓
Total		29	18	25	27	29

**Note:**

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation
  2. Asking or answering questions to the teacher
  3. Being active in the class
  4. Being able to do the task
  5. Being active in the group activity

Sekampung, February 2020

Collaborator

  
**Akhwanudin, S.Pd**  
**NIP. 19701109 199702 1 001**

The researcher

  
**Tika Resti Fadila**  
**NPM: 1501070211**

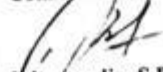
## OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

## CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓	✓	
b. Preparing the material	✓		
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material used anagram technique by practicing the following steps:		✓	
1) The teacher guides students to make several small groups and in each group consists of 2-3 students.			
2) The teacher tells the student that the teacher will give analytical exposition text and students are asked to read and understand it , after that the teacher will take back the text.			
3) The teacher shows a random card that will be given to each group, and the cards consist of words or phrases from sentences in the text.			
4) The teacher explains the student's task is to rearrange the jumbled cards into the appropriate sentences.			
5) Students who have finished compiling the sentence are instructed to come forward and read the results.			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Sekampung, February 2020

Collaborator



Ikhwānudin, S.Pd

NIP. 19701109 199702 1 001

# **OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES**

## **CYCLE 2**

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material used anagram technique by practicing the following steps:	✓		
1) The teacher guides students to make several small groups and in each group consists of 2-3 students.			
2) The teacher tells the student that the teacher will give analytical exposition text and students are asked to read and understand it , after that the teacher will take back the text.			
3) The teacher shows a random card that will be given to each group, and the cards consist of words or phrases from sentences in the text.			
4) The teacher explains the student's task is to rearrange the jumbled cards into the appropriate sentences.			
5) Students who have finished compiling the sentence are instructed to come forward and read the results.			
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Sekampung, February 2020

Collaborator

  
Khwanudin, S.Pd

NIP. 19701109 199702 1 001

**The Data of Pre-Survey**  
**Students' Reading Ability**  
**The Eleventh Graders at SMAN 1 Sekampung**  
**East Lampung**

<b>N0.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Criteria</b>
1.	AZ	45	Incomplete
2.	AS	55	Incomplete
3.	ARN	40	Incomplete
4.	AIS	55	Incomplete
5.	ADW	75	Complete
6.	BS	50	Incomplete
7.	BW	50	Incomplete
8.	DAM	30	Incomplete
9.	DAW	50	Incomplete
10.	DF	55	Incomplete
11.	DF	45	Incomplete
12.	ER	50	Incomplete
13.	EA	45	Incomplete
14.	FR	80	Complete
15.	FL	40	Incomplete
16.	GSK	60	Incomplete
17.	IO	40	Incomplete
18.	IK	75	Complete
19.	IKK	45	Incomplete
20.	JNDS	65	Incomplete
21.	KDR	55	Incomplete
22.	KEP	45	Incomplete
23.	MA	45	Incomplete
24.	MS	40	Incomplete
25.	MR	75	Complete
26.	MAW	75	Complete
27.	NAS	60	Incomplete
28.	OW	75	Complete
29.	RJ	55	Incomplete
30.	RF	50	Incomplete
31.	RF	45	Incomplete
32.	RPD	40	Incomplete
33.	TWS	55	Incomplete
34.	TAP	40	Incomplete
35.	WIL	40	Incomplete

### The Result of Studets' in Pre Test

No	Name	Score	Criteria
1	ADW	43	Incomplete
2	AZ	37	Incomplete
3	ARN	30	Incomplete
4	AS	73	Complete
5	AIS	37	Incomplete
6	BS	37	Incomplete
7	DAM	33	Incomplete
8	DF	27	Incomplete
9	DAW	37	Incomplete
10	DF	20	Incomplete
11	ER	53	Complete
12	EA	53	Incomplete
13	FR	47	Incomplete
14	FL	23	Incomplete
15	GSK	17	Incomplete
16	IK	73	Complete
17	IO	33	Incomplete
18	IKK	33	Incomplete
19	JNDS	43	Incomplete
20	KDR	73	Complete
21	KEP	50	Incomplete
22	MW	33	Incomplete
23	MA	30	Incomplete
24	MS	40	Incomplete
25	MR	33	Incomplete
26	MAW	30	Incomplete
27	NAS	20	Incomplete
28	RJ	77	Complete
29	RF	27	Incomplete
30	RAA	23	Incomplete
31	RPD	47	Incomplete
32	RF	53	Incomplete
33	TWS	23	Incomplete
34	TAP	37	Incomplete
35	WIL	33	Incomplete

<b>Total of all students' grade</b>	<b>1.378</b>
<b>Total all of the students (n)</b>	<b>35</b>
<b>The highestgrade</b>	<b>77</b>
<b>The lowestgrade</b>	<b>17</b>
<b>Average</b>	<b>39</b>

**Calculation of grade interval**  
**Pre test**

No	Nilai
1	17
2	20
3	20
4	23
5	23
6	23
7	27
8	27
9	30
10	30
11	30
12	33
13	33
14	33
15	33
16	33
17	33
18	37
19	37
20	37
21	37
22	37
23	40
24	43
25	43
26	47
27	47
28	50
29	53
30	53
31	53
32	73
33	73
34	73
35	77
<b>total</b>	<b>1378</b>
<b>average</b>	<b>39</b>

Jumlah kategori =  $1 + 3,33 \log(n)$   
=  $1 + 3,33 \log(35)$   
= 6  
Panjang interval kelas = nilai tertinggi-  
terendah/jumlah kategori  
=  $77 - 17 / 6$   
= 10

No	Grade Interval	Frequency
1	17-27	8
2	28-38	14
3	39-49	5
4	50-60	4
5	61-71	0
6	72-82	4
Total		35

### The Result of students' Score Post-Test 1

No	Name	Score	Criteria
1	ADW	73	Complete
2	AZ	50	Incomplete
3	ARN	43	Incomplete
4	AS	80	Complete
5	AIS	60	Incomplete
6	BS	53	Incomplete
7	DAM	50	Incomplete
8	DF	43	Incomplete
9	DAW	57	Incomplete
10	DF	40	Incomplete
11	ER	73	Complete
12	EA	77	Complete
13	FR	73	Complete
14	FL	40	Incomplete
15	GSK	30	Incomplete
16	IK	77	Complete
17	IO	60	Incomplete
18	IKK	47	Incomplete
19	JNDS	50	Incomplete
20	KDR	73	Complete
21	KEP	73	Complete
22	MW	43	Incomplete
23	MA	43	Incomplete
24	MS	73	Complete
25	MR	60	Incomplete
26	MAW	57	Incomplete
27	NAS	60	Incomplete
28	RJ	77	Complete
29	RF	40	Incomplete
30	RAA	30	Incomplete
31	RPD	73	Complete
32	RF	77	Complete
33	TWS	43	Incomplete
34	TAP	73	Complete
35	WIL	50	Incomplete
<b>Total of all students' grade</b>		<b>2.021</b>	
<b>Total all of the students (n)</b>		<b>35</b>	
<b>The highest grade</b>		<b>80</b>	
<b>The lowest grade</b>		<b>30</b>	
<b>Average</b>		<b>58</b>	



### Calculation of grade interval

Post test 1

No	Nilai
1	30
2	30
3	40
4	40
5	40
6	43
7	43
8	43
9	43
10	43
11	47
12	50
13	50
14	50
15	50
16	53
17	57
18	57
19	60
20	60
21	60
22	60
23	73
24	73
25	73
26	73
27	73
28	73
29	73
30	73
31	77
32	77
33	77
34	77
35	80
<b>total</b>	<b>2021</b>
<b>average</b>	<b>58</b>

$$\begin{aligned}\text{Jumlah kategori} &= 1 + 3,33 \log(n) \\ &= 1 + 3,33 \log(35) \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Panjang interval kelas} &= \text{nilai tertinggi-} \\ &\text{terendah/jumlah kategori} \\ &= 80-30/6 \\ &= 8\end{aligned}$$

No	Grade Interval	Frequency
1	30-38	2
2	39-47	9
3	48-56	5
4	57-65	6
5	66-74	8
6	75-83	5
<b>Total</b>		<b>35</b>

### The Comparison between Pre-Test and Post-Test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1	ADW	43	73	30	Improve
2	AZ	37	50	13	Improve
3	ARN	30	43	13	Improve
4	AS	73	80	7	Improve
5	AIS	37	60	23	Improve
6	BS	37	53	16	Improve
7	DAM	33	50	17	Improve
8	DF	27	43	16	Improve
9	DAW	37	57	20	Improve
10	DF	20	40	20	Improve
11	ER	53	73	20	Improve
12	EA	53	77	24	Improve
13	FR	47	73	26	Improve
14	FL	23	40	17	Improve
15	GSK	17	30	13	Improve
16	IK	73	77	4	Improve
17	IO	33	60	27	Improve
18	IKK	33	47	14	Improve
19	JNDS	43	50	7	Improve
20	KDR	73	73	0	Constant
21	KEP	50	73	23	Improve
22	MW	33	43	10	Improve
23	MA	30	43	13	Improve
24	MS	40	73	33	Improve
25	MR	33	60	27	Improve
26	MAW	30	57	27	Improve
27	NAS	20	60	40	Improve
28	RJ	77	77	0	Constant
29	RF	27	40	13	Improve
30	RAA	23	30	7	Improve
31	RPD	47	73	26	Improve
32	RF	53	77	24	Improve
33	TWS	23	43	20	Improve
34	TAP	37	73	36	Improve
35	WIL	33	50	17	Improve
<b>Total</b>		1.378	2.021		
<b>Average</b>		39	58		
<b>The highest grade</b>		77	80		
<b>The lowest grade</b>		17	30		

### The Result of students' Post Test II

No	Name	Score	Criteria
1	ADW	80	Complete
2	AZ	73	Complete
3	ARN	70	Complete
4	AS	83	Complete
5	AIS	73	Complete
6	BS	83	Complete
7	DAM	73	Complete
8	DF	63	Incomplete
9	DAW	80	Complete
10	DF	63	Incomplete
11	ER	77	Complete
12	EA	80	Complete
13	FR	73	Complete
14	FL	73	Complete
15	GSK	53	Incomplete
16	IK	77	Complete
17	IO	77	Complete
18	IKK	73	Complete
19	JNDS	80	Complete
20	KDR	83	Complete
21	KEP	77	Complete
22	MW	63	Incomplete
23	MA	70	Complete
24	MS	80	Complete
25	MR	73	Complete
26	MAW	73	Complete
27	NAS	80	Complete
28	RJ	83	Complete
29	RF	73	Complete
30	RAA	60	Incomplete
31	RPD	83	Complete
32	RF	80	Complete
33	TWS	60	Incomplete
34	TAP	80	Complete
35	WIL	70	Incomplete
<b>Total of all students' grade</b>		2.592	
<b>Total all of the studets (n)</b>		35	
<b>The highest grade</b>		83	
<b>The lowest grade</b>		53	
<b>Average</b>		74	

## Calculation of grade interval

Post test 2

No	Nilai
1	53
2	60
3	60
4	63
5	63
6	63
7	70
8	70
9	70
10	73
11	73
12	73
13	73
14	73
15	73
16	73
17	73
18	73
19	77
20	77
21	77
22	77
23	80
24	80
25	80
26	80
27	80
28	80
29	80
30	80
31	83
32	83
33	83
34	83
35	83
<b>total</b>	<b>2592</b>
<b>average</b>	<b>74</b>

$$\begin{aligned}
 \text{Jumlah kategori} &= 1 + 3,33 \log(n) \\
 &= 1 + 3,33 \log(35) \\
 &= 6 \\
 \text{Panjang interval kelas} &= \text{nilai tertinggi-} \\
 &\text{terendah/jumlah kategori} \\
 &= 83-53/6 \\
 &= 5
 \end{aligned}$$

No	Grade Interval	Frequency
1	53-58	1
2	59-64	5
3	65-70	3
4	71-76	9
5	77-82	12
6	83-88	5
<b>Total</b>		<b>35</b>

### The Comparison between Post-Test I Grade and Post-Test II

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	ADW	73	80	7	Improve
2.	AZ	50	73	23	Improve
3.	ARN	43	70	27	Improve
4.	AS	80	83	3	Improve
5.	AIS	60	73	13	Improve
6.	BS	53	83	30	Improve
7.	DAM	50	73	23	Improve
8.	DF	43	63	20	Improve
9.	DAW	57	80	23	Improve
10.	DF	40	63	23	Improve
11.	ER	73	77	4	Improve
12.	EA	77	80	3	Improve
13.	FR	73	73	0	Constand
14.	FL	40	73	33	Improve
15.	GSK	30	53	23	Improve
16.	IK	77	77	0	Constand
17.	IO	60	77	17	Improve
18.	IKK	47	73	26	Improve
19.	JNDS	50	80	30	Improve
20.	KDR	73	83	10	Improve
21.	KEP	73	77	4	Improve
22.	MW	43	63	20	Improve
23.	MA	43	70	27	Improve
24.	MS	73	80	7	Improve
25.	MR	60	73	13	Improve
27	MAW	57	73	16	Improve
27	NAS	60	80	20	Improve
28	RJ	77	83	6	Improve
29	RF	40	73	33	Improve
30	RAA	30	60	30	Improve
31	RPD	73	83	10	Improve
32	RF	77	80	3	Improve
33	TWS	43	60	17	Improve
34	TAP	73	80	7	Improve
35	WIL	50	70	20	Improve
<b>Total</b>		2.021	2.592		
<b>Average</b>		58	74		
<b>The highest grade</b>		80	83		
<b>The lowest grade</b>		30	53		

## The Comparison of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1	43	73	80
2	37	50	73
3	30	43	70
4	73	80	83
5	37	60	73
6	37	53	83
7	33	50	73
8	27	43	63
9	37	57	80
10	20	40	63
11	53	73	77
12	53	77	80
13	47	73	73
14	23	40	73
15	17	30	53
16	73	77	77
17	33	60	77
18	33	47	73
19	43	50	80
20	73	73	83
21	50	73	77
22	33	43	63
23	30	43	70
24	40	73	80
25	33	60	73
26	30	57	73
27	20	60	80
28	77	77	83
29	27	40	73
30	23	30	60
31	47	73	83
32	53	77	80
33	23	43	60
34	37	73	80
35	33	50	70
<b>Total</b>	<b>1.378</b>	<b>2.021</b>	<b>2.592</b>
<b>Average</b>	<b>39</b>	<b>58</b>	<b>74</b>
<b>Complete</b>	<b>4</b>	<b>13</b>	<b>26</b>

**Field Note Table**

<b>No.</b>	<b>Date</b>	<b>Field Note Result</b>
1.	Tuesday, February 4 <sup>th</sup> 2020	<b>Pre-Test</b> <ul style="list-style-type: none"> <li>- Followed by 35 students</li> <li>- The students do the task of multiple choice about analytical exposition text and the researcher gives 60 minutes to do it</li> </ul>
2.	Thursday, February 6 <sup>th</sup> 2020	<b>Cycle 1 : Meeting 1</b> <ul style="list-style-type: none"> <li>- The researcher give the explanation of analytical exposition text</li> <li>- After give explanation, the researcher give the text “The Unhealthy Fast Food”</li> <li>- The researcher and the students read together the text</li> <li>- The students are asked to understand the contents of the text, grammar and generic structure</li> <li>- Before closing the meeting, the researcher give anagram technique to the students related to reading topic</li> <li>- The situation is quite conducive and the students enjoy the learning process</li> </ul>
3.	Tuesday, February 11 <sup>th</sup> 2020	<b>Cycle 1 : Meeting 2</b> <ul style="list-style-type: none"> <li>- The researcher give the text “Students' Laptop”</li> <li>- The researcher and the students read together the text</li> <li>- The students are asked to understand the contents of the text, grammar and generic structure</li> <li>- Before closing the meeting, the researcher give anagram technique to the students related to reading topic</li> <li>- The situation is quite conducive and the students enjoy the learning process</li> </ul>
4.	Thursday, February 13 <sup>th</sup> 2020	<b>Post-Test 1</b> <ul style="list-style-type: none"> <li>- Followed by 35 students</li> <li>- The students do the task of multiple choice about analytical exposition text and the researcher gives 60 minutes to do it</li> </ul>
5.	Monday, February 17 <sup>th</sup> 2020	<b>Cycle 2 : Meeting 1</b> <ul style="list-style-type: none"> <li>- The researcher give the explanation of analytical exposition text</li> <li>- After give explanation, the researcher give</li> </ul>



		<p>the text “The Importance of Learning English”</p> <ul style="list-style-type: none"> <li>- The researcher and the students read together the text</li> <li>- The students are asked to understand the contents of the text, grammar and generic structure</li> <li>- Before closing the meeting, the researcher give anagram technique to the students related to reading topic</li> <li>- The situation is quite conducive and the students enjoy the learning process</li> </ul>
6.	Tuesday, February 18 <sup>th</sup> 2020	<p><b>Cycle 2 : Meeting 2</b></p> <ul style="list-style-type: none"> <li>- The researcher give the text “Garbage Service need Improvement”</li> <li>- The researcher and the students read together the text</li> <li>- The students are asked to understand the contents of the text, grammar and generic structure</li> <li>- Before closing the meeting, the researcher give anagram technique to the students related to reading topic</li> <li>- The situation is quite conducive and the students enjoy the learning process</li> </ul>
7.	Monday, February 24 <sup>th</sup> 2020	<p><b>Post-Test 2</b></p> <ul style="list-style-type: none"> <li>- Followed by 35 students</li> <li>- The students do the task of multiple choice about analytical exposition text and the researcher gives 60 minutes to do it</li> </ul>

**PRE TEST DOCUMENTATION**  
Pre-test on Tuesday, February 4<sup>th</sup> 2020



## CYCLE I DOCUMENTATION

While Giving Treatment 1 on Thursday, February 6<sup>th</sup> 2020





While Giving Treatment 2 on Tuesday, February 11<sup>th</sup> 2020



Post test I on Thursday, February 13<sup>th</sup> 2020





## CYCLE II DOCUMENTATION

While Giving Treatment 1 on Monday, February 17<sup>th</sup> 2020



While Giving Treatment 2 on Tuesday, February 18<sup>th</sup> 2020





POST TEST II on Monday, February 24<sup>th</sup> 2020



# APPENDICES II



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

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

Nomor : B-0627/In.28.1/J/TL.00/03/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMAN 1 SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **TIKA RESTI FADILA**  
NPM : 1501070211  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN  
INCREASING STUDENTS READING ABILITY AT THE ELEVENTH  
GRADERS OF SMAN 1 SEKAMPUNG BY USING IN THE  
ACADEMIC YEAR OF 2018/2019**

untuk melakukan *pra-survey* di SMAN 1 SEKAMPUNG.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Maret 2019  
Ketua Jurusan  
Tadris Bahasa Inggris

Ahmad Suhnan Roza, M.Pd  
NIP 197506102008011014



**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMA NEGERI 1 SEKAMPUNG**  
**( AKREDITASI A )**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargamulya Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website: sman1sekampung.sch.id

Nomor : 420/787/11/SMANI/2019

Lampiran : -

Hal : Izin Pra-Survey

Kepada Yth,  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di tempat

Dengan hormat,

Berdasarkan Surat Permohonan Izin Pra-Survey dari Institut Agama Islam Negeri Metro dengan nomor : B-0627/In.28.1/J/TL.00/03/2019 tertanggal 19 Maret 2019 tentang Izin Pra-Survey Mahasiswa:

Nama : **Tika Resti Fadila**  
NPM : 1501070211  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN INCREASING STUDENTS READING ABILITY AT THE ELEVENTH GRADERS OF SMAN 1 SEKAMPUNG BY USING IN THE ACADEMIC YEAR OF 2018/2019.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Pra-Survey kepada mahasiswa tersebut diatas.

Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 05 Agustus 2019

Kepala Sekolah

**Drs. MUJIONO, M.Pd**

NIP. 19661020 199203 1 004





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-4088 /In.28.1/J/PP.00.9/12/2019  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

02 Desember 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
  2. Andianto, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Tika Resti Fadila  
NPM : 1501070211  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Implementation Of Anagram Technique In Increasing Students' Reading Ability At The Eleventh Graders Of SMAN 1 Sekampung East Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.







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

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111.  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.ian@metrouniv.ac.id](mailto:tarbiyah.ian@metrouniv.ac.id)

Nomor : B-0466/In.28/D.1/TL.00/02/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 1  
SEKAMPUNG

di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0465/In.28/D.1/TL.01/02/2020,  
tanggal 03 Februari 2020 atas nama saudara:

Nama : **TIKA RESTI FADILA**  
NPM : 1501070211  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di  
atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG,  
dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan  
dengan judul "THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN  
INCREASING STUDENTS' READING ABILITY AT THE ELEVENTH GRADERS  
OF SMAN 1 SEKAMPUNG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Februari 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003







**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMA NEGERI 1 SEKAMPUNG**  
**( AKREDITASI A )**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Horgomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website: sman1sekampung.sch.id

Nomor : 421.3/800/DNS/V.01/SMA.I/2020  
Lampiran : -  
Hal : Izin Research

Kepada Yth,  
Wakil Dekan I  
Institut Agama Islam Negeri Metro  
Di tempat


Dengan hormat,  
Berdasarkan Surat Permohonan Izin Research dari Institut Agama Islam Negeri Metro dengan nomor : B-0466/In.28/D.1/TL.00/02/2020 tertanggal 3 Februari 2020 tentang Izin Research Mahasiswa:

Nama : Tika Resti Fadila  
NPM : 1501070211  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE IMPLEMENTATION OF ANAGRAM TECHNIQUE IN INCREASING STUDENTS READING ABILITY AT THE ELEVENTH GRADERS OF SMAN 1 SEKAMPUNG EAST LAMPUNG

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Research kepada mahasiswa tersebut diatas.  
Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 12 Februari 2020  
Kepala Sekolah

  
**Dr. MUJIONO, M.Pd**  
NIP. 19661020 199203 1 004

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Tika Resti Fadila

NPM : 1501070211

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : SERVICE-LEARNING IN HIGHER  
EDUCATION



**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Tika Resti Fadila

NPM : 1501070211

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : SERVICE-LEARNING IN HIGHER  
EDUCATION

Metro,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id), [pustaka.iaim@metrouniv.ac.id](mailto:pustaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1078/In.28/S/U.1/OT.01/12/2019**

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

Nama : TIKA RESTI FADILA  
NPM : 1501070211  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070211.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya

Metro, 12 Desember 2019  
Kepala Perpustakaan



Mokhammad Sudin, M.Pd.  
NIP. 195808311981031001 7



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	29 / 10 / 19			Revise Chapter 1-3 - cover - footnote	
2	30 / 10 / 19			Revise footnote and Bibliography	
3	1 / 11 / 19			<i>Dr. Sumar</i>	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah@iainmetro.ac.id](mailto:tarbiyah@iainmetro.ac.id) website: [www.tarbiyah.iainmetro.ac.id](http://www.tarbiyah.iainmetro.ac.id)

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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	6/12			prove the research Analysis → improve Reading Effectiveness to Reading.	
	27/12			→ Reading → Journal ② - Review Chapter I	
	9/10			Master Chapter I  Review Chapter I	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.un@metrometro.ac.id](mailto:tarbiyah.un@metrometro.ac.id) website: [www.tarbiyah.metrometro.ac.id](http://www.tarbiyah.metrometro.ac.id)

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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	R <sub>16</sub> / 13 / 10			Review you there - how anagram dan Can improve Re-	
	28 / 13 / 10			Ada Seminar	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Andianto, M.Pd**  
NIP. 19821102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41307 Fax. (0725) 47296 Email: [tarbiyah.iaim@metroiaim.ac.id](mailto:tarbiyah.iaim@metroiaim.ac.id) website: [www.tarbiyah.metroiaim.ac.id](http://www.tarbiyah.metroiaim.ac.id)

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

Nama : TIKA RESTI FADILA


Fakultas/Jurusan : TBI

NPM : 1501070211


Semester/TA : 10 / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	31 / 10 / 20	✓		Ah Subhan Roza	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id) website: [www.iaimetro.ac.id](http://www.iaimetro.ac.id)

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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/10 12			Make a good test - Look for indicator - How to make a good Multiple choice test	
	26/10 12			- Revise Make a good multiple Choice test	
	10/11 2020			Try out the instrument. ① ② - Valid/Reliable	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Antianto, M.Pd  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41907 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id


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

Nama : TIKA RESTI FADILA  
NPM : 1501070211


Fakultas/Jurusan : TBI  
Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	6/200 /1			Instrumen sk Ready to take data A.	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

  
**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.iaimetro.ac.id

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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 10 / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	06/20 s			Revisi Abstrak, Motto	
2	11/20 s			Revisi Margin, Chapter 4 Cycle 1 Cycle 2	
3	19/20 s			Revisi Kesimpulan	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Inggimulyo Kota Metro Lampung 34111

Telp. (0723) 41507 Faks. (0723) 47296 Email: [tarbiyah@iainmetro.ac.id](mailto:tarbiyah@iainmetro.ac.id) website: [www.iainmetro.ac.id](http://www.iainmetro.ac.id)


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

Nama : TIKA RESTI FADILA

Fakultas/Jurusan : TBI

NPM : 1501070211

Semester/TA : 10 / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	11/22 /5			Review Chapter III, IV, V Add all part (Completed)	
	14/20 /5			Ready to exam. 	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

## **CURRICULUM VITAE**



Tika Resti Fadila was born in Sekampung on June 2nd, 1998, and spent her childhood in Karang Sari, Muara Sungkai – Lampung Utara. She is the first child of Mr. Muhammad Nur and Mrs. Sri Suparmi. She took her elementary school at SDN 1 Karang Sari and then she took her junior high school at SMP MKMT Ujung Karang. Having graduated from junior high school, she continued her study on senior high school level at SMAN 1 Sekampung and finished in 2015. After graduating from senior high school, she decided to have lecture in English Education Department at IAIN Metro.