THE USE OF TRI-FOCUS STEVE SNYDER AND INTENSIVE READING TECHNIQUES TO TEACH READING COMPREHENSION ( Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment for the requirements of the degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga

Arranged by:

ENDANG SRI RAHAYU

11312137

ENGLISH EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF SALATIGA 2017
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DECLARATIONS

“In the name of Alloh SWT The Most Gracious and The Most Merciful”

Hereby the researcher fully declares that the paper is written by the researcher herself, and does not contain materials written or have been published by other people and contain other people’s ideas except the information from the references.

The researcher is capable to account for her graduating paper if in the future it is proven of containing other’s idea or in fact, the researcher imitates the others’ graduating paper.

The declaration is written by the researcher and she hopes that this declaration can be understood.

Salatiga, 14 Agustus 2017

Researcher

Endang Sri Rahayu

113 12 137
Salatiga, August 25th 2017

Ruwandi, S.Pd., M.A.

The lecturer of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga

ATTENTIVE COUNSELOR'S NOTES

Case: Endang Sri Rahayu's Graduating paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu 'alaikum Wr.Wb.

After reading and correcting Endang Sri Rahayu's graduating paper entitled "The Use of Tri-Focus Steve Snyder and Intensive Reading Techniques to Teach Reading Comprehension (Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)", I have decided and would like to propose that if this paper can be accepted by the Dean of Teacher Training and Education Faculty. I hope this paper can be Examined as soon as possible.

Wassalamu 'alaikum W.Wb.

Counselor,

Ruwandi, S.Pd., M.A.

NIP: 1996122554 200003 1 002
A GRADUATING PAPER

THE USE OF TRI-FOCUS STEVE SNYDER AND INTENSIVE READING TECHNIQUES TO TEACH READING COMPREHENSION (Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)

WRITTEN BY:

ENDANG SRI RAHAYU

NIM : 113-12-137

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 02th 2017, and hereby considered to complete the requirements for the degree of Sarsana Pendidikan (S.Pd) in English and Education.

Board of Examiners

- Head : Noor Maliah, Ph.D
- Secretary : Ruwandi, S.Pd.M.A
- 1st examiner : Maslihatul Umami, M.A
- 2nd examiner : Hammam, Ph.D

Salatiga, September 02th 2017

Rector of Teacher Training and Education Faculty
MOTTO

“Indeed, Hardship is followed by ease”

(Holly Qur’an QS Al-Insyrah:5,6)
DEDICATION

I dedicate this graduating paper to:

1. My beloved parents (Muh-amin and Siti Ngatipah) thank you very much for everything. May Alloh SWT always love you and give you happiness every where you are. I love you so much.

2. My beloved husband (Bastoni) and my daughter (Putu Mulya Hana Asyifa) thank you so much for your everyday support and pray.

3. My beloved Grandmother and Grandfather (Ruchani and Marmi) thank you for taking care my daughter in daily activities.

4. The big family of SMK Muhammadiyah 7 Wonosegoro, especially the Head Master of SMK Muhammadiyah 7 Wonosegoro (Eny Winarsih S.Pd) thanks for permitting me to do the research, Miss Anisa Syarafina S.Pd as my collaborator, thanks for your kindness.
ACKNOWLEDGMENT

Alhamdulillahi robbil’alamin, first and foremost, the researcher deliver the greatest attitude to Alloh SWT Almighty for the Blessing and Mercy Who has led me finish my graduating paper, peace and blessing to the Alloh’s messenger, Muhammad SAW. However, this graduating paper will not be finished without supports, advices, help and encouragements from some people and the institution. I would like to say thanks to:

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3. Noor Malihah, Ph.D as the Head of English Education Department.
4. Ruwandhi, S.Pd. MA as her graduating paper counselor, who has educated, supported, directed and given the researcher advice, suggestion and recommendation from this graduating paper form beginning educating until the end.
5. All of her lecturers in IAIN Salatiga.
6. All of my friends at IAIN Salatiga besides who cannot be mention in this paper because of the limited space.
7. The big family of SMK Muhammadiyah 7 Wonosegoro, especially the Head Master of SMK Muhammadiyah 7 Wonosegoro (Eny Winarsih S.Pd) thanks for permitting me to do the research, Miss Anisa Syarafina S.Pd as my collaborator, thanks for your kindness.

Salatiga, August 2nd 2017

Endang Sri Rahayu
NIM: 113-12-137
TABLES OF CONTENTS

TITLE ............................................................................................................................i
DECLARATION ........................................................................................................ii
ATTENTIVE COUNSELOR’S NOTES .................................................................iii
STATEMENT OF CERTIFICATION .................................................................iv
MOTTO ...................................................................................................................v
DEDICATION ..........................................................................................................vi
ACKNOWLEDGMENT ............................................................................................vii
TABLES OF CONTENTS ...................................................................................viii
LIST OF TABLES AND FIGURES ........................................................................xi
ABSTRACT ................................................................................................................xi

CHAPTER I: INTRODUCTION

A. Background of the Study .............................................................................. 1
B. Statements of the Problem ............................................................................ 4
C. Objectives of the Study ................................................................................ 4
D. Benefit of the Study ...................................................................................... 5
E. Limitation of the Problem ............................................................................. 6
F. Definition of the Key Term ............................................................................ 7
G. Review of the Previous Research ............................................................... 9
H. Hypothesis .................................................................................................... 10
I. Graduating Paper Outline ............................................................................ 11
CHAPTER II: REVIEW OF RELATED LITERATURE

A. Reading ...........................................................................................................13
   1. Definition of Reading ..............................................................................13
   2. Models of Reading ................................................................................15
   3. Type of Reading Performance ..............................................................17
   4. Purpose of Reading ...............................................................................19
   5. Strategy for Reading Skills .................................................................21
   6. Modes of Reading ................................................................................22
   7. Factors Influencing Reading ...............................................................23
   8. The power of reading ..........................................................................25
   9. Reading Comprehension ......................................................................26
  10. Reading Evaluation Rubric ...................................................................27
  11. KKM (School Benchmark) ....................................................................31
A. Teaching Method ......................................................................................32
   1. Tri-focus Steve Snyder Technique .......................................................32
      a. Definition Tri-focus Steve Snyder Technique ..................................34
      b. The characteristic of Tri-Focus Steve Snyder Technique ..........36
      c. The Advantages of Tri-focus Steve Snyder Technique ............37
      d. The disadvantages of Tri-focus Steve Snyder Technique ......38
   2. Intensive Reading Technique ..............................................................38
      a. Definition of Intensive Reading Technique .................................38
      b. The characteristic of Intensive Reading ....................................39
      c. The advantages of Intensive Reading Technique ....................39
d. The Disadvantages of Intensive Reading Technique ............40

e. Extensive Reading .................................................................40

CHAPTER III: RESEARCH METHODOLOGY

A. Research Setting ..................................................................................41

1. Place of the Research ........................................................................41

2. Time of the Research ........................................................................42

3. The Students of SMK Muhammadiyah 07 Wonosegoro .............43

4. The Facilities of SMK Muhammadiyah 07 Wonosegoro ........45

B. Research Approach .............................................................................46

C. Type of the Research ...........................................................................46

D. Design of the Research .........................................................................47

E. Population ..........................................................................................48

F. Sample .................................................................................................48

G. Total sample ........................................................................................52

H. Research Instrument ............................................................................55

a. Test ..................................................................................................55

b. Documentation ..................................................................................56

I. Technique of Analyzing the Data ..........................................................57

CHAPTER IV: DATA ANALYSIS AND DISCUSSION

A. Data Presentation ..................................................................................61

1. The Result of the Pre-test

   a. Pre-test of the Experimental Group .................................................62
b. Pre-test of the Control Group ..................................................64

2. The Result of the Post-test ......................................................66
   a. Post-test of the Experimental Group ......................................66
   b. Post-test of Control Group ..................................................67

B. Data Analysis ........................................................................69
   1. Calculating Mean of Pre-test .................................................69
      a. Mean of the Experimental Group ......................................69
      b. Mean of the Control Group .............................................71
      c. The calculation t-test of experimental group and the
         control group ....................................................................72
   2. Calculating the Mean of the Post-test
      a. Mean of the Experimental Group ......................................76
      b. Mean of the Control Group .............................................77
      c. The Calculation Post-test of the Experimental
         Group and the Control Group ...........................................79

C. Discussion of the Research Finding ........................................82

CHAPTER V: CLOSURE

A. Conclusion ............................................................................85

B. Suggestion ............................................................................86

REFERENCE

APPENDICES
# LIST OF TABLES

Figure 1 : Definition of reading .................................................................14

Table 2.1: Reading Comprehension Rubric ...............................................28

Figure 2 : Procedure of KKM establishment ..........................................32

Table 2.2: Differences between approach, method and technique ............32

Figure 3 : Tri-Focus Steve Snyder Exercise ..............................................35

Table 3.1: The Profile of SMK Muhammadiyah 07 Wonosegoro ..............41

Table 3.2: Time schedule of the Research ..............................................42

Table 3.3: List of Teachers of SMK Muhammadiyah 07 Wonosegoro ........43

Table 3.4: The facilities of SMK Muhammadiyah 07 Wonosegoro ...........45

Table 3.5: Design of the Research ............................................................48

Table 3.6: List of all students .................................................................50

Table 3.7: List of Experimental Class .......................................................52

Table 3.8: List of Control Class ...............................................................53

Table 3.9: Rubric for Students Score Sheet .............................................55

Table 3.10: Score Creteria .......................................................................56

Table 4.1: Score of the students’ reading comprehension in Pre-test
Experimental Group ..............................................................62

Table 4.2: Score of the students’ reading comprehension in Pre-test Control Group ..............................................................................................................64

Table 4.3: Score of the students’ reading comprehension in Post-test

Experimental Group ........................................................................................................66

Table 4.4: Score of the students’ reading comprehension in Post-test

Control Group ...............................................................................................................68

Table 4.5: Score Criteria Mean Pre-test of the Experimental Group .......................70

Table 4.6: Score Criteria Mean Pre-test of the Control Group ...............................71

Table 4.7: Pre-test of Experimental Group and Control Group ...............................73

Table 4.8: Score Criteria Mean Post-test Experimental Group ...............................76

Table 4.9: Score Criteria Mean Post-test Control Group .................................78

Table 4.10: Post-test of experimental group and control group ...............................79
ABSTRACT

Rahayu, Endang S. 2017. The Use of Tri-Focus Steve Snyder and Intensive Reading Techniques to Teach Reading Comprehension (Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017). Graduating Paper. English Education Department Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

The populations of the research were the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017. This research aims to 1). To find out the profile of students’ reading comprehension before the implementation of Tri-Focus Steve Snyder and Intensive reading techniques to teach reading comprehension, 2). To find out the significant difference of Tri-Focus Steve Snyder and Intensive Reading Techniques to reading comprehension, and 3). To measure how far is the effectiveness of the implementation of Tri-Focus Steve Snyder and Intensive Reading Techniques toward students reading comprehension at the first First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017. This is experimental research. The populations of this research was 52 students. The data collection method used in this graduating paper was documentation and test. The result of the research showed that there is difference mean of pre-test because before treatment of mean of pre-test of the control group was (74.08) and experimental group (71.5). It means that ME < MC. After giving treatment the result post-test of experimental group was 86.24 and the control group was 76.2. The result post-test of ME > MC. T-test in pre-test of experimental group and control group before treatment (t0) was -0.287 with t-table (5%) was 2.01. Thus, there is no significant difference because before treatment t-test is lower than t-table. T-test of the post-test of experimental group and control group was 4.335 and t-table (5%) was 2.01. Therefore, there is significant difference because after treatment t-test is higher than t-table. It can be concluded that there is a significant difference of Tri-focus steve snyder and Intensive reading techniques to reading comprehension of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

Key Words: Reading, Reading Comprehension, Tri-focus Steve Snyder Technique, Intensive Reading Technique, Experimental Research.
CHAPTER I
INTRODUCTION

A. Background of the Study

English is the first foreign language which should be taught from SMP to SMA schools in Indonesia. It is used in English Classroom but not for everyday means of communication. This condition makes English difficult for Indonesian students. They have limited time to practice the language. A foreign language, like a native language, requires a lot of practices. In order to master a language, students should use it in everyday activities, through a real practice.

As we know that learning English concerns to four key “macroskills” they are listening, speaking, reading and writing. It should be mastered in order to ensure success not only in learning English, but also in learning any subjects where reading is required.

Vocational school (Sekolah Menengah Kejuruan) is one of the formal educations in Indonesia which prepares students to be competent at midle-level employment. The graduation of the institution (SMK) should have the requirement in English competence needed at the fields of hotel, restaurant, tour and travel, etc. For anticipating that issue in the globalization era, students should be prepared with the competence related to their department which is supported by their competence in English, both receptive skill (reading and listening) and productive skill (writing and speaking).
One of skills in learning English is reading. In Indonesia, over 50 percent of students surveyed performed at level 1 - the lowest out of five – or below. Program for International Student Assessment (PISA) 2000 and PISA 2003 also consistently stated that Indonesian students surveyed had serious difficulty in using reading as a tool to advance and extend their knowledge and skills in other areas, such as daily problem solving. They could not comprehend information when it was presented in an unfamiliar formal and showed a difficulty in understanding texts at the highest level of literacy.

As we know that in Indonesia, English is the first foreign language. Most students at any levels of education get difficulty in reading English texts. According to many research result (Syatriana, 1998; Hamra, 1993 and 1996; Mardiana, 1993; Kweldju, 2001) the ability of Indonesian students to read English texts was very low. Most university graduates are not able to read English with complete comprehension. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

There are many reasons why getting students to read English texts is an important part of their job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea. Reading is useful for other purposes too, any
exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even more successful.

One of the other hand, a method in teaching reading has important role in teaching learning process. Many teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any method. So it can make the students bored. As teachers, we must build the interest of students to learn English by using varieties of methods and technique. For example, the teachers use game in teaching learning because the students like to play. A method which is used by the teachers can make students enjoy in learning.

There are many methods and technique which is can be used in teaching reading English. One kind of technique is Tri-Focus Steve Snyder. By using new method and technique students can be easier when reading English, and they will be easier to improve their motivation in reading activities, calculate their level in and also they can improve their reading comprehension using new technique. The teachers also can enjoyable because they can delivery the material with high performance. Using this technique of teaching reading comprehension is another effort to improve the reading comprehension of ESL students, especially the Indonesian students. The research question is “How effective is the technique in increasing reading comprehension of ESL students?
Based on the explanation above the researcher wants to conduct a research entitled “THE USE OF TRI-FOCUS STEVE SNYDER AND INTENSIVE READING TECHNIQUES TO TEACH READING COMPREHENSION (Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)"

B. Statements of the Problem

Based on the background of the study above, many problems arise. Some problems that can be identified by the researcher are as follows:

1. How is the profile of students’ reading comprehension before the implementation of Tri-Focus Steve Snyder and Intensive reading techniques to teach reading comprehension at the First Grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?

2. How is the profile of students’ reading comprehension after the implementation of Tri-Focus Steve Snyder and Intensive reading techniques to teach reading comprehension at the First Grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?

3. How far is the effectiveness of the implementation of Tri-Focus Steve Snyder and Intensive reading techniques toward students’ reading comprehension at the First Grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?
C. The Objectives of the Study

Based on the statements of the problems above, the researcher formulates the objectives of the study as follows:

1. To find out the profile of students’ reading comprehension before the implementation of *Tri-Focus Steve Snyder* and Intensive reading techniques to teach reading comprehension at the First Grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?

2. the profile of students’ reading comprehension after the implementation of *Tri-Focus Steve Snyder* and Intensive reading techniques to teach reading comprehension at the First Grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?

3. To measure how far is the effectiveness of the implementation of *Tri-Focus Steve Snyder* and Intensive Reading Techniques toward students reading comprehension at the First Grade students’ of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017)?

D. Benefit of the Study

The researcher hopes that the result of this research can give information about the level of the students’ comprehension. The researcher also hopes that the research of using Tri-Focus Steve Snyder Technique ensure can increasing the students comprehension, students motivation in
reading activities of many kind of the book, English text book and also will be useful for teachers, the students, and the researcher.

1. For the teachers

   The teachers can develop the opportunities strategy in teaching learning process for teach their students, can support the English teachers to apply this technique in teaching reading. The teacher can change their old methods in English teaching especially in teaching reading to the new methods that more effective practice and interesting.

2. For the students

   The positive result of this research can support the students to improve the reading comprehension. Teaching reading through Tri-Focus Steve Snyder Technique can make students relax and enjoy in teaching learning process, because with this technique the researcher hopes that students can improve their reading comprehension easily without any difficulties and they can get fun.

3. For the researcher

   The positive result of this research can support the researcher to enrich the method and technique to improve reading comprehension. When the researcher know if this technique was effective in teaching reading using Tri-Focus Steve Snyder, so the researcher can produce new methods in any skills of English like speaking, listening and writting.
E. Limitation of the Problem

To avoid misinterpretation of the problem, the researcher would like to limit the scope of the study. It is nearly impossible for the researcher to handle all of the problems. Therefore, in this research the problems are only focused on the following aspects:

1. The teaching methods used in this research is *Tri-Focus Steve Snyder* and Intensive Reading Technique.

2. Reading comprehension in this study is limited to the some sub components such as to identifying main point or main idea, guessing the meaning of words from context, identifying generic structure of a text and finding the communicative purpose of a text.

3. The populations and sample of the research is the First Grade Students of SMK Muhammadiyah Wonosegoro in Academic Year of 2016/2017.

4. To find out whether there is any significant difference of students’ reading comprehension by using Tri-Focus Steve Snyder and Intensive Reading Technique.

F. Definition of Key Term

To avoid some incorrect interpretation on the research title, the researcher wants to clarify and key terms used:


   The first new step in accelerated reading is to break the habit of focusing on each word individually, by leaning a new habit of focusing
several words at the same time. A recommended first step is the “three-focus” technique this means to focus three times per line, at a third of a line at a time. Focus on the left third, followed by the center third, and finally the right third. Three per line.

(\url{http://stevesnyderseminars.com/PDFs/MindMattersPart2.pdf}).

Here is an example of how the eyes can learn to see the next sentence.

\textit{When I looked into the sky / I saw a bright shooting star / that no one else saw.}

\textbf{Tri-Focus Steve Snyder Technique} is a technique used to improve students reading comprehension. Tri-Focus Steve Snyder Technique created by Steve Snyder, he is a reading instructor from U.S.A.

2. \textbf{Intensive Reading Technique}

Intensive reading is a “detail in-class” analysis, led by the teacher of vocabulary and grammar points in a short passage (Long and Richards,1987). Intensive reading is one of the effective ways that can be used in reading passage. It is typically used with short sections or sentences when we need to understand and study information or language use in detail. This is how we might read a paragraph or philosophy, a dense letter from the bank manager or a grammar explanation at the back of a course book. It provides for a check on the degree of comprehension for individual students.
3. Reading Comprehension

Comprehension is the fundamental aspect of reading. Fountas and Pinnell (2006:4) stated, “comprehension is the vital, central core of the broader and more complex ability to reason”. Comprehension decodes or associates meaning with the symbols that comprise the word. Reading requires interpretation and thinking. The goal of reading is to comprehend meaning. Comprehension depends on the ability to get individual word meanings. Comprehension is a process; it is thinking through reading (Dechant, 1982:312). Comprehension also depends on the student’s basic cognitive and intellectual skills, on the background of experience, such as vocabulary knowledge, concepts or ideas, and on language competence, such as morphology, syntax, and grammar.

G. Hypothesis

1. Alternative Hypothesis (Ha)

The researcher proposes the alternative hypothesis (Ha), the hypothesis in this research is as follows:

Alternative Hypothesis (Ha) is hypothesis which use positive sentence.

The *alternative hypothesis (Ha) in this paper says: there is a significant difference of Tri-focus Steve Snyder and Intensive Reading Technique to improve reading comprehension of the first grade*
students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

2. Null Hypothesis (Ho)

The researcher proposes the alternative hypothesis (Ha), the hypothesis in this research is as follows:

Null/Nul hypothesis (Ho) is hypothesis which is formulated in negative sentence.

The null hypothesis (Ho) in this paper says: there is no significant difference of Tri-focus Steve Snyder and Intensive Reading Techniques to improve reading comprehension of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

H. Graduating Paper Outline

This graduating paper consists of five chapters has different elements. The researcher organizes the graduating paper to make readers more easily in comprehending the content.

Chapter I is an introduction that includes background of the study, statement of the problems, objectives of the study, benefits of the study, limitation of the problem, definition of key terms, review of previous research and graduating paper outline.

Chapter II is theoretical framework which discuss about theory of reading, tri-focus steve snyder technique and the implementation of tri-focus steve snyder. The researcher use some book for make it be reference
which will explain more about three focus steve snyder technique, and reading comprehension.

Chapter III discusses about research methodology that consist of place of the research, subject of the research, research design, instrumentation of the research, technique of collecting data, technique of analysis data.

Chapter IV the data analysis which has been collected. The researcher presents the data and the result of pre-test and post-test both from experimental group and control group.

Chapter V is closure. The researcher summary of the study includes conclusion and suggestion.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this graduating paper, there are several previous studies concerning about tri-focus steve snyder technique and teaching reading comprehension.

Sari (2009). The population in this research consisting 260 students of class X SMA Negeri 1 Talawi. She conducted to investigate the improvement of students’ reading skill by used Tri-focus Steve Snyder technique. The sample of this research are 43 people as the experimental class. She conducted the data of the pre-test mean = 63.13, standart deviation = 7.23 and the result of the post-test mean = 81.04, standart deviation = 7.43. From the result data known that there is a significant difference between students’ reading skill efectively by using the Tri-focus Steve Snyder technique at SMA Negeri 1 Talawi in academic year 2009/2010.

Another research has also been discussed by Hendrasari (2011). She used classroom action research. The purpose of the research is to describe the improvement of speed reading efectively by using Tri-focus Steve Snyder technique. She used video by Muhammad Noer to investigate the speed reading efectively and to describe the influence of Tri-focus Steve Snyder. The result of this research is show that there is a significant using Tri-focus Steve Snyder, before using Tri-focus Steve Snyder the
mean of students speed reading is 122 word per minute, there a significant after learning using Tri-focus Steve Snyder become 139 word per minute.

From those previous research above, we know that there was a significant of using Tri-focus Steve Snyder technique to improve students’ reading comprehension. The researcher also agree with those research finding which are stated that there was an effectiveness of using Tri-focus Steve Snyder technique to improve students’ reading comprehension.

From those research, things that make those researches different are mostly the participants and the method. The researcher then tries to investigate students’ reading comprehension by comparing tri-focus steve snyder and intensive reading technique. This research using experimental research method, the researcher used test and documentation to collect the data.

B. Reading

1. Definition of Reading

Reading is a process which is carried and used by readers to get the message that would be submitted by the author through the word/written language. A process which has demanded that the word is a unity will be seen in a glanced and meaning of individual words will be known. Reading is not only read, but we also should to understand what the meaning. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension.
Nunan et al. (2003) stated, “reading is a fluent process of readers combining information from a text and their background knowledge to build a meaning”. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning is does not rest in the reader nor does it rest in the text. The reader’s background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading. See Figure 1 for a representation of the definition of reading.

**Figure 1** Definition of reading

Notice the overlapping circles. The intersection of all four circles represents reading. This is the point where meaningfull reading happens. Nunan (2003: 378) points out the complexity of even defining reading is
“a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending flexible, and gradually developing”.

Reading is the processes by which the meaning of a written text is understood. When this is done silently it is known as silent reading. The understanding that results is called reading comprehension. Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structures. Comprehension is based on clues in the text is referred to as button-up-processing, and comprehension that make use of information outside of the text is known as top-down processing (Longman Dictionary, 2010:492).

Definition of reading in Department of School Education (1997) states that “reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of language and of the written code in order to attend to the visual information of the text.

There is no single definition of reading, therefore, it is difficult to formulate a perfect definition of reading, but from some definition of reading above it can be conclude that reading is the interaction between the reader and the text to comprehend the meaning.
2. Models of Reading

Researcher have attempted to describe the reading process by using models, these models describe the reading process in general and are not specific to the process of how adult learn to read in a second language. However, understanding the fundamental nature of the reading process is necessary to understanding how reading in English is learned. Burt, Peyton, J and Adams (2003) proposes four models of reading: a bottom-up models, a top-down models, interactive models, and learners’ internal models.

a. Bottom-up models focus on how readers extract information from texts-from the page to the mind (see, for example, Segalowitz, Poulsen, & Komoda, 1991.) these models describe reading as a process of gathering visual information from the text and synthesizing that information through different systems in the brain that identify the letters, map them onto words (word recognition), and analyze word in clauses and sentences (syntactic parsing). Thus, the reader builds meaning by the first focusing on the smallest units of language, letters and sounds, and then moving to larger units of language (syllables, words, phrases, and sentences). In short, as Tstanovich &Stanovich (1999) argue, the ability to decode text by knowing how sound is represented in print is critical for success in learning to read.
b. Top-down models, some researchers have argued that bottom-up models do not account for observed reading phenomena. (See, for example, Coady, 1997; Eskey, 1997; Goodman, 1988; Haynes, 1993). For example, researchers conducting miscue analysis studies (analysis of the mistakes readers make in oral reading) concluded that readers do not passively take in the information from the text, but rather are actively involved in predicting meaning based on both cues from the text (inferencing) and their background knowledge.

c. Interactive models is the combines elements of both top-down models and bottom-up models. Bottom-up models describe the reader as arriving at meaning by moving from letters to words to phrases and sentences and arriving at meaning. Top-down models describe the reader as deriving meaning primarily from predictions about the text and background knowledge. Interactive models posit that both processes work together. Modified interactive models are necessary to understand reading comprehension (Grabe & Stoller, 2002:31-34). These models will highlight the number of processes that take place as the reader decodes and comprehends text.

d. Learners’ internal models is the models used by the students who are literate or who have been exposed to literacy may approach literacy learning with their own, often subconscious, models of the
reading process, which may affect their reading behavior. Devine (1988) stated “some readers may rely so heavily on their background knowledge and their predictions about the text that they ignore text cues and misinterpret the message of the text.

3. Type of Reading Performance

Reading performance in classroom activity can be classified into oral and silent reading. Reading aloud of written is also called oral reading but reading for comprehension is recognized as silent reading. The majority of reading that we do actually will be done silently because reading is primarily a silent activity. According to Huey (taken by Nunan, 2003) proposes the compiled a summary of the early studies on oral versus silent reading and came out strongly in favor of silent reading. Different strategies are used when reading orally than when reading silently. Since comprehension is the goal of reading, we must focus in the classroom should be on getting meaning from print.

Oral reading deals with pronunciation and silent reading deals with intensive and extensive reading. Palmer (1964) notes that “extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “suplementary reading”. Palmer (1921) states that “intensive reading “ means that the readers take a text, study it line by line and refer at very moment to the
dictionary about the grammar of the text itself. Risdianto (2012) proposes two key advantages of intensive reading. For low level readers, intensive reading is possibly the fastest way to build vocabulary. Some foreign language students are able to successful add 10 or more comprehension word per day. Additionally, reading difficult material forces a learners to develop strategies for dealing with texts that are too hard to read comfortably.

4. Purpose of Reading

When students begin to read, they are actually have a number of initial decisions to make, and e usually make these decisions very quickly, almost unconsciously in most cases. Here we might read a novel, a short story, a newspaper article, or a report of some type to understand the information in the text, to be entertained and/or to use the information for a particular purpose. The overall goal is not to remember most of specific details but to have a good grasp of the main ideas, and to relate those main ideas to background knowledge as appropriate. Grabe and Stoller (2011) proposes the reading purposes can be classified under seven main headings, there are each purposes for reading:

a. Reading to search for simple information

It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific word, or specific piece of information, or a few representative phrases. As an example we usually search through a telephone
directory to find key information, either an address or a phone number. In prose text we sometimes slow down to process the meaning of a sentence or a phrase in search of clues to indicate that we are at the right page, section or chapter.

b. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn from text typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

2) Recognise and build rhetorical frames that organise the information in the text.

3) Link the text to the reader’s knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).
d. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write (or search for information needed for writing)

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information (see Enright, Grabe, Koda, Mosenthal and Mulcahy-Ernt, 2000; Perfetti, Rouent and Britt, 1999, for ways to interpret ‘reading to integrate’).

f. Reading for general comprehension.

It is the most basic purpose for reading, underlying and supporting most other purposes for reading, and general reading comprehension is actually more complex than commonly assumed.

5. Strategy for Reading Skills

Strategies are often defined as a set of abilities under conscious control of the reader, though this common definition is not likely to be entirely true (Afflerbach, Pearson and Paris, 2008; Anderson, 2009). Strategies is still an important concept for reading abilities. Strategies, for definitional purposes, are best defined as abilities that are potentially open
to conscious reflection, and reflect a reader’s intention to address a problem or specific goal while reading (Anderson, 2009). According to Grabe and Stoller (2011) there are some sample reading strategies:

a. Specifying a purpose for reading
b. Planning what to do/what steps to take
c. Previewing the text
d. Predicting the contents of the text or section of text
e. Checking predictions
f. Posing questions about the text
g. Finding answers to posed questions
h. Connecting text to background knowledge
i. Summarising information
j. Making inferences
k. Connecting one part of the text to another
l. Paying attention to text structure
m. Rereading
n. Guessing the meaning of a new word from context
o. Using discourse markers to see relationships
p. Checking comprehension
q. Identifying difficulties
r. Taking steps to repair faulty comprehension
s. Critiquing the author
t. Critiquing the text
u. Judging how a well purposes for reading were met
v. Reflecting on what has been learned from the text.

6. Modes of Reading

According to Risdianto (2012), there are three modes of reading: skimming, scanning and intensive reading.

a. Skimming is a mode of fast reading which is used to get a rapid general impression of what a text is about.

b. Scanning is a mode of fast reading which you use if you start with predefined set of keywords and want to find out if a given text provides information on them you leaf through the text and search for passages which contain your keywords. If you hit on pages which contain your keyword or semantically related words, it frequently is useful to note the page numbers for later intensive reading or for making abstracts.

c. Intensive reading is a mode of reading which can be practiced by training in high speed reading. For understanding of meaning to occur in speed reading, it is necessary to read in ‘chunks’. Estimates are that reader’s eyes must scan about 400 words a minute. High speed reading is mostly sustainable for short bursts only. The mind needs pauses for evaluation and assimilation of information (time to think and digest).

7. Factors Influencing Reading

Gray (1969) proposes some factors that influence personal reading:

a. Mental ability
At any age level children differ in mental ability, and when the score made on reading test are correlated with those made on mental tests, the coefficients of corelation are useally as high as between 0.35 and 0.71. Indeed, mental ability corelates more highly with progress in reaing than any other factor studied thus far. The fact taht the corelations are not higher indicates that other factors also influence progress in reading.

b. Command Language

Just a good listener interprets the language of the speaker, so a good readerinterprets the language of the author. It follows that one the important factors influencing progress in reading is the child’s mastery of reading.

c. Background of Experience

Ability to understand what is read depends in large measure on the associations aroused. These in turn depend on previous experience. If the associations are partinent and vivid, the reader will understand more or less fully what is read, but if few associations are evoked, he will obtain litle or no meaningfrom what he reads.

d. Emotional Stability

Difficulty in learning to rea and failure to get along ell with classmate may in turn give rise to emotional problems like children so affected came to dislike reading, pay little or no attention in class, and avoid reading.
e. Physical Condition

Finally, progress in reading is greatly influenced by such physical factors as nervousness, fatigue, bodily pain or disorder, undernourishment or repletion.

8. The power of reading

Reading texts also provide opportunities to study language; vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Seashore (taken by Lado, 1964) found the vocabulary of twelfth-grade students in United States to be about 80,000 basic and derived words. He found that the first graders know some 16,900 basic words. To think, then, of 2,000 words in a foreign language as an adequate reading vocabulary is untenable. Lado (1964) notes that reading have the power there are vocabulary building and speed.

a. Vocabulary building: intensive and extensive reading is admittedly one of the best ways to increase vocabulary power. We find we do not achieve this, however, when teaching stops with a simplified textbook and reader in the foreign language. Concentrated readings with a deliberate vocabulary overload might help (Some individuals read a dictionary to increase their vocabulary).

b. Speed: modern education and society require that we read quantities of material to keep informed. Rapid reading with comprehension has become a necessary. A considerable literature is available on reading, and machines and courses are offered to improve reading speed. The
basic ingredient is accelerated practice free from improper habits. Specific attention is given to eye span and eye movement, pacing, and testing for comprehension. Not sufficiently emphasized is the role of language in reading. Even less stressed is the role of language and writing systems in reading a foreign language.

9. Reading Comprehension

According to Rokhim (2009), reading comprehension processes are:

a. Focus on and retrieve explicitly stated information: these type of process required students to recognize information or ideas presented in the text in relation to answers sought. The specific information to be retrieved typically was located in a single sentence or phrase.

b. Make straightforward inferences: based mostly on information contained in the texts, usually these types of questions requires students to connect to ideas presented in adjacent sentences and fill in a “grap” in meaning. Skilled readers often make these kinds of inferences automatically, recognizing the relationship even though it is not stated in the text.

c. Interpret and integrate ideas and information: for these questions, students needed to process the text beyond the phrase or sentence level. Sometimes they were asked to make connections that were not only implicit, but needed to draw on their own knowledge and experiences.
d. Examine and evaluate content, language, and textual elements: these processes required students to draw on their knowledge of text genre and structure, as well as their understanding of language conversations and devices.

10. Reading Evaluation Rubric

Rubric is an academic term which refers to performance standards that are designed for specific students. Rubric have been extensively applied in the academic setting as a means of improving learning outcomes among students. According to Brookhart (2013) Rubric is a coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria.

The purpose of the evaluation rubric is like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For example to observe the student in the process of doing something. For other performance to observe the product that is the result of the student’s work. There are some advantages of rubrics in teaching learning process:

a. Rubrics help teacher teach; to write or select rubrics, teachers need to focus on the criteria by which learning will be assessed. This focus on what you intend to teach actually helps improve instruction. Really good rubrics help teachers avoid confusing the task or activity with the learning goals, and therefore confusing completion of the task with learning. Rubrics help keep teachers focused on criteria, not tasks.
b. Rubrics help coordinate instruction and assessment; most rubrics should be designed for repeated use, over time, on several tasks. Students are given a rubric at the beginning of a unit of instruction or an episode of work.

c. Rubrics help students learn

The criteria and performance-level descriptions in rubrics help students understand what the desired performance is and what it look like. Effective rubrics show students how they will know to what extent their performance passes muster on each criterion of importance, and if used formatively can also show students what their next steps should be to enhance the quality of their performance.

Rubric are important because they can be used to assist students by providing comprehensive evaluation framework. Eisner (2009) stated that rubric can significantly reduce the time that teachers need in order to assess student work. Students reading comprehension can be assessed by the use of rubric provided there are clear and precise goals. The rubric of this research describes as follows:

<table>
<thead>
<tr>
<th>Table 2.1</th>
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</thead>
<tbody>
<tr>
<td>Reading Comprehension Rubric</td>
</tr>
<tr>
<td><strong>Component</strong></td>
</tr>
<tr>
<td>Interptetation</td>
</tr>
<tr>
<td>Details</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Answers are mostly complete, extensive, and included many details.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Answers are usually complete and include several details</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Answers contain some details.</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Answers do not reflect accurate comprehension of the topic (s). Opinions are unjustified.</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Answers are mostly complete, extensive, and included many details.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Answers contain some details.</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Answers are usually complete and include several details</td>
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<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Answers contain some details.</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Answers do not reflect accurate comprehension of the topic (s). Opinions are unjustified.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Answers do not reflect accurate comprehension of the topic (s). Opinions are unjustified.</td>
</tr>
<tr>
<td>Clarity</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included in answers.</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Answers include occasional supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Answers do not include supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Answers are very easy to understand. They are clear and concise.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Answers are always easy to understand</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Answers are sometimes understandable, but need to be more to the point.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Answers are difficult to understand.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

11. **KKM (School Benchmark)**

The KKM is the minimum level of mastery learning that a student must obtain (Aziz, 2014). The KKM is established by subject teachers in each school before the school year begins. These subject teachers consider three aspects: complexity (level of difficulty), facilities (schools and teaching materials) and the student intake (students’ competence and background knowledge of the subject). The KKM, of a subject at each year is decided by looking at the everange score of learning indicators, basic competencies, and key competencies stated in the curriculum. The KKM, which is adjusted up each year, becomes the reference point when teachers are assessing students. They mark students’ work and score it to determine whether the standards set by the school have been achieved or not. See Figure 2 procedure of KKM.
Figure 2. procedure of KKM establishment

Although all schools utilise the same aspects in setting the KKM, each school has different KKM to accommodate the different context, school standard (regional and national) and students’ background.

C. Teaching Method

1. Tri-focus Steve Snyder Technique

In teaching, a specific procedure for carrying out a teaching activity, such as the ay a teacher correct students’ errors or sets up group activity (Longman Dictionary, 2010). A technique is implementational that which actually take place in the classroom. There are three levels of conceptualization and organization, Anthony (1963) argues the differences between approach, method and technique:

<table>
<thead>
<tr>
<th>No</th>
<th>Approach</th>
<th>Method</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An approach is a set of correlative assumption dealing</td>
<td>Method is an overall plan for the orderly presentation of</td>
<td>A technique is a particular trick, stratagem, or</td>
</tr>
</tbody>
</table>
with the nature of language teaching and learning. | language material. | contrivance used to accomplish an immediate objective.
---|---|---
2 An approach is axiomatic | A method is procedural. | A technique is implementational
3 An approach describe the nature of the subject matter to be taught. | No part of which contradicts, and all of which is based upon, the selected approach. | A technique must be consistent with a method, and therefore in harmony with and approach as well.

According to Anthony’s model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the concept will be presented; technique is the level at which classroom procedures are described.

Teaching technique used by the teachers can be variety. The basic of teaching learning is moving from an approach followed by a method and then a technique, within one approach, there can be many methods. The teachers free used a teaching technique based on their own needs if the technique match with the approach and methods. Many factors can
influence the teaching technique when used in the classroom, there are: (1) classroom situation, (2) environment, (3) the characteristic of students (4) others. The organizational key is that techniques carry out a method which is consistent with an approach.

a. Definition of Tri-focus Steve Snyder Technique

Tri-focus Steve Snyder is one of many reading technique to improve reading comprehension. Why this technique called tri-focus because this is used tri-focus when reading a text, this means to focus three times per line, or at a third of a line at a time. Focus on the left third, followed by the center third, and finally the right third. Three per line. When the students imagine page after page filled not with words but instead with tri-focus exercise, we can begin to see that this book isn’t about “what” to read, it’s about “how” to read. (http://stevesnyderseminars.com/PDFs/MindMattersPart2.pdf).

This technique was created by Steve Snyder, he is the reading instructor from USA. He has a “magic book” as the key to changing the habit of the eyes focusing on one word at a time. When we open up this “magic book” the first thing that we notice is that this book has no words in it. Each page has instead of words, this exercise for the tri-focus. To practice this tri-focus exercise, simply focus on the left third (the center of your focus on the star), then the center third, then the right third, then the left third of the next line, center, right and keep going down the page
Tri-focus exercise

---------*---------  ---------*---------  ---------*---------
---------*---------  ---------*---------  ---------*---------
---------*---------  ---------*---------  ---------*---------
---------*---------  ---------*---------  ---------*---------
---------*---------  ---------*---------  ---------*---------

Figure 3. Tri-Focus Steve Snyder Exercise

While this “tri-focus” technique works well with most books, “bi-focus” (left half / right half) is more applicable for some magazine and newspaper because have shorter columns, depending on the relative size of the page and the print. This technique used to training of eyes focus, if the readers can easily develop their ability to see that much and more in each and every focus.

The most important aspect as eyes are moved left, center and right, is to continue to imagine how magnificent this book, and how wonderful it is to read much faster, with far greater comprehension. This exercise takes 20-30 seconds to do and is repeated 20-100+ times per days or until tri focus is habit. Once the habit (automatic behavior) is established, it is no longer necessary to practice with the imaginary book tri-focus exercise because the habit reinforces itself. Habit makes it easy to do something and hard to do anything else.
In creating the tri-focus, we utilize the Alpha state to reprogram the movement of the eyes. Doing this allows the new eye movement (tri-focus) to happen automatically, leaving the mind free to pay total attention to comprehending the material. The first step is to go into Alpha (eyes closed, deep breath, peaceful place, eyes rolled up and back) and relax. In this Alpha state we begin the process of recreating our reading by imagining a “magic book”. The “magic book” is the key to changing the habit of the eyes focusing on one word at a time.

Create the tri-focus in Alpha and allow it to spill over into regular reading. Intentionally tri-focus only in your “magic book”. Whenever reading, allow the eyes to do whatever they do all by themselves. It is very important to remember to intentionally tri-focus in your “magic book” only. It is very difficult to pay attention to eye movements and effectively comprehend material at the same time, as it deviding attention and therefore the Beta State. As you continue to practice the tri-focus in your imaginary book. You will find that you begin to automatically tri-focus in real books as well. Allow that to happen, and concentrate all of your attention exclusively on comprehending and enjoying what you are reading.

b. The characteristic of Tri-Focus Steve Snyder Technique

Steve Snyder in Seminar MindMatter2 also state that there are few characteristics of intensive reading are as follows:
1. This technique divided the eyes focus into three parts, there are left, center, and right.

2. This technique have a “magic book” to change the part of left, center and right focus become the numeric item. Left become number 1, center become number 2 and right become number 3.

3. This reading technique helps students manage their nervous and can break the habit.

4. Can helps students improve their speed reading.

5. Aims to build students comprehension.

c. The Advantages of Tri-focus Steve Snyder Technique

By using Tri-focus Steve Snyder technique, there are some advantages of tri-focus steve snyder technique:

1. Tri-focus Steve Snyder technique is the key to mastering the art of accelerated reading.

2. Change the movement pattern of the eyes as the powerful habit in most since adolescence.

3. Can change the other sub-habits such as can build the comfort, posture, breathing, concentration, retention and the level of interest and attention span.

4. Change the behavior, break the habit, and past performance no longer determines the present or the future, start fresh with a new habit and can fulfill reading potential.
5. Change the altering behaviors such as nervous habits, fears, phobias, procrastination, as well as the lack of confidence, initiative, or motivation.

6. Because this technique change the reading ability (one word at a time) become reading in a “new way” (more than one word at a time) ensure can improve reading comprehension also can improve vocabulary building.

d. The disadvantages of Tri-focus Steve Snyder Technique

1. Students may or may not fell confuse with the new technique in reading section.

2. Students should have high concentration to comprehend the text using this technique.

3. If the students can’t adaptation with this technique may be the students can’t follow the teaching process well.

2. Intensive Reading Technique

a. Definition of Intensive Reading Technique

In reading comprehension there are many ways of how to improve reading skill. Intensive reading is one of the effective ways that can be used in reading passage. Intensive reading categorized of silent reading usually a classroom-oriented activity in which students focus on the linguistic or semantic detail of passage. Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface details for the purpose of understanding literal meaning, implication,
rhetorical relationships. Intensive reading also may be a totally content-related reading initiated because of subject matter difficulty.

Long and Richards (1987) explains that intensive reading is a “detail in-class” analysis, led by the teacher of vocabulary and grammar points in a short passage.

Intensive reading is typically used with short sections or sentences when we need to understand and study information or language use in detail. This is how we might read a paragraph or philosophy, a dense letter from the bank manager or a grammar explanation at the back of a course book.

b. Characteristic of Intensive Reading

1. Usually classroom based.
2. The reader is intensively involved in looking inside the text.
3. Students focus on linguistic or semantic detail of a reading.
4. Students identify key vocabulary.
5. Texts are read carefully again and again.

c. Advantages of Intensive Reading Technique

1. It provides a base to study structure, vocabulary and idioms.
2. It provides a base for students to develop a greater control of language.
3. It provides for a check on the degree of comprehension for individual students.
d. Disadvantages of Intensive Reading Technique

1. The text may or may not interest the reader because everyone in the class is reading the same material.

2. There is the little actual practice of reading because of the small amount of text.

3. There is the little chance to learn language patterns due to the small amount of text.

3. Extensive Reading

Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that test comprehension skills. Extensive reading plays a key role in top-down approaches to reading, and it can be contrasted with intensive reading (Nunan, 2003:72).

Another definition about extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principle goal being obtaining pleasure from the text. Extensive reading belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed more about the research setting, they are the School Profile, Time of the Research, The teachers, Students and Facilities of that school. This chapter also describes the research methodology which consists of Subject of the Research, Technique of collecting the Data and Technique of Analyzing the Data. The explanation of each point is discussed into detail explanation.

A. Research Setting

1. Place of the Research

The research was carried out at SMK Muhammadiyah 7 Wonosegoro Boyolali which is located in Jreng, Ketoyan, Wonosegoro, Boyolali. The profil detail of this school describes as follows:

Table 3.1

<table>
<thead>
<tr>
<th>The Profile of SMK Muhammadiyah 07Wonosegoro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
</tr>
<tr>
<td>NIS/NPSN</td>
</tr>
<tr>
<td>Accredited</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Post Code</td>
</tr>
</tbody>
</table>

41


2. **Time of the Research**

The research was conducted from January 2017 to April 2017. The schedule of the research can be seen in the table below.

**Table 3.2**

<table>
<thead>
<tr>
<th>No</th>
<th>Date, Month, Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 25th 2017</td>
<td>Consultation and writing proposal</td>
</tr>
<tr>
<td>2</td>
<td>February 27th 2017</td>
<td>Interview and make some agreement with Miss. Anisa Sarafina S.Pd about the teaching learning process.</td>
</tr>
<tr>
<td>3</td>
<td>February 28th 2017</td>
<td>Permit application</td>
</tr>
<tr>
<td>4</td>
<td>March 22nd 2017</td>
<td>Arranging the instruments</td>
</tr>
<tr>
<td>5</td>
<td>March 23rd 2017</td>
<td>Consulting the research instrument and validating the instrument</td>
</tr>
<tr>
<td>6</td>
<td>March 25th 2017</td>
<td>Consultation of research schedule</td>
</tr>
<tr>
<td>7</td>
<td>March 27th 2017</td>
<td>(First Meeting) in the experimental</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong> March 29&lt;sup&gt;th&lt;/sup&gt; 2017</td>
<td>(second meeting) Exercise 1 pre-test for the Experimental group and the control group</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> March 30&lt;sup&gt;th&lt;/sup&gt; 2017</td>
<td>(Third meeting) Post-Test Giving Treatment using tri-focus steve snyder technique and intensive reading technique.</td>
<td></td>
</tr>
<tr>
<td><strong>10</strong> March 31&lt;sup&gt;th&lt;/sup&gt; - 25&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
<td>Analysis the Data</td>
<td></td>
</tr>
</tbody>
</table>

3. **The Students of SMK Muhammadiyah 07 Wonosegoro**

The students of SMK Muhammadiyah 07 in the academic year of 2016/2017 are 183. There are 52 students in the first grade (X class) divided into 3 classes, there are RPL class (Rekayasa Perangkat Lunak), TSM class (Teknik Sepeda Motor) and BB class (Busana Butik). There are 71 students in the second grade divided into 3 class. The third grade are 60 students, the second and third class all of them are divided into 3 same classes.

4. **The Facilities of SMK Muhammadiyah 07 Wonosegoro**

The lists of facilities of SMK Muhammadiyah 07 Wonosegoro can be seen on the table 3.4 below:

**Table 3.4**
The facilities of SMK Muhammadiyah 07 Wonosegoro

<table>
<thead>
<tr>
<th>No</th>
<th>Room/Equipment</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1</td>
<td>Library</td>
<td>1</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>X Class</td>
<td>2</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>XI Class</td>
<td>3</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>XII Class</td>
<td>3</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Mosque</td>
<td>1</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Laboratorium Biology</td>
<td>1</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Computer/Leptop</td>
<td>25</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>WC</td>
<td>4</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>LCD</td>
<td>2</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Printer</td>
<td>3</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Teachers’ room</td>
<td>1</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>Headmaster</td>
<td>1</td>
<td>√</td>
</tr>
</tbody>
</table>

B. Research Approach

Quantitative data analysis used in this research. The researcher used experimental research because it is included quantitative approach. Quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties (Walliman, 2011). The levels of measurement used in the collection of the data is nominal,
ordinal, interval and ratio, are an important factor in choosing the type of analysis that is applicable, as is the numbers of cases involved.

C. Type of the Research

In this research, the researcher applying experimental research method. This is the one of the experimental type to find out the effectiveness of the implementation of Tri-focus Steve Snyder Technique toward students’ comprehension. According to Kasiram (2008:211), “experimental research is research model where is the researcher manipulated a condition, then observe the effect from the change of condition on the object of experiment”. Experimental research is one of the research use kuantitative approach and include in the positivism (Darmawan, 2014:225). The procedures of this research is almost same with the another research like identified the problem study, choose the subject of the research and the instrument, choose the design of research, doing the procedures, arrange the conclusion.

D. Design of the Research

In this research, the researcher used true experimental design, this design is including in the experimental research. This type used two class devided into one class as experimental group and the one else as control group. This design for spesically is called Randomized Control-Group Pre-Test-Post Test Design with randomly assign to groups. The variables in this reseach are : (1) Independent variables (X) for Three Focus Steve Snyder Technique and Intensive reading Technique; (2) Dependent
variables (Y), namely students’ reading comprehension. The research design in this research can be seen as follows:

Randomized Control-Group Pre-Test-Post Test Design

O1 → X → O2
O3 → Y → O4

O1 = Pre-test before given treatment for experimental class
O2 = Post-test after given treatment for experimental class
O3 = Pre-test of experimental class
O4 = Post-test of experimental class
X = Treatment (tri-focus steve snyder)
Y = Treatment (intensive reading)

For more detail can be seen in the table 3.5 below:

Table 3.5
Design of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Treatment (Tri-focus Steve Snyder technique)</td>
<td>Intensive Reading technique</td>
</tr>
<tr>
<td>3</td>
<td>Post-test</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

The researcher use true experimental design because the researcher want to know the difference on students’ reading comprehension before
and after using Tri-Focus Steve Snyder Technique and to know the significant difference on students’ reading comprehension by Tri-Focus Steve Snyder Technique and Intensive reading technique.

E. Population

Population is defined as overall object of research target (Sugiyono, 2007:80). The population of the research is all of the students the X grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017. It consist of 3 classes there are 18 student of BB class (Busana Butik), then 25 student of TSM class (Technique of Motorcycle), and the last is 9 student of RPL class (Rekayasa Perangkat Lunak). Therefore, there are 52 students in total.

F. Sample

According to Sugiyono (2007:81) stated that sample is the part of populations and it shouls representatative and reflect the characteristics of the populations. The sample used in the research are all of three class, there are TSM class (Technical motorcycle), RPL (Rekayasa Perangkat Lunak) and BB class (Busana Butik). The reseacher used the all of the class because the population from three class are too small, and the researcher want to combine three class become two class. TSM class (Technical motorcycle) is consist of 25 students, BB class (Busana butik) is consist of 18 students and RPL (Rekayasa Perangkat Lunak) consist of 10 students.

The data of the respondents in this research presented on the table 3.6.
<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RPL</td>
<td>R1</td>
</tr>
<tr>
<td>2</td>
<td>RPL</td>
<td>R2</td>
</tr>
<tr>
<td>3</td>
<td>RPL</td>
<td>R3</td>
</tr>
<tr>
<td>4</td>
<td>RPL</td>
<td>R4</td>
</tr>
<tr>
<td>5</td>
<td>RPL</td>
<td>R5</td>
</tr>
<tr>
<td>6</td>
<td>RPL</td>
<td>R6</td>
</tr>
<tr>
<td>7</td>
<td>RPL</td>
<td>R7</td>
</tr>
<tr>
<td>8</td>
<td>RPL</td>
<td>R8</td>
</tr>
<tr>
<td>9</td>
<td>RPL</td>
<td>R9</td>
</tr>
<tr>
<td>10</td>
<td>BB</td>
<td>B1</td>
</tr>
<tr>
<td>11</td>
<td>BB</td>
<td>B2</td>
</tr>
<tr>
<td>12</td>
<td>BB</td>
<td>B3</td>
</tr>
<tr>
<td>13</td>
<td>BB</td>
<td>B4</td>
</tr>
<tr>
<td>14</td>
<td>BB</td>
<td>B5</td>
</tr>
<tr>
<td>15</td>
<td>BB</td>
<td>B6</td>
</tr>
<tr>
<td>16</td>
<td>BB</td>
<td>B7</td>
</tr>
<tr>
<td>17</td>
<td>BB</td>
<td>B8</td>
</tr>
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<td>18</td>
<td>BB</td>
<td>B9</td>
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<tr>
<td>19</td>
<td>BB</td>
<td>B10</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20</td>
<td>BB</td>
<td>B11</td>
</tr>
<tr>
<td>21</td>
<td>BB</td>
<td>B12</td>
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<td>22</td>
<td>BB</td>
<td>B13</td>
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<td>23</td>
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<td>B14</td>
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<td>B15</td>
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<tr>
<td>26</td>
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<td>B17</td>
</tr>
<tr>
<td>27</td>
<td>BB</td>
<td>B18</td>
</tr>
<tr>
<td>28</td>
<td>TSM</td>
<td>T1</td>
</tr>
<tr>
<td>29</td>
<td>TSM</td>
<td>T2</td>
</tr>
<tr>
<td>30</td>
<td>TSM</td>
<td>T3</td>
</tr>
<tr>
<td>31</td>
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<td>T4</td>
</tr>
<tr>
<td>32</td>
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<td>T5</td>
</tr>
<tr>
<td>33</td>
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<td>T6</td>
</tr>
<tr>
<td>34</td>
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<td>TSM</td>
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<td>T9</td>
</tr>
<tr>
<td>37</td>
<td>TSM</td>
<td>T10</td>
</tr>
<tr>
<td>38</td>
<td>TSM</td>
<td>T11</td>
</tr>
<tr>
<td>39</td>
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<td>T12</td>
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<td>TSM</td>
<td>T13</td>
</tr>
<tr>
<td>41</td>
<td>TSM</td>
<td>T14</td>
</tr>
</tbody>
</table>
42  TSM  T15  
43  TSM  T16  
44  TSM  T17  
45  TSM  T18  
46  TSM  T19  
47  TSM  T20  
48  TSM  T21  
49  TSM  T22  
50  TSM  T23  
51  TSM  T24  
52  TSM  T25  

G. Total sample

Sampling is the way to get the sample. The researcher uses total sample. This technique used to get the sample with using the all of the populations (Sugiyono, 2007:83).

The data of the respondents in this research presented on the table 3.7 and table 3.8 below:

Table 3.7

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
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<td>RPL</td>
<td>R1</td>
</tr>
<tr>
<td></td>
<td>RPL</td>
<td>R2</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>RPL</td>
<td>R3</td>
</tr>
<tr>
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<td>RPL</td>
<td>R4</td>
</tr>
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<td>R5</td>
</tr>
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<td>BB</td>
<td>B1</td>
</tr>
<tr>
<td>7</td>
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<td>B6</td>
</tr>
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<td>BB</td>
<td>B7</td>
</tr>
<tr>
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</tr>
<tr>
<td>14</td>
<td>BB</td>
<td>B9</td>
</tr>
<tr>
<td>15</td>
<td>TSM</td>
<td>T1</td>
</tr>
<tr>
<td>16</td>
<td>TSM</td>
<td>T2</td>
</tr>
<tr>
<td>17</td>
<td>TSM</td>
<td>T3</td>
</tr>
<tr>
<td>18</td>
<td>TSM</td>
<td>T4</td>
</tr>
<tr>
<td>19</td>
<td>TSM</td>
<td>T5</td>
</tr>
<tr>
<td>20</td>
<td>TSM</td>
<td>T6</td>
</tr>
<tr>
<td>21</td>
<td>TSM</td>
<td>T7</td>
</tr>
<tr>
<td>22</td>
<td>TSM</td>
<td>T8</td>
</tr>
<tr>
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<td>T9</td>
</tr>
<tr>
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<td>Class</td>
<td>Name</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>TSM</td>
<td>T13</td>
</tr>
<tr>
<td>2</td>
<td>TSM</td>
<td>T14</td>
</tr>
<tr>
<td>3</td>
<td>TSM</td>
<td>T15</td>
</tr>
<tr>
<td>4</td>
<td>TSM</td>
<td>T16</td>
</tr>
<tr>
<td>5</td>
<td>TSM</td>
<td>T17</td>
</tr>
<tr>
<td>6</td>
<td>TSM</td>
<td>T18</td>
</tr>
<tr>
<td>7</td>
<td>TSM</td>
<td>T19</td>
</tr>
<tr>
<td>8</td>
<td>TSM</td>
<td>T20</td>
</tr>
<tr>
<td>9</td>
<td>TSM</td>
<td>T21</td>
</tr>
<tr>
<td>10</td>
<td>TSM</td>
<td>T22</td>
</tr>
<tr>
<td>11</td>
<td>TSM</td>
<td>T23</td>
</tr>
<tr>
<td>12</td>
<td>TSM</td>
<td>T24</td>
</tr>
<tr>
<td>13</td>
<td>TSM</td>
<td>T25</td>
</tr>
<tr>
<td>14</td>
<td>BB</td>
<td>B10</td>
</tr>
<tr>
<td>15</td>
<td>BB</td>
<td>B11</td>
</tr>
</tbody>
</table>
H. Research Instrument

Research instrument use to collect data and all the instruments used in this research has been validated by validator Miss Anisa Sarafina S.Pd as a English Teacher in SMK Muhammadiyah 07 Wonosegoro to show that all the instrument are valid and can be used in this research. in this study, there are two kinds of research instrument.

a. Test

The forms of the test are written test that consist of multiple choice and essay test. Written test uses to know the students comprehension before and after implementing Ti-Focus Steve Snyder Technique. The scoring sheet of multiple choice test is
consist of some aspect there are content, organization, vocabulary and comprehension.

Table 3.9

Rubric for Students Score Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Aspect/Comprehension in:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Multiple Choice</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Essay</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.10

Score Criteria

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>
b. Documentation

The researcher used documentation as one of the non-test instrument. Photos and students reading score of pre-test and post-test also activities in the classroom when teaching learning process using Tri-Focus Steve Snyder. The researcher also collect the data from the school profile and teacher schedule.

I. Technique of Analyzing the Data

To analyze the result of the data from pre-test and post-test, the researcher use descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean and standard deviation of the score reading test. Inferential analysis used to analyze the data of sample and to test the research hypothesis.

The steps to calculate the result of the test, the researcher calculate the data using t-test to determiner whether there is significant difference before and after the treatment both from control and experimental groups. If the mean improve, it means that the students’ reading comprehension also improve. According to Sudijono (2003:289) describe as follows:

a. Calculate the two mean of experimental and control group using the following formula:

\[ M_c = \frac{\sum x}{N_c} \quad M_e = \frac{\sum y}{N_e} \]

\[ M_c = \text{Mean score of control group} \]
\[ M_e = \text{Mean score of experimental group} \]
\[ N_c = \text{total responden of control group} \]
N_e = total responden of experimental group

b. Calculate t-test for significant different (t_o) using this formula by the step the following formula:

1. Calculate the mean of difference (M_D) using the following formula:

   \[ M_D = \frac{\sum D}{N} \]

   \( M_D \) = Mean of students’ score in experimental group

   \( \sum D \) = Difference between pre-test and post-test of experimental group

   Difference (D), with the formula:

   \( D = X - Y \)

   \( X \) = Pre-test score of experimental group

   \( Y \) = Post-test score of experimental group

   \( N \) = Total of responden of experimental group

2. Calculate the standart deviation from difference (SD) using the formula:

   \[ SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}} \]

   \( SD_D \) = Deviation standart from difference

   \( N \) = Total of responden

3. Calculate t-test for significant different (t_o) using this formula:

   \[ t_o = \frac{M_D}{SE_{M_D}} \]
$t_0 = T$-test for the difference of pre-test and post-test

$MD = \text{Mean of difference}$

$SE_{MD} = \text{Standard error from mean of difference}$
CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Presentation

The researcher collected the data from 52 first grade students of SMK Muhammadiyah 07 Wonosegoro in the academic year of 2016/2017. They were consist of 9 students of RPL class, 18 students of BB class and 25 students of TSM class. The researcher conduct all of the class and divided into 2 group, as the experimental group and control group.

In this chapter, the researcher presented the data and the analysis from the result of pre-test and post-test both of the experimental group and control group. This chapter discovered the problem in chapter I they are; to know the difference before and after teaching reading using Tri-Focus Steve Snyder Technique and to find out the significant difference of students’ reading comprehension taught by Tri-Focus Steve Snyder Technique and those taught by Intensive Reading Technique of the First Grade of SMK Muhammadiyah 7 Wonosegoro in Academic Year of 2016/2017.

To answer those questions, the researcher listed the students name and their score. Then, the researcher classified the interval class, mean, standard deviation. Finally, the researcher determined the table of t-value for significant difference of the research.

Before giving treatment, the researcher wanted to know the students mastery on reading comprehension first by using pre-test both of experimental and control group on March 27th 2017. In pre-test, did not give
any treatment to them. It’s purely their own ability they got from their own teacher using Intensive reading technique. The researcher wanted to know the students’ reading comprehension before giving any treatment using Focus Steve Snyder Technique.

1. The Result of the Pre-test

a. Pre-test of the Experimental Group

In this test, the students were asked to read a descriptive text exercise with 10 items of multiple choice form and then the students must answer the 5 items of essay. The experimental group in pre-test was followed by 24 students, 2 student are absent

The score of students’ Pre-test as follows:

Table 4.1

Score of the students’ reading comprehension in Pre-test

**Experimental Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
<th>MC</th>
<th>Essay</th>
<th>Score</th>
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<td>83</td>
</tr>
</tbody>
</table>

\[ \sum X = 1.716 \]

Notes: Score: \( \frac{MC + ESSAY}{30} \times 100\% \)

MC = Items of multiple choice (1 number= score 1)

Essay = items of Essay (1 number= score 4).
b. Pre-test of the Control Group

In this test, the students were asked to read a descriptive text exercise with 10 items of multiple choice form and then the students must answer the 5 items of essay. In the control group in pre-test was followed by 25 students, 1 student was absent.

The score of students’ Pre-test as follows:

Table 4.2

Score of the students’ reading comprehension in Pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
<th>Aspect/Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>MC</td>
</tr>
<tr>
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<td>TSM</td>
<td>T13</td>
<td>6</td>
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<tr>
<td>2</td>
<td>TSM</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>TSM</td>
<td>T16</td>
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<td>TSM</td>
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<td>14</td>
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<td>7</td>
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<td>23</td>
<td>RPL</td>
<td>R6</td>
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<tr>
<td>25</td>
<td>RPL</td>
<td>R8</td>
<td>6</td>
</tr>
</tbody>
</table>

\[\sum Y = 1.852\]

Notes: Score: \(\frac{MC + Essay}{30} \times 100\%\)

MC = Items of multiple choice (1 number = score 1)

Essay = Items of Essay (1 number = score 4).
2. The Result of the Post-test

a. Post-test of the Experimental Group

The experimental group in post-test was followed by 25 students, 1 student was absent.

The score of students’ Post-test as follows:

Table 4.3
Score of the students’ reading comprehension in Post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
<th>Aspect/Comprehension</th>
<th>MC</th>
<th>Essay</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
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<td>R1</td>
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<td>7</td>
<td>16</td>
<td>76</td>
</tr>
<tr>
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<td>RPL</td>
<td>R2</td>
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<td>15</td>
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<td>T11</td>
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<td>19</td>
<td>93</td>
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</tr>
</tbody>
</table>

\[ \sum X = 2.156 \]

Notes: Score: \( \frac{MC + \text{ESSAY}}{30} \times 100\%

MC  = Items of multiple choice (1 number= score 1)

Essay = items of Essay (1 number= score 4).

b. Post-test of Control Goup

The control group in post-test was followed by 25 students, 1 student was absent.

The score of students’ Post-test as follows:
Table 4.4
Score of the students’ reading comprehension in Post-test

Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Name</th>
<th>Aspect/Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
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<td>TSM</td>
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<td>TSM</td>
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<td>BB</td>
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<td>RPL</td>
<td>R7</td>
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<td>25</td>
<td>RPL</td>
<td>R8</td>
<td>6</td>
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<td></td>
</tr>
</tbody>
</table>

Notes: Score: $\frac{MC + ESSAY}{30} \times 100\%$

MC = Items of multiple choice (1 number = score 1)

Essay = items of Essay (1 number = score 4).

B. Data Analysis

1. Calculating Mean of Pre-test

a. Mean of the Experimental Group

The result of sum score of pre-test in experimental group was 1.716. After the researcher finished the pre-test and shows the result of pre-test data, then the researcher want to calculate the mean both of the experimental group and the control group used this formula below.


Table 4.5

Score Criteria Mean of the Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Exellent</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

Note : *) students who passed the Minimum Mastery Criteria– Kriteria Ketuntasan Minimum (KKM) 70.

The mean of Pre-test

\[ M_X = \frac{\sum X}{N} \]

\[ M_X = \frac{1716}{24} \]

\[ M_X = 71.5 \]

71.5 is the result of experimental pre-test mean before giving any treatment using Tri-focus steve snyder technique. 1.716 is total of pre-test and 24 is total students who followed the research, 2 students is absent. Based on the result of the pre-test, the students’ comprehension in reading was in good level.
From the table of pre-test above, it can be seen there are no one of the respondents that got excellent score. Some students was passed the minimum required standard 70. There are still 1 students got poor level, 10 students got fair level, 4 students got good level and 9 students got very good level. From the result above, it shows that the mean of pre-test was 71.5. It was 13 students can passed the minimum mastery criteria and 11 students can’t passed the minimum mastery criteria (KKM).

b. Mean of the Control Group

The sum score of pre-test in the control group was 1.852. The researcher want to calculate the mean of the data pre-test in the control group. The result of the data pre-test will be shown in the table criteria below.

Table 4.6

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
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</tr>
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<td>3</td>
<td>70-79</td>
<td>Good</td>
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<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
Note: *) students who passed the Minimum Mastery Criteria– Kriteria Ketuntasan Minimum (KKM) 70.

The mean of Pre-test

\[ M_X = \frac{\sum X}{N} \]

\[ M_X = \frac{1.852}{25} \]

\[ M_X = 74.08 \]

74.08 is the result of control group pre-test mean. 1.852 is total of pre-test and 25 is total students who followed the research, 1 students is absent. Based on the result of the pre-test, the students’ comprehension in reading was in good level.

From the table of pre-test above, it can be seen there are no one of the respondents that got excellent score. Some students was passed the minimum required standard 70. There are 2 students got poor level, 7 students got fair level, 5 students got good level and 11 students got very good level. From the result above, it shows that the mean of pre-test was 74.08. It was 16 students can passed the minimum mastery criteria and 9 students can’t passed the minimum mastery criteria (KKM).
c. The calculation t-test of experimental group and the control group

After the technique was implemented to the students, to know the whole result of the study, the researcher continued research by the hypothesis test. Hypothesis test in this research calculated the pre-test of the experimental group and the control group using t-test technique.

**Table 4.7**

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test Expe</th>
<th>Control (Y)</th>
<th>X₁ (X-M₁)</th>
<th>X₂ (Y-M₂)</th>
<th>X₁² (X-M₁)²</th>
<th>X₂² (Y-M₂)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86</td>
<td>66</td>
<td>+14.5</td>
<td>-8.08</td>
<td>210.25</td>
<td>65.2864</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>63</td>
<td>-11.5</td>
<td>-11.08</td>
<td>132.25</td>
<td>122.7664</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>86</td>
<td>-11.5</td>
<td>+11.92</td>
<td>132.25</td>
<td>142.0864</td>
</tr>
<tr>
<td>4</td>
<td>66</td>
<td>63</td>
<td>-5.5</td>
<td>-11.08</td>
<td>30.25</td>
<td>122.7664</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>53</td>
<td>-1.5</td>
<td>-21.08</td>
<td>2.25</td>
<td>444.3664</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>80</td>
<td>+8.5</td>
<td>+5.92</td>
<td>72.25</td>
<td>35.0464</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>86</td>
<td>+8.5</td>
<td>+11.92</td>
<td>72.25</td>
<td>142.0864</td>
</tr>
<tr>
<td>8</td>
<td>66</td>
<td>80</td>
<td>-5.5</td>
<td>+5.92</td>
<td>30.25</td>
<td>35.0464</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>76</td>
<td>+8.5</td>
<td>+1.92</td>
<td>72.25</td>
<td>3.6864</td>
</tr>
<tr>
<td>10</td>
<td>76</td>
<td>63</td>
<td>+4.5</td>
<td>-11.08</td>
<td>20.25</td>
<td>122.7664</td>
</tr>
<tr>
<td>11</td>
<td>63</td>
<td>76</td>
<td>-8.5</td>
<td>+1.92</td>
<td>72.25</td>
<td>3.6864</td>
</tr>
<tr>
<td>12</td>
<td>83</td>
<td>80</td>
<td>+11.5</td>
<td>+5.92</td>
<td>132.25</td>
<td>35.0464</td>
</tr>
</tbody>
</table>
The calculation of mean from post-test of experimental group and control group shows that mean of the pre-test scores is 71.5 for the experimental group and 74.08 for the control group. Next the researcher calculate the t-test of pre-test both of experimental group and control group scores by using t-test as follows:

\[
t_0 = \frac{M_{Y_1} - M_{Y_2}}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2}\left(\frac{N_1 + N_2}{N_1 + N_2 - 2}\right)}}
\]
After that, looking for degree of freedom (df) with 5% significant as follows:

$$Df = N_1 + N_2 - 2 = 24 + 25 - 2 = 47$$

In this study, the level of significance is set equal or less than 5%. If the $t_o \leq t_{table}$ 5%, it means that alternative hypothesis (Ha) is rejected and null hypothesis (Ho) accepted. T-table for standard of significance with df 47 shows 2.01. The result shows that $t$-value is -0.287. It can be seen that t-table is higher than t-value of 5% with the degree of freedom (df) of 47 ($N_1 + N_2 - 2$). Since the result of t-value is higher than t-table, it can be concluded:

$$t_o < t_t$$

$$-0.287 < 2.01$$

It is assumed that alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. Therefore, it can be conclude that there is no significant difference of pre-test between the experimental
group and the control group before giving treatment taught by Tri-focus steve snyder and intensive reading techniques of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

2. Calculating the Mean of the Post-test

d. Mean of the Experimental Group.

The experimental group after giving treatment taught by Tri-focus Steve Snyder technique, the sum score of post-test was 2.156. then the researcher calculated the mean of post-test.

The score of students’ Post-test as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

Note: *) students who passed the Minimum Mastery Criteria—Kriteria Ketuntasan Minimum (KKM) 70.
The mean of Post-test

\[ M_Y = \frac{\sum Y}{N} \]

\[ M_Y = \frac{2.156}{25} \]

\[ M_Y = 86.24 \]

86.24 is the result of experimental post-test mean. 2.156 is total of post-test and 25 is total students who followed the research, 1 students is absent. Based on the result of the post-test, the students’ comprehension in reading was in very good level.

From the table of post-test above, it can be seen there are 10 students got excellent score. All students was passed the minimum required standard 70. There 3 students got good level and 12 students got very good level. From the result above, it shows that the mean of post-test was 86.24. It means that after giving treatment by using Tri-focus steve snyder technique the all of students can passed the minimum mastery criteria (KKM).

e. Mean of the Control Group

In the control group taught by Intensive reading technique and the sum score of post-test in the control group was 1.905. Before calculate the mean of the post-test in the control group, the researcher shows the result of the data post-test. Then the researcher calculated the mean of the post-test in the control group.
### Table 4.9

**Score Criteria Mean Post-test Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
<td>Very Good</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>Good</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>Fair</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
<td>Poor</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>&lt;50</td>
<td>Very Poor</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Note: *) students who passed the Minimum Mastery Criteria—Kriteria Ketuntasan Minimum (KKM) 70.

The mean of Pre-test

\[
M_Y = \frac{\sum Y}{N}
\]

\[
M_Y = \frac{1905}{25}
\]

\[
M_Y = 76.2
\]

76.2 is the result of post-test mean. 1905 is total of post-test and 25 is total students who followed the research, 1 students was absent. Based on the result of the post-test, the students’ comprehension in reading was in good level.

From the table of post-test above, it can be seen there are Some students was passed the minimum required standard 70. There are no one of students got very poor level, 6 students got fair level, 10
students got good level, 8 students got very good level and 1 student
got excellent level. From the result above, it shows that the mean of
pre-test was 76.2. It was 19 students can passed the minimum mastery
criteria and 6 students can’t passed the minimum mastery criteria
(KKM).

f. The Calculation Post-test of the Experimental Group and the
Control Group.

To analyze the t-test of pre-test of the experimental group and
control group, the researcher computes the data from the result post-
test both of experimental and control group.

Table 4.10

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Control</th>
<th>X1</th>
<th>X2</th>
<th>X1^2</th>
<th>X2^2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(X)</td>
<td>(Y)</td>
<td>(X-M_Y1)</td>
<td>(Y-M_Y2)</td>
<td>(X-M_Y1)^2</td>
<td>(Y-M_Y2)^2</td>
</tr>
<tr>
<td>1</td>
<td>76</td>
<td>80</td>
<td>-10.24</td>
<td>+3.8</td>
<td>104.8576</td>
<td>14.44</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>83</td>
<td>-6.24</td>
<td>+6.8</td>
<td>38.9376</td>
<td>46.24</td>
</tr>
<tr>
<td>3</td>
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<td>100</td>
<td>-3.24</td>
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<td>189.3376</td>
<td>0.04</td>
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<tr>
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<td>63</td>
<td>+6.76</td>
<td>-13.2</td>
<td>45.6976</td>
<td>174.24</td>
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<tr>
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<td>83</td>
<td>76</td>
<td>-3.24</td>
<td>-0.2</td>
<td>10.4976</td>
<td>0.04</td>
</tr>
<tr>
<td>7</td>
<td>83</td>
<td>76</td>
<td>-3.24</td>
<td>-0.2</td>
<td>10.4976</td>
<td>0.04</td>
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<tr>
<td>8</td>
<td>83</td>
<td>76</td>
<td>-3.24</td>
<td>-0.2</td>
<td>10.4976</td>
<td>0.04</td>
</tr>
<tr>
<td></td>
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<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>100</td>
<td>86</td>
<td>+13.76</td>
<td>+9.8</td>
<td>189.3376</td>
<td>96.04</td>
</tr>
<tr>
<td>10</td>
<td>90</td>
<td>83</td>
<td>+3.76</td>
<td>+6.8</td>
<td>14.1376</td>
<td>46.24</td>
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<td>11</td>
<td>76</td>
<td>66</td>
<td>-10.24</td>
<td>-10.2</td>
<td>104.8576</td>
<td>104.04</td>
</tr>
<tr>
<td>12</td>
<td>93</td>
<td>70</td>
<td>+6.76</td>
<td>-6.2</td>
<td>45.6976</td>
<td>38.44</td>
</tr>
<tr>
<td>13</td>
<td>90</td>
<td>86</td>
<td>+3.76</td>
<td>+9.8</td>
<td>14.1376</td>
<td>96.04</td>
</tr>
<tr>
<td>14</td>
<td>76</td>
<td>63</td>
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<td>-13.2</td>
<td>104.8576</td>
<td>174.24</td>
</tr>
<tr>
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</tr>
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<td>73</td>
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<td>+3.76</td>
<td>-3.2</td>
<td>14.1376</td>
<td>10.24</td>
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<td>22</td>
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<td>73</td>
<td>-0.24</td>
<td>-3.2</td>
<td>0.0576</td>
<td>10.24</td>
</tr>
<tr>
<td>23</td>
<td>80</td>
<td>76</td>
<td>-6.24</td>
<td>-0.2</td>
<td>38.9376</td>
<td>0.04</td>
</tr>
<tr>
<td>24</td>
<td>80</td>
<td>86</td>
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<td>-10.2</td>
<td>45.6976</td>
<td>104.04</td>
</tr>
<tr>
<td>N=25</td>
<td>_</td>
<td>_</td>
<td>∑X₁₀=0</td>
<td>∑X₂₀=0</td>
<td>∑X₁²=1.17256</td>
<td>∑X₂²=2.0464</td>
</tr>
</tbody>
</table>

The calculation of mean from post-test of experimental group and control group shows that mean of the post-test scores is 86.24 for the experimental group and 76.2 for the control group. Next the
researcher calculate the t-test of post-test both of experimental group and control group scores by using t-test as follows:

\[ t_0 = \frac{M_{Y1} - M_{Y2}}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}} \cdot \sqrt{\frac{N_1 N_2}{N_1 + N_2}}} \]

\[ t_0 = \frac{86.24 - 76.2}{\sqrt{\frac{(1,172.56 + 2,046.4) / (25 + 25)}{25 + 25}}} \]

\[ t_0 = \frac{10.04}{\sqrt{67.06 \times 0.08}} \]

\[ t_0 = \frac{10.04}{2.316} \]

\[ t_0 = 4.335 \]

After that, looking for degree of freedom (df) with 5% significant as follows:

\[ Df = N1+N2-2 = 25+25-2 = 48 \]

In this study, the level of significance is set equal or less than 5%. If the \( t_o > t\text{-table} \) 5%, it means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) accepted. T-table for standard of significance with df 48 shows 2.01. The result shows that t-value is 4.335. It can be seen that t-value is higher than t-table of 5% with the degree of freedom (df) of 48 (N1+N2-2). Since the result of t-value is higher than t-table, it can be concluded:
It is assumed that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Therefore, it can be conclude that there is a significant difference of post-test between the experimental group (the students who are taught by Tri-focus Steve Snyder technique) and the control group (the students who are taught by Intensive reading technique). Thus, it can be said that Tri-focus Steve Snyder technique is effective to improve students’ reading comprehension of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

C. Discussion of the Research Finding

The aim of the test is to investigate whether there is any significant difference of the students’ reading comprehension taught by using Tri-focus Steve Snyder technique in experimental group and Intensive reading technique in the control group of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

In the pre-test, the average score of the experimental group and the control group were 71.5 and 74.08. From the pre-test, it can be said that the students’ comprehension on reading was relatively in the same
level. From the scores, it can be conclude that the two groups were homogenous. The result of t-test shows that t-test pre-test of experimental group and control group was -0.287, and t-table was 2.01. It means that there is no significant difference before giving treatment taught by tri-focus steve snyder technique and intensive reading technique.

After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 86.24 and the control group 76.2. From that result, it can be seen that the students’ reading comprehension based on Tri-focus steve snyder technique and intensive reading was increasing, but in the post-test score of experimental group was higher than the control group.

The students’ comprehension in answered the question in multiple choice and essay on experimental group was more completely than in the control group. On the other hand, the students who were taught by intensive reading technique was less completely even though in answered the essay. The students who were taught by Tri-focus steve snyder technique in answered the essay, the vocabulary they choose and on the organize the content of text is more understandable and completely.

The students feels confuse and hesitate when practicing read a text using Tri-focus steve snyder technique. But, after trying again and again finally the students can enjoy and easily using this new technique in reading the text. It is proven by the result of pre-test and post test of experimental group from the score of pre-test and post-test can increasing
from 71.5 to 86.24. While in the control group in pre-test was 74.08 and the post-test was 76.2.

Based on the calculation on the above analyze, next to comparing of post-test both of experimental group and control group analyzed using t-test to find out the significant difference between the two group that using different technique. Then the researcher calculate the t-test post-test of experimental group and the control group. The result t-test post-test of experimental group and control group after giving treatment taught by tri-focus steve snyder technique and intensive reading technique was 4.335 and t-table (5%) was 2.01. It means that after giving treatment taught by Tri-focus steve snyder technique is more effective than students who are taught by intensive reading technique in improve students’ reading comprehension.
CHAPTER V

CLOSURE

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the researcher would like to present the conclusion and suggestion of this research which is entitled “The Difference of Tri-focus Steve Snyder and Intensive Reading Techniques to Reading Comprehension of the First Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2016/2017.

A. Conclusion

Based on the findings and discussions in the previous chapter, there are some conclusions that could be drawn as the following:

1. The students’ reading comprehension before the implementation of Tri-focus Steve Snyder and Intensive Reading Techniques to teach reading comprehension, the result pre-test before treatment there is no difference between experimental group (71.5) and the control group (74.08), because there are at the same level.

2. After implementation of Tri-focus Steve Snyder and Intensive Reading Techniques the result post-test toward students’ reading comprehension of experimental group was 86.24 and the control group was 76.2. The result post-test of $M_E > M_C$. It can be concluded that there is a difference of Tri-focus steve snyder and Intensive reading techniques to reading
comprehension of the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

3. There is a significant difference of t-test before and after teaching reading using Tri-focus steve snyder and Intensive Reading Techniques is proved by the result of t-test in pre-test $t_0$ was -0.287 with t-table (5%) was 2.01. It means that $t_0 < t_t$. Then, t-test in the post-test $t_0$ was 4.335 and t-table (5%) was 2.01. Because $t_0 > t_t$, it can be said that Tri-focus steve snyder is effective to improve students’ reading comprehension in the first grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2016/2017.

B. Suggestion

Based on the conclusion above, the researcher would like to presents the following suggestions to:

1. English Teacher

To make Tri-focus steve snyder technique successfully to implemented in the classroom, the researcher recommended several suggestion to be taken into consideration by English teacher.

Those sugestion are:

a. Tri-focus steve snyder technique can be one alternative technique is suitable for teenagers and everyone who are like reading book like: novel, magazine, newspaper and so on.
b. The teacher should be patient in giving clear instruction to the students before implementing Tri-focus steve snyder technique because this technique is confusing for the firstly beginner.

c. Because in this research the member of the group are small the researcher not difficult to handle the situation and the time allocation, but if the member of group are to large it is will be difficult to handle.

d. The teachers must carefully when explaining this new technique and should give clear explanation about what the students should do when Tri-focus steve snyder technique applied.

2. Future Researcher

To other future researchers, it is recommended for them to develop this technique for other skills such as speaking. The researcher also hopes this study will emerge further researcher to conduct or continue the same study in other skills.
REFERENCE


APPENDICES
LEMBAR VALIDASI

SILABUS

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan teknik Tri-focus Steve Snyder.

B. PETUNJUK

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda (v) pada kolom yang tersedia.

2. Makna poin yang tersedia adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik).

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1   2   3   4   5</td>
</tr>
<tr>
<td>I</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengkaji keterkaitan antar standar kompetensi (SK) dan keterampilan dasar (KD) dalam mata pelajaran.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang</td>
<td>✓</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>No</th>
<th>KD</th>
<th>Pencapaian KD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Aktifitas dan kedalaman materi</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Pemilihan materi ajar</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan SK, KD potensi siswa</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Merumuskan indikator pencapaian kompetensi</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Merumuskan sumber belajar yang disesuaikan dengan SK, KD serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Penentuan jenis penilaian</td>
<td>√</td>
</tr>
</tbody>
</table>

**II BAHASA**

<table>
<thead>
<tr>
<th>No</th>
<th>KD</th>
<th>Pencapaian KD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Penggunaan bahasa sesuai EYD</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Kesederhanaan struktur bahasa</td>
<td>√</td>
</tr>
</tbody>
</table>

**III WAKTU**
1. Kesesuaian waktu yang digunakan

2. Pemilihan alokasi waktu didasarkan pada tuntutan KD

3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu persemester

➢ Rubrik Penilaian

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 – 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 – 88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66 – 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 – 65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0 – 45</td>
</tr>
</tbody>
</table>

Penilaian:
Jumlah skor maksimal = 65

\[
\text{Jumlah skor maksimal} \times 100 = \frac{55 \times 100}{65} = 84
\]

Keterangan: Silabus dikatakan valid, apabila nilai mencapai 80-100

KOMENTAR/SARAN
Dalam penyampaian materi hendaknya guru menyampaikan materi dengan lebih pelan lagi, jangan terlalu cepat dan terburu-buru.

Jrebeng, 08 Maret 2017

Validator

Anisa Sarafina S.Pd
## SILABUS

Sekolah: SMK Muhammadiyah 7 Wonosegoro  
Mata Pelajaran: Bahasa Inggris  
Kelas/ Semester: X / 2  
Standar Kompetensi: Membaca

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>SUMBER BELAJAR</th>
<th>ALOKASI WAKTU</th>
<th>PENILAIAN</th>
<th>TEKNIK</th>
<th>BENTUK INSTRUMENT</th>
</tr>
</thead>
</table>
| 1.2 Menyebutkan benda-benda, orang, dan ciricirinya | Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas | Profession, nationality  
Adjectives showing physical (appearance), non-physical (characteristic) - beautiful, humorous dsb | Naming objects, quality of objects and persons and professions.  
Reading for information | Learning Express (Organization).  
2006. Five | 2 x 40 menit | Tes tulis | Pilihan Ganda  
Essay |
- Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat.

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LKS Aktual untuk</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
LEMBAR VALIDASI INSTRUMEN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN

Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan Tri-focus Steve Snyder Technique.

B. PETUNJUK

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda cek (√) pada kolom yang tersedia, setiap butir yang diberi tanda (√) memiliki nilai 5, jika tidak bernilai 0.

<table>
<thead>
<tr>
<th>No</th>
<th>ITEM YANG DIVALIDASI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YA</td>
</tr>
<tr>
<td>1</td>
<td>Rumusan kompetensi sesuai dengan standar kompetensi</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Tujuan pembelajaran sesuai dengan indikator</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Materi sesuai dengan tujuan pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Langkah-langkah kegiatan pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Sumber belajar</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Penilaian</td>
<td>√</td>
</tr>
</tbody>
</table>

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>87,5 – 100</td>
</tr>
<tr>
<td>Baik</td>
<td>62,5 – 75</td>
</tr>
<tr>
<td>Kurang</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

Penilaian:

Jumlah skor maksimal = 40

\[
\text{Jumlah skor maksimal} \times 100 = 40/40 \times 100 = 100
\]

\[
\text{Jumlah skor maksimal} = 40
\]

*Keterangan*: Lembar RPP dikatakan valid apabila nilai mencapai 62,5 – 100.

**C. KOMENTAR / SARAN**
Sederahankan materi dalam RPP, sesuaikan dengan kemampuan siswa dalam memahami isi bacaan.

Catatan:

_Dalam kegiatan pembelajaran usahakan ada komunikasi antara siswa dan guru agar siswa yang diajar tidak merasakan tegang._

Wonosegoro, 08 Maret 2017

Validator

Anisa Sarafina S.P
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK Muhammadiyah 7 Wonosegoro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 4 x 40 menit
Pertemuan ke- : 1-2

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice.
Kompetensi Dasar : Reading (Membaca)

Mendeskripsikan benda-benda, orang dan ciri-cirinya.

1. Indikator :
Mampu menjawab pertanyaan dengan kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat

2. Tujuan pembelajaran
Pada akhir pembelajaran siswa diharapkan dapat:
Siswa dapat menjawab pertanyaan dengan kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat

3. Materi Pembelajaran
Pengertian teks Descriptive
Teks descriptive adalah teks yang digunakan untuk mendeskripsikan orang, tempat, atau benda tertentu. Deskripsi orang biasanya menampilkan identitas orang tersebut, serta ciri fisik, karakter, kegemaran dan aktifitas orang tersebut. Deskripsi hewan biasanya tentang ciri-ciri fisik hewan tertentu tersebut, tempat tinggal dan kesukaannya.
Deskripsi tempat menampilkan letak/lokasi tempat tersebut, bagian-bagian dan ciri-ciri tempat tersebut, dan hal menarik tentang tempat itu.

**Struktur teks Deskriptive:**

1. **Identification**: benda/orang/tempat tertentu yang dideskripsikan.
2. **Description**: ciri-ciri atau hal-hal khusus tentang benda/orang/tempat yang dideskripsikan.

**Contoh Teks Descriptive.**

**Mrs. Endang**

Hi, I am Mrs. Endang. I am twenty three years old. I live at Jalan Prapat-Bandung Boyolali. I study in IAIN Salatiga. My height is 150 cm. My weight is 45 kilograms. My heir is curly. I have white skin. I love my Husband. He is Mr. Bastoni. He work in Jakarta as a contraktor. He is tall and fat. His weight is 70 kilograms. She also has curly hair and dark skin. I have a daughter. Her name is Putu Mulya Hana Asyifa. She is one years old. She is very funny and sweety. She can call me Ibu and call my husband Bapak. I love my husband and my daughter so much.

**Struktur teks Descriptive:**

1. **Ciri-ciri menggunakan**:
   - Adjectives of quality: good, beautiful, dsb.
   - Adjectives of size: big, small, dsb.
   - Adjectives of shape: round, straight, dsb.
   - Adjectives of age: old, new, dsb.
   - Adjectives of colour: blue, red, dsb.
   - Nationality, profession: John is an American, He is a very busy chef.
2. **Identification**: Mrs. Endang

3. **Description**: Hi, I am Mrs. Endang. I am twenty three years old. I live at Jalan Prapat-Bandung Boyolali. I study in IAIN Salatiga. My height is 150 cm. My weight is 45 kilograms. My hair is curly. I have white skin. I love my Husband. He is Mr. Bastoni. He work in Jakarta as a contraktor. He is tall and fat. His weight is 70 kilograms. She also has curly hair and dark skin. I have a daughter. Her name is Putu Mulya Hana Asyifa. She is one years old. She is very funny and sweety. She can call me Ibu and call my husband Bapak. I love my husband and my daughter so much.

4. Metode pembelajaran
   1. Ceramah : menjelaskan fungsi dan generic structure
   2. Teknik : Tri-Focus Steve Snyder Technique

5. Langkah-langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan Awal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Persepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun dan peduli)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Mengecek kehadiran siswa (nilai yang ditanamkan disiplin dan rajin)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Membacakan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Motivasi</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>➢ Aku suka membaca.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Aku sadar membaca itu mudah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Aku membaca dan paham isinya.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan inti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Eksplorasi</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru bertanya tentang orang yang mengajar bahasa Inggris di kelas 1 yang sering dijumpai dihidupan sehari-hari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru meminta siswa untuk menjelaskan ciri-ciri khusus guru bahasa Inggris di kelas tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan tentang teks Deskriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan unsur-unsur teks deskriptive.</td>
<td></td>
</tr>
</tbody>
</table>

- **Elaborasi**
  - Guru memberikan contoh teks deskriptive
  - Guru menjelaskan unsur-unsur teks deskriptive dalam bacaan.
  - Guru meminta siswa membaca teks deskriptive.
  - Guru meminta siswa mengerjakan soal-soal pre-test terkait sebelum diberikan treatment menggunakan Tri-Focus Steve Snyder Technique dengan materi yang telah disediakan oleh guru.
  - Guru bersama siswa membahas pekerjaan yang telah dikerjakan.
  - Guru meminta siswa mengumpulkan hasil tugasnya.

- **Konfirmasi**
  - Guru menanyai siswa tentang kesulitan apa saja yang dialami siswa.
<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan Awal</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>Persepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun dan peduli)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mengecek kehadiran siswa (nilai yang ditanamkan disiplin dan rajin)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Membacakan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aku suka membaca.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aku sadar membaca itu mudah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aku membaca dan paham isinya.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan inti</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>Eksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menunjuk salah satu siswa dikelas tersebut yang sering dijumpai dikehidupan sehari-hari untuk maju ke depan kelas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa untuk menjelaskan ciri-ciri khusus teman salah satu di kelas tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tentang teks Deskriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan unsur-unsur teks</td>
<td></td>
</tr>
</tbody>
</table>
deskriptive.

- **Elaborasi**
  - Guru memberikan contoh teks Descriptive
  - Guru menjelaskan unsur-unsur teks descriptive dalam bacaan.
  - Guru meminta siswa untuk memperhatikan sebuah objek papan tulis.
  - Guru meminta siswa menyebutkan benda apa saja yang berada di dekat papan tulis tersebut.
  - Guru memberi selembar kertas yang berisi simbol Tri-Focus Steve Snyder technique.
  - Guru meminta siswa mengamati simbol bintang Tri-Focus Steve Snyder technique dengan menghitung dalam hati 1,2,3; 1,2,3 secara berurutan. Inilah yang dinamakan latihan Tri-Focus Steve Snyder technique
  - Guru meminta siswa membaca teks descriptive tersebut menggunakan teknik Tri-Focus Steve Snyder seperti yang sudah dijelaskan.
  - Guru meminta siswa mengerjakan soal-soal post-test setelah diberikannya treatment
menggunakan Tri-Focus Steve Snyder Technique terkait dengan materi yang telah disediakan oleh guru untuk mengukur pemahaman membaca siswa.

- Guru bersama siswa membahas pekerjaan yang telah dikerjakan.
- Guru meminta siswa mengumpulkan hasil tugasnya.
  - Konfirmasi
    - Guru menanyai siswa tentang kesulitan apa saja yang dialami siswa setelah menerima treatment menggunakan Tri-Focus Steve Snyder Technique.

### 3. Kegiatan Penutup

- Menyimpulkan materi yang telah diajarkan
- Memberikan feedback tentang materi yang telah disampaikan
- Menutup kegiatan pembelajaran dengan salam.

<table>
<thead>
<tr>
<th>3</th>
<th>Kegiatan Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Menyimpulkan materi yang telah diajarkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memberikan feedback tentang materi yang telah disampaikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menutup kegiatan pembelajaran dengan salam.</td>
<td></td>
</tr>
</tbody>
</table>

6. Sarana dan Sumber Pembeajaran

- **Sarana**
  1. Teks untuk mengukur kemampuan pemahaman membaca siswa.
  2. Soal tes kemampuan pemahaman bacaan.
  3. Lembar soal untuk mengukur pemahaman siswa.
  4. LKS Aktual untuk SMK kelas X semester genap.
  5. Spidol
  6. White Board

- **Sumber Pembeajaran**

2. LKS Aktual untuk SMK kelas X semester genap.

7. Penilaian
   - Teknik : Tri-Focus Steve Snyder
   - Bentuk : Multiple Choice dan Essay

8. Pedoman Penilaian Hasil Produk
   - Tingkat Pemahaman Bentuk Multiple Choice
     
     \[
     \text{Rumus Kemampuan Pemahaman} = \frac{B}{SI} \times 100\% = \cdots \%
     \]

     Keterangan :

     \[
     B = \text{Jumlah Jawaban Benar}
     \]

     \[
     SI = \text{Jumlah Skor maksimal}
     \]

     Tabel 1. Pedoman Tingkat Pemahaman

<table>
<thead>
<tr>
<th>No</th>
<th>Tingkat Pemahaman</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>2</td>
<td>66-79</td>
<td>Baik</td>
</tr>
<tr>
<td>3</td>
<td>56-65</td>
<td>Cukup</td>
</tr>
<tr>
<td>4</td>
<td>40-55</td>
<td>Kurang</td>
</tr>
<tr>
<td>5</td>
<td>30-39</td>
<td>Sangat Kurang</td>
</tr>
</tbody>
</table>

- Tingkat Pemahaman Bentuk Essay

<table>
<thead>
<tr>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>30</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Organization</td>
<td>30</td>
</tr>
<tr>
<td>Content</td>
<td>20</td>
</tr>
</tbody>
</table>
### Tabel 2. Pedoman Penilaian Bentuk Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Skor</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>2</td>
<td>66-79</td>
<td>Baik</td>
</tr>
<tr>
<td>3</td>
<td>56-65</td>
<td>Cukup</td>
</tr>
<tr>
<td>4</td>
<td>40-55</td>
<td>Kurang</td>
</tr>
<tr>
<td>5</td>
<td>30-39</td>
<td>Sangat Kurang</td>
</tr>
</tbody>
</table>

Jrebeng, 28 Maret 2017

Mengetahui

Guru Mata Pelajaran          Mahasiswa

Anisa Sarafina, S.Pd         Endang Sri Rahayu

NIM : 11312137
I have a best friend. Her name is Miss Anisa Syaraina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like english very much. She like yellow collor. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarafina
   b. Miss. Anisa’s family
   c. Miss. Anisa’s friend
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers
   b. To describe something
   c. To entertain the readers
   d. To tell us past experience

3. The following statement are true according to the text, except....
   a. Miss. Anisa is my friend
   b. Miss. Anisa is my family
   c. Miss. Anisa is a English teacher
   d. Miss. Anisa has sharp eyes

4. “..... because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   a. Famous
   b. Beautiful
   c. Kind
   d. Handsome

5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   d. By a motorcycle

The following text is for questions number 1-5.
Televition is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertiment, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV  
   b. Program on TV  
   c. Indosiar channel  
   d. Effect for children

7. Which one is true according to the text?
   a. Only one programe on TV  
   b. TV makes children smart  
   c. TV makes children lazy  
   d. Many people haven’t TV

8. “It have a good side and bad side”(line 3)
   The word “It” refers to...
   a. Televition  
   b. TV one  
   c. Children  
   d. People

9. “It is also can imitate by the children in daily life”(line 7).
   The word “children” have same meaning with...
   a. Parent  
   b. Boy  
   c. Kids  
   d. Girl

10. The generic structure according to the text is....
    a. Identification and description  
    b. General classification and description  
    c. Orientation, event and re-orientation  
    d. General statement, sequenced explanation and conclusion.
Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple?
12. What is the best title for the text above?
13. What is the generic structure in paragraph 1 and 2?
14. What is the purpose of the text above?
15. When was it built completely?
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen           c. Twenty
   b. Sixteen           d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.           c. He has black skin.
   b. He is interested in sport.           d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.                       c. Football and tennis
   b. Volley ball                      d. Traveling

The following text is for questions number 1-7!

Maya is balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.

Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiaradong Bandung. I respect this woman who taught us to dance.
Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time to reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discuss the books. She is a fun of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reading so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrows” in bahasa means....
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi

8. What for she spend her free time?
   a. Dinner
   b. Reading
   c. Watching TV
   d. Go to market

9. “........ go to the library every month” (paragraph 4)
   The synonym of “go” is....?
Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogjakarta, Central Java. She has just graduated from English Department of state university in Jogjakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in indonesia, such as nort Sumatra, Ujung Kulon, Bali, Lombok, Nort Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has three cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from?
12. Where are she working now?
13. How many pets she have at home?
14. How does she keep her pets?
15. Does she have one hobby or more than one hobby?
Tri-Focus Exercise

Example of Descriptive Text

I have some pets. However, my favourite pet is Ipus.

Ipus is a male baby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Ipus is a nice playmate. I’m so happy spend my time with him. Most of the time, he’s a good cat. It’s almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

Kunci jawaban

First meeting test

1. A       6. A
2. Free    7. C
3. B       8. A
4. A       9. C
5. D       10. A
11. 18 km east of jogjakarta, central java
12. prambanan temple
13. paragraph 1 is identification, paragraph 2 is description
14. to describe the reader about prambanan temple
15. it was complete in around 1953

**Second meeting test**

1. A  6. C  
2. A  7. B  
3. C  8. B  
4. A  9. D  
5. D  10. C  

11. english department of state university in jogjakarta
12. work in one of big companies in surabaya
13. tree cute birds
14. by giving them best food
15. one hobby (traveling)
FIRST MEETING TEST

Task I

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syarifina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like English very much. She like yellow color. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarifina  
   b. Miss. Anisa’s family 
   c. Miss. Anisa’s friend  
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers  
   b. To describe something  
   c. To entertain the readers  
   d. To tell us past experience

3. The following statement are true according to the text, except...
   a. Miss. Anisa is my friend  
   b. Miss. Anisa is my family  
   c. Miss. Anisa is a English teacher  
   d. Miss. Anisa has sharp eyes

4. “...... because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   a. Famous  
   b. Kind
5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   d. By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it's conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV
   b. Programe on TV
   c. Indosiar channel
   d. Effect for children

7. Which one is true according to the text?
   a. Only one programe on TV
   b. TV makes children smart
   c. TV makes children lazy
   d. Many people haven't TV

8. "It have a good side, and bad side"(line 3)
   The word "It" refers to...
   a. Televition
   b. TV one
   c. Children
   d. People

9. "It also can imitate by the children in daily life"(line 7).
The word “children” have same meaning with...

a. Parent  
   (c) Kids
b. Boy  
   (d) Girl

10. The generic structure according to the text is...
   a) Identification and description
   b) General classification and description
   c) Orientation, event and re-orientation
   d) General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple? : compound in central Java in Indonesia, located approximately 18 km east of Yogyakarta.

12. What is the best title for the text above? : Prambanan

13. What is the generic structure in paragraph 1 and 2? : Identification and description.

14. What is the purpose of the text above? : To describe something.

15. When was it built completely? : Completed in around 1953.
FIRST MEETING TEST

Task 1

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syaraina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosororo. Why she is become English teacher because she is like English very much. She like yellow collar. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   - Miss. Anisa Syarafina
   - Miss. Anisa’s family
   - Miss. Anisa’s friend
   - Miss. Anisa’s job

2. What is the purpose of the text?
   - To persuade the readers
   - To describe something
   - To entertain the readers
   - To tell us past experience

3. The following statement are true according to the text, except....
   - Miss. Anisa is my friend
   - Miss. Anisa is my family
   - Miss. Anisa is a English teacher
   - Miss. Anisa has sharp eyes

4. “...... because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   - Famous
   - Kind
b. Beautiful

d. Handsome

5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   X. By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it's conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV
   X. Program on TV
   c. Indosiar channel
   d. Effect for children

7. Which one is true according to the text?
   a. Only one programe on TV
   b. TV makes children smart
   X. TV makes children lazy
   d. Many people haven't TV

8. “It have a good side and bad side”(line 3)
   The word “It” refers to...
   X. Television
   b. TV one
   c. Children
   d. People

9. “It is also can imitate by the children in daily life”(line 7).
The word “children” have same meaning with...

a. Parent  
   X Kids
b. Boy   
d. Girl

10. The generic structure according to the text is....
   X Identification and description
   b. General classification and description
   c. Orientation, event and re-orientation
   d. General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple? Central Java in Indonesia. located
    AP-Proximately 18 km east of Yogyakarta

12. What is the best title for the text above? Prambanan temple

13. What is the generic structure in paragraph 1 and 2? Identification and description

14. What is the purpose of the text above? Identification and description location

15. When was it built completely? 1953
FIRST MEETING TEST

Task I

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syaraina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like english very much. She like yellow collar. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarafina
   b. Miss. Anisa’s family
   c. Miss. Anisa’s friend
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers
   b. To describe something
   c. To entertain the readers
   d. To tell us past experience

3. The following statement are true according to the text, except....
   a. Miss. Anisa is my friend
   b. Miss. Anisa is my family
   c. Miss. Anisa is a English teacher
   d. Miss. Anisa has sharp eyes

4. “...... because she is familiar and patient.” (line 3)

   What does the word ‘familiar’ mean?
   a. Famous
   b. Kind
   c. Familiar
b. Beautiful
d. Handsome

5. How does she go to school?
a. By a plan
c. By a bus
b. By a car
X By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   X The advantages and disadvantage of TV
c. Indosiar channel
b. Progarm on TV
d. Effect for children

7. Which one is true according to the text?
a. Only one programe on TV
b. TV makes children smart
X TV makes children lazy
c. Many people haven’t TV
d. Many people has TV

8. “It have a good side and bad side”(line 3)
   The word “It” refers to...
   X Television
c. Children
b. TV one
d. People

9. “It is also can imitate by the children in daily life”(line 7).
The word “children” have same meaning with...

a. Parent
b. Boy
c. Girl

d. X Kids

10. The generic structure according to the text is....

a. Identification and description
b. General classification and description
c. Orientation, event and re-orientation
d. General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple?

12. What is the best title for the text above?

13. What is the generic structure in paragraph 1 and 2? Description for

14. What is the purpose of the text above? To describe Prambanan temple

15. When was it built completely? Around 1953
FIRST MEETING TEST

Task I

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syarifina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like English very much. She like yellow collor. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarafina
   b. Miss. Anisa’s family
   c. Miss. Anisa’s friend
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers
   b. To describe something
   c. To entertain the readers
   d. To tell us past experience

3. The following statement are true according to the text, except....
   a. Miss. Anisa is my friend
   b. Miss. Anisa is my family
   c. Miss. Anisa is a English teacher
   d. Miss. Anisa has sharp eyes

4. “..... because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   a. Famous
   b. Kind
   c. Familiar
   d. Kind
5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   d. By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertiment, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV
   b. Programe on TV
   c. Indosiar channel
   d. Effect for children

7. Which one is true according to the text?
   a. Only one programe on TV
   b. TV makes children smart
   c. TV makes children lazy
   d. Many people haven’t TV

8. “It have a good side and bad side”(line 3)
   The word “It” refers to...
   a. Television
   b. TV one
   c. Children
   d. People

9. “It is also can imitate by the children in daily life”(line 7).
The word “children” have same meaning with...

a. Parent  

b. Boy  
d. Girl

c. Girl

t. Kids

10. The generic structure according to the text is...

a. Identification and description  
b. General classification and description  
c. Orientation, event and re-orientation  
d. General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple?

12. What is the best title for the text above?

13. What is the generic structure in paragraph 1 and 2?

14. What is the purpose of the text above?

15. When was it built completely?
FIRST MEETING TEST

Task 1

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syaraini. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like english very much. She like yellow collor. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarafina
   b. Miss. Anisa’s family
   c. Miss. Anisa’s friend
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers
   b. To entertain the readers
   c. To entertain the readers
   d. to tell us past experience

3. The following statement are true according to the text, except....
   a. Miss. Anisa is my friend
   b. Miss. Anisa is my family
   c. Miss. Anisa is a English teacher
   d. Miss. Anisa has sharp eyes

4. "..... because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   a. Famous
   b. Kind
   c. Animal
   d. Latent
b. Beautiful
d. Handsome

5. How does she go to school?
a. By a plan
c. By a bus
b. By a car
\[
\text{By a motorcycle}
\]

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip program can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
\[
\begin{array}{ll}
\text{a. The advantages and disadvantage of TV} & \text{b. Programe on TV} \\
\text{c. Indosiar channel} & \text{d. Effect for children}
\end{array}
\]

7. Which one is true according to the text?
\[
\begin{array}{ll}
a. \text{Only one programe on TV} & \text{b. TV makes children smart} \\
\text{c. TV makes children lazy} & \text{d. Many people haven’t TV}
\end{array}
\]

8. “It have a good side and bad side”(line 3)

The word “It” refers to...
\[
\begin{array}{ll}
\text{a. Televition} & \text{b. TV one} \\
\text{c. Children} & \text{d. People}
\end{array}
\]

9. “It is also can imitate by the \text{children in daily life}”(line 7).
The word “children” have same meaning with...

a. Parent  ✓ Kids
b. Boy  d. Girl

t. The generic structure according to the text is...

✓ Identification and description
b. General classification and description
c. Orientation, event and re-orientation
d. General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple? Prambanan temple located in approximately 18 km east of Yogyakarta.

12. What is the best title for the text above? Prambanan Temple

13. What is the generic structure in paragraph 1 and 2? Description text

14. What is the purpose of the text above? To describe Prambanan Temple

15. When was it built completely? Around 1953
FIRST MEETING TEST

Task I

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syarain. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like english very much. She like yellow collor. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syaratina
   
   b. Miss. Anisa’s family
   
   c. Miss. Anisa’s friend
   
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers
   
   b. To describe something
   
   c. To entertain the readers
   
   d. To tell us past experience

3. The following statement are true according to the text, except....
   a. Miss. Anisa is my friend
   
   b. Miss. Anisa is my family
   
   c. Miss. Anisa is a English teacher
   
   d. Miss. Anisa has sharp eyes

4. “..... because she is familiar and patient.” (line 3)
   a. Famous
   
   b. Kind

   What does the word ‘familiar’ mean?

   a. Famous
   
   b. Kind
b. Beautiful
d. Handsome

5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   ✗ By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film and so on. It also have many bad side for example gossip program can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV
   ✗ Program on TV
   c. Indosiar channel
d. Effect for children

7. Which one is true according to the text?
   a. Only one program on TV
   ✗ TV makes children smart
   c. TV makes children lazy
d. Many people haven’t TV

8. “It have a good side and bad side”(line 3)

   The word “it” refers to...
   a. Television
   ✗ TV one
c. Children
d. People

9. “It is also can imitate by the children in daily life”(line 7).
The word "children" have same meaning with...

a. Parent  × Kids
b. Boy  d. Girl

t. The generic stucture according to the text is....

a. Identification and description
b. General clasification and description
c. Orientation, event and re-orientation
× General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecutre, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple? Approximately 18 km east of Yogyakarta.


13. What is the generic structure in paragraph 1 and 2? Identification and description.

14. What is the purpose of the text above? To describe something.

15. When was it built completely? In around 1953.
FIRST MEETING TEST

Task I

This text are for questions number 1-5.

I have a best friend. Her name is Miss Anisa Syaraina. Her nick name is Anisa. Miss Anisa is my friend in SMA N 1 Karanggede. Now, she is as English Teacher in SMK Muhammadiyah 07 Wonosegoro. Why she is become English teacher because she is like english very much. She like yellow collor. She has a cat in her house. She usually goes to school by motorcycle. My friends love her very much because she is familiar and patient. She has very beautiful face. She also has sharp eyes, and pointed nose. Her skin is fair and bright. Her hair is curly and black.

1. What is the text about?
   a. Miss. Anisa Syarafina  
   b. Miss. Anisa’s family  
   c. Miss. Anisa’s friend  
   d. Miss. Anisa’s job

2. What is the purpose of the text?
   a. To persuade the readers  
   b. To describe something  
   c. To entertain the readers  
   d. to tell us past experience

3. The following statement are true according to the text, except...
   a. Miss. Anisa is my friend  
   b. Miss. Anisa is my family  
   c. Miss. Anisa is a English teacher  
   d. Miss. Anisa has sharp eyes

4. “.....because she is familiar and patient.” (line 3)
   What does the word ‘familiar’ mean?
   a. Famous  
   b. Kind
b. Beautiful

d. Handsome

5. How does she go to school?
   a. By a plan
   b. By a car
   c. By a bus
   d. By a motorcycle

The following text is for questions number 1-5.

Television is one of the electronic media. Almost of people have TV on their home. It have many program and channel inside. For example Trans TV, TV one, Indosiar, MNC TV, and others. It have a good side and bad side. In good side from TV is you can get many information such as headline news, advertisement, talk show, moral value from the education movie or film an so on. It also have many bad side for example gossip programe can watch by the children. The children can watch the film that it’s conclude in adult movie like action, it is make children got bad effect. It is also can imitate by the children in daily life. TV also make the children lazy to study.

6. What is the main idea of the text?
   a. The advantages and disadvantage of TV
   b. Program on TV
   c. Indosiar channel
   d. Effect for children

7. Which one is true according to the text?
   a. Only one programe on TV
   b. TV makes children smart
   c. TV makes children lazy
   d. Many people haven’t TV

8. “It have a good side and bad side”(line 3)
   The word “It” refers to...
   a. Television
   b. TV one
   c. Children
   d. People

9. “It is also can imitate by the children in daily life”(line 7).
The word “children” have same meaning with...

a. Parent
b. Boy
c. Girl

10. The generic structure according to the text is...

a. Identification and description
b. General classification and description
c. Orientation, event and re-orientation
d. General statement, sequenced explanation and conclusion.

Task II

Read this following text carefully and then answer the questions!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

11. Where is the location of the Prambanan Temple? Approximately 18 km east of Yogyakarta.
12. What is the best title for the text above? Prambanan Temple
13. What is the generic structure in paragraph 1 and 2? Description +
14. What is the purpose of the text above? To describe Prambanan Temple
15. When was it built completely? Around 1953
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen
   b. Sixteen
   c. Twenty
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.
   b. He is interested in sport.
   c. He has black skin.
   d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.
   b. Volly ball
   c. Football and tennis
   d. Traveling

The following text is for questions number 1-7!

Maya is balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiamacendong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discuss the books. She is a fan of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reading so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya's children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. "Maya borrows books like music, art and history" (paragraph 4)
   a. The word "borrows" in bahasa means...
   b. Meminta
   c. Membaca
   d. Memberi
8. What for she spend her free time?
   a. Dinner
   c. Watching TV
   \(\times\) Reading
   d. Go to market

9. "....... go to the library every month" (paragraph 4)
   The synonym of "go" is..... ?
   a. Back
   b. On
   c. Off
   \(\times\) Went

10. "She is quite an interesting person."(paragraph 1)
   The word "She" refers to....
   a. Denis
   b. Husband
   \(\times\) Maya
   d. Dencer

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogyakarta, Central Java. She has just graduated from English Department of state university in Jogyakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as nort Sumatra, Ujung Kulon, Bali, Lombok, Nort Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has tree cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from? English Department of State University
12. Where are she working now? in one big companies in surabaya

13. How many pets she have at home? she has tree cats birds ach

14. How does she keep her pets?

15. Does she have one hobby or more than one hobby? hobby is traveling
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen
   b. Sixteen
   c. Twenty
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.
   b. He is interested in sport.
   c. He has black skin.
   d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.
   b. Volly ball
   c. Football and tennis
   d. Traveling

The following text is for questions number 1-7!

Maya is Balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Klaaracondong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discusses the books. She is a fan of classical music and she also likes art or history. She thinks of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reading so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrows” in bahasa means....
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi
8. What for she spend her free time?
   a. Dinner
   c. Watching TV
   ✗ Reading
d. Go to market

9. “......... go to the library every month” (paragraph 4)
   The synonym of “go” is.... ?
   a. Back
   ✗ Off
   b. On
d. Went

10. “She is quite an interesting person.”(paragraph 1)
    The word “She” refers to....
    a. Denis
    ✗ Maya
    b. Husband
d. Dencer

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogiakarta, Central Java. She has just graduated from English Department of state university in Jogiakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as Nort Sumatra, Ujung Kulon, Bali, Lombok, Nort Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has tree cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

12. Where are she working now? companies in surabaya
13. How many pets she have at home? three 2
14. How does she keep her pets? she always keeps the birds well by giving them best food
15. Does she have one hobby or more than one hobby? traveling
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen
   b. Sixteen
   c. Twenty
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.
   b. He is interested in sport.
   c. He has black skin.
   d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.
   b. Volly ball
   c. Football and tennis
   d. Traveling

The following text is for questions number 4-7!

Maya is Balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform Balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiarawondong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time to reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discuss the books. She is a fun of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reaing so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrows” in bahasa means....
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi
8. What does she spend her free time?
   a. Dinner  
   b. Reading  
   c. Watching TV  
   d. Go to market  
   • Reading

9. "....... go to the library every month" (paragraph 4)
   The synonym of "go" is..... ?
   a. Back  
   b. On  
   c. Off  
   d. Went  
   • Went

10. "She is quite an interesting person." (paragraph 1)
    The word "She" refers to.....
    a. Denis  
    b. Husband  
    c. Maya  
    d. Dancer  
    • Maya

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogyakarta, Central Java. She has just graduated from English Department of state university in Jogyakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as nort Sumatra, Ujung Kulon, Bali, Lombok, Nort Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has tree cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from? Jogyakarta, Central Java
12. Where are she working now? In one of big companies in Surabaya
13. How many pets she have at home? Three cute birds
14. How does she keep her pets? She keeps the birds well by giving them best food
15. Does she have one hobby or more than one hobby? One hobby
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis.

He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen
   × b. Sixteen
   c. Twenty
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.
   × b. He is interested in sport.
   c. He has black skin.
   He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.
   × b. Volley ball
   c. Football and tennis
   d. Traveling

The following text is for questions number 1-7!

Maya is balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiaracondong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time to reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discuss the books. She is a fun of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reaing so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrow” in bahasa means...
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi
8. What for she spend her free time?
   a. Dinner
   c. Watching TV
   
   x Reading
   d. Go to market

9. "........ go to the library every month" (paragraph 4)
   The synonym of "go" is.... ?
   a. Back
   b. On
   c. Off
   x Went

10. "She is quite an interesting person."(paragraph 1)
    The word "She" refers to....
    a. Denis
    b. Husband
    x Maya
    d. Dencer

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogjakarta, Central Java. She has just graduated from English Department of state university in Jogjakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as north Sumatra, Ujung Kulon, Bali, Lombok, North Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has three cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from?
12. Where are she working now?
13. How many pets she have at home?
14. How does she keep her pets?
15. Does she have one hobby or more than one hobby?

11. English department of state university
   B. in one of big companies in Surabaya
13. She has tree cats birds at home
14. She always keeps the birds well by giving them best food
15. Hobby is traveling
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen  
   b. Sixteen  
   c. Twenty  
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.  
   b. He is interested in sport.  
   c. He has black skin.  
   d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.  
   b. Volley ball  
   c. Football and tennis  
   d. Traveling

The following text is for questions number 1-7!

Maya is balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiaracondong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time reading. She and her husband and children go to the library every month. Maya borrows books like music, art, and history. Sometimes she discusses the books. She is a fan of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reading so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrows” in bahasa means....
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi
8. What does she spend her free time?
   a. Dinner
   b. Reading
   c. Watching TV
   d. Go to market

9. “....... go to the library every month” (paragraph 4)
   The synonym of “go” is ....
   a. Back
   b. On
   c. Off
   d. Went

10. “She is quite an interesting person.” (paragraph 1)
    The word “She” refers to ....
    a. Denis
    b. Husband
    c. Maya
    d. Denier

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogjakarta, Central Java. She has just graduated from English Department of state university in Jogjakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as nort Sumatra, Ujung Kulon, Bali, Lombok, Nort Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has three cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from?
12. Where are she working now? One of bus companies is Surabaya.

13. How many pets she have at home? Tree.


15. Does she have one hobby or more than one hobby? Travelling.
SECOND MEETING TEST

Part I

The following text is for questions number 1-3!

Ginanjar is the youngest in our family. He is fourteen years old. He has long, straight hair, bright eyes and a friendly smile and has black skin. Sometimes he is rather than naughty at home, but he usually does what he is asked to do.

Ginanjar is interested in sports very much, and at school, he plays football and tennis.

He is the best badminton player in our family.

1. The writer is .... years old.
   a. Fourteen
   b. Sixteen
   c. Twenty
   d. Nineteen

2. Which of the following statement is not true about Ginanjar?
   a. He hate football and tennis.
   b. He is interested in sport.
   c. He has black skin.
   d. He has bright eyes

3. What is the Ginanjar interested in sport?
   a. Swimming.
   b. Volley ball
   c. Football and tennis
   d. Traveling

The following text is for questions number 1-7!

Maya is balinese Dancer. She is quite an interesting person. She is about 1.7 meters tall and weight about 60 kilograms. She perform balinese dance beautifully. When she performed in front of audience, she moved her body actively.
Maya is the mother of my friend, Denis. Maya, her husband and her children live on jalan Gang Desa 22 G, Kiaracondong Bandung. I respect this woman who taught us to dance.

Each week, Maya perform Balinese dance to audiences in many areas. The people she meets find her interesting. They often watch her performance because she is a good dancer.

Maya spends her free time to reading. She and her husband and children go to the library every month. Maya borrows books like music, art and history. Sometimes she discuss the books. She is a fan of classical music and she also likes art or history. She think of her as a humble genius. Sometimes she is absent-minded. She becomes so involved in her reading so that she forgot to have dinner.

4. Who is Maya?
   a. Maya is a Balinese Dancer
   b. Maya is a student
   c. Maya is a parent
   d. Maya is a teacher

5. What is Maya’s children name?
   a. Rudy
   b. Poppy
   c. Indah
   d. Denis

6. What is the purpose of the text above?
   a. To persuade the reader
   b. To entertain the reader
   c. To describe the reader
   d. To explain the reader

7. “Maya borrows books like music, art and history” (paragraph 4)
   The word “borrow” in bahasa means....
   a. Meminta
   b. Meminjam
   c. Membaca
   d. Memberi
8. What for she spend her free time?
   a. Dinner  
   x. Reading  
   c. Watching TV  
   d. Go to market

9. "....... go to the library every month" (paragraph 4)
   The synonym of “go” is..... ?
   a. Back  
   x. Off  
   b. On  
   d. Went

10. “She is quite an interesting person.”(paragraph 1)
   The word “She” refers to....
   a. Denis  
   x. Maya  
   b. Husband  
   d. Dencer

Part II

Read this following text carefully and then answer the questions!

Vinda is 24 year single women. She comes from Jogjakarta, Central Java. She has just graduated from English Department of state university in Jogjakarta. Now she works in one of big companies in Surabaya. One of her hobbies is traveling. She has visited many regions in Indonesia, such as north Sumatra, Ujung Kulon, Bali, Lombok, North Sulawesi, etc. Her great dream is visiting Mecca in Saudi to do the pilgrimage. She hopes that next year her dream will come true.

She loves pets. She has three cute birds at home. She loves them very much. She always keeps the birds well by giving them best food. Other things that Vinda likes to do are getting up early in the morning and going to bed early at home.

11. Where did she graduate from?  
   English Department of State University in Jogjakarta.
12. Where are she working now? One of his companies in Surabaya.
13. How many pets she have at home? Three cute birds.
15. Does she have one hobby or more than one hobby? Traveling.
Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : ENDANG SRI RAHYUY
NIM : 113-12-137
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGIRIS
Judul Skripsi :

THE USE OF THREE FOCUS STEVE SNYDER TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (AN EXPERIMENTAL RESEARCH AT 10TH GRADE OF SMK MUHAMMADIYAH 7 WONOSEGORO IN ACADEMIC YEAR OF 2015/2016)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 28 Desember 2015
a.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan : 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
Nomor : B-221 /In.21/D1/PN.03.00/02/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMK Muhammadiyah 7 Wonosegoro, Kab. Boyolali
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : ENDANG SRI RAHAHYU
NIM : 113-12-137
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi :

THE USE OF TRI-FOCUS STEVE SNYDER TO IMPROVE STUDENTS' READING COMPREHENSION (AN EXPERIMENTAL RESEARCH AT THE FIRST GRADE OF SMK MUHAMMADIYAH 7 WONOSEGORO IN ACADEMIC YEAR OF 2016/2017)

Dengan Pembimbing : Ruwandi, M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 25 Februari 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 24 Februari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

(Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
No.250/III.4.AU/F/2017

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan SMK Muhammadiyah 7 Wonosegoro, Menerangkan :

Nama : ENDANG SRI RAHAYU
Tempat/ Tanggal Lahir: Boyolali, 30 Oktober 1994
NIM : 113-12-137
Alamat : Ngasinan Rt 03 RW 05 Garangan, Wonosegoro, Boyolali
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa IAIN Salatiga

Demikian Surat Keterangan ini di buat dengan sebenar-benarnya agar dapat di pergunakan sebagaimana mestinya.

Wonosegoro, 29 Mei 2017
Kepala Sekolah

[Signature]
NIP. : -
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa: ENDANG ERLI BAHAZU
NIM: 113.12.137
Dosen Pembimbing: Rudianto, S.Pd., M.A
Judul: The difference of... etc. Focus Steve, Snyder... and intensive Reading Techniques to Reading Comprehension (An Experimental Research of the First Grade Students of SMK Muhammadiyah 7 Wonog...)

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CATATAN
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing
Rudianto, S.Pd., M.A
NIP. 19660125.200008.1.002

[Signature]
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Luwandi, S.Pd MA
NIP: 19661225 200003 1002
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| Jumlah | 101 |

Salatiga, 31 Juli 2017
Mengetahui
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Achmad Maimun, M.Ag.
NIP. 19700510 199803 1 003
DAFTAR RIWAYAT HIDUP

Nama Lengkap : Endang Sri Rahayu

Tempat / Tanggal Lahir : Boyolali / 30 Oktober 1994

Jenis Kelamin : Perempuan

Kebangsaan : Indonesia

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