THE USE OF COOPERATIVE SCRIPT TECHNIQUE TO IMPROVE THE STUDENTS’ READING COMPREHENSION
(A CLASSROOM ACTION RESEARCH OF TWELFTH GRADE OF SMK N 1 SALATIGA 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

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

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2018
DECLARATION AND PERMISSION FOR PUBLICATION

In the name of Allah the Most Gracious and the Most Merciful

I myself who have marked bellow:

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Salatiga, Agustus 31th 2018

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ATTENTIVE COUNSELOR'S NOTE  
Case: Yeni Suci Wulandari's Graduating Paper

Dear,  
Dean of Teacher Training  
and Education Faculty

Assalamu'alaikum Wr. Wb.  
After reading and correcting Yeni Suci Wulandari's Graduating Paper entitled "THE USE OF COOPERATIVE SCRIPT TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF TWELFTH GRADE OF SMK N 1 SALATIGA 2018/2019). I have decided and would like to purpose that if it could be accepted by the Teacher and Education Faculty, I hope it would be examined as soon as possible. 
Wassalamu'alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

THE USE OF COOPERATIVE SCRIPT TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF TWELFTH GRADE OF SMK N 1 SALATIGA 2018/2019)

Written by

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Wednesday, September 26th 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd).

Board of Examiners,

Head : Dr. H. Sa’adi, M.Ag.
Secretary : Mashhihatul Umami, M.A.
1st Examiners : Sari Famlararsih, M.A

Salatiga, September 26th 2018
Dean of Teacher Training and Education Faculty

iv
MOTTO

“Enjoy your life and you will be happy.”

(Yeni Suci Wulanardi)
DEDICATION

This work is sincerely dedicated for:

❖ My beloved parents, my father (Suryanto) and my mother (Rumini) who always pray, guide, motivate me to become better person, success person, and also give me support in all my situation. I love you so much.

❖ My beloved brother (Surya Aditya), and my big family who fill my life with love and happiness.
ACKNOWLEDGMENTS

Praise be to Allah, the creator of the universe. Because of his blessing the writer could finish this graduation paper as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in State Institute For Islamic Studies (IAI) Salatiga.

Peace and salutation are always given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success will not be achieved without support, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that it is an appropriate moment to give my deepest gratitude for:

1. Mr. Dr. Rahmat Hariyadi, M.Pd., as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Mr. Suwardi, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Mrs. Noor Malihah, Ph.D., as the Head of English Education Department.
4. Mr. Drs. Bahroni, M.Pd., as the Academic Counselor.
5. Mrs. Mashlihatul Umami, S.Pdi., M.A., as the research consultant who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this research from beginning until the end.
6. My beloved father (Suryanto) and mother (Rumini).
7. All the lecturers in English Education Department.

8. Dra. Dyah Purna Wijayanti, as the English teacher in SMK N 1 Salatiga.

9. My beloved family included my beloved grandmother (Muslimat and Pasimah).

10. My awesome friend (Dona, Mb. Khamid, Imamah, Lutfah) who always help me to finish my graduating paper and (Dewi, Dian, Tani) who always be my partner during my study in IAIN.

Salatiga, Agustus 31st 2018

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ABSTRACT


Keywords: reading comprehension, cooperative script technique

This research is aimed to improve the students’ reading comprehension through Cooperative Script Technique. This research analyzes how the implementation of cooperative script technique, is there any improvement after using cooperative script technique and how far is the use cooperative script technique to improve students’ reading comprehension of SMK N 1 Salatiga in academic year 2018/2019. This research was conducted in SMK N 1 Salatiga, Jl. Nakula Sadewa 1/3 Salatiga, 50772. Thirty one students of the twelfth grade of SMK N 1 Salatiga were instructed through Cooperative Script Technique to improve their reading. This research method is Classroom Action Research (CAR). There were two cycles and every cycle include of 4 steps (planning, action, observation, and reflection). The result showed that the students’ reading comprehension improve significantly. The T-calculation result shows that T-calculation of cycle I is 4,81, and cycle II is 7,48. The improvement of cycle I is 32,27% and in cycle II is 48,38%. This technique can help students to remember the information and main idea of the text. This technique can also help students in work team activity. Based on the results, the researcher recommends using Cooperative Script Technique in teaching reading.
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CHAPTER I

INTRODUCTION

In this chapter the researcher presents about background of the study, problems of the study, purposes of the study, benefits of the study, hypothesis and success indicator, research method, and research organization.

A. Background of the Study

Language is the tool of communication that using everyone in this world. Through the language, we can get any information, knowledge, express the idea and opinion, and interact with each other. According to Soffietti (1955), she noted that language refers to “the systemized set of vocal habits by means of which the members of human society interact in terms of their culture” cited in (Dechant, 1982: p.37). Everyone uses language for communicate in every activity every day. Everyone in this world has the different language. For example in Indonesia, the people use the Indonesian language, in British use the English language, and etc. Everyone use International language to make they can communicate with other people in different country because when they use the country language they cannot communication with other people in different country. The English language is the international language that uses everyone in the world, so every people in every country learn about the English language. According to Crystal (1997: p.2) “English is a global language. Whereveryou travel, you see
English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu”. Indonesia is one of many countries that learn about the English language. The English is the foreign language in Indonesia. The Indonesian person learns this language from kindergarten level until university level. It says that English language must learn for all level of education in Indonesia.

English has four basic language skills. They are listening, speaking, writing, and reading. Sandiku (2005: p.29) defined the four skills as:

Listening and Speaking: these two skills are highly interrelated and work simultaneously in a real life situation. So, the integration of the two aims at fostering effective oral communication. Reading and Writing: they form a strong relationship with each other as a skill. They are tools for achieving effective written communication.

The researcher can conclude that the four basics of English cannot separate because they are related to another. Four of them have to be mastered by someone who learns English. Reading is one of the four skills in English that has an important contribution to the success of learning this language. Sandiku (2005: p.30) stated that “Through reading, we learn a lot and it is the most prominent language skill.” Reading is related with daily life because people read many kinds of written materials such as newspaper, magazines, academic book, and so on. Reading can help people to get any information, knowledge, and even problem solution. According to Mikulecky and Jeffries (1996: p.8) reading is one important way to improve your general language skills in English. So reading is very important to the learner. In this era,
students are always using the internet to get information and on the internet often contain the English language in an advertisement or in the information.

Reading related to comprehension or understanding. The people get information for reading when they can understand the context of reading. It means that comprehension or understanding something is the main goal of reading. The reading comprehension is very important to a student so the English teacher should make the reading learning process joyful and interest to a student. The English teacher can make the joyful and interest learning process use the strategy that appropriate to student or class atmosphere, use the interest media to make the student more attention and interest with the learning process.

In fact, many students are not mastering the reading comprehension because of many problems. The problems can appear from students and teacher. The problems that appears from students are less vocabulary, not interest with reading learning process or materials reading. The problem that appear from the teacher like not use media, strategy, technique and material reading that not appropriate to student or class atmosphere. As Dechant (1982: p.72) stated that:

The factors that make the student not mastering reading is (1) short attention span. The pupil can’t remember the words, forgets instructions, can’t recall events in a story, and so forth. The causes for short attention spans include immaturity, low intelligence, and inadequate motivation.
Based on my teaching practice in SMK N 1 Salatiga at tenth grades in office administration major 1-2 consist of 35 students. The reading problems of students are the less of vocabulary and lazy to read a text. They always ask with them friend about the meaning of the text. The teacher must use the strategy or technique that can make students understand the text.

Based on the explanation above the researcher is interested in doing a research about “The Use of Cooperative Script Technique to Improve the Students’ Reading Comprehension for the Twelfth Grade Students of SMK N 1 SALATIGA 2018/2019”.

B. Problems of the Study

To make this research more focus, the researcher formulates two research questions as follows:

1. Is there any improvement of using cooperative script technique to improve students’ reading comprehension of SMK N 1 Salatiga 2018/2019?

2. To what extent does the use of cooperative script technique to improve the students’ reading comprehension of SMK N 1 Salatiga 2018/2019?

C. Purposes of The Study

In relation to the research problem, the objectives of the study are:
1. To find out if there any improvement of using cooperative script technique for the students’ reading comprehension of SMK N 1 Salatiga 2018/2019.

2. To find out to what extent the cooperative script technique to improve for the students’ reading comprehension of SMK N 1 Salatiga 2018/2019.

D. Benefits of The Study

The researcher expects that the research gives some benefits theoretically and practically.

1. Theoretically

This research can give a contribution to English teacher in their reading learning process and can improve students’ reading comprehension by using cooperative script technique.

2. Practically

a. To the teacher

The result of the study is expected to give a description of the cooperative script technique in improving students’ reading comprehension.

b. To the students
To improve students’ reading comprehension by using the cooperative script technique and the students will be more active in learning reading in the classroom.

c. To the researchers

The researcher can understand more about cooperative script technique and use it to improve students reading comprehension.

E. Success Indicator

The success indicator of this research is referred to the criteria for the passing grade (KKM). The passing grade of English lesson in SMK N 1 Salatiga is 75. The teacher and the researcher expect that there are at least 85% of students who pass the passing grade.

F. Research Method

1. Research Design

The researcher uses classroom action research (CAR) as a method in this research. Classroom Action Research is the research to solve the problem in the class. This research is an inquiry in the context of focused efforts to improve the quality and the performance of students. According to Hadley (2003: p.ii) the term action research first appears almost 60 years ago. According to Hadley (2003: p.iii) action research is the reflective language teacher organized and an ongoing search for classroom solutions and professional insight. According to Kemmis and McTaggart
(1988) in Hadley (2003: p.ii) describe action research as a systematic and collaborative effort aimed at solving classroom problems. According to Bassey (1998: p.93) in Koshy (2005: p.8) action research as an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice. Based on the Koshy (2005: p.21) action research has some advantages, such as:

a. Research can be set within a specific context or a situation

b. Research can be participants, they don’t have to be distant and detached from situation

c. Action research involves continuous evaluation and modification can be made as the project progresses

d. The study can lead to open-ended outcomes

Action research method consists of cycles and there are four steps in each cycle. These steps are planning, action, observation, and reflection. The planning stage is about the plan before the researcher does the research and the plan must flexible with the condition of the class. The action is about putting your plans in place and seeing what happens. Observation means collecting information or data on what happens when you introduce new ways of working. The last stage, reflection, involves making sense of the processes you have used and gaining a greater
understanding of what kinds of classroom practices and interactions could lead to promoting better learning or teaching.

2. **Research Subject**

   a. **Setting of Place**

   The research conducts in SMK N 1 Salatiga. SMK N 1 Salatiga is one of the big vocational high schools in Salatiga. The general description about SMK N 1 Salatiga as follows:

   1) School Name : SMK N 1 Salatiga
   2) N.I.S : 400010
   3) N.S.S : 341036201001
   4) Address : Jl. NakulaSadewa 1/3 Salatiga
   5) Village : Dukuh
   6) Subdistrict : Sidomukti
   7) City : Salatiga
   8) Province : Central Java
   9) Pos Code : 50772
   10) Telephone : (0298) 323566
   11) Email : smk1salatiga@yahoo.com
   12) School Type : A
   13) School Status : State
SMK N 1 Salatiga builds in 1967. The location is in Dukuh village, Jl. Nakula Sadewa, Sidomukti, Salatiga, Central Java. This school area is about 18,000 meters. It consists of classroom and facility such as office room, administration room, waiting room, toilet, computer room, language room, multimedia room, library, auditorium, practice room, park area, mosque, canteen, healthy room, large field, etc.

b. Setting of Time

The schedules of the research start from observation, giving the permission until the treatment of the cycles are shown in the table bellows:

**Table 1.1**

**The schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>20 April 2018</td>
<td>Interview and observation of the school environment</td>
<td>SMK N 1 Salatiga</td>
</tr>
<tr>
<td>2.</td>
<td>16 July 2018</td>
<td>Giving Permission</td>
<td>SMK N 1 Salatiga</td>
</tr>
<tr>
<td>3.</td>
<td>25 July 2018</td>
<td>Giving pre-test and cycle 1</td>
<td>SMK N 1 Salatiga</td>
</tr>
<tr>
<td>4.</td>
<td>1 August 2018</td>
<td>Giving post-test and cycle 2</td>
<td>SMK N 1 Salatiga</td>
</tr>
</tbody>
</table>
c. The Subject of the Research

The subject of the research is AP 3 the office administrator for the twelfth grade students of SMK N 1 Salatiga in the academic year 2017/2018. It consists of 31 students and Mrs. Diah as the teacher in this class.

Table 1.2 Lists of Students

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
<td>AKS</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
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</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
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</tr>
<tr>
<td>10.</td>
<td>CF</td>
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<td>15.</td>
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<tr>
<td>16.</td>
<td>FMS</td>
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<td>17.</td>
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</tr>
<tr>
<td>31.</td>
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<td>Female</td>
</tr>
</tbody>
</table>

### 3. Research Procedure

In this research, the writer uses a classroom action research method. There are two cycles. The model of this research by Kemmis and Mc Taggart that each cycle consists of 4 steps (planning, action, observing, reflecting). The procedure of the research as follows:
1) Planning

Planning is the first step in the action research and this stage take of the important material when the writer doing research. The researcher prepares anything before doing the treatment. The activities in the planning are:

a) Prepare the syllabus, design of learning process, material, making a lesson plan, designing the steps in doing action

b) Preparing the list of students’ name and scoring

c) Preparing teaching aids (board marker, pen, etc.)
d) Preparing worksheet for students (pre-test and post-test)
e) Preparing sheets for classroom observation, to know the situation of the teaching-learning process when the technique is applied.

2) Action

An action is the process of doing something. This stage is the application of the plan. This stage researcher gives some of the pre-test, teaching listening, and solving students’ problem. The writer would like to try the procedure as described below:

a) Giving pre-test

b) The teacher teach reading using cooperative script technique

c) Giving time to the students to ask any their difficulties

d) Giving some questions to the students in order to know their ability in reading

e) Giving post-test.

3) Observing

This stage is one of the instruments used to collecting data. Observing can be systematically used to observe and note the phenomenon investigated like students’ feeling, thinking, and something they are doing in teaching-learning process.
4) Reflecting

In this stage, the researcher and the teacher discuss together about the result of the treatment of each cycle. The activities in reflecting are analysis, interpretation, explanation, and give conclusion about the treatment of each cycle. The result of reflecting is the researcher doing revision of each cycle to make the result better in the next cycle.

4. Technique of Data Collection

a. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process.

b. Test

Test is used to pre-test and post-test, these are used to know the students’ ability in reading comprehension. Pre-test is used to know student’s ability before teacher teaches them using cooperative script technique. Post-test is given after they were given different treatment to know the result of the different treatment.
c. Documentation

In the action research, documentation is one of the methods that usually use in collecting data. The researcher uses camera phone as the documentation tool. It uses to take picture when the treatments occur.

5. Research Instruments

In this research the researcher uses some instruments to get the data and information. The instruments are as follows:

a. Test

The researcher uses test as one of the research instrument. The researcher uses 2 kind of test in this research as pre-test and post-test. The researcher gives pre-test before treatment to know about students’ reading comprehension skill. The researcher gives post-test after the treatment to know about students’ reading comprehension skill.

b. Observation

According to Koshy (2015: p.98) observation is a natural process, we observe people and incidents all the time and based on the observation we make a judgments. The researcher uses observation as one of the research instrument. The researcher observes the activity in class when the treatment applies, based on the observation, the researcher and the teacher make judgments.
6. Data Analysis

In this research, researcher uses quantitative and qualitative for analyzing data.

a. Quantitative Analysis

This analysis is calculations of the score from the pre-test and post-test. According to Koshy (2015: p.86) quantitative data can be measured and represented by numbers.

1) Mean

According to Sudijono (2008: p.76) mean is one score that can represent group score in the general.

\[
MX = \frac{\sum x}{N}
\]

\[
MX = \frac{\sum y}{N}
\]

Explanation:

\(M\) = Mean of the student’s score

\(x\) = total score of pre-test

\(y\) = total score of post-test
N = the total number of students

2) Calculation Mean of Difference

According to Sudijono (2008: p.149) the formula of mean difference as:

\[ MD : \frac{\sum D}{N} \]

Explanation:

\( MD \) : Mean of Difference

\( \sum D \) : Total Difference between pre-test and post-test

3) Standard deviation

According to Sudijono (2008: p.162) the formula of standard deviation as follow:

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

Explanation:

SD = standard deviation

D = difference between pre-test and post-test

N = the number of observation

4) Test
To be able to know whether there is significant or not between pre-test and post-test, the writer using t-test after calculate the SD. The formula is:

\[ T = \frac{\left( \frac{\Sigma D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} \]

Explanation:

\( T \) = t-test for the difference of pre-test and post-test

\( SD \) = standard deviation

\( D \) = difference between pre-test and post-test

\( N \) = the number of observation

b. Qualitative Analysis

According to Koshy (2015: p.86) qualitative often provides ideas for further explanation. This analysis is to analysis the data such as the interaction of the students and the teacher, students’ response, students’ activities, and the result of observation.
G. Research Organization

Chapter I tells about introduction. The researcher explains about general background of the study, problem of the study, purposes of the study, benefits of study, research method, and graduating paper outline. Chapter II describes about theoretical framework and previous research. The researcher will explain more about the cooperative script technique and reading comprehension. Chapter III describes about research report. It describes the treatment of each cycle. Chapter IV describes about finding and discussion. It consists of description about the data each of cycle and analysis of the research data. Chapter V describes about conclusions and suggestions. This chapter presents all the conclusion of the study and also provides for implications and suggestions for further researchers and related institutions.
CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses theoretical framework that consist of two main topics. The first is reading comprehension which comprises in several topics; the reading and reading comprehension. The second is cooperative script technique which comprises in several topics; the cooperative learning and the cooperative script technique.

A. Theoretical Framework

1. Reading

   a. The Definition of Reading

      Reading is the window of world because with reading we can know everything about the world. Reading is a tool of learning, students need the reading ability to understand the textbook in school, get information from internet, magazine, newspaper, and so on.

      According to Dechant (1982: p.3) the definition of reading are divided in 2 types “(1) reading as interpretation of experience and (2) reading as interpretation of graphics symbol”. The students must be readers of experience before they can become readers of graphic symbols. Similarly, according to Spencer (1946) in Dencant (1982: p.4) “reading is the process of interpreting sense stimuli and
performed whenever someone experiences sensory stimulation”. Deboer&Dalman (1960: p.19) in Dencant (1982: p.4) consider that reading “involves the comprehension and interpretation of ideas symbolized by the written or printed page”. Denchant (1982: p.5) also said that “reading is a language and communication process, the process of putting the reader in contact and communication with ideas”. Reading always involves an interaction between the writer and reader.

According to Hittleman (1978: p.5) in Dallmann et al. (1982: p.23) reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed pattern on the page the ideas and information intended by the author. Nevertheless, Gates (1949: p.3) in Dallmann et al (1982: p.22) argues “reading is not a simple mechanic skill, nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process it should be developed as a complex organization of patterns of higher mental processes.” According to him, reading is more than knowing what each letter of the alphabet stands for. Reading involves more than word recognition, that comprehension is an essential of reading.
b. The Aspects of Reading

According to Dallmann et al (1982: p.25) defined 3 aspects of reading “aspects reading are word recognition, comprehension, and reflection”. The aspects are the teacher’s guidance to reach the goal of reading. The aspects of reading can more detailed explanation below:

1) Word Recognition

According to Dechant (1982: p.174) stated that “Word recognition is the perception and recollection of a previously identified word”. It certainly pertains to word identification which refers to the ability to develop a visual memory for a word not previously encountered or learned.

The degree of excellence in reading is determined, to large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2) Comprehension

Comprehension is an absolute necessity in reading.

Comprehension is the goal of reading. According to Dallmann et al (1982: p.25-26) states

"The point of reading all stages of development must necessarily be much more than proficiency of word recognition, they do admit that somehow or other, sooner or later, the effective reader needs to have learned the code used in written communication so that
he can translate the written symbol into sound or meaningful language sequence”.
From the explanation above, the purpose of reading is not just read the text but also understand the meaning of the text and the reader can deliver the meaning of the text.

According to Dallmann et al (1982: p.159) argue that “reading with comprehension is meant constructing meaning from what is being perceived in writing”. In fact, reading without understanding should not be called reading, for reading necessarily involves comprehension. The degree of comprehension will depend not only on the difficulty of the material, on the physical condition of the reader, and on his skill in reading but also on his purpose.

The teacher must understand the factors that affect the students’ comprehension. As a result, they are able to help the students to overcome their shortcomings in comprehending what they read. It helps the teachers to prevent the occurrence of serious deficiencies. The factors are difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background for reading a selection, adjustment of reading techniques ti purpose and type of
material, and rate of reading (Dalmmann et al., 1982: p. 165-167).

3) Reflection

This aspect of reading may be thought of as critical reading. According to Gray (1960: p.8-24) cited in (Dalmmann et al. 1982: p.26) stated that “reflection includes reaction and fusion”. By reaction he refers to the reaction of the reader to what he has read. By fusion he refers to assimilation of ideas gained through reading with the reader’s former experience.

Reflection makes possible the production of ideas beyond the consumption of them. Teachers can encourage reflection by giving children time to think rather than requiring quick “right” answer. Reflection is an addition dimension in reading which may relate to the reader’s identification with the author in such a close relationship as to have the effect of having a dialogue with the writer (Dalmmann et al., 1982: p.26-27).

c. The Purpose of Reading

According to Harmer (1998) cited in Aryanti and Anggaira (2016: p.62) suggested that there are two main purposes for reading:

1) Reading can be an exposure to English for language students. At the very least, some of the language functions (vocabulary,
grammar, punctuation, and the way to construct sentences, paragraphs and texts) stick in the students’ minds by a reading text as part of the process of language acquisition. For example, students obtain instructions on how to perform some tasks for daily life by reading an English text related to the topic.

2) Good reading texts can attract students’ interest to stimulate discussion and excite imaginative responses, and fascinating lessons. Students can gain enjoyment and excitement by reading English texts. For example, when they need to play a game, act in a play, or do a puzzle, they have to read the instructions first. Besides, students can find some information about what is happening or what has happened.

According to Nunan (1989: p.34) there are some purposes for reading:

1) To obtain information for some purpose or because we are curious about some topic

2) To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

3) To act in play, play a game, do a puzzle

4) To keep in touch with friends by correspondence or to understand business letters
5) To know when or where something will take place or what is available

6) To know what is happening or has happened (as reported in newspapers, magazines, reports)

7) For enjoyment or excitement.

2. Reading Comprehension

a. The Definition of Reading Comprehension

According to Woolley (2011: p.15) stated that “reading comprehension is the process of making meaning from the text”. The process in reading comprehension is just not read the text but the reader must understand the meaning all of the content in the book.

According to Kintsch (1998) and van Dijk and Kintsch (1983) cited in Gilakjani and Sabouri(2016: p.230) defined “Reading comprehension as the process of creating meaning from text”. The purpose is to get an understanding of the text rather than to acquire meaning from individual words and sentences.

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader- related, text-related, and situational factors (de Corte et al. 2001) cited in Woolley (2011: p.17).

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text
connected to the background knowledge they have to get the clear understanding of the writer’s message.

b. The Strategies For Reading Comprehension

The strategies used by the students must be different from one another. There are some strategies in reading comprehension:

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information. (Brown, 2000: p.306).

2) Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. This strategy can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners (Brown, 2000: p.307-308).

3) Skimming the text for main ideas

Skimming consist of quickly running one’s eyes acrossa whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: p.308)
4) Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. (Brown, 2000: p.308)

5) Use semantic mapping or cluster

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. (Brown, 2000: p.308)

6) Guess

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, agrammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings. The key to successful guessing is to make it reasonably accurate. (Brown, 2000: p.309)
c. The Characteristics of the Good and Poor Comprehension

Good comprehension treats the sentence as a unit of meaning. They read in phrase like units and are flexible in their pattern of reading, varying their eye movements, and changing the size of the processing unit. They regress only after they are unsuccessful in grasping the meaning of a larger segment of text. The good comprehension pay most attention to the information relevant to their purpose, ignore useless information, read in the largest unit appropriate to the task, and process the least amount of graphic information possible. The end result of this is that the good comprehension seems to use a scan for meaning pattern. They treat reading as a process of information getting (Dechant, 1982: p.316)

The poor comprehensions are more concerned with word identification. They are unable to use inter word and intra word redundancy to help them identify and read single words. They are so concerned with recoding each word that they fail to utilize the inter word relationships within the text that could increase their recording rate and permit more efficient sampling of the text. They are unable to organize the text. They read the text in a word by word manner with a minimum of text organization (Dechant, 1982: p.316)
3. Cooperative Script Technique for Teaching Reading Comprehension

a. Cooperative Learning

1) The Definition of Cooperative Learning

According to Jacobsen, Kauchak, and Eggen (1989: p. 345) “Cooperative learning is a generic term for teaching strategies designed to foster group cooperation and interaction among students”.

Cooperative learning are specifically designed to encourage students to work together and help each other towards common goals, and because of this they have been found to be successful in fostering positive intergroup attitudes in multicultural classroom (Jacobsen, Kauchak & Eggen, 1989: p. 345).

According to Slavin (1998) cited in Bolukbas, Keskin, and Polat (2011: p. 330) “Cooperative learning as a concept consists of several instructional methods in which learners study a language in small group of 4-6, and group performance is rewarded in several different ways”.

According to Bolukbas, Keskin, and Polat (2011: p. 331) “Cooperative learning is a learning method in which learners help each other in terms of their learning process by making up small homogenous group to achieve a common goal, and in
which group performance is rewarded in several different ways”.

2) The Components of Cooperative Learning

According to Suprijono (2011: p.58) state that there are five components that must be carried out:

a) Positive Interdependence

Students perceive that they need each other in order to complete the group’s task.

b) Personal Responsibility

It exist when the performance of each individual student is assessed and the result given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment.

c) Face to face promotive interaction

Cooperative learning requires face to face interaction among students within which they promote each other’s learning and success.

d) Interpersonal skill

According to Suprijono (2011: p.61) in order to coordinate efforts to achieve the goals, students must:

1. Get to know and trust each other
2. Communicate accurately and unambiguously

3. Accept and support each other

4. Resolve conflict constructively

e) Group processing

The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group goal (Suprijono, 2011: p.61).

3) The Purpose of Cooperative Learning

Cooperative learning helps students to learn and to care about other because in the group consist of different background, different intellectual skill, different social proficiency, and different physical condition. Students also learn to not only tolerate individual differences but to value them as well (Dishon & O’Leary, 1984: p. 3).

According to Majid (2014) as cited by Ariyani (2015: p.29), there are three purposes of implementing cooperative learning such as:

a) It increases students’ performance in accomplishing academic assignments. Besides that, it helps the students to understand complex concepts.
b) It encourages students to admit their friends whose the background of life is different.

c) It develops students’ social skill including sharing assignments, being active in asking questions, appreciating others’ opinion, inviting other students to ask, explaining ideas, and working in groups.

4) The Reason of Use Cooperative Learning

According to Kagan and Kagan (2009: p. 2.15) there are eight reasons why students need cooperative learning such as:

a) The change rate is accelerating. Lifelong learning is required to stay on top of the fast-paced workplace. Students taught with cooperative learning have a more enjoyable learning experience and are more motivated to continue learning beyond school, especially from and with others.

b) People are living longer. Thus many of our students will have the responsibility for caring for elders. Students taught with cooperative learning become more helpful, caring and better prepared to serve our aging population.

c) To be successful in life, to persist in the face of challenge, one needs a high self-esteem. Students taught with cooperative learning have a higher self-esteem.
d) Learning is soon forgotten if it is not personally relevant and meaningful. Students taught with cooperative learning construct meaning and make learning more relevant.

e) Increasingly employers are using teams in the workplace. Students taught with cooperative learning are more prepared for the workplace.

f) Many of our classrooms struggle with discipline problems. Students taught with cooperative learning are less disruptive and spend more time on task.

g) Students today are accustomed to a very high stimulus level. Students taught with cooperative learning are far more active; their classroom is far more stimulating than a teacher-centered classroom. Thus cooperative learning is a good match for the needs of today’s students.

h) Our students need experienced teachers who are motivated to teach. Stress level is high and retention rates are low among today’s teachers. Teachers using cooperative learning find teaching less stressful and find renewed desire and energy to teach. Many report they were facing burnout until they discovered cooperative learning and now look forward to, and take joy in teaching.
b. Cooperative Script Technique

1) The Definition of Cooperative Script Technique

According to Lambiotte (1987) as cited by Pertiwi (2017: p.88) stated that "Cooperative script is a technique of learning, where students work in pairs and take turns verbally, to recapitulate portions of the material being students”.


“Cooperative scripts is a term for the practice of two students working together to summarize material and support one another’s understanding and recall of the important facts and concepts contained in the material read”.

In the same journal, as stated by Lazarowitz and Miller (1995: p.129) define “Cooperative script as a mechanism that guides the interaction of cooperating groups as they complete the designed task”.

According to Suprijono (2011: p.126) defined “cooperative script is learning method which the students work in pairs to interpret orally the parts of the material learnt changeably”.

From the definition above, it can be concluded that Cooperative script technique is students working together or in pairs and then students take turn the position and interpreting the materials studied.
2) The Advantages of Cooperative Script Technique

According to Ormrod (2004) as cited by Riska, Marahaeni and Suputra (2018), there are some advantages of cooperative script technique such as:

a) Students have a higher self-efficacy about their chances of being successful,

b) Express more intrinsic motivation to learn school subject matter,

c) Participate more actively in classroom activities,

d) Exhibit more self-regulated learning

e) Allows students to engage in prosocial behaviors, perspectives of others, divide task equally, resolve interpersonal conflicts, and provide encouragement and support to each other.

f) Students will have an increased number of friendships with racial groups, ethnic groups, and persons with disabilities.

3) The Steps of Cooperative Script Technique

According to Suprijono (2011: p.126-127) the steps of cooperative script such as:

a) The teacher divides the students in pairs or in group

b) The teacher distributes the texts to each the student
c) The students read and make summary of the text in pairs.

d) The teacher makes regulations who the first as the speakers and the second as the listener.

e) The speakers read completely the summary with the main idea. While the listeners listen to the speakers’ presentation.

f) The teacher shows the main idea that is not complete to the students.

g) The teacher changes the role that the first pair as speakers are changed as listeners and who the first pair as listeners are changed as speakers.

h) The teacher and the students make conclusion of summary.

i) Closing.
4. Indicators of students’ successful in reading comprehension

According to Dechant (1982: p.314) the good comprehender possesses the ability to:

a. Associate experiences and meaning with the graphic symbol (have an adequate meaning vocabulary)

b. Understand words in context and select the meaning that fits the context

c. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection

d. Develop literal and denotative meaning (be able to answer literal question about a passage):

1) Detect and understand the main idea

2) Recognize and recall significant facts or detail

3) Follow directions given in the material

4) Recognize the sequence of a passage

5) Identify explicitly stated expressions of relationships, such as cause-effect, contrast-comparison.

e. Develop an understanding of the organization (be able to answer questions calling for an analysis, synthesis, or organization of ideas and information explicitly stated):
1) Identify the basis of paragraph organization: for example, comparison-contrast, cause-effect, classification or categorization, enumerative sequence, time sequence, size, distance, position or degree, general to specific, thesis-proof pattern, opinion-reason pattern, problem-solution pattern, narrative-description pattern, definition pattern

2) Summarize, outline, underline, and take notes on the material read.

f. Develop inferential, interpretative, or connotative meaning of the material read (be able to get implied meaning of what is read):

1) Make inferences, draw conclusions, generalize, speculate, or predict
2) Interpret figurative expressions
3) Supply implied details
4) Anticipate outcomes.

g. Make judgments or critical evaluation about the material:

1) Evaluate the quality, accuracy, truthfulness, and appropriateness of what is read
2) Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition
3) Detect propaganda, one-sided presentations, prejudices, biases, and faulty inferences

4) Evaluate the writers reputation, biases, purposes, and motives

5) Detect errors of reasoning, analogy, overgeneralization, oversimplification and distortion.

h. Read for learning:

1) Retain ideas

2) Apply ideas and integrate them with past experiences

3) Locate information in encyclopedias, card catalog, almanacs, and use table of contents, index, or appendix of a book

4) Read maps, graphs, charts

5) Use dictionary.

i. Read for appreciation:

1) Recognize literacy and semantic devices

2) Identify the tone, theme, mood, and intent or purpose of writer.

5. Rubric for the Reading Comprehension

a. The multiple choices are 15 numbers. The total score each number is 2. Total number of multiple choice \( \times 2 = \) total score, \( 15 \times 2 = 30. \)
b. The essay test is 4 numbers. The researcher uses a rubric from Diana (2016) as cited by Shobiroh (2017: p.47-48). The rubric scoring will present as follow:

**Table 2 Scoring in Essay Test**

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete answer and the sentence format is appropriate</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The answer is not complete and the format is appropriate</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The answer is not quite complete and the sentence format is appropriate</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>The answer is not quite complete and the sentence format is not appropriate</td>
<td>2</td>
</tr>
</tbody>
</table>
B. Previous Researches

In order to improve understanding to this research that focus on the reading comprehension, the researcher present three relevant studies. The first research has been done by Riska, Marahaeni and Suputra (2018). The researchers conclude that cooperative script technique significant effect on the reading comprehension. The result of experimental group showed that this group got higher score compared with the control group.

The second research has been done by Marpaung (2017). The researchers conclude that the students which were taught by using Cooperative Script method got better scores than the students who were taught by using other method. It means that Cooperative Script is good to be used in teaching reading comprehension for young learners of English.

The third research has been done by Pertiwi (2017). This research was intended to investigate whether the cooperative script is effective to improve reading comprehension ability. The result of this research is the implementation of cooperative script technique in teaching reading comprehension effective to improve students’ reading skill.

The four researches have been done by Nurhafani (2016). The sample of this research is eight grade students. This research was intended to find out the effect of cooperative script method toward students’ interest in reading comprehension and correlation between interest and reading comprehension.
The result of this research is cooperative script method had positive effect towards students’ interest in reading comprehension.

The five researches have been done by Meilani and Sutarni (2016). This research aims to know whether the Cooperative Script learning model can improve the learning outcomes of X office administration students SMK in Parongpong, Bandung Barat. The result of this research cooperative script learning can significant to improve learning outcomes of students.

In short, compared to the previous studies above, this research has some differences from the previous ones such as the subject of the research in which researcher examines Cooperative Script Technique for SMK N 1 Salatiga at twelfth grade students since there is no research that has been conducted for SMK N 1 Salatiga with the implementation of Cooperative Script Technique and for this research the researcher use Classroom Action Research (CAR) since the previous research do not deal with this issue yet.

By considering the five previous researches, the writer would like to conduct research entitled “The Use of Cooperative Script Technique to Improve Students’ Reading Comprehension in the 12th Grade of SMK N 1 Salatiga in the Academic Year of 2017/2018”. This research is an Action Classroom Research.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter, the researcher carries out the implementation of research, include:
the procedures of the research (cycle I, cycle II, the passing grade of successful).

A. The Procedures of the Research

In this research, the researcher uses classroom action research (CAR). According to Muchith, Kisbiyanto, and Mohtarom (2009: p.9) “Classroom action research is the reflective research that make certain action to repair or improve learning process in class more professional”.

In this research, researcher uses 2 cycles that contain four steps for each cycle, there are: planning, action, observation, and reflection. The activities in each cycle are as follows:

1. Cycle I

a. Planning

The activity in the planning as follow:

1) Preparing the materials based on the syllabus,

2) Preparing material, making the lesson plan and designing the steps in doing the action,

3) Preparing teaching aids (e.g. blank paper, camera, pen),
4) Preparing sheet for classroom observation, to know the situation of teaching-learning process when the technique is applied,

5) Preparing the test instrument (pre-test and post-test),

6) Preparing the list of students’ name and scoring.

b. Action

In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as below:

1) The teacher gives pre-test for students

2) The teacher asks the students about factual report

3) The teacher asks their knowledge about factual report

4) The teacher asks the definition, social function, generic structure and language features about factual report

5) The teacher explain about factual report

6) The teacher decided the students into some groups

7) The teacher gives the explanation about the rules of learning process

8) The teacher gives the text about factual report

9) The teacher decided who the first as the speakers and the second as the listener

10) The teacher ask the students to do the discussion with their groups
11) The teacher asks every group that became speakers presents the result of their discussion in front of class. The listener listens to the speakers’ presentation and complete the information.

12) The teacher gives correction and feedback to the students task

13) In the end of lesson, the teacher gives the post test

c. Observation

The researcher observes the students activity in learning process by using observation sheet.

**Field note for students**

**Table 3.1 Teacher’s Observational Sheet of Cycle 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Students Activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students feel enthusiastic when the teacher give the treatment (Cooperative script technique)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students give attention to teacher explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students’ active during learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students’ responsive during learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students understand the teacher explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students do the evaluation well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Reflection

The researcher evaluated the activities that have been done. The teacher and the researcher discussed to make an evaluation what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle I.

2. Cycle II

The second cycle do based on the result of reflection from the first cycle. If the result from observation shows that the quality of students are still low, it is needed another action in order to make improvement of the quality for the next cycle. The procedures are as follows:

a. Planning

In the planning stage of the second cycle, the researcher would do several activities that would be designed as below:

1) Identifying the problem and make the solution to the problems

2) Preparing material, making the lesson plan and designing the steps in doing the action of cycle II

3) Preparing teaching aids (e.g. blank paper, camera, pen),

4) Preparing sheet for classroom observation sheet of cycle II

5) Preparing the test instrument (pre-test and post-test of cycle II)

6) Preparing the list of students’ name and scoring.
b. Action

In this section, the learning process is led by the teacher. The activities in the action as follows:

1) The teacher asked students about the material that have already discuss at the previous meeting.
2) The teacher explain again about the material
3) The teacher also decided the students into some groups.
4) The teacher decided the students into some groups
5) The teacher gives the explanation about the rules of learning process
6) The teacher gives the text about factual report
7) The teacher decided who the first as the speakers and the second as the listener
8) The teacher asks the students to do the discussion with their groups
9) The teacher decided who the first as the speakers and the second as the listener, the students that became speakers present the result of their discussion. The listener listens to the speaker presentation and complete the information
10) The teacher gives correction and feedback to the students task
11) In the end of lesson, the teacher giving post test
c. **Observation**

The researcher observes the students activity in learning process by using observation sheet. The observation sheets same with cycle I.

d. **Reflection**

The researcher evaluated the activities that have been done. The teacher and the researcher discussed to make an evaluation what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle II.

3. **The Passing Grade of Successful**

The success and failure indicator of this research is refers to the criteria of passing grade (KKM). The passing grade of English lesson in SMK N 1 Salatiga is 75. The teacher and the researcher expect that there are at least 85% of students who pass the passing grade. If the students’ pass the target, it can be conclude that the treatment is successfully to improve the students’ reading comprehension.
### Table 3.2 Passing grade of students’ reading comprehension

(By Isnawati (2012) in Junanto (2014) as cited by Muntafi’ah (2017:42))

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Excellent</td>
<td>85-100</td>
<td>The students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1) Construct meaning by identifying stated and implied information, main ideas, and supporting details, and drawing conclusion in texts with familiar and unfamiliar language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2) Interprets aspects of format and style and author purpose for writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3) Engages with the text by identifying ideas, opinions, and attitudes in the text and making substantial connections with own experiences, and point of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4) Show through understanding of the content in text as a whole</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Good</td>
<td>70-84</td>
<td>The students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1) Constructs meaning by identifying most stated and implied information, main ideas, supporting ideas, supporting details, and drawing conclusion in texts with familiar and unfamiliar language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2) Interprets most aspects of format and style and author</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Average</td>
<td>55-69</td>
<td></td>
</tr>
<tr>
<td>The students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Constructs meaning by identifying some stated and implied information, main ideas and some supporting details in the text with familiar and unfamiliar language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Interprets some aspects of format and style and author purposes for writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Occasionally engages with the text by identifying ideas, opinions, and attitudes in the text and making some connections with own experiences, attitude and point of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Show some understanding of the content in the text as a whole</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4. | D | Poor | 50-54 |
| The students: |  |
| 1) Had difficulty constructing meaning from stated and implied information, main ideas, or supporting detail in the text with familiar and unfamiliar language |  |
| 2) Had difficulty interpreting |  |
aspects of format and style author purposes for writing
3) Make a limited attempt to engage with the text by identifying ideas, opinion and attitudes in the text, make minimal connection with own experience, attitudes and points of view
4) Show limited understanding of the content of the text as a whole

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>aspects of format and style author purposes for writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher shows the findings of the research by discussing
the improvement of students’ reading comprehension by using Cooperative Script
Technique.

A. Research Findings

The research consists of two cycles, each cycle consists of planning, implementation of action, observation, and reflection. All steps of this research
would be explained in the description below:

1. Cycle I

   a. Planning

   In this step, the researcher made a plan about the research like
   analyzed the syllabus of SMK N 1 Salatiga at twelfth grade in
   Administration Office major and the researcher discussed with the
   teacher about the topic of the material which wants to use in teaching
   and learning process. After the researcher and the teacher was
determined the topic, the researcher source the material based on the
   topic. In these steps the researcher prepared several instruments, as
   follow:
1) Lesson Plan

The researcher prepared the lesson plan to control the teaching and learning process in this research. The researcher used the lesson plan as a guide to manage time and activities during the teaching and learning process in the class.

2) Material

The researcher prepared the material based on the topic Factual Report Text like a definition, generic structure, language feature, purpose, and example. The researcher also prepared 5 texts to Cooperative Script technique.

3) Observation Checklist

The researcher prepared the observation checklist to know the teacher and the students’ activities during the teaching and learning process.

4) Students’ Attendance List

The researcher prepared the students’ attendance list to know a total of the students in the class and follow the lesson.

5) Pre-test and Post-test

The researcher prepared the pre-test and post-test to know the ability of students’ reading comprehension before and after using the Cooperative Script technique in the learning process. The researcher gave the pre-test before Cooperative Script Technique
was implemented to known ability of students reading comprehension. The researcher gave the post-test after Cooperative Script Technique was implemented to know the result of students’ reading comprehension.

6) Camera

The researcher prepared the camera to make documentation during the teaching and learning process.

b. Action

The cycle 1 has been done on Wednesday, July 25, 2018, in SMK N 1 Salatiga. The teacher was Ms. Dyah and the researcher role as observer. The teacher and the researcher entered the class at 11.45 A.M.

The teacher started the lesson by greeted “Good Morning” and asked about their condition today such as “How are you today?”. The teacher opened the lesson with introduced researcher self, explained the purpose of researcher come in the class and then check the students’ attendance list.

Before the teacher explained the lesson today, she told that the students would do a pre-test. The teacher gave the test which consist 19 questions of 15 multiple choice and 4 essays. Then, the teacher gave 25 minutes to do a pre-test about Factual Report Text.
After the students’ finished the pre-test, the teacher collected the pre-test. And then, the teacher gave a handout about material today to the students. The teacher asked students to read the handout first and then the teacher asks “Cicik” one of the students in class to read the definition. The teacher asked students about the meaning of the definition factual report text. Because the students could not answer the meaning of the definition factual report text, the teacher explained in Bahasa. After that, the teacher explained more about factual report text such as general structure, purpose and language feature in Bahasa in order to make the students understood about the material. Before the teacher gave the treatment cooperative script technique, she gave an example of factual report text.

After the teacher explained and gave example of the material, the teacher used cooperative script technique. The procedure in cooperative script technique as follow:

1) The teacher divided the students in a group

   The teacher divided the students in a some of group one group consist of 4 students. The students could choose the group by their self.

2) The teacher distributed the texts to each of the group

   The teacher gave 1 text to each of the group.
3) The students read and the summary of the text in a group

    The teacher asked all of the member in the group made
    a summary of the text. The teacher gave 10 minutes the
    group to make a summary.

4) The teacher made regulations who the first as the speaker
    and the second as the listener.

5) The speakers read completely the summary of the main
    idea. While the listener listened to the speaker presentation.

    The teacher gave 5 minutes to the speaker read the
    summary of the text after that the teacher gave 3 minutes to
    listener made a correction and complete the information.

6) The teacher showed the main idea that was not completed
    to the students.

    The teacher gave the main idea of the text when the
    students were not completed in the presentation.

7) The teacher changed the role that the first as speakers
    changed as listener and who the first as listener changed as
    speakers.

8) The teacher and the students made the conclusion of the
    summary.

    The teacher around the group during the treatment and
    asked the students “Have you a difficult meaning?” some
of the students answer yes and then the teacher answer the question. After that, the teacher made the conclusion about the material today. Before the teacher closed the class, the teacher gave a post-test to the students. The test consists of 19 questions of 15 multiple choice and 4 essays. Then, the teacher gave 25 minutes to do a post-test about factual report text. After the students finished the post-test the teacher collected the post-test. And then, the teacher closed the class by saying “Thanks for your attention and great participation, Wassalamualaikum”. The lesson closed at 13.30 P.M.

c. Observation

The researcher observed the students activity in learning process by using observation sheet. The observation purposed known the situation of students’ activity in learning process. The purpose of this activity evaluated the teaching and learning process. The explanation of the result of the students’s observational checklist is as follows:
Table 4.1 Students’ Observational Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Sex</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>Female</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>She did not focus on learning process</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>DF</td>
<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15.</td>
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<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>Female</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>IAL</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Sex</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>-----</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>MPFD</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>MDA</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>Female</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>Female</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>Female</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>SO</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>VA</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>WN</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td></td>
<td>8</td>
<td>19</td>
<td>13</td>
<td>7</td>
<td>29</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**

1 : Students feel enthusiastic when the teacher give the treatment (Cooperative script technique : 8
2 : Students give attention to teacher explanation  : 19
3 : Students’ activeness during learning process  : 13
4 : Students’ response during learning process   : 7
5 : Students understand the teacher explanation : 29
6 : Students do the evaluation well             : 5

60
Based on the students’ observational checklist above, the researcher observing and monitoring all the students’ on the learning activity. In the class, the students understood about the material eventhough the teacher explained until 3-4 time. Some of students active and responsive during the learning process. The students who did not really active and responsive was *Devi*.

The result of this learning was needed improvement. There was some of students showed that they were difficult in comprehending text. Most of them were lack of vocabularies. However, some of students had a good comprehension in reading. The students who had a good comprehension in reading was *Aninda*.

Furthermore, to know a significant improvement in reading comprehension, the researcher analyzed the result using T-test calculation from the result of the pre-test and post-test. The calculation as follow:
1) Pre-test

Table 4.2 The Result of Pre-test Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Pre-test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
<td>86</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>DF</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>FKD</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>18.</td>
<td>IAL</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>20.</td>
<td>MPFD</td>
<td>Female</td>
<td>82</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle I above, the researcher calculated the number of the students’ who passes the passing grade was:

**Table 4.3 Calculation of Passing Grade of The Pre-Test**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>12</td>
<td>38.70%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>19</td>
<td>61.30%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>
2) Post-test

Table 4.4 The Result of Post-test Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AKS</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>ASM</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>ACDRR</td>
<td>Female</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>ARO</td>
<td>Female</td>
<td>86</td>
</tr>
<tr>
<td>5</td>
<td>APD</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>6</td>
<td>AVR</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>7</td>
<td>AS</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>AFD</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>AS</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>CF</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>DP</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>DSP</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>13</td>
<td>DM</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>DF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>FKD</td>
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<td>88</td>
</tr>
<tr>
<td>16</td>
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<td>92</td>
</tr>
<tr>
<td>17</td>
<td>HP</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>18</td>
<td>IAL</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>IF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>MPFD</td>
<td>Female</td>
<td>80</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of the cycle I above, the researcher calculated the number of the students who passes the passing grade was:

**Table 4.5 Calculation of Passing Grade of The Post-Test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>22</td>
<td>70.97%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>9</td>
<td>29.03%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100 %</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>MDA</td>
<td>Female</td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>Female</td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>Female</td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>Female</td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>Female</td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>Female</td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>Female</td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>Female</td>
</tr>
<tr>
<td>29.</td>
<td>SO</td>
<td>Female</td>
</tr>
<tr>
<td>30.</td>
<td>VA</td>
<td>Female</td>
</tr>
<tr>
<td>31.</td>
<td>WN</td>
<td>Female</td>
</tr>
</tbody>
</table>
From the data above, it could be concluded they had been any improvement from cycle I. The students who pass the passing grade in the pre-test of cycle I was 38.70%. In the post-test 70.97% of the students pass the passing grade. The improvement of cycle I was 32.09%. However, the researcher expected that they were at least 85% of the students’ pass the passing grade.

3) Calculation of Mean

Table 4.6 Difference Square of Pre-test and Post-test in the Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>74</td>
<td>76</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>82</td>
<td>72</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>82</td>
<td>86</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>82</td>
<td>86</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>68</td>
<td>84</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>80</td>
<td>82</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>64</td>
<td>90</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>86</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>76</td>
<td>90</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>60</td>
<td>64</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>80</td>
<td>64</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>14.</td>
<td>DF</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>15.</td>
<td>F KD</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>80</td>
<td>92</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>64</td>
<td>82</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>18.</td>
<td>I AL</td>
<td>68</td>
<td>90</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>MP FD</td>
<td>82</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>M DA</td>
<td>68</td>
<td>86</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>58</td>
<td>78</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>23.</td>
<td>N FK</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
### 4) Mean of Pre-Test

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

\[ = \frac{2220}{31} \]

\[ = 71.61 \]

### 5) Mean of Post-test

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

\[ = \frac{2474}{31} \]

\[ = 79.81 \]

The mean of pre-test was 71.61 and the mean of post-test was 79.81. It means of post-test higher than of pre-test. It could be
conclude that this cycle I has any significant improvement of the students’ reading comprehension after using Cooperative script Technique.

6) Calculation of Mean Difference

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

\[ = \frac{262}{31} \]

\[ = 8,45 \]

7) Calculation of the Students Deviation

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

\[ = \sqrt{\frac{5084}{31} + \left(\frac{262}{31}\right)^2} \]

\[ = \sqrt{164 - (8,45)^2} \]

\[ = \sqrt{164 - 71,40} \]

\[ = \sqrt{92,6} \]

\[ = 9,62 \]

8) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]
\[ \frac{9.62}{\sqrt{30}} = \frac{9.62}{5.47} = 1.758 \]

9) Calculation of Test

\[ T_0 = \frac{M_D}{SE_{MD}} \]

\[ = \frac{8.45}{1.758} = 4.81 \]

From the data of cycle I above, the researcher find that the T-test is 4.81 and the T-table with N-1 is 2.042. The significant level is 5%. The value of the T-test is higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

d. Reflection

Based on the analysis of the cycle 1, the researcher as an observer reflected that the using Cooperative Script technique as a technique in Administration class was not effective yet. The researcher found some problems in cycle I. First, one of students in the class “Devi” did not really attention and focus in learning process because she sat in the back corner and she always talked with her friend “Vika”. To solve
this problem in next meeting the teacher maked solution “Devi” and her friend “Vika” must sat in front side and sat separately.

Second, many students was difficult to understand and translate factual report text about phenomena. It was because the text include scientific vocabulary so many students was difficult to search the vocabulary and understood the text. The topic about phenomena was not interesting for the. To solve this problem the teacher changed the topic of factual report text in next meeting.

The passing grade for English lesson was 75 but the students’ score of the post-test showed that there was only 70,97% of students who got the score higher than passing grade. In the pre-test, the students score showed that there was 38,70% of students who got the score higher than passing grade. It’s mean that although there was an improvement, the researcher and the teacher had to conduct the next cycle because there must be at least 85% of the students who got score higher than Passing Grade.

2. Cycle II

a. Planning

In this step, the researcher was prepared as follows:

1) Lesson Plan

The teacher prepared the lesson plan that arranged based on the problem in the result of cycle I.
2) Material

The researcher prepared the material that still some with cycle I about factual report text. In cycle II, the researcher selected the different text with cycle I. When in cycle I the researcher used text about phenomena, in cycle II the researcher used text about the tourism place. The researcher still prepared 5 text to implement cooperative script technique.

3) Observation Checklist

The researcher prepared the same observation checklist with cycle I.

4) Students Attendance List

The researcher prepared the students’ attendance list to known total of students who enter in the class and follow the lesson.

5) Pre-test and Post-test

The researcher prepared the pre-test and post-test in this steps.

6) Camera

The researcher prepared the camera to make documentation during teaching and learning process.

b. Action
The cycle II has been done on Wednesday, August 1, 2018 in SMK N 1 Salatiga. The teacher and the researcher entered the class at 11.45 A.M.

The teacher started the lesson by greeted "Good Morning" and asked about the condition of the students by "How are you today?", then the students answered "I am fine, and you?", the teacher answered "I am very good, thank you". Then the teacher asked about the total of students by "Anyone absent today?", the students answered by "No", then the teacher call the name of students one by one.

The teacher gave pre-test to students. The pre-test consist 19 questions of 15 multiple choice and 4 essays. Then the teacher gave 25 minutes to do a pre-test. Some of students say "Mom, don't test again", the teacher answered "Just answer this question, please".

Then the teacher reviewed about the previous material. She asked students "Did you remember what we did learn in the last meeting?", then the students answered that their learned about factual report text. Then, the teacher asked one of students name Fani to explain about factual report text. She could not clearly explained about factual report text, so the teacher asked the students by “Anyone could explained again about factual report text”, and “Anida” raise her hand and explained clearly about factual report.
The teacher explained again about the factual report text and gave more example during 10 minutes, the teacher asked the students “Can you understood about the example of factual report?”, the students answered “yes”. The teacher also asked “did you know the kind of factual report text?”, the students answered “yes”. Then, the teacher asked to “Wahyu” about the kind of factual report text and “Wahyu” answered by “nature or made like phenomena, plants, place”. The teacher asked all of students to give applause to “Wahyu”.

After that the teacher used Cooperative Script Technique, the teacher explained again about the procedure of Cooperative Script Technique. The procedure in cooperative Script Technique as follows:

1) The teacher divided the students in a group

The teacher explained that the member of group could same with Cycle I or the students could choose the different member.

2) The teacher distributed the texts to each of the group

The teacher gave 1 text to each of the group. The text was different with cycle I. When in cycle I about phenomena, in cycle II about tourism place.

3) The students read and make summary of the text in a group
The teacher asked all of member in the group made a summary of the text. The teacher also asked the students to search the difficult vocabulary and asked students to give their opinion about the text. The teacher gave 15 minutes of the group to finish this step.

4) The teacher made regulations who the first as the speaker and the second as listener.

5) The speakers read completely the summary the main idea. While the listener listened to the speaker presentation.

The teacher gave 5 minutes to the speaker read the summary and main idea of the text after that the teacher gave 3 minutes to listener made a correction and complete the information.

6) The teacher showed the main idea that was not complete to the students.

The teacher gave the main idea of the text when the student was not incomplete in presentation.

7) The teacher changed the role that the first as speakers changed as listener and who the first as listener changed as speakers.

8) The teacher and the students made conclusion of the summary.
The teacher around the group during the treatment and asked the students by “had you a difficult meaning?”, the students answered “No Miss, because the text was interest different with last meeting and it has easy vocabulary”. Before the teacher made a conclusion, the teacher asked students “Any question so far?”, the students answered “No”.

And then the teacher and the students made the conclusion of the material. The teacher gave a post-test to the students. The test consist 19 question of 15 multiple choice and 4 essays. Then, the teacher gave 25 minutes to do a post-test about factual report text. After the students finished post-test, the teacher collected the post-test. And then, the teacher closed the class by saying “Thanks for your attention and great participation, I hope our material and lesson today could have benefit for you, Good Afternoon”. The teacher and the researcher exit the class at 13.30 P.M.

c. Observation

In this step, the researcher also observed the teaching and learning process in the class.
### Table 4.7 Students’ Observational Checklist of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Sex</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>5.</td>
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<td>Female</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>13.</td>
<td>DM</td>
<td>Female</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
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<td>✓</td>
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<tr>
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<tr>
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<td>FMS</td>
<td>Female</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
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<td>HP</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
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<td>✓</td>
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<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>21.</td>
<td>MDA</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>Female</td>
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<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>Female</td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>SO</td>
<td>Female</td>
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<td>√</td>
<td></td>
<td>√</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>30.</td>
<td>VA</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>WN</td>
<td>Female</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td></td>
<td>19</td>
<td>27</td>
<td>25</td>
<td>11</td>
<td>31</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Explanation:

1. : Students feel enthusiastic when the teacher give the treatment
   (Cooperative script technique) : 19
2. : Students give attention to teacher explanation : 27
3. : Students’ activeness during learning process : 25
4. : Students’ response during learning process : 11
5. : Students understand the teacher explanation : 31
6. : Students do the evaluation well : 15
From the observation sheet above, the researcher could conclude that the students more enthusiastic and active in learning process.

Furthermore, to know significant improvement in reading comprehension, the researcher analysis the result of using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

1) Pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Pre-test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>Female</td>
<td>76</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle II above, the researcher calculated the number of the students who passes the passing grade was:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>DF</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>15.</td>
<td>FKD</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>18.</td>
<td>IAL</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>20.</td>
<td>MPFD</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>21.</td>
<td>MDA</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>29.</td>
<td>SO</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>30.</td>
<td>VA</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>31.</td>
<td>WN</td>
<td>Female</td>
<td>74</td>
</tr>
</tbody>
</table>
Table 4.9 Calculation of Passing Grade of The Pre-Test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>15</td>
<td>48.39%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>16</td>
<td>51.61%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100%</td>
</tr>
</tbody>
</table>

2) Post-test

Table 4.10 The Result of Post-test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>Female</td>
<td>92</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>Female</td>
<td>92</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>Female</td>
<td>92</td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>Female</td>
<td>94</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of the cycle II above, the researcher calculated the number of the students who passes the passing grade was:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>DF</td>
<td>Female</td>
</tr>
<tr>
<td>15.</td>
<td>FKD</td>
<td>Female</td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>Female</td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>Female</td>
</tr>
<tr>
<td>18.</td>
<td>IAL</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>Female</td>
</tr>
<tr>
<td>20.</td>
<td>MPFD</td>
<td>Female</td>
</tr>
<tr>
<td>21.</td>
<td>MDA</td>
<td>Female</td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>Female</td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>Female</td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>Female</td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>Female</td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>Female</td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>Female</td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>Female</td>
</tr>
<tr>
<td>29.</td>
<td>SO</td>
<td>Female</td>
</tr>
<tr>
<td>30.</td>
<td>VA</td>
<td>Female</td>
</tr>
<tr>
<td>31.</td>
<td>WN</td>
<td>Female</td>
</tr>
</tbody>
</table>
Table 4.11 Calculation of Passing Grade of The Post-Test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>30</td>
<td>96.77%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>1</td>
<td>3.23%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100%</td>
</tr>
</tbody>
</table>

Before conducted the action for the Cycle I, the reasercher expected that 85% of the students could pass the passing grade. From the data above, it could be concluded that there was an improvement from the pre-test. The students who pass the passing grade in the pre-test of the cycle II was 48.39%. In the post-test 96.77% of the students’ pass the passing grade. There was an improvement as many as 48.38%. It means that the expectation was succesfully achieved. Therefore, the researcher did not conduct the next cycle.
### Table 4.12 Difference Square of Pre-test and Post-test in the Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AKS</td>
<td>82</td>
<td>92</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>ASM</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>ACDRR</td>
<td>70</td>
<td>92</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>4.</td>
<td>ARO</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>APD</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6.</td>
<td>AVR</td>
<td>70</td>
<td>88</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>AS</td>
<td>74</td>
<td>88</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>8.</td>
<td>AFD</td>
<td>84</td>
<td>90</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>AS</td>
<td>74</td>
<td>84</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10.</td>
<td>CF</td>
<td>74</td>
<td>88</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>11.</td>
<td>DP</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>DSP</td>
<td>84</td>
<td>92</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>DM</td>
<td>76</td>
<td>94</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>14.</td>
<td>DF</td>
<td>74</td>
<td>74</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>FKD</td>
<td>62</td>
<td>84</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>16.</td>
<td>FMS</td>
<td>62</td>
<td>90</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>17.</td>
<td>HP</td>
<td>84</td>
<td>90</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>18.</td>
<td>IAL</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>IF</td>
<td>84</td>
<td>90</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>20.</td>
<td>MPFD</td>
<td>88</td>
<td>90</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>MDA</td>
<td>90</td>
<td>98</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>22.</td>
<td>MK</td>
<td>74</td>
<td>84</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23.</td>
<td>NFK</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>NFY</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>25.</td>
<td>NFS</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>26.</td>
<td>NTL</td>
<td>74</td>
<td>90</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>27.</td>
<td>RAA</td>
<td>64</td>
<td>90</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>28.</td>
<td>SAP</td>
<td>62</td>
<td>90</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>29.</td>
<td>SO</td>
<td>74</td>
<td>84</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
4) Mean of Pre-Test

\[
M = \frac{\sum X}{N} \\
= \frac{2370}{31} \\
= 76.45
\]

5) Mean of Post-test

\[
M = \frac{\sum Y}{N} \\
= \frac{2706}{31} \\
= 87.29
\]

The mean of the pre-test of cycle II was 76 and the mean of the post-test was 87.29. It means of the post-test higher than the pre-test. It could be conclude that there was significant improvement of the students’ reading comprehension after using Cooperative script Technique.

6) Calculation of Mean Difference

\[
MD = \frac{\sum D}{N}
\]
7) Calculation of the Students Deviation

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{6076}{31} + \left(\frac{350}{31}\right)^2}$$

$$= \sqrt{196 - (11,29)^2}$$

$$= \sqrt{196 - 127,46}$$

$$= \sqrt{68,54}$$

$$= 8,28$$

8) Standar Error for the Mean Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{8,28}{\sqrt{30}}$$

$$= \frac{8,28}{5,48}$$

$$= 1,51$$
9) **Calculation of Test**

\[
T_0 = \frac{M_D}{SE_{MD}} = \frac{11.29}{1.51} = 7.48
\]

The researcher found that the T-test is 7.48 and the T-table with N-1 is 2.042. The significant level was 5%. The value of the T-test was higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher concluded that the result of the cycle II was really significant. Finally, the teacher successfully conducted this research. It also means that Cooperative Script Technique could improve the students’ reading comprehension at the twelfth grade students of SMK N 1 Salatiga in the academic year of 2018/2019.

d. **Reflection**

The researcher analysis students’ achievement and progress based on their test score. The passing grade for English lesson in SMK N 1 Salatiga at twelfth grades was 75. The students’ scores in the post-test of the cycle II showed that there were 96.77% of the students who got score higher than passing grades. The students answered the question was better than cycle I. In the pre-test of the cycle II there was 48.39%
of the students who got score higher than passing grades. It means, after reflection from cycle I was applied in the action of cycle II. The students’ scores improve as many as 35.49% in the post-test of the cycle II. The teacher and the researcher could be ended this research because 96.77% of the students had already passed the passing grades. The researcher did not conduct the next cycle.
B. Discussions

After the analysis the students score in the cycle I and cycle II, the researcher concluded that there was significant improvement of the students’ reading comprehension after using Cooperative Script Technique. The improvement could be seen as follows:

Table 4.13 Table of Data Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students feel enthusiastic</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Students give attention</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Students’ activeness</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Students’ response</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Students understand</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Students do the evaluation well</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>
Table 4.14 Table of Data Analysis

<table>
<thead>
<tr>
<th></th>
<th>Analyzis</th>
<th>cle I</th>
<th>cle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test, Mean of Post-test</td>
<td>61</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>81</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students’ who pass the passing grade (&gt;75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>70%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>97%</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>27%</td>
<td>38%</td>
</tr>
<tr>
<td>3</td>
<td>Table (N-30)</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Test</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that T-test was higher than T-table. It means that there was any significant improvement of the students’ reading comprehension after using Cooperative Script Technique. The improvement also could seen from the total of the students who got the score higher than passing grade. In the cycle I, the improvement was 32.27% and in the cycle II was 48.38%. On the result among T-test of the cycle I and cycle II the use of Cooperative Script Technique was successfull to improve students’ reading comprehension. It could be seen from the table, T-test of cycle I was 4.81 and cycle II was 7.48. This T-test was higher than T-table (2.042). So, the result of this research was improvement students’ reading comprehension.

From the result above, the researcher wants to deliver that the use of cooperative script technique can improve students’ reading comprehension.
and it is appropriate with the relevant previous studies. The researcher takes the first research which is conducted Marpaung (2017). The researchers Marpaung (2017: p. 13), says that the use of cooperative script can make students share their idea with their friend in a group. The result of this research is the applying of cooperative script has significantly affected students’ reading comprehension.

The second research is conducted by Pertiwi (2017). The researchers Pertiwi (2017: p. 96), says that cooperative script technique gives the influence in the students’ achievement in cognitive and affective aspect. The cognitive aspect in this research is reading achievement and the affective aspect is about their self confident and the social competence of the students. The result of this research is the implementation of cooperative script technique in teaching reading comprehension effective to improve students’ reading skill.

Based on the result above, the researcher could conclude that Cooperative Script Technique could improve the students’ reading comprehension.
CHAPTER V

CLOSURE

This chapter presents the conclusions and the suggestions of this research.

The conclusions and the suggestions are taken based on the research.

A. Conclusions

After conducting the research of Cooperative Script Technique to improve students’ reading comprehension (a classroom action research of the twelfth grade students at SMK N 1 Salatiga in the academic year of 2018/2019), the researcher can conclude based on the findings discussed in the previous chapter that:

1. The result of the use of Cooperative Script Technique at the twelfth grade students’ of SMK N 1 Salatiga in the academic year of 2018/2019 shows that there is any improvement of students’ reading comprehension.

2. The result of the use of Cooperative Script Technique at a twelfth grade of SMK N 1 Salatiga in the academic year of 2018/2019 show that the students who get the score higher than the passing grade are only 38.70% and 70.97% in the cycle 1. Besides that, the mean of pre-test is 71.61 and post-test is 79.81. On the result of cycle 2, there is 48.39% and 96.77% of students who get the score higher than the passing grade. The mean of pre-test and post-test in cycle 1 are 71.61 and 79.81 and the
mean of pre-test and post-test in cycle 2 are 76.45 and 87.29. The improvement of cycle I is 32.27% and in the cycle II is 48.38%. Moreover, the T-table is 2.042 and the T-test for cycle 1 is 4.81 and the T-test for cycle 2 was 7.48. The value of the t-test is bigger than the value of the T-table, so the alternative hypothesis is accepted and the null hypothesis is rejected. These results can be seen from the pre-test and post-test of cycle 1 and 2. Finally, the use of Cooperative Script technique successful to improve students’ reading comprehension.

B. Suggestions

1. For teachers

The result of this research can be the alternative technique for a teacher in teaching reading. It is suggested that the English teachers should be more creative and innovative to select the teaching technique. They should find a good way to get their students’ interest in learning English, especially in reading. The teacher should motivate the students to read more in order to students can comprehend the text they have been read.

2. For students

The result of this research can motivate the students to improve their reading comprehension. Through Cooperative Script Technique, students can be active and solid with their team. Students should not be
shy and afraid to interpret their opinion. They should more confident in reading. They should give more attention to a teacher when the teacher explained the materials in the classroom.

3. For other researchers

It has been known from the research finding that using Cooperative Script Technique can improve students’ reading comprehension. So, the result of this research can be a reference for other researchers who want to conduct a research about reading comprehension.
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(http://clothes100.blogspot.com/2012/06/pembahasan-bahasa-inggris-report-text.html?m=1)

(https://englishahkam.blogspot.com/2013/02/report-text-jawaban-gardenia-plant.html?m=1)


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(http://panglia.blogspot.com/2012/09/soal-latihan-report-text-kls-xi.html?m=1)

(http://samuderabahasasinggris.blogspot.com/2016/05/contoh-factual-report-dan-terjemahan.html?m-1)
APPENDICES
The students was doing pre-test and post-test
The students was applying Cooperative Script Technique
The teacher was giving explanation about Cooperative Script Technique
The students was doing Cooperative Script Technique
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Yeni Suci Wulandari
NIM : 113-14-029
Dosen Pembimbing : Mashlihatul Umami, S.Pd.I., M.A
Judul Skripsi pada surat penunjukan pembimbing skripsi :
THE USE OF COOPERATIVE SCRIPT TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 Maret 2018</td>
<td>Revisi Judul</td>
<td>The influence of...</td>
<td>Messy</td>
</tr>
<tr>
<td>2</td>
<td>2 Mei 2018</td>
<td>Bab I</td>
<td>revisi</td>
<td>Me</td>
</tr>
<tr>
<td>3</td>
<td>11 Mei 2018</td>
<td>Bab I</td>
<td>Acc</td>
<td>Me</td>
</tr>
<tr>
<td>4</td>
<td>24 Mei 2018</td>
<td>Bab II</td>
<td>Revisi</td>
<td>Me</td>
</tr>
<tr>
<td>5</td>
<td>3 Juni 2018</td>
<td>Bab III</td>
<td>Acc</td>
<td>Me</td>
</tr>
<tr>
<td>6</td>
<td>10 Juni 2018</td>
<td>Bab IV</td>
<td>Acc</td>
<td>Me</td>
</tr>
<tr>
<td>7</td>
<td>17 Juni 2018</td>
<td>RPP &amp; Pretest Post-test</td>
<td>Revisi</td>
<td>Me</td>
</tr>
<tr>
<td>8</td>
<td>8 Agustus 2018</td>
<td>Bab V</td>
<td>Acc</td>
<td>Me</td>
</tr>
<tr>
<td>9</td>
<td>19 Agustus 2018</td>
<td>Bab VI</td>
<td>Revisi</td>
<td>Me</td>
</tr>
<tr>
<td>10</td>
<td>21 Agustus 2018</td>
<td>Bab VII &amp; VIII</td>
<td>Acc</td>
<td>Me</td>
</tr>
<tr>
<td>11</td>
<td>26 Agustus 2018</td>
<td>Bab IX, Appendix, cover</td>
<td>Revisi</td>
<td>Me</td>
</tr>
<tr>
<td>12</td>
<td>31 Agustus 2018</td>
<td>Bab X, Appendix, cover</td>
<td>Acc</td>
<td>Me</td>
</tr>
</tbody>
</table>

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
SILABUS MATAPELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMK/MAK
Mata Pelajaran : Bahasa Inggris - Wajib
Kelas : XII

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Menunjukan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

2.3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responsnya, sesuai dengan konteks penggunaannya.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responsnya.

3.1.1 Menyusun teks lisan dan tulis untuk menawarkan jasa dan responsnya.

3.1.1.1 Mengamati

- Siswa mendengarkan/mentonton interaksi menawarkan jasa.
- Siswa mengikuti interaksi menawarkan jasa.
- Siswa menirukan model interaksi menawarkan jasa.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menawarkan jasa (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.1.1.2 Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan menawarkan jasa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

3.1.1.3 Mengeksplorasi

- Siswa menawarkan jasa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.

3.1.1.4 Mengagarsi

- Siswa membandingkan ungkapan menawarkan jasa yang telah dipelajari dengan yang ada di berbagai sumber lain.

3.1.1.5 Mengomunikasikan

- Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.

Kriteria Penilaian:

- Tingkat ketercapaian fungsi sosial menawarkan jasa
- Tingkat kelengkapan dan keruntutan struktur teks menawarkan jasa
- Tingkat ketepatan dan kerutunan struktur teks menawarkan jasa
- Kesesuaian format penulisan/penyampaian

Cara Penilaian:

Unjuk Kerja

- Bermain peran (role play) dalam bentuk interaksi yang bersisi menawarkan jasa dan responsnya
- Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menawarkan jasa serta responsnya

Observasi:
| dalam maupun di luar | • Siswa menawarkan jasa dengan bahasa Inggris, di dalam dan di luar kelas.  
• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menawarkan jasa dalam jurnal belajar (learning journal). |
|----------------------|---------------------------------------------------------------------------------------------------|
| Sasaran penilaian:   | • Upaya menggunakan bahasa Inggris untuk menawarkan jasa ketika muncul kesempatan.  
• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.  
• Perilaku santun dan peduli dalam melaksanakan komunikasi  
• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi |

**Kriteria Penilaian:**

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dan responsnya, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

<table>
<thead>
<tr>
<th><strong>Teks lisan dan tulis untuk mengawali penyampaian berita atau informasi yang mengejutkan</strong></th>
<th><strong>Mengamati</strong></th>
<th><strong>Menanya</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fungsi sosial</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Menyampaikan berita atau informasi yang mengejutkan dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang | • Siswa mendengarkan/ menonton interaksi mengawali penyampaian berita atau informasi yang mengejutkan  
• Siswa mengikuti interaksi mengawali penyampaian berita atau informasi yang mengejutkan  
• Siswa menirukan model interaksi mengawali penyampaian berita atau informasi yang mengejutkan  
• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi yang mengawali penyampaian berita atau informasi yang mengejutkan (fungsi sosial, struktur teks, dan unsur kebahasaan). |
| **Menanya**                                                                                           | Dengan bimbingan dan arahan guru, |               |
| **Kriteria Penilaian:**                                                                                   |               |             |
| • Tingkat ketercapaian fungsi sosial mengawali penyampaian berita atau informasi yang mengejutkan |               |             |
| • Tingkat kelengkapan dan keruntutan struktur teks mengawali penyampaian berita atau informasi yang mengejutkan |               |             |
| • Tingkat ketepatan unsur kebahasaan tata bahasa, kosa kata, ucapan, tekanan kata, intonasi |               |             |

Audio CD/ kaset

http://americanenglish.state.gov/files/ae/resource_files

http://learnenglish.britishcouncil.org/en/
yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>lain</th>
<th>siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</th>
</tr>
</thead>
</table>

**Cara Penilaian:**

**Unjuk kerja**

- Bermain peran (*role-play*) dalam bentuk interaksi yang berisi penyampaian berita atau informasi yang mengejutkan
- Ketepatan menggunakan struktur dan unsur kebahasaan dalam penyampaian berita atau informasi yang mengejutkan

**Observasi:**

- Siswa mendengarkan/menonton interaksi meminta perhatian

**Sasaran penilaian:**

- Upaya menggunakan bahasa Inggris untuk mengawali penyampaian berita atau informasi yang mengejutkan ketika muncul kesempatan
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan
- Berperilaku jujur, santun, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi

**Kriteria Penilaian:**

- Tingkat ketercapaian fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta

---

3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta

<table>
<thead>
<tr>
<th>Teks lisan dan tulis untuk meminta perhatianbersaya</th>
<th>Mengamati</th>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</td>
<td>Siswa mendengarkan/menonton interaksi meminta perhatian.</td>
<td>Tingkat ketercapaianfungsi sosial meminta</td>
</tr>
</tbody>
</table>
4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan untuk meminta perhatian bersayap (extended), sesuai dengan konteks penggunaannya.

| p (extended) dan responsnya. | • Siswa mengikuti interaksi meminta perhatian dan responsnya.  
• Siswa menirukan model interaksi meminta perhatian  
• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi meminta perhatian (fungsi sosial, struktur teks, dan unsur kebahasaan).  
| Fungsi sosial | Meminta perhatian dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain  
| Struktur teks | May I have your attention, please. Everybody, excuse me!  
| Unsur kebahasaan | Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.  
| Topik | Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar  
| Menanya | Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan meminta perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.  
| Mengeksplorasi | Siswa meminta perhatian dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur  
| Mengasosiasi | • Siswa membandingkan ungkapan meminta perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.  
• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.  
| Mengomunikasikan | • Siswa meminta perhatian dengan bahasa Inggris, di dalam dan di luar kelas.  
• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk meminta perhatian dalam jurnal belajar (learning journal).  
| perhatian | • Tingkat kelengkapan dan keruntutan struktur teks meminta perhatian  
• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi  
| CARA PENILAIAN: | • Tingkat kesesuaian format penulisan/ penyampaian  
Unjuk kerja |  
| • Bermain peran (role-play) dalam bentuk interaksi yang berisi pernyataan meminta perhatian  
• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi pernyataan meminta perhatian serta responsnya  
Observasi: | untuk tujuan memberikan balikan. Sasaran penilaian adalah:  
| • Upaya menggunakan bahasa Inggris untuk meminta perhatian ketika muncul kesempatan  
• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab  

Audio CD/ kaset  
www.dailyenglish.com  
http://americanenglish.state.gov/files/ae/resource_files  
http://learnenglish.britishcouncil.org/en/
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks khusus, lisan dan tulis, berbentuk surat Lamaran kerja

4.4. Menangkap makna dalam teks berbentuk surat lamaran kerja.

4.5. Menyunting surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.6. Menyusun surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Teks khusus, lisan dan tulis, berbentuk surat lamaran kerja</th>
<th>Mengamati</th>
<th>Kriteria Penilaian:</th>
</tr>
</thead>
</table>
| **Fungsi sosial** | - Siswa membaca beberapa surat lamaran kerja dari berbagai sumber  
- Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan surat lamaran kerja dari berbagai sumber.  
- Siswa belajar membaca cepat untuk menemukan gagasan utama teks (skimming), dan membaca memindai untuk menemukan informasi tertentu (scanning), serta menentukan jeda pada tempatnya untuk membaca dengan bermakna  
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia  
- Siswa mempertanyakan cara menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam surat lamaran kerja. | - Tingkat ketercapaian fungsi sosial penggunaan teks lamaran kerja  
- Tingkat kelengkapan dan keruntutan struktur teks surat lamaran kerja  
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan  
- Tingkat kesesuaian format penulisan/penyampaian |

**Unsur kebahasaan**
1. Kata dan tata bahasa yang

**CARA PENILAIAN:**

**Observasi:**

untuk tujuan membantu dalam melakukan komunikasi.

- Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan meminta perhatian
- Kesungguhan siswa selama proses pembelajaran dalam setiap tahapan

**Penilaian Diri dan Penilaian Sejawat**

Bentuk: diary, jurnal, format khusus, komentar, atau
lazim

(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

(4) rujukan kata

Topik
Kegiatan atau acara penting dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang tanggung jawab dan pro-aktif

Mengeksplorasi
- Siswa membacakan surat lamaran kerja kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.
- Siswa berlatih menemukan gagasan utama dan informasi pertentu dalam surat lamaran kerja
- Siswa menulis surat lamaran kerja dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang surat lamaran kerja yang ditulis.
- Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru

Mengasosiasi
- Siswa menganalisis berbagai surat lamaran kerja dan membandingkannya dengan contoh yang diberikan
- Siswa menganalisis bentuk kalimat yang digunakan dalam surat lamaran kerja.
- Siswa menyunting sebuah surat lamaran kerja yang diambil sumber lain
- Secara individu, siswa menulis surat lamaran kerja dan
- Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis surat lamaran kerja dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.

Mengomunikasikan
- Siswa menyampaikan hasil suntingan

Penilaian adalah:
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi
- Ketepatan dan kesesuaian dalam menulis surat lamaran kerja
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio
- Kumpulan catatan kemajuan belajar
- Kumpulan karya siswa yang mendukung proses penulisan surat lamaran kerja berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi
- Kumpulan hasil tes dan latihan.
- Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Penilaian Diri dan Penilaian Sejawat
Bentuk: diary, jurnal, format khusus,
Menangkap makna teks penyerta gambar (caption).

Menyusun teks penyerta gambar (caption), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Teks penyerta gambar (caption).</th>
<th>Mengamati</th>
<th>KRITERIA PENILAIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fungsi sosial</strong></td>
<td>• Siswa membaca beberapa teks penyerta gambar dari berbagai sumber</td>
<td>• Tingkat ketercapaian fungsi sosial penggunaan teks penyerta gambar</td>
</tr>
<tr>
<td>membuat teks penyerta gambar (caption) dengan baik, untuk mendapatkan perhatian dari pembaca sehingga mencapai tujuannya.</td>
<td>• Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks penyerta gambar dari berbagai sumber.</td>
<td>• Tingkat kelengkapan dan keruntutan struktur teks penyerta gambar</td>
</tr>
<tr>
<td><strong>Struktur teks</strong></td>
<td>• Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (scanning) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</td>
<td>• Tingkat ketepatan unsur kebahasaan tata bahasa, kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
</tr>
<tr>
<td>Ungkapan yang lazim digunakan oleh sumber-sumber otentik: teks penyerta</td>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai teks penyerta gambar (caption) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</td>
<td>• Tingkat kesesuaian format penulisan/ penyampaian</td>
</tr>
</tbody>
</table>

CARA PENILAIAN:

Observasi:

Untuk tujuan memberikan balikan. Sasaran penilaian:

- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,
- Ketepatan dan kesesuaian dalam menulis teks.
<table>
<thead>
<tr>
<th>gambar (caption).</th>
<th>tertentu dan rinci dalam teks penyerta gambar</th>
<th>penyerta gambar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsur kebahasaan</strong></td>
<td>• Siswa menulis teks penyerta gambar dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</td>
<td>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
</tr>
<tr>
<td>(1) Kata dan tata bahasa yang lazim</td>
<td>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang teks penyerta gambar yang ditulis.</td>
<td>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</td>
</tr>
<tr>
<td>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</td>
<td>• Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru</td>
<td><strong>Portofolio</strong></td>
</tr>
<tr>
<td>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan ikan secara lisan</td>
<td>• Siswa menggunakan berbagai teks penyerta gambar dan membandingkannya dengan contoh yang diberikan</td>
<td>• Kumpulan catatan kemajuan belajar siswa yang mendukung proses penulisan teks penyerta gambar, berupa: draft, revisi, editing dan hasil terbaik untuk dipublikasi</td>
</tr>
<tr>
<td><strong>Topik</strong></td>
<td>• Siswa menganalisis kalimat yang digunakan dalam teks penyerta gambar</td>
<td>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks penyerta gambar</td>
</tr>
<tr>
<td>Kegiatan atau acara penting dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang perilaku peduli dan cinta damai.</td>
<td>• Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks penyerta gambar dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</td>
<td>• Kumpulan hasil tes dan latihan.</td>
</tr>
<tr>
<td></td>
<td>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</td>
<td>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau bentuk penilaian lainnya</td>
</tr>
<tr>
<td><strong>Mengasosiasikan</strong></td>
<td>• Mengomunikasikan</td>
<td><strong>Penilaian Diri dan Penilaian Sejawat</strong></td>
</tr>
<tr>
<td></td>
<td>• Siswa menggunakan kalimat simple present dalam menulis teks penyerta gambar.</td>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
</tr>
<tr>
<td></td>
<td>• Siswa mempresentasikan teks penyerta gambar yang sudah diperbaiki berdasarkan masukan dari guru dan teman</td>
<td></td>
</tr>
</tbody>
</table>
3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk factual report, sesuai dengan konteks pembelajaran di mata pelajaran lain di Kelas XII.

4.9. Menangkap makna dalam teks ilmiah fakultual (factual report) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.

4.10. Menyusun teks ilmiah fakultual (factual report) lisan dan tulis, tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.

<table>
<thead>
<tr>
<th>Kriteria Penilaian:</th>
<th>Unjuk kerja:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tingkat ketercapaian fungsi sosial penggunaan teks ilmiah fakultual</td>
<td>• Melakukan monolog berupa teks factual report tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII depan kelas/berpasangan</td>
</tr>
<tr>
<td>• Tingkat kelengkapan dan keruntutan struktur teks ilmiah fakultual</td>
<td>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam membuat teks factual report</td>
</tr>
<tr>
<td>• Tingkat kesesuaian format penulisan/penyampaian</td>
<td>Observasi:</td>
</tr>
</tbody>
</table>

| Teks ilmiah fakultual (factual report) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII. |

**Fungsi sosial**
- Menguraikan gambaran umum tentang gejala, sosial, dan benda-benda buatan manusia, secara objektif dan ilmiah.

**Struktur text**
1. Penyebutan jenis atau golongan dari obyek yang dipaparkan
2. Deskripsi obyek termasuk nama, sifat dan perilaku yang umum ditemukan/ dilihat.

**Unsur kebahasaan**
1. Penyebutan kata benda umum,

**Mengamati**
- Siswa membaca/mendengarkan/ menonton berbagai macam teks ilmiah faktual tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.
- Siswa memerhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks ilmiah faktual.
- Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (skimming) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna.

**Menany**
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks ilmiah faktual (factual report) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah faktual.

**Mengeksplorasi**
- Siswa membaca/mendengarkan beberapa teks factual report dari berbagai sumber.
- Siswa membaca teks factual report kepada teman dengan menggunakan unsur kebahasaan yang tepat.
- Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks factual report.
Siswa secara berkelompok menuliskan teks *factual report* tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.

**Mengasosiasi**
- Secara berpasangan siswa saling menganalisis teks report teks *factual report* yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

**Mengomunikasikan**
- Siswa membuat kliping teks report dengan menyalin dan beberapa sumber.
- Siswa membuat jurnal belajar (*learning journal*).

**Portofolio**
- Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog dan penyusunan teks ilmiah faktual tentang benda, binatang dan gejala/peristiwa alam.
- Kumpulan karya siswa yang mendukung proses penulisan teks tulis ilmiah faktual berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi.
- Kumpulan hasil teks dan latihan.
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tentang keharusan dan responsnya, sesuai dengan konteks penggunaannya.

4.11. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan, sesuai dengan konteks penggunaannya.

<table>
<thead>
<tr>
<th>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa mendengarkan dan membaca banyak kalimat dengan ungkapan keharusan, dalam berbagai konteks.</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengikuti interaksi tentang keharusan selama proses pembelajaran, dengan bimbingan guru.</td>
</tr>
<tr>
<td></td>
<td>- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan keharusan.</td>
</tr>
<tr>
<td></td>
<td>- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keharusan (fungsi sosial, struktur teks, dan unsur kebahasaan).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Struktur teks</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are supposed to hand in your assignment today. She is to meet the principal as soon as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsur kebahasaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kata kerja modal be supposed to, be to; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topik</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berbagai hal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa menyatakan dan menanyakan keharusan dalam bahasa Inggris dalam konteks simulas, role-play, dan kegiatan lain yang terstruktur.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa membandingkan ungkapan keharusan yang telah dipelajari</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kriteria Penilaian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tingkat ketercapaian fungsi sosial menyampaikan keharusan</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cara Penilaian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bermain peran (role play) dalam bentuk interaksi yang berisi keharusan</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Observation: |
terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

<table>
<thead>
<tr>
<th>dengan ungkapan-ungkapan lainnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa membandingkan antara ungkapan keharusan dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</td>
</tr>
</tbody>
</table>

**Mengomunikasikan**

| • Siswa menyatakan dan menanyakan keharusan dengan bahasa Inggris, di dalam dan di luar kelas. |
| • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan dalam jurnal belajarnya. |

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.

**Sasaran penilaian** adalah:

| • Upaya menggunakan bahasa Inggris untuk keharusan ketika muncul kesempatan |
| • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi |
| • Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan keharusan |
| • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan |

**Penilaian Diri dan Penilaian Sejawat**

Bentuk: jurnal, komentar, atau bentuk penilaian lain.
Rencana Pelaksanaan Pembelajaran (RPP)

Tingkat Satuan : Sekolah Menengah Kejuruan
Nama Sekolah : SMK NEGERI 1 SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XII / Gasal
Topik : Factual Report (Environment)
Alokasi Waktu : 2 x 45 menit (pertemuan 1)

A. Kompetensi Inti

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

KI-4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan yang dipelajari yadisekolah secaramandirisertabertindak secara efektif dan efisien.

B. Kompetensi Dasar
3.6 Menganalisisfungsisosial, strukturteks, dan unsur kebahasaanpadateksilmiahberbentuk factual report, sesuaikontekspembelajran di matapelajaran lain di kelas XII.

4.9 Menangkapmaknadalamteksilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII

C. IndikatorPencapaianKompetensi

3.6.1 Mengidentifikasifungsi sosial, struktur teks, dan unsur kebahasaan padateksilmiahberbentuk factual report, sesuaikontekspembelajran di matapelajaran lain di kelas XII.

3.6.2 Menganalisisfungsisosial, strukturteks, dan unsur kebahasaanpadateksilmiahberbentuk factual report terkaitdengangejala/peristiwaalam, sesuaikontekspembelajran di matapelajaran lain di kelas XII.

4.9.1 Menangkapfungsi sosial, struktur teks, dan unsur kebahasaanpadateksilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII

D. TujuanPembelajaran

Melaluidiskusidanmenggaliinformasipesertadidikdapat :

3.6.1 SiswamampuMengidentifikasifungsi sosial, struktur teks, dan unsur kebahasaan padateksilmiahberbentuk factual report, sesuaikontekspembelajran di matapelajaran lain di kelas XII

3.6.2 SiswamampuMenganalisisfungsisosial, strukturteks, dan unsur kebahasaanpadateksilmiahberbentuk factual report
terkaitdengangejala/peristiwaalam, sesuakontekspembelajaran di matapelajaran lain di kelas XII.

4.9.1 SiswamampuMenangkapfungsi sosial, struktur teks, dan unsur kebahasaanpadateksilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII

E. MateriPembelajaran

_Factual Report Text_

**Meaning**

- Factual report is a report containing the facts, rather than provide theoretical or personal interpretation

**Purpose**

- The purpose of Factual report text is to present information about something they generally describes on entire class of things, whether natural or made. For example mammals, rocks, plants, etc

**Generic Structure**

1. General identification

   Describe the common subject of report, common description, and classification.

2. Descriptions

   Contain a factual report why the phenomena may be created

**Language Feature**
1. Introducing group or general aspect, means focus on generic participant. Factual report text always introduces group or general aspects and focus on general noun.

2. Using conditional logical connection, time words that connect events to tell when they occur. Such as, when, so, but

3. Nouns and nouns phrase are used rather than personal pronouns. The use of personal pronoun is limited.

4. Use the present tense

5. Action verbs

6. Descriptive language

The example of factual report text (environment):

**Thunder Lightning**

Thunder Lightning is a sudden, shocked, and very fast electric force between the cloud and ground, or between clouds. The speed of thunder can be several miles long. It is so hot, with average temperatures of 34,000 ° Celsius, that cause surrounding air suddenly expanding with a loud explosion and sounds. This is why sometimes we can hear thunder. The most dangerous type of cloud caused by lightening is called cumulonimbus.

When the cloud rises high enough, the moisture freezes and creates crystal ices and snowflakes. It began to fall, pushing the rain on the way down. This is more humid, rainy air, and it is the friction between those who generate static electricity. When the cloud is fully charged with electricity, it will burst as a flash of lightning. So lightning suddenly appears before the rain and the sounds are very loud.

Terjemahan Report Text Tentang Kilat:


F. Metodedan Media Pembelajaran
Pendekatan : Scientific Approach
Teknik : Cooperative Script Technique
Media : Whiteboard, handout, LCD, Laptop, Board Marker,
Sumber : Internet

G. Langkah Pembelajaran
Pertemuan 1 (cycle 1)

<table>
<thead>
<tr>
<th>maKegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>OkasiWaktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru memberisalamkepada siswa</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru menyiapkan peserta didik secarapersiapan isik untuk mengikuti proses pembelajaran dan memotivasi</td>
<td></td>
</tr>
</tbody>
</table>
Pendahuluan

Mengamati:

1. Guru memberikan sebuah teks tentang factual report (environment)

2. Guru memintasiswa untuk membacatekstersebut dan jugamenulis poin-poin penting didalam teks

Mempertanyakan:

1. Siswadiberi kesempatan untuk menanyakan tentang poin-poin penting yang ada dalam teks

2. Guru bisa menulis tentang poin-poin yang sudah disebutkanoleh siswa

Mengeksplorasi:


2. Sesuai dengan Cooperative script technique, guru membagisiswa secara berkelompok, setiap kelompok terdiri dari 4 siswa

3. Guru memberikan sebuah teks tentang
Pembelajaran

1. Siswa dalam kelompok menganalisis entah ide pokok, kata sulit serta antonym dan sinonim di dalam teks

2. Mengasosiasikan

   1. Siswa yang menentukansiswa yang menjadipembicaradanpendengar

5. Siswa berdiskusi untuk mencari ide pokok, kata sulit serta antonym dan sinonim di dalam teks

Mengkomunikasikan

1. Siswa yang menjadipembicara mempresentasikan hasildis diskusidan siswa yang menjadi pendengarmelengkapi hasil diskusibila belum lengkap

Penutup

1. Dengan bimbingan dan arahan guru siswa membuat kesimpulan pelajaran di akhir pembelajaran

2. Guru memberikan umpanbalik terhadap proses dan hasil pembelajaran


H. Penilaian

<table>
<thead>
<tr>
<th>Indicator Pencapaian Kompetensi</th>
<th>Teknik Nilai</th>
<th>Teknik Instrumen</th>
<th>Instrument/Soal</th>
</tr>
</thead>
</table>

27
| n. | ment | Read the text carefully:

1. Find the main ideas of the text
2. Find five (5) difficult word and translate it
3. Find five (5) word and then find the synonym

| 1. Memahamifungsisosialdanunsurkebahasa andalam factual report (environment) |
| 2. Menangkap ide pokokdalam factual report text (environment) |
1. Instrument/ Soal

A rainbow is a multi-colored arc that forms in the sky. Rainbows are created by both reflection and refraction (bending) of light in water droplets in the atmosphere, which results in a spectrum of light appearing. A rainbow is not an object, it cannot be approached or physically touched.

A rainbow is in fact a full circle of light. However, due to most people viewing a rainbow on the ground we only see a semi-circle or arc of the rainbow. A rainbow is not situated at a specified distance, instead it will always be visible to a person at the precise angle freshwater droplets reflect the light which is 42 degrees in the opposite direction of the sun. No two people see the same rainbow, in fact even our individual eyes see slightly different rainbows. If someone appears to be standing under a rainbow you can see, they will see a different rainbow at the same angle but further away.

Rainbows can be seen not just in rain but also mist, spray, fog, and dew, whenever there are water drops in the air and light shining from behind at the right angle. A “double rainbow” is where a second, much fainter arc can be seen outside of the primary arc. This is caused by the light
reflecting twice inside the water droplets. As a result of this double reflection the colors of the second arc are inverted with violet on the outer edge and red on the inner edge. A “moonbow” is a rare lunar rainbow or night time rainbow produced by light from the moon. Our eyes see it as white even though all colors are faintly present. A “fogbow” is formed by cloud and fog droplets, they are almost white with very faint colors visible. Fogbows are quite large and much broader than a rainbow.


TSUNAMI

The word “tsunami” comes from the Japanese language meaning Great Waves (Tsu: port and Nami: wave). Adaplan agreed definition many people is a tsunami is a natural disaster caused by rising sea waves to the mainland at high speeds due to the earthquake centered under the sea. The quake could have been caused by soil erosion, the plates were shifting, volcanic eruptions and who experienced meteor that crashed in the ocean. This usually happens when the tsunami earthquakes exceeding magnitude 7 on the Richter scale. Tsunami is quite dangerous, especially for those who live in Area beach. With great power, he will sweep everything in its path.

When talking about the tsunami, then we would have to start from the cause, namely the earthquake in the ocean. Tsunami always preceded a powerful movement that we commonly call the earthquake. Although it is known that there are various types of this earthquake, but 90% of the tsunami caused by the movement of the plates in the earth that happened to be located in areas of the oceans. It should be also mentioned, the history of tsunamis ever recorded due to the eruption of Krakatoa.

An earthquake in the bowels of the earth will result in the
emergence of pressure to the vertical direction so that the bottom of the sea will rise and fall in a short time span. This will then lead to an imbalance in the ocean water which is then pushed into a large wave that moves reached the mainland.

With great power there in the water waves, naturally if the buildings on the mainland can be washed away easily. The tsunami waves propagate at speeds unimaginable. He could reach 500 to 1000 kilometers per hour at sea. And when it reaches the shore, the speed is reduced to 50 to 30 kilometers per hour. Although reduced rapidly, but the pace was able to cause severe damage to humans.

If we look at the tsunami, of course we understand that there is no human intervention in it. Thus, we do not have control to prevent these causes. However, the preparation and maximum vigilance, we can minimize the impact of the tsunami itself. A good example has been shown in Japan. Although prone to tsunamis, but the awareness of people able to reduce the number of victims of the disaster.

(http://agnestasyaa.blogspot.com/2016/03/report-text-tsunami-dan-terjemahannya.html)
“Earthquake”

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims. Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

Tectonic earthquakes are most common one. This kind of earthquake happens while earth’s crust rocks break because of the geological strength created by moving of the earth’s plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.


VOLCANIC ERUPTIONS

Volcanic eruptions have caused some of the worst disasters in the world. They can wipe out entire cities and kill thousands of people. The name of volcano comes from Roman term. It derives from Vulcain which is the name of Roman fire god. Romans believed that Vulcain lived
on a volcanic Italian coast. Romans called the island Vulcano.

According to scientists, volcanic eruptions are divided in to four basic groups. They are commonly known as Hawaiian, Strombolian, Vulcanian and Peleean. The term of Hawaiian eruptions are named after the volcanoes in Hawaii. These volcanic eruptions are the least violent type. They produce highly fluid lava which flows quietly. This gradually builds up a shield volcano.

Strombolian eruptions are named after Stromboli. These result from the constant release of gas from the magma. As the gas escapes, it produces tephra that piles up, turning into a cinder cone. Strombolian eruptions happen when sticky magma plugs the central vent. This makes the magmatic gas build up pressure until it blasts. The magma is turned into volcanic dust and bombs.

Vulcanian eruption which comes from the ancient Roman belief, are more violent than the strombolian eruption. Vulcanian eruption happens and brings magma which is more viscous. Vulcanian explosions are usually larger and noisier than the Strombolian eruptions.

Peleean eruptions are famous as the most violent kind of volcanic eruptions. The name of paleean comes from the eruption of Mount Pelee, Martinique in 1902. It killed almost 38 thousands people. A Peleean eruption occurs when the magmatic gas build up tremendous pressure. This causes violent explosions with glowing clouds of hot ash and dust.

Flood
Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and form the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, a tsunami, or a combination the three.
Soil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.
There are several types of flood. Periodic floods occur naturally on many rivers, forming an area known as the flood plain. These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.

(https://arieftirta.wordpress.com/tag/report-text-about-flood/)

2. Pedoman Penilaian

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sentence format is appropriate

The answer is not quite complete and the sentence format is not appropriate

a. Jumlahskormaksimal 100
b. Skor : benarsoal × jumlah soal×5

3. Rubric Penilaian

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<thead>
<tr>
<th>No.</th>
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<th>Range Score</th>
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<td>&lt;49</td>
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Salatiga, 16 Juli 2018

Mengetahui,

Mahasiswa

Guru Bahasa Inggris

Dra. Dyah Purna Wijayanti

Yeni Suci Wulandari
NIP: 19630808198803 2 009

NIM: 113-14-029
Rencana Pelaksanaan Pembelajaran (RPP)

Tingkat Satuan : Sekolah Menengah Kejuruan

Nama Sekolah : SMK NEGERI 1 SALATIGA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / Gasal

Topik : Factual Report (Environment)

Alokasi Waktu : 2 x 45 menit (peretemuan 2)

I. Kompetensi Inti

KI-3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingintahunyatentangilmupengetahuan, teknologi, seni, budaya, danhumanioradenganwawasankemanusiaan, kebangsaan, kenegaraan, danperadabanterkaitpenyebabfenomena, dankejadianinsertamenerapkanpengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, menyajidan menciptadalamranah konkretdan ranah abstrakterkait dengan pengembangan yang
dipelajarinyadisekolahsecaramandirisertabertindaksecaraefektifdaankr
eatifdanmampumenggunakanmetodesesuaikaidahkeilmuan.

J. Kompetensi Dasar

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk factual report, sesuai konteks pembelajaran di matapelajaran lain di kelas XII.

4.9 Menangkap maknandalam teks ilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII

K. Indikator Pencapaian Kompetensi

3.6.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk factual report, sesuai konteks pembelajaran di matapelajaran lain di kelas XII.

3.6.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk factual report terkait dengan gejala/peristiwa, sesuai konteks pembelajaran di matapelajaran lain di kelas XII.

4.9.1 Menangkap fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII

L. Tujuan Pembelajaran

Melaluidiskusidanmenggaliinformasipesertadidikdapat:
3.6.1 Siswamampu Mengidentifikasifungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk factual report, sesuaikontekspembelajaran di matapelajaran lain di kelas XII.

3.6.2 Siswamampu Menganalisisfungsi sosial, struktur teks, dan unsure kebahasaan pada teks ilmiah berbentuk factual report terkaitdengangejala/peristiwaalam, sesuaikontekspembelajaran di matapelajaran lain di kelas XII.

4.9.1 Siswamampu Menangkapfungsi sosial, struktur teks, dan unsure kebahasaan pada teks ilmiah factual (factual report) lisandantulistentanggejala/peristiwaalamterkaitdenganmatapelajaran lain di kelas XII.

M. Materi Pembelajaran

_Factual Report Text_

**Meaning**

- Factual report is a report containing the facts, rather than provide theoretical or personal interpretation.

**Purpose**

- The purpose of Factual report text is to present information about something they generally describes on entire class of things, whether natural or made. For example mammals, rocks, plants, etc.

**Generic Structure**

1. General identification

   Describe the common subject of report, common description, and classification.

2. Descriptions

   Contain a factual report why the phenomena may be created.

**Language Feature**
7. Introducing group or general aspect, means focus on generic participant. Factual report text always introduces group or general aspects and focus on general noun.

8. Using conditional logical connection, time words that connect events to tell when they occur. Such as, when, so, but

9. Nouns and nouns phrase are used rather than personal pronouns. The use of personal pronoun is limited.

10. Use the present tense

11. Action verbs

12. Descriptive language

The example of factual report text (environment):

**Venice**

Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the “Queen of the Adriatic”, “City of Water”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy. Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot. You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses (“vaporetti”) which ply regular routes along the major canals and between the city’s islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges. You can see the amusing city’s landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark’s Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.
Venesia


N. Metodedan Media Pembelajaran
Pendekatan : Scientific Approach
Teknik : Cooperative Script Technique
O. Langkah Pembelajaran

Pertemuan 2 (cycle 2)

<table>
<thead>
<tr>
<th>Media</th>
<th>Whiteboard, handout, LCD, Laptop, Board Marker,</th>
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<tbody>
<tr>
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<th>Waktu</th>
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</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>4. Guru memberisalam kepadasiswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dan mengamati motivasi</td>
<td>menit</td>
</tr>
<tr>
<td>Mempertanyakan</td>
<td>3. Siswa diberi waktu untuk bertanya dengan guru</td>
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<table>
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<th>Mempertanyakan:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3. Siswa diberi waktu untuk bertanya dengan guru</td>
</tr>
</tbody>
</table>

**Mengeksplorasi:**


7. Sesuaikan dengan Cooperative script technique, guru membagisiswa secara berkelompok, setiap kelompok didevisi menjadi 4 siswa.

8. Guru memberikan sebuah teks tentang environment.


10. Siswa berdiskusi untuk mencari ide pokok, kata sulit serta antonim dan sinonim di dalam teks.

**Mengasosiasikan:**

2. Siswa dalam kelompok menganalisis tentang ide pokok dalam teks yang sudah diskusikan.

**Mengkomunikasikan:**

2. Siswa yang menjadipembicaramempresentasikan hasil diskusidengan siswa yang menjadipendengarmelengkapi hasil diskusibilabelah.
## Penutup

4. Dengan bimbingan dan arahan guru, siswa membuat kesimpulan pelajaran di akhir pembelajaran.
5. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

## P. Penilaian

<table>
<thead>
<tr>
<th>Indicator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Memahami fungsi sosial dan unsur kebahasaan dalam factual report (environment)</td>
<td>Full</td>
<td>Tertulis</td>
<td>Read the text carefully:</td>
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<td>4. Menangkap ide pokok dalam factual report text (environment)</td>
<td></td>
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<td>5. Find the main ideas of the</td>
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</tr>
<tr>
<td>6. Find five (5) difficult word and translate it</td>
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<tr>
<td>7. Find five (5) word and then find the synonym and antonym</td>
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<td></td>
</tr>
<tr>
<td>8. Give your opinion on base</td>
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<td></td>
</tr>
</tbody>
</table>
1. Instrument/ Soal

Paris.

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world’s most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. The Eiffel Tower is a 19th century iron lattice tower located on the Champ de Mars in Paris that has become both a global icon of France and one of the most recognizable structures in the world. The Eiffel Tower, which is the tallest building in Paris, is the single most visited paid monument in the world; millions of people ascend it every year. Named after its designer, engineer Gustave Eiffel, the tower was built as the entrance arch for the 1889 World’s Fair. The tower has three levels for visitors. Tickets can be purchased to ascend either on stairs or lifts to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is only accessible by lift. Both the first and second levels feature restaurants. The Louvre, one of the world’s largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

http://bahasainggrismudah.com/5-text-report-tentang-kota-terkenal-dunia/

ROME

Rome—or Roma in Italian—is the capital city of Italy. It is also the largest city in the country. The city is famed for its history, architecture and food. Rome’s mascot is a she-wolf that cared for the brothers Romulus and
Remus, the legendary founders of Rome. According to ancient legend, the city of Rome was founded by the twin brothers Remus and Romulus, sons of the god Mars and the priestess Rhea Silvia. Abandoned at birth, they were raised by a she-wolf. Later, the two decide to found a city, but Romulus kills his brother in a fit of anger and names the city Rome, after himself. Rome’s inhabitants (within the municipality) number around 2.7 million. Rome is located in central Italy in the Lazio region. The city is bordered by the Tiber River and lies about 15 miles from the Tyrrhenian Sea. Rome has a museum dedicated to pasta. The National Museum of Pasta spans 11 rooms and two floors. Rome has two major football teams, AS Roma and SS Lazio. These two rival teams share the same stadium, Stadio Olimpico. Rome’s first university, La Sapienza (est. A.D. 1303), is the largest in Europe and the second largest in the world.

(http://bahasainggrismudah.com/5-text-report-tentang-kota-terkenal-dunia/)
Yogyakarta

Yogyakarta – also known as Jogjakarta – is a thriving town home to 500,000 inhabitants and the most popular tourist destination on Java island, Indonesia. The city is named after the Indian city of Ayodha from the Ramayana epic and translates to ‘A city that is fit to prosper,’ with Yogya meaning ‘suitable, fit, proper’ and karta meaning ‘prosperous, flourishing.’ The city of Yogyakarta is only one of five districts within the semi-autonomous “Yogyakarta Special Region.” This special status is thanks to the Sultanate of Hamengkubuwono, which has ruled the area since 1749 and through the difficult times of occupation and revolution. Yogyakarta was the revolutionary capital city of the republic from 1946 to 1949 when Jakarta was still occupied by the Dutch. Thanks to this, the Indonesian central government recognized the Sultan of Yogyakarta as the appointed governor of the region and it remains the only position that is not elected directly by the people. There are two distinct seasons in Yogyakarta: the wet season and the dry season. The wet season generally stretches from October to March, but the rainfall is heaviest during December through February. There is very little rain during June through September and those are the best months to visit the city. As a tropical city located close to the equator, Yogyakarta enjoys warm weather year-round, which remains steady in the high 80s or low 90s (Fahrenheit).

(http://bahasainggrismudah.com/5-text-report-tentang-kota-terkenal-dunia/)

TOKYO

Tokyo is the capital city of Japan, and the biggest city in Japan in terms of population and area. Tokyo has a total land area of 2187.42 square km and is home to about 10% of the population of Japan. Including the neighboring prefectures of Saitama, Chiba and Kanagawa, the Tokyo conurbation has a total population of over 33 million inhabitants, the largest population concentration in the world.Two major rivers flow through Tokyo, the Sumida River, running north-to-south into Tokyo bay, and the Tama River, running west-to-east, and forming the border between Tokyo and Kawasaki. Other rivers include the Edo, Arakawa, Sumida, Tama and Kanda rivers.Tokyo has an average temperature of about 16.5 degrees Celsius (62 degrees F), an average minimum temperature of about 13 degrees Celsius (55 degrees F), and an average maximum temperature
of about 20 degrees Celsius (68 degrees F). Average humidity is about 60%. January and February are the coldest months in Tokyo with an average of 5 degrees Celsius (41 degrees F) and average humidity of 44%. It is the sunniest month with an average of 55% sunshine hours. July is the hottest month in Tokyo with an average of about 26 degrees Celsius (79 degrees F) and average humidity of 74%. It is the cloudiest month, with an average of 13% sunshine hours. Tokyo’s total rainfall in 2013 was 1900.5 mm. September and October often form the wettest period, with April not far behind. February is usually the driest month. Tokyo has generally milder weather than the large cities of Nagoya and Osaka to the south. Tokyo experiences numerous earthquakes. Before the March 11 2011 Tohoku earthquake, 2005 was the year when Tokyo had had the most earthquakes of over 1 on the Richter scale, with 85 earthquakes. The Tohoku earthquake was an upper 5 on the Japan Meteorological Agency (JMA) scale and the aftershocks over the next two months were innumerable. The yearly average for earthquakes over 1 on the Richter scale in Tokyo is about 50. Tokyo is the seat of the Emperor of Japan, the figurehead of Japan’s constitutional monarchy, who lives in the Imperial Palace (Kohkyo) in the heart of Tokyo. Tokyo became a major city, and one of the world’s most populous, from the beginning of the 17th century (then known as Edo, which had been founded in the 12th century) after 1603 when Tokugawa Ieyasu made it the seat of his feudal government. Tokyo became the capital of Japan (at the expense of Kyoto), and had its name changed from “Edo” to “Tokyo,” in 1868 with the modernizing Meiji Restoration. In 1964, Tokyo hosted the summer Olympic Games and will stage the Olympics again in 2020.

(http://bahasainggrismudah.com/5-text-report-tentang-kota-terkenal-dunia/)
Jakarta City

Jakarta is the capital cities of Indonesia. The population of people in this city is increase each year and now more than 10 million peoples of Indonesia stay there to get the better economical live. It can be said that Jakarta is the miniature of Indonesia as some people from Sabang to Merauke try their opportunity living there. Some people live in a wealth condition and some people live in a bad live in Jakarta. Thus, this city is not only rich of culture but also rich of problem such as social problem to the environment problem. Talking about the problem appears in Jakarta, there are 3 problems that identify this city, and those are flood, pollution, and traffic congestion beside some other problems like criminality and corruption. Every year in rainy season, some parts of Jakarta are always flooded due to the high number of waste pollution. Besides that, the high amount of cars and other personal motor vehicles make all of the streets in Jakarta become stuck with long line of cars waiting to pass through. Surely, the pollution of personal motor vehicle heats the temperature and contaminated the air environment.

(http://gudang pelajar.com/contoh-report-text/amp-48/)

3. PedomanPenilaian

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4. The answer is not quite complete and the sentence format is not appropriate

c. Jumlah skor maksimal 100

d. Skor : benar soal × jumlah soal × 5

4. Rubric Penilaian

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Salatiga, 1 Agustus 2018
Mengetahui,
Guru Bahasa Inggris

Mahasiswa

Dra. Dyah Purna Wijayanti
NIP: 19630808198803 2 009

Yeni Suci Wulandari
NIM: 113-14-029
Group 1
- Anisa Satria
- Mohairi Napia
- Septianara Agustin
- Wahyu Novi

Conclusion:

Yogyakarta is a thriving town home to 500,000 inhabitants and the most popular tourist destination on Java island, Indonesia. The city of Yogyakarta is only one of five districts within the semi-autonomous "Yogyakarta Special Region." This special status is thanks to the Sultanate of Hamengkubuwono. There are two distinct seasons in Yogyakarta: the wet season and the dry season. There is very little rain during June through September and these are the best months to visit the city.

- thriving  : bertumbuhan
- epic  : epik
- prosperous  : makmur
- flourishing  : maju
- Occupation : penduduk
- elected  : terpilih

Opini:
Yogyakarta is a beautiful place.
1. Conclusion

Yogyakarta is a most popular tourist destination on Java Island, Indonesia. The city of Yogyakarta is only one of 5 cities within the semi-autonomous "Yogyakarta Special Region". This special status is thanks to the Sultan Hamengku Buwono, who has ruled the area since 1749. Even through the difficult time of occupation and revolution, the wet season and the dry season, the wet season generally

You'll never know till you have tried.

liv
Main Idea
Yogyakarta most popular tourist destination on Savo Island, Indonesia. The city is named after the Indian city of Ayodhya from the Ramayana epic

* Difficult Verbs
  - Semi-autonomous
  - Elected
  - Directly
  - Steady
  - Occurred

* Opinion
Yogyakarta is most popular tourist destination. Buela sangat kental.
Mitos is revolution in a people. Sejarah yang beragam.

Experience is the best teacher
Factual Report Text

1. ANINDA PUSPITA DEWI /L 3 X II AP 3
2. TANI KUSUMA DEWI /l/6

Difficult Word:
1) Crowded : sesak
2) Throughout P : tanpa melalui
3) Ascend : naik
4) Purchased : membeli dua
5) Stair : tangga

CONCLUSION
Paris is the most beautiful French capital city in the world that has a beautiful garden. The popular place to visit is in the Eiffel Tower. The Eiffel Tower, which is the tallest building in Paris, millions of people ascend it every year. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church is another favorite place to visit.

MAIN IDEA
Paris is the capital city of France.
OUR OPINION
Pons is one of the longest cities in the world. With the beauty of the garden park of Moorise Angies, Pons has a coral icon of aerial tower.
Gardenia plants

Gardenia plants are popular for the strong sweet scent of their flowers. Gardenia is the national flower in Pakistan. In Japan and China, the flower is called Kuchinashi (Japanese) and Zhizi (Chinese).

Gardenia plants are evergreen shrubs. Their small trees can grow to 1 - 5 meters tall. The leaves are 5 - 50 centimeters long and 3 - 25 centimeters broad, dark green and glossy with a leathery texture. The flowers are in small groups, white, or pale yellow, with 5-12 lobes (petals) from 5-12 centimeters diameter. They usually bloom in mid-spring to mid-summer. Many species have strong aroma.

To cultivate gardenia as a house plant is not easy. This species can be difficult to grow because it originated in warm humid tropical areas. It demands high humidity and bright (not direct) light to thrive. It flourishes in acidic soil with good drainage and thrives on 20° – 23° C during the day and 15° – 16° C in the evening. Potting soils developed specifically for gardenias are available. It grows no larger than 18 inches in height and width when grown indoor. In climates where it can be grown outdoors, it can reach the height of 6 feet. If water hits the flowers, they will turn brown.

1. How tall is a gardenia tree?
   A. 3 - 25 cm.     B. 5-12 cm.
   C. 5-50 cm       D. 1-5 m

2. What is the main idea of the last paragraph?
   A. It is easy to plant a gardenia tree.
   B. A gardenia plant needs high humidity.
   C. It’s not easy to plant gardenia as a house plant.
   D. A good drainage is important for gardenia plant.

3. From the text we know that...
   A. People don't like the strong scent of the flower
   B. Gardenia is widespread in Asia
   C. The flower is easy to plant
   D. The flower is expensive

4. "... because it originated in warm ..." (paragraph 3, line 10)
The underlined word refers to....
   A. The flower
   B. The species
   C. The soil
   D. The leaf

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The weather on Wingo Island is very hot but at twelve o’clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees. There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to
lie on soft green moss and look at the clouds.
It is really a place to dream.

(http://nurullaili90.blogspot.com/2016/08/100-soal-report-text-dan-jawaban.html?m=1)

5. Fruji is the … on Wingo Island.
A. Name of a river
B. Name of a mountain
C. Name of a tree
D. Name of someone who lives

6. What are the chairs and tables in that island made of?
A. Iron
B. Moss
C. Trees
D. Frujitrees

7. What causes windstorms at Wingo?
A. Moss
B. The sand
C. Animals
D. The sea around Wingo

8. Where do the people of the island live in?
A. In the houses
B. In the forest
C. In the tree holes
D. In the big-gloos

9. According to passage, which of the following is not true?
A. Wingo is an island.
B. Many sharks are in Wingo island.
C. The weather in Wingo Island is tropic all the time.
D. Rain always falls in Wingo Island.

10. “People can only get to Wingo Island by boat.” (paragraph 1)
What does the word “boat” mean?
A. A rocket
B. An island
C. A small ship
D. A helicopter

11. “It is place to listen to the leaves whispering.” (last paragraph)
The closest meaning of the underlined word is ….
A. Talking in a soft way
B. Singing
C. Laughing
D. Makes a soft sound

Read this text to answer number 14-15

Forests
Forests are very important for their products. They are also important to keep the soil fertile and to prevent flood. The fallen leaves and decayed plants become humus which makes the soil rich and holds the rainwater.

For many years, people have not been obeying the government’s regulations. They have been cutting down the forest trees carelessly. As a result, thousands of hectares of land have become worse and the rivers will be full of mud. In the wet season there will be erosion and floods which will destroy the farm lands and villages.

(http://panglia.blogspot.com/2012/09/soal-latihan-report-text-klas-xi.html?m=1)

14. What is the main idea of the second paragraph........?
A. Deforestation has caused a lot of destruction
B. Lands becomes infertile
C. Floods destroy villages
D. Erosions have cause floods

15. The following statements are the advantages of forests mentioned in the text, EXCEPT ….?.
A. they keep the soil fertile
B. they prevent flood
C. they produce humus
D. they hold rainwater

B. Essay

Read the text above carefully, and then answer these questions briefly

1. What does the word tornado mean?
2. What is a tornado?
3. What are the other names of tornadoes?
4. What is your opinion about Tornado?

Tornado

The word tornado comes from Spanish language and means to twist or turn. A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm. Tornadoes usually turn counterclockwise. They appear as funnel shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornadic conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.

A tornado may also be referred to as a funnel cloud, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is twister, due to its violent twisting motion.

The tornado is one of the most unpredictable and destructive forces of nature, often destroying everything in its path. A tornado is usually preceded by severe storms, which may include lightning, high winds, and frequent hail. It can change course without notice, and is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.
C. Multiple Choice

Read this text to answer number 1-3

Sugar Glider

The sugar glider is a marsupial, just like the many other Australian animals - the kangaroo, the koala and the wombat for instance. The sugar glider is a possum - very similar to the tupai in Indonesia. It basically lives in trees. It eats leaves and fruit. However, the Australian sugar glider has a very special skill. It can jump from tree to tree like a tupai but it can also 'sort of fly' as well. In fact, it glides or terbang layang in Bahasa Indonesia. When it jumps from one tree to another it spreads its four legs out wide; and its extra skin also spreads out and functions like a parachute.

(http://clothes100.blogspot.com/2012/06/pembahasan-bahasa-inggris-report-text.html?m=1)

1. What does the text tell us about?
   A. The kangaroo.       C. The wombat
   B. The koala               D. The sugar glider

2. Why can the sugar glider glide from tree to tree?
   A. It can spread its four legs and skin out wide
   B. It is very similar to the tupai in Indonesia
   C. It basically lives in trees
   D. It eats leaves and fruit

3. “..... its...spread its four legs out wide ......”The underlined word means ....
   A. Executes       C. Extends
   B. Exceeds               D. Examines

Read this text to answer number 4-6

Galaxy

A galaxy is a collection of stars and other astronomical bodies, including planets, comets and asteroids, held together by gravity.

There are many different physical forms and measurements of galaxies. These include the spiral, barrel-spiral and elliptical. Our galaxy, called the Milky Way, is approximately 100,000 light years in width and contains over 100 billion stars.

The centre of galaxies can contain many young, very hot stars as well as older stars. Swirling clouds that have been energized by magnetic forces also exist in the Centre.

At this point in time, no one knows the exact number of galaxies in the universe. Astronomers are, however, learning more and more about them everyday.

(http://nurullaili90.blogspot.com/2016/08/100-soal-report-text-dan-jawaban.html?m=1)

4. What does the text mainly talk about?
   A. Stars and other astronomical bodies.
   B. The galaxy physical forms.
   C. The galaxy Centre.
   D. Galaxies

5. From the text we know that ....
   A. gravity holds galaxies together in this universe
   B. the number of our universe is limited in size
   C. astronomers cannot study about galaxy anymore
   D. there are some forms of galaxies that we know

6. “Our galaxy, called the Milky Way, is...”
   (paragraph 3)
   What does the underlined word in the sentence refer to?
A. The writer and the readers.
B. The readers and their friends.
C. The people of the world.
D. The members of the galaxies.

Read this text to answer number 7-9

National Monument
The National Monument (Monument National) is a 132 tower in the center of MerdekaSuare, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The Monument consist of a 117.7 m obelisk on a 45 m square platform at a height of 17 m. the towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesia agricultural traditional. The construction began in 1961 under the direction of President of Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 -15.00 everyday throughout the week, except for the last Monday of month the monument is closed.

https://englishahkam.blogspot.com/2012/12/report-text-jawaban-gardenia-plant.html?m=1

7. It symbolizes the fight …” (paragraph one). It refers to …
   A. the opening day
   B. the construction
   C. the monument
   D. the gold oil

8. What is the main idea of paragraph one?
   A. the obelisk itself as a clad with Italian marble
   B. the monument consist of a 117, 7 obelisk
   C. the national Monument is a 132 meter tower
   D. it symbolized the fight for Indonesia’s independence

9. The text mainly tells us about …
   A. the construction of the National Monument
   B. the meaning of Lingga and Yoni
   C. the schedule of the visit
   D. The National Monument

Read this text to answer number 10-12

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

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

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

http://nurullaili90.blogspot.com/2016/08/100-soal-report-text-dan-jawaban.html?m=1

10. The text tells us about….
   A. the Elephant’s peculiar feature
   B. useful servant
   C. strange looking animal
   D. an elephant

11. The third paragraph is mainly about the fact that …
   A. Elephants are strong
   B. Elephants can lift logs
   C. Elephants are servants
   D. Elephants are very useful

12. The most distinguishing characteristic of an elephant is.....
   A. its clumsiness
   B. its thick legs
   C. its large body
   D. its long nose

Read this text to answer number 13-15
The largest meat-eating animal in the world is the brown bear that lives in Alaska. "Brownie", as this bear is called, will always keep away from people. But, be careful if it is wounded with a gun or the mother bear and her cubs are shocked. Some hunters claim the brown bear can outfight a tiger.

A grown brownie may be up to nine feet tall. It may weigh over 1,600 pounds. But when the brown bear is born, it weighs less than one pound. If you grew at the same rate, you would weigh almost 10,000 pounds when you were fully grown!

13. What does the text mostly tell about?
   A. Brown bears  C. Fighting tigers
   B. Strong hunters  D. Alaska people

14. Which statement is NOT TRUE according to the text?
   A. brown bear eats meat
   B. Brown bears can beat a tiger
   C. Brownie will keep away when it sees people
   D. Brown bears are tame animals

15. "But if it is wounded with a gun or if the mother bear and her cubs are shocked,..."
   What does the underlined word mean?
   A. Male bears  C. Group of bears
   B. Baby bears  D. Other bears

D. Essay

Read the text above carefully, and then answer these questions briefly

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**Thunder Lightning**

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

1. What is the text about?
2. What is the main idea of paragraph 1?
3. What is the purpose of the text?
4. What is your opinion about this text?

Name:

No:

Class:

**PRE-TEST II**

E. Multiple Choice

Read this text to answer number 1-4

Snake
Snakes are reptiles. They belong to the same group as lizards, but form a subgroup of their own.

Snakes have no legs. A long time ago they had claws to help them slither along. But they are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

Snakes often sun bath on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun’s warmth to heat their body up.

Most snakes live in the country. Some types of snakes live in tree, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

1. How many legs do the snakes have?
   A. A leg
   B. Only one
   C. None
   D. Many

2. Paragraph three describes about the….. of the snakes.
   A. habitat
   B. habit
   C. features
   D. kinds

3. Why do the snakes like to have sun-bathing?
   Because….
   A. snakes have no blood
   B. they need to heat their body
   C. the snakes are hot-blooded
   D. they have very cool appearance

4. What is the main idea of the last paragraph?
   A. Snakes are reptiles
   B. Habitat of snakes
   C. Characteristic of snakes
   D. Kind of Snakes

Read this text to answer number 5-9

Doctor

Doctors have recently started to study the causes of a medical disorder that they have approximately named SAD, or Seasonal Affective Disorder. People who suffer from this illness become really stressed and depressed during the winter month.

It is because of the result of a decrease in the amount of sunlight they are exposed to. Doctors believe that this condition may cause disturbance in the body’s natural clock which could result in symptoms such as lethargy, oversleeping, weight gain, anxiety, and irritability— all signs of depression.

Since absence of light seems to be the cause of this order, doctors advise patients to sit in front of a special light box that stimulates natural light for a few hours everyday.

5. The main topic of the text is……
   A. Doctors and medical disorder
   B. Seasonal Affective disorder
   C. Stressed and depressed people
D. The result of decreasing sunlight

6. What can we find in paragraph 2?
Paragraph 2 tells us about…..
A. The advice from the doctors
B. The patients of SAD
C. The conditions of the casualties
D. The ways to relieve SAD

7. The cause of Seasonal Affective Disorder is…..
A. lack of food and drink
B. disturbance in the human’s life
C. decrease in the amount of sunlight
D. stressed and depressed condition

8. The word “decrease” in paragraph 2 has the same meaning as….
A. protective
B. reduction
C. increase
D. production

9. “Doctors believe that this condition” may cause……
The word “this condition” refers to….
A. illness
B. decrease in amount of sunlight
C. stressed and depressed
D. SAD

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

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

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

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

(http://andriantanjungenglish.blogspot.com/2012/05/soa-report-pilihan-ganda.html)

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

Read this text to answer number 10-12
A. Whales are the largest animals on the earth.
B. There are two kinds of whales.
C. Whales are mammals.
D. Whales have few enemies.

11. Whales occasionally live in warm waters…
   A. To get more foods
   B. For production
   C. For fresh air
   D. To avoid winter

12. From the text we may conclude…
   A. a whale can eat both squid and plankton
   B. toothed whales chew their food before swallowing it
   C. the two types of whales live in different waters.
   D. Baleen whales swallow the water containing plankton

**Read this text to answer number 13-15**

**Antibiotic**

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

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

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


13. What is the purpose of the text above?
   A. To inform about antibiotic
   B. To describe about antibiotic
   C. To inform about disinfectant
   D. To describe about antibiotic

14. Which one is not true?
   A. All of statement is true
   B. Antibiotic is not same with disinfectant
   C. Antibiotic kills instantly without injuring its sufferers
   D. Antibiotic is effective in handling infection caused by viruses

15. In terms of treatment, antibiotics dubbed as “magic bullet “…. (Paragraph2)

The underline word close in meaning to….
   A. Work
B. Essay

Read the text above carefully, and then answer these questions briefly.

"Earthquake"

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims. Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

Tectonic earthquakes are most common one. This kind of earthquake happens while earth’s crust rocks break because of the geological strength created by moving of the earth’s plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.

(https://luthfan.com/contoh-report-text/)

5. What does the earthquake mean?
6. What is tectonic earthquake?
7. What is the kind of earthquake?
Read this text to answer number 1-4

**DINOSAURS**

Dinosaurs were a type of lizards. They lived from about 230 million to about 65 million years ago. In 1842, Sir Richard Owen created the word dinosaur. It came from Greek words deino.s, meaning "terrible" and sauros, meaning "lizard". Dinosaurs lived on earth for about 140 million years.

During the dinosaurian era, the days were short. The sun was not as hot as it is today. On earth there was only one big continent and one big ocean. The name of the continent was pangea (all lands) and the name of the ocean was panthalassa (all seas).

There were many kinds of dinosaurs. Some of them were very big and some others were small. Some dinosaurs ate leaves and some others ate meat. Some dinosaurs could fly.

What happened to dinosaurs? Dinosaurs became extinct because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs could not eat because there were no trees on earth and finally they died and became extinct.

1. What were the days like during the dinosaurian era?
   A. Long C. Warm
   B. Cold D. Short

2. What is the main idea of paragraph 3?
   A. There were many kinds of dinosaurs
   B. Some dinosaurs could fly in the sky
   C. Many dinosaurs were small in form
   D. Dinosaurs ate leaves and meat

3. The writer wrote the text …
   A. To describe what the dinosaurs look like
   B. To show the steps how to measure dinosaurs
   C. To inform people about dinosaurs and their lives
   D. To amuse people by showing the dinosaurs' power

4. It came from Greek words deino.s, meaning "terrible" (paragraph 1)
   What does the word “terrible” mean?
   E. Terrific
   F. Bad
   G. Dangerous
   H. Good

**Read this text to answer number 5-8**

**Chimpanzees**
Chimpanzees are humans' closest relatives compared to any other ape. They like to stay on the ground, but they climb among the trees. Their hands and feet can easily grip branches and objects, because their hobby is swinging. Chimps like to search for termites, ants and never refuse of sweet fruit and nuts. Chimpanzees communicate with each other using a wide variety of sound.

5. What is the favorite place for the Chimpanzees to stay?
   A. Among the trees.
   B. On the branches.
   C. On the ground.
   D. On a certain object.

6. The followings are chimpanzees' food, except ....
   A. Small mammals
   B. Little insects
   C. Sweet fruits.
   D. Nuts

7. What does the text tell us about?
   A. Chimpanzees physical appearance.
   B. Chimpanzees's habitats.
   C. The diet of chimpanzees.
   D. Chimpanzees' habits.

8. "Chimpanzees are humans' closest relatives compared. What does the word "relatives" mean?
   A. Thing that belongs to the same group as something else,
   B. The process of comparing two or more people or things.
   C. The position of somebody or something in organization.
   D. The way people behave in a certain group.

Read this text to answer number 9-11

Butterflies

Butterflies start out as eggs. Butterflies lay their eggs on leaves. The egg hatches into a caterpillar with a tube-shaped body. The caterpillar eats leaves, buds, or flowers of plants. Caterpillars eat a lot and grow fast. Some caterpillars harm plants.

When a caterpillar is full size, it goes into another stage called a chrysalis. Caterpillars attach themselves to something solid before becoming a chrysalis.

The caterpillar inside the chrysalis changes into a butterfly. Some butterflies make the change in one week. Some butterflies take years to change.

When the change is complete, the adult butterfly splits the chrysalis. The insect unfolds its wings and pumps blood and air into them. It spreads out the wings until they dry and harden. The beautiful butterfly then flies off to slurp nectar from flowers. Most butterflies live only one or two weeks.

9. What does a butterfly change from?
   A. An egg.
B. A chrysalis.
C. A caterpillar.
D. A tube-shaped body.

10. What do butterflies eat?
A. Flowers.
B. Leaves.
C. Nectar.
D. Bud.

11. What does the text tell us about?
A. The life of butterflies.
B. The story of butterflies.
C. The change of butterflies.
D. The hatch of eggs to butterflies.

Read this text to answer number 12-15

The peach

The peach is known as a species of Prunus. It is a kind of edible juicy fruit. It is native to China. The peach tree grows to 4-10 m tall. It is a deciduous tree so it will fall its leaves in certain seasons. It belongs to the subfamily Prunoideae of the family Rosaceae.

The leaves are 7-16 cm long and 2-3 cm broad. The flowers are produced in early spring before the leaves. They are solitary or paired with about 2.5-3 cm in diameter. The color of the flower is pink.

Peach fruit is very nice. Its aroma smells good. The color of the flesh is yellow or white. The skin of the peach is smooth or velvety. The flesh is soft and juicy. It is delicious. It is a little bit harder when it is unripe. Inside the flesh, there is a large single seed. The seed is oval in shape. Its color is red-brown. Its length is about 1.3-2 cm. A wood-like husk surrounds this seed.

Most people know peaches as 'persicas'. It is related to the belief that peaches were native to Persia (now Iran). The modern botanical consensus is that they originate in China, and were introduced to Persia and the Mediterranean region along the Silk Road before Christian times.

(12. Which part of the peach fruit contains water?
A. The flesh.
B. The husk.
C. The seed.
D. The skin.

13. What is the purpose of the third paragraph?
A. To describe a peach tree.
B. To describe the peach fruit.
C. To describe the taste of peach fruit.
D. To describe the smell of a peach tree.

14. From the text we know that ....
A. China imported peaches from Persia.
B. Peaches do not originate in Persia
C. Peaches come from Persia.
D. The modern botanical consensus decided the name of the fruit
15. "It is a little bit harder when it is unripe". (paragraph 3)

The underlined word refers to the ... of the peaches.

A. Flesh    B. Seed
C. Skin    D. Tree

G. Essay

Read the text above carefully, and then answer these questions briefly.

Spiders

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two to four pairs of eyes. They can see extremely well.

Spiders eat small insects such as flies and mosquitoes, and sometime bit people. When a spider bites insect, it does not kill the insect immediately. Instead a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider’s web where the spider is waiting for its next dinner guest.

(http://nurullaili90.blogspot.com/2016/08/100-soal-report-text-dan-jawaban.html)

1. What is the text about?
2. What is food of spiders?
3. What is the purpose of the text?
4. What is your opinion this text?)
PRE-TEST CYCLE I KEY WORDS

A. Multiple Choice


B. Essay

1. To twist or turn.
2. Tornado is a whirlwind produced by atmospheric condition, mainly extremely low pressure, during a severe thunderstorm.
3. Twister.
4. Tornado is the kind of phenomena in this world and it is one of the most unpredictable and destructive forces of nature.

POST-TEST CYCLE I KEY WORDS

A. Multiple Choice


B. Essay

1. Thunder Lighting.

2. Describe the general characteristic about thunder lighting.
3. Describe about thunder lighting.

4. This text talks more detail about thunder lighting and make the reader understand about the thunder lighting.

**PRE-TEST CYCLE II KEY WORDS**

A. Multiple Choice

1. C
2. B
3. B
4. B
5. B
6. C
7. C
8. B
9. D
10. A
11. C
12. A
13. B
14. A
15. D

B. Essay

1. Earthquake is a hard to be predicted and that make a lot victim.
2. Tectonic earthquake are most common one.
3. Tectonic earthquake, volcanic earthquake, and explosion earthquake.
4. Earthquake is a one of phenomena and it can bring great damage.

**POST-TEST CYCLE II KEY WORDS**

A. Multiple Choice

1. D
2. A
3. C
4. A
5. C
6. A
7. A
8. A
9. C
10. A
11. C
12. A
13. A
14. B
15. A

B. Essay

1. Spiders.
2. Small insect like flies, and mosquito.

3. Describe about Spiders.

4. This text talks more detail about spiders and make the reader understand about the spiders.
Read this text to answer number 1-4

Snake
Snakes are reptiles. They belong to the same group as lizards, but form a sub-group of their own.

Snakes have no legs. A long time ago they had claws to help them slither along. But they are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

Snakes often sun bath on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up.

Most snakes live in the country. Some types of snakes live in tree, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. (http://clothes100.blogspot.com/2012/06/ps mbahasan-bahasa-inggeris-report-text.html?m=1)

1. How many legs do the snakes have?
A. A leg
B. Only one

2. Paragraph three describes about the..... of the snakes.
A. habitat
B. habit
C. features
D. kinds

3. Why do the snakes like to have sun-bathing?
Because.....
A. snakes have no blood
B. they need to heat their body
C. the snakes are hot-blooded
D. they have very cool appearance

4. What is the main idea of the last paragraph?
A. Snakes are reptiles
B. Habitat of snakes
C. Characteristic of snakes
D. Kind of Snakes

Read this text to answer number 5-9

Doctor
Doctors have recently started to study the causes of a medical disorder that they have approximately named SAD, or Seasonal Affective Disorder. People who suffer from this illness become really stressed and depressed during the winter month.
It is because of the result of a decrease in the amount of sunlight they are exposed to. Doctors believe that this condition may cause disturbance in the body’s natural clock which could result in symptoms such as lethargy, oversleeping, weight gain, anxiety, and irritability—all signs of depression.

Since absence of light seems to be the cause of this order, doctors advise patients to sit in front of a special light box that stimulates natural light for a few hours everyday.

(http://clothes100.blogspot.com/2012/06/pembahasan-bahasa-inggris-reporttext.html?m=1)

5. The main topic of the text is.......
   A. Doctors and medical disorder
   B. Seasonal Affective disorder
   C. Stressed and depressed people
   D. The result of decreasing sunlight

6. What can we find in paragraph 2?
   Paragraph 2 tells us about....
   A. The advice from the doctors
   B. The patients of SAD
   C. The conditions of the casualties
   D. The ways to relieve SAD

7. The cause of Seasonal Affective Disorder is.......
   A. lack of food and drink
   B. disturbance in the human's life
   C. decrease in the amount of sunlight
   D. stressed and depressed condition

8. The word “decrease” in paragraph 2 has the same meaning as....
   A. protective
   B. reduction
   C. increase
   D. production

9. “Doctors believe that this condition” may cause.......
   The word “this condition” refers to....
   A. illness
   B. decrease in amount of sunlight
   C. stressed and depressed
   D. SAD

Read this text to answer numbers 10-12

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

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

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

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

(http://andriantanjungenglish.blogspot.com/2012/05/sea-report-pilihan-ganda.html)

10. What is the main idea of the second paragraph?
A. Whales are the largest animals on the earth.
B. There are two kinds of whales.
C. Whales are mammals.
D. Whales have few enemies.

11. Whales occasionally live in warm waters...
A. To get more foods
B. For production

☑ For fresh air
D. To avoid winter

12. From the text we may conclude...
A. a whale can eat both squid and plankton
B. toothed whales chew their food before swallowing it
C. the two types of whales live in different waters.
D. Baleen whales swallow the water containing plankton

Read this text to answer number 13-15

Antibiotic

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

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

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

(http://andriantanjungenglish.blogspot.com/2012/05/soa-report-nilihan-ganda.html)

13. What is the purpose of the text above?
   A. To inform about antibiotic
   B. To describe about antibiotic
   C. To inform about disinfectant
   D. To describe about antibiotic

14. Which one is not true?
   A. All of statement is true
   B. Antibiotic is not same with disinfectant
   C. Antibiotic kills instantly without injuring its sufferers
   D. Antibiotic is effective in handling infection caused by viruses

15. In terms of treatment, antibiotics dubbed as "magic bullet".... (Paragraph 2)
   The underline word close in meaning to....
   A. Work
   B. Seen
   C. Say
   D. Like

B. Essay

Read the text above carefully, and then answer these questions briefly.

"Earthquake"

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims. Actually there are three kinds of earthquake. This kind of earthquake are commonly base on the factor and geographical area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

Tectonic earthquakes are most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.

(http://fathfan.com/content-report-text)

1. What does the earthquake mean?
2. What is tectonic earthquake?
3. What is the kind of earthquake?
4. What is your opinion about earthquake?
DINOSAURS

Dinosaurs were a type of lizards. They lived from about 230 million to about 65 million years ago. In 1842, Sir Richard Owen created the word dinosaur. It came from Greek words deinos, meaning "terrible" and sauros, meaning "lizard". Dinosaurs lived on earth for about 140 million years.

During the dinosaurian era, the days were short. The sun was not as hot as it is today. On earth there was only one big continent and one big ocean. The name of the continent was pangea (all lands) and the name of the ocean was panthalassa (all seas).

There were many kinds of dinosaurs. Some of them were very big and some others were small. Some dinosaurs ate leaves and some others ate meat. Some dinosaurs could fly.

What happened to dinosaurs? Dinosaurs became extinct because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs could not eat because there were no trees on earth and finally they died and became extinct.
Read this text to answer number 5-8

**Chimpanzees**

Chimpanzees are humans' closest relatives compared to any other ape. They like to stay on the ground, but they climb among the trees. Their hands and feet can easily grip branches and objects, because their hobby is swinging. Chimps like to search for termites, ants and never refuse of sweet fruit and nuts. Chimpanzees communicate with each other using a wide variety of sound.

(http://clothes100.blogspot.com/2012/06/pembahasan-bahasa-inggris-report-text.html)

5. What is the favorite place for the Chimpanzees to stay?
   - A. Among the trees.
   - B. On the branches.
   - C. On the ground.
   - D. On a certain object.

6. The followings are chimpanzees' food, except ....
   - X. Small mammals
   - B. Little insects
   - C. Sweet fruits.
   - D. Nuts

7. What does the text tell us about?
   - X. Chimpanzees physical appearance.
   - B. Chimpanzees's habitats.
   - C. The diet of chimpanzees.
   - D. Chimpanzees' habits.

8. "Chimpanzees are humans' closest relatives compared. What does the word "relatives" mean?"
   - A. Thing that belongs to the same group as something else,
   - B. The process of comparing two or more people or things.
   - C. The position of somebody or something in organization.
   - D. The way people behave in a certain group.

Read this text to answer number 9-11

**Butterflies**

Butterflies start out as eggs. Butterflies lay their eggs on leaves. The egg hatches into a caterpillar with a tube-shaped body. The caterpillar eats leaves, buds, or flowers of plants. Caterpillars eat a lot and grow fast. Some caterpillars harm plants.

When a caterpillar is full size, it goes into another stage called a chrysalis. Caterpillars attach themselves to something solid before becoming a chrysalis.

The caterpillar inside the chrysalis changes into a butterfly. Some butterflies make the change in one week. Some butterflies take years to change.

When the change is complete, the adult butterfly splits the chrysalis. The insect unfolds its wings and pumps blood and air into them. It spreads out the wings until they
dry and harden. The beautiful butterfly then flies off to slurp nectar from flowers. Most butterflies live only one or two weeks.

(https://clothes100.blogspot.com/2012/06/pembahasan-bahasa-inggris-report-text.html)

9. What does a butterfly change from?
   A. An egg.
   B. A chrysalis.
   C. A caterpillar.
   D. A tube-shaped body.

10. What do butterflies eat?
    A. Flowers.
    B. Leaves.
    C. Nectar.
    D. Bud.

11. What does the text tell us about?
    A. The life of butterflies.
    B. The story of butterflies.
    C. The change of butterflies.
    D. The hatch of eggs to butterflies.

Read this text to answer number 12-15

The peach

The peach is known as a species of Prunus. It is a kind of edible juicy fruit. It is native to China. The peach tree grows to 4-10 m tall. It is a deciduous tree so it will fall its leaves in certain seasons. It belongs to the subfamily Prunoideae of the family Rosaceae.

The leaves are 7-16 cm long and 2-3 cm broad. The flowers are produced in early spring before the leaves. They are solitary or paired with about 2.5-3 cm in diameter. The color of the flower is pink.

Peach fruit is very nice. Its aroma smells good. The color of the flesh is yellow or white. The skin of the peach is smooth or velvety. The flesh is soft and juicy. It is delicious. It is a little bit harder when it is unripe. Inside the flesh, there is a large single seed. The seed is oval in shape. Its color is red-brown. Its length is about 1.3-2 cm. A wood-like husk surrounds this seed.

Most people know peaches as 'persicas'. It is related to the belief that peaches were native to Persia (now Iran). The modern botanical consensus is that they originate in China, and were introduced to Persia and the Mediterranean region along the Silk Road before Christian times.

(https://nurullaili90.blogspot.com/2016/08/10-soal-report-text-dan-jawaban.html)

12. Which part of the peach fruit contains water?
   A. The flesh.
   B. The husk.
   C. The seed.
   D. The skin.

13. What is the purpose of the third paragraph?
A. To describe a peach tree.
B. To describe the peach fruit.
C. To describe the taste of peach fruit.
D. To describe the smell of a peach tree.

14. From the text we know that ....
A. China imported peaches from Persia.
B. Peaches do not originate in Persia.
C. Peaches come from Persia.

X The modern botanical consensus decided the name of the fruit.
X "It is a little bit harder when it is unripe". (paragraph 3)

The underlined word refers to the ... of the peaches.
A. Flesh
B. Skin
C. Tree
D. Seed

B. Essay

Read the text above carefully, and then answer these questions briefly.

Spiders

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two to four pairs of eyes. They can see extremely well.

Spiders eat small insects such as flies and mosquitoes, and sometime bit people. When a spider bites insect, it does not kill the insect immediately. Instead a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider’s web where the spider is waiting for its next dinner guest.

(http://narullahii90.blogspot.com/2016/08/10-0-soal-report-text-dan-jawaban.html)

1. What is the text about?
2. What is food of spiders?
3. What is the purpose of the text?
4. What is your opinion this text?

Jawab

1. Text about is the spiders
2. Spiders eat small insect such as flies and mosquitoes, and sometime bit people.
3. To inform for the reader about spiders
4. Spiders is animals; insects.
Sugar Glider

The sugar glider is a marsupial, just like the many other Australian animals - the kangaroo, the koala and the wombat for instance. The sugar glider is a possum - very similar to the tupai in Indonesia. It basically lives in trees. It eats leaves and fruit. However, the Australian sugar glider has a very special skill. It can jump from tree to tree like a tupai but it can also 'sort of fly' as well. In fact, it glides or terbang layang in Bahasa Indonesia. When it jumps from one tree to another it spreads its four legs out wide; and its extra skin also spreads out and functions like a parachute.

Read this text to answer number 1-3

1. What does the text tell us about?
   A. The kangaroo
   B. The koala
   C. The wombat
   D. The sugar glider

2. Why can the sugar glider glide from tree to tree?
   A. It can spread its four legs and skin out wide
   B. It is very similar to the tupai in Indonesia
   C. It basically lives in trees
   D. It eats leaves and fruit

   "...it spreads its four legs out wide. ..." The underlined word means ...
   A. Executes
   B. Exceeds
   C. Extends
   D. Examines

Read this text to answer number 4-6

Galaxy

A galaxy is a collection of stars and other astronomical bodies, including planets, comets and asteroids, held together by gravity.

There are many different physical forms and measurements of galaxies. These include the spiral, barrel-spiral and elliptical. Our galaxy, called the Milky Way, is approximately 100,000 light years in width and contains over 100 billion stars.

The centre of galaxies can contain many young, very hot stars as well as older stars. Swirling clouds that have been energized by magnetic forces also exist in the Centre.

At this point in time, no one knows the exact number of galaxies in the universe. Astronomers are, however, learning more and more about them everyday.

4. What does the text mainly talk about?
   A. Stars and other astronomical bodies
   B. The galaxy physical forms
   C. The galaxy Centre
   D. Galaxies

5. From the text we know that ....
1. Gravity holds galaxies together in this universe
2. The number of our universe is limited in size
3. Astronomers cannot study about galaxy anymore
4. There are some forms of galaxies that we know

6. “Our galaxy, called the Milky Way, is…” (paragraph 3)
   What does the underlined word in the sentence refer to?
   A. The writer and the readers.
   B. The readers and their friends.
   C. The people of the world.
   D. The members of the galaxies.
   Read this text to answer number 7-9

National Monument
The National Monument (Monument National) is a 132 meter tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The Monument consist of a 117.7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesia agricultural traditional. The construction began in 1961 under the direction of President of Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 -15.00 everyday throughout the week, except for the last Monday of month the monument is closed. (https://englishahkam.blogspot.com/2012/12/report-text-jawaban-gardenia-plant.html?m=1)

7. It symbolizes the fight …” (paragraph one). It refers to ...
   A. the opening day
   B. the construction
   C. the monument
   D. the gold oil

8. What is the main idea of paragraph one?
   A. the obelisk itself as a clad with Italian marble
   B. the monument consist of a 117.7, 7 obelisk
   C. the national Monument is a 132 meter tower
   D. it symbolized the fight for Indonesia’s independence

9. The text mainly tells us about …
   A. the construction of the National Monument
   B. the meaning of Lingga and Yoni
   C. the schedule of the visit
   D. The National Monument
   Read this text to answer number 10-12

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

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

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.
10. The text tells us about....
   A. the Elephant's peculiar feature
   B. useful servant
   C. strange looking animal
   D. an elephant

11. The third paragraph is mainly about the fact that....
   A. Elephants are strong
   B. Elephants can lift logs
   C. Elephants are servants
   D. Elephants are very useful

12. The most distinguishing characteristic of an elephant is.....
   A. its clumsiness
   B. its thick legs
   C. its large body
   D. its long nose

Read this text to answer number 13, 14, 15

The largest meat-eating animal in the world is the brown bear that lives in Alaska. "Brownie", as this bear is called, will always keep away from people. But, be careful if it is wounded with a gun or the mother bear and her cubs are shocked. Some hunters claim the brown bear can outfight a tiger.

A grown brownie may be up to nine feet tall. It may weigh over 1,600 pounds. But home when the brown bear is born, it weighs less than one pound. If you grew at the same rate, you would weigh almost 10,000 pounds when you were fully grown!

13. What does the text mostly tell about?
   A. Brown bears   C. Fighting tigers
   B. Strong hunters D. Alaska people

14. Which statement is NOT TRUE according to the text?
   A. brown bear eats meat
   B. Brown bears can beat a tiger
   C. Brownie will keep away when it sees people
   D. Brown bears are tame animals

15. "But if it is wounded with a gun or if the mother bear and her cubs are shocked...."

What does the underlined word mean?
   A. Male bears   C. Group of bears
   B. Baby bears   D. Other bears

B. Essay

Read the text above carefully, and then answer these questions briefly

Thunder Lightning

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the
moisture freezes and ice crystals and snowflakes are formed. These begin to fall turning to rain or the way down. This rain meets more moist air rising and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity it discharged. It as a lightning flash.

1. What is the text about?
2. What is the main idea paragraph 1?
3. What is the purpose of the text?
4. What is your opinion about this text?

1. Thunder and lightning
2. Main Idea Paragraph 1
   Is lightning is sudden violet flash of electricity between a cloud and the ground or from cloud to cloud
3. To describe thunder and lightning
4. A tree that was menaced taken down by petir
PRE-TEST

A. Multiple Choice

Read this text to answer number 1-4

Gardenia plants

Gardenia plants are popular for the strong sweet scent of their flowers. Gardenia is the national flower in Pakistan. In Japan and China, the flower is called Kuchinashi (Japanese) and Zizhi (Chinese).

Gardenia plants are evergreen shrubs. Their small trees can grow to 1 - 5 meters tall. The leaves are 5 - 50 centimeters long and 3 - 25 centimeters broad, dark green and glossy with a leathery texture. The flowers are in small groups, white, or pale yellow, with 5-12 lobes (petals) from 5-12 centimeters diameter. They usually bloom in mid- spring to mid-summer. Many species have strong aroma.

To cultivate gardenia as a house plant is not easy. This species can be difficult to grow because it originated in warm humid tropical areas. It demands high humidity and bright (not direct) light to thrive. It flourishes in acidic soil with good drainage and thrives on 20° - 23° C during the day and 15° - 16° C in the evening. Potting soils developed specifically for gardenias are available. It grows no larger than 18 inches in height and width when grown indoor. In climates where it can be grown outdoors, it can reach the height of 6 feet. If water hits the flowers, they will turn brown.

(https://englishahkam.blogspot.com/2013/02/report-text-jawaban-gardenia-plant.html?m=1)

1. How tall is a gardenia tree?
   A. 3 - 25 cm.
   B. 5-12 cm.
   C. 5-50 cm
   D. 1-5 m

2. What is the main idea of the last paragraph?
   A. It is easy to plant a gardenia tree.
   B. A gardenia plant needs high humidity.
   C. It's not easy to plant gardenia as a house plant.
   D. A good drainage is important for gardenia plant.

3. From the text we know that...
   A. People don't like the strong scent of the flower
   B. Gardenia is widespread in Asia
   C. The flower is easy to plant
   D. The flower is expensive

4. "...because it originated in warm..." (paragraph 3, line 10)
The underlined word refers to ....
   A. The flower
   B. The species
   C. The soil
   D. The leaf

Read this text to answer number 5-13

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and
yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruijtrees.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

(http://nurullaili90.blogspot.com/2016/08/10-0-soal-report-text-dan-jawaban.html?m=1)

5. Fruiji is the … on Wingo Island.
   A. Name of a river
   B. Name of a mountain
   C. Name of a tree
   D. Name of someone who lives
   6. What are the chairs and tables in that island made of?
      A. Iron
      B. Moss
      C. Trees
      D. Fruijtrees
   7. What causes windstorms at Wingo?
      A. Moss
      B. The sand
      C. Animals
      D. The sea around Wingo
   8. Where do the people of the island live in?
      A. In the houses
      B. In the forest
      C. In the tree holes
      D. In the big-gloos
   9. According to passage, which of the following is not true?
      A. Wingo is an island.
      B. Many sharks are in Wingo Island.
      C. The weather in Wingo Island is tropic all the time.
      D. Rain always falls in Wingo Island.

The sentence implies that Wingo Island is

A. Near to other islands
B. Close to another island
C. Near to another island
D. Far from other islands

11. What is the story about?
   A. A lake
   B. A river
   C. An island
   D. A continent

11. “It is place to listen to the leaves whispering.”
   The underlined word refers to ....
   A. The telephone
   B. The computer
   C. An island
   D. Wingo Island

12. “People can only get to Wingo Island by boat.” (paragraph 1)
   What does the word “boat” mean?
   A. A rocket
   B. An island
   C. A small ship
   D. A helicopter

13. “It is place to listen to the leaves whispering.” (last paragraph)
   The closest meaning of the underlined word is ....
   A. Talking in a soft way
   B. Singing
   C. Laughing
   D. Makes a soft sound

Read this text to answer number 14-15

Forests
Forests are very important for their products. They are also important to keep the soil fertile and to prevent flood. The fallen
leaves and decayed plants become humus which makes the soil rich and holds the rainwater.

For many years, people have not been obeying the government’s regulations. They have been cutting down the forest trees carelessly. As a result, thousands of hectares of land have become worse and the rivers will be full of mud. In the wet season there will be erosion and floods which will destroy the farms and villages.

(http://panglia.blogspot.com/2012/09/soal-latihan-report-text-kls-xt.html?m=1)

1. What is the main idea of the second paragraph?......?
   A. Deforestation has caused a lot of destruction
   B. Lands becomes infertile
   C. Floods destroy villages
   D. Erosions have cause floods

2. The following statements are the advantages of forests mentioned in the text, EXCEPT...?.
   A. They keep the soil fertile
   B. They prevent flood
   C. They produce humus
   D. They hold rainwater

B. Essay

Read the text above carefully, and then answer these questions briefly.

Tornado

The word tornado comes from Spanish language and means to twist or turn. A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm. Tornadoes usually turn counterclockwise. They appear as funnel-shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornadic conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.

A tornado may also be referred to as a funnel cloud, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is twister, due to its violent twisting motion.

The tornado is one of the most unpredictable and destructive forces of nature, often destroying everything in its path. A tornado is usually preceded by severe storms, which may include lightning, high winds, and frequent hail. It can change course without notice, and is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.

(http://samuderahabasa.inscris.blogspot.com/2016/05/contoh-factual-report-dan-terieman.html?m=1)

1. What does the word tornado mean?
2. What is a tornado?
3. What are the other names of tornadoes?
4. What is your opinion about tornado?
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Yeni Suci Wulandari
NIM : 113-14-029
Dosen Pembimbing : Mashilhatul Umami, S.Pd.I., M.A
Judul Skripsi pada surat penunjukan pembimbing skripsi :
THE USE OF COOPERATIVE SCRIPT TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION

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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
SURAT KETERANGAN
NO. 420/461.2 / 2018

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Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 09 Juli 2018
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