THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILLS

(A Classroom Action Research at the Eighth Grade Students of SMPN 4 Tengaran in the 2019/2020 Academic Year)

A GRADUATING PAPER

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

By:

NUR WAHYUNINGSIH
NIM.23030150014

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

2019
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SALATIGA
2019
STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For myself who got a signature below:

Name : Nur Wahyuningsih

Student Number : 23030150014

Faculty : Teacher Training and Education Faculty

Program : English Education Departement

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and other people’s ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, August 26th 2019

The Researcher

Nur Wahyuningsih
23030150014
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the most gracious and most merciful.

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except the information from the references.

This declaration is written with the full concern of the researcher.

Salatiga, August 26th 2019

The Researcher

Nur Wahyuningsih

23030150014
Hammam, Ph.D.

The Attentive Counselor’s Note
Nur Wahyuningsih

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr.Wb

After reading and correcting Nur Wahyuningsih’s graduating paper entitled “THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILLS (A Classroom Action Research at the Eighth Grade Students of SMPN 4 Tengaran in the 2019/2020 Academic Year)”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr.Wb.

Signature

Hammam, Ph.D.

NIP. 197306102000031001
A GRADUATING PAPER

"THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILLS"

WRITTEN BY:

Nur Wahyuningsih  
NIM. 23030150014

has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 16th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Noor Maliah, S.Pd., M.Hum, Ph.D.

Secretary : Hammam, M.Pd., Ph.D

First examiner : Norwanto, S.Pd., M.Hum., Ph.D.

Second examiner : Dra. Widyastuti, M.Pd.

Salatiga, September 17th 2019

Dean

Prof. Dr. Mansur, M.Ag.

NIK: 19680613 199403 1 004
MOTTO

“All our dreams can come true if we have courage to pursue them”

(Walt Disney)

“Thoughts give birth to actions, actions spawned a habit, habit bore the character, and the character created fate”

(Aristoteles)
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes.
2. My beloved parents (Rokhyanto and Jumi’ah), who always love and support me. You are my inspiration and my everything.
3. My brother (Ahmad Isnanto) and my grandmother (Ngatini), who always support me materially and morally.
4. My beloved partner and second family at Racana and Brigsus Nagasandhi IAIN Salatiga.
5. My beloved partner in campus: Rina, Puput, Risma, Yesi, Tiara, Wahyuni, Tyas, Khoris, Hidayati, Tasdiqotul, Erlina, Ida, Laily, Rizka, Lina, Anis, Anjar who always be there supporting, listening, and amusing me.
8. All of my friends in TBI Class A 2015, you are my beloved friends to make dream come true, thank you all.
9. All my friends of State Institute for Islamic Studies (IAIN) Salatiga especially English Education Departement 2015.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum.Wr.Wb

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Prof. Dr. Zakiyuddin, M.Ag., the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

2. Mr. Prof. Dr. Mansur, M.Ag., the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mr. Norwanto, M.Hum., Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

4. Mr. Hammam, Ph.D. as the counselor of this paper, who gives great attention, suggestion and guidance for this paper from beginning until the end.

5. All lectures in the English Department of Teaching Training and Education Faculty of IAIN Salatiga. Thank you for all guidance, knowledge, support, and etc.
6. All of the staffs of State Institute for Islamic Studies (IAIN) of Salatiga. Who have helped the research in processing of graduating paper administration.

7. All teachers, staffs, and officials of SMPN 4 Tengaran especially the English teacher Mr. Agung Bayu Prastowo, S.Pd., who have kindly permitted and helped me in conducting my research.

8. The Eight Grade Students of SMPN 4 Tengaran in the academic year of 2019/2020.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Wassalamu’alaikum Wr. Wh

Salatiga, August 26th 2019
The Researcher

Nur Wahyuningsih
23030150014
ABSTRACT


The objectives of the study are to know the teachers’ and students’ implementation and to find out the significant of improvement using Scaffolded Reading Experience (SRE) Technique to improve the students’ reading skills ability at the eighth grade of SMPN 4 Tengaran in the 2019/2020 academic year.

The method of this research was classroom action research, the technique of collecting data was observation to know the students’ and teachers’ activity during the teaching and learning process, written test to measure the students’ achievement before and after the technique was implemented and documentation to know the condition and activity as long as teaching learning process.

The result of this research shows that using SRE Technique can improve students’ reading skills for the eighth grade students of SMPN 4 Tengaran in the 2019/2020 academic year. It is indicated by: (1) The use of SRE Technique in teaching reading skills was succesful, it is seen by the result on cycle I and cycle II. The implementation of SRE Technique are; first, the students did pre-reading activities such as motivating, brainstorming, relating the reading to student’s lives, pre-teaching vocabulary and pre-questioning. Second, the students did during reading activities include silent reading, reading to students and oral reading by students. Third, the students did post reading activities such as questioning, discussion and writing. (2) There was a significant improvement of using SRE Technique in improving students reading skills from the cycle I up to the cycle II. It shown by the result of mean scor post-test were higher that pre-test. In the cycle I showed that mean score of pre-test score was 62.48 and post-test was 66.64 and in the cycle II showed that mean of pre-test was 69.52 and the post test was 74.40.

**Key Words**: Scaffolded Reading Experiences (SRE) Technique, Reading Skills.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, problem of the research, objectives of the research, advantages of the research, hypothesis and success indicator, research methodology and graduating paper outline.

A. Background of the Research

Reading is one of the four language skills that have to be mastered by people who study language especially English. Reading is the way a person gets information from written letters and words. Aeborsold and Field (1997) as cited in Maximilian (2015:19) said that, reading is a powerful activity that covers knowledge, insight and perspective on readers. They also said that, reading is what happens when people look at a text and assign meaning to the written symbols in the text. Based on Rumelhart and et.all (1986) in Maximilian (2012:1) argues that, reading involves the readers, the text and the interaction between the reader and the text. Furthermore, reading is the process of understanding meaning from a written language involving reader, text and the interaction between the reader and the text (Maximilian, 2012:2).

Learning reading is more than just recognizing words in a written text. Students should be able to comprehend or understand the meaning of the text. According to Brown (2004:185) reading debatably the most essential skill for success in all education contexts remains a skill of paramount importance
as we create assessments of general language ability. In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic beginning level text books in a foreign language purpose a student’s reading ability if only because it’s a book that is the medium.

The aim of teaching for the reader is to comprehend and to react to what is written (Brown, 2004:18). In general, the aim of teaching reading is to develop the students' ability to read the material, get information and understand about text. Since most of the texts or books written in English, it is important to teach the students reading English texts. By teaching reading, it is expected that every student can have good ability in reading.

Based on interview with the teacher at the seventh grade of SMPN 4 Tengaran on December, 5th 2018 at 09.00 a.m. The researcher found some conditions of the school regarding reading comprehension skills mastery. Some factors influence students’ reading comprehension such as: a) students could not understand the content in the sentences and the meaning of the vocabularies in English, b) students got difficulties to found the main idea, c) students had difficulties to determine the specific information of the text. Other factors are, monotonous of technique and the use of teacher centered used by the teacher to teach English reading skills; they made students got bored and were not interested learning process. That factors made students got low understanding, score and interest in teaching learning English text.
There are several learning techniques which are used by the teacher for teaching English, especially to improving students’ reading skills. The techniques should be interesting and creative to make students more understand in the teaching and learning process. One of the teaching techniques in learning English skills is Scaffolded Reading Experience (SRE) Technique. A scaffold is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning. It could be defined as the role of teachers to develop and support their students in order to get a good achievement. By understanding the definition and the used of the scaffolding technique, English language teachers could use the technique in teaching reading.

Scaffolded Reading Experience (SRE) Technique is a set of pre-reading, during reading and post-reading activities specially designed to assist a particular group of students in successfully reading, understanding, learning from and enjoying a particular selection (Graves and Graves1995:1). SRE is a framework for ensuring that students’ reading experiences are within their zones of proximal development. It is a very flexible framework that allows the teacher to modify instruction to specific situations to particular groups of students, particular texts and particular purposes.

In applying SRE as an alternative technique of reading may help the teacher to know the weakness of the students so he can build up the students’ knowledge. Furthermore, it supports the impression that reading is a process that involves growth, development and learning as well as a product. It also
helps students to become actively involved in assessing their needs, progress, achievement and effort.

Based on the statement above, so writer wants to conduct a research entitled “THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILLS (A Classroom Action Research at the Eighth Grade Students of SMPN 4 Tengaran in the 2019/2020 Academic Year)“.

B. Problems of the Research

Based on the background of the study, some problems arise. The problems identified are as follows:

1. How is the implementation of the teachers’ and the students’ using the Scaffolded Reading Experience (SRE) Technique for the eighth grade students of SMPN 4 Tengaran in the Academic Year 2019/2020?

2. How significant is the improvement of reading skills after using Scaffolded Reading Experience (SRE) Technique for the eighth grade students of SMPN 4 Tengaran in the Academic Year 2019/2020?

C. Objectives of the Research

The general purpose of the study is to be able to know the implementation and the significance difference of scaffold reading technique is in the classroom, the specific objectives of this research are:
1. To find out the teacher’s and the student’s implementation of the Scaffolded Reading Experience (SRE) Technique for the eighth grade students of SMPN 4 Tengaran in the Academic Year 2019/2020.

2. To find out the significant improvement of reading skills after using Scaffolded Reading Experience (SRE) Technique for the eighth year students of SMPN 4 Tengaran in the Academic Year 2019/2020.

D. Advantages of the Research

1. Theoretical advantages are:
   a. The result of the research can be used as input and contribute useful information for the reading learning technique, especially in the implementation of the Scaffolded Reading Experience (SRE) Technique.
   b. The result of the research can be used as the reference for those who want to research English teaching to build students’ reading skills using Scaffolding Reading Experience Technique.

2. Practical advantages are:
   a. Researcher

   Conducting this research enriches the researcher knowledge about the Scaffolded Reading Experience (SRE) Technique and the implementation of it’s in English reading classes. It inspires the researcher to conduct another research related to this name.
b. For the English Teachers

The researcher hopes this research will use by the teachers as an additional contribution in implementing learning techniques, especially English reading classes starting from the process of pre-reading, during reading and post-reading.

c. Students

The result of this study will help the students to improve readingskills and make them more understand about reading materials.

E. Hypotesis and Success Indikator

The students’ success and failure in doing the activities in cycle I and II will be assesed by referring to the standard of the passing grade (KKM). The passing grade of English lesson in SMPN 4 Tengaran was 70. The teacher and the researcher predictable that there at least 85% of the students who passed the passing grade. If the students’ passed the target, it could have been concluded that the treatment was successfully to improve students’ skills in reading using SRE technique.

F. Research Methodology

1. Research Design

This research was CAR (Classroom Action Research). There are three words in CAR, classroom, action and research. Research is an activity to investigate an object using certain methodology to gain data or information which is beneficial to improve the quality of anything,
interested by researchers and important. Action is planned activity to gain certain goal. Classroom defined as a group of students at certain time and certain teaching from similar teacher. Classroom here defined not only room space, but defined as a group of students in learning process (Arikunto, 2014:130).

Burns (2010:270) argues that, doing action research is guide for practitioners are designed to help language practitioners design and implemented classroom research. It begins with a concise introduction to the history and view of action research, and then outlines principles to consider during the planning, observing, analyzing and reflecting phases of action research.

CAR can be defined as reflective investigations by an actor. The action conducted to improve rational stability of their actions when doing their daily jobs, to deepen their understanding about conducted actions and also to repair conditions where learning practices situated. To gain those goals, CAR conducted cyclical, consist of four stages: planning, action, observation and reflection (Purohman, 2010:3).

The researcher used CAR because the researcher wanted to know the implementation and the improvement of using SRE (Scaffolded Reading Experience) Technique on student’s reading skill. The basic concept of Action Research modeled by Kemmis and Taggart, string of integrated four components: plan, action, observe and reflection which is united in one cycle.
The figure above showed a cycle of action and reflection. Each cycle has four steps, there are: plan, action, observe and reflect. Each one of these phases was validated by previous phase and look forward to the next. For example, the action phase was validated by the planning phase and look forward to the observation. The cycle began at any stage and did not stop after one cycle had been completed, but rather began another one; therefore it was “spiral” rather than “cycle”.

a. Planning

At the planning stages, the researcher formulated some procedural acts how to improve students’ reading skills in text by
using SRE (Scaffolded Reading Experience) Technique. The procedures are put in two lesson plans.

b. Action

In this stage, it was implementation of method or procedural acts that have been planned at planning stages.

c. Observation

Observation is one of the methods used in collecting the data. The researcher observed the teaching and learning process. In this stage, the researcher prepared the observation sheet and observation checklist to know the condition of the class when action is done. The researcher and the English teacher discussed about the result of the observation and find a good solution.

d. Reflection

Reflection is a research finding analysis. This is used to analyze based on the data that have been collected in determining the next action. Reflection was used to evaluate teaching-learning process in order to know the improvement on students’ reading skills in English text by using SRE Technique.
2. Subject of the Research

The subjects of this research were the Eighth Grade Students of SMPN 4 Tengaran in the academic year 2019/2020.

Table 1.1 List of Student’s Name of the Eighth Grade of SMPN 4 Tengaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AW</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>AWP</td>
<td>Male</td>
</tr>
<tr>
<td>3.</td>
<td>BC</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>CBS</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>DSL</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>DES</td>
<td>Male</td>
</tr>
<tr>
<td>7.</td>
<td>FPCN</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>FSB</td>
<td>Male</td>
</tr>
<tr>
<td>9.</td>
<td>GS</td>
<td>Male</td>
</tr>
<tr>
<td>10.</td>
<td>HIN</td>
<td>Female</td>
</tr>
<tr>
<td>11.</td>
<td>KW</td>
<td>Male</td>
</tr>
<tr>
<td>12.</td>
<td>MRNA</td>
<td>Male</td>
</tr>
<tr>
<td>13.</td>
<td>MAC</td>
<td>Female</td>
</tr>
<tr>
<td>14.</td>
<td>MDA</td>
<td>Male</td>
</tr>
<tr>
<td>15.</td>
<td>MMK</td>
<td>Male</td>
</tr>
<tr>
<td>16.</td>
<td>MYP</td>
<td>Male</td>
</tr>
<tr>
<td>17.</td>
<td>MBK</td>
<td>Male</td>
</tr>
<tr>
<td>18.</td>
<td>MCF</td>
<td>Male</td>
</tr>
<tr>
<td>19.</td>
<td>MFH</td>
<td>Male</td>
</tr>
<tr>
<td>20.</td>
<td>MRA</td>
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<tr>
<td>21.</td>
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</tr>
<tr>
<td>22.</td>
<td>WF</td>
<td>Female</td>
</tr>
<tr>
<td>23.</td>
<td>IS</td>
<td>Female</td>
</tr>
<tr>
<td>24.</td>
<td>LSN</td>
<td>Female</td>
</tr>
<tr>
<td>25.</td>
<td>NFR</td>
<td>Female</td>
</tr>
</tbody>
</table>

3. Steps of the Research

In conducting the research, the researcher listed the steps by summarizing the following research schedule.
Table 1.2 Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
<th>Place and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>December, 5th 2018</td>
<td>Asked permission with the English teacher in the preliminary study (Before Classroom Action Research).</td>
<td>Teacher Room SMPN 4 Tengaran at 08.00 a.m.</td>
</tr>
<tr>
<td>2.</td>
<td>July, 15th 2019</td>
<td>Gave observation letter to one of the administration staff at SMPN 4 Tengaran.</td>
<td>Office staff SMPN 4 Tengaran at 10.00 a.m.</td>
</tr>
<tr>
<td>3.</td>
<td>July, 25th 2019</td>
<td>Met the English teacher to consult the lesson plan.</td>
<td>Teacher room SMPN 4 Tengaran at 09.00 a.m.</td>
</tr>
<tr>
<td>4.</td>
<td>August, 2nd 2019</td>
<td>Did action in the class (cycle 1) Pre-test, Treatment.</td>
<td>In the classroom of 8th grade at 07.40-09.00 a.m.</td>
</tr>
<tr>
<td>5.</td>
<td>August, 3rd 2019</td>
<td>Did action in the class (cycle 1) Treatment-Post-test</td>
<td>In the classroom of 8th grade at 07.00-08.20 a.m.</td>
</tr>
<tr>
<td>6.</td>
<td>August, 9th 2019</td>
<td>Did action in the class (cycle 2) Pre-test, Treatment</td>
<td>In the classroom of 8th grade at 07.40-09.00 a.m.</td>
</tr>
<tr>
<td>7.</td>
<td>August, 10th 2019</td>
<td>Did action in the class (cycle 2) Treatment-Post-test</td>
<td>In the classroom of 8th grade at 07.00-08.20 a.m.</td>
</tr>
</tbody>
</table>

4. Technique of Data Collection and Research Instrument

Data collecting was used to collect information. In this study, the researcher used three data collections methods namely: observation, tests and documentation.

a. Observation

Arikunto (2014:199) mentioned that, observation focused on the activities of the research subjects or objects involving all of the five senses. Observation is kind of the good method to know
how about human attitude (Rasimin, 2018:96). This method was easily used to find concrete data.

In conducting action research, the researcher observed the learning process. The learning process was taught by the teacher, while the researcher only observed the teaching learning process. The observation consisted of two cycles. There were the cycle I and cycle II. The researcher used observation sheet consist of students’ and teachers’ observation checklist. The students’ and teachers’ observation checklist as follows:

**Table 1.3 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application SRE Technique.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Suyadi (2010:61)

**Table 1.4 Teachers’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Reminding previous material.

6. Preparing and giving material of text through SRE (Scaffolded Reading Experience) Technique.


8. Giving opportunity for asking the questions.

9. Guiding and helping the students’ difficulties during learning.

10. Giving feedback after lesson.

Source: Kunandar(2011:147)

b. Test

According to Arikunto (2010:193), test is series of question as exercises and other tools use to evaluate the skill, knowledge, intelligence and ability or talent posesed by individuals or group. The researcher used pre-test and post-test. The instruments of post-test and pre-test consist of two kinds of exercises, such as exercises 1 in essay form and exercise 2 is "true" or "false". For each exercises there were five questions and statements that should be answered and analyzed by the students. This test will provide the quantitative data for this research.
1) Pre-test

In this research, pre-test will be given in the first time. Pre-test was given to the students before the teacher used her technique in the teaching-learning process. The objective is to know about the students’ reading skills in descriptive and habitual activity text before treatment.

2) Post-test

Post test will be given in the last sessions after the technique applied. The goal of the post-test is to know the improvements on students’ reading skills in descriptive and habitual activity text after the students got a treatment.

c. Documentation

According to Arikunto (2010:274), documentation is an activity to look for variable like notes, transcribes, books, newspaper, etc. Documentation is done to get important data for the research. Method or technique of documentation is technique of collecting data and information with search and finding the evidences. This documentation method is kind of collection data which from non human source (Rasimin, 2018:98). In this research, the researcher used photos and field note as the documentation of the research.
5. Data Analysis

In analyzing data, the researcher use mixed methods to analyze the data (Creswell, 1994:256) as follow:

a. Qualitative Data

Qualitative research is a technique to collect data using words to describe object of the research (Creswell, 1994:256). In this research, the data of observation checklist was analyzed by qualitative.

b. Quantitative Data

In the other hand, quantitative technique data analysis is used to process the data. The quantitative data is processed by the teacher and the researcher to get score of the students. The maximum score is 100. The process measurement based on:

1) Score the students’ test

The researcher analyzed the students’ readingscore used analytic scoring, it was the scoring procedure based on several aspects of reading criteria. The text would be rate on features as explaining, identifying, understanding and language used. Analytic scoring provided more detailed information about the reading quality.
2) Calculate the result of the test

After the scoring of students’ test, the researcher calculated the data used t-test to determine the significant difference in cycle I and cycle II. This research used Statistical Package for the Social Science (SPSS) 16.0.

G. Graduating Paper Outline

To make easy to understand the graduating paper, the researcher used a system of presentation as follows:

Chapter I is an introduction. It consist of the background of the research, problems of the research, objectives of the research, advantages of the research, hypothysis and success indicator, research methodology and graduating paper outline. Chapter II is a theoretical framework. It contains about the theories that relevant toward research, such as: reading skills and the Scaffolded Reading Experience (SRE) Technique and review of previous research. Chapter III is implementation of the research. It contains about the procedures of the research. Chapter IV is research findings and discussions. Consist of the cycle I, cycle II, analysis, discussion and result of each cycle. Chapter V is closure. The writer stated a summary of the study included conclusions and suggestions. The last part is the references and appendices.
CHAPTER II

THEORITICAL FRAMEWORK

This chapter presents theoretical review concerning the research topics underlying the study and previous of study. The details of theoretical review are presented as follows and previous of studies.

A. Theoretical Review

1. Reading

   a. Definition of Reading

   Daiek and Nancy (2003:5) stated that, reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them.

   According to Elizabeth and et.all (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of preceding how written symbols correspond to one’s spoken language. Comprehension is the process of making sense words, sentences and connected text.

   Reading is used to get the main point or the most important information. It is an effort to understand the content of the text,
and also to know the massage from the writer. In addition, reading is used to get an idea, pleasure or feeling that is expressed by the writer (Elizabeth and et all, 2003:6).

From the information above, the writer though that reading was an active and interactive activity to produce the word and tries to understand the content of reading text. By reading, the students could enlarge or enrich their knowledge and experience, because the information they need is serve in written form.

b. **Types of Reading**

According to Brown (2004:189), there were some types of reading. Consist of:

1) **Perceptive Reading**

According to Brown (2004:189), perceptive reading tasks engage attending to the components are: letters, words, punctuations and other graphic symbols. Bottom-up (text based processing skill) processing is implied. Bottom-up is a reading activity text consists of information, meaning which the writers intended to communicate the readers. There are some activities in order to develop text-based processing skill namely; recognizing word meanings, recognize phrase, recognize sentence structure and discourse analysis (Brown, 2004:189).
2) **Selective Reading**

According to Brown (2004: 189), this category is principally an object of assessments formats. In order to ascertain one’s reading identification of lexical, grammatical, or discourse features of language inside a very short of language, certain typical tasks are used: picture-cued tasks, matching, true or false, multiple-choice etc. He also said that, stimuli include sentences, brief paragraphs and simple charts and graphs. Short responses are intended as well. A combination of bottom-up and top-down (knowledge-based processing skill) processing may be used. There are several activities that can help learners to make the prediction such as; advance organizer, previewing, scanning and prediction.

3) **Interactive Reading**

Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense to cooperate with the text. Typical genres that provide themselves to interactive reading are anecdotes, short narratives and description, questionnaires, memos, announcements, directions, recipes and the like. The focus of interactive task is to identify relevant features such as lexical, symbolic, grammatical and discourse
(Brown, 2004: 189). Top-down processing is typical of such task, although bottom-up performance may be necessary.

4) Extensive Reading

In addition, Brown (2004: 190) noted that,extensivereading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. It should be noted that reading research commonly refers to “extensive” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than page. He also notes, the purposes of assessments usually are to tap into a learner’s global understanding of a text, as contrasting to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

c. Strategies For Reading

According to Brown (2004:187) stated that, aside from to genres of text, the skills and strategies for accomplishing reading emerge as a crucial thought in the assessment of reading ability. The micro- and macro skills below represent the variety of possibilities for objectives in the assessment of reading comprehension.
1) Micro skills

   a) Distinguish is among the characteristic graphemes and punctuations patterns of English.

   b) Relating chucks of language of different lengths in short-term memory.

   c) Process is writing at an efficient rate of speed to costume the purpose.

   d) Recognize is a core of words, and understand word order patterns and their significance.

   e) Recognize is grammatical word classless (nouns, verbs, etc) systems (e.g. tense, agreement, pluralization), patterns, rules and indirect forms.

   f) Recognize is that a particular meaning may be expressed in different grammatical forms.

   g) Identify is organized strategy in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

   a) Recognize is the theoretical forms of written discourse and their significance for interpretation.

   b) Recognize is the communicative functions of written texts, according to form and purpose.
c) Understand is context that is not explicit by using background knowledge.

d) From describe events and ideas, conclude relations and connections between events, realize causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

e) Distinguish is between literal and indirect meanings.

f) Detect is culturally specific references and read them in a context of the appropriate cultural schemata.

g) Is develop and use strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating scenema for the interpretation of text.

**d. Principal of Reading**

Brown (2004: 188) argues that, some principal strategies for reading as follow:

1. Identify is the purpose in reading a text.

2. Apply is spelling rules and conventions for bottom-up decoding.

3. Is use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess is meaning (of words, idiom, etc.) when we aren’t certain.

5. Skim is the text for the general idea and for main ideas.

6. Scan is the text for specific information (names, dates, key words).

7. Use silent reading is techniques for direct processing.

8. Use is secondary notes, outlines, charts, or semantic maps for understanding and retraining information.

9. Distinguish is between literal and indirect meanings.

10. Capitalize on discourse markers to process relationships.

e. Reading Skill Question Rubric

Table2.1 Reading Skill Question Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies themes or message</td>
<td>Explains theme or message in own words, acknowledging different interpretations.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates understanding of theme or message.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with inconsistency.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with guidance.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Identify supporting details</td>
<td>Offering supportive evidence.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates supporting details.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details with guidances.</td>
<td>1</td>
</tr>
</tbody>
</table>

Source:Dewi (2017)
2. **Scaffolded Reading Experience (SRE) Technique**

a. **Definition of SRE Technique**

Scaffolded Reading Experience (SRE) Technique is a set of pre-reading, during-reading and post-reading activities specially designed to assist a particular group of students in successfully reading, understanding, learning form and enjoying a particular selection (Graves and Braaten, 1996:169).

Wood (1976) in Graves (2009:169) notes that, used the scaffolding word to describe the role of parents during problem-solving tasks carried out with their children. In this original usage, scaffolding referred to a form of just-in-time adult assistance “the enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (Wood, 1976:90).

Two closely related concepts are particularly important in understanding the thinking behind SRE – Scaffolding and the zone of proximal development. In fact, ZPD is at the heart of scaffolding. According to Vygotsky, there are two developmental levels; the actual level and potential level. The ZPD represents “the distance between the actual developments as determined by independent problem solving and the level of potential development as determined by through problem
solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978:86).

| What the students cannot do, even with assistance. |  |
| What the students can do with assistance (Level of Potential Development) |  |
| ZPD (Zone of Proximal Development) | Increasing Task Difficulty |
| What the student can do independently (Level of Actual Development) |  |

Source: Lui (2012:2)

The purpose of scaffolding more capable readers is to help them learn more deeply and deal with more complicated texts than they could negotiate independently. Scaffolding can be applied in several ways with English language learners. Some of the most silent instructional scaffolding techniques are modeling, bridging, contextualing, schema building, representing text and developing metacognition (Walqui, 2006:159).
b. The SRE Framework

Graves and Graves (1995:29) argues, the SRE frameworks have two parts. As follow:

1) Planning Phase

The first part is the planning phase, takes into consideration the particular group of students doing the reading, the text they are reading, and their purpose or purposes for reading it. In the planning phase, the teacher considers:

a) The students. Their needs, concerns, interests, strengths, weaknesses, background knowledge, anything that might influence their success (or failure) in reading a particular selection.

b) The selection. Its topics and themes, its potentially difficult vocabulary or other uncertain blocks and the opportunities it presents for instruction.

c) The purpose or purposes for reading. What is it the student is to gain from the reading experience? For what purposes is he or she reading?

These three factors are interrelated and decisions made about any one factor influence the decisions that can be made about the other two.
2) Implementation Phase

The implementation phase of an SRE also has three components; pre-reading, during reading and post-reading activities. Based on a particular group of students, a particular text, and particular purposes that students will accomplish in reading the text, the teacher selects those pre-, during-, and post-reading activities that will lead these students to success.

**Table 2.3 Two Phases on SRE**

<table>
<thead>
<tr>
<th>Planning Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereading activities</td>
</tr>
</tbody>
</table>

Source: Phillipot and Graves (2009:29)
c. Possible Components of SRE

1) Pre-Reading Activities

Pre-reading activities prepare students to read a future selection. They can provide a number of functions, including getting students interested in reading the selection, reminding students of things they already know that will help them understand and enjoy the selection and pre-teaching aspects of the selection that may be difficult (Maxmillian, 2016:193). The components of pre-reading activities include: motivating, activating and building background knowledge, providing text-specific knowledge, relating the reading to students’ lives, pre-teaching vocabulary, pre-teaching concept, pre-questioning, predicting, direction setting, using students’ native language, and involving English language learners’ communities and families (Phillipot and Graves, 2009:32).

2) During Reading Activities

According to Graves and Graves (1995: 31), during reading activities include things that students themselves do as they are reading and things that the teacher to assist them as they are reading. The components of during-reading activities include; silent reading, reading to students, supported reading, oral reading by students and modifying the text.
3) Post-Reading Activities

Post-reading activities serve a variety of purposes. They provide opportunities for students to make and organize information gleaned from the text so that they can understand and remember important points (Maximilian, 2016:193). The components of pre-reading activities includes; questioning, discussion, writing, drama, artistic, graphic, and nonverbal activities, application and outreach activities and building connections and researching.

**d. The Benefit of SRE Technique**

Lui (2012:5) mentioned some advantages for students and teachers in used the scaffolding technique. Here the table:

**Table2.4 Benefit of SRE**

<table>
<thead>
<tr>
<th>Students are provided with...</th>
<th>Teachers could...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn.</td>
<td>1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level.</td>
</tr>
<tr>
<td>2. Meaningful instruction and feedback that helps make additional development at an appropriate pace.</td>
<td>2. Keep students in social interactions to make possible learning.</td>
</tr>
</tbody>
</table>
3. A learning environment where they are appreciated as individuals, collaborative group and a class.

4. A learning environment where their creativity and thought process is knowledge and accepted.

3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting.

4. Discover the unique thought process that different students may use to solve the problem.

### B. Previous of the Studies

In this research, the writer took some review from other research as a comparative in this research. The first research was conducted by Khasanah (2012), the purpose of this research is to find out whether or not scaffolding strategy can improve the students’ skill and motivation in writing narrative text. The problem highlighted in the research are the students’ low speaking skill and motivation toward speaking lesson at the seventh grade of SMPN 4 Sukoharjo in the academic year 2010/2011. This research used Classroom action research consists of planning, action, observation, and reflection. The data collection methods were qualitative using interview and questionnaire and quantitative using pre and post test in two cycles.
The second research has been done by Yasinta (2014), the purpose of this research is to find the empirical evidence of whether scaffolding is effective towards students’ skill in writing descriptive text in eighth grade student of SMP Al-Zahra Indonesia Academic Year of 2013/2014. This research used quantitative method and the design used was a quasi experimental study. The sample from the whole students or population used 8A as the controlled group and class 8C as an experimental group and consisted of 17 students.

The third research written by Aini (2015), the objective of this research reoffering to the research problem is to find out how the use of Scaffolding Reading Experience (SRE) Strategy can improve the eighth grade students’ reading comprehension of recount text at SMPN 1 Jelbuk in the 2014/105 academic year. This research was done in two cycles in Classroom Action Research, and the data was taken from observation, interview, and test.

The similar with three previous studies is they applied scaffold technique; especially same skill in the third research by using SRE for reading skill and subject research is Elementary School students’. The differences from three previous studies are the time and place of the research.
CHAPTER III
IMPLEMENTATION OF THE RESEARCH

A. Procedure of the Research

The researcher used the Classroom Action Research in collected the data. There are four steps in one cycle for did actions research those; planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles; cycle I, and cycle II. The researcher collaborated with the English teacher who teaches eighth grade students. The activities of each cycle as follows:

1. Cycle I

   a. Planning

   The activities in planning are:

   1) Selected the materials with a teacher based on the syllabus.

   2) The researcher designed a lesson plan from the syllabus which is consulted with English teacher.

   3) Prepared a simple present tense material for teaching in a descriptive text that will be used in cycle I.

   4) The researcher prepared students’ and teachers’ observation sheet and observation checklist of the cycle I.

   5) The researcher prepared pre-test and post-test of the cycle I.
b. Acting

After the preparation has been done, the teacher did a teaching-learning process. At this section, the learning process led by the teacher. In the acting phase as the implementation of the preparation, the researcher presented as written below:

1) The teacher gave pre-test for students.

2) The teacher gave brain storming about descriptive text.

3) The teacher asked to students about descriptive text.

4) The teacher explained the material of descriptive text such as the function, generic structure and the language features of the text.

5) Implemented SRE Technique in descriptive text, consist of;

   a.) Pre-reading :

   (1) The teacher gave motivations and brain stroming related about descriptive text.

   (2) The students divided into several groups consisting of four students.

   (3) The teacher gave the example of descriptive text to every member.

   (4) The teacher gave some questions related the topic of the descriptive text.
(5) The students responded to the teacher questions.

b.) During-reading:
   (1) The teacher did oral reading the example of descriptive text for the students.
   (2) The students did oral reading and silent reading about example of descriptive text.
   (3) Teacher guided reading to the students.

c.) Post-reading:
   (1) The students discussed the descriptive text in the group to answer in individual essay questions.
   (2) The students discussed the task in the group to write a descriptive text.
   (3) The teacher gave post-test.
   (4) The teacher concluded the material and gave feedback after the lesson.

c. Observing

The researcher observed the students and the teacher activities such as their expressions, responses and the students understanding based on their dialogue with the teacher used observation sheet and observation checklist. Observation is one of the methods of collecting data with systematic supervision against researched indication.
d. Reflecting

At this point, the researcher reflected, evaluated and described the effects of the action. This is to record what happens in observation. The reflection looks for a sense of the process, problems and real issues in the action. It was asked the researcher to weight the experience, to judge whether or not the method could be solved the problem and to enhance students’ reading skills.

1) The researcher evaluated the activities that have been done.
2) The teacher and the researcher did discussed to make a reflection what will they do to correct the problems.
3) The researcher analyzed the data from the observation checklist and students’ score of the test in cycle I.

2. Cycle II

The first cycle is done based on the reflections’ result of the cycle I. If the result of the observation shown the low quality of students’ skills, thus it was needed another action which is aimed to create an improvement of students’ quality in the cycle II. The topic would be different from the cycle I; the topic was habitual activity text. The procedures were presented as below:

a. Planning

The activities in planning are:
1) The researcher identified the problem and made the solution of the problem.

2) The researcher designed a lesson plan from the syllabus which is consulted with English teacher.

3) The researcher prepared the material teaching in habitual activity text that will be used in cycle II.

4) The researcher prepared students’ and teachers’ observation sheet and observation checklist of the cycle II.

5) The researcher prepared pre-test and post-test of the cycle II.

b. Acting

In the cycle II acting phase is relatively similar to the acting in cycle I. In this phase, the teaching and learning process was led by the teacher. The activities of acting phase in the cycle II are:

1) The teacher gave pre-test for the students.

2) The teacher asked the students about previous material.

3) The teacher gave and explained the material of habitual activity such as the function and the language features of the text.

4) Implemented SRE Technique with habitual activity text, consist of:
   a.) Pre-reading :
(1) The students divided into several groups consisting of 4 students.

(2) The teacher gave motivations, brainstorming and some questions that related the topic of the text.

(3) The students responded to the teacher questions.

(4) The teacher gave the example of habitual activity text to every group and gave occasion for the students to ask any difficulties of vocabularies.

b.) During-reading:

(1) The teacher did oral reading example of habitual activity text to the students.

(2) The students’ did individual silent and oral reading to understanding.

(3) The teacher guided reading to the students.

c.) Post-reading:

(1) The students did discussion in the group to answer the questions related of the text.

(2) The students did discussion in the group to write habitual activity text.

(3) The students read the text in front of the class.

(4) The teacher and other students did discussion and gave feedback about the text who read from each other.
(5) The teacher gave post-test.

(6) The teacher concluded the material.

c. **Observing**

The researcher observed the students and teacher activities such as the expressions, responses and the students understanding based on their dialog with the teacher using observation sheet and observation checklist. The researcher observed whether used SRE technique could improve students’ skills in reading. The researcher observed the students’ activities during the teaching and learning process. The result of the observation was taken on observation checklist sheets as the data.

d. **Reflecting**

Reflecting is research finding analysis. In this point, the researcher focused on, evaluated and described the effects of the action. This is used to prove what happened in the observation phase.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter focused on the analysis of the collected data. The researcher collected the data from the eighth grade students of SMPN 4 Tengaran. The researcher gave the details of the findings. This chapter was the main discussion of the research conducted. It displayed the finding of the collected data starts from the beginning until the end of the research. The findings consist of the result of the cycle I and cycle II. The two cycles were the treatments of the implementation in used SRE (Scaffolded Reading Experience) Technique on students’ reading skills.

A. Research Findings

The research consist of two cycles, each cycle consists of planning, acting, observing and reflecting. The whole steps of the research would be explained in the description as follows:

1. Cycle I

Cycle I was held on Friday, August 2nd 2019 and Saturday, August 3rd 2019. It was followed by 25 students as the participants. In activity, the teaching learning process was conducted by the teacher and the researcher as the observer during the teaching learning process. This cycle was conducted in two time meetings.
a. Planning

The researcher prepared some instruments, such as:

1) Syllabus

To arranged the lesson plan, the researcher used syllabus of Junior High School from English teacher of SMPN 4 Tengaran. It can be seen in appendice 1.

2) Lesson plan

The researcher used two lesson plans to control the teaching and learning process in this research. The researcher used it as a guide to manage the time and activities during teaching and learning process in the class (see in appendix 3).

3) Observation checklist

Observation checklist was approved to know the students’ and teachers’ activities during the teaching and learning process.

4) Material

The material of descriptive text consisted of the meaning, purpose, generic structure, language features and example.

5) Teaching Aid

The researcher prepared some instrument. Consist of board marker and handout for the students (example of descriptive text). The researcher also provided the material to succeed the action.
6) Pre-test and post-test

The researcher used pre-test and post-test in this action. The pre-test was done before used SRE (Scaffolded Reading Experience) as a technique to know understanding of students in reading a descriptives text. Then, the researcher used post-test. Post-test was done after used SRE technique to see the result of the study after used SRE (Scaffolded Reading Experience) as a technique.

b. Action

Cycle I was held on Friday, August 2\textsuperscript{nd} 2019 and Saturday, August 3\textsuperscript{rd} 2019. The researcher conducted cycle I in 2 days; where the pre-test and the treatment were conducted in day 1, treatment and post test on day 2. The first day of the cycle I was held on Friday, August 2\textsuperscript{nd} 2019 at 07.40 a.m until 09.00 a.m in SMPN 4 Tengaran. The teacher was Mr. Agung Bayu Prastowo, S.Pd. The researcher rolled as an observer and observed teachers’ and students’ activity in teaching learning process. The researcher took photos and filed notes for documentation.

The teacher and the researcher entered the class. The teacher opened the lesson by greeted and asked the students’ condition. Before started the lesson, the teacher informed the students that a few days later the class would be observed by the researcher. The teacher conveyed the purpose of coming in the class and gave the researcher
time to introduce herself. After that, the teacher checked the students’ attendance list.

The teacher told that they would do a pre-test. The teacher gave the task for the students to read and they should answer the questions based from the descriptive text (see in appendices 4). The teacher gave a sheet of paper for students. Then, the teacher told that they would do a pre-test in twenty minutes. The teacher asked the students to do by themselves and allowed them to open dictionary. When the students were doing the pre-test, the teacher walked around the class and checked the students activities. Some students came to the teacher to ask the English words and the meaning of some sentence. While doing the test, two boys MDA and KW do not focus; they were confused to answer the questions related with the text and only look at the paper without doing the test. Only several boys which focused on doing the test. On the other hand, almost girl students focused on doing the test by themselves. In the pre-test, some students got difficulties. There were many students who looked difficult to comprehend the descriptive text, most of the students asked to their friends about the answer.

After did the the pre-test, the teacher gave the treatment for students at 08.00 a.m. until 09.00 a.m., on August, 2nd 2019. Before the material began, the teacher gave the students questions to review about the used of there is/are in the sentence and example of
prepositions. The teacher gave example of sentences used there is/are and prepositions then wrote in the whiteboard. In addition, the teacher asked the students to write a sentence used there is/are and prepositions. After ten minutes, the ten students (DSL, GS, MBK, MCF, SMS, WF, FSB, BC, AW and MAC) came to in front of the class and wrote their sentences on the whiteboard. The teacher checked the students’ sentence and discussed with the students. That grammar material must be comprehended for students to write and read their individual text in the second meeting task.

The teacher asked the students about what they were understood or not about descriptive text. Only some students answered it. So, the teacher explained the meaning, social function, language features, generic structure and example of descriptive text. The students listened with teacher explanation and the teacher allowed the students to ask several question related the material which they didn’t understood. Three students (BC, MMK, and DSL) asked about the meaning of the descriptive text, manner to make a sentence in descriptive text and the meaning of identification in the generic structure of the descriptive text. The teacher answered the students’ questions and explained again.

After completing all activities, the teacher gave an instruction to make six groups consist of four members. And gave every member of the groups printed text of example descriptive text. The teacher
gave an explanation that they would use Scaffolded Reading Experience (SRE) Technique to read and understood the content of that text. The teacher gave an example of how to read the text with correct pronunciation, in addition the students just listened. After finished read the text, the teacher asked one of every member of groups to read the text with a loud voice. But, only three students (MMK, FSB and SMS) want to read the text. Other students were listened and did comprehend. The teacher checked their pronunciation and revised.

After all delegation of the groups read the text, the teacher asked the content related to the text, such as mentioned the language features, found the main idea and specific information used 5W+1H questions formula. The students discussed with their groups and communicated the answer to the teacher. The teacher gave feedback with discussed the students answer directly. The teacher concluded the content of the text and gave question what the students understood or not.

The second meeting was held at 07.00 a.m. until 08.20 a.m on Saturday, 3rd August 2019. The teacher came to the class, opened the lesson and greeted the students. The teacher asked one of students to guide for pray before teaching and after it checked the student attendance list. Before did the next treatment, the teacher motivated
the students to come to the class every day. The teacher also checked the students readiness before study.

The teacher reviewed the last material about descriptive text and the example of descriptive text. The teacher gave brainstorming with asked the students many questions about the meaning, social function, language features, and generic structure of the descriptive text. The teacher was reviewed it with explained.

The teacher allowed the students to write a question related the material which they didn’t understood. Some students read the question and the teacher answered it directly. The next step, the teacher gave an instruction to make the same group from the last meeting. They should write an example of descriptive text independently. Before they did the exercise, the teacher gave ice-breaking with chose two students (MBK and MRNA) to sing a song in front of the class.

After finishing all activities, the teacher gave the different topic to every group such as; my pet, my school, my garden, my friend, my home, and my father. They should write the text and discussed with other members of their group. The teacher gave an information to make it same structures with the example of descriptive text which they got at the previous meeting.

Some students did discussion session, and another boy student was not heard the instruction and made some noise. After twenty
minutes, the students read their text with silent reading first and they allowed to revise the grammar and the vocabularies. After it, the teacher asked the one delegation from three groups to read with aloud voice in front of the text. One by one the students read and the teacher checked their pronunciation. After all the students (AWP, SMS and MDA) were finished their read activities, the teacher concluded every content of the different topics. In addition, the teacher asked the specific information related to the text from one student (SMS) to discussed with the 5W+1H formula question.

After completing all activities, the teacher gave a paper for post-test with descriptive text. Every student had twenty minutes to finish and answered all of the questions. Many students did discussed the answer with their groups and some students asked to the teacher about the meaning of some vocabularies. All of the students did and finished the task on time. The teacher concluded the material and gave information about different material for the next meeting. The teacher closed the teaching-learning with did pray together.

c. Observation

The researcher did observation to the students and the teacher activity used the observation check list in the learning process. This observation check list was purposed to know how far the situation and enthusiasm the students’ and teachers’ activity during the teaching and learning process. The purpose this activity was to evaluate the
teaching and learning process collected the data and monitored the class. The explanation of the result of the student’s and teacher’s observational checklist is as follows:

**Table 4.1 From the Result of Students’ Observation Checklist of Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention.</td>
<td>✓</td>
<td></td>
<td>All of the students listened with the teacher explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question.</td>
<td>✓</td>
<td></td>
<td>Some students asked about the vocabularies and how to make sentence in descriptive text.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question.</td>
<td>✓</td>
<td></td>
<td>The students answered teachers’ questions about understanding of descriptive text before treatment.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task.</td>
<td>✓</td>
<td></td>
<td>All of the students did the task on time.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application SRE Technique.</td>
<td></td>
<td>✓</td>
<td>The students not really enthusiastic in used SRE Technique. Some students felt confuse and not interesting enough.</td>
</tr>
</tbody>
</table>

**Table 4.2 From the Result of Teachers’ Observation Checklist of Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well.</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and materials well.</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>✔️</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin.</td>
<td></td>
<td>The teacher greeted and asked the students conditions to open the learning activity.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students.</td>
<td></td>
<td>The teacher checked the students’ attendant and readiness before study.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation.</td>
<td></td>
<td>The teacher gave motivation to came to the class.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material.</td>
<td></td>
<td>The teacher reminded previous material about used there is/are in the sentence.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Preparing and giving material of text through SRE (Scaffolded Reading Experience) Technique.</td>
<td></td>
<td>The teacher used the SRE Technique to teach descriptive text and gave printed material of example descriptive text to the every students.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Using SRE Technique in learning process.</td>
<td></td>
<td>The teacher used SRE Technique (pre-reading, during-reading and post-reading) to teach reading of descriptive text.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions.</td>
<td></td>
<td>The teacher gave opportunity to write a question and read it to asked the material which the students didn’t understand.</td>
<td></td>
</tr>
</tbody>
</table>
9. Guiding and helping the students’ difficulties during learning.

   √

   The teacher walked during the students doing the task for help the students’ difficulties in learning vocabularies.

10. Giving feedback after lesson.

   √

   The teacher gave conclusion after the lesson and information about different material for the next meeting.

The researcher got the data from the test of cycle I and analyzed the data of pre-test and post-test based on rubric reading assessment (see appendix 3). There are two aspects in scoring such as identifies themes or message and identify supporting details. Each aspect of writing test gave the point that divided into four; excellent to very good, good to average, fair to poor, and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

**Table 4.3 Student’s Score of Pre-Test and Post-Test Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s 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>AW</td>
<td>65</td>
<td>67</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>AWP</td>
<td>50</td>
<td>54</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>BC</td>
<td>77</td>
<td>80</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>CBS</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>DSL</td>
<td>82</td>
<td>85</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
From the table above, it showed the students’ score in the pre-test and post-test of the cycle I, thus the researcher could calculate the number of students who reached the passing grade as written below:

### Table 4.4 Calculation of Passing Grade of the Pre-Test and Post Test Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Percentage of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Percentage of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>8</td>
<td>32%</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>4%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>16</td>
<td>64%</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>
Then the writer calculated the deviation standard by used SPSS 16.00. It could be shown as follows:

1) Descriptive statistic cycle I

Table 4.5 Descriptive Statistic of Cycle I

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE TEST</td>
<td>25</td>
<td>35.00</td>
<td>85.00</td>
<td>62.480</td>
<td>14.25985</td>
</tr>
<tr>
<td>POST TEST</td>
<td>25</td>
<td>50.00</td>
<td>85.00</td>
<td>66.640</td>
<td>11.80706</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form the table above it could be seen that the mean of pre-test in cycle I was 62.48 with standard deviation 14.25. While mean post-test in cycle I was 66.64 with standard deviation of 11.80. The quantity (N) of the students is 25 students.

a) The passing Grade of the Cycle I

Cycle I also has shown that the students could improve their English score especially in students’ reading skill in descriptive text, mean of post-test 66.64 is better than mean of pre-test 62.48. The researcher also calculated the passing grade is 70. The precentage of students’ improvement in post-test was 40% and the pre-test was 32%.
b) Significant

To know there is a significant improvement on students’ reading skill in descriptive text, the researcher analyzes the result of pre-test and post-test by used SPSS 16.00.

2) Paired Sample Test of Cycle I

**Table 4.6 Paired Sample Test of Cycle I**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
</tr>
<tr>
<td>Pair 1 PRE TEST I - POST TEST I</td>
<td>4.16000</td>
<td>5.57285</td>
<td>1.11457</td>
</tr>
</tbody>
</table>

From the table above could be seen that:

a) T-test cycle I is 3.732.

b) T-table (a=0.05) from the quantity (N) 25 is 2.064.

c) T-test > T-table = 3.732 >2.064.

From the explanation above, the result of paired sample would be significant and action hypothesis was accepted if sig. (2 tailed) value was < 0.05 and t-table was smaller than t-test. Meanwhile, it would not be significant and action hypothesis was accepted if sig.(2 tailed) value was > 0.05 and t-table was bigger than t-
test. T-test in the table above was 3.732 while t-table was 2.064 for df 24 and the significance 5%. From the explanation above, it could be seen that the sig. 2 (tailed) value < 0.05 and t-test was bigger than t-table. It means that action hypothesis was accepted. Therefore, the quarrel mean was 4.160.

Thus, from the explanation above it could be concluded that there was a significant improvement of students’ reading skill in descriptive text after used SRE Technique.

d. Reflection

Based on analysis of the cycle I, the researcher as an observer reflected that the used of SRE (Scaffolded Reading Experience) Technique in the eight class was not effective enough. The students still adapted to this method and tried to apply in descriptive text.

In cycle 1, the researcher thought that two causes made the students difficult to understand the lesson. The first cause, there was still teacher-centered and the student still less of antusiasm with the topic from descriptive text. They did not shown interest in the lesson, it is shown when the teaching learning process was held, just a few students respond to the teacher explanation. The second cause was about the difficulties of understanding or identifying the content from
the text. It was shown in the result of the test, the students could not make a good answer related with specific info from the text, such as the main idea from the current paragraph, finding moral value, and mentioning one of the language features. The other weakness was the students did not achieve the passing grade in the pre-test and post-test. The passing grade (KKM) was 70, and the target of the passing grade was 85%, but only 40% who could reach the target of passing grade.

Therefore, to solve the problems the researcher would conduct the cycle II. The teacher and researcher decided to use SRE Technique again with habitual activity text to make students more interest and did learning process with completed steps, such as pre-teaching vocabularies and explained all material to the students.

2. Cycle II

Cycle II was held on Friday, August 19th 2019 and Saturday, August 10th 2019. It was followed by 25 students as the participants. In activity, the teaching learning process was conducted by the teacher and the researcher as the observer during the teaching learning process. This cycle was conducted in 2 time meetings.

a. Planning

The researcher prepared some instruments, such as:
1) Syllabus

To arrange the lesson plan, the researcher used syllabus of Junior High School from English teacher of SMPN 4 Tengaran. It can be seen in appendix 1.

2) Lesson plan

The researcher used two lesson plans to control the teaching and learning process in this research. The researcher used it as guide to manage the time and activities during teaching and learning process in the class.

3) Observation checklist

Observation checklist was approved to know the students’ and teachers’ activities during the teaching and learning process.

4) Material

The material of habitual activity text consisted of the meaning, purpose, language features, and example.

5) Teaching Aid

The researcher prepared some instrument. Such as board marker and handout for the students (example of habitual activity text). The researcher also provided the material to succeed the action.

6) Pre-test and post-test

The researcher used pre-test and post-test in this action. The pre-test was done before used SRE as a technique to know students’
reading an English text. Then, the researcher used post-test. Post-test was done after used SRE technique to see the result of the study after used SRE (Scaffolded Reading Experience) as a technique.

b. Action

The cycle II was held on Friday, 9th August 2019 and Saturday, 10th August 2019. The researcher wanted to conduct cycle II in 2 days; where the pre-test and treatment were conducted in day 1, treatment and post test on day 2. The first day of cycle II held at Friday, 9th August 2019 at 07.40 a.m. until 09.00 a.m.

The teacher and researcher entered the class and the teacher greeted the students in the class, asked about their conditions, and gave motivation to always keep study hard. All the students were answered the greeting. And, the teacher gave an instruction to the students to recite Basmallah together. After that, the teacher was checked of students attendance list.

The teacher gave pre-test to the students with the topics reserved. The teacher gave twenty minutes to do pre-test. When the students were doing the pre-test, the teacher walked around the class to check the students along the pre-test. The teacher gave an instructions allowed to open their printed dictionary and did the test by themselves. One student who sat in the front of corner, (AWP) asked to his partner behind him (MCF) what will do first. Some students
(MYP, GS, MAC, MRA and MFH) looked focused on doing the test. Some students used their dictionary first to find the meaning of vocabularies and to make a sentence for answering the questions. Almost girls students looked focused on doing the test by themselves.

The teacher gave the treatment at 08.00 a.m until 09.00 a.m., on August, 9th 2019. For this part, the teacher gave the students questions related with their habitual activities. The students answered the questions such as what time they were wake up in the morning, what they do after did pray subuh and did they had breakfast every day before go to school. So, they had some interactions in mini dialogue with their friends and the teacher. Then, the teacher asked about their knowledge about simple present tense and wrote it in whiteboard. The students just quiet, some of them said forgot. So the teacher moved to second question, the teacher asked about their knowledge about conjunctions, and two students (IS and NFR) answered with “kata hubung”, but they only could mention some of kinds of examples of conjunctions. Another student just listened. Finally, the teacher asked about adverbial of frequency and the students didn’t understood yet. So, the teacher write the materials of simple present tense, conjunction and adverbial of frequency in the whiteboard and explained one by one to the students.

The teacher wrote three formulas of simple present tense and gave one of example each formulas. The teacher explained and gave
the students task to make three sentences used each formulas. The teacher walked around to guided and checked the students sentence, after ten minutes, the teacher asked to the three students (MFH, MCF and FPCN) to write the sentence in the whiteboard. The teacher revised and explained the correct one based on the students’ sentences. After all the students looked understood, the teacher moved to the next material; conjunctions and adverbial of frequency. The teacher explained the meaning and gave one examples each other. Other students mentioned the next examples and some of them checked meaning of the words in their dictionary. That grammar materials must be comprehended for students to write and read their individual text in the second meeting task.

The teacher gave the students time to re-write the material in their books. Meanwhile the teacher gave opportunity to asked the materials that they didn’t understood yet. Two students (WF and NFR) asked to repeat again about the meaning and examples of material adverbial of frequency. In addition, the teacher was answered directly.

The teacher remembered again that they would use SRE Technique in that meeting, so the teacher gave an instruction to make group consist of four students. The next activity is the teacher also remembered with their daily activities while the teacher gave a paper with consist of example of habitual activity text with the title
“Students’ Daily Activities” and a lot of vocabularies. The teacher was explained with the meaning, functions and language features of habitual activity text. Some students looked wrote the teacher explanations in their book.

Next activity was the teacher did pre-teaching vocabularies; consist of read the vocabularies and mentioned the meaning. In addition, the teacher gave instructions such as; the students should do silent reading first, and they should search to difficult of vocabularies and made a underline of that words. After finished the activities, the students were mentioned the vocabularies and the teacher was translate the meaning in Indonesia language, some students looked open their dictionary and discuss each other. And the next activity, the teacher did oral reading and the students just listened and comprehend the text. After it, the three students (NFR, DES and CBS) were did oral reading in one paragraph each other. The teacher was revised their pronounciations.

After completing all activities, they did task in group to find the main idea in every paragraphs, underline kinds of conjunctions and adverbial of frequency based on the text. The students looked did focus discussion with their members. After ten minutes, the teacher guided to analyze the text using 5W+1H questions formula. The teacher chose six students to answer every questions related the text. From six questions, only four students (MMK, MFH, LSN and NFR)
who answered correctly. And they also could find and mentioned kinds of conjunctions and adverbial of frequency after did group work discussions season. Time is up, the teacher concluded the material, greeted and closed the meeting with salam. The teacher and the researcher leave the class.

The second meeting was held at 07.00 a.m. until 08.20 a.m on Saturday, August 10th 2019. The teacher came to the class and open the lesson with greeted to the students. Did pray before teaching and after it checked the student attendance list. Before did the next treatment, the teacher gave a motivation to came to the class every day. And the teacher also checked students readiness before study.

The teacher was reviewed the last material about habitual activity. The teacher gave brainstorming with asked the students many question about the meaning, social function and language features of the habitual activity text. The teacher reviewed it with short explanation. Then, the teacher gave opportunity to ask about material and checked their knowledge about previous meeting. But, one of them looked ask anything.

The teacher gave an instruction to make a same group with previous meeting. Their task were made and wrote individually text about daily activities consist of three paragraphs start from; what they were did after wake up or what kinds of activities in the morning, what activities when they were in the school and what they did after
school or activities at night in the home. They should use language features such as simple present tense, conjunctions and adverbial of frequency. Some groups looked focus, they discussed each other and only several boys students looked confuse to start written. The teacher walked around to checked students task and sometimes answered students questions about vocabularies.

After twenty minutes, the students read their text with silent reading first. In addition, they allowed to revise the tenses and the vocabularies. After it, the teacher asked three delegations from the groups to do oral reading in front of the text. Three students (FSB, MDA and DSL) proposed their self to read and the teacher checked their pronunciation. After all the students had read, the teacher concluded every content of the different text. And the teacher asked the specific information related to the text from one student (DSL) to be discussed with the 5W+1H formula question.

After completing all activities, the teacher gave a paper for post-test with habitual activity text with the title “Daily Activities of an Employee”. Every student had twenty minutes to finished and answered all of the questions. Some students asked the teacher about the meaning of some vocabularies. All of the students did and finished the task on time. Time is up, the teacher concluded the material and closed the teaching-learning with did pray together.
c. Observation

In the cycle II, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the student’s and teacher’s observational checklist is as follows:

Table 4.7 From the Result of Students’ Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention.</td>
<td>√</td>
<td></td>
<td>All of the students paid attention to the teacher’s explanation in habitual activity text and all of the materials.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question.</td>
<td>√</td>
<td></td>
<td>Some students asked about the meaning and examples adverbial of frequency.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question.</td>
<td>√</td>
<td></td>
<td>The students answered teachers’ questions related their daily activities in mini dialogue.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task.</td>
<td>√</td>
<td></td>
<td>All of the students did the task on time.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application SRE Technique.</td>
<td>√</td>
<td></td>
<td>The students enthusiastic enough in used SRE Technique. They were could propose their self to do oral reading and could analyse the content.</td>
</tr>
</tbody>
</table>
Table 4.8 From the Result of Teachers’ Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well.</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin.</td>
<td>√</td>
<td></td>
<td>The teacher greeted to the students to begin the class activity.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students.</td>
<td>√</td>
<td></td>
<td>The teacher checked the students’ attendant, conditions and readiness before study.</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation.</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation to always keep study hard.</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material.</td>
<td>√</td>
<td></td>
<td>The teacher reminded previous material about simple present tense, conjunctions and adverbial of frequency.</td>
</tr>
<tr>
<td>6.</td>
<td>Preparing and giving material of text through SRE (Scaffolded Reading Experience) Technique.</td>
<td>√</td>
<td></td>
<td>The teacher used the SRE Technique to teach habitual activity text with the printed material consist of the example of habitual activity and the vocabularies which gave to every students.</td>
</tr>
</tbody>
</table>

The teacher used SRE Technique (pre-reading, during-reading and post reading) to teach reading of habitual activity text.

8. Giving opportunity for asking the questions.

The teacher gave opportunity to the students to asked the questions related with difficult materials.

9. Guiding and helping the students’ difficulties during learning.

The teacher walked around to help the students’ difficulties in learning.

10. Giving feedback after lesson.

The teacher gave conclusion after the lesson.

The researcher got the data from the test of cycle II and analyzed the data of pre-test and post-test based on rubric reading assessment. There are two aspects in scoring such as identifies themes or message and identify supporting details. Each aspect of writing test gave the point that divided into four; excellent to very good, good to average, fair to poor, and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:
Table 4.9 Student’s Score of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s 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>AW</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>AWP</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>3.</td>
<td>BC</td>
<td>72</td>
<td>75</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>CBS</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>DSL</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>6.</td>
<td>DES</td>
<td>87</td>
<td>75</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>7.</td>
<td>FPCN</td>
<td>72</td>
<td>75</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>FSB</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>GS</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>HIN</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>KW</td>
<td>66</td>
<td>70</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12.</td>
<td>mRNA</td>
<td>65</td>
<td>74</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>13.</td>
<td>MAC</td>
<td>87</td>
<td>90</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>14.</td>
<td>MDA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>MMK</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>16.</td>
<td>MYP</td>
<td>75</td>
<td>77</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>MBK</td>
<td>67</td>
<td>74</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>18.</td>
<td>MCF</td>
<td>67</td>
<td>60</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>19.</td>
<td>MFH</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>20.</td>
<td>MRA</td>
<td>77</td>
<td>80</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>21.</td>
<td>SMS</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>22.</td>
<td>WF</td>
<td>72</td>
<td>75</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>23.</td>
<td>IS</td>
<td>62</td>
<td>72</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24.</td>
<td>LSN</td>
<td>75</td>
<td>77</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>NFR</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>1738</th>
<th>1860</th>
<th>122</th>
<th>1626</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>69,52</td>
<td>74,40</td>
<td>4,88</td>
<td>65,04</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it showed the students’ score in the pre-test and post-test of the cycle II, thus the researcher could calculate the number of students who reached the passing grade as written below:
Table 4.10 Calculation of Passing Grade of the Pre-Test and Post Test Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Percentage of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Percentage of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>11</td>
<td>44%</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>16%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>40%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the researcher calculated the deviation standard by using SPSS 16.00. It could be shown as follows:

1) Descriptive statistic of cycle II

Table 4.11 Descriptive Statistic of Cycle II

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST 2</td>
<td>25</td>
<td>50.00</td>
<td>87.00</td>
<td>69.5200</td>
<td>8.86059</td>
</tr>
<tr>
<td>POST TEST 2</td>
<td>25</td>
<td>60.00</td>
<td>90.00</td>
<td>74.4000</td>
<td>5.81664</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it could be seen that the mean of pre-test in cycle II was 69.52 with standard deviation 8.86. While mean post-test in cycle II was 74.40 with standard deviation of 5.81. The quantity (N) of the students is 25 students.

a) The passing Grade of the Cycle I

Cycle II also has shown that the students an improve their English score especially in students’
reading skill in habitual activity text, mean of post-test 74.40 is better than mean of pre-test 69.52. The researcher also calculated the passing grade is 70. The calculation of passing grade in post-test was 88% students and the calculation of passing grade in pre-test was 44% students.

b) Significant

To know there is a significant improvement on students’ reading skill in habitual activity text, the researcher analyzed the result of pre-test and post-test by used SPSS 16.00.

2) Paired Sample Test of Cycle II

| Table 4.12 Paired Sample Test of Cycle II |

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
</tr>
</tbody>
</table>

From the table above could be seen that:

a) T-test cycle II is 3.723.

b) T-table (a=0.05) from the quantity (N) 25 is 2.064.

c) T-test > T-table = 3.723 > 2.064.
From the explanation above, the result of paired sample would be significant and action hypothesis was accepted if sig. (2 tailed) value was < 0.05 and t-table was smaller than t-test. Meanwhile, it would not be significant and action hypothesis was accepted if sig.(2 tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 3.723 while t-table was 2.064 for df 24 and the significance 5%. From the explanation above, it can be seen that the sig. 2 (tailed) value < 0.05 and t-test was bigger than t-table. It means that action hypothesis was accepted. Therefore, the quarrel mean was 4.880.

Thus, from the explanation above it could be concluded that there was a significant improvement of students’ reading skill in habitual activity text after used SRE Technique in cycle II.

d. Reflection

The teacher with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score of cycle II and the observations’ checklist were used to make a proper reflection. In cycle II, the teacher emphasized to implemented SRE Technique in reading skill, review the tenses, pre-teaching vocabularies and analyze the content used habitual activity text deeply. The teacher gave the clues of
habitual activity text from that example. Finally, this revised teaching-learning process could improve the students’ score in pre-test and post-test. The passing grade (KKM) for English subject was 70.

The passing grade (KKM) for English subject was 70. The students‘ scores in the post-test of the cycle II shown that there were 88% of the students who got the score higher than KKM. The students‘ answered in the post-test of the cycle II were better. Some students could answer the questions correctly. In the pre-test of the cycle II, there were 44% of the students who got the score higher than KKM. It means that after reflection from the cycle I was applied in the action of the cycle II, there was an improvement of used Scaffolded Reading Experience (SRE) Technique in reading of habitual activity text at the eighth grade of SMPN 4 Tengaran. Finally, the teacher and the researcher stoped the cycle because 88% of the students had already passed the passing grade.

B. Discussion

a. The implementation of using the Scaffolded Reading Experience (SRE) Technique for the eighth grade students of SMPN 4 Tengaran in the academic year 2019/2020.

From this study, the researcher concluded that The implementation of used Scaffolded Reading Experience (SRE) Technique for improving students’ skills in reading habitual activity text for the eighth grade
students of SMPN 4 Tengaran in the academic year of 2019/2020 was successful. The researcher got the information from cycle II.

From the result of teacher and students observation checklist, it’s shown the process of teaching learning in the eighth grade class. In the first meeting of cycle I the teacher asked the students to pray, checked the students’ attendance, gave motivation and brain storming and checked students’ preparation to start the teaching learning. But, the students’ activity was not good enough, they were not all of the students’ paid attention to the teacher’s explanation and not all the students listened when the teacher did oral reading the text, but their responses the teacher’s question exactly well. Beside that, the students also did the task although not completed answer which given by the teacher. For another aspect, the teacher forgot the steps when explained the treatment session such as; pre-teaching vocabularies before reading the example of descriptive text and forgot to explain simple present tense. Other aspects are, partly of the students not interesting enough to did silent reading of descriptive text and they were made some noise, so just several students which could find the content and specific informations. In the second meeting of cycle I, the researcher saw that students were enjoying enough the learning process and did the task from the teacher. They paid attention to the teacher’s explanation after did ice breaking which instucted by the teacher. They also did responded to the teacher’s explanation, although they were still had difficulties in expressed their thought. Many of them could make a
descriptive text when did discussion session in the group. Other students looked confused when did oral reading activity and did listened to identify the meaning of vocabularies from other text which read by other members of group and they were less of attention to another. Finally, not all of them could understand the context and finished the task when post-test in cycle I with good answer and score. Only several students who could good achievement and could reach the passing grade after did post-test in cycle I.

According to observation check lists of first meeting in cycle II, the teacher did the teaching learning process according the lesson plan and did the SRE Technique step by step, there is no step forgotten. He still did the other aspects as in the lesson plan and asked the students to pray, checked the students’ attendance, gave motivation, checked students’ preparation to start the teaching learning, pre-teaching vocabularies and explained all the language features based on the material. The students’ also followed the meeting with more enjoy but serious, they more intersted with habitual activity text because its more familiar with their daily activities. The students also did silent and oral reading with full attention and finished the task that given by the teacher seriously. They responded the teacher’s questions with their understanding and asked for the material that they were not understood.

In the second meeting of cycle II, the teaching learning process was conducted very well, the teacher did the teaching process as the lesson plan and he did the SRE Technique and the other aspects. The students
were more actively in the learning process. They could make a habitual activity text with used many vocabularies. They also voluntarily did oral reading in front of the class and present the results of their discussion. The researcher analyzed the students’ reading skills in habitual activity text and they increased their skills from cycle II.

The SRE technique could improve on students’ skills in reading English text for the eighth grade of SMPN 4 Tengaran in the academic year of 2019/2020 with did completed steps and explain all the materials.

b. The significant improvement of reading skills after using Scaffolded Reading Experience (SRE) Technique for the eighth grade students of SMPN 4 Tengaran in the Academic Year 2019/2020.

After analyzed the students’ score in the cycle I and the cycle II, the researcher concluded that there was an improvement on students’ skills in reading descriptive and habitual activity text being taught by used SRE Technique. The improvement is describe as follows:

**Table 4.4 Calculation of Passing Grade of the Pre-Test and Post Test Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Percentage of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Percentage of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>8</td>
<td>32%</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>4%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>16</td>
<td>64%</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.10 Calculation of Passing Grade of the Pre-Test and 
Post Test Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Percentage of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Percentage of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>11</td>
<td>44%</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>16%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>40%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.13 Table Analysis of Mean, Standard Deviation, T-table and T-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of pre-test</td>
<td>62.48</td>
<td>69.52</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>66.64</td>
<td>74.40</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>14.259</td>
<td>8.860</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>11.807</td>
<td>5.816</td>
</tr>
<tr>
<td>3.</td>
<td>Total of the students who pass the passing grade (≥70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>32%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>40%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>4.</td>
<td>T-Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-1 (N=25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a= 0.050</td>
<td>2.064</td>
<td>2.064</td>
</tr>
<tr>
<td>5.</td>
<td>T-test</td>
<td>3.732</td>
<td>3.723</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that the t-test is bigger than t-table. It mean that there was an improvement on students’ skills in reading descriptive and habitual activity text after being taught by Scaffolded Reading Experience (SRE) Technique.

The improvement can also be seen from the total of the students who pass the passing grade (KKM). In cycle I, there were 32% of students who got score higher than the passing grade in the pre-test and after the treatment was implemented in the cycle shows that there is 40% of the students who got score higher than the passing grade in the post-test. On the result of cycle II, there were 44% of students who got score higher than the passing grade in the pre-test and 88% of the students who got score higher than the passing grade in the post-test. In the cycle I, the improvement is only 8%, and in the cycle II the improvement is as 44%. On the result of t-test of cycle I and cycle II, the implementation of used SRE Technique was successful to improve students’ reading skills in descriptive and habitual activity text. It could be seen from the table, that showed that t-test of cycle I was 3.732 and cycle II was 3.723 was higher than t-table with N-1(N=25) is (2.064).

Based on the result above, the researcher concluded that the implementation of Scaffolded Reading Experience (SRE) Technique could improve students’ skills in reading descriptive text and habitual activity text for the eighth grade of SMPN 4 Tengaran in the academic year of 2019/2020.
BAB V
CLOSURE

A. Conclusions

After the research was conducted, the researcher provides conclusion of the used Scaffolded Reading Experience (SRE) Technique to improve students’ skills in reading descriptive and habitual activity text for the eighth grade of SMPN 4 Tengaran in the academic year of 2019/2020, the researcher could conclude based on the findings discussed in the previous chapter that:

1. The Implementation of Using SRE Technique to Improve Students’ Reading Skills.

The implementation of SRE Technique are: first, the students did pre-reading started with braind stroming and motivating with the teacher, previewed with the text which the students find difficult words in the text, underlined it and the teacher doing pre-reading vocabularies. The second is, the students did during-reading with silent and oral reading who reading by the teacher and other students. Finally, the students are did post-reading such as discussion sessions and find the answer of the question in the oral and written tasks. The used of SRE Technique in teaching reading skills is succesful. The researcher conclude from cycle I and cycle II. From the research, the researcher saw that the students are still get some
difficulties in reading a text, they get difficulties in translating the words and found the content of the text. Through SRE Technique, its help the students to involve in teaching and learning process, but also they are more sociable, confident and active in teaching and learning in the classroom.

2. The significant Improvement of Reading Skills After Using Scaffolded Reading Experience (SRE) Technique.

The researcher concluded that there is a significant of used SRE Technique in improving students’ reading skills for the eighth grade students of SMPN 4 Tengaran in the academic year of 2019/2020. The improvement could be seen from the total of the students who passed the passing grade (KKM). In cycle I, there were 32% of students who got score higher than the passing grade in the pre-test and after the treatment was implemented in the cycle I showed that there were 40% of the students who got score higher than the passing grade in the post-test. On the result of cycle II, there were 44% of students who got score higher than the passing grade in the pre-test and 88% of the students who got score higher than the passing grade in the post-test. In the cycle I, the improvement only 8%, and in the cycle II the improvement was successful 44% to improve reading students’ skills at habitual activity text. On the result of t-test of cycle I the implementation of used SRE Technique was of success enough and cycle II the implementation of used SRE Technique was of
successful to improve students’ skills in reading habitual activity text. It could be seen from the table, that showed that t-test of cycle 1 was 3.732 and cycle II was 3.723 was higher than t-table with N-1(N=25) is (2.064).

B. Suggestions

Based on the research findings, the researcher want to propose some suggestions which are addressed to English teacher, students and other researcher.

1. For the Teacher

The result of this study can be the alternative technique of learning for a teacher in teaching reading skills. It is another technique which can be used by the English teacher as a way of teaching reading text. It is suggested that the English teachers should be more creative and innovative to select the teaching method for deliver the materials to the students. They should find a good way to get their students’ interest in learning English, especially in reading.

2. For the Students

The students can use SRE Technique to improve their reading skills. The researcher hopes that the students’ more interest with this SRE Technique where is stimulating them to correlate the vocabularies with the object which will be described. So they can arrange a paragraph. To help the students to improve their knowledge, find the contents, and specific information in reading skills and make
them understand well in how to write descriptive and habitual activity texts, the students can be motivated to learn English creatively.

3. For other Researcher

    It has been known from the research finding that implementation of SRE Technique can improve the students’ reading skills in reading descriptive and habitual activity text. So, the result of this research can be a reference for other researchers who want to conduct a research about reading.
REFERENCES


________. 2016. *International Journal the Effectiveness of Scaffolded Reading Experience in Teaching Reading Views from Students’ Intelligence*: English Education Study Program, STKIP PGRI Bandar Lampung Indonesia.


CURRICULUM VITAE

1. Name: Nur Wahyuningsih
2. Place & Birth of Date: Kab. Semarang, September 14th 1997
3. Gender: Female
4. Nationalism: Indonesian
6. Phone number: +6282326501541
7. E-mail: nurwahyuningsih512@gmail.com
8. Educational Background:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI Duren 01</td>
<td>2004-2009</td>
</tr>
<tr>
<td>MTsN Susukan</td>
<td>2009-2012</td>
</tr>
<tr>
<td>MAN 2 Semarang</td>
<td>2012-2015</td>
</tr>
<tr>
<td>IAIN Salatiga</td>
<td>2015-2019</td>
</tr>
</tbody>
</table>

9. Organization Experiences:
   a. Racana & Brigsus Nagasandhi    Period 2015-2018
   b. Danka PBB Brigsus Nagasandhi   Period 2017
   c. Diklat Brigsus Nagasandhi     Period 2018
APPENDICES
List of Appendices:

1. Syllabus of SMPN 4 Tengaran
2. Reading Skill Question Rubric
3. Lesson Plan Cycle I
4. Pre-Test Cycle I
5. Exercise of Using SRE Technique Cycle I
6. Post-Test Cycle I
7. Lesson Plan Cycle II
8. Pre-Test Cycle II
9. Exercise of Using SRE Technique Cycle II
10. Post-Test Cycle II
11. Student’s Score in Pre-Test and Post-Test of Cycle I
12. Student’s Score in Pre-Test and Post-Test of Cycle II
13. File Note of Interview
14. File Note of Teachers’ and Students’ Observation
15. Photos Documentation
16. Ijin Penggunaan Inisial Nama
17. Ijin Penggunaan Foto
18. Certification for Graduating Counselor
19. Letter for Permission
20. Proof of Conducted Research
21. Consultation Sheet of Graduating Paper
22. Satuan Kredit Kegiatan
Syllabus of SMPN 4 Tengaran Curriculum 2013

B. Kelas : VIII

Alokasi Waktu : 4 jam pelajarn/minggu

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

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

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini :

<table>
<thead>
<tr>
<th>KOMPETENSI INTI 3 (PENGETAHUAN)</th>
<th>KOMPETENSI INTI 4 (KETRAMPILAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja.</td>
<td>4. Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>MATERI POKOK</th>
<th>PEMBELAJARAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu:</td>
<td>- Fungsi sosial</td>
<td>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang dirumah, sekolah, dan</td>
</tr>
<tr>
<td>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis</td>
<td>Menyebutkan, mendeskripsikan membuat inventaris, dan sebagainya.</td>
<td></td>
</tr>
</tbody>
</table>
yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan kontek penggunaannya. (Perhatikan unsur kebahasaan *there is/are*).

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Struktur teks</th>
<th>Fungsi sosial</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Memulai</td>
<td>- Menjelaskan, mendeskripsikan</td>
</tr>
<tr>
<td>- Menanggapi (diharapkan/diluar dugaan)</td>
<td>- Struktur teks</td>
</tr>
<tr>
<td>- Unsur Kebahasaan</td>
<td>- Memulai</td>
</tr>
<tr>
<td>- Ungkapan dengan <em>There is/are.</em></td>
<td>- Menanggapi</td>
</tr>
</tbody>
</table>
| - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).* | *- Adverbial: always, often, sometimes, never,*
| - Frasa kata depan: *in, on, under, in front of, below, above,* dan lain-lain. | - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar. |
| - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. | - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks. |
| - Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI. | - Menanyakan tentang kejadian rutin yang serupa |

Siswa mampu:

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks

| - Struktur teks | - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar. |
| - Fungsi sosial: Menjelaskan, mendeskripsikan |
| - Struktur teks | - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks. |
| - Memulai | - Menanyakan tentang kejadian rutin yang serupa |
| - Menanggapi (diharapkan/di luar dugaan) | |
| - Unsur kebahasaan: | |
| - Kalimat deklaratif dan interrogatif dalam *Simple Present Tense.* | |
| - Adverbial: *always, often, sometimes, never,* | |
penggunaannya.
(Perhatikan unsur kebahasaan *simple present tense*).

| 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. | usually, every.  
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.  
- Topik  
  - Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilakuyang termuat di KI  
  - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.  
  - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dansederhana.  
  - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya.  
  - Melakukan refleksi tentang proses dan hasil belajarnya. | dengan yang disebutkan dalam teks pada konteks lain.  
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.  
- Topik  
  - Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilakuyang termuat di KI  
  - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.  
  - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dansederhana.  
  - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya.  
  - Melakukan refleksi tentang proses dan hasil belajarnya. |
## Reading Skill Question Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies themes or message</td>
<td>Explains theme or message in own words, acknowledging different interpretations.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates understanding of theme or message.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies theme or message with guidance.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Identify supporting details</td>
<td>Offering supportive evidence.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restates supporting details.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details inconsistently.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify supporting details with guidances.</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Dewi (2017)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Nama Sekolah : SMPN 4 Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Gasal
Materi Pokok : Descriptive Text
Alokasi Waktu : 4 x 45 menit (2 x pertemuan)

A. KOMPETENSI INTI (KI)

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari.

KI 3 : Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja.

KI 4 : Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. KOMPETENSI Dasar (KD)

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksitransaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda,
binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.6.1 Menyimpulkan fungsi sosial, membedakan struktur teks dan mendeteksi unsur kebahasaan dari teks yang menggambarkan keberadaan suatu benda atau tempat.

4.6.1 Terampil membuat dan mengidentifikasi teks yang menggambarkan keberadaan suatu benda atau tempat secara lisan dan tertulis.

D. TUJUAN PEMBELAJARAN

3.6.2 Siswa diharapkan mampu menyimpulkan fungsi sosial, membedakan struktur teks dan mendeteksi unsur kebahasaan dari teks yang menggambarkan keberadaan suatu benda atau tempat.

3.6.3 Siswa diharapkan mampu terampil membuat dan mengidentifikasi informasi penting dari teks teks yang menggambarkan keberadaan suatu benda atau tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

E. MATERI PEMBELAJARAN

(Terlampir)
F. METODE PEMBELAJARAN

- Pendekatan : Scientific Approach
- Model Pembelajaran : Discovery Learning
- Tehnik : Scaffolded Reading Experience (SRE)
- Ketrampilan : Membaca

G. MEDIA DAN SUMBER BELAJAR

1. Media : Printed material.
3. Sumber : - Buku Buku Bahasa Inggris kelas VIII kurikulum 2013  
   - English Dictionary  
   - Internet

H. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan    | ▪ Guru masuk ke dalam kelas, memberi salam, memimpin berdoa dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di awal pembelajaran.  
                 ▪ Guru mengecek kehadiran peserta didik.  
                 ▪ Guru mengkondisikan kelas dan siswa untuk siap mengikuti pembelajaran dengan brainstoming dan motivasi. | 10 menit      |
<p>| Pertemuan ke- 1 |                                                                                   |               |</p>
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
<th>Menanya</th>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru memberikan pertanyaan-pertanyaan seputar unsur kebahasaan <em>there is/are, quantity</em> (kata yang menunjukan jumlah yang tidak tertentu) dan <em>preposition</em> (kata depan).</td>
<td>Guru menanyakan tentang kepahaman sebelumnya dari peserta didik dalam mengetahui materi <em>descriptive text</em>.</td>
<td>Peserta didik dibagi ke dalam kelompok kecil terdidi dari 4 orang.</td>
</tr>
<tr>
<td></td>
<td>Guru mengidentifikasi respon dan ekspresi peserta didik melalui jawaban atas pertanyaan dalam bentuk mini dialog kepada guru.</td>
<td>Guru membahas dan menjelaskan tentang pengertian, fungsi, dan penggunaan tata bahasa dan struktur dari teks <em>descriptive</em>.</td>
<td>Guru menjelaskan metode <em>Scaffolded Reading Experience (SRE) Technique</em> kepada peserta didik.</td>
</tr>
<tr>
<td></td>
<td>Menanya</td>
<td>Mengeksplorasi</td>
<td>Peserta didik memberikan pertanyaan untuk mengeksplorasi kepahaman peserta didik seputar tema dari contoh teks <em>descriptive</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengeksplorasi</td>
<td>Peserta didik merespon melalui 50 menit</td>
</tr>
</tbody>
</table>
Mengasosiasi
- Guru membagikan satu contoh teks *descriptive* kepada masing masing anggota kelompok.
- Peserta didik secara kolaboratif menyimak guru saat membacakan contoh teks *descriptive*.
- Guru membimbing dan meminta perwakilan setiap kelompok untuk membacakan contoh *descriptive text* secara bergantian.

Mengkomunikasikan
- Peserta didik bersama guru berdiskusi dan membahas maksud dan informasi spesifik (unsur 5W+1H) dari teks secara berkelompok.
- Guru meminta masing-masing peserta didik menjawab pertanyaan-pertanyaan (5W+1H) mengenai teks dalam diskusi kelompok.

Penutup
- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik materi yang sudah disampaikan.
- Guru menyimpulkan hasil pembelajaran.
- Guru menutup pembelajaran dengan salam dan doa.

<p>| Pertemuan ke -2 | 10 menit |</p>
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
<th>50 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru mereview materi yang sudah di pelajari sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi penjelasan mengenai definisi, fungsi sosial, dan unsur kebahasaan yang di gunakan dalam teks <em>descriptive</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membimbing dan mengarahkan siswa untuk bertanya mengenai materi teks <em>descriptive</em> yang sudah di pelajari sebelumnya.</td>
<td></td>
</tr>
<tr>
<td>Menanya</td>
<td>• Guru memberikan instruksi untuk membentuk kelompok seperti pertemuan sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi beberapa topik (<em>my pet, my school, my friend, my home etc</em>) peserta didik bebas memilih topik yang mereka sukai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta masing-masing peserta didik untuk membuat <em>descriptive text</em> dengan menuliskan 5 kalimat deskriptive.</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>• Peserta didik berlatih membuat kalimat dan menyusunnya menjadi teks <em>descriptive</em> berdasarkan topik yang mereka sukai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peserta didik dapat mengembangkan ide dari topik tersebut dan berdiskusi</td>
<td></td>
</tr>
</tbody>
</table>
bersama teman sekelompok.

- Peserta didik menganalisis penggunaan tata bahasa (*simple present tense, preposition, adverbial of quantity, etc*) dan mendiskusikannya di dalam kelompok.

**Mengkomunikasikan**

- Perwakilan peserta didik membacakan tulisannya.
- Guru membimbing dan mengarahkan cara membaca peserta didik.
- Guru dan peserta didik lain memberikan umpan balik dari peserta didik yang sudah membacakan teksnya.

**POST-TEST**

Penutup

<table>
<thead>
<tr>
<th>Guru menyimpulkan hasil pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang sudah disampaikan.</td>
</tr>
<tr>
<td>Guru menyampaikan rencana pembelajaran berikutnya.</td>
</tr>
<tr>
<td>Guru menutup pembelajaran dengan salam dan doa.</td>
</tr>
</tbody>
</table>

20 menit

10 menit
H. PENILAIAN HASIL BELAJAR

a. Teknik penilaian : Tes Tertulis
b. Bentuk : Menjawab soal essay dan mengidentifikasi teks bacaan.
c. Instrument : Pre-Tes dan Post Tes (Terlampir)
d. Rubrik Penilaian :

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi</th>
<th>Deskripsi</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi tema atau pesan dalam cerita (soal nomor 1 dan 5).</td>
<td>Menjelaskan tema atau pesan menggunakan bahasa sendiri dan memahami pemahaman yang beragam.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mengidentifikasi tema atau pesan dengan petunjuk dari guru.</td>
<td>Menyatakan kembali tema atau pesan tersurat.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi tema atau pesan secara tidak konsisten.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi tema atau pesan dengan petunjuk dari guru.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi unsur-unsur pendukung cerita (soal nomor 2,3, dan 4).</td>
<td>Mengidentifikasi unsur cerita dengan tepat dan menggunakan bahasa sendiri.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menyatakan kembali unsur cerita yang tidak tersurat.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi unsur cerita secara tidak konsisten.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi unsur cerita dengan petunjuk guru.</td>
<td>1</td>
</tr>
</tbody>
</table>

Dewi (2017)

e. Pedoman penilaian :
Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

- Excercises 1
  Total nilai benar (20) X 5 = 100
- Excercises 2
  Total nilai benar (50) X 2 = 100
Skor Excerisie 1 + Skor Excercise 2

Nilai Akhir = \[\frac{\text{Skor Excerisie 1} + \text{Skor Excercise 2}}{2}\] = 100

f. Kriteria penilai:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Baik</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Cukup</td>
</tr>
<tr>
<td>60 – 0</td>
<td>Kurang</td>
</tr>
</tbody>
</table>

Tengaran, 25 Juli 2019

Mengetahui,

Guru Mata Pelajaran

Agung Bayu Prastowo, S.Pd.
NIP.19820809 200902 1005

Peneliti

Nur Wahyuningsih
NIM : 23030150014
MATERIAL OF DESCRIPTIVE TEXT

- **The Definition of Descriptive Text**: *Descriptive Text* adalah teks yang menjelaskan, menggambarkan dan mendiskripsikan tentang suatu keberadaan, sifat, bentuk dan karakteristik dari suatu benda hidup (orang, binatang, tumbuhan, dll) ataupun benda mati (tempat, suasana, makanan, barang, dan lain-lain).

- **The Purposes of Descriptive Text**: untuk menjelaskan, menggambarkan, dan mendeskripsikan sesuatu, seperti orang, hewan, benda, atau tempat, secara detail sehingga para pembaca atau pendengar bisa memahami.

- **Generic Structure of Descriptive Text**:
  - Identification : merupakan bagian pertama dari *descriptive text* yang terletak pada paragraf pertama dan berfungsi sebagai memperkenalkan hal atau benda yang ingin kita deskripsikan.
  - Description : bagian yang ditulis di paragraf kedua, dan berisi sifat-sifat atau karakteristik dari benda atau hal yang ingin di deskripsikan.

- **Language Features of Descriptive Text**:
  - Kalimat **Simple Present Tense**.

  *Simple present tense* adalah uatu bentuk kata kerja untuk menggambarkan sesuatu dimana ciri atau karakteristik dari benda atau hal tersebut tidak akan berubah.

<table>
<thead>
<tr>
<th>Rumus Simple Present Tense</th>
<th>Contoh Kalimat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalimat Positif (+) :</td>
<td></td>
</tr>
<tr>
<td>S + verb-1/be (am/is/are)</td>
<td>He likes reading in living room.</td>
</tr>
<tr>
<td></td>
<td>The windows are open.</td>
</tr>
<tr>
<td>Kalimat Negatif (-) :</td>
<td></td>
</tr>
<tr>
<td>- S + auxiliary (do/does) + not + bare infinitive.</td>
<td>He dosen’t like reading i living room.</td>
</tr>
<tr>
<td>- S + be (am/is/are) + not</td>
<td>The windows aren’t open.</td>
</tr>
</tbody>
</table>
Kalimat Interogatif (?) :
- Do/does + S + bare infinitive
- Be (am/ia/are) + S

<table>
<thead>
<tr>
<th>Does he like reading in living room?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the windows open?</td>
</tr>
</tbody>
</table>

- Kta sifat (Adjective) seperti : new, beautiful, small, old, intelligent, funny, kind, good, excellent, etc.
- Kata Penghubung (Lingking Verb) seperti : to be (is, am, are), seem, look, appear, sound, etc.
- Ungkapan dengan There is/are.
- Kata Jumlah yang tidak tertentu (Quantitative Adjective) seperti : little, few, some, many, much, a lot of, etc.
- Kata depan (Preposition) seperti : in, on, under, in front of, below, above, at, beside, between, about, etc.
- Vocabularies.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- Example of Descriptive Text :

**My Small House**

(Iidentification) → I live in a small house. It has many rooms, such as: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living here for wasting my spare time.

(Description) → When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my
bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

https://englishindo.com: Example-of-Descriptive-Text
PRE-TEST CYCLE 1

Name: AW
Student Number: 1
Class: VIII A

Read the text belllow, and answer the questions:

My Family

My family has four members: those are I, my sister, and parents of course. We are living in Jakarta.

My mother is 47 years old. Her name’s Anisa. She’s thin-faced and she’s got long, blond hair and beautiful green eyes. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he’s still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He’s very hard-working. Besides that he is working in a travel company.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

They all, except me, speak Sundanese very well. Because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can’t speak Sundanese. Now we are happily living in Jakarta.

https://englishindo.com: Example-of-Descriptive-Text

Vocabularies:
- thin-faced = tirus
- In spite of = walaupun
- bit shorter = sedikit lebih pendek
- freckles = bintik-bintik
- definitely = pastinya
- sensible = bijaksana
- except me = kecuali saya
- primary school = SD
- unfortunately = sesungguhnya
**Exercise 1**

Answer the questions below based on the text above!

1. What does the text tell us about?  
   **my family**

2. What is the main idea of paragraph 4?  
   **Finally, my sister Nadira.**

3. Who are characters of the story?  
   - My mother name's Amia  
   - My father name's Lukman  
   - My sister Nadira

4. Mentions the 3 adjective from the text!  
   - sensitive  
   - elegant  
   - short  
   - smart  
   - introvert  
   - thin

5. What kind of moral value of the text?  
   **my family living in Jakarta**

**Exercise 2**

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Her family has five members and living in Jakarta.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>Her father is 5 years older than her mother.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>Her sister shorter than herself. And her sister rather introverted.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>All of family members can speaks Sundanese very well.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>They ever lives in Bandung for 5 years.</td>
<td>T</td>
</tr>
</tbody>
</table>
My Family

My family has four members: those are I, my sister, and parents of course. We are living in Jakarta.

My mother is 47 years old. Her name’s Anisa. She’s thin-faced and she’s got long, blond hair and beautiful green eyes. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he’s still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He’s very hard-working. Besides that he is working in a travel company.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can’t speak Sundanese. Now we are happily living in Jakarta.

https://englishindo.com: Example-of-Descriptive-Text

Vocabularies:

- *thin-faced* = tirus
- *in spite of* = walaupun
- *bit shorter* = sedikit lebih pendek
- *freckles* = bintik-bintik
- *definitely* = pastinya
- *sensible* = bijaksana
- *except me* = kecuali saya
- *primary school* = SD
- *unfortunately* = sesungguhnya
**Exercise 1**

Answer the questions below based on the text above!

1. What does the text tell us about?
   - My Family: 3

2. What is the main idea of paragraph 4?
   - Finally, my sister Nadina: 3

3. Who are characters of the story?
   - My mother's name: Anna; 3
   - My father's name: Lukman; 3
   - My sister's name: Nadina

4. Mentions the 5 adjective from the text
   - Smart; 4
   - Short; 2
   - Sensible; 1
   - Elegant; 3
   - Introvert

5. What kind of moral value of the text?
   - My family living in Jakarta; 2
   - You have the Happy.

**Exercise 2**

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Her family has five members and living in Jakarta.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>Her father is 5 years older than her mother.</td>
<td>T</td>
</tr>
<tr>
<td>3.</td>
<td>Her sister shorter than herself. And her sister rather introverted.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>All of family members can speaks Sundanese very well.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>They ever lives in Bandung for 5 years.</td>
<td>T</td>
</tr>
</tbody>
</table>
Name: SMS
Klass: 8A

My School

My school is big. It is clean and neat. My school is Junior High School 4 Tengaran satu Atap. It is very famous. It have twenty classrooms. It have twenty teacher. I like my school.

Location my school is in Duren village. Near with SD Duren 01. My school have on canteen, library, one teacher room and one parking area. The twenty classrooms is very clean. We sweep it every morning. My school have four palm trees. And my school have one range to do exercise and ceremony every monday. I am happy school in SMP N 4 Tengaran. A lot of friends and lovely teacher.
My Garden

My garden is very beautiful. It's full with vegetables and fruits. It's located in beside my house.

My garden is very colourful. And it's very wide. My mother usually cook vegetables: ba-jam, pare, and chili. I like playing in my garden with my friend. Climb in rambutan tree. I like my garden because it's very beautiful and clean.
POST-TEST CYCLE 1

Name : AW
Student Number : 07
Class : VII A

Read the text below, and answer the questions:

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 80 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn’t like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.


Vocabularies:

- curly hair = rambut keriting
- honey = madu
- weight = berat badan
- kind person = orang yang baik hati
- patient = sabar
- Church = gereja
- takes care = menjaga
- organized = menata
- messes = berantakan
**Exercise 1**

Answer the questions below based on the text above:

1. What does the text tell us about?
   
   the text describes about my mother.

2. What is the main idea of paragraph 3?
   
   She is a very good child, wise and mother.

3. Who are characters of the story?
   
   mother is a beautiful person

4. Mention 5 adjective words from the text.
   
   - kind
   - person
   - beautiful
   - patient
   - wise

5. What kind of moral value of the text?
   
   family have a problem, she always be with us to help us and to give us all her love.

**Exercise 2**

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Her mother has straight hair and brown colour.</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>She loves her mother, because she is a good example to herself.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>Her mother doesn’t loves sing and dance.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>Her mother is very organized person and doesn’t like messes.</td>
<td>T</td>
</tr>
<tr>
<td>5.</td>
<td>Her mother doesn’t helps to her family problem.</td>
<td>T</td>
</tr>
</tbody>
</table>
Read the text below, and answer the questions!

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight is 80 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves singing and dancing too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.


Vocabularies:

- *curly hair* = rambut keriting
- *honey* = madu
- *weight* = berat badan
- *kind person* = orang yang baik hati
- *patient* = sabar
- *Church* = gereja
- *takes care* = menjaga
- *organized* = menata
- *messes* = berantakan
Exercise 1

Answer the questions below based on the text above:

1. What does the text tell us about?
   The text describe about my mother.
   3

2. What is the main idea of paragraph 3?
   She is a very hard worker.

3. Who are characters of the story?
   Mother 4

4. Mention 5 adjective words from the text.
   Worthy, unique, organized, smart.
   2

5. What kind of moral value does the text convey?
   We must to be kind with our mother.
   4

Exercise 2

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2.</td>
<td>She loves her mother, because she is a good example to herself.</td>
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</tr>
<tr>
<td>3.</td>
<td>Her mother doesn't love sing and dance.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>Her mother is very organized person and doesn't like messes.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>Her mother doesn't help with her family problem.</td>
<td>F</td>
</tr>
</tbody>
</table>

60

F 60
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Nama Sekolah : SMPN 4 Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Gasal
Materi Pokok : Habitual Activity
Alokasi Waktu : 4 x 45 menit (2 x pertemuan)

A. KOMPETENSI INTI (KI)

KI 1 : Menunjukkan perilaku yang beriman dalam lingkungan personal, sosial budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari.

KI 3 : Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja.

KI 4 : Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat dan lancar.

B. KOMPETENSI DASAR (KD)

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksitransaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkaitkeadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan
kebenaran umum, sesuai dengan konteks penggunaannya.
(Perhatikan unsur kebahasaan *simple present tense*).

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.7.1 Menyimpulkan fungsi sosial, membedakan struktur teks dan mendeteksi unsur kebahasaan dari teks kegiatan yang sering dilakukan.

4.7.1 Terampil membuat dan mengidentifikasi teks kegiatan yang sering dilakukan secara lisan dan tertulis.

D. TUJUAN PEMBELAJARAN

3.7.2 Siswa diharapkan mampu menyimpulkan fungsi sosial, membedakan struktur teks dan mendeteksi unsur kebahasaan dari teks kegiatan yang sering dilakukan.

4.7.2 Siswa diharapkan mampu terampil membuat dan mengidentifikasi informasi penting dari teks kegiatan yang sering dilakukan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

E. MATERI PEMBELAJARAN

(Terlampir)

F. METODE PEMBELAJARAN

- Pendekatan : Scientific Approach
- Model Pembelajaran : Discovery Learning
- Tehnik : Scaffolded Reading Experience (SRE)
- Ketrampilan : Membaca

G. MEDIA DAN SUMBER BELAJAR

2. Media : Printed material.
4. Sumber : - Buku Buku Bahasa Inggris kelas VIII kurikulum 2013
             - English Dictionary
             - Internet

H. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan    | ▪ Guru masuk ke dalam kelas, memberi salam, memimpin berdoa dan langsung menyapa menggunakan bahasa inggris agar *English Environment* dapat langsung tercipta di awal pembelajaran.  
                  ▪ Guru mengecek kehadiran peserta didik.  
                  ▪ Guru mengkondisikan kelas dan siswa untuk siap mengikuti pembelajaran dengan *brainstorming* dan motivasi. | 10 menit       |
| Pertemuan ke 1 | **PRE-TEST**                                                                      | 20 menit       |
| Kegiatan Inti  | **Mengamati**                                                                     | 50 menit       |
|                | ▪ Guru memberikan pertanyaan-pertanyaan seputar *habitual activity*.               |               |
|                | ▪ Guru mengidentifikasi respon dan ekspresi peserta didik melalui jawaban atas     |               |
pertanyaan dalam bentuk mini dialog.

**Menanya**
- Guru menanyakan soal kepahaman peserta didik dalam materi *simple present tense*.
- Guru menanyakan tentang kepahaman sebelumnya dari peserta didik dalam mengetahui materi *conjunction* dan *adverbial of frequency*.
- Guru membahas dan menjelasakan tentang pengertian, fungsi, dan penggunaan tata bahasa dari *simple present tense, conjunction* dan *adverbial of frequency* dalam teks *habitual activity*.

**Mengeksplorasi**
- Peserta didik dibagi ke dalam kelompok kecil terdiri dari 4 orang.
- Guru menjelaskan metode *Scaffolded Reading Experience* (SRE) Technique kepada peserta didik.
- Guru memberikan pertanyaan untuk mengeksplorasi kepahaman peserta didik seputar *simple present tense* dalam teks *habitual activity*.
- Peserta didik merespon melalui jawaban-jawaban dalam dialog dari pertanyaan guru.

**Mengasosiasi**
- Guru membagikan satu contoh teks *habitual activity* kepada masing masing anggota kelompok.
- Peserta didik secara kolaboratif menyimak guru saat membacakan contoh teks *habitual activity*.
activity.

- Guru membimbing dan meminta perwakilan setiap kelompok untuk membacakan contoh *habitual activity text* secara bergantian.

**Mengkomunikasikan**

- Peserta didik menerjemahkan kosa kata, berdiskusi, membahas maksud dan informasi spesifik dari teks secara berkelompok.
- Peserta didik mengidentifikasi kalimat yang menggunakan *simple present tense, conjunction* dan *adverbial of frequency* dari teks.
- Guru meminta masing-masing peserta didik menjawab pertanyaan-pertanyaan (*what, when, where, why, who, and how*) mengenai teks.
- Guru dan peserta didik membahas pertanyaan-pertanyaan.

**Penutup**

- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik materi yang sudah disampaikan.
- Guru menyimpulkan hasil pembelajaran.
- Guru menutup pembelajaran dengan salam dan doa.

### Pertemuan ke-2

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Guru mereview materi <em>simple present tense, conjunction dan adverbial of frequency</em> yang 50 menit</td>
</tr>
</tbody>
</table>
sudah di pelajari sebelumnya.

- Guru memberi penjelasan ulang mengenai definisi, fungsi sosial, dan unsur kebahasaan yang di gunakan dalam teks *habitual activity*.

**Menanya**

- Guru membimbing dan mengarahkan siswa untuk bertanya mengenai materi teks *habitual activity* yang sudah di pelajari sebelumnya.

**Mengeksplorasi**

- Guru memberi instruksi kepada peserta didik untuk membentuk kelompok kecil seperti pertemuan sebelumnya.
- Guru memberi beberapa tema (saat bangun pagi, saat di sekolah, saat sepuang sekolah, dan saat malam hari, saat liburan dll), masing-masing peserta didik bebas memilih tema yang mereka sukai.
- Guru meminta speserta didik untuk menuliskan teks *habitual activity* menggunakan *simple present tense*, *conjunction* dan *adverbial of frequency* secara individu.

**Mengasosiasikan**

- Peserta didik berlatih membuat kalimat dan menyusunnya menjadi teks *habitual activity* berdasarkan tema yang di pilih didalam kelompok.
- Peserta didik dapat mengembangkan ide dari masing-masing anggota kelompok dari
tema tersebut.

- Peserta didik membaca teks masing-masing (silent reading), menganalisis penggunaan tata bahasa dan mendiskusikannya di dalam kelompok grup.

**Mengkomunikasikan**

- Perwakilan peserta didik membacakan tulisannya di depan kelas.
- Guru membimbing dan mengarahkan cara membaca peserta didik.
- Guru dan peserta didik lain memberikan umpan balik dari teks peserta didik yang telah di baca.

**POST-TEST**

<table>
<thead>
<tr>
<th>Penutup</th>
<th>Guru menyimpulkan hasil pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang sudah disampaikan.</td>
</tr>
<tr>
<td></td>
<td>Guru menyampaikan rencana pembelajaran berikutnya.</td>
</tr>
<tr>
<td></td>
<td>Guru menutup pembelajaran dengan salam dan doa.</td>
</tr>
</tbody>
</table>

**10 menit**

**I. PENILAIAN HASIL BELAJAR**

a. Teknik penilaian : Tes Tertulis

b. Bentuk : Menjawab soal essai dan mengidentifikasi teks bacaan.

c. Instrument : Pre-Tes dan Post Tes (Terlampir)

d. Rubrik Penilaian :
<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi</th>
<th>Deskripsi</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi tema atau pesan dalam cerita (soal nomor 1 dan 5).</td>
<td>Menjelaskan tema atau pesan menggunakan bahasa sendiri dan memahami pemahaman yang beragam.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menyatakan kembali tema atau pesan tersurat.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi tema atau pesan secara tidak konsisten.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengidentifikasi tema atau pesan dengan petunjuk dari guru.</td>
<td>1</td>
</tr>
</tbody>
</table>

| 2.  | Mengidentifikasi unsur-unsur pendukung cerita (soal nomor 2,3, dan 4). | Mengidentifikasi unsur cerita dengan tepat dan menggunakan bahasa sendiri. | 4 |
|     | | Menyatakan kembali unsur cerita yang tidak tersurat. | 3 |
|     | | Mengidentifikasi unsur cerita secara tidak konsisten. | 2 |
|     | | Mengidentifikasi unsur cerita dengan petunjuk guru. | 1 |

Dewi (2017)

e. Pedoman penilaian:

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut:

- **Excercise 1**
  Total nilai benar (20) X 5 = 100
- **Excercise 2**
  Total nilai benar (50) X 2 = 100

\[
\text{Nilai Akhir} = \frac{\text{Skor Excercise 1} + \text{Skor Excercise 2}}{2} = 100
\]
f. **Kriteria penilian:**

<table>
<thead>
<tr>
<th>A = 80 – 100</th>
<th>Sangat Baik</th>
</tr>
</thead>
<tbody>
<tr>
<td>B = 70 - 79</td>
<td>Baik</td>
</tr>
<tr>
<td>C = 60 - 69</td>
<td>Cukup</td>
</tr>
<tr>
<td>D = 60 – 0</td>
<td>Kurang</td>
</tr>
</tbody>
</table>

Tengaran, 25 Juli 2019

Mengetahui,

Guru Mata Pelajaran Peneliti

Agung Bayu Prastowo, S.Pd. Nur Wahyuningsih
NIP.19820809 200902 1005 NIM : 23030150014
MATERIAL OF HABITULA ACTIVITY TEXT

- The Definition of Habitual Activity Text: Habitual Activity Text adalah teks yang menjelaskan dan menggambarkan tentang keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin.

- The Purposes of Habitual Activity Text: untuk menjelaskan dan mendeskripsikan tentang keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin.

- Language Features of Habitual Activity Text:
  - Kalimat Simple Present Tense.

  Simple present tense adalah suatu bentuk kata kerja untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi pada saat ini.

<table>
<thead>
<tr>
<th>Rumus Simple Present Tense</th>
<th>Contoh Kalimat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalimat Positif (+) :</td>
<td>She likes eating out.</td>
</tr>
<tr>
<td>S + verb-1/be (am/is/are)</td>
<td>The children are naughty.</td>
</tr>
</tbody>
</table>

| Kalimat Negatif (-) :      | She doesn’t like eating out. |
|----------------------------| The children aren’t naughty. |
| • S + auxiliary (do/does) + not + bare infinitive. |
| • S + be (am/is/are) + not |

| Kalimat Interogatif (?) :  | Does she like eating out? |
|----------------------------| Are the children naughty ? |
| • Do/does + S + bare infinitive |
| • Be (am/ia/are) + S |

- Adverbial of Frequency.

  Simple present tense untuk menyatakan seberapa sering suatu kegiatan terjadi (frekuensi) atau habitual action (kebiasaan). Time expression (keterangan waktu) yang sering digunakan yaitu adverbial of frequency.
(always, often, sometimes, never, usually, every, seldom, 3 days a week, every day, three times a week, etc)

- **Conjunction atau kata penghubung** (and, again, or, then, after, before, after, until, besides, etc.)
- **Nomina singular dan plural** dengan atau tanpa a, the, this, those, my, their, etc.
- **Vocabularies.**
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**Example of Habitual Activity Text:**

**Students’ Daily Activities**

*From Monday to Saturday,* I **usually** wake up at 5 o’clock in the morning. I need to prepare myself to school. There are many activities I have to do before going to school. **First of all,** I do my bed until it is very tidy. **After that,** I sweep the floor. I love to see my room neat and clean.

When I still feel sleepy, I walk around my house. **Also,** I do some physical movements to stretch my body. **Then,** I prepare some books based on schedule. I do not want to leave any book at home. I wash my face, brush my teeth, **then** have a shower. **Finally,** I eat breakfast **after** wearing my school uniform. **Before** going to school I hug my parents.

I enjoy learning time at school. I like to play with my friends too. The school finishes at 1 p.m. **After** school, I change my uniform **then** have lunch. I **usually** help parents to cook for our dinner **then** help to wash dishes **after** eating. **After** watching TV for one hour, I study and do my homework. **At the end,** I go to sleep at 9 p.m.

Pre-test cycle II

Name: CBS
Student Number: 004
Class: VHT

Read the text below, and answer the questions!

Daily Activities of University Student

I stay with some friends in a boarding house. I usually wake up earlier than all friends. I wake up at 5 o’clock in the morning. I wash my face and do jogging on road near the house. Sometimes one of my friends does jogging with me. I like jogging because I can meet other friends. Besides, jogging makes my body healthy.

After jogging, I buy food and drink for my breakfast. I usually buy one pack of yellow rice with vegetable and meat inside. In the boarding house, I eat yellow rice as my breakfast. After having breakfast, I clean my room and take a bath.

When I have morning class, I go to campus and study in the class. I often wait for a next class in the campus. I occasionally have my lunch at canteen in my campus. I join some student organizations in the campus. I spend my free time to do some activities related to organizations. We have monthly meetings to discuss some events.

At home, I finish all tasks as soon as possible so I can sleep early. I usually go to sleep at 10 p.m. after brushing my teeth.


Vocabularies:
- boarding house = rumah sewaan atau kosan
- on road near the house = di jalan raya dekat rumah
- one pack of yellow rice = sebungkus nasi kuning
- occasionally = terkadang
- student organizations = organisasi mahasiswa
- as soon as possible = secepat mungkin
Exercise 1

Answer the questions below based on the text above:

1. What does the text tell us about?
   Daily activities of university students

2. What is the main idea of paragraph 2?
   She did reading and buy breakfast food

3. Who are characters of the story?
   University student

4. Mentions 5 adverbial of frequency from the text.
   Usually, sometimes, today

5. What kind of moral value of the text?
   We must wake up early
   We do jogging to make body healthy

Exercise 2

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He stays with some friends in a Islamic Boarding House.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>He likes jogging because he can meet other friends and makes his body healthy.</td>
<td>T</td>
</tr>
<tr>
<td>3.</td>
<td>He usually buys one pack of yellow rice with vegetable and meat inside as her breakfast.</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>He often wait for a next class in the campus. He occasionally go to library to reading a book.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>He spends her free time to do some activities related to organizations and they have monthly meetings to discuss some events.</td>
<td>T</td>
</tr>
</tbody>
</table>
Name: MAC
Student Number: 15
Class: VII

Read the text below, and answer the questions:

Daily Activities of University Student

I stay with some friends in a boarding house. I usually wake up earlier than all friends. I wake up at 5 o’clock in the morning. I wash my face and do jogging on road near the house. Sometimes one of my friends does jogging with me. I like jogging because I can meet other friends. Besides, jogging makes my body healthy.

After jogging, I buy food and drink for my breakfast. I usually buy one pack of yellow rice with vegetable and meat inside. In the boarding house, I eat yellow rice as my breakfast. After having breakfast, I clean my room and take a bath.

When I have morning class, I go to campus and study in the class. I often wait for a next class in the campus. I occasionally have my lunch at canteen in my campus. I join some student organizations in the campus. I spend my free time to do some activities related to organizations. We have monthly meetings to discuss some events.

At home, I finish all tasks as soon as possible so I can sleep early. I usually go to sleep at 10 p.m. after brushing my teeth.


Vocabularies:
- boarding house = runah sewaan atau kosan
- on road near the house = di jalan raya dekat rumah
- one pack of yellow rice = sebungkus nasi kuring
- occasionally = terkadang
- student organizations = organisasi mahasiswa
- as soon as possible = secepat mungkin
**Exercise 1**

Answer the questions below based on the text above!

1. What does the text tell us about?

2. What is the main idea of paragraph 2?

3. Who are characters of the story?

4. Mentions 5 adverbial of frequency from the text!

5. What kind of moral value of the text?

---

**Exercise 2**

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He stays with some friends in a Islamic Boarding House.</td>
<td>False</td>
</tr>
<tr>
<td>2.</td>
<td>He likes jogging because he can meet other friends and makes her body healthy.</td>
<td>True</td>
</tr>
<tr>
<td>3.</td>
<td>He usually buys one pack of yellow rice with vegetable and meat inside as her breakfast.</td>
<td>True</td>
</tr>
<tr>
<td>4.</td>
<td>He often wait for a next class in the campus. He occasionally go to library to reading a book.</td>
<td>False</td>
</tr>
<tr>
<td>5.</td>
<td>He spends her free time to do some activities related to organizations and they have monthly meetings to discuss some events.</td>
<td>True</td>
</tr>
</tbody>
</table>
FSE

My Habitual Activity:

I usually wake up at 5 o'clock in the morning, then I pray Subah and then I have a shower. Then I wear my school uniform and I sweep the floor. I move to see my room neat and clean after that. I go to school.

At the school I enjoy learning time. I like to play with my friends too. The school finishes at 1 PM. After school I change my uniform then have lunch. In the evening, I watch TV for one hour. I study and do my home work. At the end, I go to sleep at 8 PM.
Nama: DSL
No: 5
kelas: VIII B

My Daily Activities

I usually wake up at 5 o'clock in the morning. I pray subuh together. I wash my face, brush my teeth, then have a shower. Wearing my school uniform. Finally, I eat breakfast.

Before going to school I hug my parents. I enjoy learning time at school. I like to play with my friends too. The school finishes at 1 p.m.
POST-TEST CYCLE II

Name : CBS  
Student Number : A  
Class : V I I I

Read the text below and answer the questions!

Daily Activities of an Employee

I work during 5 days then get 2 days off. On working days, I wake up at 05.00 o’clock in the morning. Then, I do my bed and clean my room. I wash my face, brush my teeth, prepare breakfast for 30 minutes. After that, I do yoga for about 20 to 30 minutes. At 06.00 o’clock I prepare my uniform and working stuff. I have a shower then prepare my self to work. Before going to work, I pray for a while to thank God about everything.

Then, I go to work by bus at 06.40 a.m. I walk to a bus stop and wait for a bus. I usually arrive at my office at 07.15 a.m and start working at 07.30 a.m. I love my job as an accountant in one national company. I always finish all tasks punctually so I don’t bring any task home.

At 05.00 p.m, I go home by bus or sometimes with my friend. Her house is near my house so we often go home together by her car. Sometimes I hang out with friends until 07.00 o’clock. At 07.00 o’clock I take a bath, then I eat dinner. Before go to bed, I usually spend time for reading a book, watching a movie or listening to music. Finally, I sleep at 11.00 p.m.

https://englishgo.com : Example of Daily Activity Text

Vocabularies:
- do my bed = merapikan tempat tidur
- prepare breakfast = menyiapkan sarapan
- uniform and working stuff = seragam dan perlengkapan kerja saya
- have a shower = mandi
- finish all tasks punctually = menyelesaikan semua tugas tepat waktu
- hang out with friends = jalan-jalan bersama teman-teman
Exercise 1

Answer the questions below based on the text above:

1. What does the text tell us about?

2. What is the main idea of paragraph 2?
   She goes to work by bus and arrives at the office at 06:40 a.m. and usually arrives at her office at 07:15 a.m.

3. Who are characters of the story?
   An employee

4. Mentions 5 conjunctions from the text!
   Then, and, before, so, after, for

5. What kind of moral value of the text?
   Clean our room before go.

Exercise 2

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text!

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She works during 6 days then get 1 days off.</td>
<td>False</td>
</tr>
<tr>
<td>2.</td>
<td>She does yoga for about 20 to 30 minutes after brushing her teeth.</td>
<td>True</td>
</tr>
<tr>
<td>3.</td>
<td>She goes to work by bus at 06:40 a.m. and usually arrive at her office at 07:15 a.m.</td>
<td>True</td>
</tr>
<tr>
<td>4.</td>
<td>She works as an accountant in one national company.</td>
<td>True</td>
</tr>
<tr>
<td>5.</td>
<td>Before go to bed, she never spends time for reading a book, watching a movie or listening to music.</td>
<td>False</td>
</tr>
</tbody>
</table>
POST-TEST CYCLE II

Name: MAC
Student Number: 123
Class: VIII

Read the text bellow, and answer the questions!

Daily Activities of an Employee:

I work during 5 days then get 2 days off. On working days, I wake up at 05.00 o'clock in the morning. Then, I do my bed and clean my room. I wash my face, brush my teeth, prepare breakfast for 30 minutes. After that, I do yoga for about 20 to 30 minutes. At 06.00 o'clock I prepare my uniform and working stuff. I have a shower then prepare my self to work. Before going to work, I pray for a while to thank God about everything.

Then, I go to work by bus at 06.40 a.m. I walk to a bus stop and wait for a bus. I usually arrive at my office at 07.15 a.m and start working at 07.30 a.m. I love my job as an accountant in one national company. I always finish all tasks punctually so I don’t bring any task home.

At 05.00 p.m., I go home by bus or sometimes with my friend. Her house is near my house so we often go home together by her car. Sometimes I hang out with friends until 07.00 o'clock. At 07.00 o'clock I take a bath, then I eat dinner. Before go to bed, I usually spend time for reading a book, watching a movie or listening to music. Finally, I sleep at 11.00 p.m.

Vocabularies:
- do my bed = merapikan tempat tidur
- prepare breakfast = menyiapkan sarapan
- uniform and working stuff = seragam dan perlengkapan kerja saya
- have a shower = mandi
- finish all tasks punctually = menyelesaikan semua tugas tepat waktu
- hang out with friends = jalan-jalan bersama teman-teman
**Exercise 1**

Answer the questions below based on the text above:

1. What does the text tell us about?
   - Daily activities of one employee.

2. What is the main idea of paragraph 2?
   - She goes to work by bus and finishes all tasks at home.

3. Who are characters of the story?
   - An employee.

4. Mentions 5 conjunctions from the text?
   - Then, and, and, before, so on, by.

5. What kind of moral value of the text?
   - Clean a room before going to bed.

**Exercise 2**

Decide whether the following statements are TRUE (T) or FALSE (F) based on the text:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She works during 6 days then gets 1 day off.</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>She does yoga for about 20 to 30 minutes after brushing her teeth.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>She goes to work by bus at 06:40 a.m. and usually arrives at her office at 07:15 a.m.</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>She works as an accountant in a national company.</td>
<td>T</td>
</tr>
<tr>
<td>5.</td>
<td>Before going to bed, she never spends time for reading, watching a movie or listening to music.</td>
<td>T</td>
</tr>
</tbody>
</table>
Table 4.3 Student’s Score of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Student's 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>AW</td>
<td>65</td>
<td>67</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>AWP</td>
<td>50</td>
<td>54</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>BC</td>
<td>77</td>
<td>80</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>CBS</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>DSL</td>
<td>82</td>
<td>85</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>6.</td>
<td>DES</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>FPCN</td>
<td>55</td>
<td>67</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>FSB</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>GS</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>HIN</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>KW</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>MRNA</td>
<td>35</td>
<td>50</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>13.</td>
<td>MAC</td>
<td>75</td>
<td>77</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>MDA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>15.</td>
<td>MMK</td>
<td>55</td>
<td>55</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>MYP</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>MBK</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18.</td>
<td>MCF</td>
<td>67</td>
<td>67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>MFH</td>
<td>67</td>
<td>72</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20.</td>
<td>MRA</td>
<td>77</td>
<td>72</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>21.</td>
<td>SMS</td>
<td>75</td>
<td>72</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>22.</td>
<td>WF</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>23.</td>
<td>IS</td>
<td>42</td>
<td>50</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>24.</td>
<td>LSN</td>
<td>65</td>
<td>67</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>NFR</td>
<td>85</td>
<td>80</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>1562</td>
<td>1666</td>
<td>99</td>
<td>1253</td>
</tr>
<tr>
<td></td>
<td><strong>AVERAGE</strong></td>
<td>62,48</td>
<td>66,64</td>
<td>3,96</td>
<td>50,12</td>
</tr>
</tbody>
</table>
Table 4.9 Student’s Score of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s 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>AW</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>AWP</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>3.</td>
<td>BC</td>
<td>72</td>
<td>75</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>CBS</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>DSL</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>6.</td>
<td>DES</td>
<td>87</td>
<td>75</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>7.</td>
<td>FPCN</td>
<td>72</td>
<td>75</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>FSB</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>GS</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>HIN</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>KW</td>
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FILE NOTE OF INTERVIEW

Date and Place: Teacher’s Room, December 5th 2018.

Questions:

1. Kesulitan-kesulitan apa saja yang anda alami selama mengajar bahasa Inggris di kelas yang anda ampu selama ini?
   (What are the difficulties that you are faced during teaching English in classrooms that you teach?)
2. Dari 4 skill dalam bahasa Inggris, menurut anda skill mana yang seringkali menjadi kesulitan bagi siswa dalam belajar bahasa Inggris? Mengapa?
   (In four English skills, which one of those skills is often become the difficulties for your students in learning English? Why?)
3. Berdasarkan fakta dikelas, apakah siswa sudah menguasai reading skill?
   (based on the reality/fact, does you student master reading skill?)
4. Apa yang menjadi penyebab/hambatan dari kemampuan reading siswa anda belum meningkat? Jelaskan!
   (What obstacles that make your student’s reading skill have not improved yet?)
5. Media dan teknik pembelajaran seperti apa, atau cara yang biasa anda terapkan agar untuk meningkatkan kemampuan reading siswa?
   (What Media and learning technique or what steps that you use to apply for improving student’s reading skill?)

 Answers:


4. Karena tidak terbiasa membaca teks dan berlatih membaca dengan pelafalan yang benar, kurang ingin tau tentang vocab yang belum tau artinya apa. Mereka sudah tidak tertarik jika di hadapkan dengan teks bacaan yang panjang dan tema yang tidak diminati.

5. Biasanya saya mencari teks yang tema nya menarik, mengajak mereka membaca bersama dan mengartikan bersama. Diskusi kelompok juga sering saya terapkan supaya mereka saling membantu dalam mengartikan dan mendapatkan informasi atau ide pokok dalam suatu bacaan.
Teacher’s and student’s observation classroom lesson findings:

1. The teacher and researcher enter the class.
2. The teachers open the class with greeting “Bismillahirrahmanirrohim, Assalamualaikaunwr.wb” the students’ answers “Waalaikumsalam wr.wb”. Then ask the students’ condition “Good morning students? How are you today?” students answers “Good morning Sir, I am fine, and you?” the teacher answer “I am fine too, thanks”.
3. The teacher informed the students that a few days later the class would be observed by the researcher. “Oke class, beberapa hari kedepan kita akan belajar bersama dan menjadi objek penelitian mbak-mbak yang ada di belakang itu, yang pake jas hijau, hehe..mbak dari mahasiswa IAIN Salatiga, oke mbak,,silahkan memperkenalkan diri, yang lain perhatikan ya,,jangan berisik”
4. The researcher introduce herself, “ya, Assalamulaiku,,good morning all, let me introduce myself, my name is Nur Wahyuningsih, you can call me Mbak Nuning, and for few days latter I will in here to observe your class activities..”, one student said, “gak mudeng mbak”, the researcher repeat in Indonesia “Oh, Oke, ya,,kalian bisa panggil saya mbak Nuning, saya mahasiswa tingkat akhir di IAIN Salatiga yang sedang melakukan penelitian tindakan kelas untuk skripsi saya di kelas ini bersama kalian untuk beberapa hari kedepan, terimakasih”.
One student answers “ooo..skripsi to”.
5. “Nah,,udah mudeng to,.oke,.let me check your attendance list first” the teacher said. Then, the teachers said “ya,sebelum pembelajaran dimulai, kita ada mau pre-test dulu selama 20 menit, nanti dikerjakan sendiri-sendiri, boleh buka kamus, dan kalian harus menjawab semua pertanyaan berdasarkan sebuah teks”. The teacher and researcher gave a sheet of paper to every students.
6. While the students were doing the pre-test, the teacher walked around to check the students. Two boys, (MDA and KW) who sit in the back chair did not focus and make some noise witht said “Pak,, ini suruh ngapain pak, artinya?” the teacher just said “baca teks nya dulu, lalu di kerjakan di lembar sebaliknya itu,,ada soal bentuk esssay sama pilihan benar atau salah, ayo kerjakan sendiri-sendiri”.
7. After doing pre-test, the teacher gave review with asked to the students about ther is/are material. “Okay students, do you remember about using of there is/are and kinds of prepositions in previous grade?”

8. The teacher write two example of sentences using there is/are in the whiteboard. Explained for a moment “There is is to one or single object, and ther are is more of one object, contohnya: There is a clock above the blackboard dan untuk prular, Tere are four lamps on the ceiling, perhatikan singular dan plural words nya, ada yang ketambah s untuk kaya yang berbentuk jamak atau lebih dari satu, dan menggunakan there are. Kalo preposition atau kata depan contohnya seperti on, beside arrtinya di samping, in fron of artinya di depan, in artinya di dalam, under artinya di bawah dan lain-lain”

9. And then, the teacher give ten students to make other sentence and write it in the whiteboard “ayo, sekarang kalian masing-masing membuat dua kalimat menggunakan ther is atau there are dan preposition, nanti bapak tunjuk dan tuliskan di papan tulis secara bergantian” after it the ten students (DSL, GS, MBK, MCF, SMS, WF, FSB, BC, AW and MAC) wrote their sentence annd the teacher checked, revised, and discussed the sentences “oke, kita bahas satu-satu, ada juga yang menyontek di LKS ya, okelah ayo kita baca dulu”

10. After it, the teacher gave brain stroming about the definition of descriptive text. “so, if we will describe or mendeskripsikan something dan biasanyya menggunakan adjective atau kata sifat, and do you know what kind of that text?”. So the students answer “descriptive”. But, many of them just silent. So, the teacher explained the material related with descriptive. “okelah, descriptive teks adalah teks untuk menjelaskan atau menggambarkan sesuatu kepada orang lain, biasa mendeskripsikan tempat, mendeskripsikan SMPN 4 Tengaran, mendeskripsikan My Favorite teacher Pak Bayu, hehe, language features atau tata bahasanya ada there is/are, preposition, kata sifat atau adjective seperti beutifull, ugly, handsome dll, dan,..yang terakhir generic structure atau bagian dari teks ada identification itu adalah bagian berisi perkenalan, kalo mendeskripsikan tempat mungkin memperkenalkan tempatnya dulu, setelah itu baru halaman depan, kalau rumah ya,..terus bagian lingkungan sekitarnya, terus bagian dalam rumah ada kamar, dapur, ruang tamu itu masuk di identification atau mendeskripsikan lebih rinci atau khusus”

11. To check the students understanding, the teacher gave time 5 minutes to every students and write and asked related the material which they understood “ayo, sekarang masing-masing menulis satu pertanyaan mengenai materi dari bapak yang belum mudeng, tulis dalam bahasa inggris atau bahasa indonesia gak pa-pa, pertanyaan nanti di bacakan”.

12. The teacher chose three students (BC, MMK, and DSL) to read their question; “what the meaning of descriptive?, what is the meaning of identification? and bagaimana cara membuat kalimat di descriptive text?”. The teacher answer directly about all questions and explain again.

13. The teacher gave instruction to make a group consist of four members “sekarang, berhitung dari satu sampai 6 nanti kita buat kelompok kecil terdiri dari empat orang, ayoo berhitung dari kamu.”
14. And he told that they would use SRE Technique and gave every members with printed text about the example of descriptive text with the title My Small House “Nah, ini saya bagikan satu teks descriptive berjudul My Small House, kita akan menggunakan SRE Technique terdiri dari pre-reading, during-reading dan post-reading”.

15. The teacher did oral reading in the front of the class “selanjutnya bapak akan membacakan sedikit dari teks ini, perhatikan cara membacanya, lalu nanti gantian kalian yang meneruskan membaca”

16. After that, the teacher gave next instruction to every delegation to read the text with oral reading “sekarang di lanjutkan paragraf ke dua dari perwakilan kelompok, ayo maju mulai dari kelompok satu,” but only three students (MMK, FSB, and SMS) did it.

17. After all students did oral reading, the teacher gave last instruction to discuss about the main idea and find language features using 5W+1H questions formula “ternyata hanya tiga kelompok yang mau mendengarkan, okelah, next, kalian harus bekerja dalam kelompok untuk menemukan unsur-unsur pertanyaan 5W+1H terdiri dari; apa isi bacaan itu, di mana, bagaimana dan harus menemukan kata sifat dan preposition dari teks itu”

18. After 10 minutes, they discuss together with the teacher “oke, what is the topic of the text?” the students answered “my small house”, “mentions the adjectives!”, the students mentions “small, beautiful, tidy.”

19. In the last meeting, the teacher conclude the material “hari ini kita belajar descriptive, apa lagi? adjective, prepositions, dan struktur teks,” and checked the students understanding or not “bagaimana? Ada yang mau di tanyakan lagi?”. The students answers “tidak, pak”.

20. The time was up, the teacher close the meeting “okedeh kalau nggak ada berati sudah mudeng semua, oke time is up, see you yesterday, thanks for you are attentions, Assalamualaikum wr.wb” and with the researcher directly left the class.
Field Note 2  
(CYCLE I)

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<tr>
<th>Teacher</th>
<th>Mr. Agung Bayu Prastowo, S.Pd.</th>
</tr>
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<tbody>
<tr>
<td>Researcher</td>
<td>Nur Wahyuningsih</td>
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<tr>
<td>Day/Date</td>
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<td>Time</td>
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<td>Place</td>
<td>8A</td>
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<tr>
<td>Material</td>
<td>Descriptive Text</td>
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Teacher’s and student’s observation classroom lesson findings:

1. The teacher and researcher come to the class.
2. The teacher opens the lesson with greeting “Asslamaulaikum wr.wb., Good morning students, how are you today?” the students answers “Waalaikumsalam wr.wb., good morning Sir, I am fine, and you?”, the teachers perceive “I am fine too, thanks, oke class, before we start our lesson today lets pray together by Basmallah.”.
3. After that, the teachers checking students attendance list, “oke, listen first, I will call you one by one to check your attendance list”, after finishing that activity the teacher gave motivation “Good, semuanya berangkat, selalu semangat untuk selalu berangkat sekolah setiap hari ya, jangan sampai alfa” and check of students’ readiness befor studying “oke, bangkunya di luruskan, buku bahasa inggris dikeluarkan, duduk di rapikan, kita mulai belajar”.
4. The teacher reviewed the previous material, “Do you remember what is we learn in previous meeting? And what is the title we discussed?”. Students answer, “descriptive teks, the title is my small house, have five rooms”.
5. Then, the teacher gave brain storming related the descriptive text, such as “what is definition, social fungsion, and generic structure of descriptive text?”
6. The students answer with “to describe something, the generic structure is identification and description”.
7. Then, the teacher would check the students understanding with using write and read question strategy same with previous meeting, the students should write one of question that they cant’ understand with the previous material. Only two students read their questions “What is moral value?” and “How if we will make a descriptive text about our friend?”
8. The teacher answer directly, “The moral value is same with the social fungsion, to describe something to other people”, “Use two generic structures, first is identification, consist with the description with general atau gambaran umum, seperti: I have close friend, she is 15 years old, she is taller than me, and the second is description to describe her secara sepesifik, such her hobby, her school, he favorite food etc.”
9. After it, the teacher gave instruction to make same group with previous meeting, “Oke, hari ini kita masih menggunakan SRE Technique sama seperti kemarin, jadi setelah ini silahkan kembali kepada kelompok masing-masing seperti kemarin” before to gave next task, the teacher gave ice breaking with choose two students (MBK and MRNA) to sing a song in front of the class “oke, kalian harus menyanyi lagu balonku ada lima, huruf vokal u di ganti o”.

10. The teacher gave instruction to make descriptive text using generic structure and language features, the teacher gave different theme in every group, such as; my garden, my friend, my home, my father and my pet, “Tugas kalian di dalam grub adalah membuat deskriptive teks, boleh bekerja di dalam tim, membuka kamus, tetapi setiap grub harus memilih satu tema yng berbeda dari kelompok lain, nanti buat teks nya sama strukturnya dengan contoh yang dibahas seperti kemarin, begitu juga menggunakan language featuresnya, seperti adjective, preposition, nanti di baca satu-satu”.

11. The students did it in twenty minutes “waktunya duapuluh menit yaa”, but, some of other boy student didn’t heard the instruction and make some noise.

12. Time is up, the teacher gave the students to did silent reading, to revise the vocabularies or language features in five minutes “Waktu habiss, time is up, baca teks kalian di dalam hati dulu, chek kata-katanya jika ada yang salah yaa”.

13. After that, the teacher mention the six of delegations (AWP, SMS, DES, MFH, WF, and MMK) from every groups to reading the text with oral reading and stand up “Perwakilan grub, ayo maju, di baca di depan kelas”.

14. After that, the teacher chose one theme from the students (SMS) to be discussed together using 5W+1H questions formula and found the language features. “what is the text describe about?” “where is located the school” etc. And “ mentions the adjectives from that text!”.

15. The teacher gave post test to every students in twenty minutes, “sebelum jam pembelajaran diakhiri, dua puluh menit kalian akan mengerjakan post-test yaa, boleh membuka kamus”. They allowed to open their dictionary. The students finished the task on time.

16. Time is up, the teacher close the lesson with conclude the material, inform about next material for the next meeting, and pray together “Time is up, kertas test nya dikumpulkan, oke class, hari ini kita selesai berlatih membuat teks deskriptive, besok kita belajar teks lainnya, thanks for your attention, wasslamulaikum wr.wb”. Then with the researcher left the class.
### Field Note 3

**CYCLE II**

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<tr>
<td>Time</td>
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<tr>
<td>Material</td>
<td>Habitual Activity Text</td>
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Teacher’s and student’s observation classroom lesson findings:

1. The teacher and researcher entered the class.
2. The teacher opening the lesson with greeting “Assalamualaikum wr.wb., Good morning students., how are you today?” the students answers “Waalaikumsalam wr.wb., good morning Sir., I am fine, and you?”, the teachers perceive “I am fine too, thanks,”
3. After finishing that activity the teacher gave motivation “oke kita awali pembelajaran hari ini dengan penuh semangat untuk belajar,, so, keep your study hard, oke class, before we start our lesson today lets pray together by Basmallah..”. After that, the teachers checking students attendance list, “Oke, let me check your attendance first”.
4. The teacher told that they would have a pre-test, “seperti pertemuan kemarin, dua puluh menit sebelum pembelajaran, kita laksanakan pre-test dengan tema yang berbeda, kerjakan seperti kemarin, boleh buka kamus, kerjakan sendiri-sendiri”. The teacher gave a sheet of paper for each student.
5. While the students were doing the pre-test, the teacher walked around to check the students. The teacher allowed the students to open dictionary.
6. After doing pre-test, the teacher gave pre-questioning activity, “oke class, setelah mengerjakan please,, listen to me and answer my questions.. you, AWP when you wake up in the morning?” the students answers “lhoh,, kok aku Pak,, emm five in the morning”, the teachers move to other students “IS, what are you doing after pray subuh?”, the students answers “emm.. mandi, cook with my mom, and go to school pak”, and finally indicate to other students “MFH, did you have a breakfast every day before go to school?” the students answer “ih,, nopo niku pak,, sarapan,, hehe,, yes yess”.
7. The teachers ask about their knowledgement about simple present tense, “oke,, nahn sebelum kita menuju topik atau tema kita, kalian ingatkah atau taukah tentang apa itu simple present tense?” one student answers “lupa pak,, tapi pernah denger,,”, the teachers ask other questions “kalo conjunction itu apa?” two students answers “kata hubung”, the teacher said “oke, good, kalo adverbial of frequency?” , the students quite and the others said “opo meneh
The teachers explain and write all materials one by one in the whiteboard “oke, mari kita bahas satu persatu, simple present itu adalah suatu bentuk kata kerja untuk menyatakan suatu kebiasaan, fakta atau kejadian yang terjadi pada saat ini. Rumusnya ada tiga... oke, setelah bapak beri contoh, kalian buat kalimat yang berbeda dengan rumus yang sama dalam waktu sepuluh menit.”

9. The teacher choose three students to write their sentence in the whiteboard “oke, tulis di depan, setelah itu kita baca dan artikan.”

10. After finishing the students activity, the teachers move to explain others material, “oke, kalo conjunctions itu kata hubungan, fungsinya untuk mengambarkan kaidah yang sering di lakukan, contohnya and, again, or, then, after, before dll, sudah tau kan artinya semua?”

11. The students answers “ya pak,” ... the teacher continue with her explanation “kalo adverbial of frequency adalah kata keterangan waktu yang menggambarkan kegiatan yang sering di lakukan, contohnya always, often, sometimes, usually, every, three days a week dll. oke kalau belum tau artinya boleh di salin di buku catatan dan di cari artinya di kamus.”

12. To check the students understanding, the teacher gave time 5 minutes to every students and write and asked related the material which they understood “setelah menyalin, ayo, sekarang masing-masing satu pertanyaan mengenai materi dari bapak yang belum mudeng, boleh ditulis dalam bahasa inggris atau bahasa indonesia, pertanyaan nanti di bacakan.” Two students asks “ulangin yang tadi pak, adverbial of frequency sama contohnya.” And the teacher explain again.

13. The teacher gave one example of habitual activity to every group “oke, setelah membentuk kelompok, kalian harus membaca dan memahami teks masing-masing dengan tehnik SRE seperti minggu lalu, sebelum membaca teks, kalian tau apa itu habitual activity text?” one group answer “kegiatan sehari-hari yang rutin pak”, the teachers ask “dari mana tau?” the student answer “ini ada kata-kata bangun setiap hari, terus di sekolah, terus kegiatan di rumah sampai tidur”, the teacher gave feedback “good, excellent, benar sekali”.

14. The teachers continue with explain the meaning, social function and language features of habitual activity text “habitual activity text ya benar sekali adalah teks yang menggambarkan kegiatan rutin sehari-hari yang sering di lakukan, dari mulai bangun tidur, aktivitas di siang hari, sampai mau tidur lagi, unsur kebahasaannya ada tadi, seperti simple present tense, conjunction, adverbial of frequency.”

15. The next activity was pre-teaching vocabularies by the teacher, “lihat di bawah bacaan itu ada kosa kata atau vocabulary, kita baca dulu satu persatu dan artinya ...” after finishes that activity, the teacher gave an instruction “setelah tau semua artinya, baca teksnya dulu di dalam hati, di batin, selama lima menit membaca, garis bawahi kata-kata yang tidak tau artinya nanti kita cari sama-sama artinya.”

16. After that, the teacher didi oral reading to the students “oke, dengarkan bapak mau membacakan teksnya, yang lain di simak, nanti gantian kalian yang membaca”

17. Three students remaund their self to read aloud “saya mau baca pak, paragraf ke dua kan?”
18. After all students finish read, the teachers said “setelah membaca, coba garis bawahi ide pokoknya setiap paragraf, temukan kata hubung atau conjunctions dan kata-kata adverbial of frequency pada teks itu secara berkelompok, nanti kita bahas.”

19. After discuss their task, the student and the teacher did other discussion to analyze 5W+1H question formula related that text “oke, bapak tunjuk satu-satu nanti jawab pertanyaannya, what is the main idea of first paragraph? What he doing before go to school?....”

20. After the teacher revise their answers, he conclude the lesson and close the meeting “oke, waktu pelajaran mau habis, hari ini kita belajar apa saja? Habitual activity text, lalu? Simple present, conjunctions, dan adverbial of frequency, di baca lagi di rumah besok bapak tanya, oke. I think enough, cukup untuk hari ini, thanks for your attention, wasslamualaikum wr.wb”
Teacher’s and student’s observation classroom lesson findings:

1. The teacher and researcher come to the class.
2. The teacher opening the lesson with greeting “Asslamaulaikum wr.wb., Good morning students, how are you today?” the students answers ”Waalaikumsalam wr.wb., good morning Sir, I am fine, and you?”, the teachers perceive “I am fine too, thanks, oke class, before we start our lesson today lets pray together by Basmallah.”.
3. After that, the teachers checking students attendance list, “oke, listen first, i will call you one by one to check your attendance list”, after finishing that activity the teacher gave motivation “Good, semuanya berangkat, jangan biarkan si alfa masuk kelas ya,” and check of students’ readiness before studying “oke, siap belajar hari ini? buku bahasa inggris dikeluarkan, duduk di rapikan, seragam nya juga”.
4. The teacher reviewed the previous material, “kemarin kita belajar apa saja?”. Students answer, “kebiasaan rutinitas, conjunction, adverbial of frequency”.
5. Then, the teacher gave pre-questioning related the descriptive text, such as “apa arti, dan social function dari habitual activity text?”
6. The students answer with “teks yang membahas tentang kejadian sehari-hari secara rutin”
7. Then, the teacher would check the students understanding with using write and read question strategy same with previous meeting, the students should write one of question that they can’t understand with the previous material. But, no question.
8. After it, the teacher gave instruction to make the same group with previous meeting, “Oke, hari ini kita masih menggunakan SRE Technique sama seperti kemarin, jadi setelah ini silahkan kembali kepada kelompok masing-masing seperti kemarin” before to gave next task, the teacher gave ice breaking with choose two students (MBK and MRNA) to sing a song in front of the class “oke, kalian harus menyiap lagu balonku ada lima, huruf vokal u di ganti o”.
9. The teacher gave instruction to make habitual activity text using language features, “Tugas kalian di dalam grub adalah membuat habitual activity teks, boleh bekerja di dalam tim, membuka kamus, teksnya berisi tiga paragraf, terdiri dari kegiatan kalian saat bangun tidur,

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mr. Bayu Prastowo, S.Pd.</th>
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<tr>
<td>Researcher</td>
<td>Nur Wahyuningsih</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Saturday, 10th August 2019</td>
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<td>07.00 a.m. - 08.20 a.m.</td>
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<td>Material</td>
<td>Habitual Activity Text</td>
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terus kegiatan kalian di sekolah saat siang hari, dan kegiatan kalian di malam hari sebelum tidur, nanti buat teks nya sama strukturunya dengan contoh yang dibahas seperti kemarin, begitu juga menggunakan language featuresnya, seperti simple present tense, conjunction dan adverbial of frequency”.

10. Time is up, the teacher gave the students to do silent reading, to revise the vocabularies or language features in five minutes “Waktu habiss, time is up, baca teks kalian di dalam hati dulu, chek kata-katanya jika ada yang salah yaa”.

11. After that, the students of three delegations from group (FSB, MDA and DSL) did oral-reading and stand up “Perwakilan grub, ayo siapa yang mau membacakan, maju, di baca di depan kelas”.

12. After that, the teacher choose one theme from the students (DSL) to be discussed together using 5W+1H questions formula and found the language features. “what is the text describe about?” “whene DSL waku up?” etc.

13. The teacher gave post test to every students in twenty minutes, “sebelum jam pembelajaran diakhiri, dua puluh menit kalian akan mengerjakan post-test yaa, boleh membuka kamus”. They allowed to open their dictionary. The students finished the task on time.

14. Time is up, the teacher close the lesson with conclude the material, and pray together “Time is up, kertas test nya dikumpulkan, oke class, hari ini kita selesai berlatih membuat teks habitual activity text, thanks for your attention, wasslamulaikum wr wb”.

15. Then with the researcher left the class.
The students doing pre-test  The students doing the treatment

The students doing silent reading  The student doing oral reading
The teacher explaining the material  The teacher checking the student task

The students doing oral reading in cycle II  The teacher giving ice breaking
The students doing discussion
The students make a text

The student doing oral reading
The students doing post-test
Perihal : Izin Penggunaan Inisial Nama

Kepada,
Yth. Guru Bahasa Inggris
SMPN 4 Tengaran

Dengan hormat,

Sehubungan dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris dengan judul: *The Practice of Scaffolded Reading Experience (SRE) in Improving Reading Skill of Grade VIII Students of SMPN 4 Tengaran in the 2019/2020 Academic Year*, maka yang bertanda tangan di bawah ini:

Nama : Nur Wahyuningsih
NIM : 23030150014
Prodi : Tadris Bahasa Inggris
Institusi : IAIN Salatiga

Dengan ini mengajukan permohonan penggunaan inisial nama siswa pada lembar tugas siswa yang digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya ungkapkan sebagai syarat pemenuhan etika penelitian. Atas perhatian dan izinnya, saya ucapkan terimakasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan inisial nama yang disampaikan oleh saudara Nur Wahyuningsih terkait dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya:

Nama : Agung Bayu Prastowo, S.Pd.
Jabatan : Guru Bahasa Inggris
Institusi : SMPN 4 Tengaran

Dengan ini memberikan izin penggunaan inisial nama siswa dalam lembar kerja siswa sebagai bagian dari penelitian tersebut. Demikian surat pemberian izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Tengaran, 2 Agustus 2019

Peneliti

[Ndnd]

Nur Wahyuningsih

Mengetahui,

[Guru Bahasa Inggris]

[Agung Bayu Prastowo, S.Pd.]

Ketua Kelas 8

[Dimas Edi Sasmita]
Perihal: Izin Penggunaan Foto

Kepada,
Yth. Guru Bahasa Inggris
SMPN 4 Tengaran

Dengan hormat,

Selubungkan dengan Penelitian Tindakan Kelas yang dilakukan pada materi pelajaran
Technique to Improve Reading Skill (A Classroom Action Research at Grade VIII)
tahang di bawah ini:

Nama : Nur Wahyuningsih
NIM : 23030150014
Prodi : Tadris Bahasa Inggris
Institusi : IAIN Salatiga

Dengan ini mengajukan permohonan penggunaan foto sebagai dokumentasi yang
digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya
ungkapkan sebagai syarat pemenuhan etika penelitian. Atas perhatian dan izinnya, saya
ucapkan terimakasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan foto sebagai dokumentasi yang
disampaikan oleh saudara Nur Wahyuningsih terkait dengan Penelitian Tindakan Kelas
yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya:

Nama : Agung Bayu Prastowo, S.Pd.
Jabatan : Guru Bahasa Inggris
Institusi : SMPN 4 Tengaran

Dengan ini memberikan izin penggunaan foto sebagai dokumentasi sebagai bagian dari
penelitian tersebut. Demikian surat pemberian izin ini disampaikan semoga dapat digunakan sebagaimana
mestinya.

Mengetahui,

Peneliti
Guru Bahasa Inggris

Nur Wahyuningsih
Agung Bayu Prastowo, S.Pd.

Ketua Kelas 8

Tengaran, 2 Agustus 2019

Dimas C, S.Pd.
Kepada
Yth. Hammam, M.Pd., Ph.D.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Nur Wahyuningsih
NIM : 23030150014
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILL (A Qualitative Descriptive Research at VIII Grade Students of SMPN 4 Tengaran in The 2018/2019 Academic Year)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A. n. Dekan,
Dekan Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Kementerian Agama Republik Indonesia
Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas Tarbiyah dan Ilmu Keguruan
Jalan Lingkar Salatiga KM,2 Telephone (0298) 6531394 Kode Pcs 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-3047/In.21/D1.1/PN.03.1/07/2019
Salatiga, 9 Juli 2019

Lamp: -
Hai: Permohonan Izin Penelitian

Kepada
Yth. Kepala SMPN 4 Tengaran
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Nur Wahyuningsih
NIM: 23030150014
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan SKripsi.

Adapun judul skripnya adalah:

THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILL AT VIII STUDENTS OF SMPN 4 TENGARAN IN THE 2019/2020 ACADEMIC YEAR

Dosen Pembimbing: Hammam, M.Pd., Ph.D.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMPN 4 TENGARAN, mulai 15 Juli 2019 sampai dengan selesai.

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

Wassalamualaikum Wr. Wb.

A.n Dekan,
Wakil Dekan Bidang Akademik
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN KEBUDAYAAN
KEPUMUDAAN DAN OLAH RAGA
SATUAN PENDIDIKAN FORMAL
SMP NEGERI 4 TENGARAN SATU ATAP
Alamat : Dusun Mtd. Desa Dukuh Kecamatan Tengaran Kabupaten Semarang
Kode Pos 56775

SURAT KETERANGAN
No. 420/575/ADM/08/2019

Yang bertanda tangan dibawah ini:
Nama : Sumadi, S.Pd
NIP : 19651122 198609 1 001
Pangkat / Gol : Pembina / Iva
Jabatan : Kepala SMP N 4 Tengaran Satu Atap

Menerangkan dengan sesungguhnya bahwa:
Nama : Nur Wahyuningsih
NPM : 23030150014
Fakultas / Prodi : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Salatiga

Mahasiswa tersebut benar - benar telah melaksanakan penelitian pada tanggal 15 Juli 2019 sampai selesai.

Dengan judul skripsi:

"THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILL AT VIII STUDENTS OF SMP N 4 TENGARAN IN THE 2019/2020 ACADEMIC YEAR.

Demikian Surat Keterangan ini, atas perhatiannya kami ucapkan terima kasih.
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Nur Wahyuningsih  
NIM : 23030150014  
Dosen Pemibimbing : Hammam, M.Pd., Ph.D.  
Judul Skripsi pada surat penunjukan pemibimbing skripsi :  
THE PRACTICE OF SCAFFOLDED READING EXPERIENCE (SRE) TECHNIQUE TO IMPROVE READING SKILL ( A Qualitative Descriptive Research at VII Grade Students of SMPN 4 Tengaran in The 2018/2019 Academic Year)

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Hammam, M.Pd., Ph.D.  
NIP. 197308102000031001
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Nur Wahyuningsih  
NIM : 23030150014  
Dosen Pembimbing : Hammam, M.Pd., Ph.D.  
Judul Skripsi : "The Practice of Scaffolded Reading Experience (SRE) Technique to Improve Reading Skill (A Qualitative Descriptive Research at VIII Grade Students of SMPN 4 Tengaran in The 2018/2019 Academic Year)"

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Dosen Pembimbing,  
Hammam, M.Pd., Ph.D.  
NIP: 197306102000031031
SATUAN KREDIT KEGIATAN

Nama : Nur Wahyuningsih           Jurusan : TBI

NIM : 23030150014        Dosen P.A : Dr. Ruwandi, S.Pd, M.A.

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Salatiga, 13 Mei 2019
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

Achmad Maimun, M.Ag.
NIK: 19700510 1998031003