IMPROVING STUDENT’S READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH LANGUAGE EXPERIENCE APPROACH

(Classroom Action Research at the Tenth Grade of SMA Al Mas’udiyyah Bandungan in the Academic Year of 2018/2019)

A GRADUATING PAPER

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

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
DECLARATION

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

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overly. The researcher is capable of accounting others’ ideas or in fact the researcher imitates the others.

The declaration is made by the researcher and the researcher hopes that this declaration can be understood. The researcher briefly give permission to publish this graduating paper on the library IAIN Salatiga and E-repository.

Salatiga, April 12th 2019

The Researcher

Ainna Maghfiroh
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ATTENTIVE COUNSELOR'S NOTE
Case : Ainna Maghfiroh’s Graduating Paper

Dear

The Dean of Teacher Training
and Education Faculty

Assalamu'alaikum Wr. Wb.

After reading and correcting Ainna Maghfiroh’s graduating paper, entitled “IMPROVING STUDENT’S READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH LANGUAGE EXPERIENCE APPROACH (A Classroom Action Research at the Tenth Grade of SMA Al Mas‘udiyah Bandungan in the Academic Year of 2018/2019)”, I have decided and would like to propose that this paper can be accepted by the Dean of Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Norwanto, M. Hum., Ph. D.
NIP. 197510152002031006
A GRADUATING PAPER

IMPROVING STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH LANGUAGE EXPERIENCE APPROACH (LEA) FOR THE TENTH GRADE OF SMA AL MAS’UDIYAH BANDUNGAN IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:
Ainna Maghfiroh
NIM. 11314083

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 Tuesday 30th 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, Ph.D.
Secretary : Norwanto, Ph.D.
First Examiner : Dr. Maslihatul Umami, M. A.
Second Examiner : Dr. Setia Rini, M.Pd.

Salatiga, April 30th 2019
Dean,

Sewardi, M. Pd
NIP.19670121 199903 1 002
MOTTO

“Life is not a problem to be solved, but a reality to be experienced”

-Soren Kierkegaard-
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. Allah SWT and the Prophet Muhammad SAW who always bless me and listen to all my wishes.

2. My beloved parents, Mr. Mukhamdi B Ashuri and Mrs. S. Ummu Hanik, who always support me materially and morally. Thank you for your prayer and endless love, thank you for raising me up to more than I can be.

3. My second parents, KH. Fatkhurrohim Mas’ud and Hj. Nyai Laily Maftukhah and also Agus An’im and mbak Lala. Thanks for your support, prayer and love.

4. My fiance, Mas Agunk TS and my lovely friend, Rizka NA., thanks for your sharing, support, advices and love.

5. My big family, TBI 2014 and Ponpes Al Mas’udiyyah that support my education and finish this graduating paper.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahirrabbi’l-’alamin, all praises be to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Dr. Rahmad Haryadi, M.Pd., as the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Suwardi, M.Pd., the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D., as the Head of English Education Department.
4. Norwanto, M.Hum., Ph.D., as the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
5. All the lecturers, especially the lecturers of English and Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
6. All staffs and officials of State Institute for Islamic Studies (IAIN) Salatiga who have helped the researcher in processing graduating paper administration.
7. All teachers, staffs, and officials of SMA Al- Mas’udiyyah Bandunganespecially the English teacher Mr. Nur Wachid, S.Pdi. who have kindly permitted and helped me in conducting my research.

8. My big family TBI 2014 and PONPES Al-Mas’udiyyah that support my education and finish this graduating paper.

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. Wb._

Salatiga, April 12\textsuperscript{nd} 2019

The Researcher

Ainna Maghfiroh

NIM. 11314083
ABSTRACT


Keywords: reading comprehension, Descriptive text, Language Experience Approach (LEA)

The objectives of study are (1) to find out the implementation of using Language Experince Approach (LEA) to improving students’ reading comprehension for the tenth grade students of SMA Al- Mas’udiyyah Bandungan(2) to know the improvement of students’ reading comprehension by using Language Experince Approach (LEA) for the tenth grade students of SMA Al Mas’udiyyah Bandungan. The number of subject of the research are 26 students of X MIPA of Al- Mas’udiyyah Bandungan. The methodology of this research was classroom action research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were; plan, action, observation, and reflection. Data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. Meanwhile, the quantitative data was collected from the test. On the first cycle, the students could not identify main ideas, supporting details, specific information. After LEA implemented, the students’ reading comprehension and vocabularies enriched, they could understand main idea and some specific information. The result showed that the students’ reading comprehension improve significantly. The T-calculation result shows that T-calculation of cycle I is 9.51, and cycle II is 8.064. The improvement of the cycle I is 27% and in the cycle II is 23%. This method can help students to remember the information and main idea of the text. This strategy can also help students in work team activity. Based on the results, the researcher recommends using Language Experience Approach (LEA) in teaching reading.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, statement of the problem, objectives of the study, significances of the research, limitation of the problem, definition of key terms, review of related literature and graduating paper outline.

A. Background of the Study

Language is very important thing in our life. By language, we can share ideas and knowledges. It is a carrier of civilization and culture (Bollinger: 1968). It is difficult to think if there are no languages in a society.

One of example of language is English. English as a foreign language is yet often considered difficult to learn. It is quite challenging to learn. Many students and teachers of English language have always encountered with problems that did not made the full learning of this language. It demands teaching and learning in the class to be innovative and creative.

Reading is one of skill of English which needs to be learned beside listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking and writing (Maxom, 2009: 139). Elizabeth (2003: 6) Reading is about understanding written text. In reading, we need more effort
and we have to think harder to understand something. When students still lacking in improving reading skill it may influence the other skills.

However, based on preliminary observation in X A Class of SMA Al Mas’udiyyah Bandungan. The students found the difficulty in reading text. The students could not identify main ideas, supporting details, specific information. The students had difficulties in recognizing vocabulary and structure. Some of students opened the dictionary to translate the text, some others was demotivate. Altough the text seemed simple, they needed much time to read and understand the text and its relationships. This condition makes the teacher spent much time in teaching reading.

The teaching learning process of English commonly influenced by some factors such as the students, teacher, materials, and teaching method. There were some problem that can be identified; the teacher’s monotonous way in delivering materials, the students’ passiveness during the English teaching and learning process, lack of opportunities in joining the teaching learning process actively because of the limited time, lack of vocabularies, and students’ low motivation.

Considering the facts above, the teacher need to find out the ways to improve the teaching learning process in SMA Al Mas’udiyyah Bandungan. One of the methods which is delightful to be applied in teaching learning process is Language Experience Approach (LEA).
According to Sears (1999), the Language Experience Approach is a strategy in which the students create a reading passage through discussion. Students that have difficulty in identifying words and understanding what they are reading were able to create reading passage through their own words. The language Experience Approach allowed students to create their own reading passage through discussion and comments the students create. During this procedure, the teacher wrote down what the students said, the students realized that what they say could be written, and what is written could be read. This approach reinforced a students’ ability to read words they had produced, especially in reading descriptive text.

Language Experience Approach brings some advantages. According to Alexander (1988:342) the advantages of language experience approach are children can utilize the sight vocabulary they bring to school (from signs, labels, and televisions), children learn that listening, writing, and spelling are part of the reading process and, thus, that the languages arts are interrelated. Children learn to make choices and to function independently as they work with the skills. Children feel their ideas are respected and accepted, this helps develop a positive self-image. Children are motivated to increase their spoken and written vocabulary.

Based on the explanation above, and considered to the problems in teaching and learning in SMA Al Mas’udiyyah, the researcher was interested to find a solution in order to facilitate the student in learning reading. In this research, the researcher focus on making reading activities more interesting
and enjoyable. The researcher conducts a research on “Improving Students’ Reading Comprehension of Descriptive Text through Language Experience Approach (LEA) for the Tenth Grade Students of SMA Al Mas’udiyyah Bandungan in Academic Year 2018/2019”.

B. Statement of the Problem

Based on the research above, in order to learn more obvious and more directed problem can be summarized as follows:

1. How is the implementation of Language Experience Approach in reading comprehension of descriptive text for tenth grade students?
2. How is the improvement of students’ reading comprehension of descriptive text through LEA?

C. Objectives of The Research

This research has some following purpose:

1. To describe the implementation of LEA in reading comprehension of descriptive text for tenth grade students.
2. To know the improvement of students in reading comprehension of descriptive text through LEA.

D. Significances of The Research

This research gives several significant values for the researcher, the readers, the students and the teacher. This study provides new innovation of English language teaching. The result of this study can be applied in the English teaching-learning process, especially in the reading class. The researcher hopes that this research will be useful for:
1. The Researcher

After doing this research, the researcher can identify the actual problems in the classroom and give suggestions in solving the problems. The researcher understands how to teach reading, especially in descriptive text. The finding result can also be used as an alternative way for the researcher's teaching ability.

2. Future Researcher

This research can be a reference for the researcher who has similar topics of study. Moreover, this research may help the next researcher to generate a better study.

3. The Students

By this research, the students can be motivated that learning English is enjoyed. Besides, the students can understand the content of the text easier and improve their reading comprehension.

4. The Teachers

This research is very useful for the teacher, especially for those who are teaching English language. This research can help teachers determine the delightful technique to create attractive and active classes in English language especially in reading text. Besides, the teacher can motivate students for study English.
E. **Success Indicator**

The success indicator of the research is taken from the students’ basic competence shown on Lesson Plan (RPP). The researcher will see the result of implementation LEA. Students’ success or failure in the activities of cycles in the classroom research will be assessed by referring to the Criterion of Passing Grade also known as KKM. The passing grade of English lesson in SMA Al Mas’udiyyah was 68.

F. **Research Methodology**

1. Research Design

The researcher used classroom action research (CAR) as method in this research. Classroom Action Research is a method of finding out what works best in own classroom so that we can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, students skill and learning styles, teacher skills and teaching styles, and many other factors. To maximize students learning, a teacher must find out what works best in a particular situation.

According to Kemmis (1983) action research is an effort to attempt the ideas into practice to improve or change something to gain a real impact on the situation. Furthermore, Kemmis & Taggart (1988: 5-6) say that action research is a form of self-reflective research collectively have
done by the researcher in social situations to improve reasoning and justice of their educational and social practice.

2. Research Subject

a. Setting of Place

The researcher conducted the research in SMA Al Mas‘udiyyah Bandungan. SMA Al Mas‘udiyyah Bandungan is one of the general vocational high schools in Bandungan. The following data are the general description of Al Mas‘udiyyah Bandungan:

1) School Name : SMA Al Mas‘udiyyah Bandungan
2) NPSN : 20320388
3) N.S.S : 304032211035
4) Address : Jl. Raya Tegal Panas-Jimbaran KM 1, Jimbaran, Kec. Bandungan, Kab. Semarang
5) Village : Jimbaran
6) Subdistrict : Bandungan
7) Province : Central Java
8) Pos Code : 50661
9) Telephone : (0298) 7136170
10) School Type : B
11) School Status : State
b. Setting of Time

The research was started from observation, requesting the permission until the treatment of the cycles.

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 16th 2018</td>
<td>Observation and giving the letter to the one of the staff at SMA Al Mas’udiyyah Bandungan</td>
<td>office staff of SMA Al Mas’udiyyah Bandungan</td>
<td>09.00 WIB</td>
</tr>
<tr>
<td>2</td>
<td>January 25th 2019</td>
<td>cycle I Pre-test, treatment</td>
<td>Classroom XA</td>
<td>10.20-11.30</td>
</tr>
<tr>
<td>3</td>
<td>January 26th 2019</td>
<td>cycle II Treatment, post-test</td>
<td>Classroom XA</td>
<td>10.30-11.50</td>
</tr>
<tr>
<td>4</td>
<td>February 1st 2019</td>
<td>cycle II Pre-test, treatment</td>
<td>Classroom XA</td>
<td>10.20-11.30</td>
</tr>
<tr>
<td>5</td>
<td>February 2nd 2019</td>
<td>cycle II Treatment, post-test</td>
<td>Classroom XA</td>
<td>10.30-11.50</td>
</tr>
</tbody>
</table>

Table 1.1 Research Schedule

c. The Subject of the Research

The subject of this research was the tenth grade students of SMA Al Mas’udiyyah Bandungan in the academic year of 2018/2019. It consist of 26 students. Mr. NW as the english teacher in this class.
3. Research Procedure

This research used classroom action research and divided into two cycle. The researcher conducted every cycle based on Kemmis’ figure in classroom action research.

**Figure 1.1 According to Kemmis (1983) in Hopkins (2014)**

As noted by Kemmis and McTaggart (1988) in Burns (2010: 8), each cycle had systematic procedure: planning, action, observation, and reflection.

1. **Plan**

Plan can be implemented as identifying problem of the class and deciding the appropriate action.

2. **Action**

Action means as doing the appropriate action by considering the problems.
3. **Observation**

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

4. **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 is used to evaluate teaching-learning process in order to know the improvement on students’ reading comprehension through Language Experience Approach. In this phase, the researcher could observe the activity that result in any process.
G. Techniques of Data Collection and Research Instrument

Collecting data is important to conduct a research. There are some methods of collecting data such as: questionare, test, observation, interview and documentation. In order to collect data, the researcher used three of them by using documentation, observation and test as an instrument. Furthermore, an instrument is the tool or facilities that is used by the researcher to collect data.

a. Observation

According to Nunan (1993: 93), classroom observation is an observation that focuses on the understanding of how social event of the language classroom are enacted. In this classroom observation, the reasearcher’s activities was to find the problems during the class and to know how effective the action do. The researcher observed and evaluated students and teacher’s activities used observation checklist.

Tabel 1.2 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</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next is teachers’ observation checklist to observe the teacher activities in the learning process.

**Table 1.3 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>Checking students attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation and apperception</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Using Language Experience Approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Test

A test is a method for collecting data by using questions. Tests may be constructed primarily as devices to reinforce learning and to motivate the students’ performance in the language. Henson and Janke (2006: 86) explained that the varieties of written test there are subjective and objective. A subjective test evaluated by giving an opinion whereas a objective test is written test which has right or wrong answer include multiple choice and matching items. The researcher use an objective test by give multiple choice.
1) Pre-test

Pre-test is used to find out how far is the students’ reading comprehension of the text before using Language Experience Approach (LEA).

Before the teacher used LEA in teaching reading, the teacher gives pre-test for students to know the students’ ability in reading comprehension before Language Experience Approach applied.

2) Post-test

The teacher give thes students post-test after the material applied. The score of the post-test is compared with pre-test.

The post test is given for students by the teacher after LEA apply in the class. The teacher, then, know the students’ achievement in reading comprehension before and after Language Experience Approach applied.

c. Documentation

According to Hopkins (1993: 140), document surrounding curriculum or other education can ilumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issue that would not otherwise be available. The kind of documents consist of notes, photos, book transcript, meeting, summary, and agenda. In this research, the researcher used photos as the documentation of the research.
H. Data Analysis

In the single research, combines-method are collected and analysed by using qualitative and quantitative method (Fraenkel and Wallen, 2009: 557). When the teacher taught the class, the researcher observed and analysed the process qualitatively and quantitatively.

a. Qualitative Data

Qualitative research is used to know the students’ behavior and students’ activities while teaching-learning process (Kothari, 2004: 3). The qualitative data are taken from observation checklist. The observation checklist is aimed to describe the situation, the response of the students and the teacher attitude during teaching learning process. By using observation checklist, it can be seen whether there are significant improvement both on teacher improvement in teaching reading and on students’ achievement in

b. Quantitative Data

Quantitative research is used to summarize data using numbers, it is based on the measurement of quantity or amount (Kothari, 2004: 3). The quantitative data is taken from the reading comprehension test. The test is given to students four times as pre-test cycle 1, post-test cycle 1, pret-test cycle 2, post-test cycle 2. The result of the test is the mean scores of the students’ reading comprehension test. According to Sudijono (2018: 86),
a. To calculate mean of pre-test and post-test, the researcher used the formula:

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

Explanation:

\( M \) = Mean of the students’ score
\( \sum X \) = Sum of the students’ score
\( N \) = Total number of the students

b. To Calculate Mean of Difference, the researcher used the formula:

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

Explanation:

\( MD \) = Mean of difference
\( \sum D \) = Total of difference between pre- and post-test

c. To calculate standard deviation, the researcher used the formula:

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

Explanation:

\( SD_D \) = Standard deviation
\( D \) = Difference between pre- and post-test
\( N \) = Number of the students
d. To calculate the standard error for the mean difference, the researcher use the formula:

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

Note:

\(SE_{MD}\) = The standard error for the mean difference.

\(SD_D\) = Standard Deviation.

\(N\) = The total number of the students.

\(d.f\) = N-1

e. To Look for \(t_o\), the researcher used the formula:

\[
t_o = \frac{MD}{SE_{MD}}
\]

\(t_o\) = t-value of observation

\(MD\) = Mean of difference

\(SE_{MD}\) = Standard error of mean difference

d.b. \(u = N-1\)
I. Graduating Paper Outline

The researcher wants to arrange the graduating paper in order the reader can catch the content easily. There are five chapters in this paper.

Chapter I is introduction. It contains the background of the study, problem formulation, objectives of the research, significance of the research, success indicator, research methodology, technique of data collection and research instrument, data analysis and graduating paper outlines.

Chapter II is the theoretical framework. It contains the theoretical framework related to this research. This part contains: reading comprehension, language experience approach, and previous research.

Chapter III is implementation of research. It contains procedures of the research.

Chapter IV is the research findings and discussion. It contains the result of the research the use of Language Experience Approach to improve students’ reading comprehension (a classroom action research of the tenth grade of SMA Al Mas’udiyyah Bandungan in academic year 2018/2019).

Chapter V is closure. It contains the conclusion and suggestion based on the research finding. It follows by the last part, which is bibliography and appendices.
CHAPTER II
THEORITICAL FRAMEWORK

A. Theoretical Framework

In this section, the researcher discusses about the reading comprehension, descriptive text, and Language Experience Approach (LEA).

1. Reading Comprehension

a. Definition of Reading

Reading is a verbal process interrelated with thinking and with all the other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed pattern on the page the ideas and information intended by the author (Dallman, Rouch, Char, and Deboer, 1982: 23). Even, reading became a part of daily activity. So that, students has to be able to read anything around them.

As noted by Hedges (2000: 2000) reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author. Reading is also language and communication process, it means that the process of laying down the readers in contact and communication with ideas. Reading always involves an interaction between the writer and the reader (Dechant, 1982).

Reading skill is an important tool for academic success. Patel and Jain, (2008: 113) state that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading
is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is not only a source as a means of consolidating and extending of the design one’s knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. The researcher concludes that reading is an active process between the reader, writer and the text. In order to attain comprehension, readers should bring the background knowledge and experience to construct the meaning beside linguistics knowledge.

b. Types of Reading

There are several types of reading as noted by Brown (2004:189):

1. Perceptive

   Reading involves attending to the component of larger stretches of discourse letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective.

   This category is largeryan artifactof assesment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features of language with a very short stretch of language. A combination of bottom-up and top down processing may be used.
3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense interact with text.

4. Extensive

Extensive reading as longer stretches of discourse such a long articles and books that usually read outside a classroom hour.

c. Reading Process

The process of reading classifies into three stages (Patel and Jain, 2008: 114):

1) Recognition Stage

In this stage the learner simply recognizes the graphic counterparts of the phonological items. For instants he recognizes the spoken words in its written form. The difficulties depends the difference between the script on the learner’s mother tongue and English and between the spelling conventions of two language.

2) Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
3) Interpretation Stage

This is the high level in reading process. The learner comprehend the significance of a word a phrase, or a sentence in the overall context of the discards. For instance, the learners comprehend the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion.

d. Definition of Comprehension

Scanlon et al. (2010:276) said that comprehension is an active and constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader’s preexisting knowledge related to the topic of the text. In Oxford Learner Dictionary (2000:81) comprehension ia the ability to understand completely and be familiar with a situation. Comprehension not only related with speed in reading, but also related with the readers know and understand the text.

Reading comprehension is main point when we read the text or something. Based on McNamara (2017:111) reading comprehension is a product of complex interaction between the properties of the text and what readers bring to te reading situation. In comprehension, the reader must be able to relate the new information that they got when they read with what they already have in their mind.
e. **Strategies of Reading Comprehension**

There are principals strategies for reading comprehension as noted by Brown (2004:188),

1. Identify the purpose in reading.
2. Applying spelling rules and convention for bottom-up decoding.
3. Use lexical analysis (prefix, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of word, idiom, etc.) when you are not certain.
5. Skim the text for gist and for the main idea.
6. Scan the text for specific information (names, date, key and words)
7. Use silent reading technique for rapid processing.
8. Use marginal notes, outline, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meaning.
10. Capitalize on discourse process.

From the principals strategies above, it can make students easy to understand about the text quickly.

f. **Levels of Reading Comprehension.**

According to Burns, (2011:177) there are four levels of comprehension. They are:

a) Literal Reading

Literal reading which involves acquiring information that is directly stated in a section, is important and also a prerequisite for higher level
understanding. At this level, the readers are able to comprehend, what the author write.

b) Interpretive Reading

Interpretive reading involving reading the lines or making inference. It is the process of deriving ideas are implied rather than directly stated. At this level, the readers are able to understand what the author means.

c) Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusions about their accuracy, and appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

g. Factors Influencing Reading Comprehension

As noted by Cushenbery (1985: 62), the factors influencing reading comprehension are a fact that most students have some difficulties in comprehending a text. Those difficulties causes deficiencies in the reading process. Inadequate comprehension is usually created by some factors. There are several factors which influence reading comprehension, they are:
a) Learners Emotional Factor

usually become severely frustrated, when they are not be able to comprehend the reading material satisfy. Their unsuccessful attempts to read, which makes them conspicuous in a socially unfavourable way, are the reason they are disappointed and ashamed.

b) Intelligence Comprehension

Reading comprehension is cognitive process. First, the input is perceived in visual mode and then it is processed in a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different level of intelligence need in dealing with comprehension question at the literal, interpretative, critical and creative level.

c) Physical Factors

Learners who have health problem such as obesity, malnutrition, neurological difficulties and granular disturbance may have a significant negative impact on reading in general and comprehension.

h. Assessing Reading

The teacher needs assessing reading to evaluate the students’ reading comprehension and to know how far the students’ understanding. According to Heaton (1990: 107), there are numerous ways of testing reading comprehension ranging from multiple-choice items to open-ended questions. It will helpful to identify some of the specific skills involved in reading. There are some abilities can be defined, such as recognise words and word groups, deduce the meaning of words, understand explicitly state information, understand relationship within the sentence and between parts of the text, perceive spatial and temporal relationship, understand conceptual meaning, anticipate and predict what will come next in the text, identify main idea, and so on.
### Rubric for the Reading Comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>100-90</td>
<td><strong>Excellent to Very Good.</strong> Demonstrates an excellent to very good understanding of the text and its relationships. Very good at identifying main ideas, supporting details and specific information. Almost no problems in understanding inferences. Little or no difficulty in recognizing vocabulary and structure.</td>
</tr>
<tr>
<td>2.</td>
<td>89-80</td>
<td><strong>Very Good.</strong> Satisfactory understanding of the text and its relationships. Good at identifying main ideas, supporting details and specific information. Few problems in understanding inferences. Little difficulty in recognizing vocabulary and structure.</td>
</tr>
<tr>
<td>3.</td>
<td>78-70</td>
<td><strong>Good.</strong> Good understanding of the text and its relationships. Able to identify main ideas, supporting details and specific information. Some problems in understanding inferences. Some difficulty in recognizing vocabulary and structure.</td>
</tr>
</tbody>
</table>
2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman, 2008: 122). Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion (Wishon and Burks, 1980:128).

A good description is a word picture; the reader can imagine the object, place or person in his or her mind (Oshima and Hogue, 2007:61). It can be said that descriptive text is a text which can tell the character of someting or someone living or no living for the purpose that the reader could interpret it well. Descriptive tells how something looks, feels, smells, tastes, and or sound.
b. **Generic Structures of Descriptive Text**

According to Anderson (1997:103), one way of understanding descriptive text is by identifying the generic structure of that text. The generic structure are as follow:

1) Identification/a general opening statement in the first paragraph: identifies phenomenon to be described.
   
   a. This statement tells the audience what the text is going to be about.
   
   b. This includes a short description of the subject.
   
   c. This can include a definition of the subject.

2) Description/a series of the paragraph about the subject: describe the part, qualities, characteristic.
   
   a. Each paragraph usually begins with a topic sentence.
   
   b. The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
   
   c. The sentence after the preview give more details.
   
   d. Each paragraph should give information about one feature of the subject.
   
   e. These paragraphs build a description of the subject of the report.
   
   f. They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text.
3) The generic Features of Descriptive Text

According to Anderson (1998:26), the generic features of description are:

a. The verb in the present tense.
b. An adjective to describe the features of subject.
c. Topic sentences to begin paragraphs and organize the various aspect of the description.

3. Language Experience Approach

a. Definition of Language Experience Approach

Language Experience Approach (LEA) is an approach to reading based on activities and stories developed from personal experience of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

Grabe and Stoller (2002: 260) state that Language Experience Approach is teaching reading whereby students and teacher prepare reading materials together. They also said the sequences of LEA are started by students' activity. The students dictate a story to the teacher about a topic that they are interest to. Then, the teacher writes the story down. The students copy the story and read it.

Furthermore, Nessel and Dixon (2008: 15) formulate the LEA framework which includes these components:
1. Shared experiences that afford opportunities for observation and conversation.

2. Accounts about the experiences (dictated by the students to the teacher) that serve as the primary texts for reading instruction.

3. Reading texts (dictated accounts) that reflect the students’ individual and cultural perspectives.

4. Additional texts for reading practice (e.g., books, magazines, and digital texts).

5. Daily opportunities to practice reading dictated accounts and additional self-selected texts.

6. Regular opportunities to write in English and to build, refine, and extend writing skills.

7. Regular opportunities to build vocabularies for listening, speaking, reading, and writing in English.

8. Instruction in specific word-recognition strategies (phonetic analysis, structural analysis, the use of context clues, and the use of dictionaries), and

9. Instruction that builds students’ skill at comprehending written English, from the comprehension of their original dictated accounts to the comprehension of the additional texts they choose to read and of textbooks and other required readings.

Here, LEA has some specific strategies in the classroom activities which include:
2. Planning engaging experiences for students that encourage them to speak English.

3. Facilitating talk among students during and after planned experiences.

4. Taking dictation from students based on a shared experience and reading the account to and with students.

5. Using dictated accounts to build students’ sight vocabulary and reading fluency.

6. Using dictated accounts to teach specific reading skills (e.g., the use of context clues and phonetic analysis), and

7. Using the process of oral composing and students’ dictated accounts as the basis for students’ own writing. (Nessel and Dixon, 2008: 15)

b. Advantages of Language Experience Approach

Alexander (1988:342) states that Language Experience Approach brings some advantages. They are:

1. The first reading experience are successful because they use the everyday language pattern of the children. Children who speaks a nonstandard are not penalized or made to feel inferior because they do not measure up verbally to the standard. Likewise, children whose language pattern are beyond those expected are not frustrated by the task of having to learn simpler right word.
2. The approach requires fewer and more inexpensive materials, which are readily available.

3. Children can utilize the sight vocabulary they bring to school (from signs, labels, and televisions).

4. It is individualized in that each child is working at a level he can comprehend and with words he or she understands and can recognize.

5. Children learn that listening, writing, and spelling are part of the reading process and, thus, that the languages arts are interrelated.

6. Both phonics and sight words are used. Children see the relationship of sounds to the symbols used to represent them in writing.

7. Children learn to make choices and to function independently as they works with the skills.

8. Children feel their ideas are respected and accepted. This helps develop a positive self-image.

9. Motivation for and interest in reading are greatly increased, which may result in a positive attitude toward reading and creative expression.

10. Children are motivated to increase their spoken and written vocabulary.

11. When the approach is used with the basal program, the teacher may find that many of the words found in the preprimer may actually be learned before the books are represented; this situation generally permits a successful experience with the formal reading program.
12. Children have insight into what goes into a story and can critique and discuss the researcher’s idea because they are researchers too. m. Children's writing enables teachers to learn a great deal about the children themselves, such as their thoughts, their interests, their home backgrounds, their activities.

c. Procedure of Language Experience Approach

According to Nessel and Dixon, as reported by Wurr (2002), the procedure of LEA is as follow:

1. Teacher and student discuss the topic to be focused on in the dictation. Observations and opinions are exchanged. Oral language skills are developed and reinforced.

2. The student dictates an account or story to the teacher, who records the statement to construct the basic reading material.

3. The student reads the story several time (with the teacher helping as needed), until the story has become quite familiar. Reading comprehension is made easier by the fact that the student is reading material that is selfgenerated.

4. Individual story words are learned, and other reading skills are reinforced through teacher-designed activities related to the story.

5. Students move from reading their own dictation to reading other-author materials as they develop confidence and skill with the reading process.
6. These procedures hopefully can improve students’ ability in reading, and the application of these steps can be derived to activities that refer to reading comprehension.

B. Previous Researches

In order to improve understanding to this research that focus on the reading comprehension, the researcher presents three relevant studies.

The first research has been done by Fitriani (2012). This research was conducted in two cycles. The researcher used three research instruments. There are diary notes, observation, and interview sheet. Based on the result of the research, the implementation Language Experience Approach can improve students’ reading skill. It can be seen from the improvement of the students’ mean score for test I in the first cycle (66.56); test II in cycle I (73.64); and test III in cycle II (79.69). The result showed that students enjoyed and became active during teaching learning process. Finally, the researcher gives suggestion that english teachers can use Language Experience Approach as an alternative strategy in teaching reading.

The second research was conducted by Masruddin (2016). The purpose of his research are to find out the efficacy of Language Experience Approach in teaching reading fluency to Indonesian EFL students. This research was conducted at the fifth semester of English education study program of IAIN Palopo, an Indonesian University. The
total number of samples was 20 students. This research used a pre-experimental method with pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading fluency and the post-test given to find out the students’ improvement in reading fluency after giving the treatment through, Language Experience Approach (LEA). The findings showed that LEA approach is effective in teaching reading fluency of Indonesian EFL students. It is supported by the result of significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use Language Experience Approach (LEA) in developing reading fluency of Indonesian EFL students.

The third research has been done by Kurniati (2014). The main purpose of his research was the using of Language Experience Approach to improve students’ self-confidence in speaking English. This study aims to determine whether the language experience approach can improve students’ self-confidence in speaking English. This research used a descriptive qualitative method. The sample of the research was seventh grade students in the Lembaga Bimbingan Belajar Teladan Khusus Kudus. The researcher use questionnaire and observation as instrument. The result showed that students’ can improved their self-confidence in speaking English by using Language Experience Approach. It can be seen from the response given by students to positive statements after using Language Experience Approach. The most dominant students response is agree, that was 27%, strongly agree 14%, do not think 3%. Whereas the most
dominant response related to improving the self-confidence was strongly agree was 25%, agree 23%, do not argue 7%, and do not agree 1%.

In short, compared to the previous studies above, this research has some differences from the previous ones. This research focuses on LEA to improve students’ reading comprehension in descriptive text. The approach used is classroom action research, the writer as a researcher, the class teacher is the teacher in the research itself. The participants are students on tenth grade of SMA Al Mas’udiyyah Bandungan.
CHAPTER III
IMPLEMENTATION OF RESEARCH

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

A. The Procedures of the Research

In this research, the researcher use classroom action research (CAR). Classroom action research is the reflective research that make certain action to repair or improve learning process in class more professional (Muchith, Kisbiyanto, and Mohtarom, 2009: 9). In this research, researcher used 2 cycles that contain four steps for each cycle, there are: planning, action, observation, and reflection. The activities in each cycle are as follows:

1. Cycle I

In cycle I, the researcher observes two meeting. The researcher uses Language Experience Approach (LEA) to improve the students’ reading comprehension. The procedure as below:

a. Planning

In this step, the researcher plans the following below:

1) The researcher and the teacher select the materials from annual program based on the syllabus.

2) The teacher prepares material, make the lesson plan and designs the steps in doing the action.
3) The researcher prepares teaching aids (e.g. blank paper, camera, pen),

4) The researcher prepares observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

5) The teacher prepares the pre-test and post-test of the cycle I.
   (to know whether students’ comprehension enhances or not)

6) The teacher prepares the list of students’ name and scoring of cycle I.

   The preparation design is used to gain the purpose of teaching learning process. Students are supposed to improve their understanding using the given material.

b. Acting

   In this section, the teacher teaches the learning process, the actions were:

1) The teacher greets the students before start the lesson.

2) The teacher checks students' attendant.

3) The teacher gives motivation and apperception.

4) The teacher explains students about descriptive text, the rules, and functions of descriptive text.

5) The teacher gives some example of descriptive text.

6) The teacher asks the students to comprehend descriptive text and answers the some question followed as pre-test.
7) The teacher gives correction related with the material.

8) The teacher teaches reading descriptive text by using language experience approach.

9) The teacher divides students on some groups. Each group consists five students.

10) The teacher asks the groups to find a thing around the school

11) The teacher shows the example how use language experience approach in descriptive text.

12) The teacher asks each group to describe the thing they had.

13) After the each group do discussion. The teacher gives chance one student of the group to present in front of the class to show their job.

14) The teacher gives occasion for the students to ask any difficulties using language experience approach in descriptive text.

15) The teacher gives post test.

16) The teacher concludes the material and gave feedback after the lesson.
c. **Observing**

The researcher observes students and teacher activity in the class by using an observation checklist. The researcher also counts the result of pre-test and post-test of cycle I to know whether the use of language experience approach improves students’ reading comprehension or not.

d. **Reflecting**

The researcher evaluates the activities that have been done.

1) The teacher and the researcher discuss what should be done to repair the problems.

2) The researcher analyzes the data from the observation checklist and students’ score of the test in the cycle I.

3) The researcher makes a conclusion of the cycle I

4) The researcher standardizes score KKM (Kriteria Ketuntasan Minimum) in SMA Al Mas’udiyyah Bandungan, the KKM is 68. Based on this rule, the mean score of post-test must pass the KKM.

2. **Cycle II**

The second cycle conducts based on the result of reflection from the first cycle. It whether the result from observation shows that the quality of the students is still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is the same with cycle I. The procedures are as follows:
a. Planning  
In the planning phase of the second cycle, the researcher do several activities that will be designed as bellow:

1) The researcher identifies the problem and made the solution for the problem.

2) The teacher prepares the material use picture or things around school.

3) The teacher makes the lesson plan cycle II and designs the steps in doing the action.

4) The researcher prepares students’ and teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process when the technique is applied).

5) The teacher prepares students’ attendance list

6) The teacher prepares post-test cycle II

7) The teacher prepares the list of students’ name and scoring of cycle II.

b. Acting  
In this section, the learning process is led by the teacher. The activities of the cycle II acting include:

1) The teacher greets the students before start the lesson.

2) The teacher checks students attendant.

3) The teacher gives motivation and apperception.
4) The teacher explains students about descriptive text, the rules, and functions of descriptive text that have already discuss at the previous meeting.

5) The teacher gives some example of descriptive text.

6) The teacher asks the students to comprehend descriptive text and answers the some question followed as pre-test.

7) The teacher gives correction related with the material.

8) The teacher teaches reading descriptive text by using language experience approach.

9) The teacher divides students on some groups. Each group consists of five students.

10) The teacher asks the groups to find a thing around the school.

11) The teacher shows the example how use language experience approach in descriptive text.

12) The teacher asks each group to describe the thing they have.

13) After the each group do discussion. The teacher gives chance one student of the group to present in front of the class to show their job.

14) The teacher gives occasion for the students to ask any difficulties using language experience approach in descriptive text.

15) The teacher gives post test.
16) The teacher concludes the material and gives feedback after the lesson.

c. Observing

The researcher observes students and teacher activity in the class by using observation checklist. The researcher also counts the result of pre-test and post-test of cycle I to know whether the use of language experience approach improve students’ reading comprehension or not.

d. Reflecting

The researcher evaluates the activities that have been done.

1) The researcher and the teacher discuss to solve some problems which is found after treatment

2) The researcher analyzes the data from the observation check list and of cycle II.

Next Cycle III will happen if the Cycle II is fall.

B. Minimal Standard Successful

The students’ success and failure in doing activities plan above will be assessed by referring to the Criterion of Passing Grade (KKM). The passing grade of English at SMA Al Mas’udiyah Bandungan is 68. The teacher and researcher expected that there are at least 85% of the students who pass the passing grade.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter focuses on the analysis of the collected data. The researcher collected the data from the tenth grade students’ of SMA Al Mas’udiyah Bandungan. The researcher give the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collected data since in the beginning until the end of the research. The findings consist of the result of the cycle I and cycle II. The two cycles are the treatment of the implementation in using language experience approach to improve reading comprehension.

A. The Result of the Research

In this research, the researcher acted as the collaborator that observed the learning process and Mr. NW acted as the teacher. The researcher arranged two cycle, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as follow:

1. Cycle I
   a. Plan

   After determining the problems related to the teaching of reading, the teacher and the researcher began to plan the actions to solve the problems. The actions were focused on improving students’ reading comprehension through the use of language experience approach. The situations expected after the implementation of the actions are: a) Students could use language experience approach to comprehend the texts. b)
Students would be motivated to read the text. c) Students could find specific and general information from the text. d) Students could improve their ability to read efficiently by using reading comprehension strategy. e) The teacher could guide the students to use language experience approach before, during, and after reading process. The researcher also prepared several instruments, they are as follow:

1) Syllabus

To arrange the lesson plan, the researcher used syllabus of Senior High School from English teacher of SMA Al Mas’udiyyah Bandungan. It can be seen in appendice.

2) Lesson Plan

The teacher used lesson plan as a guide to managing time and activities during teaching and learning process. It can be seen in appendice.

3) Observation Checklist

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

4) Students’ Attendance List

The researcher prepared the students’ attendance list to know a total of the students followed the lesson.
5) Material

The researcher prepared the material based on the topic descriptive text like a definition, generic structure, language feature, purpose, and example.

6) Teaching Aid

The researcher prepared some instrument. They were board-marker, picture or things around school, and handout for students (descriptive text). The researcher also provided the material and tools to succeed the action.

7) Pre-test and post-test

The researcher used pre-test and post-test in the action. The pre-test was done before using language experience approach to know the understanding of students in reading comprehension. Then, the researcher used post-test. Post-test was done after using language experience approach to find the result of the study before and after using language experience approach.

b. Action

The action of the cycle I was done on January 25th and 26th 2019. Mr. NW as English teacher and the researcher entered to the English class.

On January 25th 2018, before started the lesson, the researcher informed the students that for a few days later the class would be observed by the researcher. The teacher started the lesson by greeted and asked about their condition such as following the short conversation.
Teacher: “Assalamu’alaikum?”
Students: “Wa’alaikumsalam, Sir”
Teacher: “Good morning class”
Students: “Good morning miss”
Teacher: “How are you today?”
Students: “I’m fine thanks, and you?”
Teacher: “I’m fine too, thank you”

The teacher asked the researcher to introduce herself and conveyed the purpose of coming in the class. Then the teacher checked the students’ attendance list. After that the teacher asked the students about the previous meeting and gave apperception for the students. The teacher opened the lesson plan then read the purposes of the lesson. Next the teacher gave the students a handout about the definition, the functional text, and the example about the descriptive text materials. The teacher asked some students to read about the materials. The teacher asked the students to find out the difficult words, to translate or find the similar or antonym of that words. Then the teacher explained more detail in Indonesian Language in order to make the students understood the materials.

The teacher told that they would have pre-test. The teacher gave 15 minutes for the students to do a pre-test. The teacher gave the test which 20 multiple choice. The teacher walked around the students to help the students who got the difficulties in their task. After the students finished the pre-test, the teacher closed and recited “hamdallah” together.
On January 26th 2018 the teacher and the researcher entered the class and greeted

Teacher : “Assalamu’alaikum”

Students : “Wa’alaikumsalam”

Teacher : “Good Morning class”

Students : “Good Morning Miss”

Teacher : “How are you today?”

Students : “We are fine, and you?”

Teacher : “We are also find thanks” (and give a eye contact with the researcher)

The teacher asked the students condition and checked the students’ attendance list. After that, the teacher reminded the students about the definition, the functional text, and give the example about the descriptive text. The students answered the teacher questions although still read still read the handout.

Before the teacher gave the treatment of LEA (language experience approach), he explained again about descriptive text and gave an example of descriptive text. After the teacher explained and gave example of the material, the teacher used LEA (language experience approach). The teacher divided the students into five groups, one group consist of 5-6 students. Then, the teacher asked them to find one thing around the school to describe. The teacher asked all of the member in the group to discuss and write what they know, and then the teacher asked one
member of group to read the description of thing they had in front of class. The teacher corrected the vocabulary and pronunciation, and then asked to the every group to revised their task.

The teacher around the group during the treatment and asked the students “Have you getting a difficult things?” some of the students answered yes and then the teacher answered the question. After that, the teacher made the conclusion about the material today. Before the teacher closed the class, the teacher gave a post-test to the students. Then the teacher gave the sheet of paper of post-test. The teacher gave 25 minutes to do a post-test about descriptive text. After the students finished the post-test the teacher collected the post-test. And then, the teacher closed the class by saying “Thanks for your good attention and great participation, I hope our material and lesson today could have benefit for you, Good Afternoon and Wassalamualaikum warahmatullahiwrabakatuh”.

c. Observation

In cycle I, the researcher also observed the teaching learning process in the class. The reasearcher observed the students’ and the teacher’s activities.
<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 pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were Students (AAL, JAS) answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application language experience approach</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of language experience approach</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
</tr>
<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>Greeted students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checked students attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Gave motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminded previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Gave the explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, he used mix language: in Indonesia and</td>
</tr>
<tr>
<td></td>
<td>English language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher used a design of language experience approach and accordance with the material which showed to the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher helped students to solve the difficulties (students difficult to make a sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the students’ observational checklist above, the researcher observed and monitored all the students learning activities. In the class the students understood about the material even though the teacher explained until 3-4 time. Some of students was active and responsive during the learning process.

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric reading assessment. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test of Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAL</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>Female</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>ERN</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>KM</td>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>MK</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>NA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>NNT</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>19</td>
<td>RK</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>20</td>
<td>RMI</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>SPNJ</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>SNF</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>23</td>
<td>UKA</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>24</td>
<td>VAO</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>WMU</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>RP</td>
<td>Female</td>
<td>40</td>
</tr>
</tbody>
</table>

The passing grade of English lesson in SMA Al Mas’udiyyah was 68. From the students’ score in the pre-test of the cycle I above, the researcher calculated the number of the students who passed the passing grade are:
Table 4.4: Count of Passing Grade of the Pre-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥68</td>
<td>8</td>
<td>31%</td>
</tr>
<tr>
<td>≤68</td>
<td>18</td>
<td>69%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher knew that there were only 31% of the students who get score higher than the passing grade.

a) Post-test

Table 4.5: Students’ Score in the Post-test of the Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAL</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>ERN</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>KM</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>MK</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>NA</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>NNT</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>RK</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>RMI</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>SPNJ</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>SNF</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>UKA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>VAO</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>WMU</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>RP</td>
<td>Female</td>
<td>50</td>
</tr>
</tbody>
</table>

From the students’ score in the post test of the cycle 1 above, the researcher and the teacher could calculate the number of students who passed the passing grade.
Table 4.6: Count of Passing Grade of the Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥68</td>
<td>15</td>
<td>58%</td>
</tr>
<tr>
<td>≤68</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it concluded that there was an improvement from the pre-test. The students who passed the passing grade in the pre-test of the cycle I were 31% and 58% in the post-test. There was an improvement as many as 27%. However, the teacher and the researcher expected that there were at least 85% of the students pass the passing grade.

b) Calculation of cycle I

Table 4.7: Difference Square of Pre and Post-test Score of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAL</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>ERM</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
1) Mean of Pre-test

\[ M_{x} = \frac{\sum x}{N} \]
\[ M_{x} = \frac{1560}{26} \]
\[ M_{x} = 60 \]

2) Mean of Post-test

\[ M_{y} = \frac{\sum y}{N} \]
\[ M_{y} = \frac{1790}{26} \]
\[ M_{y} = 68.84 \]
In the cycle 1, the mean of the pre-test was 60 and the mean of the post test was 68.84. It means that the mean of the post test was bigger than the mean of the pre-test. It concluded that there was significant improvement of the students’ understanding in reading comprehension after being taught by using language experience approach.

3) Calculation of the standard Deviation

\[ SD_0 = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_0 = \sqrt{\frac{2600}{26} - \left(\frac{230}{26}\right)^2} \]

\[ SD_0 = \sqrt{100 - (8.84)^2} \]

\[ SD_0 = \sqrt{21.85} \]

\[ SD_0 = 4.67 \]

4) Calculation of T-test

\[ T_0 = \frac{\left(\frac{\sum D}{N}\right)}{SD_p \sqrt{\frac{N}{N-1}}} \]

\[ T_0 = \frac{\frac{230}{26}}{4.67 \sqrt{\frac{26}{25}}} \]

\[ T_0 = \frac{8.846}{4.67} \]

\[ T_0 = \frac{8.846}{0.93} \]

\[ T_0 = 9.511 \]
From the data of the cycle I above, the researcher and the teacher found that the T-test was 9.511 and the T-table with $N$ was 2.055. The value of the T-test was bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were a significant difference between pre-test and post-test. However, the teacher and the researcher conducted the cycle II because the students who passed the passing grade were less than 85%.

**d. Reflection**

The teacher and the researcher reflected the lesson plan and the action in the classroom. After analyzing the students’ activities, the teacher and the researcher found that there were some problems during teaching learning. The students were still confused in answering the questions. They did not enough vocabularies, they could not find a good way on answering questions so the students were not enjoying the class. But after the teacher gave opportunities to the students to describe anything they want around the school. The students enjoyed the class, they looked so confident describing something in front of class even though they did not have proper pronunciation and vocabularies.

After analyzing the students’ score, the students who passed the passing grade of post-test were 58%. Meanwhile, the students who get score more than the passing grade in pre-test were 31%. We know
from this data that there was an improvement. However, the target of
the teacher and the researcher which was at least 85% students who
pass the passing grade in the cycle I, was not achieved. Based on the
fact, the teacher and the researcher conducted the next cycle.

2) Cycle II

a. Planning

The researcher prepared several instruments, they were as follows:

1) Lesson Plan

The lesson plan was arranged based on the problem in the
result of the cycle I.

2) Observation Checklist

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

3) Material

The researcher prepared the material that still same with
cycle I about Descriptive Text like a definition, generic structure,
language feature, purpose, and example.

4) Teaching Aid

The researcher prepared some instrument. They are board-
marker, picture or things around school, and handout for students
(descriptive text). The researcher also provided the material and
tools to succeed the action.
5) Pre-test and post-test

The teacher used pre-test and post-test in the action. The pre-test was done before using language experience approach to know the understanding of students in reading comprehension. Then, the teacher used post-test. Post-test was done after using language experience approach to find the result of the study before and after using Language Experience Approach.

b. Action

The action of the cycle II was done on February 1st and 2nd 2019. Before started the lesson, the teacher started the lesson by greeted

The teacher started the lesson by greeted “Assalamuallaikum wr wb.” All the students answered the greeting. Then the teacher asked to the students to recite Basmallah together. Then all students said “Bismillahirahmanirrahim” to start the learning process that day. Then the teacher asked the condition of students “Good afternoon class, how are you today?” the students replied “Good afternoon mom, I am fine thank you, and you?” “I am very well thank you” said the teacher and check their attendance list. Then, the teacher asked some question to students “are you still remembering about material last meeting?” Then the students answered that they learned about descriptive text. “Good job, yes we were learning about descriptive text, to refresh
"your mind I will give you pre test" the teacher said. Some of students say "Sir, don't test again", the teacher answered "Just answer this question, please".

The teacher gave a sheet of paper for students. Then, the teacher told that they would doing a pre-test in 20 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 to check the students along doing the pre test.

After the students finished the pre-test, the teacher collected the pre-test. And then, the teacher gave the treatment for students. The teacher reviewed about the previous material. Then, the teacher asked one of students name RP to explain about descriptive text. She could not clearly explained about descriptive text, so the teacher asked the students by “Anyone could explained again about descriptive text”?and “AAL” raised her hand and explained clearly about descriptive text.

Before the teacher gave the treatment of LEA (language experience approach), he explained again about descriptive text and gave an example of descriptive text. After the teacher explained and gave example of the material, the teacher used LEA (language experience approach). The teacher divided the students in five groups, one group consist of 5-6 students. Then,
the teacher asked them to find one thing around the school to describe. The teacher asked all of the members in the group to describe and write what they know, and then the teacher asked one member of the group to read the description of what they had in front of the class. The teacher corrected the vocabulary and pronunciation and then asked every group to revise their task.

The teacher around the group during the treatment and asked the students “Have you getting a difficult thing?” some of the students answer yes and then the teacher answer the question. After that, the teacher made the conclusion about the material today. Before the teacher closed the class, the teacher gave a post-test to the students. Then the teacher gave the sheet of paper of post-test. The teacher gave 25 minutes to do a post-test about descriptive text. After the students finished the post-test the teacher collected the post-test. And then, the teacher closed the class by saying “Thanks for your good attention and great participation, I hope our material and lesson today could have benefit for you, Good Afternoon and Wassalamualaikum warahmatullahi wabarakatuh”.
c. Observation

In cycle II, the researcher also observed students’ and teacher’s activities.

Table 4. 8: Form of Result Observation Checklist for Students

<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 pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were Students answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application language</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of language experience approach</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
</tr>
<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>Greeted students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checked students attendant</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Gave motivation</td>
<td>✓</td>
<td></td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminded previous material</td>
<td>✓</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Gave the explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material, he used mix language: in Indonesia and English language</td>
</tr>
<tr>
<td></td>
<td>Use of Language Experience Approach to Teach Reading Comprehension</td>
<td>✔️</td>
<td>The teacher used a design of language experience approach and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td>----</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gave opportunity for asking the question</td>
<td>✔️</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Helped student’s difficulties during learning</td>
<td>✔️</td>
<td>The teacher helped students to solve the difficulties (students difficult to make a sentences)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gave feedback after the lesson</td>
<td>✔️</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
</tr>
</tbody>
</table>
The researcher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric reading comprehension. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test of Cycle II

**Table 4. 10: Students’ Score in the Pre-test of the Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>g1</td>
<td>AAL</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>ERN</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>KM</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>MK</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>NA</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>NNT</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>RK</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>RMI</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>SPNJ</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>SNF</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>UKA</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>VAO</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>WMU</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>RP</td>
<td>Female</td>
<td>60</td>
</tr>
</tbody>
</table>
The passing grade of English lesson in SMA Al Mas’udiyyah was 68. From the students’ score in the pre-test of the cycle II above, the calculated the number of the students who passed the passing grade are:

Table 4.11: Count of Passing Grade of the Pre-test of the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥68</td>
<td>17</td>
<td>65%</td>
</tr>
<tr>
<td>≤68</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher knew that there were only 65% of the students who get score higher than the passing grade.

a) Post-test

Table 4.12: Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAL</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>ERN</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>KM</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>MK</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>NA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>NNT</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>RK</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>RMI</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>SPNJ</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>SNF</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>23</td>
<td>UKA</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>24</td>
<td>VAO</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>WMU</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>RP</td>
<td>Female</td>
<td>85</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of the cycle II above, the researcher and the teacher calculated the number of students who passed the passing grade.

Table 4.13: Count of Passing Grade of the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥68</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td>≤68</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it concluded that there was an improvement from the pre-test. The students who pass the passing grade in the post test of the cycle I were 65% and 88% of the post-test. There were an improvement as many as 23%.

b) Calculation of cycle II

Table 4.14: Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAL</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>ADL</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>AAR</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>AL</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>5</td>
<td>ANF</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>EDA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Code</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>7</td>
<td>ERN</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>FM</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>FR</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>IL</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>JAS</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>KNA</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>KSMJ</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>KM</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>MK</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>NA</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>NNT</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19</td>
<td>RK</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>RMI</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>SPNJ</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>SNF</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>UKA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>VAO</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>WMU</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>RP</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>X1</th>
<th>Y1</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1855</td>
<td>2050</td>
<td>195</td>
<td>2025</td>
</tr>
</tbody>
</table>

N=26
1) Mean of Pre-test

\[ M = \frac{\sum X^2}{N} \]

\[ = \frac{1855}{26} \]

\[ = 71.346 \]

2) Mean of Post-test

\[ M = \frac{\sum Y^2}{N} \]

\[ = \frac{2050}{26} \]

\[ = 78.846 \]

In the cycle 2, the mean of the pre-test was 71.346 and the mean of the post test is 78.846. It means that the mean of the post test is bigger than the mean of the pre-test. It concluded that there were significant improvement of the students’ understanding in reading comprehension after being taught by using language experience approach.

3) Calculation of the Mean of Difference

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

\[ = \frac{195}{26} \]

\[ = 7.5 \]
4) Calculation of the standard Deviation

\[ SD_0 = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD_0 = \sqrt{\frac{2025}{26} - \left( \frac{195}{26} \right)^2} \]

\[ SD_0 = \sqrt{77.88 - (7.5)^2} \]

\[ SD_0 = \sqrt{21.63} \]

\[ SD_0 = 4.65 \]

5) Calculation of T-test

\[ T_0 = \frac{\left( \frac{\sum D}{N} \right)}{SD_0 / \sqrt{N-1}} \]

\[ T_0 = \frac{7.5}{4.65 / \sqrt{26-1}} \]

\[ T_0 = \frac{7.5}{0.93} \]

\[ T_0 = 8.064 \]

From the data of the cycle II above, the researcher and the teacher found that the T-test was 8.064 and the T-table with N-1 was 2.055. The value of the T-test is bigger than the value of the T-table. It means that there was significant influence from the cycle I up to the cycle II. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were a significant difference between pre-test and post-test. Therefore, the researcher and the teacher conclude that the result of the cycle II is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that language experience approach
could improve the students’ understanding on descriptive text at the tenth grade students of SMA Al Mas’udiyyah of 2018/2019.

d. Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score and the checklist were used to make proper reflection. Some students can answer the questions correctly. The students more active and enjoyed the class. They asked anything they did not know bravely.

On the cycle II, the students’ score of the post test were better. The students who passed the passing grade of post-test of the cycle I were 58%, but there were 88% of the students who got score higher than KKM on post-test of cycle II. It means, after reflection from the cycle I was applied in the action of the cycle II, the students’ scores improve as many as 30% in the post test of the cycle II. The teacher and the researcher stopped the cycle because 85% of the students have already passed the passing grade.
B. Discussions

After students being taught by Language Experience Approach, the researcher analysed the students’ score in the cycle I and the cycle II. The researcher concluded that there was significant improvement of the students’ understanding on reading comprehension. The improvement can be seen as follows:

**Table 4. 15: Table of Data Analysis**

<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>60</td>
<td>68.84</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>71.346</td>
<td>78.846</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥68)</td>
<td></td>
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<tr>
<td></td>
<td>Pre-test</td>
<td>31%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>58%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=26)</td>
<td>2.055</td>
<td>2.055</td>
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<tr>
<td>4</td>
<td>T-test</td>
<td>9.511</td>
<td>8.064</td>
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</tbody>
</table>

From the table above, it can be seen that the t-test was bigger than t-table. It concluded that using language experience approach could improve the students’ understanding on reading comprehension. The improvement can be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement was 27%, and 23%.
on cycle II. On the result among T-test of cycle I and cycle II, the implementation of language experience approach was success. It was showed from the table of T-test of cycle I was 9.511, and cycle II was 8.064. It means the both T-Test was higher than T-table (2.055) ( T-test > T-table, ) so the result was significant improvement.

Based on the result above, the using language experience approach in descriptive text can improve the students’ reading comprehension.
A. Conclusions

After the research was conducted, the researcher concluded the use of language experience approach on students reading comprehension in descriptive text for the tenth grade of SMA Al- Ma’udiyah, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The procedures or implementation of using of Language Experience Approach to improve students’ reading comprehension in descriptive text for the tenth grade of SMA Al- Mas’udiyah are (a) The teacher and the researcher discussed the procedure of language experience approach which was used in teaching process. (b) The students were given enough time to look for familiar something around the school and discussed the description about the thing they found in a group. (c) The students read their text several time, the teacher sometimes helped them until the students were familiar with the text. (d) The teacher corrected their vocabulary and pronounciation. (e) The students revised their answer and described the thing again after teacher’s correction.

2. The improvement of students’ reading comprehension in descriptive text by using Language Experience Approach (LEA) for the tenth grade students of SMA Al- Mas’udiyah Bandungan are:
a. The qualitative data of this research showed that the students found the difficulty in reading text. The students were still confused in answering the questions in the first meeting. The students could not identify main ideas, supporting details, specific information. The students also had difficulties in recognizing vocabulary and structure. After LEA implemented, the students’ reading comprehension and vocabularies enriched, they could understand the main idea and some specific information.

b. The quantitative data of this research showed the students’ achievement improved significantly. On pre-test of cycle I, there were only 31 % of students got score higher than the passing grade. After the treatment was implemented, there was 58 % of the students who got score higher than the passing grade in the post-test. On cycle II, students who got score higher than the passing grade on pre-test were 65% and 88% on the post-test. In the cycle I, the improvement was 27%, and 23% in the cycle II. On the result of T-test of cycle I and cycle II, the implementation of using Language Experience Approach (LEA) was successful to improve students reading comprehension on descriptive text. It showed by the table that t-test of cycle 1 was 9.511, and cycle II was 8.064. It means the both T-Test were higher than t-table with N-1 (N=25) is (2.076).
B. Suggestions

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students, and the future researcher are presented:

1. For teachers

   The teacher could use Language Experience Approach (LEA) to teach descriptive text. Using Language Experience Approach (LEA) in teaching-learning process was an interesting and enjoyable activity. Moreover, Language Experience Approach (LEA) in teaching-learning process was very easy to be applied by the teacher. It motivated and made the students easier in learning reading.

2. For Student

   Reading comprehension is really important for students. However, it is not a simple matter. Students could improve and developed their reading comprehension by using Language Experience Approach (LEA), because LEA attracted the students’ interest and motivation in learning process. Moreover, Language Experience Approach (LEA) could increase students’ social interaction.
3. For Other Researchers

The researcher suggests the future researcher to use Language Experience Approach (LEA) to improve students’ reading comprehension especially on descriptive text. In the future, the result of this study can be used as reference of classroom action research.
BIBLIOGRAPHY


Maxom, Michelle. 2009. *Teaching English as a Foreign Language for Dummies*. West Sussex: John Wiley & Sons Ltd.


CURRICULUM VITAE

Name : Ainna Maghfiroh
Student Number : 113-14-083
Date of birth : May 7th, 1995
Gender : Female
Address : Pongangan 1/1 Pongangan, Gunung Pati Semarang
E-mail Address : ainnamaghfiroh@gmail.com
Phone : +62823-2827-3946

Formal Education
2002-2008 : Madrasah Ibtida'iyyah (MI) Miftahul Hidayah
2008-2011 : Madrasah Tsanawiyah (MTs) Nsudirman Jimbaran
2011-2014 : Senior High School (SMA)Wira Usaha Bandungan
2014-2019 : English Education Department, teacher Training
and Education Faculty, State Institute for Islamic
Studies (IAIN) Salatiga 2019

Organization Experiences
2012-2013 : OSIS Leader of SMA Wira Usaha Bandungan
2017-2019 : Leader of Islamic Boarding School AlMas’udiyyah
Blater.
Kepada
Yth. Norwanto S. Pd., M. Hum., Ph. D.

Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Ainna Maghfiroh
NIM : 113-14-083
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING THE STUDENTS’ VOCABULARY MASTERY THROUGH WORD SQUARE METHOD (A Classroom Action Research at The Tenth Grade of SMA Al Mas’udiyyah Bandung)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Kepada
Yth. Kepala SMA Al Mas'udiyah Bandungan
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Ainna Maghfiroh
NIM: 113-14-083
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 skripsinya adalah:

IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH LANGUAGE EXPERIENCE APPROACH (LEA)

Dosen Pembimbing: Norwanto, S.Pd., M.Hum., Ph.D.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMA Al Mas'udiyah, mulai tanggal 23 Oktober-selesai Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

[Signature]

Tembusan: 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 657/30.214/SK/III/2019

Dasar: Surat ljian Penelitian dari Institut Agama Islam Negeri Salatatiga
dengan nomor surat No. B-2538/In.21/D1.1/PN.03.110/2018

Yang bertanda tangan dibawah ini Kepala SMA Al Mas’udiyyah Bandungan Kab.
Semarang Prov. Jawa Tengah perubahan nama dari SMA Wira Usaha:
Nama: Zaenal Arifin, S.Pd.I
NIK: 30.214.1.025
Menerangkan bahwa:
Nama: Ainna Maghfiroh
NIK: 11314083
Pelaksanaan: 25 Januari 2019 s/d 2 Februari 2019
Judul: IMPROVING STUDENTS READING COMPREHENSION
OF DESCRIPTIVE TEXT THROUGH LANGUAGE
EXPERIENCE APPROACH (Classroom Action Research at
Tenth Grade of SMA Al Mas’udiyyah Bandungan)

Bahwa Mahasiswa tersebut telah melaksanakan Penelitian sesuai jadwal yang tercantum di
SMA Al Mas’udiyyah Bandungan Kab. Semarang dan telah menyerahkan laporan hasil
penelitian yang sekolah kami minta.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagai mana mestinya.

Bandungan, 26 Maret 2019
Kepala Sekolah

Zaenal Arifin, S.Pd.I
NIK: 30.214.1.025
### DAFTAR NILAI SKK

**Nama**: Ainna Maghfiroh  
**Jurusan**: Tadris Bahasa Inggris  
**NIM**: 113-14-083  
**Dosen PA**: Abdul Aziz N.P., S.Ag., M.M.

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Salatiga, 29 Januari 2019

Mengetahui,

Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

[Signature]

Dr. H. Achmad Maimun, M. Ag.
NIP. 19700510 199803 1 003
BILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai otoritas bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan fakultas, konseptual, prosedural berdasarkan nasa ingin tahu dan tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, dan perdaban terkait penyebaran fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyajikan dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

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<th>Materi Pokok</th>
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<td>Menerapkan pengetahuan, pemahaman, dan pemikiran kritis, serta keterampilan berbahasa Indonesia dalam komunikasi fungsional.</td>
<td>Membangun keterampilan, mengidentifikasi, memutuskan, mengidentifikasi, mempromosikan, dsb.</td>
<td>Siswa membayangkan konteks secara terbimbing, Siswa belajar menemukan gagasan pokok, informasi nci dan informasi tetentu dan teks.</td>
<td>Mempertemukan (questioning)</td>
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<td>Dengan bimbingan dan arahan guru, siswa menerima antara lain pertemuan antar bagian-bagian yang digunakan untuk mendeskripsikan.</td>
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<td>dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</td>
<td>dengan orang, tempat wisata, dan bangunan bersejarah terkenal Kata sihat yang berhubungan dengan orang, tempat wisata, dan bangunan bersejarah terkenal Ejaan dan tulisan tangan dan cetak yang jelas dan rapi Ucapan, tekanan kata, intonasi, ketika mempersentasikan secara lisan Rujukan kata Topik Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, persaingan.</td>
<td>wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang diperlajari. Mempelajari Dalam konteks pembelajaran siswa menelaah dan mempelajari bacaan yang digambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengomunikasikan teks deskripsi sesuai dengan biografi sosialnya. Siswa memperoleh balasan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kegiatan kelompok.</td>
<td>setiap tahapan Kelentutan dan kesesuaian menggunakan strategi dalam membaca Portofolio Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks diskripsi Kumpulan karya siswa yang mendukung proses penulisan teks diskripsi berupa draft, revisi, edisi sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan istrihah. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawa Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</td>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Tingkat Satuan : Sekolah Menengah Atas
Nama Sekolah : SMA Al Mas’udiyyah Bandungan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Genap
Topik : Teks Deskriptif
Alokasi Waktu : 2 x 45 menit
Cycle : 1

A. Kompetensi Inti

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang dan tempat bersejarah, pendek dan sederhana sesuai dengan konteks penggunaannya.
4.4 Teks *deskriptif*

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait orang dan tempat bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. *Indikator Pencapaian Kompetensi*
- Mengidentifikasi fungsi sosial atau tujuan penulisan teks deskriptif
- Mengidentifikasi struktur teks atau generic structure teks deskriptif
- Mengidentifikasi unsur kebahasaan dalam teks deskriptif.

D. *Tujuan Pembelajaran*
- Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan LEA.
- Siswa mampu mengidentifikasi struktur teks atau generic structure teks deskriptif.
- Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

E. *Materi Pembelajaran*
- **Fungsi Sosial**
  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- **Struktur Teks**
  Dapat mencakup:
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan
- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tokoh yang di kagumi.
  - Adverbia terkait sifat seperti *quite*, *very*, *extremely*, *dst.*
- Kalimat dekalaratif dan interrogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

(Materi terlampir)

F. Metode dan Media Pembelajaran

<table>
<thead>
<tr>
<th>Pendekatan</th>
<th>: Scientific Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tehnik</td>
<td>: Language Experience Approach</td>
</tr>
<tr>
<td>Media</td>
<td>: Whiteboard, handout, picture, board marker,</td>
</tr>
<tr>
<td>Sumber</td>
<td>: Internet dan buku pegangan guru</td>
</tr>
</tbody>
</table>

G. Langkah-langkah pembelajaran

Pertemuan ke-1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan   | 1. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, dan memeriksa kehadiran siswa.  
                2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan motivasi | 15            |
3. Menyampaikan tujuan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Mengamati:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memberikan sebuah teks tentang teks deskriptif, kemudian guru menjelaskan tentang teks descriptive.</td>
<td></td>
</tr>
<tr>
<td>2. Siswa diminta mengamati dan mengidentifikasi teks yang ditunjukan oleh guru.</td>
<td></td>
</tr>
<tr>
<td>3. Dengan bimbingan dan arahan oleh guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan suatu benda.</td>
<td></td>
</tr>
</tbody>
</table>

**Mempertanyakan:**

Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi *Descriptive Text* yang belum dapat mereka pahami

**Mengeksplorasi:**

1. Guru memberikan topik tentang descriptive text, siswa mengidentifikasi Text Descriptive. |
2. Guru memberi waktu kepada peserta didik untuk megerjakan
soal.

Mengasosiasi:
1. Siswa mengumpulkan hasil soal yang dikerjakan.

Mengkomunikasikan:

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Peserta didik bersama guru menyimpulkan pembelajaran.</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru memberikan feedback.</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan ke-2

POST-TEST 45’

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, dan memeriksa kehadiran siswa.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>Mengamati:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru mereview kembali materi pembelajaran tentang teks deskriptif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru menjelaskan tentang Language Experience Approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mempertanyakan:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi <em>Descriptive Text</em> yang belum dapat mereka pahami</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengeksplorasi:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guru dan siswa menerapkan treatment Language Experience Approach, adapun prosedurnya adalah sebagai berikut:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru membagi siswa menjadi 5 kelompok.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta setiap kelompok</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
untuk mencari benda di lingkungan sekolah.

3. Siswa secara berkelompok diminta untuk mendeskripsikan benda yang mereka dapat dengan kosa kata yang mereka tahu.

4. Siswa berdiskusi dengan teman sekelompok untuk menulis kosa kata yang mendeskripsikan benda tersebut

5. Perwakilan kelompok maju untuk menyampaikan hasil diskusi mereka di depan kelas.

6. Guru dan siswa mengoreksi secara bersama jawaban dari setiap kelompok agar setiap siswa memahami setiap topik yang diberikan dan memberikan feedback atau komentar.

7. Siswa memperbaiki hasil diskusi mereka dengan kelompok.

Mengasosiasi:
Guru memberikan soal post test pada siswa

Mengkomunikasikan:
1. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.
Penutup

1. Peserta didik bersama guru menyimpulkan pembelajaran.
2. Guru memberikan feedback.

H. Penilaian

a. Aspek afektif
   - Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Berdoa sebelum dan sesudah melakukan kegiatan.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Memberi salam sebelum dan sesudah presentasi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mengucapkan rasa syukur atas karuniaNya</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menyatakan keagungan terhadap Allah SWT. Keterangan</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan
1= tidak pernah 3= sering 2= kadang-kadang 4= selalu

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Aspek yang dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sopan santun</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Nilai} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100
\]

b. Aspek kognitif dan psikomotorik

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menganalisis fungsi sosial/tujuan, struktur teks dan unsur kebahasaan pada recount teks.</td>
<td>Teks tertulis</td>
</tr>
<tr>
<td>2. Mengamatistруктурdandovoc baru didalam recount teks.</td>
<td>Teks tertulis</td>
</tr>
<tr>
<td>3. Siswa dapat menyampaikan hasil hasilkerjanya di dalamlembarkerja</td>
<td>Tertulis</td>
</tr>
</tbody>
</table>

I. Pedoman Penilaian

a. Jumlah skor maksimal 100

Pilihan ganda terdiri dari 20 soal. Skor total setiap soal adalah 5.

Skor : benar soal × 5

\[20 \times 5 = 100\]

Soal

My best friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first meet her at junior high school orientation and we’ve been best friend ever since.

Dinda is good-looking. She’s not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes wear jeans, casual colors like pink, light green and orange. She is always cheerful. She is also talkactive. She likes to share her thoughts and feelings to her friends. I think that’s why many friends enjoy with her. However, she can be a bit childish sometimes. For example, when she doesn’t get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga from her imagination. Her sketchs are amazingly great. I’m really glad to have best friend like Dinda.
1. The text above is form of...
   a. Hortatory exposition
   b. Narrative
   c. Description
   d. Report
2. The purpose of the text is......
   a. To describe persons and characters
   b. To tell a sequence of events
   c. To entertain the readers
   d. To persuade the readers
3. What is the text mostly about ?
   a. Junior high school
   b. Writer’s bestfriend
   c. Writer’s hobby
   d. Writer’s look like
4. When the writer meets Dinda for the first time ?
   a. In the class
   b. In the junior high school
   c. After school
   d. Junior high school orientation
5. When does usually Dinda and the writers meet ?
   a. After school
   b. When learning process
   c. Before school
   d. Every weekend
6. What is Dinda like ?
   a. She is good looking, not too tall, fair skin and wavy black hair.
   b. She is good looking, too tall, fair skin and wavy hair.
   c. She is good looking, not too tall, fair skin and black hair.
   d. She is good looking, not tall, fair skin and wavy black hair.
7. The word “good-looking” in the text means...
   a. Gorgeous
   b. Horrible
   c. Ordinary
   d. Unhappy
8. Which statement is true according to the text ?
   a. Dinda is talkactive
9. What does Dinda usually like to wear ?
   a. Jeans
   b. Pajamas
   c. Uniform
   d. Hot pan
10. A word in the text that has the same meaning as “talkactive” is......
    a. Sensitive
    b. Determined
    c. Confident
    d. Communicative
11. What is the antonym of word childish ?
    a. Wise
    b. Childlike
    c. Youthful
    d. Naive
12. Dinda usually act like a child when...
    a. She is angry
    b. She is hungry
    c. She is thirsty
    d. She doesn’t get what she wants
13. The word stamp in the text means...
    a. Beat
    b. Scream
    c. Hit
    d. Slap
14. What is the main idea of 3rd paragraph ?
    a. Dinda’s school
    b. Dinda’s character
    c. Dinda’s home
    d. Dinda’s hobby
15. What is Dinda’s hobby ?
    a. Drawing
    b. Imagining
    c. Swimming
    d. Reading
16. Dinda usually draws...
    a. Flower
    b. Manga character
    c. View
17. Where does Dinda usually drawing?
   a. Canvas
   b. Sketchbook
   c. Wood
   d. Paper

18. “Her sketch amazingly great”
   The underlined word is synonymous with the words below, except...
   a. Excellent
   b. Awesome
   c. Good
   d. Common

19. Does Dinda loves wearing casual color?
   a. Yes, she do
   b. No, she does not
   c. Yes, she does
   d. No, she do not

20. From the text, we may conclude that...
   a. Many people do not like Dinda
   b. Dinda is older than the writer
   c. Dinda is friendly person
   d. Dinda is not diligent at all

Kunci Jawaban

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

Salatiga, 26 Januari 2019

Mengetahui,

Guru Kelas                        Peneliti

Nur Wachid, S.Pd. I.        Ainna Maghfiroh
NIY. 30.214.1.029                 NIM. 11314083
My best friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we’ve been best friend ever since.

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Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga from her imagination. Her sketches are amazingly great. Im really glad to have best friend like Dinda.

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   b. Dinda has black skin
   c. Dinda has round face
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9. What does Dinda usually like to wear?
   a. Jeans
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   c. Uniform
   d. Hot pan

10. A word in the text that has the same meaning as “talkative” is.....
    a. Sensitive
    b. Determined
11. What is the antonym of word *childish*?
   a. Wise
   b. Childlike
   c. Youthful
   d. Naive

12. Dinda usually act like a child when...
   a. She is angry
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   d. Hot pun

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 b. Dinda is older than the writer
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Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga from her imagination. Her sketches are amazingly great. Im really glad to have best friend like Dinda.

1. The text above is form of...
   a. Horratory exposition
   b. Narrative
   c. Descriptive
   d. Report

2. The purpose of the text is.......
   a. To describe persons and characters
   b. To tell a sequence of events
   c. To entertain the readers
   d. To persuade the readers to have many friends

3. What is the text mostly about?
   a. Junior high school
   b. Writer's best friend
   c. Writer's hobby
   d. Writer's look like

4. When the writer meets Dinda for the first time?
   a. In the class
   b. In the junior high school
   c. After school
   d. At junior high school orientation

5. When does usually Dinda and the writer meet?
   a. After school
   b. When learning process
   c. Before school
   d. Every weekend

6. What is Dinda like?
   a. She is good looking, not too tall, fair skin and wavy black hair.
   b. She is good looking, too tall, fair skin and wavy black hair.
   c. She is good looking, not too tall, fair skin and black hair.
   d. She is good looking, not too tall, fair skin and wavy black hair.
11. What is the antonym of word "childish"?
   a. Wise
   b. Childlike
   c. Youthful
   d. Naive

12. Dinda usually act like a child when...
   a. She is angry
   b. She is hungry
   c. She is thirsty
   d. She doesn't get what she wants

13. The word stamp in the text means...
   a. Beat
   b. Scream
   c. Hit
   d. Slap

14. What is the main idea of 3rd paragraph?
   a. Dinda's school
   b. Dinda's character
   c. Dinda's home
   d. Dinda's hobby

15. What is Dinda's hobby?
   a. Drawing
   b. Imagining
   c. Swimming
   d. Reading

16. Dinda usually draws...

17. Where does Dinda usually drawing?
   a. Canvas
   b. Sketchbook
   c. Wood
   d. Paper

18. "Her sketch amazingly great."
The underlined word is synonymous with the words below, except...
   a. Excellent
   b. Awesome
   c. Good
   d. Common

19. Does Dinda loves wearing casual color?
   a. Yes, she do
   b. No, she doesn't
   c. Yes, she does
   d. No, she do not

20. From the text, we may conclude that...
   a. Many people do not like Dinda
   b. Dinda is older than the writer
   c. Dinda is friendly person
   d. Dinda is not diligent at all

****Good Luck****
My best friend
I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first meet her at junior high school orientation and we’ve been best friend ever since.

Dinda is good-looking. She’s not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes wear jeans, casual colors like pink, light green and orange. She is always cheerful. She is also talkative. She likes to share her thoughts and feelings to her friends. I think that’s why many friends enjoy with her. However, she can be a bit childish sometimes. For example, when she doesn’t get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga from her imagination. Her sketches are incredibly great. I’m really glad to have best friend like Dinda.

1. The text above is form of...
   a. Hortatory exposition
   b. Narrative
   x. Descriptive
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2. The purpose of the text is.....
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   b. To tell a sequence of event
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3. What is the text mostly about ?
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   b. Writer’s bestfriend
   c. Writer’s hobby
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   b. She is good looking, too tall, fair skin and wavy hair.
   c. She is good looking, not too tall, fair skin and black hair.
   d. She is good looking, not tall, fair skin and wavy black hair.

7. The word “good-looking” in the text means...
   a. Gorgeous
   b. Horrible
   c. Ordinary
   d. Unhappy

8. Which statement is true according to the text ?
   a. Dinda is talkative
   b. Dinda has black skin
   c. Dinda has round face
   d. Dinda has straight hair

9. What does Dinda usually like to wear?
   a. Jeans
   b. Pajamas
   c. Uniform
   d. Hot pant

10. A word in the text that has the same meaning as “talkative” is....
    a. Sensitive
    b. Determined
c. Confident

Communicative

11. What is the antonym of word childish?
   a. Wise
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*****Good Luck*****
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Tingkat Satuan : Sekolah Menengah Atas
Nama Sekolah : SMA Al Mas’udiyyah Bandungan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Genap
Topik : Teks Deskriptif
Alokasi Waktu : 2 x 45 menit
Cycle : 2

A. Kompetensi Inti

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang dan tempat bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaannya
4.4 Teks deskriptif

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang dan tempat bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

6) Indikator Pencapaian Kompetensi

- Mengidentifikasi fungsi sosial atau tujuan penulisan teks deskriptif
- Mengidentifikasi struktur teks atau generic structure teks deskriptif
- Mengidentifikasi unsur kebahasaan dalam teks deskriptif.

7) Tujuan Pembelajaran

- Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan LEA.
- Siswa mampu mengidentifikasi struktur teks atau generic structure teks deskriptif.
- Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

8) Materi Pembelajaran

- **Fungsi Sosial**
  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- **Struktur Teks**
  Dapat mencakup:
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan

- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tokoh yang di kagumi.
  - Adverbia terkait sifat seperti *quite, very, extremely, dst.*
  - Kalimat deklaratif dan interrogatif dalam tense yang benar
  - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
9) Metode dan Media Pembelajaran
- **Pendekatan**: Scientific Approach
- **Tehnkin**: Language Experience Approach
- **Media**: Whiteboard, handout, picture, board marker,
- **Sumber**: Internet dan buku pegangan guru

10) Langkah-langkah pembelajaran

Pertemuan ke-1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>4. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, dan memeriksa kehadiran siswa.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>5. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan motivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td><strong>Mengamati</strong> :</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Siswa diminta mengamati dan mengidentifikasi teks yang ditunjukan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Dengan bimbingan dan arahan oleh guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan suatu</td>
<td></td>
</tr>
<tr>
<td>Mempertanyakan:</td>
<td>60</td>
<td></td>
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<tr>
<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi <em>Descriptive Text</em> yang belum dapat mereka pahami</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengeksplorasi:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mengasosiasi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Siswa mengumpulkan hasil soal yang dikerjakan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengkomunikasikan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Guru menunjuk siswa untuk menyampaikan. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Peserta didik bersama guru menyimpulkan pembelajaran.</td>
</tr>
<tr>
<td>5. Guru memberikan feedback.</td>
</tr>
</tbody>
</table>
**Pertemuan ke-2**

**POST-TEST 45’**

<table>
<thead>
<tr>
<th>Kegiatan</th>
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<th>Alokasi waktu</th>
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| Pendahuluan    | 4. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, dan memeriksa kehadiran siswa.  
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6. Menyampaikan tujuan pembelajaran                                                                                                                                                                                                                                                                                                                                 | 10            |
| Kegiatan inti  | **Mengamati:**  
5. Guru menjelaskan tentang Language Experience Approach.  

**Mempertanyakan:**  
Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi *Descriptive Text* yang belum
Mengeksplorasi:
Guru dan siswa menerapkan treatment Language Experience Approach, adapun prosedurnya adalah sebagai berikut:

10. Siswa secara berkelompok diminta untuk mendeskripsikan benda yang mereka dapat dengan kosa kata yang mereka tahu.
11. Siswa berdiskusi dengan teman sekelompok untuk menulis kosa kata yang mendeskripsikan benda tersebut
12. Perwakilan kelompok maju untuk menyampaikan hasil diskusi mereka di depan kelas.
13. Guru dan siswa mengoreksi secara bersama jawaban dari setiap kelompok agar setiap siswa memahami setiap topik yang diberikan dan memberikan feedback atau komentar.

Mengasosiasi:
Guru memberikan soal post test pada siswa.
Mengkomunikasikan:
2. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.

Penutup
4. Peserta didik bersama guru menyimpulkan pembelajaran.
5. Guru memberikan feedback.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Berdoa sebelum dan sesudah melakukan kegiatan.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Memberi salam sebelum dan sesudah presentasi</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Mengucapkan rasa syukur atas karuniaNya</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Menyatakan keagungan terhadap Allah SWT. Keterangan</td>
<td>4</td>
</tr>
</tbody>
</table>

11) Penilaian

c. Aspek afektif
- Sikap

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Keterangan
1= tidak pernah 3= sering 2= kadang-kadang 4= selalu

<table>
<thead>
<tr>
<th>No</th>
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<th>Aspek yang dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Sopan santun</td>
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<td>Percaya diri</td>
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<td></td>
<td>Kerja sama</td>
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<td></td>
<td>Mengkomunikasikan</td>
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<td></td>
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<td>2</td>
<td></td>
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<td>3</td>
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</table>
My Classmate

I have a special friend. He is my classmate and sits beside me. His name is Joko. Joko is a quite boy and very simple on the look. However, I really adore him. He is not only kind but also though.

Joko comes from a simple family. His father is a postman and his mother has passed away. He also has a younger brother. His name is Rahmat. In order to help their father, Joko and his brother work part-time to earn some money. Joko sells food during our class break, while his brother sells newspapers and magazines after school.

Joko is fourteen years old and a year older than Rahmat. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Joko is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our school. One thing that I always admire him is that he can manage his time well, and he always look cheerful.
1. The purpose of the text is......
   e. To describe persons and characters
   f. To tell a sequence of events
   g. To entertain the readers
   h. To persuade the readers to have many friends

2. What is the text mostly about?
   e. Sports
   f. Writer’s bestfriend
   g. Writer’s hobby
   h. Writer’s look like

3. What does the second paragraph tell you about?
   a. Joko and his family
   b. Joko and his Father
   c. Joko and his brother
   d. Joko and his friend

4. He is not only kind but also thoughtful.
   The underlined word is synonymous with the words below, except...
   e. Loving
   f. Friendly
   g. Gentle
   h. Hateful

5. “Joko and his brother work part-time to earn some money.”
   What do the underlined words mean?
   a. work for the whole of working week
   b. work for only part of each day or week
   c. work for the purpose of getting money as much as possible
   d. work for family

6. Where did the writer sit?
   a. in front of Joko
   b. behind Joko
   c. next to Joko
   d. far from Joko

7. What is Joko’s father job?
   a. Tailor
   b. Police
   c. Postman
   d. Driver

8. How about Joko’s mother?
   a. She passed away
   b. She is a chef
   c. She is midwife
   d. She is teacher

9. How old is Joko? He is … years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

10. Rahmat is … years old.
    a. Fourteen
    b. Sixteen
    c. Thirteen
    d. Nineteen

11. Which of the following statement is not true about Joko?
    a. He has long and straight hair.
    b. He has bright eyes.
    c. He is not interested in sports.
    d. He plays football and tennis.

12. According to the passage, we know that Joko is …
    a. The Rahmat’s youngest brother
    b. The Rahmat’s elder brother
    c. A naughty boy
    d. A friendly boy

13. It is implied in the passage that …
    a. Joko is naughty.
    b. Joko is lazy.
    c. Joko is unfriendly.
    d. Joko is diligent.

14. From the text, we may conclude that…
    a. Many people do not like Joko.
    b. People is older that the writer.
    c. Joko is a welcoming person.
d. Joko is not diligent at all.
15. What is the text mostly about?
   a. Joko
   b. Joko’s hobby
   c. Joko’s family
   d. Joko’s elder brother
16. “He is fourteen years old . . . Than Rahmat.”
   The underlined word refers to ....
   a. The writer
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17. “Joko is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by ....
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining
18. “But he usually does what he is asked to do”
   The underlined phrase means ...

Kunci Jawaban

1. A  
2. B  
3. A  
4. D  
5. B  
6. C  
7. C  
8. A  
9. B  
10. C  
11. D  
12. B  
13. D  
14. C  
15. A  
16. B  
17. B  
18. D  
19. C  
20. A
Salatiga, 2 Februari 2019

Mengetahui,

Guru Kelas

Peneliti

Nur Wachid, S.Pd. I.  
NIY. 30.214.1.029

Ainna Maghfiroh  
NIM. 11314083
My Classmate

I have special friend. He is my classmate and sits beside me. His name is Joko. Joko is a quite boy and very simple on the look. However, I really adore him. He is not only kind but also though.

Joko comes from a simple family. His father is postman and her mother has passed away. He also has younger brother. His name is Rahmat. In order to help their father, Joko and his brother work part-time to earn some money. Joko sells food during our class break, while his brother sells newspapers and magazines after school.

Joko is fourteen years old and a year older than Rahmat. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he asked to do.

Joko is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our school. One thing that I always admire him is that he can manage his time well, and he always look cheerful.

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2. What is the text mostly about?
   a. Sports
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3. What does the second paragraph tell you about?
   a. Joko and his family
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4. He is not only kind but also though.
   The underlined word is synonymous with the words below, except...
   a. Loving
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5. "Joko and his brother work part-time to earn some money."
   What do the underlined words mean?
   a. work for the whole of working week
   b. work for only part of each day or week
   c. work for the purpose of getting money as much as possible
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6. Where did the writer sit?
   a. in front of Joko
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7. What is joko's father job?
   a. Tailor
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8. How about joko's mother?
   a. She passed away
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9. How old is Joko? He is ... years old.
   a. Four
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   c. Forty
   d. Ten

10. Rahmat is ... years old.
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11. Which of the following statement is not true about Joko?
    a. He has long and straight hair.
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12. According to the passage, we know that Joko is ...
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13. It is implied in the passage that ....
   a. Joko is naughty.
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   ① Joko is diligent.
14. From the text, we may conclude that....
   a. Many people do not like Joko.
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    b. He always asks.
    c. He is lazy.
    ① He is diligent.
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    ① Yes, he do
    b. No, he does not
    c. Yes, he does
    d. No, he do not
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    ① Obey
    c. Forget
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RESEARCH DOCUMENTATION

The students was doing pre-test

The students was doing treatment
The students was doing post-test

The students was applying Language Experience Approach
The teacher was giving explanation

The teacher was giving treatment