IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST (PQRST) STRATEGY

(A Classroom Action Research for the Second Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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2019
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In the name of Allah the Most Gracious and the Most Merciful

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Declare that this graduating paper is written by researcher and it does not copy from other researchers. Theories and citations are used code of ethics of writing for graduating paper. I gave permission to publish this graduating paper on IAIN Salatiga E-repository.

Salatiga, August 20th 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Tri Apriliyani Saputri’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Tri Apriliyani Saputri’s Graduating Paper entitled: IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR 2019/2020. I have decided and would like to purpose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Signature]

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IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR 2019/2020

Written by

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MOTTO

"O you who believe! Fear Allah and look for Wasilah (the way) to get closer to Him, and fight in His way, so that you are lucky"

(QS. Al-Karim, Indonesian Department of Religion, 2006: 150)
DEDICATION

This graduating paper is sincerely dedicated to:

❖ My beloved parents, my father (Paidi) and my mother (Sumirah), who always guide me, they are always praying, motivate me to become a better person, success person, and also give me support. Thanks for all generosity, finance, love, trust, and everlasting praying. I love you so much.

❖ My beloved sister (Ika Wijiyanti & Tutut Anita), and also my beloved little sister (Nadila) who always supports me to keep forward no matter how hard the problems are, thanks for your kindness, support, and prayer.

❖ My big family that supported for my education and who fill my life with love and happiness.
ACKNOWLEDGEMENT

_Bismi llahi rrahman irrahim,_

_Assalamu’alaikum Wr.Wb._

Alhamdulillahirabbil’alamin, firstly the writer says as praise and thanks to Allah SWT, the most gracious and merciful, because of his blessing the writer could finish this graduation paper as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in State Institute for Islamic Studies (IAIN) Salatiga.

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

However, this success will not be achieved without support, guidance, advice, help, and encouragement from individual and institution. Thus, the writer would like to say thank to:

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Salatiga, August 20th 2019
The Writer

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Keywords: Reading Comprehension, PQRST Strategy.

The objectives of the study are: (1) to find out the implementation of PQRST strategy improves students’ reading comprehension for the second grade students of SMA Muhammadiyah (Plus) Salatiga. (2) to find out whether the use of PQRST strategy improves students’ reading comprehension for the second grade students of SMA Muhammadiyah (Plus) Salatiga or not. (3) to know the extent of the students’ reading comprehension after the use of PQRST strategy for the second grade students of SMA Muhammadiyah (Plus) Salatiga. The methodology of this research was Classroom Action Research (CAR). There were two cycles, each cycle contains four steps. They were planning, action, observing, and reflecting. The data collected through observation, pre-test, post-test, and documentation. The implementation of PQRST strategy to improve students’ reading comprehension was successful. It analyzed by using students’ observation sheet and average score of students from each cycle. The result of the research shows that the mean pre-test cycle I was 66.15 and post-test cycle I was 71.73. Meanwhile, the mean of pre-test cycle II was 73.26 and post-test cycle II was 85.26. The percentage of minimum passing grade cycle I was 42.11% and 47.37%. In cycle II, the percentage of minimum passing grade was 68.42% and 94.73%. The improvement in cycle I was 5.26% and cycle II was 26.31%. The result of t-test in cycle I (2.70) and cycle II (6.61) were higher than t-table (2.101). It means that there was significant improvement of students’ reading comprehension after use PQRST strategy.
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CHAPTER I

INTRODUCTION

This chapter deals with an introduction of the beginning of the research, which includes the background of the study, problems of the study, objectives of the study, benefits of the study, hypothesis and success indicator, research method, and graduating paper outline.

A. Background of the Study

Language is an important tool to make communication with others all over the world. In the era of globalization, almost all done with instant, indirectly we go in the modern world. English is the universal language that is used by almost all countries as a first language or the second, you could say this is a global language or English has been chosen as an international language.

English is one of the subjects in school. It has become one of the subjects in the curriculum. Every school can develop it, especially in formal education. There are four language skills in English, namely speaking, listening, writing and reading. The fourth skill is very influential in learning languages, especially English. One of the ways to improve English ability is reading. Reading is one of the language skills that should be mastered by students.

According to Brown (2004: 185) he says that in foreign language learning, reading is likewise a skill that teachers simply expect learners to
acquire. Through reading, learners get new ideas, obtain needed information, look for supporting ideas for their statement, and widen their interest. Reading comprehension is not just reading with a loud voice but also establish to understand the meaning of word and sentence.

There are many kinds of strategy in reading comprehension: collaborative strategic reading, strategy including PQRST strategy. PQRST technique is one example of the reading technique which is the abbreviation of Preview, Question, Read, State/Summaries, and Test. According to the concept, this strategy is aimed to improve the students’ reading comprehension since it has a well-organized stage. The strategy can create an enjoyable learning condition by helping the students to be active their background knowledge before reading and evaluating their comprehension after reading. PQRST strategy can also be easily implemented in the classroom.

The result of the researcher observation and interview, there were conducted in pre-research with the English teacher in SMA Muhammadiyah (Plus) Salatiga. The students faced some difficulties in learning English, especially in reading text. The students still have difficulties to comprehend the text given by the teacher. The researcher found that there were some problems: First, the students cannot restate an understanding of theme or message and identify supporting details on the different text given by the teacher. Second, when the students are asked by the teacher to retell about what they read, they cannot summarize in own words, by identifying three
or more main points from the text. Third, the students cannot make independent inferences based on numerous ideas in the selection. Then, the students cannot interpret the meaning of unfamiliar words but are not always able to interpret meaning from context.

Therefore, the researcher offers to improve students’ reading comprehension through *Preview, Question, Read, State, and Test* (PQRST) strategy. PQRST is one of the strategies that can guide the students reading comprehension (Thomas & Robinson: 1982). It offers a step by step guide for students before, during, and after their reading process which is useful for their comprehension. As an instructional strategy, PQRST strategy helps the students to be active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test.

Based on the explanation above, the researcher is conducting a classroom action research (CAR) entitled “Improving Students’ Reading Comprehension through Preview, Question, Read, State and Test (PQRST) Strategy of the Second Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020”
B. Problems of the Study

Based on the background of the study above, the problems of the study follow:

1. How is the implementation of *Preview, Question, Read, State and Test* (PQRST) strategy to improve students’ reading comprehension for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020?

2. Does the use of *Preview, Question, Read, State and Test* (PQRST) strategy improve students’ reading comprehension for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020?

3. To what extent is the improvement of the students’ reading comprehension after the use of *Preview, Question, Read, State and Test* (PQRST) strategy for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020?

C. Objectives of the Study

Based on the identification of the problem above, the objectives of this research are:

1. To find out the implementation of *Preview, Question, Read, State and Test* (PQRST) strategy improves students’ reading comprehension for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020.
2. To find out whether the use of *Preview, Question, Read, State and Test* (PQRST) strategy improves students’ reading comprehension for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020 or not.

3. To know the extent of the students’ reading comprehension after the use of *Preview, Question, Read, State and Test* (PQRST) strategy for the Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2019/2020.

D. **Benefits of the Study**

The study has several benefits for the researcher, the readers, the school, the students, and the teachers. This study provides new innovation in English language teaching. The result of the study can be applied in the English teaching-learning process, especially in the reading class.

The researcher hopes that this research is useful for:

1. **Researcher**

   The researcher gets new knowledge and experience in teaching English, especially in teaching reading comprehension. From the research, the researcher can also be developing her ability in English teaching through *Preview, Question, Read, State and Test* (PQRST) strategy deeply.
2. Readers

The result of this research can be used as a reference for the reader and also the reader can get new knowledge. To understand the importance of using Preview, Question, Read, State and Test (PQRST) strategy to improve reading comprehension.

3. School

The researcher is expected to the school is can give policy in the learning process especially English subject used this strategy. One of the strategies is improve students' reading comprehension through Preview, Question, Read, State and Test (PQRST) strategy.

4. Students

From this research, the students more are excited and interest in learning English, especially in reading comprehension through Preview, Question, Read, State and Test (PQRST) strategy. The students can be more interactive with the teacher and can be more active in class.

5. Teachers

The teachers get a new method in teaching English, especially in teaching reading comprehension and also the teachers get a new knowledge and experience. The teacher can be more interactive with the students in class and also can improve their English teaching. And learning process to make the students more interest in reading and understanding text through Preview, Question, Read, State and Test (PQRST) strategy.
E. **Hypothesis and Success Indicator**

There are some arguments from an expert on the research hypothesis. According to Sendil & Sethuraman (2017: 34) "Research hypothesis is the statement created by the researcher when they speculate upon the outcome of a research or experiment." A hypothesis is a way to keep our orientation opinion through the research before starting research. We can guide it in doing the process of research.

The research hypotheses are:

H0 : There is no significant improvement of students' reading comprehension through *Preview, Question, Read, State and Test* (PQRST) strategy of Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020.

H1 : There is a significant improvement of students' reading comprehension through *Preview, Question, Read, State and Test* (PQRST) strategy of Second Grade students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020.

The success indicator of this research is taken from the students' basic competence or ability shown in Lesson Plan (RPP). The students' success and failure in doing the activities in cycle 1 and cycle 2 be assessed by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMA Muhammadiyah (Plus) Salatiga is 68. The teacher and the researcher expect that there are at least 80% of the students who pass the passing grade.
F. Research Method

1. Research Design

The type of this research is Classroom Action Research (CAR). Classroom Action Research carried out by the teacher in order to solve the problems or to find an answer toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems found in the classroom before the implementation of the CAR.

Based on Mc Kernan (2008: 112) he states that action research is a form of collaborative and collective self-reflective inquiry that is conducted by participants in order to solve practical problems and to improve the quality of life in any social setting. In a line with Mc Kernan, John Elliott (1991: 69) he states that action-research is the research of a social situation with a view to improving the quality of action within it. It aims to feed judgment in concrete situations, and the validity of the “theories” or hypotheses it generates depends on the practice.

According to Rodgers (1986) design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocate; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials. It means that there are six items to design
of PQRTS strategy, they are learning objective, syllabus model, learning activity, the role of teacher, role of students, and the role of material.

The role of material in PQRST strategy is using reading book. The reading book is consisting of suitable reading material text to be learned in senior high school. In the area of teaching reading of the Second Grade students Senior High School, students are expected to be able to comprehend written text to reach the functional level including the ability to comprehend many kinds of short functional text and essay in form of report, narrative and analytical exposition in the first semester.

2. Subject of the Research

a. Setting of Place

The research conducts in SMA Muhammadiyah (Plus) Salatiga. SMA Muhammadiyah (Plus) Salatiga is one of the senior high schools in Salatiga. The general description of SMA Muhammadiyah (Plus) Salatiga as follows:

1) School Name : SMA Muhammadiyah (Plus) Salatiga
2) NPSN / NSS : 20328395 / 30203620406
3) Address : Jl. KH.Ahmad Dahlan 9/7
4) Village : Sidorejo Lor
5) Subdistrict : Sidorejo
6) City : Salatiga
7) Province : Central Java
8) Pos Code : 50714
9) Telephone : (0298) 322358
10) Email : smamplussalatiga@yahoo.co.id
11) Website : http://smamplussalatiga.webs.com
12) School Type : A

SMA Muhammadiyah (Plus) Salatiga builds in 1914. The location is in Soka, Jl.KH.Ahmad Dahlan, Sidorejo, Salatiga, and Central Java. This school area is 5.445 meters. It consists of classroom and facilities such as office rooms, administration rooms, waiting rooms, toilets, computer room, language room, library, auditorium, practice room, park area, mosque, canteen, healthy room, large field.

b. Setting of Time

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

Table 1.1 Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, April 24th 2019</td>
<td>Interview with the English teacher in the Preliminary Study (Before Classroom Action Research)</td>
<td>Teacher room SMA Muhammadiyah (Plus) Salatiga (10.15 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>Monday, May 20th 2019</td>
<td>Giving the letter to the one of the staff of SMA Muhammadiyah (Plus) Salatiga</td>
<td>Office staff SMA Muhammadiyah (Plus) Salatiga (10.00 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>Tuesday, July 16th 2019</td>
<td>Meet the English teacher to do consult the lesson plan</td>
<td>Teacher room SMA Muhammadiyah (Plus) Salatiga (10.00 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, July 25th 2019</td>
<td>Doing action in the class (Cycle 1) Pre-test, Treatment</td>
<td>In the classroom XI MIPA (07.00-08.30)</td>
</tr>
<tr>
<td>5.</td>
<td>Tuesday, July 30th 2019</td>
<td>Doing action in the class (Cycle 1) Treatment, Post-test</td>
<td>In the classroom XI MIPA (10.15-11.45)</td>
</tr>
<tr>
<td>6.</td>
<td>Wednesday, July 31st 2019</td>
<td>Doing action in the class (Cycle 2) Pre-test, Treatment</td>
<td>In the classroom XI MIPA (12.15-13.45)</td>
</tr>
<tr>
<td>7.</td>
<td>Thursday, August 1st 2019</td>
<td>Doing action in the class (Cycle 2) Treatment, Post-test</td>
<td>In the classroom XI MIPA (07.00-08.30)</td>
</tr>
</tbody>
</table>
c. Subject of the Research

The subject of this research was XI MIPA class of students SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020. A small class consists of 19 students. There are male 8 and 11 female. English teacher who becomes the subject of the research is Mrs. Farrah Zakiyah Anwar, S.Pd.I as the teacher in this class.

Table 1.2 List of Students’ Name of XI MIPA Class of SMA Muhammadiyah (Plus) Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>Male</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>Male</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>Female</td>
</tr>
<tr>
<td>10.</td>
<td>EJ</td>
<td>Male</td>
</tr>
<tr>
<td>11.</td>
<td>FI</td>
<td>Female</td>
</tr>
<tr>
<td>12.</td>
<td>RF</td>
<td>Female</td>
</tr>
<tr>
<td>13.</td>
<td>SAP</td>
<td>Female</td>
</tr>
<tr>
<td>14.</td>
<td>SNAA</td>
<td>Female</td>
</tr>
<tr>
<td>15.</td>
<td>SS</td>
<td>Female</td>
</tr>
<tr>
<td>16.</td>
<td>VRH</td>
<td>Male</td>
</tr>
<tr>
<td>17.</td>
<td>WFA</td>
<td>Male</td>
</tr>
<tr>
<td>18.</td>
<td>WA</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>YCD</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Research Procedure

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

Figure 1.1 Steps of Classroom Action Research Model by Kemmis and Mc Taggart
a. Planning

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

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

2) Preparing the list of students name and scoring.

3) Preparing teaching aids (board marker, pen, etc.)

4) Preparing worksheet for students (pre-test and post-test).

5) Preparing sheets for classroom observation, to know the situation of the teaching-learning process when the technique is applied.

b. Action

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

1) Giving pre-test.

2) The teacher teach reading using PQRST strategy.

3) Giving time to the students to ask any their difficulties.

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

5) Giving post-test.
c. Observing

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

d. Reflecting

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

4. Techniques of Data Collection

Data is very important things in research. To collecting data, the researcher can use many data collection. The technique of collecting data that are used in this research can be seen as follows:

a. Observation

The interview with the English teacher in the preliminary study before classroom action research was on Wednesday, April 24th 2019 to get the information the research subject and the criterion of passing grade (KKM) by observing the class situation and condition in the teaching-learning process.
b. Test

The test is used to pre-test and post-test, these are used to know the students’ ability in reading comprehension. The pre-test is used to know student’s ability before the teacher teaches them using *Preview, Question, Read, State, and Test* (PQRST) strategy. Post-test is given after they were given different treatment to know the result of the different treatment.

c. Documentation

In action research, documentation is one of the methods that usually use in collecting data. The researcher uses a camera phone as a documentation tool.

5. Research Instruments

Research instruments used to collect data include:

a. Observation Sheet

The form of the observation sheet is a checklist. The checklist conducted all of the activity in the classroom process. The observation consisted of two cycles, they were cycling I and cycle II. The researcher uses the observation checklist to make it more systematic and make the researcher easier to collect data. The observation checklist consisted of students observation checklist and teacher observation checklist. The students observation checklist is written below:
<table>
<thead>
<tr>
<th>No</th>
<th>Students Name</th>
<th>Students Enthusiastic in PQRST strategy</th>
<th>Students Attention to teacher explanation</th>
<th>Students Active during learning process</th>
<th>Students Response during learning process</th>
<th>Students Understand the teacher explanation</th>
<th>Students do the Evaluation well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ARH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ASH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ARP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>CCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DKN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>EJ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>FI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>RF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>SAP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>SNAA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>VRH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>WFA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>WA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>YCD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The teacher observation checklist was used to observe the teacher activity in the learning process. The teacher observation checklist is written below:

**1.4 Teacher’s Observation Sheet**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teacher Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting and praying before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</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>6.</td>
<td>Giving explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Using Preview, Question, Read, State and Test (PQRST) strategy to teach reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity to asking the question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Guide the students to identify the definition, social function, generic structure and language features text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guide and divide the students to some group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Asked the students doing the worksheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Test

The researcher uses the test as one of the research instrument. The researcher uses two kinds of test in this research as pre-test and post-test. The researcher gives pre-test before aimed to know about students reading comprehension. The researcher gives post-test after the treatment to know about students reading comprehension.

c. Documentation

The documentation conducted the school document and learning process. The other documents as the instrument of the research are the lesson plan, classroom material, the paper test and examination paper that collect during the research.

6. Data Collection

In this research, the data would be used as quantitative data and qualitative data. Data that is in the form of information is gotten by the researcher from (1) lesson plan and syllabus, (2) list of the score, (3) some photos. These are an important aspect of conducting qualitative research data. On the other side, the quantitative data uses the pre-test and post-test. Therefore, the researcher classified the data sources into students and the English teacher as a collaborator.
7. Data Analysis

After collecting the data, the next step of this study is analyzing the data. There are two ways to analyze data, they are:

a. Descriptive Qualitative Technique

According to Koshy (2015: 86) qualitative analysis is to analyze the data such as the interaction of the students and the teacher, students response, students activities, and the result of observation.

b. Statistical Technique (Quantitative)

This analysis is calculations of the score from the pre-test and post-test. According to Koshy (2015: 86) quantitative data can be measured and represented by numbers. This technique is used to know and calculate the result of the test to the improvement of students’ reading comprehension from the score of the test before the cycle, cycle I and cycle II with the formula. This research is calculated by t-test analysis:

1) Mean

According to Sudijono (2008: 76) mean is one score that can represent group score in the general. Mean is the technique to calculate the average of the students score. The mean value can be determined by dividing the amount of data with the number of data. The formula is:

\[ M = \frac{\sum Fx}{N} \]
Explanation:

M : Mean of the student’s score.

ΣFx : The sum of student’s score.

N : The total number of student.

2) SD (Standart Deviation)

According to Sudijono (2008: 62) the formula of standard deviation as follow:

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

Explanation:

SD : Deviasion Standart for one sample t-test.

D : Different between pre-test post-test.

N : Number of observation in sample.

3) T-test

After calculating the SD, the researcher calculate t-test to know is there any significant differences or not between pre-test and post-test. The Formula is:
$$t_0 = \frac{\frac{\sum D}{N}}{\sqrt{\frac{SD_D}{N-1}}}$$

Explanation:

$t_0$ : T-test for the differences of pre-test and post-test.

SD : Deviation Standart for one sample t-test.

D : Different between pre-test and post-test.

N : Number of observation in sample.

G. Graduating Paper Outline

This final project includes five chapters. With the purpose to facilitate the research, this writing is organized as follows:

Chapter I presents the Introduction, the researcher explains about the background of the study, problems of the study, objectives of the study, the benefits of the study, hypothesis and success indicator, research method and graduating paper outline.

Chapter II describes about Theoretical Framework and Previous Research. The researcher explains more about the theory of Preview, Question, Read State and Test (PQRST) strategy and reading comprehension.

After that, in Chapter III is the Implementation of Research. It consists of procedures of research and minimal standard of successful.
Chapter IV describes Research Finding and Discussion. It consists of the research finding and discussions. It consists of description about the data each of cycle and analysis of the research data.

Chapter V is a closure that consists of a Conclusion and Suggestion. This chapter presents all the conclusion of the study and also provides for implications and suggestions for further researchers and related institutions. The last part is References, Curriculum Vitae and Appendixes.
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical foundations which consist of supporting theories and the review of the previous study. Related with reading comprehension and theory of Preview, Question, Read, State and Test (PQRST) strategy.

A. Theoretical Framework

1. Reading

   a. Definition of Reading

   There are many definitions of reading. These can be studied from a list of different definitions of reading it is defined from a different point of view. Based on Pang (2003: 6) reading is about understanding written texts. It is a complex activity that involves that perception and though. Reading consists of two related processes: word recognition and comprehension.

   According to Brown (1994) definition of reading in a foreign language probably depends on your own previous language learning experience. Brown (2004: 185) states that foreign language learning reading is likewise a skill that teachers simply expect the learner to acquire. He also states that reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create an assessment of general language ability. It
can be concluded that reading in a foreign language is learning because is a process to acquire for the student. As a result, reading is the most important skill for success in the educational context.

Based on the explanation above, it concluded that reading is a thoughtful process because of not only the interpretation of the written text but also how to understand the meaning of the written text. It can say that reading comprehension involves component skill.

b. Purposes of Reading

According to Grabe & Stoller (2011: 6-7) there are some purposes for reading, they are:

1) Reading to search for simple information is a common ability which is used to look for a specific word or specific piece of information or a few representative phrases by scanning the text.

2) Reading to skim quickly is a combination of strategy for guessing where important information might be located in the text by using basic reading comprehension until a general idea is formed.

3) Reading to learn from texts is usually occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text.

4) Reading to integrate information requires critical evaluation of the information to integrate and how to integrate it for readers goal.
5) Reading to write (or search for information needed for writing) and reading to critique texts require abilities to select, critique and compose information from the text to represent common academic tasks that call upon the reading abilities needed to integrated information.

6) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that form a coherent thought.

c. Techniques of Reading

According to Wright (1999: 159), there are some techniques of reading, such as:

1) Skimming

   Skimming is building a simple quick understanding of the text allows a reader to search for information.

2) Scanning

   Scanning is a technique of reading to get the information without reading others so directly to problems are looking, namely the specific facts and specific information.
3) Extensive Reading

Extensive reading is a process that was widely read, that reading various and time used quickly. The extensive reading goal is to understand the essential content of the reading material at a time of rapid and brief. For example, reading a novel, newspaper, and a short story.

4) Intensive Reading

Intensive reading is to read with comprehension to find the main ideas in each paragraph, understanding the ideas manuscript of the main ideas to the ideas of descriptors. The benefits of intensive reading, that are readers master the content of the text, written for readers to know the background of the text, and the reader can have a longer memory related to the content of the text.

d. Types of Reading

There are several types of reading according to Brown (2004: 189) classified types of reading performance. They are presented in the following:

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 largely an artifact of assessment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features of the 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 the language of several paragraphs to one page or more in which the reader must, in psycholinguistics sense interact with the text.

4) Extensive

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

e. **Principles of Reading**

According to Harmer (2007: 201-202) the principle of reading:

1) Teachers encourage students to read as often and as much as possible.

2) Students need to be engaged with what they are reading.

3) Teacher encourages students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction.

4) Prediction is a major factor in reading.
5) Teachers have to much the task to the topic when using intensive reading texts.

6) Good teacher exploits reading texts to the full.

2. Reading Comprehension

The writer has written the definition of reading above. To completed the theories the writer adds the definition of comprehension and reading comprehension, levels of reading comprehension, types of reading comprehension and process of comprehension.

a. Definition of Comprehension

According to Dechant (1982: 311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.

b. Definition of Reading Comprehension

There are many definitions of reading comprehension accepted by some writers. According to Klingner (2007: 2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word, and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between
ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher, mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

According to Wolley (2011: 15) stated that reading comprehension is the process of making meaning from text. Therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer’s idea in the text. The essence of reading comprehension understands all the information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. Levels of Reading Comprehension

According to Baqi (2014) the proposed four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading, and creative reading.
1) Literal Comprehension

The basis of literal comprehension is recognizing main ideas, details, causes and effect, and sequences. It is important since it is as a prerequisite for higher-level understanding. It means that the literal comprehension question tests the readers’ ability to think within the text and consider what has been literally and explicitly stated.

2) Interpretive Comprehension

Interpretive comprehension consist of (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they do not directly state; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion. It means that interpretive meaning often is hidden throughout the text and requires the use of inference and understanding the relationship between events and characters causes.

3) Critical Reading

Critical reading is an activity in which the students are able to provide evaluation or take a conclusion from a text accurately and compare the ideas in writing. A critical reader must be an active reader, who always asks, looks at the fact contained in the text to understand the meaning of the text.
4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read. It can also help students creatively explore their reading skill in which teacher is able to be a model in the teaching-learning process.

d. Types of Reading Comprehension

There are four types of reading comprehension:

1) Intensive Reading

According to Risdianto (2012: 22) intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text. Besides, Palmer (1968) in Risdianto (2012) notes that intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

2) Extensive Reading

According to Palmer (1968) in (Risdianto, 2012) stated that extensive reading is considered as being reading rapidly. The readers read the book after books. Its attention is paid to the meaning of the text itself, not the language. The purpose of extensive reading is for pleasure and information.
3) Aloud Reading

Aloud reading is a basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven’t spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

4) Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on students selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease, and fluency. It aids comprehension and expands the students vocabulary.

e. Process of Comprehension

According to Allan (1980: 5), said that there are two aspects of comprehension processes that we think are important to teach, they are:
1) Comprehension Monitoring

Comprehension monitoring skills range from handling local word-level failures to global text-level failures. There are four basic types:

a) Failure to understand a word

The simplest kind of problem occurs when the reader does not understand a word, either because it is novel, or because it is known meaning does not make sense in the current context.

b) Failure to understand a sentence

There are several different ways a reader can fail to understand a sentence. One possibility is that he or she fails to find any interpretation at all. Another is that the only interpretation found is so abstract as to seem hopelessly vague. Alternatively, the reader may find several interpretations, because of some semantic or syntactic ambiguity. A fourth the problem occurs if the reader's interpretation conflicts with his or her prior knowledge.

c) Failure to understand how one sentence relates to another.

There are two other kinds of failures that can occur at the inter-sentence level: the reader can find no connection between two sentences that by juxtaposition should be related, and the reader can find several possible connections between two sentences.
d) Failure to understand how the entire text fits together.

There are a number of failures that can occur at more global levels. These include failures to understand the point of the text or some part of it, failure to understand why certain episodes or sections were included, and failure to understand the motivations of one or more characters in the text.

2) Hypothesis Generation, Evaluation, and Revision

Hypotheses are distinguished between two basic kinds, they are: predictions and interpretations. Predictions are hypotheses about what will happen, and interpretations are hypotheses about what is happening.

f. Rubric for Reading Comprehension

According to Castanon, M (2013), there is some assessed targets in reading comprehension rubric, such as comprehension, analyzes, and thinks critically.

Table 2.1 Reading Comprehension Evaluation Rubric

(By Castanon in Bourne High School: 2013)

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies theme or message and supporting details</td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence.</td>
<td>Restates understanding of theme or message and identifies supporting details.</td>
<td>Identifies theme or message inconsistently.</td>
<td>Identifies theme or message with guidance.</td>
</tr>
</tbody>
</table>
### Summarizes with evidence

<table>
<thead>
<tr>
<th>Summarizes with evidence</th>
<th>Summarizes in own words by identifying three main points and elaborating with evidence using correct form.</th>
<th>Summarizes in own words by identifying three or more main points from text.</th>
<th>Attempts to summarize in own words, but lack one or more main points or includes unnecessary details.</th>
<th>Recognizes a summary statement, but lacks ability to write a summary independently/Retells selection randomly.</th>
</tr>
</thead>
</table>

### Makes inference

<table>
<thead>
<tr>
<th>Makes inference</th>
<th>Recognizes subtle clues in selection and consistently makes valid inferences.</th>
<th>Makes independent inferences based on numerous ideas in the selection.</th>
<th>Makes inferences when coached or given obvious clues from selection.</th>
<th>Works with others to understand inferences when explained.</th>
</tr>
</thead>
</table>

### Interprets vocabulary

<table>
<thead>
<tr>
<th>Interprets vocabulary</th>
<th>Applies word structure, origin, and context clues to interpret meanings of unfamiliar words.</th>
<th>Interprets meanings of unfamiliar words.</th>
<th>Decodes unfamiliar words but is not always able to interpret meaning from context.</th>
<th>Attempts to decode unfamiliar words in text, but does not independently interpret meaning.</th>
</tr>
</thead>
</table>

3. **Teaching Reading Comprehension**

a. **Strategies of Reading Comprehension**

There are principal strategies for reading comprehension according to Brown (2004: 188):

1) Identify your purpose in reading a text.

2) Applying spelling rules and convention for bottom-up decoding.

3) Use lexical analysis (prefix, roots, suffixes, etc.) to determine to mean.

4) Guess at meaning (of words, idiom, etc.) when you are not certain.
5) Skim the text for gist and for the main ideas.

6) Scan the text for specific information (names, date, and words).

7) Use silent reading techniques 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 to process.

b. Purposes of Teaching Reading Comprehension

There are many reasons why getting students to read English text are an important part of the teacher job according to Harmer (2001: 71):

1) Many of them want to be able to read the text in English either for their careers, for study purposes or simply for pleasure.

2) Reading is useful for other purposes too: any exposure to English (provided student understands it more or less) is a good thing for language students. At the very least, some of the languages stick their minds as part of the process of language acquisition and, if the reading text is especially interesting and engaging, the acquisition is likely to be even more successful.

3) Reading text also provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.
4) Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs, and texts.

5) Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses, and be the springboard for the well-rounded, fascinating lesson.

c. Principles of Teaching Reading Comprehension

There are several principles of teaching reading according to Harmer (2001: 70):

1) Reading is not a passive skill but reading is an active occupation. Reading is one of skill which must be applied, the practice continues to students.

2) Students need to be engaged with what they are reading. Students continue or practice their reading they must understand what the contents what they read. The teacher must be known of the manner or steps so, students understand what they read.

3) Students should be encouraged to respond to the content of a reading text, not just to the language. After the students know what they have read, encourage students to know the content of their reading.
4) Prediction is a major factor in reading. Teacher making prediction about the content of the material. Then the teacher makes the next steps.

5) Match the task to the topic. The teacher gives exercise to know the students' ability.

6) Good teachers exploit reading texts to the full. After the students doing practice and know the result from the students, the teacher must be given a full explanation about the text to the full with clearly.

There are of some principles of teaching reading that must be understood for the teacher to get successful when teaching reading in class. The teacher has to understand that reading is not only passive skill but also is an active occupation. In addition the last, how is teacher, explain reading texts to full.

4. Preview, Question, Read, State and Test (PQRST) Strategy

a. Definition of Preview, Question, Read, State/Summarize and Test (PQRST) Strategy

Thomas & Robinson (1982) in Malia (2015: 3) stated that PQRST is one of the strategies that can lead the students reading comprehension. This method is used to improve reading competency. PQRST method is one method of reading which is similar or even the same as the SQ3R method. PQRST stands for the core activities of the
Preview, Question, Read, State/Summarize and Test. PQRST actually is a method or strategy of reading a book which is especially intended for the benefit of the study, but researchers can borrow concepts and measures for the benefits of this method of teaching read in school, especially for students who are already classified as the reader.

According to Sulistyo (2011: 94) PQRST strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the step involved. This strategy helps the students focus on studying and prioritizing the information in a way that related directly to use the information in an exam.

Susanti (2013) stated that the PQRST technique as one of the reading strategy can help the students to improve their reading comprehension. PQRST strategy is a powerful reading strategy which provides a strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQRST strategy stands for Preview, Question, Read, State, and Test.

In reference to this research, the writer implemented the PQRST strategy. The PQRST strategy is a simple, step by step plan of action any child might adopt when faced with the reading assignment (Westwood: 2001).
b. Steps of Preview, Question, Read, State and Test (PQRST) Strategy

The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:

1) Preview

In the first step, the students preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline and then skimming the text, paying special attention to headings of main sections and sub-sections and glancing at pictures and illustrations. The preview stage gives the students an overview of the topics covered.

2) Question

In this step, the students try to ask specific questions in their mind about a reading assignment. The students can start this stage by turning the chapter headings and subheadings into questions.

3) Read

Next, the students read the material in detail. As the students read, they try to answer the question which asked in the step question. Besides, they can give underline the difficult word and pay attention to the main idea.
4) State/ Summarize

After the students have finished reading the section, the students try to recall the main ideas and recite the information. The students made notes. Think about the relevance of what the students learn and read all chapter summaries. In this step, is a powerful means of fixing the material on the students’ memory. The students try to recite the information loudly.

5) Test

In this final step of PQRST strategy, to know and remember what the students have read. The students try to test themselves and review all the materials.

c. Procedure of Teaching Reading Comprehension through PQRST Strategy

There are some processes in teaching reading through PQRST strategy that consist of six stages Westwood (2001). It could be done well if the teacher gave the appropriate ways in the teaching process as follows:

➢ Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in the learning process. The teacher could also tell them the main purpose of using this strategy. So, the students had the motivation to use this strategy.
Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy: previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text.

Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading the assignment. The students could start this stage by turning the chapter headings and subheadings into questions. The teacher guided the students to generate questions to help focus the reader’s reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how (5W+1H). The questions can lead them to find further information on the text.
Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step question. Besides, they could give underline the difficult word and pay attention to the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students’ memory. Summarizing will reveal blanks in the students’ knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

Step 6

In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read.
d. Teaching Reading Comprehension Through PQRST Strategy

Teaching must be based on an understanding of children as learners, and learning to read must be viewed as a long-term developmental process. It is a challenge for the English teachers to teach reading comprehensively. It is not an easy job. The teacher should consider an appropriate strategy to be applied to support their students in learning reading comprehension. There are so many strategies which can be used to teach reading. One of them is the PQRST strategy.

The PQRST strategy helps to enhance students' comprehension of a text. In teaching reading comprehension using the PQRST strategy, there are some steps which have to be noticed. First, the teacher introduces the strategies to the students. It can be done by presenting the step in applying the PQRST technique in the reading process. Then, the teacher provides the text which is comprehended. Then, the students follow the PQRST strategy steps (*Preview, Question, Read, State, and Test*). The last is evaluating the learning process by asking the students whether they comprehend the text.
e. Advantages and Disadvantages of PQRST Strategy

There some advantages and disadvantages of using PQRST strategy in teaching reading comprehension:

1) Advantages of PQRST Strategy

a) The PQRST strategy helps to enhance students’ comprehension of a text (Susanti: 2013). It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text.

b) The benefits of Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create curiosity toward the text. This motivates the students to read (Malia: 2015). It made the students found the information details easily. It also made them focus on the aspects that they should find in the text.

c) It helped engage students actively and meaningfully in their reading Simatupang & Sihombing (2012). The students actively involved in comprehending the text.

d) This strategy made the students well-planed in reading the text. It made the reading process more effective to reach their goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for
details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).

2) Disadvantages of PQRST Strategy

a) This strategy was time-consuming because it had several stages that should be done by the students in reading. So, it would rather difficult for students who have difficulties in reading. To solve the problem, the teacher used simple or short text in order to make an effective time. The students also did the group work to discuss the text in some part of the learning process.

b) In some stages, the students may get difficulties in doing the step of PQRST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher divided the class between some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.
B. Review of Previous Study

Many of previous research found that PQRST strategy could improve students’ reading comprehension ability and the results are various. The researcher is interested in discussing previous research that investigated the PQRST strategy.

The first research was conducted by Miqawati & Sulistyo (2014). The study aimed at investigating the effectiveness of the PQRST strategy in students’ reading comprehension, the effectiveness of the PQRST strategy in reading comprehension of students with different learning styles, and the interaction between the PQRST strategy and the students’ learning styles. The subjects were the second-semester students of Public Administration Department, Faculty of Political and Social Science, University of Bondowoso. Two classes were randomly selected as the samples of this study. The experimental class was taught by using the PQRST strategy and the non-experimental class by translation and reading aloud. The findings showed that the PQRST strategy statistically impacted students’ reading comprehension compared to the one taught using translation and reading aloud.

The second previous research was conducted by Malia (2015). The purpose of the research was to find out whether the PQRST strategy could improve students’ reading comprehension in hortatory text. The research was a classroom action research. She found a problem on the students that
most of the students have difficulty in constructing meaning as they read from the hortatory exposition. The students’ fail to know the component of hortatory exposition text. After conducting the research, she found that the use of PQRST strategy improves the teaching and learning process which then increases the students’ reading comprehension of hortatory exposition.

The next research was conducted by Susanti (2013). The objective of the research was to improve students’ reading comprehension in the teaching and learning process at the second-grade students of SMA PIRI 1 Yogyakarta through PQRST strategy. This study was action research. The data were qualitative and quantitative in nature. The results of the research show the use of the PQRST strategy with its accompanying actions to improve the teaching and learning process of reading comprehension.

The other research was done by Septiari (2013). The main aim of the presented study was triggered by the fact that the subjects under study still faced problem in reading comprehension, especially in finding the main idea, specific information, textual reference, and word meaning of the text. The present classroom action study made use of pre-test, post-test, and questionnaire. The grand mean figures for the cycle I and cycle II showed the figures of 62.54 and 82.58. There was a different mean figure of 20.04 between the two cycles. The significant different further suggested that cycle II was more effective than cycle I. This could plausibly be understood since cycle II started with revised planning. It means the students in learning reading comprehension changed positively. These findings clearly showed
that PQRST could improve the reading comprehension of the eighth-grade students of SMP N 2 Banjarangkan in improving their reading comprehension.

The last research was conducted by Puspitasari (2014). The study was conducted to find out whether there is an improvement of students reading comprehension in the descriptive text through PQRST technique of the tenth-grade students of SMK N 5 Madiun. The design of the research was Classroom Action Research (CAR). The researcher designed planning, actuating, observing, and reflecting. The result of the treatment during two cycles showed that the implementing of PQRST technique could improve the students reading comprehension in descriptive text and it also had improved the students’ participation.

Based on some research explained above, it has been found that there are differences among PQRST strategy applied for reading comprehension. In the first research, it is found that PQRST strategy was effective in students’ reading comprehension with different learning styles, and the interaction between the PQRST strategy and the students’ learning styles on the second-semester students of Public Administration Department, University of Bondowoso. The second research showed that the use of the PQRST strategy improves students’ reading comprehension of hortatory exposition text for the second grade senior high school. The third research was classroom action research. The fourth research, the object of the research was junior high school on narrative and recount text. The last
previous research was class action research. The object was senior high school on descriptive text. Moreover, the result of those all previous research was the same, PQRST strategy can improve students’ reading comprehension.

In short, compared to the previous studies above, this research has some differences from the previous ones such as the subject of the research in which researcher examines Preview, Question, Read, State and Test (PQRST) strategy for SMA Muhammadiyah (Plus) Salatiga of the second grade students. By considering the five previous pieces of research, the writer would like to conduct research entitled “Improving Students’ Reading Comprehension through Preview, Question, Read, State and Test (PQRST) Strategy of the Second Grade of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2019/2020”.
CHAPTER III

IMPLEMENTATION OF THE RESEARCH

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

A. Procedures of Research

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

1. Cycle I

a. Planning

In this step, the researcher explained what, why, when, where, who and how the research be going. In this case, the researcher made a schedule. The researcher should observe the school condition, the class and students’ condition, the school facilities, and the learning method that the teacher used in the class. The researcher also made the lesson plan to be applied in the next step.
The activity in the planning as follows:

1) Preparing the materials based on the syllabus.
2) Preparing material, making the lesson plan and designing the steps in doing the action.
3) Preparing teaching aids (e.g. blank paper, camera, and pen).
4) Preparing sheet for classroom observation, to know the situation of the teaching-learning process when the technique is applied.
5) Preparing the test instrument (pre-test and post-test).
6) Preparing the list of students’ name and scoring.

b. Action

The second step of classroom action research is acting. In this step the researcher implementing the planning that has been compiled and used classroom action. The researcher should do the action the same with the content that has been plan before.

The researcher implemented the Classroom Action Research with the activities below:

1) Giving pre-test.
2) Explain the material.
3) Explain the material using the PQRST Strategy.
4) Giving the opportunity for students to ask the question.
5) Giving post-test 1.
c. Observing

The observation was done by the observer, this observation should be done while the action is going. While doing observation, the researcher takes note and record what happened to get accurate information from the observation.

Activities of teacher and students, it was written in the observation sheet that explains about steps of teaching-learning activity which suitable of the lesson plan, it also explains the students’ responses to the teacher or the opposite. The lists of observation sheet are:

1) Greeting students before starting the lesson.
2) Praying together before starting the lesson.
3) Checking the students’ attendance.
4) Apperception.
5) Inform the learning objectives.
6) Giving reinforcement for students.
7) Make a conclusion together.

d. Reflection

Reflecting is an activity in expressing of experience that has by the teacher as a self-evaluation. After the researcher has accomplished analyzing the observation, the researcher plan the next cycle. If the researcher finds problems in teaching in the first cycle, she tries to solve the problem in the next cycle.
2. Cycle II

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

a. Planning

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

1) Identifying the problem and make the solution to the problems.
2) Preparing material, making the lesson plan and designing the steps in doing the action of cycle II.
3) Preparing teaching aids (e.g. blank paper, camera, and pen).
4) Preparing sheet for classroom observation sheet of cycle II.
5) Preparing the test instrument (pre-test and post-test of cycle II).
6) Preparing the list of students’ name and scoring.

b. Action

The action of cycle II is almost similar to cycle I, the activities are:

1) Giving pre-test 2.
2) Teacher divides students into four groups.
3) Teaching reading by PQRST strategy.
4) The teacher gives explanations and assignments to students then reflect on the activities that have been done.
5) Giving the group assignment for students.

6) Students present their result in front of the class.

7) Giving the opportunity for students to present their assignment.

8) Giving post-test.

c. Observation

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

d. Reflection

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

B. Passing Grade of Successful

The students’ success and failure indicator of this research is refers to the criteria of passing grade (KKM). The passing grade of English lesson in SMA Muhammadiyah (Plus) Salatiga is 68. The teacher and the researcher expect that there are at least 80% of students who pass the passing grade. If the students pass the target, it can be conclude that the aimed is successfully to improve the students reading comprehension.
Table 3.1 Passing Grade of Students’ Reading Comprehension

By Muntafi’ah (2017:42)

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
<th>Level Descriptor</th>
</tr>
</thead>
</table>
| 1. | A     | Excellent     | 85-100      | The students:  
1) Construct meaning by identifying stated and implied information, main ideas, and supporting details, and drawing conclusion in texts with familiar and unfamiliar language.  
2) Interprets aspects of format and style and author purpose for writing.  
3) Engages with the text by identifying ideas, opinions, and attitudes in the text and making substantial connections with own experiences, and point of view.  
4) Show through understanding of the content in text as a whole. |
| 2. | B     | Good          | 70-84       | The students:  
1) Constructs meaning by identifying most stated and implied information, main ideas, supporting ideas, supporting details, and drawing conclusion in texts with familiar and unfamiliar language.  
2) Interprets most aspects of format and style and author purposes for writing.  
3) Usually engages with the text by identifying ideas, opinions, attitudes in the text and making substantial connections with own experiences, and point of view. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3. C  | Average | 55-69       | The students:  
1) Constructs meaning by identifying some stated and implied information, main ideas and some supporting details in the text with familiar and unfamiliar language.  
2) Interprets some aspects of format and style and author purposes for writing.  
3) Occasionally engages with the text by identifying ideas, opinions, and attitudes in the text and making some connections with one's own experiences, attitudes and point of view.  
4) Show some understanding of the content in the text as a whole. |
| 4. D  | Poor    | 50-54       | The students:  
1) Had difficulty constructing meaning from stated and implied information, main ideas, or supporting detail in the text with familiar and unfamiliar language.  
2) Had difficulty interpreting Aspects of format and style author purposes for writing.  
3) Make a limited attempt to engage with the text by identifying ideas, opinion and attitudes in the text, |
|   |   |   | make minimal connection with own experience, attitudes and points of view.  
4) Show limited understanding of the content of the text as a whole. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter focused on analyzed the collected data. The researcher collected the data from the XI MIPA students of SMA Muhammadiyah (Plus) Salatiga. This chapter is the main discussion of the research conducted. It displayed the finding of the collected data since in the beginning until the end of the research. The findings consist of the result in cycle I and cycle II. The two cycles are the treatment of the implementation in using Preview, Question, Read, State and Test (PQRST) strategy to improve students reading comprehension.

A. Research Findings

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

1. Cycle I

a. Planning

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

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

2) Observation Checklist

An observation checklist was prepared to know the students and teacher activities during the teaching and learning process.

3) Material

The material of analytical exposition text consists of the definition, social function, generic structure, language feature and examples.

4) Teaching aids

The researcher prepared some instrument. They are board-marker and handout for the students (design of PQRST for group discussion). The researcher also provided the material and tools to succeed in the action.

5) Pre-test and Post-test

The researcher used pre-test and post-test in her action. The pre-test was done before the PQRST strategy is applied to know the students reading comprehension. Then the researcher used post-test. Post-test was done after the PQRST strategy is applied to see the result of the study before and after applied PQRST strategy.
6) Camera

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

b. Action

The action of the cycle I was done on Thursday, July 25th 2019 and Tuesday, July 30th 2019. The teacher is Mrs. Farrah Zakiyah and the researcher role as an observer.

On Thursday, July 25th 2019 before started the lesson, the teacher informed the students that for a few days later the class would be observed by the researcher. The teacher started the lesson by greeted “Good morning, everyone” then the students answer “Good morning Mrs”. The teacher asked about the students condition, “How are you today?” The students answered, “I’m fine to thank you, and you?” the teacher answered “I’m fine to thank you”. The teacher opens the lesson, conveyed the purpose of coming to the class, and checked the students’ attendance list. After checked the attendance list the teacher told the students that they would do a pre-test. The teacher gave the task for the students about analytical exposition. The teacher gave 30 minutes to do a pre-test, which consists of 20 questions of 10 multiple choices, 5 essays, and 5 true false.

After doing pre-test, the teacher explained the analytical exposition text. The teacher explains the definition, generic structure, language features and social function of the text. The teacher made a
good interaction between teacher and students. After explained, the teacher closed the lesson of the day.

On Tuesday, July 30th 2019 the teacher entered the class and greeted as “Good morning everyone” then the students answer “Good morning Mrs”. The teacher asked about the students condition “How are you today?” then the students answer, “I’m fine, thank you. How about you?” the teacher said “I’m fine to thank you”. After that, the teacher reviewed the material last week.

After that, the teacher asked the students to count 1 until 4 to make a group. After that, the teacher gave handout about analytical exposition to each group. The teacher asked the students to do the PQRST strategy that wrote on the handout. The students work seriously in a group discussion. The students wrote their answer to a group discussion on a piece of papers. The teacher asked the students to do the PQRST strategy.

The teacher monitored the students activities and guided step by step of PQRST strategy. First, the students have marked the difficult word of the text that given, by underlining it. After that, the students made a question about the text, they made the question to know the information of the text. After the made question, the students read the text and find the answer to the question that they have been made. After that, the next step of PQRST strategy is the students made a summary of the text using their word. After that, the last step students
doing a test, the one of the group members came to the front of the class and presented their group discussion result. Then the teacher collected the students worksheet.

After done the group work, the teacher explained about PQRST strategy that the students have done. Before the teacher closed the meeting, the teacher gave the students post-test to the students using the PQRST strategy. After 30 minutes, the students finished their test and the teacher asked the students to collect the test.

The teacher concludes the material of that day, and the teacher said, “Okay the time is up. We will continue to the next meeting. See you next week”. The students answer, “see you next week, Mrs.” The lesson closed at 11.45 A.M.

c. Observing

The researcher observed the students and teacher activity by using the observation checklist in the learning process. This observation checklist was the purpose to know how far the condition and situation, and also students and teacher enthusiasm during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.
### Table 4.1 Students’ Observation Sheet of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students Name</th>
<th>Students Enthusiastic in PQRST strategy</th>
<th>Students Attention to teacher explanation</th>
<th>Students Activeness during learning process</th>
<th>Students Response during learning process</th>
<th>Students Understand the teacher explanation</th>
<th>Students do the Evaluation well</th>
</tr>
</thead>
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<td>-</td>
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<tr>
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<td>-</td>
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<td>-</td>
</tr>
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<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Based on the students’ observational checklist above, the researcher observing and monitoring all the students on the learning activity. In the class, the students understood the material even though the teacher explained until 3-4 time. Some of the students active and responsive during the learning process. The students who did not active and responsive was Bejo Sulistiyo.

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

**Table 4.2 Teacher Observation Checklist of Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teacher Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td>✓</td>
<td></td>
<td>Teacher prepared the lesson plan and the material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting and praying before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greets the students and prays in the class</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students attendant</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one.</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher always giving motivation to the students.</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td>The teacher reviewed the last material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Giving explanation of the material</td>
<td>√</td>
<td>-</td>
<td>The teacher interactively explains the material to the students.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Using Preview, Question, Read, State and Test (PQRST) strategy to teach reading</td>
<td>√</td>
<td>-</td>
<td>The teacher used PQRST strategy to teach reading to the students and accordance with the material which showed to the students.</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Giving opportunity to asking the question</td>
<td>√</td>
<td>-</td>
<td>The teacher gave time to the students to ask anything question about the lesson.</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Guide the students to identify the definition, social function, generic structure and language features text</td>
<td>√</td>
<td>-</td>
<td>The teacher guides the students to analyze the text ad guide them interactively.</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Guide and divide the students to some group</td>
<td>√</td>
<td>-</td>
<td>The teacher divides the students to group randomly.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Asked the students doing the worksheet</td>
<td>√</td>
<td>-</td>
<td>The teacher asks the students to present their worksheet in front of class.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td>-</td>
<td>The teacher gave feedback to the result of the learning.</td>
</tr>
</tbody>
</table>

67
The teacher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric reading in a lesson plan. When the students can reach the standard competence it means that the students succeed.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) Pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>Sex</th>
<th>PRE-TEST (X1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>Male</td>
<td>57</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>Female</td>
<td>71</td>
</tr>
<tr>
<td>10.</td>
<td>EJ</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>11.</td>
<td>FI</td>
<td>Female</td>
<td>71</td>
</tr>
<tr>
<td>12.</td>
<td>RF</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>13.</td>
<td>SAP</td>
<td>Female</td>
<td>71</td>
</tr>
<tr>
<td>14.</td>
<td>SNAA</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>15.</td>
<td>SS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>16.</td>
<td>VRH</td>
<td>Male</td>
<td>45</td>
</tr>
<tr>
<td>17.</td>
<td>WFA</td>
<td>Male</td>
<td>62</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle I above, the researcher calculated the number of students who pass the passing grade was:

**Table 4.4 Calculation 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>&gt; 68</td>
<td>8</td>
<td>42.11 %</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>15.78 %</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>8</td>
<td>42.11 %</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100 %</td>
</tr>
</tbody>
</table>

2) Post-test

**Table 4.5 The Result of Post-test Cycle 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>Sex</th>
<th>POST-TEST (Y1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>Male</td>
<td>82</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>Male</td>
<td>65</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>6.</td>
<td>ARP</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>Male</td>
<td>57</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>Female</td>
<td>65</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of the cycle I above, the researcher calculated the number of students who pass the passing grade was:

**Table 4.6 Calculation of Passing Grade of The Post-Test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 68</td>
<td>9</td>
<td>47.37 %</td>
</tr>
<tr>
<td>68</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>10</td>
<td>52.63 %</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100 %</td>
</tr>
</tbody>
</table>
From the data above, it could be concluded they had been any improvement from cycle I. The students who pass the passing grade in the pre-test of the cycle I was 42.11%. In the post-test, 47.37% of the students passed the passing grade. The improvement of the cycle I was 5.26%. However, the researcher expected that they were at least 80% of the students’ passed the passing grade.

3) Calculating of Mean

Table 4.7 Difference Score of Pre-test and Post-test in the Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>PRE-TEST (X1)</th>
<th>POST-TEST (Y1)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>57</td>
<td>60</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>68</td>
<td>82</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>68</td>
<td>85</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>68</td>
<td>65</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>62</td>
<td>82</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>77</td>
<td>88</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>60</td>
<td>57</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>62</td>
<td>65</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>71</td>
<td>62</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>10.</td>
<td>EJ</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>FI</td>
<td>71</td>
<td>88</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>12.</td>
<td>RF</td>
<td>62</td>
<td>65</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>13.</td>
<td>SAP</td>
<td>71</td>
<td>85</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>14.</td>
<td>SNAA</td>
<td>74</td>
<td>65</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>SS</td>
<td>74</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>16.</td>
<td>VRH</td>
<td>45</td>
<td>62</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>17.</td>
<td>WFA</td>
<td>62</td>
<td>65</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>18.</td>
<td>WA</td>
<td>71</td>
<td>71</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>YCD</td>
<td>74</td>
<td>71</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.257</td>
<td>1.363</td>
<td>106</td>
<td>2066</td>
<td></td>
</tr>
<tr>
<td>AVERAGE</td>
<td>66.15</td>
<td>71.73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Minimum Passing Grade</td>
<td>42.11%</td>
<td>47.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) Mean of Pre-test

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

\[ = \frac{1257}{19} \]

\[ = 66.15 \]

5) Mean of Post-test

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

\[ = \frac{1363}{19} \]

\[ = 71.73 \]
The mean of pre-test cycle I was 66.15 and then the mean of post-test was 71.73. It means of post-test higher than of pre-test. It could be concluded that this cycle I has any significant improvement of the students’ reading comprehension after using PQRST Strategy.

6) Calculation of Mean Difference

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

\[ = \frac{106}{19} \]

\[ = 5.57 \]

7) Calculation of the Students Deviation

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

\[ = \sqrt{\frac{2066}{19} - \left(\frac{106}{19}\right)^2} \]

\[ = \sqrt{108.73 - (5.57)^2} \]

\[ = \sqrt{108.73 - 31.02} \]

\[ = \sqrt{77.71} \]

\[ = 8.81 \]
8) Calculation of T-test

\[ t_0 = \frac{\left( \frac{\Sigma D}{N} \right)}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ = \frac{\left( \frac{106}{19} \right)}{\frac{8.81}{\sqrt{19 - 1}}} \]

\[ = \frac{5.57}{\frac{8.81}{\sqrt{18}}} \]

\[ = \frac{5.57}{\frac{8.81}{4.24}} \]

\[ = \frac{5.57}{2.07} \]

\[ = 2.70 \]

From the calculation above, the researcher got the data. The t-test was 2.70, and t-table with \((N-1)=18\) was 2.101. From the data, the researcher concluded that the score of t-test was higher than t-table. It means that there was a significant improvement in the research.
d. Reflecting

Based on the result of the cycle I, there was some reflecting that should be given attention to maximizing the students' reading comprehension.

The researcher found some weakness that happened during the teaching and learning process. The weakness is less of a half of the second-grade students did not have much of vocabulary. The students still have a lack of vocabulary, the students also have difficulties in translating the words that they have been read. In cycle I just 47.37% of students pass the passing grade, so it does not reach the target (80%). Then the researcher decided to do cycle II.

2. Cycle II

a. Planning

The researcher prepares several instruments, they are as follows:

1) Lesson plan

The lesson plan was used to control the teaching and learning activity in this research. The researcher used it as a guide to managing time and activities during the teaching and learning process in the class.

2) Observation Checklist

An observation checklist was prepared to know the students' and teacher activities during the teaching and learning process.
3) Material

The material of analytical exposition text consists of the definition, social function, generic structure, language feature and examples.

4) Teaching aids

The researcher prepared some instrument. They are board-marker and handout for the students (design of PQRST strategy for group discussion). The researcher also provided the material and tools to succeed in the action.

5) Pre-test and Post-test

The researcher used pre-test and post-test in her action. The pre-test was done before the PQRST strategy is applied to know the students' reading comprehension. Then the researcher used post-test. Post-test was done after the PQRST strategy is applied to see the result of the study before and after applied PQRST strategy.

6) Camera

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

b. Action

The action of the cycle II was done on Wednesday, July 31st 2019 and Thursday, August 1st 2019. The teacher and the researcher entered the class at 12.15 P.M.
On Wednesday, July 31st 2019 before starting the lesson, the teacher started the lesson by greeted “Good afternoon, everyone” then the students answer “Good afternoon Mrs.” and asking about the students’ condition by “How are you today?” the students answered, “I’m fine to thank you, and you?” the teacher answered “I'm fine to thank you”. The teacher opens the lesson, conveyed the purpose of coming to the class, and checked the students’ attendance list. After checked the attendance list, the teacher reviews the material of the last meeting. Then the teacher asked the students “What is analytical exposition text is?” the students answer that the analytical exposition text is the text that the content is about the water argument of some phenomena that happen, and the purpose of the text is to persuade the reader about the issues that the writer state.

After reviewing the material, the teacher gave post-test to the students. The teacher gave the task for the students about analytical exposition. The teacher gave 30 minutes to do a pre-test. After doing pre-test, the teacher explained the analytical exposition text. The teacher explains the generic structure and social function of the text. The teacher made a good interaction between teacher and students. After explained, the teacher closed the lesson of the day.

On Thursday, August 1st 2019 the teacher entered the class and greeted as “Good morning everyone” then the students answer “Good morning Mrs.” The teacher asked about the students’ condition, “How
are you today?” then the students answer “I’m fine, thank you. How about you?” the teacher said “I’m fine to thank you”. After that the teacher reviewed the material of last week.

After that, the teacher asked the students to count 1 until 4 to make a group. After that, the teacher gave handout about analytical exposition to the each group. The teacher asked the students’ to do the PQRST strategy that wrote on the handout. The students work seriously in a group discussion. The students wrote their answer of group discussion on a piece of papers. The teacher monitored the students’ activities and guided step by step of PQRST strategy.

First, the students have marked the difficult word of the text that given, by underlining it. After that, the students made a question about the text, they made the question to know the information of the text. After the made question, the students read the text and find the answer to the question that they have been made. After that, the next step of PQRST strategy is the students made a summary of the text using their word. After that, the last step students doing a test, the one of the group members came to the front of the class and presented their group discussion result. Then the teacher collected the students’ worksheet.

After done the group work, the teacher explained about PQRST strategy that the students have done. Before the teacher closed the meeting, the teacher gave the students post-test to the students using
the PQRST strategy. After 30 minutes, the students finished their test and the teacher asked the students to collect the test.

The teacher concludes the material of that day, and the teacher said, “Okay the time is up. We will continue to the next meeting. See you next week”. The students answer, “see you next week, Mrs.” The lesson closed at 08.30 A.M.

c. Observing

In cycle II, the researcher also observed the teaching-learning process in the class.

Table 4.8 Students’ Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students Name</th>
<th>Students Enthusiastic in PQRST strategy</th>
<th>Students Attention to teacher explanation</th>
<th>Students Activeness during learning process</th>
<th>Students Response during learning process</th>
<th>Students Understand the teacher explanation</th>
<th>Students do the Evaluation well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>√</td>
</tr>
</tbody>
</table>
From the observation sheet above, the researcher could conclude that the students more enthusiastic and active in learning process.

**Table 4.9 Teacher Observation Checklist of Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teacher Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td>√</td>
<td>-</td>
<td>Teacher prepared the lesson plan and the material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting and praying before the lesson begin</td>
<td>√</td>
<td>-</td>
<td>The teacher greets the students and prays in the class</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students attendant</td>
<td>√</td>
<td>-</td>
<td>The teacher called the students one by one.</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td>-</td>
<td>The teacher always giving motivation to the students.</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous</td>
<td>√</td>
<td>-</td>
<td>The teacher reviewed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving explanation of the material</td>
<td>✓</td>
<td>The teacher interactively explains the material to the students.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Using Preview, Question, Read, State and Test (PQRST) strategy to teach reading</td>
<td>✓</td>
<td>The teacher used PQRST strategy to teach reading to the students and accordance with the material which showed to the students.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity to asking the question</td>
<td>✓</td>
<td>The teacher gave time to the students to ask anything question about the lesson.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Guide the students to identify the definition, social function, generic structure and language features text</td>
<td>✓</td>
<td>The teacher guides the students to analyze the text ad guide them interactively.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guide and divide the students to some group</td>
<td>✓</td>
<td>The teacher divides the students to group randomly.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Asked the students doing the worksheet</td>
<td>✓</td>
<td>The teacher asks the students to present their worksheet in front of class.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Giving 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 teacher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric reading in a lesson plan. When the students can reach the standard competence it means that the students succeed. In this cycle there are 94.73% of students that can pass the passing grade so implemented the PQRST strategy in cycle II was succeed.

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

1) Pre-test

**Table 4.10 The Result of Pre-test Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>Sex</th>
<th>PRE-TEST (X2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>Male</td>
<td>74</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>Male</td>
<td>54</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>10.</td>
<td>EJ</td>
<td>Male</td>
<td>77</td>
</tr>
<tr>
<td>11.</td>
<td>FI</td>
<td>Female</td>
<td>91</td>
</tr>
<tr>
<td>12.</td>
<td>RF</td>
<td>Female</td>
<td>74</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle II above, the researcher calculated the number of students who pass the passing grade was:

**Table 4.11 Calculation of Passing Grade of The Pre-Test in the Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 68</td>
<td>13</td>
<td>68.42 %</td>
</tr>
<tr>
<td>68</td>
<td>2</td>
<td>10.53 %</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>4</td>
<td>21.05 %</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100 %</td>
</tr>
</tbody>
</table>

2) Post-test

**Table 4.12 The Result of Post-test Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>Sex</th>
<th>POST-TEST (Y2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>Male</td>
<td>88</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>Male</td>
<td>80</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of the cycle II above, the researcher calculated the number of students who pass the passing grade was:

**Table 4.13 Calculation of Passing Grade of The Post-Test in the Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 68</td>
<td>18</td>
<td>94.73 %</td>
</tr>
<tr>
<td>68</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>1</td>
<td>5.27 %</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100 %</td>
</tr>
</tbody>
</table>
From the data above, it could be concluded that there was an improvement from the pre-test. The students who passed the passing grade in the pre-test of the cycle II was 68.42%. In the post-test, 94.73% of the students passed the passing grade. There was an improvement as many as 26.31%. It means that the expectation was successfully achieved. Therefore, the researcher did not conduct the next cycle.

3) Calculation of Mean

Table 4.14 Difference Score of Pre-test and Post-test

in the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Name</th>
<th>PRE-TEST (X2)</th>
<th>POST-TEST (Y2)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AFI</td>
<td>74</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>2.</td>
<td>ARH</td>
<td>85</td>
<td>88</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>AS</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>ASH</td>
<td>68</td>
<td>91</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>77</td>
<td>91</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>6.</td>
<td>AY</td>
<td>85</td>
<td>88</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7.</td>
<td>BS</td>
<td>54</td>
<td>57</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>CCA</td>
<td>62</td>
<td>82</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>DKN</td>
<td>77</td>
<td>88</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>10.</td>
<td>EJ</td>
<td>77</td>
<td>85</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>FI</td>
<td>91</td>
<td>94</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>12.</td>
<td>RF</td>
<td>74</td>
<td>88</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>13.</td>
<td>SAP</td>
<td>74</td>
<td>91</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>SNA A</td>
<td>74</td>
<td>85</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>15.</td>
<td>S S</td>
<td>85</td>
<td>88</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>16.</td>
<td>VRH</td>
<td>54</td>
<td>80</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>17.</td>
<td>WFA</td>
<td>68</td>
<td>88</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18.</td>
<td>WA</td>
<td>71</td>
<td>88</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>19.</td>
<td>YCA</td>
<td>82</td>
<td>88</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1.392</td>
<td>1.620</td>
<td>225</td>
<td>3.771</td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td>73.26</td>
<td>85.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of Minimum Passing Grade</td>
<td>21.05%</td>
<td>94.74%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) Mean of Pre-test

\[ M = \frac{\Sigma Fx}{N} \]

\[ = \frac{1392}{19} \]

\[ = 73.26 \]

5) Mean of Post-test

\[ M = \frac{\Sigma Fx}{N} \]

\[ = \frac{1620}{19} \]

\[ = 85.26 \]
The mean of pre-test cycle II was 73.26 and then the mean of post-test cycle II was 85.26. It means of the post-test higher than the pre-test. It could be conclude that there was a significant improvement of students' reading comprehension by using PQRST strategy.

6) Calculation of Mean Difference

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

\[ = \frac{225}{19} \]

\[ = 11.84 \]

7) Calculation of the Students Deviation

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

\[ = \sqrt{\frac{3771}{19} - \left(\frac{225}{19}\right)^2} \]

\[ = \sqrt{198.47 - 11.84^2} \]

\[ = \sqrt{198.47 - 140.18} \]

\[ = \sqrt{58.29} \]

\[ = 7.63 \]
8) Calculation of T-test

\[ t_0 = \frac{\frac{\Sigma D}{N}}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ = \frac{\frac{225}{19}}{\frac{7.63}{\sqrt{19-1}}} \]

\[ = \frac{11.84}{\frac{7.63}{4.24}} \]

\[ = \frac{11.84}{1.79} \]

\[ = 6.61 \]

From the calculation above, the researcher got the data. The t-test was 6.61 and t-table with \( (N-1) = 18 \) was 2.101. From the data, the researcher concluded that the score of t-test was higher than t-table. It means that there was a significant improvement in the research.
B. Discussion

1. The implementation of the PQRST strategy of students’ reading comprehension.

   The implementation of Preview, Question, Read, State and Test (PQRST) strategy to improve the students’ reading comprehension was successful. It can be proved by the result of the students’ observation sheet of cycle I and cycle II. Other than that, it can be proved in some pictures. The documentation is done during the learning process.

2. The improvement of the PQRST strategy of students’ reading comprehension.

   The improvement of Preview, Question, Read, State and Test (PQRST) strategy can improve students’ reading comprehension. It can be seen from the data result that the post-test score are greater than the pre-test score. The improvement can be seen as follow:

   **Table 4.15 The 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>66.15</td>
<td>73.26</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>71.73</td>
<td>85.26</td>
</tr>
<tr>
<td>2.</td>
<td>Total of the students who passed the passing grade (&gt;68)</td>
<td>42.11%</td>
<td>68.42%</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>47.37%</td>
<td>94.73%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>5.26%</td>
<td>26.31%</td>
</tr>
<tr>
<td>3.</td>
<td>T-Table (N = 19)</td>
<td>2.101</td>
<td>2.101</td>
</tr>
<tr>
<td>4.</td>
<td>T-Test</td>
<td>2.70</td>
<td>6.61</td>
</tr>
</tbody>
</table>
From the table above, in the cycle I the mean of post-test was higher than the mean of the pre-test. The mean of post-test was 71.73 and pre-test was 66.15. In cycle II, the mean of post-test was higher than the mean of the pre-test. The mean of post-test was 85.26 and pre-test was 73.26. Besides, the improvement in the cycle I was 5.26% and cycle II was 26.31%. It means that there was an improvement as much as 21.5% from the cycle I up to cycle II.

3. The extent of the students’ improvement reading comprehension after the use of PQRST strategy

The extent of the students’ improvement reading comprehension after the use of Preview, Question, Read, State and Test (PQRST) strategy can be proven by the comprehension among T-test of the cycle I and cycle II, where cycle I (2.70) then cycle II (6.61) were higher than T-table (2.101).

Based on result above, the researcher concluded that using Preview, Question, Read, State and Test (PQRST) strategy can improve the students’ reading comprehension. It was appropriate for the relevant previous studies. In the first research, the researcher took a review related of the study of previous which conducted by Miqawati and Sulistyo (2014) stated that the use of PQRST strategy can make students’ share their idea with their friend in a group. The result was a significant improvement in the students’ reading comprehension after being
Preview, Question, Read, State, and Test (PQRST) strategy is a strategy that help students well-planned in reading the text. It made the reading process more effective to reach their goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982). It means that PQRST strategy can help students to find the keyword of the text that the students read. So, the students can be easier to understand the text that they have been read. Based on the result above, the researcher that used PQRST strategy is successful to improve students’ reading comprehension in the second-grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2019/2020.
CHAPTER V
CLOSURE

This chapter presents the conclusions and suggestions for this research. The conclusions and the suggestions are taken based on the research.

A. Conclusions

After researching the PQRST strategy to improve students’ reading comprehension (A classroom action research of the second grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2019/2020), the researcher concludes that:

1. The implementation of Preview, Question, Read, State and Test (PQRST) strategy to improve the students’ reading comprehension was successful. PQRST strategy assists the students well planned in reading the text. As a result, they were paying attention and being enthusiastic when the teacher uses PQRST as the strategy in class. PQRST strategy can help students can be easier to understand the text that they have been read. PQRST strategy makes students more active and participates in learning reading comprehension. It can be proved by the involvement of the students’ observation sheet of the cycle I and cycle II.

2. The use of Preview, Question, Read, State and Test (PQRST) strategy can improve students' reading comprehension. It can be seen from the data result that the post-test score are greater than the pre-
test score. The cycle I shows that the pre-test score was 66.15 and post-test score was 71.73. Furthermore, cycle II shows that the pre-test score was 73.26 and post-test 85.26. This indicated that *Preview, Question, Read, State and Test (PQRST)* strategy can improve students’ reading comprehension of the second grade of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2019/2020.

3. The extent of the students’ improvement reading comprehension after the use of *Preview, Question, Read, State and Test (PQRST)* strategy can be seen from the number of students who passed the criteria of passing grade (KKM) in the cycle I in the pre-test was 42.11% and post-test was 47.37%. In cycle II, students who passed the criteria of a passing grade in the pre-test was 68.42% and the post-test improved to 94.73%. Besides, the improvement in the cycle I was 5.26% and cycle II was 26.31%. It means that there was an improvement as much as 21.5% from the cycle I up to cycle II. The result of T-test calculation in cycle I was (2.70) and cycle II was (6.61) were higher than T-table (2.101).
B. Suggestion

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

1. For English Teacher

The teacher can use the PQRST strategy to improve the students' reading comprehension. Using the PQRST strategy as a technique in the teaching-learning process is an enjoyable activity for the students. Moreover, using the PQRST strategy in the teaching-learning process is very easy to be applied. It can motivate and make the students easier in the reading activity.

2. For the Students

The result of this research can motivate the students to improve their reading comprehension through PQRST strategy. The students can apply and practice the PQRST strategy by following the steps, students can be active or solid their team, not be shy and afraid to interpret their opinion. They should more confident in reading. It helps the students to solve their problem in reading. They should give more attention to a teacher when the teaching explained the materials in the classroom. The students also have high motivation and desire in improving took important part in written test, when the students have good comprehension they would answer the question easily.
3. For Future Researcher

It has been known from the research finding that using PQRST strategy can improve students’ reading comprehension. So, the result of this research can be a reference for other researchers who want to research reading comprehension.
REFERENCES


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2. 2003-2009 : SD N 1 Bantengan
3. 2009-2012 : SMP N 1 Karanggede
4. 2012-2015 : SMA N 16 Semarang
5. 2015-2019 : IAIN Salatiga
APPENDICES
RESEARCH DOCUMENTATION

The students was doing pre-test and post-test
The students was applying PQRST Strategy
The teacher was giving explanation about PQRST Strategy
The students was doing PQRST Strategy
SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMA/MA/SMK/MAK
Mata Pelajaran : Bahasa Inggris
Kelas : XI

Kompetensi Inti (KI)

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan</td>
<td>• FungsiSosial</td>
<td>- Menyimak, membaca, dan menirukans, guru membaca beberapa teks pendek berisisisan dan tawaran dengan ucapan dan tekanan kata yang benar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Struktur Teks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Memulai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menanggapi (diharapkan/di luar dugaan)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Siswa mampu: | 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)
| 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*) |
| • Fungsi Sosial | Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. |
| • Struktur Teks | - Memulai
| | - Menanggapi (diharapkan/di luar dugaan)
| • Unsur Kebahasaan | - Ungkapan menyatakan pendapat *I think, I suppose, in my opinion*
| | - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
| | - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan |
| • Topik | Situasi yang memungkinkan munculnya
| 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
| • Unsur Kebahasaan | - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
| | - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
| | - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan |
| • Topik | Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang
- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas
- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya
- Melakukan refleksi tentang proses dan hasil belajarnya
<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>Pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</th>
<th>Daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar</th>
</tr>
</thead>
</table>
| 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya | **Fungsi Sosial**
Menjaga hubungan interpersonal dalam konteks resmi
**Struktur Teks**
Dapat mencakup:
- Sapaan
- Isi
- Penutup
**Unsur Kebahasaan**
- Ungkapan dan istilah yang digunakan dalam undangan resmi
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
**Topik**
Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI
**Multimedia** | - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda
- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan
- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai
- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya
- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- Melakukan refleksi tentang proses dan hasil belajar |
| 4.3 Teks Undangan Resmi | **Topik**
Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI | **Multimedia** |
| 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja | - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda
- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan
- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai
- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya
- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- Melakukan refleksi tentang proses dan hasil belajar |
| 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda
- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan
- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai
- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya
- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- Melakukan refleksi tentang proses dan hasil belajar |
<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>Layout yang membuat tampilan teks lebih menarik.</th>
<th>belajarnya</th>
</tr>
</thead>
</table>
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya | • Fungsi Sosial<br>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis<br>• Struktur Teks<br>Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan<br>• Unsur Kebahasaan<br>- Ungkapan seperti *I believe, I think<br>- Adverbia *first, second, third ...
- Kata sambung *Therefore, consequently, based on the arguments<br>- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan<br>• Topik<br>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI | - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.<br> - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya<br> - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja samamengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya<br> - Membaca teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar<br> - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya<br> - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya<br> - Melakukan refleksi tentang proses dan hasil belajarnya |
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)

<table>
<thead>
<tr>
<th>Mendeskripsikan, memaparkan secara obyektif</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Struktur Teks</td>
</tr>
<tr>
<td>- Memulai</td>
</tr>
<tr>
<td>- Menanggapi (diharapkan/di luar dugaan)</td>
</tr>
<tr>
<td>- Unsur Kebahasa</td>
</tr>
<tr>
<td>- Kalimat deklaratif dan interrogatif dalam passive voice</td>
</tr>
<tr>
<td>- Preposisi <em>by</em></td>
</tr>
<tr>
<td>- Nomina singular dan plural dengan atau tanpa <em>a, the, this, those, my, their,</em> dsb.</td>
</tr>
<tr>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
</tr>
<tr>
<td>- Topik</td>
</tr>
<tr>
<td>Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</td>
</tr>
</tbody>
</table>

deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif
- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar
- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar
- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar
- Melakukan refleksi tentang proses dan hasil belajarnya

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)

<table>
<thead>
<tr>
<th>Siswa mampu:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>- Fungsi Sosial</td>
</tr>
<tr>
<td>Menjalin kedekatan hubungan antar pribadi</td>
</tr>
<tr>
<td>- Struktur Teks</td>
</tr>
<tr>
<td>Dapat mencakup</td>
</tr>
<tr>
<td>- Tempat dan tanggal</td>
</tr>
<tr>
<td>- Penerima</td>
</tr>
<tr>
<td>- Sapaan</td>
</tr>
</tbody>
</table>

- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.
- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar
| 4.6 Teks surat pribadi | - Isi surat  
- Penutup  
- Unsur Kebahasaan  
  - Ungkapan keakraban yang lazim digunakan dalam surat pribadi  
  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.  
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  
- Topik  
  - Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI  | - Mencermati satu tabel yang menganalisis unsur-unsur ekposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya  
- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya  
- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya  
- Melakukan refleksi tentang proses dan hasil belajar  |
|---|---|---|
| Siswa mampu:  
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)  
4.7 Menyusun teks interaksi transaksional lisan | - Fungsi Sosial  
  - Menjelaskan, memberikan alasan, mensyukuri, dsb.  
- Struktur Teks  
  - Memulai  
  - Menanggapi (diharapkan/di luar dugaan)  
- Unsur Kebahasaan  
  - Kata yang menyatakan hubungan sebab akibat: because of ..., due to ..., thanks to ...  
  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. | - Menyaksikan/nyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat  
- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud  
- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda  
- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan
dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<p>| - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan |
| Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. |
| pernuataan sebab akibat dan kemudian dibacakan ke kelas |
| - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya |
| - Melakukan refleksi tentang proses dan hasil belajar |</p>
<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th></th>
</tr>
</thead>
</table>
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya | Fungsi Sosial
Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

Struktur Teks
Dapat mencakup:
- Fenomena
- Identitas gejala
- Rangkaian penjelasan

Unsur Kebahasaan
- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI | - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX
- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan
- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda
- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.
- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya
- Mempresentasikan teksnya kepada teman-teman yang datang membaca
- Melakukan langkah yang sama dengan topik fenomena sosial
- Melakukan refleksi tentang proses dan hasil belajarnya |
Siswa mampu:
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

<table>
<thead>
<tr>
<th>Fungsi sosial</th>
<th>Unsur kebahasaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</td>
<td>- Kosa kata dan tata bahasa dalam lirik lagu</td>
</tr>
<tr>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</td>
</tr>
<tr>
<td>Topik</td>
<td>- Membahas pemilihan kata tertentu terkait dengan tema lagu</td>
</tr>
<tr>
<td>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</td>
<td>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</td>
</tr>
<tr>
<td></td>
<td>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</td>
</tr>
<tr>
<td></td>
<td>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</td>
</tr>
<tr>
<td></td>
<td>- Memahami bagian-bagian yang terkait dengan pesan-pesan pertentu</td>
</tr>
<tr>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajarnya</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE I

Nama Sekolah : SMA Muhammadiyah (Plus) Salatiga
Mata Pelajaran : Bahasa Inggris
Materi Pokok : KD 3.4 dan 4.4
Kelas / Semester : XI/ 1
Materi Pokok : Analytical Exposition
Alokasi Waktu : 4 X 45 Menit (Pertemuan 1)
Skill : Reading

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</td>
<td>3.4.1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>3.4.2. Siswa mampu merespon makna tersurat dan tersirat dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
<tr>
<td>4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</td>
<td>4.4.1. Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana.</td>
</tr>
<tr>
<td>4.4.2. Siswa mampu menyusun teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran
Peserta didik mampu mengidentifikasi dan menyusun teks eksposisi analitis (analytical exposition) lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks yang runtut, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran
1. Analytical exposition text: a text that elaborates the writer’s about the phenomenon surrounding.
2. Fungsi Sosial: To persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.
3. Stuktur Teks:
   a. Thesis: Introducing the topic and indicating the writer’s point of view.
   b. Arguments: Explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
   c. Reiteration: Restating the writer’s point of view/ to strengthen the thesis. We can use the following to make conclusion in reiteration.
4. Unsur Kebahasaan:
   a. Using relational process.
   b. Using internal conjunction.
   c. Using causal conjunction.
   d. Using Simple Present Tense.
   e. Using Compound and Complex sentences.
   f. Using Mental Verbs.
   g. Using word that link argument, such as firstly. Secondly, and reasoning through casual conjunction, such as in addition, furthermore, however.
5. Contoh teks bacaan analytical exposition (terlampir)
6. Lembar Kerja Siswa (terlampir)
The example of an analytical exposition text:

<table>
<thead>
<tr>
<th>Text Organization</th>
<th>Banning of motorbikes is necessary in housing areas</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient from of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to be following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.</td>
<td>Mental Verbs</td>
</tr>
<tr>
<td>(Thesis statement)</td>
<td></td>
<td>I think</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I believe</td>
</tr>
<tr>
<td><strong>Argument 1 + Elaboration</strong></td>
<td>First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily)</td>
<td>Conjunctive Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First of all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Casual Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consequently</td>
</tr>
<tr>
<td><strong>Argument 2 + Elaboration</strong></td>
<td>Secondly, according to a report from BBC News Channel, Accidents</td>
<td>Generic References</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accidents</td>
</tr>
</tbody>
</table>
Motorbikes are also responsible for causing diseases such as bronchitis, cancer, and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).

**Argument 3 + Elaboration**

Furthermore, motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moments their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Field, 1993).

**Argument 4 + Elaboration**

Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbikes riders go so fast that they are unable to stop on time thus they and up
hitting other people or animals. Many times a lot of animals are

| Conclusion (Reiteration of thesis statement) | In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas. |

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

E. Metode dan Strategi Pembelajaran
Metode: Scientific Approach.
Strategi: Preview, Question, Read, State and Test (PQRST).

F. Media, Bahan dan Sumber Pembelajaran
Media: Whiteboard, LCD, Laptop, Board Marker.
Bahan: Silabus, RPP, PPT Slide, Absensi.
- Internet (Adapted from The Jakarta Post).

G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td></td>
<td>30’menit</td>
</tr>
<tr>
<td>Pendahuluan (Opening)</td>
<td>1. Guru membuka pelajaran dengan mengucapkan salam (greeting), dan mengajak peserta didik untuk berdoa bersama. 2. Guru meminta salah satu siswa untuk memimpin do’a.</td>
<td>10’menit</td>
</tr>
</tbody>
</table>
3. Guru memeriksa kehadiran peserta didik menggunakan lembar absensi.
4. Guru menanya siswa dengan beberapa pertanyaan sebagai stimulus untuk merujuk pada konsep materi analytical exposition text.
5. Guru menyampaikan tujuan pembelajaran.

<table>
<thead>
<tr>
<th>Kegitan Inti</th>
<th>Mengamati</th>
<th>45’menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Siswa diminta mengingat pengalaman mereka tentang terkait analytical exposition text untuk mempermudah siswa memahami materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Menanya</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mengeksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Dengan bimbingan guru, siswa dibentuk dalam beberapa kelompok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menjelaskan tentang analytical exposition text beserta langkah retorika yang benar dalam analytical exposition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mengasosiasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Siswa diminta membaca dan memahami</td>
<td></td>
</tr>
</tbody>
</table>
analytical exposition teks secara keseluruhan.
8. Siswa diminta menuliskan kesimpulan dari anaytical exposition teks yang sudah dibaca.

**Mengomunikasikan**
9. Siswa mampu mempresentasikan kepada teman sekelasnya tentang isi/informasi inti dari analytical exposition text yang telah mereka baca.
10. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

<table>
<thead>
<tr>
<th>Penutup (Closing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mengakhiri pembelajaran dengan motivasi.</td>
</tr>
<tr>
<td>2. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.</td>
</tr>
</tbody>
</table>

### H. Penilaian Hasil Belajar

1. **Jenis/Teknik Penilaian**

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>
2. Bentuk Instrumen
   a. Task 1 (Pre-test) – Terlampir
   b. Task 2 (Post-test) – Terlampir

3. Scoring Rubicof Reading Comprehension

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies theme or message and supporting details</strong></td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence</td>
<td>Restate understanding of theme or message and identifies supporting details</td>
<td>Identifies theme or message inconsistently</td>
<td>Identifies theme or message with guidance</td>
</tr>
<tr>
<td><strong>Summarizes with evidence</strong></td>
<td>Summarizes in own words by identifying three main points and elaborating with evidence using correct form</td>
<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Recognizes a summary statement, but lacks the ability to write a summary independently or retells selection randomly</td>
</tr>
<tr>
<td><strong>Makes inferences</strong></td>
<td>Recognizes subtle clues in the selection and consistently makes valid inferences</td>
<td>Makes independent inferences based on numerous ideas in the selection</td>
<td>Makes inferences when coached or given obvious clues from the selection</td>
<td>Works with others to understand inference when explained</td>
</tr>
<tr>
<td><strong>Interprets vocabulary</strong></td>
<td>Applies word structure, origin, and context clues to interpret meanings of unfamiliar words</td>
<td>Interprets the meaning of unfamiliar words</td>
<td>Decodes unfamiliar words but is not always able to interpret meaning from context</td>
<td>Attempts to decode unfamiliar words in the text, but does not independently interpret the meaning</td>
</tr>
</tbody>
</table>
4. Pedoman Penilaian

Dalam test (pre-test dan post-tes) ini terdiri atas 10 pilihan ganda, 5 essays and 5 true or false questions. Penghitungan niali akhir dalam skala 0-100 sebagai berikut:

a. Jumlah skor maksimal keseluruhan 100
b. Skor maksimal untuk setiap nomor:

<table>
<thead>
<tr>
<th>No. Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

**Essay: 4 (setiap nomor) X 5 (jumlah soal) = 20**

<table>
<thead>
<tr>
<th>No. Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar &amp; lengkap</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar tapi kurang</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar &amp; kurang lengkap</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sebagian benar &amp; tiak lengkap</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

**True & False: 1 (setiap nomor) X 5 (jumlah soal) = 5**

<table>
<thead>
<tr>
<th>No. Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>
Skor maksimal keseluruhan adalah 35

c. Nilai Akhir = \( \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100 \)

Salatiga, 25 Juli 2019

Mengetahui,

Guru Mata Pelajaran
Bahasa Inggris

Peneliti

Farrah Zakiyah Anwar, S.Pd.I
NBM. 1242371

Tri Apriliyani Saputri
NIM. 23030-15-0137
LAMPIRAN

Worksheet

Name :
Class :
Title :

<table>
<thead>
<tr>
<th>Thesis (Introduced topic)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1</td>
<td></td>
</tr>
<tr>
<td>Argument 2</td>
<td></td>
</tr>
<tr>
<td>Argument 3</td>
<td></td>
</tr>
<tr>
<td>Reiteration</td>
<td></td>
</tr>
<tr>
<td>Your argument about this</td>
<td></td>
</tr>
<tr>
<td>text</td>
<td></td>
</tr>
</tbody>
</table>
Fast food, nowadays, is considered as a normal eating venture. People are not just eating on special occasions or weekends anymore. It means that all the time they mostly eat fast food. However is fast food good for health?

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

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

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

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE I

Nama Sekolah : SMA Muhammadiyah (Plus) Salatiga
Mata Pelajaran : Bahasa Inggris
Materi Pokok : KD 3.4 dan 4.4
Kelas / Semester : XI/ 1
Materi Pokok : Analytical Exposition
Alokasi Waktu : 4 X 45 Menit (Pertemuan 2)
Skill : Reading

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariannya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya. | 3.4.1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya.  
3.4.2. Siswa mampu merespon makna tersurat dan tersirat dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya. |
| 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, informasi terkait isu aktual, sesuai dengan konteks penggunaannya. | 4.4.1. Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana.  
4.4.2. Siswa mampu menyusun teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
C. Tujuan Pembelajaran
Peserta didik mampu mengidentifikasi dan menyesuaikan teks eksposisi analitis (analytical exposition) lisan dan tulis dengan memberikan dan meminta informasi terkait isu aktal dengan memperhatikan fungsi sosial, struktur teks yang runtut, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran
1. Analytical exposition text: a text that elaborates the writer’s about the phenomenon surrounding.
2. Fungsi Sosial: To persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.
3. Struktur Teks:
   a. Thesis: Introducing the topic and indicating the writer’s point of view.
   b. Arguments: Explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
   c. Reiteration: Restating the writer’s point of view/ to strengthen the thesis. We can use the following to make conclusion in reiteration.
4. Unsur Kebahasaan:
   a. Using relational process.
   b. Using internal conjunction.
   c. Using causal conjunction.
   d. Using Simple Present Tense.
   e. Using Compound and Complex sentences.
   f. Using Mental Verbs.
   g. Using word that link argument, such as firstly. Secondly, and reasoning through casual conjunction, such as in addition, furthermore, however.
5. Contoh teks bacaan analytical exposition (terlampir)
6. Lembar Kerja Siswa (terlampir)

E. Metode dan Strategi Pembelajaran
Metode : Scientific Approach.

Strategi : Preview, Question, Read, State and Test (PQRST).

F. Media, Bahan dan Sumber Pembelajaran

Media : Whiteboard, LCD, Laptop, Board Marker.

Bahan : Silabus, RPP, PPT Slide, Absensi.

- Internet (Adapted from The Jakarta Post).


G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan (Opening) | 1. Guru memasuki kelas dan mengecek kesiapan siswa.  
2. Guru memberi salam dan mengajak peserta didik untuk berdoa bersama.  
4. Guru memeriksa kehadiran peserta didik menggunakan lembar absensi.  
5. Guru menanyai siswa dengan beberapa pertanyaan sebagai stimulus untuk merujuk pada konsep materi analytical exposition text.  
6. Guru menyampaikan tujuan pembelajaran. | 10’menit       |
<table>
<thead>
<tr>
<th>Kegitan Inti</th>
<th>Mengamati</th>
<th>45’menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Siswa diminta mengingat pengalaman mereka tentang terkait analytical exposition text untuk mempermudah siswa memahami materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru bersam siswa menganaalisa fungsi sosial dan unsur kebahasaan yang digunakan dalam analytical exposition text.</td>
<td></td>
</tr>
<tr>
<td>Menanya</td>
<td>3. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>5. Dengan bimbingan guru, siswa dibagi dalam kelompok diskusi untuk membaca secara singkat analytical exposition yang telah diberikan.</td>
<td></td>
</tr>
<tr>
<td>Preview</td>
<td>6. Siswa diminta menggaris bawah kata-kata sulit yang mereka temukan dalam teks tersebut.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>7. Siswa diminta menuliskan pertanyaan untuk mengetahui isi dari teks tersebut (biasanya menggunakan WH Question).</td>
<td></td>
</tr>
<tr>
<td>Mengasosiasi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Read**

9. Siswa diminta membaca dan memahami analytical exposition teks secara keseluruhan.

10. Siswa diminta menuliskan jawaban dari pertanyaan-pertanyaan yang sudah dituliskan sebelumnya yang ditemukan setelah membaca teks secara keseluruhan.

**Summarize**

11. Siswa menuliskan informasi inti dari analytical exposition text yang telah dibaca dan dipahami.

**Test**

**Mengomunikasikan**

12. Siswa mampu mempresentasikan kepada teman sekelasnya tentang isi/informasi inti dari analytical exposition text yang telah mereka baca.


<table>
<thead>
<tr>
<th>Penutup (Closing)</th>
<th>1. Guru mengakhiri pembelajaran dengan motivasi.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.</td>
</tr>
</tbody>
</table>

**POST-TEST**

5’menit

30’menit


H. Penilaian Hasil Belajar

1. Jenis/Teknik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

2. Bentuk Instrumen

   a. Task 1 (Pre-test) – Terlampir
   b. Task 2 (Post-test) – Terlampir

3. Scoring Rubric of Reading Comprehension

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies theme or message and supporting details</strong></td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence</td>
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<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Recognizes a summary statement, but lacks the ability to write a summary independently or retells selection randomly</td>
</tr>
<tr>
<td><strong>Makes inferences</strong></td>
<td>Recognizes subtle clues in the selection and consistently makes valid inferences</td>
<td>Makes independent inferences based on numerous ideas in the selection</td>
<td>Makes inferences when coached or given obvious clues from the selection</td>
<td>Works with others to understand inference when explained</td>
</tr>
<tr>
<td><strong>Interprets vocabulary</strong></td>
<td>Applies word structure, origin,</td>
<td>Interprets the meaning of</td>
<td>Decodes unfamiliar</td>
<td>Attempts to decode</td>
</tr>
</tbody>
</table>
and context clues to interpret meanings of unfamiliar words | unfamiliar words | words but is not always able to interpret meaning from context | unfamiliar words in the text, but does not independently interpret the meaning
---|---|---|---

4. Pedoman Penilaian

Dalam test (pre-test dan post-tes) ini terdiri atas 10 pilihan ganda, 5 essays and 5 true or false questions. Penghitungan niali akhir dalam skala 0-100 sebagai berikut:

a. Jumlah skor maksimal keseluruhan 100
b. Skor maksimal untuk setiap nomor:

### Pilihan Ganda: 1 (setiap nomor) X 10 (jumlah soal) = 10

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

### Essay: 4 (setiap nomor) X 5 (jumlah soal) = 20

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar &amp; lengkap</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar tapi kurang</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar &amp; kurang lengkap</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sebagian benar &amp; tiak lengkap</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

### True & False: 1 (setiap nomor) X 5 (jumlah soal) = 5

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>
Skor maksimal keseluruhan adalah 35

c. \( \text{Nilai Akhir} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100 \)

Salatiga, 30 Juli 2019

Mengetahui,

Guru Mata Pelajaran

Bahasa Inggris

Farrah Zakiyah Anwar, S.Pd.I

Tri Apriliyani Saputri

NBM. 1242371

NIM. 23030-15-0137
<table>
<thead>
<tr>
<th>Thesis (Introduced topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Argument 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Argument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Argument 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reiteration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your argument about this text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth’s atmosphere and oceans, global warming is not problems but lately people are acknowledging that we are facing a seriously problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human actives have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are uses to grow crops like plan sugar, palm oil and coffee-the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable through Asian-Pacific, either
during hot day or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmer to grow crops. A recent study by has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizen of the world, we have to take very possible action to helps overcome this issue. It is not only for us but for all the future generations to follow.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE II

Nama Sekolah : SMA Muhammadiyah (Plus) Salatiga
Mata Pelajaran : Bahasa Inggris
Materi Pokok : KD 3.4 dan 4.4
Kelas / Semester : XI/ 1
Materi Pokok : Analytical Exposition
Alokasi Waktu : 4 X 45 Menit (Pertemuan 1)
Skill : Reading

A. Kompetensi Inti (KI)

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| **3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.** | **3.4.1.** Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya.  
**3.4.2.** Siswa mampu merespon makna tersurat dan tersirat dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya. |
| **4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, informasi terkait isu aktual, sesuai dengan konteks penggunaannya.** | **4.4.1.** Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana.  
**4.4.2.** Siswa mampu menyusun teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
C. Tujuan Pembelajaran

Peserta didik mampu mengidentifikasi dan menyusun teks eksposisi analitis (analytical exposition) lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks yang runtut, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Analytical exposition text: a text that elaborates the writer’s about the phenomenon surrounding.
2. Fungsi Sosial: To persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.
3. Stuktur Teks:
   a. Thesis: Introducing the topic and indicating the writer’s point of view.
   b. Arguments: Explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
   c. Reiteration: Restating the writer’s point of view/ to strengthen the thesis.
   
   We can use the following to make conclusion in reiteration.
4. Unsur Kebahasaan:
   a. Using relational process.
   b. Using internal conjunction.
   c. Using causal conjunction.
   d. Using Simple Present Tense.
   e. Using Compound and Complex sentences.
   f. Using Mental Verbs.
   g. Using word that link argument, such as firstly. Secondly, and reasoning through casual conjunction, such as in addition, furthermore, however.
5. Contoh teks bacaan analytical exposition (terlampir)
6. Lembar Kerja Siswa (terlampir)

E. Metode dan Strategi Pembelajaran
Metode: Scientific Approach.

Strategi: Preview, Question, Read, State and Test (PQRST).

F. Media, Bahan dan Sumber Pembelajaran

Media: Whiteboard, LCD, Laptop, Board Marker.

Bahan: Silabus, RPP, PPT Slide, Absensi.

- Internet (Adapted from The Jakarta Post).
  

G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td></td>
<td>30’menit</td>
</tr>
<tr>
<td>Pendahuluan (Opening)</td>
<td>1. Guru membuka pelajaran dengan mengucapkan salam (greeting), dan mengajak peserta didik untuk berdoa bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru meminta salah satu siswa untuk memimpin do’a.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru memeriksa kehadiran peserta didik menggunakan lembar absensi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru menanya siswa dengan beberapa pertanyaan sebagai stimulus untuk merujuk pada konsep materi analytical exposition text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menyampaikan tujuan pembelajaran.</td>
<td>10’menit</td>
</tr>
<tr>
<td>Kegitan Inti</td>
<td>Mengamati</td>
<td>45’menit</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>1.</td>
<td>Siswa diminta mengingat pengalaman mereka tentang terkait analytical exposition text untuk mempermudah siswa memahami materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td>Menanya</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru membimbing siswa mempertanyakan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dengan bimbingan guru, siswa dibentuk dalam beberapa kelompok.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru menjelaskan tentang analytical exposition text beserta langkah retorika yang benar dalam analytical exposition.</td>
<td></td>
</tr>
<tr>
<td>Mengasosiasi</td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Siswa diminta membaca dan memahami analytical exposition teks secara keseluruhan.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Siswa diminta menuliskan kesimpulan dari anaytical exposition teks yang sudah dibaca.</td>
<td></td>
</tr>
<tr>
<td>Mengomunikasikan</td>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Siswa mampu mempresentasikan kepada teman sekelasnya tentang isi/informasi</td>
<td></td>
</tr>
</tbody>
</table>
inti dari analytical exposition text yang telah mereka baca.
10. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

**Penutup (Closing)**

1. Guru mengakhiri pembelajaran dengan motivasi.
2. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

2. **Bentuk Instrumen**
   a. Task 1 (Pre-test) – Terlampir
   b. Task 2 (Post-test) – Terlampir

3. **Scoring Rubric of Reading Comprehension**

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies theme or message and supporting details</td>
<td>Explains theme or message in own words, acknowledging different interpretations.</td>
<td>Restate understanding of theme or message and identifies supporting</td>
<td>Identifies theme or message inconsistently</td>
<td>Identifies theme or message with guidance</td>
</tr>
</tbody>
</table>
and offering supportive evidence
details
Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details
Recognizes a summary statement, but lacks the ability to write a summary independently or retells selection randomly

<table>
<thead>
<tr>
<th>Summarizes with evidence</th>
<th>Makes inferences</th>
<th>Interprets vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes in own words by identifying three main points and elaborating with evidence using correct form</td>
<td>Recognizes subtle clues in the selection and consistently makes valid inferences</td>
<td>Applies word structure, origin, and context clues to interpret meanings of unfamiliar words</td>
</tr>
<tr>
<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Makes independent inferences based on numerous ideas in the selection</td>
<td>Interprets the meaning of unfamiliar words</td>
</tr>
<tr>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Makes inferences when coached or given obvious clues from the selection</td>
<td>Decodes unfamiliar words but is not always able to interpret meaning from context</td>
</tr>
<tr>
<td>Works with others to understand inference when explained</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Pedoman Penilaian

Dalam test (pre-test dan post-tes) ini terdiri atas 10 pilihan ganda, 5 essays and 5 true or false questions. Penghitungan niali akhir dalam skala 0-100 sebagai berikut:

a. Jumlah skor maksimal keseluruhan 100

b. Skor maksimal untuk setiap nomor:

Pilihan Ganda: 1 (setiap nomor) X 10 (jumlah soal) = 10

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
</tbody>
</table>
Jawab salah atau tidak menjawab 0

**Essay: 4 (setiap nomor) X 5 (jumlah soal) = 20**

<table>
<thead>
<tr>
<th>No.Soal</th>
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<tr>
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</tr>
<tr>
<td></td>
<td>Sebagian benar &amp; tiak lengkap</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

**True & False: 1 (setiap nomor) X 5 (jumlah soal) = 5**

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal keseluruhan adalah 35

\[ c. \text{Nilai Akhir} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100 \]
Salatiga, 31 Juli 2019

Mengetahui,
Guru Mata Pelajaran
Bahasa Inggris

Farrah Zakiyah Anwar, S.Pd.I
NBM. 1242371

Tri Apriliyani Saputri
NIM. 23030-15-0137
LAMPIRAN

Worksheet

Name :

Class :

Title :

<table>
<thead>
<tr>
<th>Thesis (Introduced topic)</th>
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<tbody>
<tr>
<td></td>
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<table>
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<table>
<thead>
<tr>
<th>Argument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Argument 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
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<tr>
<th>Your argument about this text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Do you agree that music is important in our life? Yes, I do, music has certain role completing our day to day activities. Here are some reasons why music is hard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we’d listen to would be all about love. When we’re sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we’re happy, we’d choose songs with happy tunes too.

Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember detail about song they were familiar with. For example, an elderly woman who couldn’t even remember her husband’s name would remember of details of her favorite song; when it was played, how it made her feel and things about the song that made it especially membrable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson’s Heal the World. It can arouse humanism of a lot people in this world. So what would the world be like without music? It would be lonely.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) CYCLE II

Nama Sekolah : SMA Muhammadiyah (Plus) Salatiga
Mata Pelajaran : Bahasa Inggris
Materi Pokok : KD 3.4 dan 4.4
Kelas / Semester : XI/ 1
Materi Pokok : Analytical Exposition
Alokasi Waktu : 4 X 45 Menit (Pertemuan 2)
Skill : Reading

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya. | 3.4.1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya.  
3.4.2. Siswa mampu merespon makna tersurat dan tersirat dalam teks eksposisi analitis terkait berita sederhana sesuai dengan konteks penggunaannya. |
| 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, informasi terkait isu aktual, sesuai dengan konteks penggunaannya. | 4.4.1. Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana.  
4.4.2. Siswa mampu menyusun teks eksposisi analitis lisan dan tulis dalam bentuk berita sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
C. Tujuan Pembelajaran
Peserta didik mampu mengidentifikasi dan menyesuikan teks eksposisi analitis (analytical exposition) lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks yang runtut, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran
1. Analytical exposition text: a text that elaborates the writer’s about the phenomenon surrounding.
2. Fungsi Sosial: To persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.
3. Struktur Teks:
   a. Thesis: Introducing the topic and indicating the writer’s point of view.
   b. Arguments: Explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
   c. Reiteration: Restating the writer’s point of view/ to strengthen the thesis. We can use the following to make conclusion in reiteration.
4. Unsur Kebahasaan:
   a. Using relational process.
   b. Using internal conjunction.
   c. Using causal conjunction.
   d. Using Simple Present Tense.
   e. Using Compound and Complex sentences.
   f. Using Mental Verbs.
   g. Using word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however.
5. Contoh teks bacaan analytical exposition (terlampir)
6. Lembar Kerja Siswa (terlampir)
7.
E. Metode dan Strategi Pembelajaran

Metode : Scientific Approach.

Strategi : Preview, Question, Read, State and Test (PQRST).

F. Media, Bahan dan Sumber Pembelajaran

Media : Whiteboard, LCD, Laptop, Board Marker.

Bahan : Silabus, RPP, PPT Slide, Absensi.

- Internet (Adapted from The Jakarta Post).

G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru memasuki kelas dan mengecek kesiapan siswa.</td>
<td>10’menit</td>
</tr>
<tr>
<td>(Opening)</td>
<td>2. Guru memberi salam dan mengajak peserta didik untuk berdoa bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru memeriksa kehadiran peserta didik menggunakan lembar absensi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menanya siswa dengan beberapa pertanyaan sebagai stimulus untuk merujuk pada konsep materi analytical exposition text.</td>
<td></td>
</tr>
<tr>
<td>Kegitan Inti</td>
<td>Mengamati</td>
<td>45’menit</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>1. Siswa diminta mengingat pengalaman mereka tentang terkait analytical exposition text untuk mempermudah siswa memahami materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru bersama siswa menganalisa fungsi sosial dan unsur kebahasaan yang digunakan dalam analytical exposition text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Menanya</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru membimbing siswa mempertanyakah informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mengeksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Dengan bimbingan guru, siswa dibagi dalam kelompok diskusi untuk membaca secara singkat analytical exposition yang telah diberikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Preview</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Siswa diminta menggaris bawahi kata-kata sulit yang mereka temukan dalam teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Siswa diminta menuliskan pertanyaan untuk mengetahui isi dari teks tersebut (biasanya menggunakan <em>WH Question</em>).</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Siswa diminta membaca dan memahami analytical exposition teks secara keseluruhan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Siswa diminta menuliskan jawaban dari pertanyaan-pertanyaan yang sudah dituliskan sebelumnya yang ditemukan setelah membaca teks secara keseluruhan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Summarize</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Siswa menuliskan informasi inti dari analytical exposition text yang telah dibaca dan dipahami.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Test</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Siswa mampu mempresentasikan kepada teman sekelasnya tentang isi/informasi inti dari analytical exposition text yang telah mereka baca.</td>
<td></td>
</tr>
</tbody>
</table>

| Penutup (Closing) | 1. Guru mengakhiri pembelajaran dengan motivasi.  
|                  | 2. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.  

| POST-TEST | 30’menit |
H. Penilaian Hasil Belajar

1. Jenis/Teknik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Ranah Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sikap</td>
<td>Pengamatan/Observasi</td>
<td>Lembar Observasi</td>
</tr>
<tr>
<td>2.</td>
<td>Pengetahuan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
<tr>
<td>3.</td>
<td>Ketrampilan</td>
<td>Tes tulis dan penugasan</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

2. Bentuk Instrumen

a. Task 1 (Pre-test) – Terlampir
b. Task 2 (Post-test) – Terlampir

3. Scoring Rubric of Reading Comprehension

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies theme or message and supporting details</strong></td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence</td>
<td>Restates understanding of theme or message and identifies supporting details</td>
<td>Identifies theme or message inconsistently</td>
<td>Identifies theme or message with guidance</td>
</tr>
<tr>
<td><strong>Summarizes with evidence</strong></td>
<td>Summarizes in own words by identifying three main points and elaborating with evidence using correct form</td>
<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Recognizes a summary statement, but lacks the ability to write a summary independently or retells selection randomly</td>
</tr>
<tr>
<td><strong>Makes inferences</strong></td>
<td>Recognizes subtle clues in the selection and consistently makes valid inferences</td>
<td>Makes independent inferences based on numerous ideas in the selection</td>
<td>Makes inferences when coached or given obvious clues from the selection</td>
<td>Works with others to understand inference when explained</td>
</tr>
<tr>
<td><strong>Interprets vocabulary</strong></td>
<td>Applies word structure, origin,</td>
<td>Interprets the meaning of</td>
<td>Decodes unfamiliar</td>
<td>Attempts to decode</td>
</tr>
</tbody>
</table>
and context clues to interpret meanings of unfamiliar words | unfamiliar words | words but is not always able to interpret meaning from context | unfamiliar words in the text, but does not independently interpret the meaning

4. Pedoman Penilaian

Dalam test (pre-test dan post-tes) ini terdiri atas 10 pilihan ganda, 5 essays and 5 true or false questions. Penghitungan niali akhir dalam skala 0-100 sebagai berikut:

a. Jumlah skor maksimal keseluruhan 100
b. Skor maksimal untuk setiap nomor:

**Pilihan Ganda: 1 (setiap nomor) X 10 (jumlah soal) = 10**

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

**Essay: 4 (setiap nomor) X 5 (jumlah soal) = 20**

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar &amp; lengkap</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar tapi kurang</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Jawaban benar &amp; kurang lengkap</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sebagian benar &amp; tiak lengkap</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

**True & False: 1 (setiap nomor) X 5 (jumlah soal) = 5**

<table>
<thead>
<tr>
<th>No.Soal</th>
<th>Deskripsi</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Jawab salah atau tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>
Skor maksimal keseluruhan adalah 35

c. \[ \text{Nilai Akhir} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100 \]

Salatiga, 1 Augustus 2019

Mengetahui,

Guru Mata Pelajaran

Bahasa Inggris

Farrah Zakiyah Anwar, S.Pd.I

NBM. 1242371

Tri Apriliyani Saputri

NIM. 23030-15-0137
LAMPIRAN

Worksheet

Name :
Class :
Title :

| Thesis (Introduced topic) |  
|---------------------------|---
| Argument 1                |  
| Argument 2                |  
| Argument 3                |  
| Reiteration               |  
| Your argument about this text |  

Laptop as Students' Friend

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

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

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

From all of that, having mobile computer or laptop is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.
The PRE-TEST Cycle I

PART 1 MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E!

The text is used to answer the question of number (1-4)

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

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

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

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

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

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

1. Which diseases cannot be cured by antibiotics?
   a. Tonsillitis
   b. Meningitis
   c. Chicken pox
   d. Tuberculosis
   e. Scarlet fever

2. What are discussed in paragraph two and four?
   a. Both paragraphs describe how antibiotics work.
   b. Both paragraphs tell about the effects of misusing antibiotics.
   c. Both paragraphs explain how antibiotics damage organs and tissues.
   d. Paragraph two tells what causes the pathogenic microbes multiply and paragraph four tells how the un-resistant microbes become resistant.
   e. Paragraph two tells how antibiotics destroy harmless microbes and paragraph four describes how the pathogenic microbes transfer genetic material to non-resistant microbes.

3. Choose one from the following which is not the effect of using antibiotics improperly?
   a. Organs and tissues are damaged.
   b. The pathogenic microbes multiply.
   c. Harmless microorganisms are destroyed.
   d. Pathogenic microbes become nonresistant.
   e. New infection which is called suprainfection develops.

4. “Antibiotics do not always distinguish between harmless and dangerous microbes.” (Paragraph 3)
   The underlined word means...
   a. Vary
   b. Compare
   c. Correlate
   d. Contradict
   e. Differentiate

Read the following text to answer questions number 5-7.

**Apartments Offer Practical Living**

The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indonesian enjoy living in apartments. This is true for a number of reasons.
In the first place, people prefer to live in an apartment because it is located near strategic areas. They can save time and energy as they don’t have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don’t have to worry about the city’s high crime rate as most apartments have 24-hour security systems.

Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer practical living which thus makes them mushroom.

5. According to paragraph two, what does an apartment offer?
   a. Comfort
   b. Security
   c. Practicality
   d. Privacy
   e. Safety

6. It can be inferred from the text that ....
   a. Many Indonesian people right now enjoy living in a small house.
   b. Practicality means security.
   c. People prefer living in an apartment because it is located near office areas.
   d. Living in an apartment creates practical lifestyle.
   e. Secure life style is mostly preferred now.

7. “The number of high-rise apartment buildings continues to mushroom not only in the center.... “ (Paragraph 1) The underlined word is closest meaning to...
   a. Increase
   b. Enhance
   c. Boost
   d. Intensify
   e. Raise

   Read the following text to answer questions number 8-10.

   **Smoking in Restaurant**

   Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.
Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

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

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

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

8. What is the purpose of the text?
   a. To inform the readers to the readers.
   b. To persuade to the readers.
   c. To describe to the readers.
   d. To tell a story to the readers.
   e. To argue about smoking to the readers.

9. We have many reasons to say that smoking must be avoided. The word reasons mean…..
   a. Conclusion
   b. Point of view
   c. Argument
   d. Reinforcement
   e. Statement

10. Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers. The sentence above characterize as….. of the text.
    a. Thesis
    b. Arguments
    c. Reiteration
    d. Topic sentence
    e. Supporting details
PART 2 ESSAYS

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc. written in books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Furthermore, reading can give us pleasure too. When we are tired, we read books, newspaper, or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

Finally, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we’re really sitting in the jungles not at home in our rooms.

From the facts above, it’s obvious that everyone needs it to get knowledge, information, and also entertainment. Or in summary we can say reading is truly important in our life.

Answer the question bellow based on text above!

1. What does the text tell us about?
2. From the text above, we can conclude that?
3. Mention the reason why reading is important?
4. Paragraph…. In the text is the thesis.
5. The main idea of the last paragraph is?
PART 3 TRUE OR FALSE

Decide whether the following statements are true (T) or false (F)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>By reading we can't get a lot of news and information about something happening in any parts of the world which can we see directly.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Obvious that everyone needs it to get knowledge, information, and also entertainment.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reading is a not important activity in our life.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reading can give us pleasure too. When we are tired, we read books, newspaper, or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>By reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc. written in books, magazine, newspaper, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Answer:

Part 1 MULTIPLE CHOICE

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

Part 3 TRUE OR FALSE

1. F
2. T
3. F
4. T
5. T

Part 2 ESSAYS

1. The importance of reading.
2. Obvious that everyone needs it to get knowledge, information, and also entertainment. Or in summary we can say reading is truly important in our life.
3. By reading we can get a lot of knowledge about many things in the world, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly, reading can give us pleasure too, and reading can also take us to other parts of the world.
4. 1.
5. Reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.
The POST-TEST Cycle I

POST-TEST 1

Name : 
Class : 
Day/date : 
Time : 30 menit 
Butir Soal : 20 butir

PART 1 MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E!

The text is used to answer the question of number (1-3)

The Dangers of Typing SMS while Driving

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

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18% of all fatal crashes with 3,092 people killed and crashed resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

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

1. What is the main idea of the passage?
   a. The warning of texting and driving.
   b. The debatable issue of texting and driving.
   c. The involvement of mobile devices while driving.
   d. The risk of texting while driving.
   e. The consequences of not paying attention traffic.
2. What does the passage tell us about the writer’s opinion on the issue at hand?
   a. Text messaging creates more risk than undistracted driving.
   b. Mobile communication doesn’t have relation with accident.
   c. Many people lost their live because of injury
   d. Distracted driving is still safe for the drivers.
   e. Only adult drivers involved in the accident.

3. From the text, we know that……
   a. The mobile phone should be banned in the street.
   b. Distracted driving makes accident more rarely to happen.
   c. Most of the accident caused by the condition of the road.
   d. 18 percent of fatal crashes were caused by unnoticed street signs.
   e. Drives involve in car accidents admitted they were texting when they crashed.

Read the following text to answer questions number 4-7.

Cars Should Be Banned In the City

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

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

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

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

4. What type of the above?
   a. Narrative
   b. Report
   c. Analytical
   d. Explanation
   e. Description

5. What one of the diseases caused by pollution?
   a. HIV / aids
   b. Bronchitis
c. Liver
d. Important
e. Cholera

6. What is the purpose of the text?
   a. To persuade reader about the Cars Should Be Banned In the City
   b. To explain the characteristics the Cars Should Be Banned In the City
   c. To informs readers about Cars Should Be Banned In the City
   d. To describe Cars Should Be Banned In the City
   e. To entertain reader about the Cars Should Be Banned In the City

7. What the title text above?
   a. Cars Should Be Banned In the City
   b. Cars cause pollution
   c. Cars cause killer street
   d. Cars facilitate transportations
   e. Cars cause noise of the city

Read the following text to answer questions number 8-10.

Do you want to buy mobile phone? Don’t be hasty. There are many things to consider. Be reasonable before making the decision.

First, you can start by asking yourself the usefulness of the equipment. The question might be, “Do I want it for prestige or usefulness”

Then, you should make a choice on the mobile phone. There is various choices in the market, so you should decide the one than meets your needs and whether you can afford it or not.

The consequences of using a mobile phone is its high operational costs. You have to pay more for a mobile phone compared to a fixed telephone; therefore, you should only use the mobile phone only for important talks.

8. The communicative purpose of text is……
   a. To describe the way things are, with references to a range of nature.
   b. To present at least two point of view about an issues
   c. To describe how something is accomplished.
   d. To give entertainment or amusement to the readers.
   e. To persuade the reader or listener that something is the case.

9. What is the text about?
   a. Things to consider before buying a mobile phone
   b. The various types of mobile phone
   c. The consequences of using a mobile phone
d. How to use a mobile phone effectively
e. The advantages of using phone

10. “The question might be, “Do I want it for prestige or usefulness?””
    (Paragraph 2)
What is the similar meaning of the underline word?
    a. Fame
    b. Position
    c. Devotion
d. Difference
e. Reputation

PART 2 ESSAYS

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the facts. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of disease caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer that a nonsmoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety are two and half times more likely to die of heart disease than nonsmokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as if he had smokes fifteen cigarettes.

Smoking us really good for tobacco companies they do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and everybody else.

Answer the question bellow based on text above!

1. What does the text tell us about?

2. How many disease that caused by smoking?

3. Analyze the generic structure of the text, (mention in which paragraph):

   Thesis =

   Series of Argument =
Conclusion/reiteration =

4. Why smoking not good well for us??

5. From the text above, the main idea of third paragraph is?

PART 3 TRUE OR FALSE

Decide whether the following statements are true (T) or false (F)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nearly a quarter of smokers die because of diseases caused by smoking.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Fifty percent of lung cancers are caused by smoking.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Smoking, however is good for health both the smokers themselves and everybody else.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Children of smoker are more likely to develop bronchitis and pneumonia.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Ninety five percent of people who suffer of bronchitis are people who are not smoking.</td>
<td></td>
</tr>
</tbody>
</table>

Answer:

Part 1 MULTIPLE CHOICE

5. B  10. E  5. F

Part 3 TRUE OR FALSE

1. T
2. T
3. F
4. T
5. F
Part 2 ESSAYS

1. Smoking is not good for your health.

2. Ninety percent of lung cancers are caused by smoking.

3. **Thesis:** Before we are going to smoke, it is better to look at the facts. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of disease caused by smoking.

   **Series of Argument:** Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer that a nonsmoker. Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as if he had smokes fifteen cigarettes.

   **Conclusion/reiteration:** Smoking, however is not good for health both the smokers themselves and everybody else.

4. Not good for health both the smokers themselves and everybody else.

5. Children of smoker are more likely to develop bronchitis and pneumonia.
The PRE-TEST Cycle 11

PRE-TEST 11

Name : 
Class : 
Day/date : 
Time : 30 menit 
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PART 1 MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E!

The text is used to answer the question of number (1-3)

The government should Provide rehabilitation Program for Drug Users

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

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

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

1. Most drug users get drugs from….
   a. Jails
   b. Peddlers
   c. Traffickers
   d. Wholesalers
   e. Rehabilitation center
2. Sending the drug users to prison is not a good solution because….
   a. They can’t consume harmful drugs
   b. They are treated normally
   c. The may still be infected with harmful drugs
   d. They can be free as soon as possible
   e. They are given the whole recovery program

3. “….drug users will still be addicted unless proper rehabilitation is imposed to them.” (Paragraph 3) The underlined word is closest un meaning to…..
   a. Influenced
   b. Treated
   c. Forced
   d. Burdened
   e. Implemented

Read the following text to answer questions number 4 to 6.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don’t need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount or carbon produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

4. The text gives us information about……
   a. The ways to minimize global warming
   b. The ways to increase global warming
   c. The effects of global warming
   d. The importance of consuming local groceries
   e. The importance knowing global warming

5. To reduce the global warming we should…. 
   a. Buy import product
   b. Buy expensive clothes
c. Consume frozen foods
d. Consume fresh foods
e. Not use electricity efficiently

6. “We are reduce the amount of global warming” (Paragraph 2) the underlined word can be replaced by….
a. Increase
b. Decrease
c. Improve
d. Add
e. Maximize

Read the following text to answer questions number 7 to 10.

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

The second reason is that there is no tight control from the government. This condition makes the people’s health is really in a threat. When the control is weak and the use happened, the citizen’s bodies will be badly contained with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservative. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservative is really serious problem if it is not resolved immediately.

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

8. The main ide of paragraph two is….
   a. The human’s bodies will be harmful after consuming the formalin
   b. The government has not controlled the use of formalin firmly
   c. The weak control of using formalin is not threatening the human
   d. The human’s bodies will be harmful after consuming the formalin
   e. The use of formalin is know all over the regions
9. Based on the fact above, the writer suggests that…. 
   a. People have to avoid consuming formalin in their food 
   b. The use of formaldehyde is necessary to control the food 
   c. People should add 100% solution of formaldehyde in water 
   d. The food preservatives is required to make the food delicious 
   e. Food seller is supposed to pour formalin for vegetables and food products 

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

PART 2 ESSAYS

Learning English through Music

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

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

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

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

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

Last but not least, there are many learning activities we can do with song such as studying grammar, practicing selective listening comprehension, translation song, learning vocabulary, spelling and culture.
From the elaboration above, it can be concludes that learning thought music and song, learning English can be enjoyable and fun.

**Answer the question bellow based on text above!**

1. What does the text tell us about?

2. Based on the text, the main idea of the third paragraph is?

3. Analyze the generic structure of the text:
   - Thesis =
   - Series of Argument =
   - Conclusion/reiteration =

4. How many reasons to use songs in language learning?

5. Why we should learning through music and song?

**PART 3 TRUE OR FALSE**

Decide whether the following statements are true (T) or false (F)

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The coaching in minds of the last song that heard after leaving a restaurant, shopping malls, can be enjoyable and something unnerving.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Song in general is use complicated conversation language.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There are six learning activities that we can do with song.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>With lot of repetitions of the songs, which is just what many learners look for sample text. The fact that they are unreactive makes tem many times more motivating than text.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Little wonder song is important tools in sustaining culture, religion, patriotism and yeas, even revolution.</td>
<td></td>
</tr>
</tbody>
</table>
Answer:

Part 1 MULTIPLE CHOICE
2. C 7. A
3. C 8. B
4. A 9. A
5. D 10. C

Part 3 TRUE OR FALSE
1. T
2. F
3. T
4. F
5. T

Part 2 ESSAYS

1. Using songs in language learning.
2. Song in general also uses simple conversational language.
3. - Thesis: Learning English through music and song can be very enjoyable.
   - Series of Argument: Firstly, songs work on our short-and-long term memory. Secondly, song in general also uses simple conversational language. Furthermore, song can be appropriated by listener for their own purpose.
   - Conclusion/reiteration: The concluded that learning through music and songs, learning English can be enjoyable and fun.
4. 5.
5. The concluded that learning through music and songs, learning English can be enjoyable and fun.
The POST-TEST Cycle II

POST-TEST II

Name: 
Class: 
Day/date: 
Time: 30 menit
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PART 1 MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E!

The text is used to answer the question of number (1-3)

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?
   a. Analytical Exposition
   b. Report
   c. Hortatory Exposition
   d. Explanation Text
   e. Descriptive text

2. Who is responsible for defense?
   a. State Government
   b. Local Government
   c. Federal government
   d. Federal and State Government
   e. Federal and Local Government

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

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

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

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don’t affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

4. Which of the following is not directly affected by pesticides used?
   a. Plants
   b. Ecology
   c. Animals.
   d. Environment.
   e. Human Beings.

5. What can you say about paragraph two and four?
   a. The fourth paragraph supports the idea stated in paragraph two.
   b. Both paragraphs tell about the disadvantages of using pesticides.
   c. Both paragraphs tell about how pesticides affect the quality of farm products.
   d. The statement in paragraph is contrary to the statement in paragraph four.
   e. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

6. One of the disadvantages of using chemical pesticides is ....
a. Increasing crops productivity.
b. Creating balanced ecosystem.
c. Causing the pests to become inactive.
d. Killing fish and bees.
e. Helping reduce pollutants in the environment.

7. Secondly, pests can gradually become resistant to pesticides. (paragraph 3).
   The word resistant in the sentence above means …
   a. Weak
   b. Fragile
   c. Damage
   d. Unaffected
   e. Unbalanced

Read the following text to answer questions number 8 to 10.

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can’t reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can’t stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

8. How many reasons are used to support the writer’s opinion?
   a. One reason.
   b. Two reasons.
   c. Three reasons.
d. Four reasons.
e. Five reasons.

9. Why are mobile phones very convenient for business people?
   a. They can contact clients.
   b. They can do some important works.
   c. They can receive some important information.
   d. They can send some data and surf Internet.
   e. They can run business by staying in and out of the office.

10. What is the main idea of the second paragraph?
    a. The advantages of cellular phones during emergencies.
    b. The solution to do when your car breaks down.
    c. The danger to leave a mobile phone in the car.
    d. The differences of a mobile phone and a pay phone.
    e. The necessary equipment’s among neighbors

PART 2 ESSAYS

Global Warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don’t need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other regions. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

Answer the question below based on text above!

1. What is the social function of the text?

2. Based on text, the main idea of the first paragraph is?
3. Mention the generic structure of the text above?

4. “Everybody should change their way of life to reduce global warming”. (Paragraph 1) What does the underlined word refer to?

5. Why we should consuming fresh groceries?

PART 3 TRUE OR FALSE

Decide whether the following statements are true (T) or false (F)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One of them is by buying and consuming fresh local groceries as much as possible.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Local groceries need much transportation to get it into the market.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Consuming fresh groceries of frozen ones are healthier for us.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>It means that no electricity is needed and saving energy means reducing carbon dioxide and money.</td>
<td></td>
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</tbody>
</table>
Part 1 MULTIPLE CHOICE

<p>| | | | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1. A</td>
<td>6. D</td>
<td>1. T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. C</td>
<td>7. D</td>
<td>2. F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. B</td>
<td>10. A</td>
<td>5. T</td>
<td></td>
<td></td>
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</tbody>
</table>

Part 2 ESSAYS

1. To persuade the readers that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

2. Change their way of life to reduce global warming.


4. Decrease.

5. Because consuming fresh groceries can reduce global warming, also there is no electricity is need and saving energy.
The F.E.T. TEST Cycle I

Name: Almirah Ramrakhi
Class: XI - M P A
Day/Date: Thursday, 25 July 2019
Time: 30 min
Seat No.: 20, biur

PART I MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E.

The text is used to answer the question of number (1-4).

1. Which disease cannot be cured by antibiotics?
   a. Tonsillitis
   b. Meningitis
   c. Chickenpox
   d. Tuberculosis
   e. Chickenpox

2. What are discussed in paragraphs two and four?
   a. Both paragraphs discuss the effects of using antibiotics.
   b. Both paragraphs tell about the effects of using antibiotics.
   c. Both paragraphs explain how antibiotics damage organs and tissues.
   d. Paragraph two tells what causes the pathogenic microbes multiply and paragraph four tells how the non-resistant microbes become resistant.
   e. Paragraph two tells how antibiotics destroy harmful microbes and paragraph four describes how the pathogenic microbes transfer genetic material to non-resistant microbes.

Choose one from the following which is not the effect of using antibiotics improperly?
   a. Organs and tissues are damaged.
   b. The pathogenic microbes multiply.
   c. Harmless microorganisms are destroyed.
   d. Pathogenic microbes become nonresistant.
   e. New infections called superinfections develop.

Paragraph (1) states that "Antibiotics do not always distinguish between harmless and dangerous microbes." (Paragraph 1)

The underlined word means...
   a. Vary
   b. Compare
   c. Contrast
   d. Differentiate
   e. Distinction

Read the following text to answer questions number 5-7.

Apartments Offer Practical Living

The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indians enjoy living in apartments. This is true for a number of reasons.
In the first place, people prefer to live in an apartment because it is located near strategic areas. They can save time and energy as they don’t have to experience terrible traffic jams.

In addition, they enjoy the new lifestyle because an apartment offers comfort and privacy so they don’t have to worry about the city’s high crime rate as most apartments have 24-hour security systems.

Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer practical living which thus makes them mushroom.

5. According to paragraph two, what does an apartment offer?
   a. Comfort
   b. Security
   c. Practicality
   d. Privacy
   e. Safety

   It can be inferred from the text that ....
   a. Many Indonesian people right now enjoy living in a small house.
   b. Practicality means security.
   c. People prefer living in an apartment because it is located near office areas.
   d. Living in an apartment creates practical lifestyle.
   e. Secure life style is mostly preferred now.

   “The number of high-rise apartment buildings continues to mushroom not only in the center ...” (Paragraph 1). The underlined word is closest meaning to ...
   a. Increase
   b. Enhance
   c. Boost
   d. Intensify
   e. Raise

Read the following text to answer questions number 8-10.

Smoking in Restaurants

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

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

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

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

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

   a. What is the purpose of the text?
   a. To inform the readers to the readers.
   b. To persuade the readers.
   c. To describe to the readers.
   d. To tell a story to the readers.
   e. To argue about smoking in the readers.

   We have many reasons to say that smoking must be avoided. The word 
   requires mean .......
   a. Conclusion
   b. Point of view
   c. Argument
   d. Rationale
   e. Statement

   Smoking in restaurants is just not on. It must not be allowed because it is 
   rude, harmful to others and dangerous for the smokers. The sentence above characterizes as ....... of the text.
   a. Topic sentence
   b. Argument
   c. Title
   d. Reiteration
   e. Supporting details
PART 2 ESSAYS

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc. written in books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any part of the world which can be seen directly.

Furthermore, reading can give us pleasure too. When we are tired, we read books, newspaper, or magazine on the entertainment columns such as comedy, short story, quiz, etc. To make us relaxed.

Finally, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in the jungle not at home in our rooms.

From the facts above, it's obvious that everyone needs to get knowledge, information, and also entertainment. Or in summary, we can say reading is very important in our life.

Answer the question below based on text above.

1. What does the text tell us about?

   From the text above, we can conclude that reading books we can find out the content of the world.

PART 3 TRUE OR FALSE

Decide whether the following statements are true (T) or false (F)

<table>
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<tr>
<th>No.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>By reading, we can get a lot of news and information about something happening in any part of the world which can be seen directly.</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>Obviously, everyone needs to get knowledge, information, and also entertainment.</td>
<td>T</td>
</tr>
<tr>
<td>3.</td>
<td>Reading is a very important activity in our life.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>Reading can give us pleasure too. When we are tired, we read books, newspaper, or magazine on the entertainment columns such as comedy, short story, quiz, etc. To make us relaxed.</td>
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</tr>
<tr>
<td>5.</td>
<td>By reading, we can get a lot of knowledge about many things in the world such as science, technology, sport, art, culture, etc. written in books, magazine, newspaper, etc.</td>
<td>T</td>
</tr>
</tbody>
</table>
PART I MULTIPLE CHOICE

Answer the following questions by choosing A, B, C, D or E!

The text is used to answer the question of number (1-3)

The Dangers of Typing SMS while Driving

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

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18% of all fatal crashes with 2,002 people killed and crashed resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

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

1. What is the main idea of the passage?
   a. The warning of texting and driving.
   b. The dangerous issue of texting and driving.
   c. The involvement of mobile devices while driving.
   d. The risk of texting while driving.
   e. The consequences of not paying attention traffic.

2. What does the passage tell us about the writer’s opinion on the issue at hand?
   a. Texting and driving creates more risk than undistracted driving.
   b. Mobile communication doesn’t have relation with accident.
   c. Many people lost their live because of injury.
   d. Distracted driving is still safe for the drivers.
   e. Only adult drivers involved in the accident.

3. From the text, we know that……
   a. The mobile phone should be banned in the street.
   b. Distracted driving makes accident more rarely to happen.
   c. Most of the accidents caused by the condition of the road.
   d. 18 percent of fatal crashes were caused by unnoticed street sign.
   e. Drivers involve in car accidents admitted they were texting when they crashed.

Read the following text to answer questions number 4-7.

Cars Should Be Banned In the City

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

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

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

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

4. What type of the above?
   a. Narrative
   b. Report
   c. Analytical
   d. Explanation
   e. Description
5. What one of the diseases caused by pollution?
   a. HIV / aids
   b. Bronchitis
   c. Liver
   d. Important
   e. Cholera

6. What is the purpose of the text?
   a. To persuade reader about the Cars Should Be Banned In the City
   b. To explain the characteristics the Cars Should Be Banned In the City
   c. To inform readers about Cars Should Be Banned In the City
   d. To describe Cars Should Be Banned In the City
   e. To entertain reader about the Cars Should Be Banned In the City

   What is the title text above?
   a. Cars Should Be Banned In the City
   b. Cars cause pollution
   c. Cars cause killer street
   d. Cars facilitate transportation
   e. Cars cause noise of the city

Read the following text to answer questions number 8-10.

Do you want to buy a mobile phone? Don't be hasty. There are many things to consider. Be responsible before making the decision.

First, you can start by asking yourself the usefulness of the equipment. The question might be, "Do I want it for prestige or usefulness?"

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

The consequences of using a mobile phone is its high operational cost. You have to pay more for a mobile phone compared to a fixed telephone; therefore, you should only use the mobile phone only for important talks.

8. The communicative purpose of text is:...
   a. To describe the way things are, with references to a range of nature
   b. To present at least two point of view about an issue
   c. To describe how something is accomplished
   d. To give entertainment or amusement to the readers
   e. To persuade the reader or listener that something is the case.
3. Analyze the generic structure of the text. (mention in which paragraph):
   - Thesis =
   - Series of Argument =
   - Conclusion/reiteration =

4. Why smoking not good well for us??

5. From the text above, the main idea of third paragraph is?

**PART 3 TRUE OR FALSE**

**Decide whether the following statements are true (T) or false (F)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nearly a quarter of smokers die because of diseases caused by smoking.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>Fifty percent of lung cancers are caused by smoking.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>Smoking, however is good for health both the smokers themselves and everybody else.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>Children of smoker are more likely to develop bronchitis and pneumonia.</td>
<td>T</td>
</tr>
<tr>
<td>5.</td>
<td>Ninety five percent of people who suffer of bronchitis are people who are not smoking.</td>
<td>F</td>
</tr>
</tbody>
</table>

1. The text tell us about smoking not good for us.
2. Error that caused by smoking is sour.
3. Thesis: Before we are going to smoke it is better to look at the facts.
   - Series of Argument: Ninety percent of lung cancers are caused by smoking.
   - Conclusion: Smoking, however is not good for health both the smokers themselves and everybody else.
4. Because this is dangerous for health.
5. Children of smoker are more likely to develop bronchitis and pneumonia.
The PRE-TEST Cycle 11

PRE-TEST II

Name: [Redacted]
Class: XI MIPA (13)
Date/Day: Wednesday, 31-07-2019
Time: 00:00
Date/Year: 31-07-2019

Score: 85

PART I: MULTIPLE CHOICE

Read the following text to answer questions number 4 to 6.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don’t need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount or carbon produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

The text gives us information about:

a. The ways to minimize global warming
b. The ways to increase global warming
c. The effects of global warming
d. The importance of consuming local groceries
e. The importance knowing global warming
f. To reduce the global warming we should....

1. Most drug users get drugs from....
   a. Jails
   b. Peddlers
   c. Traffickers
   d. Wholesalers
   e. Rehabilitation centers
2. Sending the drug users to prison is not a good solution because....
   a. They can’t consume harmful drugs
   b. They are treated normally
   c. They may still be infected with harmful drugs
   d. They can be freed as soon as possible
   e. They are given the whole recovery program

3. Underlined word is closest in meaning to....
   a. Influenced
   b. Treated
   c. Forced
   d. Bored
   e. Implemented
The use of formalin and other dangerous preservatives in food has been a serious problem for three reasons. Firstly, formalin is not for human beings; it is for biological specimens and experiments. Formalin is a solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservation. Of course when it is used for food preservation, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders will sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive systems absorb the substance that should be for the human and animal corpse?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives are really serious problem if it is not resolved immediately.

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

The main idea of paragraph two is...
   a. The human's body will be harmed after consuming the formalin
   b. The government has not controlled the use of formalin firmly
   c. The weak control of using formalin is not threatening the human
   d. The human's body will be harmful after consuming the formalin
   e. The use of formalin is known all over the regions

Based on the facts above, the writer suggests that...
   a. People have to avoid consuming formalin in their food
   b. The use of formalin should be necessary to control the food
   c. People should add 10% solution of formaldehyde in water
   d. The food preservatives are required to make the food delicious
   e. Food seller is supposed to use formalin for vegetables and food products

10. What is the generic structure of the text?
   a. Argumentation-Recommendation-Thesis
   b. Thesis-Arrangement-Recommendation
   c. Thesis-Arrangement-Conclusion
   d. Thesis-Supporting Points-Contrasting-Conclusion
   e. Reiteration-Argumentation-Thesis

PART 2 ESSAYS

Learning English through Music

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

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

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

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

In addition, song is relaxing, they provided variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yes, even revolution.
Last but not least, there are many learning activities we can do with song such as studying grammar, practicing selective listening comprehension, translation song, learning vocabulary, spelling and culture.

From the elaboration above, it can be concludes that learning through song and music can be enjoyable and fun.

Answer the questions below based on text above:

1. What does the text tell us about?
2. Based on the text, the main idea of the third paragraph is?
3. Analyze the generic structure of the text:
   - Thesis
   - Series of Arguments
   - Conclusion/Restatement
4. How many reasons to use songs in language learning?
5. Why should learning through music and song?

**PART 3 TRUE OR FALSE**

Decide whether the following statements are true (T) or false (F)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>(T) or (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The coaching in minds of the last song that heard after leaving a restaurant, shopping malls, can be enjoyable and something amusing.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>Song in general also use simple conversational language.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>There are six learning activities that we can do with song.</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>With lot of repetitions of the songs, which is just what many learners look for sample text. The fact that they are repetitive make it many times more motivating than text.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>Little wonder song is important tools in sustaining culture, religion, petition and yes, even revolution.</td>
<td>T</td>
</tr>
</tbody>
</table>
Fast food, nowadays, is considered as a normal eating venture. People are not just eating on special occasions or weekends anymore. It means that all the time they mostly eat fast food. However is fast food good for health?

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

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

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

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

- Consistency = monotone
- Occasional = homogenate
- Oddly = Amalgam
- Array = Array
- Additives = Artificial
- Highly processed = Sanger destroys
- Shelf-life = Simpam water

THE UNHEALTHY FAST FOOD
Worksheet

Name: Fathc Izani, Almisra Rajmahani P, Amanad Sam
Class: XI MIPA
Title: The Unhealthy Food

<table>
<thead>
<tr>
<th>Thesis (Introduced topic)</th>
<th>Fast food nowadays is considered as a normal eating routine. People are not just eating on special occasions or weekends anymore. It means that at the time they usually eat fast food. However, is fast food good for health?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1</td>
<td>Fast food has its popularity in the world in a few years. Fast food operations popped up everywhere. Now the competing rise in fast food restaurants is starting to rise in obesity and sugar during that same time period.</td>
</tr>
<tr>
<td>Argument 2</td>
<td>Fast food menu is highly processed with a wide array of additives. To ensure fast foods look nice, the fast food products are made with highly processed ingredients to give it the right color, texture, and flavor consistency, and to enhance flavor. Fast food is different from its original.</td>
</tr>
<tr>
<td>Argument 3</td>
<td>It is not the calories in fast food which damage health and waistline, it is the chemical additives such as aspartame and MSG (Monosodium glutamate) which cause high blood pressure, the chemical cut dieters from losing weight and cause other issues.</td>
</tr>
<tr>
<td>Reiteration</td>
<td>So, there is absolutely nothing nutritious about fast food. Fast food simply assists hunger and craving.</td>
</tr>
<tr>
<td>Your argument about this text</td>
<td><em>In our opinion</em> fast food causes many diseases especially in obesity. <em>In our opinion</em> fast food can be consumed but don’t eat too often. <em>In our opinion</em> fast food contains many chemicals.</td>
</tr>
</tbody>
</table>
Global Warming
Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth’s atmosphere and oceans, global warming is not problems but lately people are acknowledging that we are facing a seriously problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, soy oil, coffee-the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable through the Asian-Pacific, either during hot day or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.
Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study by has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizen of the world, we have to take very possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

1. What is the cause of global warming?
   Industrializing. We started polluting our waters and air and releasing greenhouse gases that contribute to global warming

2. What makes it difficult for farmers to plant?
   The shifting weather patterns
**Worksheet**

**Name:** Ahmad, Besa, Dinda, Sasa

**Class:** XI MIPA

**Title:** Global warming

<table>
<thead>
<tr>
<th>Thesis (Introduced topic)</th>
<th>Global warming is a phenomenon used to describe the gradual increase in the temperature of the earth's atmosphere and oceans. Global warming is not a problem but lately people are acknowledging that we facing a serious problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 1</td>
<td>There is irrefutable evidence that human activities have changed the atmosphere of our earth.</td>
</tr>
<tr>
<td>Argument 2</td>
<td>Secondly, according to research by Greenpeace, organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world.</td>
</tr>
<tr>
<td>Argument 3</td>
<td>Furthermore, the shifting water patterns have made it difficult for farmers to grow crops.</td>
</tr>
<tr>
<td>Reiteration</td>
<td>Global warming is not a new problem nor are we solely responsible for it.</td>
</tr>
<tr>
<td>Your argument about this text</td>
<td>10. Global warming is caused by a lack of pollution and lack of human awareness.</td>
</tr>
</tbody>
</table>
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Tri Apriliyani Saputri
N I M : 23030150137
Dosen Pembimbing : Dr. Mashlihatul Umami, M.A.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE, AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2019/2020

<table>
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<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<td>14/4/2019</td>
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</tbody>
</table>

Dosen Pembimbing,

[Signature]

Dr. Mashlihatul Umami, M.A.
NIP. 19800513 200312 2003
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Tri Apriliyani Saputri  
NIM : 23030150137  
Dosen Pembimbing : Dr. Mashlihatul Umami, M.A.  
Judul Skripsi pada surat penunjukan pembimbing skripsi : IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE, AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2019/2020

<table>
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<th>No.</th>
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</tbody>
</table>

Dosen Pembimbing,  

[Signature]

Dr. Mashlihatul Umami, M.A.  
NIP. 19800513 200312 2003
Kepada

Yth. Dr. Masilhatul Umami, M.A.

Di Tempat

Assalamualaikum Wr. Wb.

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

Nama : Tri Apriliyani Saputri
NIM : 23030150137
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2019/2020

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]

[Nama dan Gelar]

[NIP. 19630617 199603 1004]
Nomor : B- 2228 /frn.21/D1.1/PN 03 1/04/2019  Salatiga, 26 April 2019

Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMA Muhammadiyah (Plus) Salatiga
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Tri Apriliyani Saputri
NIM : 23033-15-0137
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 STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST (PORST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2019/2020

Dosen Pembimbing : Mashlihatul Ummi, S.Pd.I., MA.


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

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Ketua Sekolah Bidang Akademik

Mufidi, S.Ag., M.Phil.
SURAT KETERANGAN
Nomor : 276/SMA.M/S.6/VII/2019

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga menerangkan bahwa :

Nama : TRI APRILYANI SAPUTRI
NIM : 23030150137
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar – benar telah mengadakan Penelitian di SMA Muhammadiyah (Plus) Salatiga pada tanggal 16 Juli 2019 sampai 1 Agustus 2019, dengan judul Penelitian :

" IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE, AND TEST (PQRST) STRATEGY OF THE SECOND GRADE OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2019/2020 ".

Demikian harap menjadi maklum bagi yang berkepentingan dan untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 1 Agustus 2019
Kepala Sekolah

NIP. 19710924 200312 2 002

Dian Indrihartani, S.Sos, M.Pd
## SATUAN KREDIT KEGIATAN

Nama : Tri Apriliyani Saputri  
Jurusan : S1 Tadris Bahasa Inggris  
NIM : 23030150137  
Dosen P.A. : Miftachuddin, S.Pd., M.A.

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<td>Internasional Seminar “The Contributions of The Millenial Generation In Creating Halal Economy In The Revolution of Industry 4.0” oleh KSEI IAIN Salatiga</td>
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<td>Pelantikan Pengurus Cabang dan Kohati HMI Salatiga dan Seminar Nasional “Peneguhan Kembali Ikhtiar Pejuang HMI dalam Rangka Menguatkan Kemanusiaan Umat dan Bangsa oleh HMI Cabang Salatiga</td>
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<td>Forum Diskusi Bulanan Matematika (FORMULA)*Aktualisasi Berfikir Matematika dalam ranah Tulisan dan Penelitian untuk Membudayakan Literasi Maaasiswa” oleh HMJ Matematika</td>
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**JUMLAH**

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Salatiga, 8 April 2019

Mengetahui,

Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

[Signature]

Dr. Ahmad Maimun, M. Ag.
NIP. 19700510 199803 1003