GRADUATING PAPER

THE APPLICATION OF "IN THE NEWS" STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

(A Classroom Action Research in the Third Year Students of SMP Bumi Madania Salatiga in the Academic Year of 2012/2013)

CREATED BY:

INAYATUL FUAIDA

NIM: 113 08 032

Has been brought to the board of examiners of English Department of education faculty, State Institute for Islamic Studies (STAIN) Salatiga on September, 24th 2012, and hereby considered to completely fulfillment of the requirement for the degree of S1 Kependidikan Islam.

Boards of examiners

Head : Dr. H. Sa'adi, M.Ag

Secretary : Maslihatul Umami, S.Pd.I, M.A

1st Examiner : Hanung Triyoko, SS., M.Hum., M.Ed

2nd Examiner : Munajat, PhD

3rd Examiner : Setia Rini, M.Pd

Salatiga, September 24th 2012

Head of STAIN Salatiga

Dr. Imam Sutomo, M.Ag

NIP. 19580827 198303 1 002
MOTTO

"Inna ma'al 'usri yusron"
(Verily, with every difficulty is relief)
(Q.S Al Insyiroh verse 6)

"Today must be better than yesterday and
Tomorrow must be better than today"

"If you think you can, you can"
DEDICATION

This graduating paper dedicates to:

1. My beloved father and mother (Pak Rusydi and Ibu Siti Munawaroah) who always give spirit and inspiration, so that the writer can finish her study. Thanks a lot for your praying and guidance.

2. My brothers and sisters (Mas Iwan, Mbak Susi, Mbak Wik, Mas Mulis) who always motivate and support the writer to do the best.

3. All of lecturers in STAIN Salatiga, especially Mrs. Setia Rini, M.Pd who guides the writer patiently.


5. All of My family in Koripan and Bibis (Mbah, pakde, bude, om, bulik, mas-mas, mbak-mbak, adik-adik, especially my cute niece “Naura”). Thanks for your motivation.

6. All of TBI ’08, especially TBI A’08, you are my lovely classmate.

7. All of Al Azhar Islamic Boarding House’s students, especially “Sumayyah room (Mbak Indah, Mbak Bad, Mbak Taf, Mbak Sobir, Mbak Khiz, Dik Umi, Dik Eva, Dik Sofi and Dik Ulig)”

8. All of my friends in JQH and LDK STAIN Salatiga
9. The big family of SMP BM, especially the third year students who inspire me to be patient teacher.

10. All the readers.
ACKNOWLEDGEMENT

Assalamu'alaikum wr.wb

Alhamdulillahi Robbi 'alamin, all praises be to Allah, the Lord of the universe, by His blessing, the writer can complete this graduating paper. Besides, our blessing and praises to our prophet Muhammad, the best model for us.

However, the writer needs any help and support from other people, so that she is able to finish this thesis. Therefore, the writer would like to express the deep gratitude to:

1. Dr. Imam Sutomo, M. Ag, as the Rector of State Institute for Islamic Studies (STAIN) Salatiga.
2. Mr. Suwardi, M.Pd, as a chief of Education Faculty.
3. Mrs. Mashlihatul Umami, S.Pd.I, M.A, as chief of English Department, thanks for your knowledge and guidance.
4. Mrs. Setia Rini, M.Pd, as consultant who always gives guidance, suggestion and recommendation in writing this graduating paper from beginning until the end.
5. All lecturers of State Institute for Islamic Studies (STAIN) Salatiga, especially the lectures of English department. Thanks a lot for your knowledge which was given to the writer
6. My beloved parents, Mr. Rusydi and Mrs. Siti Munawarah, who always build my spirit.
Setia Rini, M.Pd
The Lecturer of Educational Faculty
State Institute for Islamic Studies (STAIN) Salatiga

ATTENTIVE COUNSELOR NOTES

Case: Inayatul Fuaida’s Graduating Paper

Salatiga, September 8th 2012

Dear

The Rector of State Institute for Islamic Studies (STAIN) Salatiga

Assalamu’alaikum Wr.Wb.

After reading and correcting Inayatul Fuaida’s graduating paper entitled “THE APPLICATION OF ‘IN THE NEWS’ STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION” (A Classroom Action Research in the Third Year Students of SMP Bumi Madania Salatiga in the Academic Year 2012/2013), I have decided and would like to propose that if it could be accepted by the educational faculty, and I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Consultant,

Setia Rini, M.Pd

NIP. 197505182003122002
DECLARATION

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

Hereby the writer fully declares that the writer herself composes this graduating paper, and it does not contain material written or having been published by other people, and that from other people’s idea except the information cited from references.

The writer is accountable for this graduating paper if in the future, it can be proved of containing others’ ideas, or in fact, the writer imitates the others’ graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September 8th 2012

The writer

INAYATUL FUAIDA

NIM: 113 08 032
THE APPLICATION OF “IN THE NEWS” STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research in the Third Year Students of SMP Bumi Madania Salatiga in the Academic Year of 2012/2013)

A Graduating Paper

Submitted to the Board of Examiner in Partial Fulfillment of The Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In English Department of Educational Faculty

By:

INAYATUL FUaida

113 08 032

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)

SALATIGA

2012
8. All students of TBI '08 (Nani, Zuma, Mazi, Nazil, Trini, Ani, Dedy, Ari, Wulan, Jati, Haffif, Arina, etc).

9. All people who support me to finish this graduating paper.

Finally, the writer acknowledges that this is far from the perfection, so that she waits for the critic and suggestion from the readers. And this graduating paper is expected to be able to give useful knowledge and information to the readers.

Wassalamu'alaikum wr.wb

Salatiga, September 8th 2012

The writer

INAYATUL FUAIDA
NIM: 113 08 032
ABSTRACT


This research focused in improving students’ reading comprehension by applying "In the News" strategy. This is aimed to find out the result, strenghts and weaknesses of the application of “In the News” strategy in improving students’ reading comprehension. This research was done in two cycles in CAR (Classroom Action Research). The data was taken from observation, interview and test. The techniques of data analysis included descriptive and statistical technique. The research was conducted in the third year students of SMP BUMI MADANIA Salatiga on Jl. KH. Asy’ari No.3, 03/03, 50746, Tingkir Lor, Tingkir, Salatiga, Central Java in the academic year 2012/2013. The finding of this research indicated that the application of “In the News” strategy were able to improve students’ reading comprehension in the third year students of SMP BUMI MADANIA Salatiga. It was shown by the mean score of the tests; both cycle I and cycle II. In cycle I, mean of posttest; 65,4 is higher than mean of pretest; 58,29. Besides, mean of posttest in cycle II; 75, 81 is higher than mean of pretest; 68,3.

Keywords:"In the News” strategy and reading comprehension.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDIX</td>
<td>xv</td>
</tr>
<tr>
<td>BAB I INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Statements of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>C. Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>D. Benefit of the Study</td>
<td>5</td>
</tr>
</tbody>
</table>
E. Definition of Key Terms .................................................. 6
F. Limitation of the Study .................................................. 9
G. Review of Previous Researches ....................................... 9
H. Graduating Paper Organization ..................................... 10

Bab II THEORITICAL FRAMEWORK

A. Reading ........................................................................... 12
   1. Definition of Reading ................................................. 12
   2. Purposes of Reading ................................................... 13
   3. Principles of Reading ................................................. 16
B. Reading Comprehension ................................................. 17
   1. Definition of Reading Comprehension ............................ 17
   2. Levels of Reading Comprehension ................................. 18
C. Learning Strategy .......................................................... 20
   1. Definition of Learning Strategy .................................... 20
   2. Types of Learning Strategy ......................................... 21
D. The Difference of Approach, Method, Technique, and
   Strategy ............................................................................ 23
E. “In the News” Strategy .................................................... 25
   1. Definition of “In the News” Strategy ............................ 25
   2. Procedures of “In the News” Strategy ............................ 26

Bab III METHODOLOGY OF THE RESEARCH

A. Setting of the Research ................................................... 27
B. Subject of the Research .................................................. 28
C. General Concept of Classroom Action Research ............... 29
D. Procedure of the Research ........................................ 30
E. Technique of Data Gathering ..................................... 33
F. Technique of Data Analysis ....................................... 34
G. Schedule of the Research .......................................... 35

BAB IV DATA ANALYSIS

A. Field Notes .............................................................. 36
   1. Pre Cycle .......................................................... 36
   2. Cycle I ............................................................. 36
   3. Cycle II ............................................................ 47

B. Discussion ............................................................. 54

BAB V CLOSURE

A. Conclusion ............................................................ 56
B. Suggestion ........................................................... 57

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE
# LIST OF TABLE AND FIGURE

1. **Table 3.1**  
   SMP Bumi Madania's Students in the Academic Year 2012/2013

2. **Table 3.2**  
   Subject of the Research

3. **Figure 3.1**  
   Procedure of Classroom Action Research

4. **Table 3.3**  
   Schedule of the Research

5. **Table 4.1**  
   Students Observation Sheet (Cycle I)

6. **Table 4.2**  
   Result of Pretest in Cycle I

7. **Table 4.3**  
   Result of Posttest in Cycle I

8. **Table 4.4**  
   Students Observation Sheet (Cycle II)

9. **Table 4.5**  
   Result of Pretest in Cycle II

10. **Table 4.6**  
    Result of Posttest in Cycle I

11. **Table 4.7**  
    Analysis of Students' Reading Comprehension Improvement
LIST OF APPENDIX

1. Lesson plan for cycle I
2. Lesson plan for cycle II
3. Pretest for cycle I
4. Posttest for cycle I
5. Pretest for cycle II
6. Posttest for cycle II
7. Learning material for cycle I
8. Students’ assignment as discussion material in cycle I and II
9. Surat Tugas Pembimbing Skripsi
10. Surat Ijin Penelitian
11. Surat Keterangan Penelitian
12. Lembar Konsultasi Skripsi
13. Daftar SKK
CHAPTER 1

INTRODUCTION

A. Background of the Study

The use of learning strategy to deliver the material influences teaching learning process. The interesting learning strategy supports the students' involvement in learning activities. They will focus on the lesson if they interested with the material. That is the teacher must be creative to choose fun and appropriate learning strategy, in order to help students to study easily. The teacher has a role as a facilitator to build students' activeness to explore their idea, so that they get a chance to be more active. An active learning can be created when there is good communication between teacher and students. The teacher should give stimulus to the learners through interesting learning strategy that can involve them actively in TLP. If there is no encouragement from the teacher, the students tend to keep silent and cannot achieve the subject material well, because they embarrassed to share their idea. The third year students of SMP Bumi Madania get difficulty in understanding English text. Most of them do not know the meaning of some vocabularies and sometimes they shy to ask the teacher about the material. They think that the English text is difficult to understand when they do not know the meaning.
As a facilitator, the teacher will give chance to the students in order to be active. Rohani (2004:9-10), conveys that the teacher just stimulates the activeness by providing learning material, whereas the students process and assimilate the material according to their need, ability, aptitude and students’ background. However, some of teachers are common to use conventional learning method that makes them self as learning center, so that it reduces the students’ chance to join in the classroom actively. This phenomenon makes the students to be more passive. There is no respond from them when the teacher asks question, even they choose to keep silent when their teacher gives an opportunity to make question. Silberman (2009) extends that most of the teachers talk for about 100-200 words per minute. The students, which have good concentration, perhaps will hear 50-100 words per minute. They think and hear, so that they difficult to build their concentrations continually. The students need the way to open their minds and to share their ideas. They still get difficulties when there is no teacher’s stimulus, especially for Junior High School students, which learn more complex English material. In this learning method, the teachers give the lesson and talk more, but they give little chance to the students to be active in teaching learning process (TLP). For example, the use of conventional learning method in teaching reading will bound the students to share their ideas. The teacher tends to read and translate all of English text, so that the students just hear the explanation.

Based on the researcher’s observation, the students’ problem in reading comprehension appears because of some factors. The main factor is
they do not know the meaning of some vocabularies. Eventhough, some of them have mastered the vocabularies, but they seldom practice it to understand the English text and also to discuss each other. The English text is not easy for them; they often make a complaint when face it. The students said, "It is too hard for us to read the English text and understand it". This condition supports the teacher to draw up appropriate learning strategy. To develop English learning quality, it is necessary to find the good learning strategy to build the students' role. The use of learning method must be appropriated with situation and condition.

The teachers should pay attention toward the characteristics of learning method that they use, such as:

1. Arrange and provide the subject material which is appropriate with students' need (based on the standard of competence and syllabus),
2. Use the methods creatively and it is relevant with the material,
3. Do learning plan flexibly and always try to look for effective learning (Syah, 1995:228).

The balance between the material and learning method is also necessary. In this part, the teacher must be able to choose the suitable method and all at once build the students' enthusiasm to study.

According to the indicators of this learning problem, the writer tries to apply "In the News" strategy to improve students' reading comprehension. This strategy gives opportunity to the students to involve in TLP and appear their anxiety toward the topic. It represents peer teaching approach that
positions each student as a teacher for other students. This approach gives the result such as the riches material and information, which is able to discuss in the classroom by all participants. The teacher asks them to look for an article from newspaper, magazine and other sources with the certain topic. Furthermore, the teacher divides the students into subgroups to discuss the article, and then report it. When the group report their discussion, the teacher chooses the head news to build up the discussion. (Silberman, 1996: 118). This learning strategy is called as active, creative, effective and joyful learning (Joyful teaching and learning) which is developed by many experts as active learning. The use of “In the News” strategy is hoped to help the students to understand the English text easily.

To solve the students’ problem above, the writer is supported to do a research as an effort to improve students’ reading comprehension through “In the News” strategy. For that reason, the writer is interested in writing a graduating paper entitled: THE APPLICATION OF “IN THE NEWS” STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Third Year Students of SMP Bumi Madania Salatiga in the Academic Year of 2012/2013).

B. Statements of the Problem

Based on the background of the study, there are some statements of the problem are as follows:
1. Does the application of "In the News" strategy improve students' reading comprehension in the third year students of SMP Bumi Madania Salatiga in the academic year of 2012/2013?

2. What are the strengths and weaknesses of the application of "In the News" strategy in improving students' reading comprehension in the third year students of SMP Bumi Madania Salatiga in the academic year 2012/2013?

C. Objectives of the Study

According to the statements of the problem, the objectives of the study are as follows:

1. To find out the result of the application of "In the News" strategy in improving students' reading comprehension in the third year students of SMP Bumi Madania Salatiga in the academic year of 2012/2013.

2. To find out the strengths and weaknesses of the application of "In the News" strategy to improve students' reading comprehension in the third year students of SMP Bumi Madania Salatiga in the academic year of 2012/2013.

D. Benefit of the Study

Through this classroom action research, the writer hopes that it can gives advantages for:

1. The teacher
   a. Improve the teacher's motivation to create better learning strategy, such as joyful teaching and learning (PAIKEM).
   b. Increase the teacher's professionalism in learning process.
2. The Students

   a. To motivate the students in order to involve them in learning process actively
   b. To develop students' reading comprehension.
   c. To interest student's participation and the individual responsibility
   d. To position them as learning-centre.

3. The School

   The positive result of this research can create the innovation for the school to develop the interesting learning strategy to improve students' involvement in teaching learning process. Besides, it creates good quality for students' output.

E. Definition of Key Terms

   The writer wants to explain the meaning of key terms in the title in order to make easy and understandable by the readers. They are as follows:

1. Application

   Application (noun) is taken from the word apply (verb) that has similar meaning with the word “use (v)”. Based on the title of this research, application means the use of “in the news strategy” in order to improve the third year students' reading comprehension of SMP Bumi Madania in the academic year 2012/2013 (Thesaurus: English United States)

2. Learning Strategy
Learning strategy has some meanings as maintained by Subana and Sunarti in Iskandarwassid (2008: 5):

a. General pattern or abstract from teaching learning process.

b. Strategies of instruction

c. Models of teaching

d. General pattern of learner activity that describes determining process in learning activity's realization to builds behavior change.

3. “In the News” Strategy

“In the News” strategy is an interesting way to get students involved and arouse their interest in the topic even before they attend the class. This strategy represents peer teaching approach that positions a student as a teacher for other students. This approach will also give the result such as the riches material and information that can be shared in the classroom by all participants. This strategy gives opportunity to the students to involve in TLP and appear their anxiety toward the topic. The procedures are as follows:

a. Ask students to bring to class article, news items, editorials, and cartoons related to the topic of the class session (in this case is an English article about procedure text with the topic “How to make Indonesian foods and drinks” and “How to operate electronic tools” from an English language newspaper, magazine, internet or other sources.
b. Divide the class into subgroups and ask them to share their items with each other and choose two or three most interesting article.

c. Reconvene the entire class and ask representative from each subgroup to share their choices with other students.

d. As groups are reporting, listen for important points the teacher will address in the class and use that information to promote discussion (Silberman, 1996: 118).

Recognizing the main idea and themes in articles helps readers process and retain information on current events. Reading authentic articles also gives learner appropriate background knowledge for related class projects (Day, 1993: 97).

4. Reading

There are four skills that the learners need in language learning. One of them is reading. According to Urquhart in Grabe(2009: 14), reading is the process of receiving and interpreting information encoded in language from the medium of print.

5. Reading Comprehension

Koda in Grabe(2009: 14) informs that comprehension occurs when the reader extracts and integrates various information from the text and combines with what is already known. Reading comprehension is function to understand a text that is read as the process of constructing meaning from a text (Dechant, 1981: 312)
F. Limitation of the Study

In order to make focus in this research, the writer limits the study as follows:

1. The research limited in the application of “In the News” strategy
2. The research limited in reading comprehension about procedure text
3. The research carried out in the third year students of SMP Bumi Madania Salatiga in the academic year of 2012/2013

G. Review of Previous Researches

In this graduating paper, the writer takes three previous researches comparison. The first previous research was conducted by Ahmad Muntaha Al Hasan. The title for his research is “The Use of Internet to Reading Mastery of the Second Year Students of SLTP QARYAH THAYYIBAH Kalibening Salatiga in the Academic Year 2008/2009”. Based on his research, there is significant difference of the use of internet in reading mastery, because it was easy and interesting. The students enjoy in learning and easy understanding the material. It was shown by the result calculation of t-test, where the result of post-test is higher than pretest.

The second research is “The Implementation of Communicative Approach in Teaching Reading Comprehension to the First Students of MTs SUDIRMAN Kopeng in the Academic Year 2010/2011” by Chayati. She decided to use communicative approach to find out achievement before and after using Communicative Approach. As the result, the students’ reading comprehension was improve by the mean of posttest 74,3 and pretest 58,9.
The last is Nur Hidayah’s research paper entitled “The Use of Realia to Improve Vocabulary Mastery (Classroom Action Research in the Third Year Students of MI NURUL AZHAR Terban Pabelan in the Academic Year 2010/2011)”. She informed that Realia gives positive effect to the students’ interest and improving their vocabularies. The students were active in class and most of them understood what the teacher said. Their achievement has improved with the greater score in posttest than pre test.

Based on the previous researches above, the writer is interested to practice other learning strategy. She will apply “in the news” strategy to improve students’ reading comprehension in the third year students of SMP Bumi Madania Salatiga in the academic year of 2012/2013.

H. Graduating Paper Organization

Chapter I discuss about the introduction, which consist of background of the study, statement of the problem, objective of the study, benefit of the study, definition of key terms, review of the previous researches, and thesis organization.

Chapter II is theoretical framework, which contains the theories that related and support the research.

Chapter III is methodology of the research. This chapter explains setting of the research, subject of the research, general concept of Classroom Action Research, procedure of the research, technique of data gathering, technique of data analysis, and schedule of the research.
Chapter IV is data analysis that consists of field notes and discussion.

Chapter V is closure, which contained of conclusion of the research's finding and suggestion.

Bibliography

Appendixes

Curriculum Vitae
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Many experts define reading with different meaning. According to Urquhart in Grabe (2009: 14), “reading is the process of receiving and interpreting information encoded in language from the medium of print”.

Dallman (1972:22) points out that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author.

Dechant (1982: 5) considers that “reading always involves an interaction between the writer and reader”. It is the culminating act of the communication process, initiated by the thoughts of the writer and expressed through the symbol on the page. Goodman in Dechant, (1982:11) notes that reading is a selective process, involving partial use of available minimal language cues (graphic, semantic, and syntactic).
2. Purposes of Reading

In accordance to Mahmoed (1992:103-104), there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

b. Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

c. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.
d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

Different with Mahmoed, Grabe (2009:7-10) names six academic purposes for reading. He said, “When we read for different purposes, we engage in many types of reading, particularly in academic settings”. Six major purposes are listed below:

a. Reading to search information (scanning and skimming)

When we want to locate some specific information, we engage in search processes that usually include scanning and skimming. The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.
b. Reading for quick understanding (skimming)

Skimming is used for variety of other reasons (and so may be seen as a super ordinate purpose). We skim for some reasons, such as:

1) When we want to determine what a text is about and whether or not we want to spend more time reading it.

2) When we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it.

3) When we need to work through many text and want to make decisions about which texts to focus more attention on.

4) When we are under intense time pressure and need to reach some decision about the usefulness of information in a text.

c. Reading to learn

Reading to learn is often carried out when the information in a text is identified as important (often by teacher or textbook) and when that information will be used for some task or may be needed in the future.

d. Reading to integrate information

Reading to integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long texts, such as long and complex chapter in a textbook. In the case of multiple texts, the
reader must decide how to create his or her own organizing frame for
the information because none is provided by the combined set of texts.

e. Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information represents an
increased level of demand and a more complex interaction of reading
processes. At this level of reading, extensive inference and background
knowledge come into play, and the reader engages very actively in
reinterpreting the text for his or her own purposes.

f. Reading for general comprehension

This reading type takes place when we read a good novel, an
interesting newspaper story or feature article, or a magazine when we
are relaxing. In fact, reading for general comprehension involves a
complex set of processes when carried out by fluent reader.

3. Principles of Reading

In accordance to Harmer (2001:70), there are some principles
behind the teaching of reading:

1) Reading is not a passive skill. Reading is an incredibly active
occupation. To do it successfully, we have to understand what the
words mean.

2) Students need to be engaged with what they are reading. As with
everything else in lessons, students who are not engaged with the
reading text, not actively interested in what they are doing, are less
likely to benefit.
3) Students should be encouraged to respond to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

4) Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read.

5) Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle, etc.

6) Good teachers exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

B. Reading Comprehension

1. Definition of Reading Comprehension

Dechant (1982:311) states 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 ability to grasp the meaning of a larger unitary idea”. Davis
in Dechant (1982: 312) notes that "underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words".

Dechant also defines comprehension as a thinking process: it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In addition, he informed that reading comprehension is function to understand a text that is read as the process of constructing meaning from a text. Moreover, Thorndike in Dechant (1982: 311) describes reading comprehension simply as thinking.

2. Levels of Reading Comprehension

Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbols. Reading may prove to be almost useless without comprehension. There are three levels of reading comprehension, these are:

a. Literal Reading is the ability to follow directions and understand exact words, meanings, and characters.

b. Aesthetic Reading is the ability to appreciate artistically the style and overall quality of what is being read.
c. Critical Reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

Total comprehension requires reading at all of the above levels. Thus, to comprehend a chapter in a textbook well, one must have ability to read at all levels (Mahmoud, 1992:102-103).

In other hand, Dechant explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

1) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)

2) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

3) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author's biases and purpose)

4) Creative skills (applying information, responding emotionally)
C. Learning Strategy

1. Definition of Learning Strategy

Learning strategy consists of two words, learning and strategy. Before start the discussion about it, the writer would like to explain the notion of learning and strategy.

The first word is learning. "Learning is behavior change process to the learner because of the interaction between an individual and environment through experience and training" (Iskandarwassid et al, 2008: 4). This change occurred completely, regarding to cognitive, affective, and psychomotor aspects.

Gazda et al. (1980:1) considers "learning as basic to human existence and fundamental to education". Brindley in Richards (1994: 34) identifies that learning consist of acquiring organizing principles through encountering experience. Thorpe in Gazda (1980: 1) gives different definition of learning. According to Thorpe, "learning is the process which manifests itself by adaptive changes individual behavior as a result of experience.

The second word is strategy. Generally, strategy is a technique, which is used to attain a certain purpose. In teaching context, Gagne in Iskandarwassid (2008: 3) points out "strategy is internal ability of people to think, solve the problem, and make a decision. It means learning process will support the learner uniquely to analyze, solve the problem in making decision".
Learning strategy has some meanings as maintained by Subana and Sunarti in Iskandarwassid (2008: 5):

a. General pattern or abstract from teaching learning process.
b. Strategies of instruction
c. Models of teaching
d. General pattern of learner activity that describes determining process in learning activity's realization to builds behavior change.

2. Types of Learning Strategy

Silberman (1996) divides learning strategies / learning techniques to apply active learning to the subject matter into three sections, as follows:

1) How to get students active from the start

   The strategies are designed to do one or more of the following:
   a. Team building: helping students to become acquainted with each other or creating a spirit of cooperation and interdependence.
   b. On-the-spot assessment: learning about students' attitudes, knowledge, and experience.
   c. Immediate learning involvement: creating initial interest in the subject matter.

   In addition, these techniques encourage students to take an active role right from the beginning.

2) How to help students acquire knowledge, skills, and attitudes actively.
The strategies are designed to avoid or reinforce teacher-led instruction. A wide range of alternatives are provided, all of which gently push students to think, feel, and apply. They include:

a. Full-class learning: teacher-led instruction that stimulates the entire class.

b. Class discussion: dialogue and debate of key issues

c. Question prompting: students request for clarification

d. Collaborative learning: assignments done cooperatively in small groups of students

e. Peer teaching: instruction led by students

f. Independent learning: activities that help students to examine their feelings, values, and attitudes

g. Skill development: learning and practicing skills, both technical and nontechnical.

3) How to make learning unforgettable

The strategies are designed as the ways to conclude a class so that the student reflects on what he or she has learned and considers how to apply it in the future. They are as follows:

a. Review: recalling and summarizing what has been learned

b. Self-assessment: evaluating changes in knowledge, skills, or attitudes

c. Future planning: determining how the student will continue the learning after the class is over
d. Expression of final sentiments: communicating the thoughts, feelings, and concerns students have at the end.

D. The Differences of Approach, Method, Technique, and Strategy

In learning process is known some of terms, which have similar meaning. These terms are: approach, method, technique, and strategy.

Edward Anthony, the American applied linguist, identified three levels of conceptualization and organization, which he termed approach, method, and technique (Richards, et.al, 1993: 17)

“... An approach is a set of correlative assumptions dealing with the nature of language and teaching. It describes the nature of the subject matter to be taught.”

“... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.”

“... A technique is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”

Based on the definition above, the difference between approach, method, and technique can be shown. An approach is axiomatic; a method is procedural. Within one approach, there can be many methods. Technique must be consistent with a method, and therefore in harmony with an approach as well.

Moreover, the definition approach, strategy, method, and technique can be explained as follow:

1. Approach
An approach is a broad way of dealing with a clinical concern or problem. It divides into two types; student-centered approach and learning-centered approach and teacher centered approach.

2. Strategy

Generally, strategy is a technique, which is used to attain a certain purpose. In teaching context, Gagne in Iskandarwassid (2008: 3) points out “strategy is internal ability of people to think, solve the problem, and make a decision”. It also can be defined as a plan of action designed to achieve an overall aim or a plan for achieving goal.

3. Method

Method can be considered as a way of learning that must be taken to realize the plan that has been made by a teacher to achieve learning objectives in a real and practical activity in the classroom. Thus, the strategy is “a plan for achieving goals” while the method is “a way for achieving goals”.

There are many methods of learning that can be used to achieve these learning strategies include: (1) lecture, (2) demonstration, (3) discussion, (4) simulation, (5) laboratory, (6) field experience, (7) brainstorming; (8) debates, (9) symposium, and so forth. Meanwhile, there are techniques in the teaching methods of learning.

4. Technique
Technique is the teacher's way in carrying out the method of learning. Thus, the technique can be defined as a way of learning a person does in implementing a specific method.

As an illustration, the application of methods for a class belonging to the debate on, need to use different techniques than the class of passive students. A teacher can alternate while learning techniques within the framework of the same learning methods.

E. "In the News" Strategy

1. The Definition of "In the News" Strategy

In Silberman's book entitled Active Learning: 101 learning strategies, contained specific, practical strategies that can be used for almost any subject matter. He wrote this book with the purpose to help the teacher to teach the subject material creatively. By using interesting learning strategy, the learner will get stimulus to involve in the classroom actively.

In the News strategy is one of 101 learning strategies. In the News strategy is an interesting way to get students involved and arouse their interest in the topic even before they attend the class. This learning strategy represents peer teaching approach that positions a student as a teacher for other students. This approach will also give the result such as the richness material and information that can be shared in the classroom by all participants. In this research, In the News strategy is applied to improve
students’ reading comprehension. By applying this learning strategy, the students hoped can comprehend the text well. *In the News* strategy gives opportunity to the students to involve in TLP and appear their anxiety toward the topic (Silberman, 1996: 118)

2. Procedure of “In the News” Strategy

The procedures of “In the News” strategy are as follows:

a. Ask students to bring to class article, news items, editorials, and cartoons related to the topic of the class session (in this case is an English article about procedure text with the theme “How to make Indonesian drinks and foods” and “How to operate electronic tools” from an English book, internet or other sources).

b. Divide the class into subgroups and ask them to share their items with each other and choose two or three most interesting article.

c. Reconvene the entire class and ask representative from each subgroup to share their choices with other students.

d. As groups are reporting, listen for important points the teacher will address in the class and use that information to promote discussion (Silberman, 1996:118).

*In the news* strategy is part of peer teaching. In accordance to Silberman (1996: 108), this technique gives students the opportunity to learn something well and at the same time, become a resource to each other. It includes in one of learning strategies; “How to help students acquire knowledge, skills, and attitudes actively”.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of the Research

This research was conducted in SMP Bumi Madania (SMP BM), This school is community-based school, which was built on 2004. Name of SMP BM is chosen as an effort for representing founder's aspiration to take part in educating people, especially for Tingkir community. In addition, he wants to create civil society. SMP BM has a purpose to fulfill the right of every child to get quality education service with cheap cost. This school located in Jl. KH. Asy'ari No.3, 03/03, 50746, Tingkir Lor, Tingkir, Salatiga, Central Java. It is near from Asta'in, Masyithoh, Muhajirin, and Al Ishlah Islamic Boarding House.

In learning process, SMP BM adopts joyful learning concept / PAI KEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan), having regard to the investment of ethic and aesthetic values. Moreover, the learning process making the best use of social and natural environment as a laboratory for the students in order to interact with their realities and try to love with their environment.

Bumi Madania Junior High School, which is often called as SMP BM has 26 students that divided into three classes. Every class consists of different sum of student. First class consists of eight students, second class
is ten students, and third class is eight students. The students’ condition can be shown in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Sum of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII</td>
<td>8 (4 males, 4 females)</td>
</tr>
<tr>
<td>2</td>
<td>VII</td>
<td>10 (9 males, 1 female)</td>
</tr>
<tr>
<td>3</td>
<td>IX</td>
<td>8 (4 males, 4 females)</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>26 (17 males, 5 females)</td>
</tr>
</tbody>
</table>

B. Subject of the Research

Subject of the research is the subject that becomes the target of researcher (Arikunto: 2010, 188). This classroom action research was carried out in the third year students of SMP Bumi Madania Salatiga. It consists of eight students, four of girls and four of boys that taking on the first semester in the academic year of 2012/2013. The researcher chooses the third students of SMP Bumi Madania Salatiga because she finds the students’ problem in reading comprehension. She wants to apply the learning strategy in order to improve students’ reading comprehension. The position of the researcher in this research is as a teacher. Moreover, the observer of this research is the researcher’s partner.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila Fauzia</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia Kurniasari</td>
</tr>
<tr>
<td>3</td>
<td>Hendra Saputra</td>
</tr>
</tbody>
</table>
C. General Concept of Classroom Action Research

This research used the Classroom Action Research (CAR). According to Hopkins (2008:1), "classroom research is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities".

Besides, Arikunto (2006:2-3) informs that CAR consists of three words, so there are three definitions, which can be explained:

1) Research-indicate an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

2) Action is a movement activity, which is done deliberately with a certain purpose.

3) Classroom- in this case is not bound by the terms of the classroom, but it has a more specific meaning. The word of class means groups of students who are in the same time receive the same lesson from the same teacher.

Based on three of main words; research, action, and class, Classroom Action Research (CAR) means an observation toward learning process that
organized as an action, which is appeared deliberately and happened simultaneously in the classroom.

In accordance to Arikunto (2006: 16), there were for steps to do classroom action research. They are planning, acting, observing, and reflecting. The researcher choose CAR because the researcher finds the problem in learning process, low of students’ reading comprehension, so that this problem must be solved soon by using appropriate learning strategy through classroom action research.

D. Procedure of The Research

This research applied Kemmis and Mc Taggart’s model of classroom action research’s method. Arikunto (2010: 137) informs that the principal concept of CAR according to both of those experts consists of four stages (and its repeating); they are planning, acting, observing, and reflecting. The researcher spent two cycles in this research, and started with pre cycle. These stages can be drawn as follow:

**FIGURE 3.1 THE PROCEDURES OF CLASSROOM ACTION RESEARCH**

![Diagram of the Procedures of Classroom Action Research]

- Pre cycle
- Reflecting 1

- Planning 1
- Acting 1

- Observing 1
- Planning II
- Acting II

- Reflecting II
- Observing II
The whole action, which were applied in CAR as the picture above through the stages as follow:

a. Planning.

Planning explains about WH Question (what, why, when, where, who, and how the action done (Arikunto, 2010: 138).

This stage comprised the making of lesson plan. The teacher entered the class, the third class of SMP Bumi Madania Salatiga, for five meetings. The first meeting (July 17 2012) was the action of pre cycle. The second and third meetings (July 30-31 2012) were the action of cycle I. Furthermore, cycle II conducted in fourth and fifth meetings (August 6-7 2012).

Besides, the researcher also prepared some instruments of the research, such as lesson plan, student’s observation sheet, learning material, pre test and posttest for two cycles.

b. Acting

In accordance to Arikunto (2010:139), acting is the implementation of planning. The researcher spent five meetings to do a classroom action research. The first meeting was the action of pre cycle. The researcher introduced herself, informed her purpose in doing the research, and gave assignment to the students for cycle I. The second and third meetings were the action of cycle I. Those times were used to provide pretest to know the students’ achievement before the applying “In the News” strategy. After that, the researcher applied “In the News” strategy to teach the students and observe learning activity. Furthermore, she gave a posttest and an assignment to the students to look for procedure text about
"How to operate electronic tools" as the discussion material for the next meeting.

Besides, the researcher reflected the learning activity with the observer in order to prepare the better TLP in the second cycle. Cycle II conducted in the fourth and fifth meetings. The learning activities of this cycle are similar with cycle I, but there was no assignment to the students after the action.

c. Observation

Observation is data gathering. In other word, observation is the instrument to show how far the effect of the action. (Suyadi, 2010: 63)

Observation focused on the implementation of the learning activities. The researcher prepared the observation sheet as the research instrument, so that it could help the observer to observe TLP easily. In addition, the result of student's tests (score of the pre test and posttest) were needed to observe the action and analyze the data.

d. Reflecting

Suyadi (2010: 64) explains that reflecting / self evaluation is an activity to propose the action, which what is done.

Reflection is made after teaching learning process to analyze the action research along with the strength and weakness that arise in the implementation of the action. It is done by the discussion between the teacher and the observer, in this case is the researcher's partner, to prepare the lesson in order to get better result for next action.
E. Technique of Data Gathering

Data gathering is used to gather information, in this part is about classroom action research (Hopkins, 1993: 115). This research used some techniques to collect the data:

1) Observation

Observation was carried out to observe the application of "In the News" strategy in improving the third year students of SMP BM in reading comprehension. Based on the observation, it can be known interest, motivation and the reading comprehension improvement of students that occurred in learning.

In conducting the observation, the researcher uses field note, and documentation. In accordance to Hopkins (1993: 116), keeping field notes is a way of reporting observations, reflections and reactions to classroom problems. Ideally, they should be written as soon as possible after a lesson.

2) Interview

Interview is a form of verbal communication so a kind of conversation that aims to obtain information (Nasution, 1991:153). In this research, the researcher interviews the third year English teacher (before she left SMP BM) to know the condition of the students before conducting the research.

3) Test

Test is a series questions or exercises or other device used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals group (Arikunto (1996:138)).
The researcher provided pretest in every cycle (cycle I and cycle II) to know how far students' reading comprehension about procedure text before applying In the News strategy. Moreover, she gave posttest to know how far is the improvement of students' reading comprehension about procedure text after applying this strategy.

F. Technique of Data Analysis

There were two techniques to analyze the data in this research. They are as follows:

1) Descriptive technique

A descriptive technique is function to analyze the data, which is obtained from the observation in each cycle, such as:

a. The observation towards teacher and students' activities in TLP,

b. The observation toward teacher in applying "In the News" strategy in improving students' reading comprehension.

2) Statistical technique

A statistical technique is used to calculate the result of the test, before and after applied In the News in improving students' reading comprehension. The scores of tests can be counted using the formula of Mean as follows (Sudijono, 2010: 82):

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

\( M \): the mean of obtained

\( \Sigma X \): the sum of score

\( N \): number of cases

To calculate the Mean, the whole scores are added and the sum are divided by the total number of cases. This analysis technique will be purposed to find out how is the influence of the application of In the News strategy in improving students’ reading comprehension or not. In this study, researcher counts the data using the mean because it is already known the result of the research from this way. It shows that there are differences score between cycle I pretest - posttest, and cycle II pretest - posttest or not. Even it has significance or not.

G. Schedule of the research

The researcher made the schedule of the research as in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The action of pre cycle</td>
<td>July 17 2012</td>
</tr>
<tr>
<td>2</td>
<td>The action of cycle I</td>
<td>July 30-31 2012</td>
</tr>
<tr>
<td>3</td>
<td>The action of cycle II</td>
<td>August 6-7 2012</td>
</tr>
</tbody>
</table>
CHAPTER IV
DATA ANALYSIS

A. Field Note

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is function to measure the students' reading comprehension improvement by applying In the News strategy.

In this research, the data consists of field note, the result of pretest and posttest. The action of this research consists of pre cycle and two cycles, cycle I and cycle II. For the whole stages of every cycle (cycle I and cycle II) will be explained in the description below. However, the researcher would like to explain the action of pre cycle first.

1. Pre Cycle

On Monday, 17 July 2012 the researcher came to the third year students of SMP BM. She introduced herself and told her purpose to do the action research. Subsequently, she gave an assignment to the students. She asked them to find out the procedure text about “How to make Indonesian foods and drinks as the discussion material for the next meeting.

2. Cycle I

1) Planning

The researcher prepared some instruments of the research, such as:

a. Lesson plan as teaching guidance in learning process
b. Material

In pre cycle, the researcher gave an assignment for the students to find out procedure text about “How to make Indonesian foods and drinks”. Besides, she prepared the material about the explanation of procedure text.

c. Sheet for classroom observation

d. Teaching aids

c. Pretest and posttest

Pretest was given to the students before applying In the News strategy and posttest was given after applying this strategy.

2) Implementation of the action

On Monday, 30 July 2012, the teacher (the researcher) and the observer entered the third class of SMP Bumi Madania. The condition of the class was quiet and the teacher accosted the students soon. She gave greeting and asked about their condition. Furthermore, the teacher asked about the student’s assignment, which was given a week before the action of cycle I. Five students brought it as the discussion material later, but other students have not brought it. After that, the teacher gave pretest for 30 minutes before start the lesson. After the students done the test, she collected their worksheet. The teacher asked them about the difficulties when they done it. They answered “Sulit bu, banyak yang ga’ tahu artinya”. She answered, “Ok, never mind (tidak apa-apa), kalau baru latihan”.
Afterwards, the teaching learning process was begun. The teacher asked the students about procedure text.

*Teacher* : “*Do you know about procedure text?*”

*Mila* : “Text yang menjelaskan tentang cara (the text, which explain the method)”

*Teacher* : “*Ya, boleh, yang lain? (Yes, right, any other answer?)*”

The students kept silent, and then the teacher gave the material and explained to them.

*Teacher* : “*Ok class, any question? (ada pertanyaan?)*”

*Students* : “*No...*”

*Teacher* : “*Ok, berarti sudah paham semua (ok, you have understood). We can start our discussion now by using “In the News strategy”.***

*Hendra* : “*What is “In the News Strategy”?***

*Teacher* : “*Attention please! Teman kalian ada yang bertanya tentang In the News Strategy. Ada yang tahu? (Your friend asked about In the News Strategy. Anyone know?)***

*Students* : “*No...*”

*Teacher* : “*In the News Strategy adalah salah satu strategi pembelajaran. Strategi ini merupakan cara untuk mengajak kalian lebih aktif di kelas dan mendorong***
kalian untuk mempelajari materi pelajaran sebelum kalian masuk kelas. Selain itu strategi ini melatih kalian untuk menjadi guru bagi teman kalian.

Students : “Menjadi guru? maksudnya bu (become a teacher? what is it mean, Miss?)”

Teacher : “Maksudnya, kalian nanti akan menyampaikan hasil diskusi kalian di depan kelas, seperti seorang guru yang mengajar murid (It means that you will report the result of your discussion in front of the class, as a teacher who teach the student)”

Students : “Haa... depan kelas? (in front of the class?)”

Teacher : “Ok. sekarang saya akan menjelaskan prosedur dari ‘In the News Strategy’. 1) Guru menyuruh siswa membawa artikel ke dalam kelas, dalam kelas ini adalah teks prosedur tentang ‘How to make Indonesian foods and drinks’. Tugas yang saya berikan minggu kemarin adalah bagian dari ini. 2) Guru membagi siswa kedalam kelompok dan meminta untuk memilih 2/3 artikel/teks paling menarik. 3) Guru mengumpulkan kembali siswa (setelah dibagi kelompok) dan menyuruh untuk mendiskusikan pilihan mereka. 4) Ketika siswa melaporkan, guru mengambil point penting dan
menggunakan informasi penting tersebut untuk mengembangkan diskusi. (Jadi, ketika kalian mempresentasikan hasil diskusi di depan kelas, saya akan mengambil beberapa hal penting sebagai materi tambahan setelah presentasi selesai. (Ok, now, I will explain the procedures of 'In the News Strategy'.) 1) The teacher asks students to bring an article to the class, in this class is procedure text about 'How to make Indonesian drinks and foods'. The assignment that I gave you last week is one of the procedures of this strategy. 2) The teacher divides the students into group and requires them to choose two or three most interesting article/text. 3) The teacher reconvenes the students (after divided into group) and requires them to discuss their choices. 4) When the students are reporting (presenting the result of their discussion), the teacher takes the important point and uses the information to promote discussion. (So, when you present your discussion in front of the class, I will take some important points as the addition material after finished the presentation).
Awal : "Berarti nanti kerja kelompok Bu? (Is mean work in group, Miss?)"

Teacher : "Yes, right. Ok, sudah jelas penjelasan tentang 'In the News strategy'? (Ok, have you understood the explanation about 'In the News strategy')"

Students : "Yes..."

The teacher explained the procedure of In the News strategy and began to apply this strategy to teach reading about procedure text.

Teacher : "We will discuss the procedure text about 'How to make Indonesian foods and drinks' that you have collected this morning. I divided you into three groups". Do you understand?"

Students : (silent)

Teacher : "Begini maksudnya, kita akan berdiskusi tentang teks procedure yang telah kalian kumpulkan tadi. Saya membagi kalian menjadi tiga kelompok. The first group consists of Majid and Zaki, second group is Mila, Ainun, and Awal, and the third group is Rahman, Nurul and Hendra".

Students : "Haa...

Majid : "Kok Cuma berdua Bu? (Is it right, just two people?)"
Teacher: "Tidak apa-apa, yang penting bisa kerja sama. Kita akan belajar memahami teks procedure. (Never mind, the important thing is you can play along. We will study to comprehend the procedure text)"

The teacher wrote down the theme of procedure text in the whiteboard and invited every group to choose the interesting theme. Then, she made lottery number based on the students choose and gave the name for each group (1st group: clever, 2nd group: diligent, 3rd group: smart).

Teacher: "Ok, the clever group get the theme 'How to make gado-gado', diligent group 'How to make a cup of cappuccino', and smart group 'How to make fried rice'. Tugas kalian: 1) Read and learn the your text (baca dan pelajari teks kalian), 2) Explain to your friends in front of the class (jelaskan di depan kelas), 3) Identify your text (identifikasi teks)."

Nurul: "Nomor tiga bagaimana Bu? (How about the question number 3, Miss?)"

Teacher: "Perhatikan, untuk soal nomor 3, dientifikasi bagian mana yang temasuk goal, material, dan step (Attention, for the question number 3, identify which one the goal, material, and steps). Ok students, time is up for the lesson today, we will
continue tomorrow. Please prepare your presentation and come to the class on time."

Students : "Yes, Miss"

In the next meeting, Tuesday, July 31 2012 the teacher continued the research. She accosted the students as yesterday and checked their readiness to present the result of their discussion. She provided ten minutes for each group.

Teacher : "Who is the first group"?

Students : "Majid and Zaki"

Teacher : "Are you ready, Majid and Zaki?"

Majid & Zaki : (smile)

Teacher : "Ok, come on the clever group. Present your discussion to your friend!"

The clever group presented the result of their discussion. However they looked confuse and nervous. They understood the text, but they confused how to explain. In fact, they needed more than ten minutes for presentation, so that the teacher gave five minutes again. After the clever group done the presentation, the teacher called the next group (diligent and smart group) to do some activities by turns.

When the presentation was finished, the teacher took the important point and explained to the students; how to identify the procedure text and the use of temporal conjunction in this text. Subsequently, the teacher asked them to do the posttest at home, because time is up. On the contrary,
they must follow some requirements, such as; 1) Do the test for 30 minutes, 2) do not open the book, dictionary and other sources, and 3) do not ask other.

Finally, the students agreed with this treaty and the teacher asked them to collect their worksheet tomorrow (Wednesday, August 1 2012). Before closed the lesson, the teacher gave an assignment to the students to look for procedure text about “How to operate electronic tools” as the lesson material for cycle II.

3) Observation

The observation was carried out during the implementation of the action. The researcher and the observer observed the learning activities since the cycle I was going on. The students done the pretest by self without ask to their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material. In fact, they understood about the text, but they felt nervous when they presented the result of their discussion. It happened because they did not accustom to present in front of the class yet. Besides, “In the News” strategy was a new strategy for them, so that they needed to adapt first. The students’ involvement during the lesson can be seen on the table below.
TABLE 4.1 STUDENTS’ OBSERVATION SHEET

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Student’s involvement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila F</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia K</td>
<td>Good</td>
<td>Ask the teacher when she get difficulty and done the test well</td>
</tr>
<tr>
<td>3</td>
<td>Hendra S</td>
<td>Good</td>
<td>Ask the teacher when he get difficulty and done the test well</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>5</td>
<td>M. Nurrohman</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>6</td>
<td>M. Syukron A.M</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>7</td>
<td>M. Zaki M</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>8</td>
<td>Nurul A</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
</tbody>
</table>

Moreover, the researcher would like to analyze the students’ improvement in reading comprehension by calculating the result of pretest and posttest. The result of both of the tests can be seen in the table as follows:
a. The score of pre-test in cycle I

**TABLE 4.2 THE RESULT OF PRETEST IN CYCLE I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila Fauzia</td>
<td>66,6</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia Kurniasari</td>
<td>73,3</td>
</tr>
<tr>
<td>3</td>
<td>Hendra Saputra</td>
<td>66,6</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>66,6</td>
</tr>
<tr>
<td>5</td>
<td>M. Nurrohman</td>
<td>46,6</td>
</tr>
<tr>
<td>6</td>
<td>M. Syukron Abdul Majid</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>M. Zaki Mubarok</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Nurul Affuwah</td>
<td>46,6</td>
</tr>
<tr>
<td></td>
<td>$\sum X = 466.3$</td>
<td></td>
</tr>
</tbody>
</table>

b. Mean of pretest in cycle I

$$M = \frac{\sum X}{N}$$

$M = 466.3$

8

$M = 58.29$

c. The score of posttest in cycle I

**TABLE 4.3 THE RESULT OF POSTTEST IN CYCLE I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila Fauzia</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia Kurniasari</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Hendra Saputra</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>73.3</td>
</tr>
</tbody>
</table>
5  M. Nurrohman  60
6  M. Syukron Abdul Majid  60
7  M. Zaki Mubarok  46,6
8  Nurul Affuwhah  73,3

\[ \sum X = 523,2 \]

d. Mean of posttest in cycle I

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

\[ M = 65,4 \]

From the result of the tests above, there is improvement of students' reading comprehension before and after the application of "in the news strategy" in cycle I. Mean of posttest (65.4) is higher than mean of pretest (58.29).

4) Reflection

After analyzing the result of the action in cycle I, the researcher concluded that the students' reading comprehension was improved. It was shown by the average of posttest, which is higher than the average of pretest.

In other hand, the researcher needed to explain the material in detail in order to make the students understand well. She must guide the students to discuss and present the material in front of the class. Besides,
the students must be more active to ask the teacher when they did not understand about the lesson. The researcher will use the same strategy to teach reading with the different topic for the next cycle to get better result.

3. Cycle II

1) Planning

The researcher prepared some instruments of the research, such as:

a. Lesson plan as teaching guidance in learning process

b. Material

At the last meeting of the action of cycle I the researcher gave an assignment for the students to find out procedure text about “How to operate electronic tools” as learning material.

c. Teaching aids

d. Sheet for classroom observation

f. Pretest and posttest

Pretest was given to the students before applying “in the news strategy” and posttest was given after applying this strategy.

2) Implementation of the action

On Monday, 6 August 2012 the teacher and her partner came to the class. The teacher opened the lesson soon.

*Teacher*: “Assalaamu’alaikum waroh matullahi wabarokaatuh”

*Students*: “Wa’alaikumaalaaam waroh matullahi wabarokaatuh”
Teacher : "How are you today, students?"

Students : "I am fine, and you?"

Teacher : "I am very well, thank you. Ok students, have you done your assignment?"

Students : "Yes,"

Teacher : "Ok, good. Collect it to me"

The students collected their homework immediately. Before starting the lesson, the teacher reviewed the previous lesson.

Teacher : "Apa kalian masih ingat pelajaran kita kemarin? (Did you still remember our lesson yesterday?)"

Students : "Tentang teks procedure Bu (about procedure text, Miss)"

Teacher : "Yes, right. What is procedure text?"

Students : "Teks yang menggambarkan suatu process dengan langkah-langkah (the text that describes the process with the steps)"

Teacher : "Ok, ada berapa bagian dari procedure text? (Ok, How many parts of procedure text?)"

Students : (keep silent)

Teacher : "Have you forgot? Ada goal/purpose, material, tapi tidak dibutuhkan untuk semua procedure text, kita akan pelajari nanti. Terakhir adalah steps (There are goal/purpose, material, but it not required for all
Procedure texts, we will learn it later. The last is steps. Do you understand?"

Students : "Understand"

Later than reviewed the material, the teacher gave pretest to the students. As in the first cycle, they needed 30 minutes to do the test. Some students finished it before a set time. When the time was up, the teacher asked them to collect their worksheets. At that moment, she started the lesson and invited the students to discuss the material as in the cycle I.

Teacher : "Today, we will discuss the procedure text as yesterday. Tapi, topiknya tentang 'How to operate electronic tools' yang sudah kalian kumpulkan tadi. Sudah kalian baca? (Other than, the topic is about 'How to operate electronic tools'. Have you read?)"

Students : "Sudah (yes, I have)"

Teacher : "Your group is still same. What is the title of your texts?"

Nurul : "How to operate computer, Miss"

Awal : "How to use rice cooker, Miss"

Amin : "How to turn on radio"

Rohman : "How to operate HP"

Majid : "How to turn on TV"
Teacher : "And now, choose three texts for discussion material" (write down the title of the texts in the whiteboard)

Students : "Number 1, 4, and 5"

Teacher : "Semua sepakat? (Do you agree?)"

Students : "Sepakat... (agree...)"

In the same manner as in cycle I, the teacher asked each group to read, learn, explain, and identify their texts. Every group discussed the material seriously. However, the time was up, so that the presentation will be done in the next meeting. The teacher remembered them to prepare their presentation well, and then she closed the lesson.

On Tuesday, 7 August 2012 the teacher continued the research. She entered the class and accustomed the students as usual. Furthermore, she inquired students' readiness to start their presentation.

Teacher : "Are you ready students?"

Students : (silent and smile)

Teacher : "Ayo kelompok 1 (come on the first group). What is your title?"

Zaki : "How to turn on TV"

Teacher : "Yes, come here, please! 10 minute maximally, OK?"

The first group, clever group, presented their discussion in front of the class. This group just consisted of two persons. One of them read the
text, and the other one translated it. Then, they explained to their friend how to turn on TV. The teacher helped them to identify the text. After finished the presentation, she invited the students to give appreciation to their friends.

Teacher : "Give applause to the clever group. For the next groups, louder please! Identify the text in detail, OK?"

Students : "Ok, Miss"

The teacher called the second one, diligent group and the third one, smart group, by turn. Both of groups consisted of three persons. They presented the discussion better than the first group. However, they still looked nervous. The teacher took the important point from the discussion. She explained more about how to identify the procedure text. Finally, the students understood the explanation. She gave the opportunity them to make questions, but none done it. Then, she provided posttest to check students’ reading comprehension. They must do the test for 30 minutes maximally. After they finished, the teacher collected the students’ worksheet and ended the lesson.

3) Observation

The researcher and the observer observed the learning activities since the cycle II was going on. The teacher checked the students understanding about procedure text by reviewing the material in previous cycle. Based on the observation from the observer during the lesson, the students gave more attention when the teacher explained the material than
before. They completed their assignments, which is given by the teacher, discussed the material seriously and presented the discussion better than the first presentation. They done both of pre test and of posttest by self, without asked their friends. The students’ involvement during the lesson can be seen on the table below.

**TABLE 4.4 STUDENTS’ OBSERVATION SHEET**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Student’s involvement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila F</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia K</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>3</td>
<td>Hendra S</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>5</td>
<td>M. Nurrohman</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>6</td>
<td>M. Syukron.</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td></td>
<td>A.M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M. Zaki M</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>8</td>
<td>Nurul A</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
</tbody>
</table>
Moreover, the researcher would like to analyze the students’ improvement in reading comprehension by calculating the result of pretest and posttest. The result of both of the tests can be seen in the table as follows:

a. The score of pre-test in cycle II

**TABLE 4.5 THE RESULT OF PRETEST IN CYCLE II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila Fauzia</td>
<td>73.3</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia Kurniasari</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Hendra Saputra</td>
<td>66.6</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>73.3</td>
</tr>
<tr>
<td>5</td>
<td>M. Nurrohman</td>
<td>66.6</td>
</tr>
<tr>
<td>6</td>
<td>M. Syukron Abdul Majid</td>
<td>73.3</td>
</tr>
<tr>
<td>7</td>
<td>M. Zaki Mubarak</td>
<td>53.3</td>
</tr>
<tr>
<td>8</td>
<td>Nurul Affiuwah</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>Σ X = 546.4</strong></td>
<td></td>
</tr>
</tbody>
</table>

b. Mean of pretest in cycle II

\[
\bar{X} = \frac{\Sigma X}{n}
\]

\[
M = 546.4
\]

8

\[
M = 68.3
\]
c. The score of posttest in cycle II

**TABLE 4.6 THE RESULT OF POSTTEST IN CYCLE II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmila Fauzia</td>
<td>73,3</td>
</tr>
<tr>
<td>2</td>
<td>Auwalia Kurniasari</td>
<td>93,3</td>
</tr>
<tr>
<td>3</td>
<td>Hendra Saputra</td>
<td>73,3</td>
</tr>
<tr>
<td>4</td>
<td>M. Ainun</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>M. Nurrohman</td>
<td>66,6</td>
</tr>
<tr>
<td>6</td>
<td>M. Syukron Abdul Majid</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>M. Zaki Mubarok</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Nurul Affuwah</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>( \Sigma X = 519,7 )</strong></td>
<td></td>
</tr>
</tbody>
</table>

**d. Mean of posttest in cycle II**

\[ M = \frac{\Sigma X}{n} \]

\[ M = 519,7 \]

8

\[ M = 75,81 \]

From the result of the tests above, there is improvement of students’ reading comprehension before and after the application of “in the news strategy” in cycle I. Mean of posttest (75,81) is higher than mean of pretest (68,3).
4) Reflection

After analyzing the result of the action in this cycle, the researcher seen that the application of "In the News" strategy could improve students' reading comprehension. The students easy to understand the material, so that most of them did the test well. They learned to prepare the material before they joined in the class. They had trained to look for the material before came to the class as discussion material, so that they could learned it first. The students presented the result of their discussion better than before. The result of pre test and posttest in this cycle are higher than the first cycle.

B. Discussion

Based on the result of analysis in two cycles, the researcher would like to show the students' reading comprehension improvement from cycle I to cycle II. The improvement as follows:

**TABLE 4.5 THE ANALYZE OF STUDENTS' READING COMPREHENSION IMPROVEMENT**

<table>
<thead>
<tr>
<th>Action</th>
<th>Mean of pre test</th>
<th>Mean of Posttest</th>
<th>Degree of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>58,29</td>
<td>65,4</td>
<td>7,11</td>
</tr>
<tr>
<td>Cycle II</td>
<td>68,3</td>
<td>75,81</td>
<td>7,51</td>
</tr>
</tbody>
</table>
The table above shows that the mean of pre-test and post-test have significant differences, where both of post-tests are higher than pretests. There were degrees of improvement between pre-test and post-test in cycle I and cycle II. In cycle I = 7,11 and cycle II = 7,51. It means that the application of “in the news strategy” can improve students’ reading comprehension.

In this case, the improvement of students’ reading comprehension influenced by several factors. First, the students motivated to prepare the material before they joined in the class. They had trained to look for the material before attended the class as discussion material, so that they could learned it first. Second, they attracted to work in group, so that they could share their ideas each other, although they had to done the test individually.
CHAPTER V

CLOSURE

A. Conclusion

After conducted the research of teaching reading about procedure text by applying “In the News” strategy, the researcher draws some conclusions based on the discussion. The conclusions are:

1. Based on the data from the result of tests and observation that have been done and analyzed in the previous chapter, it showed indicators that there are significant improvements in each cycle. It was shown by the mean score of the tests, which is increased. In cycle I, mean of posttest; 65.4 is higher than mean of pretest; 58.29. Besides, mean of posttest in cycle II; 75, 81 is higher than mean of pretest; 68.3.

2. There are strengths and weaknesses of applying “In the News” strategy in improving students’ reading comprehension.

1) The strengths are as follow:

a. The students learn the material before they join the class. They also enrich their knowledge by looking for the discussion material in many sources.

b. The teacher easier to explain the material, because the students have read it before they attend the class.

c. The students learn to work in group and share their idea. They try to be teacher for their friends by present the material in front of the class.
2) The weaknesses are as follow:
   a. Some students do not understand the explanation from other students
   b. Some students tend to depend on their friends during the presentation

B. Suggestions

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful:

1. For the teacher
   a. The teachers are suggested to be more creative. They can ask students to use the internet as one of the learning sources, so that they easier to find out the information.
   b. The teachers must give guidance during the discussion. They should teach them how to work in group. They are recommended to motivate all students to be active in the classroom.

2. For Students
   a. The students must be active in learning process. They should not embarrass to share their idea during the lesson or ask the teacher when they get difficulties.
   b. The students should read and learn the material before they join the lesson, so that they ready to involve in learning process. By reading the material, in this case is about the procedure text, they can understand the text before.
c. The students should try to work in group and share their knowledge each other. They must be able to play along with their group well.

3. For other researchers

The researcher suggests other researchers that the result of the study can be used as additional reference to further research. They could see that the application of in the news strategy can improve students' reading comprehension and motivate them to study before they join in the classroom.
BIBLIOGRAPHY


Silberman, Melvin. Active Learning: 101 Strategies to Teach Any Subject. USA: Allyn & Bacon, 1996


Grabe, William, Reading in a Second Language (Moving from Theory to Practice, Cambridge: Cambridge University Press, 2009


*Kamus 2.0. Digital Dictionary English-Indonesian and Indonesian-English*


APPENDIX
RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS I  
(LESSON PLAN CYCLE I)

Nama Sekolah : SMP BUMI MADANIA  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII/Ganjil  
Alokasi Waktu : 4x 30 menit (2 x pertemuan)  
Tahun Pelajaran : 2012/2013

Standar Kompetensi

Membaca  
5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure dan report.

Indikator

1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to make Indonesian foods and drinks”
2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk procedure terkait dengan tema “How to make Indonesian foods and drinks”

Jenis Teks : Procedure Text  
Aspek / skill : Membaca

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:
1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to make Indonesian drink and food”
Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk *procedure* terkait dengan tema “*How to make Indonesian foods and drinks*”

**B. Materi Pemelajaran**

**Procedure Text**

1. *Procedure text* dengan tema “*How to make Indonesian foods and drinks*” dengan judul bebas (contoh: “*How to boil egg*”) yang dibawa siswa kedalam kelas sebagai bahan diskusi

2. Penjelasan tentang *procedure text* (terlampir)

**C. Metode / Teknik**

“In the News” strategy, diskusi, tanya jawab

**D. Kegiatan Pemelajaran:**

1. Kegiatan awal (5 menit)
   - Salam, berdoa, memeriksa kehadiran siswa
   - Menanyakan tugas yang diberikan kepada siswa sebagai bahan diskusi dikelas (membawa *procedure text* dengan tema “*How to make Indonesian foods and drinks*” dengan judul bebas.
   - Memberi motivasi dan rangsangan kepada siswa dengan cara menyampaikan manfaat pemelajaran

2. Kegiatan Inti

   **Eksplorasi** (30 menit)
   - Memberi pertanyaan singkat tentang *procedure text*
   - Siswa menjawab pertanyaan secara singkat
   - Meminta siswa mengerjakan soal *pre test* tentang *procedure text* (soal terlampir)

   **Elaborasi** (50 menit)
   - Siswa mendiskusikan materi pelajaran tentang *procedure text* dengan tema “*How to make Indonesian foods and drinks*” dan dipandu oleh guru (sesuai prosedur “In the News” strategy)
   - Siswa mempresentasikan hasil diskusi.
   - Guru menjelaskan tentang *procedure text* secara detail
Konfirmasi (30 menit)
  o Guru memberi kesempatan kepada siswa untuk memberikan feedback terkait materi yang disampaikan
  o Guru meminta siswa mengerjakan soal tentang procedure text dengan tema "How to make Indonesian foods and drinks" yang telah didiskusikan dikelas (sebagai soal posttest)

3. Kegiatan Penutup (5 menit)
  o Guru menyimpulkan materi
  o Memberi tugas untuk pertemuan selanjutnya
  o Berdoa dan memberi salam

D. Sumber Belajar
  a) LKS Bahasa Inggris SMP/MTs kelas IX semester Gasal
  b) Kamus Inggris-Indonesia, John.E
  c) http://understandingtext.blogspot.com/2009/10/contohexampleofprocedure-text-in.html

E. Media : Text

E. Penilaian
  1. Teknik : Tes tertulis
  2. Bentuk : Menjawab pertanyaan berupa multiple choice
  3. Instrumen (terlampir)
  4. Rubrik Penilaian Pre test dan Posttest
     a. 10 item soal multiple-choice, masing-masing jawaban betul bernilai 1.
     b. Nilai akhir : Total score x 20 : 3

Salatiga, 30 Juli 2012

Mengetahui,

Kepala SMP BUMI MADANIA

Guru Bahasa Inggris

Abdullah Al-Bazi, S.Ag

Inayatul Fuaida
RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS II
(LESSON PLAN CYCLE II)

Nama Sekolah : SMP BUMI MADANIA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/Ganjil
Alokasi Waktu : 4x 30 menit
Tahun Pelajaran : 2012/2013

Standar Kompetensi
Membaca
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure dan report.

Indikator
1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to operate electronic tools”
2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk procedure terkait dengan tema “How to operate electronic tools”

Jenis Teks : Procedure Text
Aspek / skill : Membaca

A. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to operate electronic tools”
RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS II
(LESSON PLAN CYCLE II)

Nama Sekolah : SMP BUMI MADANIA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/Ganjil
Alokasi Waktu : 4x 30 menit
Tahun Pelajaran : 2012/2013

Standar Kompetensi

Membaca
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar
5.3 Merespons makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure dan report.

Indikator
1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to operate electronic tools”
2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk procedure terkait dengan tema “How to operate electronic tools”

Jenis Teks : Procedure Text
Aspek / skill : Membaca

A. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membaca teks fungsional pendek berbentuk procedure yang terkait dengan tema “How to operate electronic tools”
2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk *procedure* terkait dengan tema "*How to operate electronic tools*"

**B. Materi Pemelajaran**

*Procedure text* bertema "*How to operate electronic tools*" dengan judul bebas (contoh: *How to use DVD Player*) yang dibawa siswa kedalam kelas sebagai bahan diskusi.

**C. Metode / Teknik**

"*In the news strategy*", diskusi, tanya jawab

**D. Kegiatan Pemelajaran:**

1. Kegiatan awal (5 menit)
   - Salam, berdoa, memeriksa kehadiran siswa
   - Menanyakan tugas yang diberikan kepada siswa sebagai bahan diskusi dikelas (membawa *procedure text* dengan tema "*How to operate electronic tools*" dengan judul bebas.
   - Memberi motivasi dan rangsangan kepada siswa dengan cara menyampaikan manfaat pemelajaran

2. Kegiatan Inti

Eksplorasi (30 menit)
   - Menanyakan tugas yang diberikan kepada siswa tentang
   - Meminta siswa mengerjakan soal *pre test* tentang *procedure text* (soal terlampir)

Elaborasi (50 menit)
   - Siswa mendiskusikan materi pelajaran tentang *procedure text* dengan tema "*How to operate electronic tools*" dan dipandu oleh guru (sesuai konsep "*In the news*" strategy)
   - Siswa mempresentasikan hasil diskusi.
   - Guru memberikan penjelasan tambahan terkait hasil diskusi

Konfirmasi (30 menit)
   - Guru memberi kesempatan kepada siswa untuk memberikan feedback dan menanyakan kesulitan terkait materi yang disampaikan
- Guru meminta siswa mengerjakan soal tentang *procedure text* dengan tema "*How to operate electronic tools*" yang telah didiskusikan dikelas (sebagai soal *posttest*)

3. **Kegiatan Penutup (5 menit)**
   - Guru menyimpulkan materi
   - Berdoa dan memberi salam

**D. Sumber Belajar**
   a) LKS Bahasa Inggris SMP/MTs kelas IX semester Gasal
   b) Kamus Inggris-Indonesia, John E
   c) http://understandingtext.blogspot.com/2009/10/contohexample-of-procedure-text-in.html:

**E. Media**: Text and blackboard

**E. Penilaian**

1. **Teknik** : Tes tertulis
2. **Bentuk** : Menjawab pertanyaan berupa *multiple choice*
3. **Instrumen** (terlampir)
4. **Rubrik Penilaian** *Pre test* dan *Post test*
   a. 15 item soal *multiple-choice*, masing-masing jawaban betul bernilai 1.
   b. Nilai akhir : Total score x 20 : 3

Salatiga, 06 Agustus 2012

Mengetahui,

Kepala SMP BUMI MADANIA

Guru Bahasa Inggris

Abdullah Al-Bazi, S.Ag

Inayatul Fuaida
PRE TEST FOR CYCLE I

Nama : 
Mata Pelajaran : Bahasa Inggris
No : 
Waktu : 30 menit
Kelas : IX 
Hari/Tanggal : Senin, 30 Juli 2012

Petunjuk Soal :

1. Berdoalah sebelum Anda mengerjakan soal
2. Bacalah secara teliti setiap soal yang disajikan
3. Kerjakan sendiri dengan percaya diri dan optimis

Choose the correct answer by crossing a,b,c,or d!

Read the text and answer questions 1-3

How to make an omelet

What you need:
3 egg
1 teaspoon of salt
½ teaspoon of pepper
Cheese
Butter

What to do:
- First, break the eggs into a bowl
- Second, add salt, pepper, and some cheese
- Third, mix together
- Then, put some butter in the frying pan
- After that, turn on the stove
- Next, when the butter is melting, put the egg mixture into the frying pan
- And the last, fry for five minutes

1. What the material do we need to make an omelet?
   a. egg, salt, and garlic  
   b. egg, butter, and cheese  
   c. salt, pepper, and union  
   d. union, garlic, and cheese
2. How long it takes to fry an omelet?
   a. 2 minutes  
   b. 3 minutes  
   c. 4 minutes  
   d. 5 minutes  
3. What should we do after put the egg mixture into the frying pan?
   a. turn on the stove  
   b. break the eggs into a bowl  
   c. add salt, pepper, and cheese  
   d. fry for five minutes  

**Read the text below and answer questions 5-7**

**Things needed:**
- Fresh and cleaned chicken cut into pieces
- Spices: turmeric, pepper, and garlic
- Salt and vegetable oil

**Steps to do:**
First, grind the spices until they are mixed and soft. Next, put the chicken in the bowl and pour fresh water into it. Then, put the ground spices on it and stir well. After that, boil the chicken until the flash is cooked and its color turns white. Now, fry the chicken using vegetables oil until the color becomes brownish. Finally, serve your chicken with warm rice and chili.

4. What is the aim/goal of the text?
   a. cook chicken  
   b. making fried chicken  
   c. cook rice  
   d. making fried rice

5. The word *spices* in Indonesia means…
   a. bumbu  
   b. bahan  
   c. langkah-langkah  
   d. cara-cara

6. “…and pour fresh water into it”. The underlined word refers to…
   a. chicken  
   b. vegetable oil  
   c. spices  
   d. bowl

7. Based on the text above, what is the fifth step of making that food?
   a. grind the spices until they are mixed and soft  
   b. fry the chicken using vegetables oil until the color becomes brownish  
   c. boil the chicken until the flash is cooked and its color turns white  
   d. serve your chicken with warm rice and chili
How to make Jelly

Jelly can be made very simply by the following these directions:
You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl

Steps:
First of all, empty contents of a packet of jelly crystal into the jug
Then, Add boiling water
Stir until crystals dissolved
Add cold water and stir
After that, pour mixture into a bowl
Finally, refigerate until firm

8. What kind of water do you need to make jelly?
   a. Cold water       c. clean water
   b. fresh water      d. warm water

9. The text above uses some connectors, they are
   a. firstly, next, and after that
   b. first of all, then, and finally
   c. first of all, next, and then
   d. first, after that, and finally

Read the text and answer the question 10-12

Mushroom soup

We need some material to cook mushroom soup, such as 12 ounces mushroom, 4 egg yolks, ½ teaspoon grated nutmeg, 2 tablespoon chopped parsley, 1 ½ teaspoon salt, 6 tablespoon cream, ¼ teaspoon pepper, 2 pints chicken stock, and butter.

The steps are: prepare mushrooms and place in a frying pan with melted butter. Then, cover and cook for 10 minutes. Next, season with salt, pepper and nutmeg. Bring to boil and then simmer for 30 minutes. After that, Sieve and blend until smooth. Remove the pan from stove and cool. Add beaten egg yolks and cream, stir gently and do not boil. The last step is garnish with chopped parsley and serve.
10. What is the final step of making mushroom soup?
   a. prepare mushroom
   b. season with salt, pepper and nutmeg
   c. garnish with chopped parsley and serve
   d. remove the pan from stove and cool

11. How long to cover and cook the soup?
   a. 4 minutes
   b. 6 minutes
   c. 10 minutes
   d. 30 minutes

12. The first paragraph of the text informs .... of making mushroom soup.
   a. material
   b. title
   c. goal
   d. step

   Complete these sentences with the appropriate temporal conjunction (13-15)?

   **How to boil egg**

   Things you need: 1 egg, 1 small saucepan, 0,5 liter of water. There are some steps to boil egg...(13) fill the saucepan with liter of water. Second, bring the water to boil. Third, put egg in water with spoon.... (14) boil for five minutes.... (15) turn off the stove. Drain saucepan. Finally, serve the egg in cup.

13. a. first
    b. first of all
    c. second
    d. third

14. a. second
    b. third
    c. fourth
    d. fifth

15. a. third
    b. fourth
    c. fifth
    d. finally

--- GOOD LUCK ---
POSTTEST FOR CYCLE I

Nama : 
Mata Pelajaran : Bahasa Inggris
No : 
Waktu : 30 menit
Kelas : IIX
Hari/Tanggal : Senin, 31 Juli 2012

Petunjuk Soal :
1. Berdoalah sebelum Anda mengerjakan soal
2. Bacalah secara teliti setiap soal yang disajikan
3. Kerjakan sendiri dengan percaya diri dan optimis

Choose the correct answer by crossing a, b, c, or d!

Read the text and answer questions 1-5

Vegetable Salad with Peanut Sauce (Gado-gado)

Ingredients:
2 potatoes; 1 cup bean sprout; 10 string beans; 1 cucumber, thinly sliced; 1 cup green cabbage, chopped; 1 carrot, thinly sliced; 8 to 12 ounces tofu; 5 tbs. vegetables oil; 2 hard-boiled eggs, cut in wedges; peanut sauce.

Steps:
First of all boil the vegetables (except tofu and cucumber). Then cut tofu into small pieces and fry until golden brown, then set aside. Please put the cooked vegetables on a plate, top with the tofu, cucumber slices, sliced hard-boiled eggs, and pour the peanut sauce. Finally, vegetable salad with peanut salad is ready to be served.

1. What the material do we need to make an omelet?
   a. egg, salt, carrot
   b. cucumber, carrot, tofu
   c. salt, pepper, tofu
   d. onion, garlic, cucumber
2. Is the tofu and cucumber should be boiled?
   a. no, it is not  
   b. yes, it is not  
   c. no, it is  
   d. yes it is

3. What should we do after boil the vegetables?
   a. cut tofu into small pieces and fry until golden brown
   b. vegetable salad with peanut salad is ready to be served.
   c. put the cooked vegetables on a plate, top with the tofu, cucumber slices, sliced hard-boiled eggs
   d. pour the peanut sauce

4. The second paragraph of the text informs ... of making gado-gado.
   a. material  
   b. step  
   c. goal  
   d. title

5. The text above uses some connectors, except ...
   a. first of all,  
   b. after that  
   c. then  
   d. finally

**Read the text below and answer questions 6-10**

**Things needed:** water, a teaspoonful of coffee, three spoonfuls of sugar, two spoonfuls of cappuccino

**Steps to do:**

First, boil some water in the kettle. Then, put a teaspoonful of coffee into a cup. Put three spoonfuls of sugar into it. Add two spoonfuls of cappuccino. After that, fill the cup with boiling water. Finally, stir it and a cup of cappuccino coffee is ready to drink.

6. What is the aim/goal of the text?
   a. how to drink coffee  
   b. how to boil water  
   c. making a cup of cappuccino coffee  
   d. drinking a cup of cappuccino coffee
7. How many sugars are needed to make that drink?
   a. ½ teaspoonful  
   b. 1 teaspoonful  
   c. 2 teaspoonful  
   d. 3 teaspoonful

8. “Put three spoonfuls of sugar into it”. The italic word refers to...
   a. a coffee  
   b. water  
   c. a cup  
   d. kettle

9. Based on the text above, what is the third step of making that drink?
   a. fill the cup with boiling water  
   b. put a teaspoonful of coffee into a cup boil the chicken until the 
   c. put three spoonfuls of sugar into it  
   d. stir it and a cup of cappuccino coffee is ready to drink

10. What is the last step of making that drink?
    a. fill the cup with boiling water  
    b. put a teaspoonful of coffee into a cup boil the chicken until the 
    c. put three spoonfuls of sugar into it  
    d. stir it and a cup of cappuccino coffee is ready to drink

---

**Text for number 11-15**

**Read and complete these sentences correctly!**

**ingredients:**
350 gr. Long Grain Rice; 2 tbs. vegetable oil; 3 eggs; 1 onion; two green chillis sambal ulek; 1 garlic clove; 1 leek; 1 teaspoon ground coriander; 1 tsp. ground cumin; 250 gr. chicken meat; 250 slide prawns; 3 tbs. kecap manis.

**Steps:**
....(11) beat the eggs and make into a omelet, slice into strip and set aside. Second, heat the oil in a work or large frying pan....(12)add the cop onion, leek, garlic, and chillis.... (13) Fry until the onion is soft. Then at the coriander and cumin slide chicken into strips and add with the prawns to the onion mixture and cook, string occasionally until they are well mixed....(14) Add the rice, soya sauce and omelet strips and cook for a further 5 minutes... (15) Decorate with some of leftover leek and serve hot.
11. a. first
c. third
d. fourth
b. second
c. fourth
d. fifth
12. a. second
c. fourth
d. fifth
b. third
d. fifth
13. a. second
c. fourth
d. finally
b. third
d. finally
14. a. sixth
c. fourth
d. finally
b. fifth
d. finally
15. a. sixth
c. fourth
d. finally
b. fifth
d. finally

--- GOOD LUCK ---
PRE TEST FOR CYCLE II

<table>
<thead>
<tr>
<th>Nama</th>
<th>Mata Pelajaran : Bahasa Inggris</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Waktu : 30 menit</td>
</tr>
<tr>
<td>Kelas : IX</td>
<td>Hari/Tanggal : Sabtu, 04 Agustus 2012</td>
</tr>
</tbody>
</table>

Petunjuk Soal:

1. Berdoalah sebelum Anda mengerjakan soal
2. Bacalah secara teliti setiap soal yang disediakan
3. Kerjakan sendiri dengan percaya diri dan optimis

Choose the correct answer by crossing a, b, c, or d!

Read the text and answer questions 1-4

How to Install CD-Rom

When you want to install CD-Rom, you can follow these steps:

1. Turn off your computer and unplug power cord from power outlet
2. Carefully remove the computer cover
3. Set the Master/Slave jumper on the rear panel of drive. (To get the best results, we strongly suggest that you connect your device to the Secondary IDE port as the Master device)
4. Connect the IDE cable to the drive
5. Connect the 4-pole power cable to the drive
6. Connect the audio cable (if applicable)
7. Carefully slide the drive into the empty bay and mount it. Then replace the computer cover
8. Plug your computer back to power outlet and then turn the power on

1. The purpose of the text above is to...
   a. instruct something  
   b. to describe something
   c. interest the reader
   d. argue on something
2. Where do we set the master jumper?
   a. on the computer
   b. on the drive
b. on the real panel of drive
d. on the computer cover

3. What is the next step after we set the master jumper?
   a. connect the IDE cable to the drive
   b. carefully remove the computer cover
   c. turn off your computer and unplug power cord from power outlet
   d. plug your computer back to power outlet and then turn the power on

4. We should connect .... and ... to the drive
   a. computer, audio cable
   b. audio cable, IDE cable
   c. IDE cable, 4-pole power cable
   d. audio cable, 4-pole cable

5. The final step in installing CD-Room is...
   a. connect the IDE cable to the drive
   b. carefully remove the computer cover
   c. turn off your computer and unplug power cord from power outlet
   d. plug your computer back to power outlet and then turn the power on

**Complete these sentences with the appropriate temporal conjunction (6-8)**

**How to Insert SIM Card Cell Phone:**

... (6), press the locking catch and slide the cover then lift it off the phone. Second, push two catches in the opposite directions and remove the battery. Third, slide the SIM card carefully into the slot. Make sure that the golden connect ars are facing to the connector of the phone.... (7), put the battery and align it until snaps into its place. And...(8), insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place.

6. a. first
c. third
b. second
d. fourth

7. a. second
c. fourth
b. third
d. finally

8. a. second
c. fourth
b. third
d. finally

**Read the text and answer questions 9-12**

*First, make sure the switch is off. Then, place ingredients into the blender container. Add some water if needed. Put the lid on. After that, place the container on the motor housing. Next, plug in the cable. Select one of two speed buttons as required. After grinding, press the switch off. Now, unplug the cable.*
9. The text above tells us about how to...
   a. switch off blender
   b. place the container on the motor housing
   c. place ingredients into the blender container
   d. use blender

10. There are … speed buttons
    a. one 
    b. two
    c. three
    d. four

11. What is the connector for the fifth step?
    a. first
    b. then
    c. after that
    d. finally

12. "Put the lid on". What is synonym of the bold type word?
    a. take
    b. bring
    c. get
    d. set

*Read the text and answer questions 13-15*

13. Arrange the following sentences into the correct sentences!

   How to Use Iron:
   1. After completely ironing, put back the equipments
   2. Start to iron (the clothes)
   3. Take the iron and plug in the cable
   4. Choose the suitable temperature

   a. 3-4-2-1
   b. 1-2-4-3
   c. 3-4-1-2
   d. 1-3-4-2

14. What should we do before start to iron?
    a. take the iron
    b. choose the suitable temperature
    c. put back the equipments
    d. plug in the cable

15. The last step in using iron is…
    a. second
    b. third
    c. fourth
    d. finally

--- GOOD LUCK ---
POSTTEST FOR CYCLE II

| Nama : | Mata Pelajaran : Bahasa Inggris |
| No : | Waktu : 30 menit |
| Kelas : IX | Hari/Tanggal : Selasa, 7 Agustus 2012 |

Petunjuk Soal:

1. Berdoalah sebelum Anda mengerjakan soal
2. Bacalah secara teliti setiap soal yang disajikan
3. Kerjakan sendiri dengan percaya diri dan optimis

Choose the correct answer by crossing a, b, c, or d!

Read the text and answer questions 1-5

First, plug the cable into the socket and turn on your computer. Second, wait a moment while your computer is starting scanner data. Next, enter a keyword (if you use it). Then, the computer will scan about viruses. After that, choose programs as needed, for example you want to type, so you choose Microsoft Word.

1. What is the goal of the text?
   a. How to operate Microsoft Word
   b. How to operate computer
   c. How to choose computer program
   d. How to scan data in computer

2. What should we do before choose the program as needed?
   a. enter a keyword (if you use it)
   b. computer will scan the viruses
   c. plug the cable into the socket and turn on your computer
   d. wait a moment while your computer is starting scanner data

3. “Enter the keyword (if you use it)”
   The italic word in the above sentence refers to
4. The text above uses some connectors, except...
   a. first of all
   b. first
   c. second
   d. after that

5. “The computer will scan about viruses” is the .... step in operating computer.
   a. first
   b. second
   c. third
   d. fourth

*Read the text below and answer questions 6-9*

6. Arrange the following sentences into the correct composition!

   **HOW TO SWITCH ON THE TELEVISION**
   1. Log off knops off when you finished watching TV
   2. Push knops on
   3. Insert steker to stop contact
   4. Select TV station be watching
      a. 3-2-4-1
      b. 3-2-1-4
   c. 1-4-3-2
   d. 2-1-3-4

7. What is the first step to switch on the TV?
   a. log off knops off
   b. push knops on
   c. insert steker to stop contact
   d. select TV station

8. What is the last step in switching on the TV?
   a. log off knops off
   b. push knops on
   c. insert steker to stop contact
   d. select TV station

9. The similar meaning of *switch on* is...
   a. switch of
   b. log on
   c. turn on
   d. log off
Read and complete these sentences correctly!(10-15)

How to Activate Hand Phone

Nowadays, we need hand phone to connect to our colleagues. We can get it easily in the shop. When we buy it, we shall get a hand phone, a SIM card, a battery and charger.

To activate the HP, follow these steps; First, open the cover of the HP. Second, insert the SIM card after being installed. Third, insert the battery inside. Close the battery with a cover of hand phone. Connect to the charger to the bottom of the phone. Sixth, connect the charger to an AC wall outlet. Charging the battery supplied with the phone may take four up to six hours. When battery is fully charged from the AC outlet and the phone. Then, we are ready to make a phone call.

10. How many connectors you can find from the above text?
   a. 4  
   b. 5  
   c. 6  
   d. 7

11. The second paragraph of the text is called...
   a. title  
   b. goal  
   c. material  
   d. step

12. Do you need to insert SIM card to activate HP?
   a. yes, I don’t  
   b. yes, I do  
   c. no, I don’t  
   d. no, I do

13. “When you buy it, we shall get...” The underlined word refers to...
   a. shop  
   b. SIM card  
   c. hand phone  
   d. battery

14. We shall get a set of equipment when we buy HP, except....
   a. Hand phone  
   b. SIM card  
   c. charger  
   d. AC outlet

15. What we can do after the battery is fully charged from the AC outlet and the phone?
   a. open the cover of the HP  
   b. insert the SIM card after being installed  
   c. we are ready to make a phone call.  
   d. Close the battery with a cover of hand phone

--- GOOD LUCK ---
PROCEDURE TEXT

1. What is Procedure text?

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence or steps.

2. Generic Structure of Procedure Text

   a. Goal / aim (or title)
   b. Materials (not required for all procedural texts)
   c. Steps (the actions that must be taken)

3. Characteristics of Procedure Text

   a. Use imperative sentences (kalimat perintah), e.g.: cut, put, mix, etc
   b. Use simple present tense
   c. Use the signal words or temporal conjunctions (untuk mengurutkan kegiatan), such as:
      - First, second, third, etc
      - First of all, then, after that, next, now, finally
   d. Adverbials (untuk menyatakan waktu, tempat, dan cara). Example: For five minutes, two centimeters from the top, etc

Example:

| How to boil egg |

Things you need:
1 egg
1 small saucepan
0,5 liter of water

What to do:
First of all, fill the saucepan with liter of water
Then, bring water to boil
After that, Put egg in water with spoon
Next, Boil for 4 minutes
Turn of the stove
Finally, drain saucepan and serve egg

Source: LKS Bahasa Inggris SMP/MTS Kelas IX A
First Group (Clever)

Just follow this explanation:

Ingredients:

- 350 gr. Long Grain Rice
- 2 Tbs. Vegetable Oil
- 3 Eggs
- 1 Onion
- 2 Green Chillies Sambal Ulek or Sambal Badjak.
- 1 Garlic Clove
- 1 Leek
- 1 teaspoon Ground Coriander
- 1 teaspoon Ground Cumin
- 250 gr. Chicken meat
- 250 gr Shelled Prawns
- 3 Tbs. Kecap Manis

Steps:

This sh is best made from cold leftover rice, but you can cook a fresh batch and leave it to cool for at least 4 hours. Beat the eggs and make into a omelette, slice into strips and set aside. Heat the oil in a wok or large frying pan. Add the chopped onion, leek, garlic and chilli. Fry until the onion is soft. Add the Coriander and Cumin. Slice Chicken into strips and add with the prawns to the onion mixture and cook, stirring occasionally until they are well mixed. Add the rice, soya sauce and omelet strips and cook for a further 5 minutes. Decorate with some of the leftover leek and serve hot. Enjoy.
23 July 2018

B. Hoque

Procedure Text: Make Food: Indonesia

**Vegetable Salad with Peanut Sauce (Logdo)**

**Ingredients:**

- 2 potatoes
- 1 cup bean sprouts
- 10 string beans
- 1 cucumber, thinly sliced
- 1 cup green cabbage, chopped
- 1 carrot, thinly sliced
- 8 to 10 ounces tofu
- 5 tablespoons vegetable oil
- 2 hard-boiled eggs, cut in wedges
- peanut sauce

**Procedure**

First of all boil all the vegetables (except tofu and cucumber), or steam until crisp and tender.

Set aside.

Then cut the tofu into small pieces and fry until golden brown, then set aside.

Then place the cooked vegetables on a plate, top with the tofu, cucumber slices, and sliced hard-boiled eggs, and pour the peanut sauce and vegetable oil over.
How to Make A cup of Cappuccino Coffee

Goal: "How to make a cup of cappuccino coffee"

Material/ingredient:
1. water
2. a teaspoonful of coffee
3. three spoonfuls of sugar
4. two spoonfuls of cappuccino

Steps/Methods:

a. first, boil some water in the kettle
b. then, put a teaspoonful of coffee into a cup
c. put three spoonfuls of sugar into a cup
d. add two spoonfuls of cappuccino
e. fill the cup with boiling water
f. Finally, stir it and a cup of cappuccino coffee is ready to drink.
HOW TO TURN OF TV

1. Insert stoker into terminal
2. Push knops on
3. Select TV station be watching
4. Log off knops off when you finished watching TV

Clever group : Majid and Zaki
Diligent group: Mila, Awal, Ainun

**HOW TO OPERATE COMPUTER**

First, plug the cable into the socket and turn on your computer.

Second, wait a moment while your computer is starting scanner data.

Next, enter a keyword if you use it.

Then, the computer will scan in computer about viruses.

After that, choose program as needed, for example you want to type, the program to choose is Microsoft Word.
Education English | Procedure Text

: How To Activate Hand Phone |

Nowadays, we need hand phone to connect to our colleagues. We can get it easily in the shop. When we buy it we shall get a hand phone, a SIM card, a battery and charger.

**Steps:**

First, open the cover of the hand phone, second insert the SIM card after being installed. Third, insert the battery inside, fourth close the battery with a cover of hand phone. Fifth, connect to the charger to the bottom of the phone. Sixth, connect the charger to an AC wall outlet. Charging the battery supplied with the phone may take four up to six hours. Seventh, when battery is fully charged from the AC outlet and the phone.

Then, we are ready to make a phone call.

By: Third Group: Hendra, Rohman, and Nurul (Smart Group)
Nomor: Sti.24/K-I/PP.00.9/I-1.3.37/2012
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Yth. Setia Rini, M. Pd

Assalamualaikum w.w.

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

Nama : Inayatul Fuaida
NIM : 11308032
Jurusan : Tarbiyah
Judul Skripsi :

THE APPLICATION OF "IN THE NEWS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION (CLASSROOM ACTION RESEARCH IN THE 2nd GRADE STUDENTS OF SMP BUMI MADANIA 2012)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Judul : THE APPLICATION OF "IN THE NEWS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION (A CLASSROOM ACTION RESEARCH IN THE THIRD YEAR STUDENTS OF SMP BUMI MADANIA SALATIGA IN THE ACADEMIC YEAR 2012/2013)

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
Kepada
Yth. Kepala SMP BUMI MADANIA
Drs. Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Inayatul Fuaida
NIM : 11308032
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Farbiyah
Program Studi : F. Ilmu Bahasa Inggris (FBI)

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

Adapun judul yang diambil adalah
THE APPLICATION OF "IN THE NEWS" STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (Classroom Action Research in the 3rd Year Students of SMP BUMI MADANIA Salatiga in the Academic Year 2012/2013)

Dengan Pembimbing : Setia Rini, M. Pd
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di SMP BUMI MADANIA, mulai tanggal 17 Juli 2012 s.d. selesai.

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

Wassalamualaikum w.w.

a.n. Ketua

Ketua Bidang Akademik

[Signature]

[Stamp]

[Signature]

Staf Akademik

[Stamp]

[Signature]

[Stamp]
SURAT KETERANGAN
NO : E01/VIII/BM/2012

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) BUMI MADANIA Kelurahan Tingkir Lor, Kecamatan Tingkir, Kota Salatiga, menyatakan bahwa:

Nama : INAYATUL FUAIDA
NIM : 113 08 032
Jabatan : Mahasiswa STAIN Salatiga
Program Studi : Tadris Bahasa Inggris

telah benar-benar melaksanakan penelitian di SMP BUMI MADANIA sejak tanggal 17 Juli s/d 07 Agustus 2012.

Demikian keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 07 Agustus 2012

Kepala SMP BUMI MADANIA

[Signature]

Idulah Al Bazzi, S.Ag
<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientasi Program Studi dan Pengenalan Kampus (OPSPEK) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga</td>
<td>23-27 Agustus 2008</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>GARDIKA (Gema Ramadhan Di Kampus) LDK DA STAIN Salatiga</td>
<td>15 September 2008</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Dauroh Qur’an Forum Ikhwah Tarbiyah</td>
<td>20 September 2008</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Dauroh Mar’atus Shiliyah (DMS) LDK DA STAIN Salatiga</td>
<td>November 2008</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Kursus Pembina Pramuka Mahir Tingkat Dasar (KMD) Kwartir Cabang Kota Salatiga</td>
<td>9-14 Pebruari 2009</td>
<td>Peserta</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Intensive Course Practicum Program</td>
<td>20 Pebruari 2009</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Musabaqoh Tilawatil Qur’an (MTQ) I JQH &amp; ITTAQO</td>
<td>02 April 2009</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Musabaqoh Hifdzil Qur’an (MHQ) pada MTQ I JQH &amp; ITTAQO</td>
<td>02 April 2009</td>
<td>Juara</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Bedah Film “LASKAR PELANGI” dan Penggalangan Dana untuk Korban Situ Gintung oleh DEMA STAIN Salatiga</td>
<td>04 April 2009</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Talk Show dalam MILAD VII LDK DA STAIN Salatiga</td>
<td>14 April 2009</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>STQ Tingkat Kota Salatiga Cabang 5 Juz dan Tilawah Putri</td>
<td>17 Juni 2009</td>
<td>Juara</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>SK Pengurus Pondok Pesantren Tahaffudzul Qur’an AL AZHAR Salatiga</td>
<td>14 Juli 2009</td>
<td>Pengurus</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Diskusi Panel dan Buka Bersama oleh UKM CEC, LDK&amp; ITTAQO</td>
<td>5 September 2009</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>IBTIDA’ LDK DA STAIN Salatiga</td>
<td>11 Oktober 2009</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Waktu</td>
<td>Keterangan</td>
<td>Skor</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>15</td>
<td>Pesantren Kilat Ramadhan 1430 H</td>
<td>November 2009</td>
<td>Pemateri</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>SK Pengurus JQH STAIN Salatiga</td>
<td>10 November 2009</td>
<td>Penguris</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Penerimaan Anggota Baru (PAB) JQH STAIN Salatiga</td>
<td>12 Desember 2009</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>SK Kegiatan Pembinaan Pramuka Siaga dan Penggalang di SD N Kutwinangun 01 Salatiga</td>
<td>1 Oktober 2009-24 April 2010</td>
<td>Pembina</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>MILAD VIII LDK DA STAIN Salatiga</td>
<td>22,23,24 &amp; 28 April 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>TEKAD (Training Kader) II LDK DA STAIN Salatiga</td>
<td>8-9 Mei 2010</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Bedah Buku Muslimah oleh Departemen An-Nisa' Forum Komunikasi Mahasiswa Islam Universitas Semarang</td>
<td>13 Mei 2010</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>MTQ II JQH STAIN Salatiga</td>
<td>24 Mei 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>SK Pengurus LDK DA STAIN Salatiga</td>
<td>04 Juni 2010</td>
<td>Sekretaris</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>STQ Putri Cabang Tahfidz 10 Juz</td>
<td>23 Juni 2010</td>
<td>Juara</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>SK Pengurus Pondok Pesantren Tahaffudzul Qur'an AL-AZHAR Salatiga</td>
<td>10 Juli 2010</td>
<td>Penguris</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>Seminar Nasional Profesionalisme Penulisan dan Penerbitan Buku oleh UPT Perpustakaan STAIN Salatiga</td>
<td>3 Agustus 2010</td>
<td>Peserta</td>
<td>6</td>
</tr>
<tr>
<td>27</td>
<td>Panitia GARDIKA (Gema Ramadhan Di Kampus)</td>
<td>21-22 Agustus 2010</td>
<td>Panitia</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Perombaan Antar Pesantren se-Kota Salatiga oleh Remaja Masjid AN-NIDA Salatiga</td>
<td>29 Agustus 2010</td>
<td>Juri</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>Practicum Program (Pronunciation, Intensive Course, Magazine Writing, Public Speaking, Book Proceeding, Drama) oleh TBI STAIN Salatiga</td>
<td>1 September 2010</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>SK Pengurus JQH STAIN Salatiga</td>
<td>25 September 2010</td>
<td>Penguris</td>
<td>3</td>
</tr>
<tr>
<td>31</td>
<td>IBTIDA' LDK DA STAIN Salatiga</td>
<td>9-10 Oktober 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>Penerimaan Anggota Beru (PAB) JQH STAIN Salatiga</td>
<td>13 November 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Waktu</td>
<td>Keterangan</td>
<td>Skor</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>33</td>
<td>Workshop ESIQ LDK &amp; JQH STAIN Salatiga</td>
<td>15-16 November 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>34</td>
<td>TEKAD I LDK DA STAIN Salatiga</td>
<td>25 Desember 2010</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>35</td>
<td>Smart Successful SIBA Test (SSST) oleh LDK DA STAIN Salatiga</td>
<td>20 Januari 2011</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>36</td>
<td>Discourse Analysis</td>
<td>1 Maret 2011</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>37</td>
<td>Gorah Masal JQH STAIN Salatiga</td>
<td>12 Maret 2011</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>38</td>
<td>STQ Putri Cabang Tahfidz 10 Juz</td>
<td>21 Juni 2011</td>
<td>Juara</td>
<td>3</td>
</tr>
<tr>
<td>39</td>
<td>A Half-Day Teacher Training Workshop on Motivating Your Students focusing on Speaking Skills by IALF Bali Language Centre</td>
<td>15 Juli 2011</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>40</td>
<td>Orientasi Dasar Keislaman (ODK)</td>
<td>24 Agustus 2011</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>41</td>
<td>Achievement Motivation Training (AMT) dalam rangka perpisahan PPL STAIN Salatiga di MTs AL-MANAR Tengaran</td>
<td>27 September 2011</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>42</td>
<td>Lomba se-RW V Togaten Mangunsari, Salatiga oleh peserta KKN STAIN Salatiga</td>
<td>23 Maret 2012</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>43</td>
<td>MHQ Putri dalam kegiatan Green Camp-Jateng Youth Festival 2012</td>
<td>14-17 Juni 2012</td>
<td>Juara</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

Salatiga, 07 September 2012

Mengetahui,

Pembantu Ketua Bidang Kemahasiswaan

[Signature]

H. Agus Waluyo, M.Ag

NIP. 19750211 200003 1 001
**LEMBAR KONSULTASI SKRIPSI**

**NAMA MAHASISWA:** INATUL FUADIA

**NIM:** 113.08.032

**PEMBIMBING:** SETIA RINI, M.Pd.

**JUDUL:** THE APPLICATION OF "IN THE NEWS" STRATEGY TO IMPROVE STUDENT READING COMPREHENSION @ Classroom Action Research in the 3rd Year Students of SMP BUMI MADAMA SALATIGA IN THE ACADEMIC YEAR 2012 / 2013.

<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>28/5/12</td>
<td>Proposal</td>
<td>1. Be consistent for the subject of the study!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Revise the chapter!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Focus &amp; relate to the topic in the curriculum!</td>
</tr>
<tr>
<td>2.</td>
<td>4/6/12</td>
<td>Proposal</td>
<td>Revise some ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>14/6/12</td>
<td>Proposal</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Page set up!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Revise</td>
</tr>
<tr>
<td>4.</td>
<td>25/6/12</td>
<td>Proposal</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Continue to 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mention types of 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategy</td>
</tr>
<tr>
<td>5.</td>
<td>20/7/12</td>
<td>Chapter 1</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Continue to 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mention types of 2</td>
</tr>
<tr>
<td>7.</td>
<td>28/7/12</td>
<td>Chapter 2</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Continue to 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mention types of 2</td>
</tr>
<tr>
<td>8.</td>
<td>6/8/12</td>
<td>Chapter 2</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Continue to 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mention types of 2</td>
</tr>
</tbody>
</table>

**CATATAN:**

**SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA**

**Pembimbing:**

**SETIA RINI, M.Pd.**
**LEMBAR KONSULTASI SKRIPSI**

**NAMA MAHASISWA:** INATATUL FUADA  
**NIM:** 113 08 032  
**PEMBIMBING:** SETIA BINTI, M.Pd  
**JUDUL:** THE APPLICATION OF "IN THE NEWS" STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION (A Classroom Action Res in the 3rd Year Students of SMP BUMI MARANIA SALATIGA in the Academic Year 2012 /2013)

<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>18/8/12</td>
<td>Chapter 2</td>
<td>Relate the term</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>15/8/12</td>
<td>Chapter 2</td>
<td>Learning &amp; Instruction</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1/9/12</td>
<td>Chapter 3</td>
<td>Relate the strategy</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>6/9/12</td>
<td>Chapter 2</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3</td>
<td>How many cycle?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7/9/12</td>
<td>Chapter 4</td>
<td>Analysis &amp; procedure of In the News strategy?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>8/9/12</td>
<td>Chapter 3, 4, 5</td>
<td>OK!</td>
<td></td>
</tr>
</tbody>
</table>

**CATATAN:**  
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA  

**Pembimbing**
CURRICULUM VITAE

Name : INAYATUL FUaida

NIM : 113 08 032

Place and Date of Birth : Semarang Regency, December 9th 2012

Faculty/Department : Educational Faculty / English Department 2008

Address : Koripan, RT 08/ II, Susukan, Semarang, 50777

Phone Number : 085 740 764 275

Motto : Today must be better than yesterday and
        Tomorrow must be better than today.

Education Background :

1. SDN Koripan III 2002
2. SMPN II Susukan 2005
3. SMAN I Tengaran 2008
4. State Institute for Islamic Studies (STAIN)
   Salatiga 2012